



Special Olympics
Young Athletes



Young Athletes
.....
LESSON PLANS

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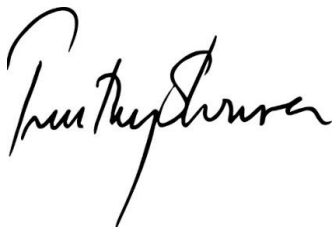
Dear Fellow Educators,

I am thrilled to present our newly developed Special Olympics Young Athletes resource, the year-round Young Athletes lesson plans. The Young Athletes lesson plans are an instrumental tool that will transform the global educational landscape. As an educator, an advocate for social and emotional learning, and Chairman of Special Olympics, I am deeply committed to ensuring that children of all abilities flourish and thrive together.

Young Athletes, a core Special Olympics program tailored to children with and without intellectual disabilities ages 2–7, is a beacon of inclusivity, serving all children through play and motor skill development. The unveiling of the year-round Young Athletes lesson plans offers a unique opportunity to empower educators to create truly inclusive classrooms. This comprehensive resource not only hones fundamental motor skills crucial for physical development, but also seamlessly integrates social-emotional and academic learning to foster holistic growth. By embracing these unique lesson plans, schools will nurture the physical well-being of all students, while instilling the important values of empathy, understanding, and collaboration.

Please join us and champion the use of this crucial new tool within your school community to enrich the educational journey for every student. It's time to ensure that every child, regardless of ability, feels a profound sense of belonging and purpose.

Best wishes,

A handwritten signature in black ink, appearing to read "Timothy Shriver". The signature is fluid and cursive, with a large initial "T" and "S".

Dr. Timothy Shriver
Chairman of the Board of Directors
Special Olympics International

HOW TO USE THIS RESOURCE

Young Athletes is an innovative sports play program designed for students aged 2–7 years and takes place around the world. The program includes active games, songs, and other play activities that help children develop motor, social, and cognitive skills. These lesson plans are designed with the elementary school classroom in mind as it is an opportunity for students of all ability levels to come together to grow and develop in friendship, leadership, and sports skills.

This resource contains 8 units to use over the course of an entire year. It has 30 weeks of 3 lessons per week to help students fully develop all skill areas. The lessons are aligned with Common Core, SHAPE, and Head Start standards and incorporates academic standards into many of the lessons. To compliment these lesson plans, there are home connection newsletters, skill cards, and videos to easily send home to help students continue to practice these skills at home.

Each unit is divided into these areas:

- **Introduction**
Learn what this skill area is about
- **Unit Overview**
A quick snapshot into what the unit will focus on and the equipment you will need. It will also include notes to help your lesson be a success.
- **Developmental Milestones**
Focuses on the developmental milestones for each skill that is covered in this unit. The skill areas are broken down into basic, proficient, and advanced to help identify specific areas of need and progress.
- **Standards**
A list of all of the Common Core, SHAPE and Head Start standards that will be met throughout the unit.
- **Weekly Lessons**
Provides 5 key components for each lesson (see next page for details)
- **Unit Review**
Wraps up the unit and provides materials to send home
- **Home Connection**
Print or attach this to a newsletter to let families know what specific skill cards to practice at home or ways they can encourage developing this skill in their student
- **Printables**
All of the printables you will need for the lessons in this unit

There are 5 components to each lesson in this resource.

- **Leadership Time**

This is the foundation of the resource because it provides a framework to talk about social emotional learning for students and build the trust and connection throughout your classroom. Each week there is a book to help spark discussion, encourage deep thinking, and provide a bridge to further conversations and connections throughout the classroom. Use this section as either the start of a full Young Athletes lesson all at once, or do this read aloud during snack, a brain break, or any other part of your day where you have an extra 5-10 minutes. QR codes for virtual book readings can be found in the resources.

- **Strength and Endurance**

This section is our warm up activity to get our bodies ready for the skills and games. Use this to warm up, but also keep these GoNoodle links, warm up posters, or songs available for extra brain breaks you may need throughout your day in the classroom.

- **Focus Skill**

This first activity or game is designed to introduce the skill being taught. This is either an explicitly taught skill such as how to properly underhand throw a ball or it is a game that incorporates the skill.

- **Optional Activity/Game**

The next activity or game is meant to reinforce the skill or review a game or skill that has been previously taught. Depending on timing, feel free to do this activity as part of your lesson or save it for another time in your day or week. All activities can be used as stand alone games to insert in your day when you have time or taught as one cohesive lesson.

- **Cool Down/Flexibility**

Similar to the Strength and Endurance section, this cool down is an opportunity for students to transition out of their Young Athletes time and cool down their bodies. Keep these different exercises around to use for a calming brain break or way to transition in your classroom.

- **Printables**

Throughout this resource, you will be referencing different posters to help students understand certain skills or games. Print these attachments out and laminate them at the beginning of the year to be ready for the lessons ahead of time!

EQUIPMENT

Equipment	Suggested Substitutions
 <p>Balance beam</p>	<p>Tape Rope</p>
 <p>Small foam ball</p>	<p>Tennis Ball Any small ball</p>
 <p>Bean Bags</p>	<p>Small, soft toys or figures Bags filled with rice, sand, or beans Natural items like flowers or leaves</p>
 <p>Sport Cones</p>	<p>Boxes Plastic soda bottles filled with sand</p>
 <p>Large plastic blocks</p>	<p>Foam or wood blocks Bricks</p>
 <p>Plastic dowel</p>	<p>Stick Paper towel roll</p>
 <p>Paddle</p>	<p>Short stick</p>
 <p>Floor markers</p>	<p>Stickers or tape Carpet squares Chalk-drawn shapes</p>
 <p>Hoops</p>	<p>Hula hoops Bicycle tubes Old tires</p>
 <p>Scarf</p>	<p>Dish towel Small piece of cloth</p>
 <p>Playground ball</p>	<p>Beach ball Any lightweight ball Balloon</p>

EQUIPMENT

Equipment		Suggested Substitutions
	Parachute	Large piece of fabric Sheet
	6 dice	Print out these and fold to make dice
	Jump ropes	Rope
	Tape measures or yard sticks	Rulers Printable rulers
	Bowling pins	Plastic cups Plastic bottles
	Basketball for each student	Playground ball for each student
	Soccer ball for each student	Playground ball for each student
	Unifix cubes	Other math manipulatives (cubes, chips, etc.)
	Small basketball hoop	Basket Box
	Way to play music (speaker, phone, computer)	

KEY POINTS TO CONSIDER IN THE CLASSROOM

Space and Safety

- **Not too big; not too small**
Take time to read each activity. Make sure the space matches the needs of the activity and the number of children in the group.
- **Indoor versus outdoor**
Young Athletes is good for both indoor and outdoor spaces. Be mindful of spacing. Define borders for safety.
- **One space vs. two spaces**
Many teachers have run Young Athletes by dividing their class into two groups. Use a classroom and hallways to run two smaller groups of children at a time.

Structure

- **Establish a routine**
Routines provide clear expectations, consistency and comfort for many children.
- **Plan for rest breaks**
Provide a space where children can rest if they become tired or overstimulated by the environment or activity.
- **Encourage different modes of movement to transition between activities**
This strengthens different muscles and encourages children to learn a new skill.
- **Use music to signal transition**
Songs can be used to signal when one activity is finished and another is about to begin.
- **Unified partners**
Have older children or children without ID support younger children by showing activities and serving as leaders and unified partners.
- **Hydration and healthy snacks**
Offer water and fruit at the end of the session, if available. Good hydration and nutrition are important for physical health and learning.

Young Athletes App

Young Athletes has an app that is a great resource for parents and caregivers to use at home. It supports your child's growth by providing suggested activities based on your child's individual skills that you can complete at home and on your schedule. Find the [printable flyer](#) at the end of Unit 1 for the QR code and links to send home!

EQUIPMENT MODIFICATIONS AND ADAPTATIONS

Changes to equipment can decrease injury and increase success. Balls, Frisbees, balloons, pucks, bats, rackets, paddles, sticks, bases, nets, goals and fitness equipment can be changed to meet the needs of each child.







- **Change the ball size**
Make the ball or sport object (puck, shuttle) larger or smaller.
- **Length or width**
Change the length of the striking implement (bat, stick) to be longer, shorter or wider.
- **Weight**
Offer striking equipment or balls that are lighter or heavier.
- **Grip**
Make the grip larger, smaller, softer or molded to fit the child's hand.
- **Composition and texture**
Offer a variety of balls and striking equipment that are made of foam, fleece, plastic, rubber, cardboard or other materials.
- **Colors**
Use equipment in many colors for organization or to visually engage children.
- **Height or size**
Lower the height of a net, goal or base. Use larger bases marked with numbers or colors. Increase the size of a goal or change the height to increase accuracy in aiming at a target.
- **Sound, light, pictures, signs or colors**
Use colored scarves, pictures and other visuals to emphasize location.

INCLUSIVE ADAPTATIONS

Young Athletes provides a space for children of all abilities to be successful. In some cases, due to a range of student abilities and challenges, activities may need to be adapted so that all students can participate.

The Inclusive Adaptations cards are a great resource to help you get started with providing suggestions for activity adaptations. The primary goal of the activity adaptations is to encourage students with the motor and sensory challenges below to participate in the SAME activity as their classmates. All students can benefit from either assisting or receiving assistance and seeing that activities can be performed, and goals can be achieved in different ways.



	<p>Limited Mobility (LM): Students with limited or uncoordinated movement of their arms or legs; a student may use a wheelchair or stander for positioning and mobility.</p>
	<p>Assistive Device (AD): Students who are ambulatory with an assistive device (walker, crutches, cane, gait trainer) or wear a brace.</p>
	<p>Hard of Hearing (HOH): Students with difficulty hearing.</p>
	<p>Visual Impairment (VI): Students with difficulty seeing.</p>
	<p>Non-Verbal (NV): Students who have difficulty with oral communication; they may use sign language or a communication device.</p>
	<p>Sensory Processing Disorder (SPD): Some students may be overly sensitive to minor environmental stimuli (touch, sounds, etc.), while others may seek sensory stimulation, including movement.</p>



Whenever you see this icon in the lower right corner of a lesson, refer to the Inclusive Adaptations cards to help you adapt the activity for all students.

MODIFICATIONS FOR CHILDREN WITH AUTISM

Consider the following suggestions when planning Young Athletes sessions that include children with autism:

Structure and Consistency:

- Schedule Young Athletes for the same time every day to maintain consistency.
- Repeat the same structure for every Young Athletes session. Start with a warm up and opening song. Have individual skill practice and group games. Then, close with a song. A consistent routine helps children know what to expect.
- Provide a clear beginning and clear end to activities.
- Use visuals and pictures to walk children through the activities for that day's session.

Surroundings and Physical Stimulations:

- Limit distractions, like bright lights or loud sounds.
- Avoid sudden noises, like a whistle or clapping.
- Designate a quiet room or have a calm area where children can go during times of overstimulation.

Instruction:

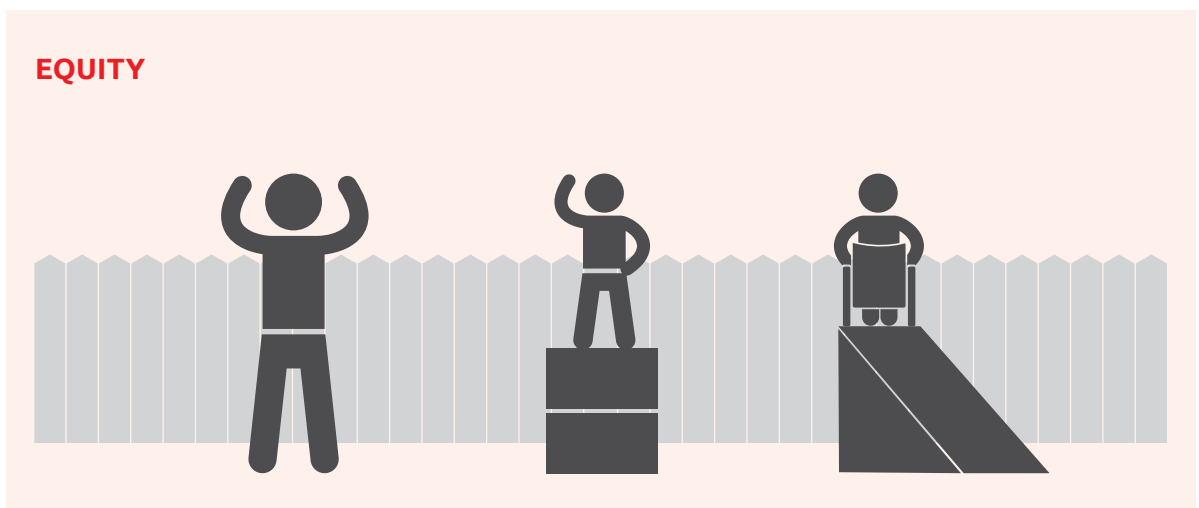
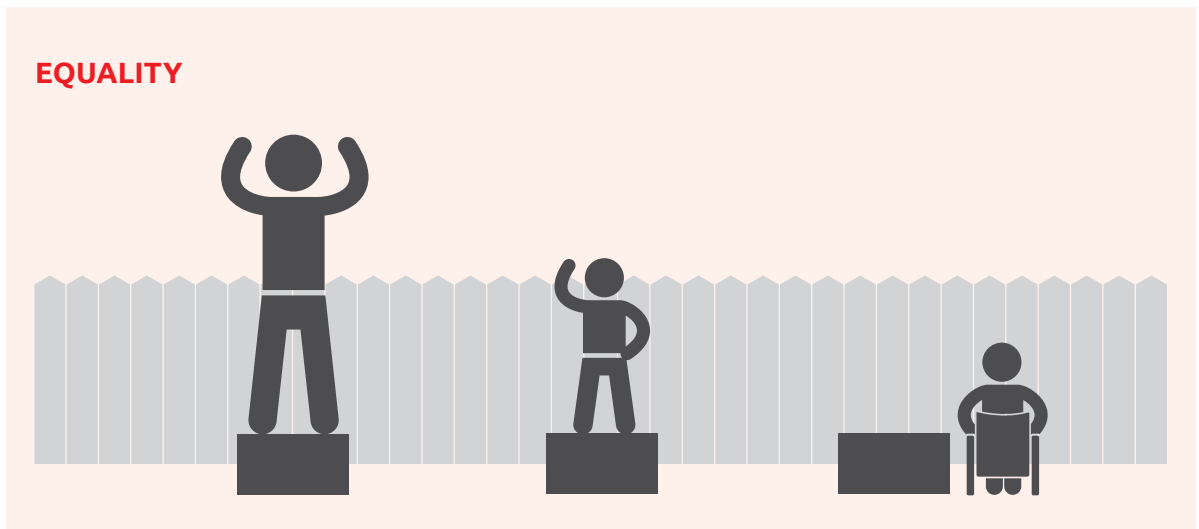
- Define clear boundaries for activities.
- Give clear and concise directions for each activity. This helps children understand what is expected of them.
- Develop rules about social interactions, behavior and communication. Use those rules to provide structure to the group.
- Provide individual support for children from volunteers, staff or other children.

UNDERSTANDING EQUITY AND INCLUSION

Equity and inclusion play an important role in establishing a foundation for learning and understanding among students. Creating a socially inclusive environment for all students enhances the learning process and allows opportunities for all children, regardless of ability, to learn, grow, and be successful. As the YA lesson plans are implemented, it is essential to understand the principles of equity and inclusion and how these concepts translate into the everyday classroom settings.

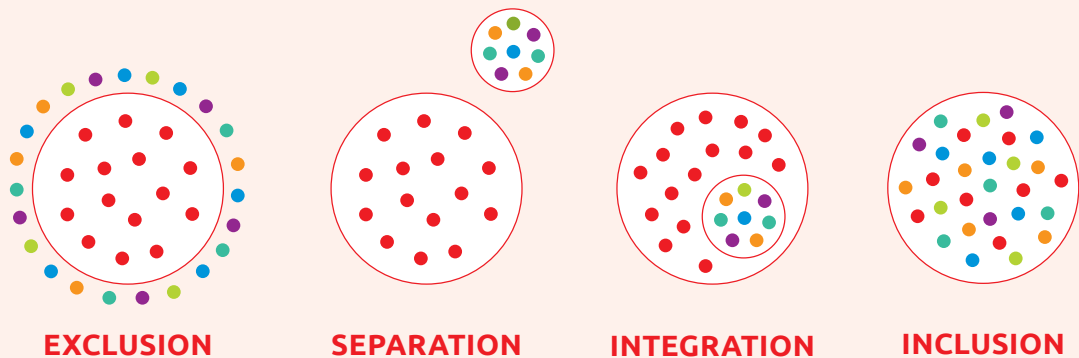
Equity:

Equality means everyone is given the same resources or opportunities. Equity recognizes that each person has different needs, abilities, and circumstances and allocates the resources and opportunities needed to each individual to reach an equal outcome. Equity ensures that all students have access to opportunities, resources, and supports needed to enhance learning and support individual needs. With relation to the YA lesson plans, equity will ensure each student receives the modifications and adaptations to meaningfully participate in activities.



Inclusion:

Inclusion is accepting all people as equals—regardless of ability, ethnicity, age, religion, or gender identity—and ensuring that they have access to the same services and opportunities as everyone else. Inclusion in the classroom is the acceptance of all students, no matter their abilities, and creating a space for all students to learn and thrive. All students should be respected as valuable members of the classroom, fully participate in classroom activities, and interact with peers of all ability levels to support holistic development. With relation to the YA resource, inclusion will ensure every student can be involved in YA activities and participate in activities with their peers with and without IDD.



Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.

Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.

Integration is a process of placing person with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.

Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

BEST PRACTICES FOR INCLUSIVE CLASSROOMS

Creating an inclusive classroom allows for the opportunity to recognize and value the diverse learning needs of each student. For educators, it may involve adapting teaching methods and materials to ensure that all students, including those with IDD, are fully engaged and supported. Below are a variety of strategies to support building an inclusive classroom and implementing the YA lesson plans with fidelity to inclusive practices.

- Design your lessons to support and meet the needs of students with and without IDD. If you need additional support, connect with other school staff, such as special education teachers, paraeducators, speech pathologists, occupational therapists, and more to create a support team.
- Follow the STEP principle to modify and adapt individual lesson and activities and ensure each student can meaningfully participate. This may include adapting implementation of the daily lessons and taking things slower to ensure students learn the skill fundamentals.
- Identify the outcome for each student in each activity. Tiered learning will allow students to work at different levels of the same task, while still playing together.
- Provide experiences where students can learn more about disabilities and the experiences children with disabilities face. For example, have everyone wear a blindfold during an activity to give the same experience as a child with visual impairment.
- Support children in taking on leadership opportunities within the activities. Allowing children to choose their roles in activities can empower children to participate in a way that feels comfortable and enjoyable for them.
- Consider the way you communicate with students and the way in which students communicate with each other. Use both verbal and non-verbal communication forms and provide consistent cues for students. Use concise and simple language to avoid confusion.
- Introduce stories and songs from various cultures to develop empathy and respect for different backgrounds and perspectives.
- Provide opportunities for each child to showcase their strengths, whether in storytelling, singing, or physical activities, fostering a sense of accomplishment and self-worth.

ADAPTATIONS FOR IMPLEMENTATION

When implementing YA activities, it is important to cater to individual needs of each student to ensure safety and create an inclusive and individualized learning environment. Every student, regardless of their skill and ability level, can participate in Young Athletes. Before beginning activities, educators should document information about the needs of their students and determine any accommodations or modifications in activities, equipment, or classroom arrangements that may be necessary to ensure meaningful participation. Adaptations to most activities can be made using the STEP principle.

Widely used in adapted physical education settings, STEP is defined as the following:

- **SPACE:**
Changing the space where an activity takes place, depending on the activity
» *Example: Modifying a field to be smaller to accommodate athlete needs.*
- **TASK:**
Increasing participation through individualization of activities during a lesson
» *Example: Depending on individual needs, allowing athletes to either walk or run while completing an activity.*
- **EQUIPMENT:**
Changing the equipment used, so that success is increased during the activity
» *Example: Using a balloon instead of a smaller ball during a striking activity to increase a student's hand-eye coordination.*
- **PEOPLE:**
Changing the number of children in an activity to allow for a better experience for everyone
» *Example: Allowing children to work alone or in smaller groups. Have students with and without IDD work as leaders and followers depending on ability.*

ACTIVITIES TO ENHANCE SELF-REGULATION

The Young Athletes lessons can support the development of self-regulation skills in students. Self-regulation refers to the ability to manage emotions, behaviors, and body movements when faced with a situation that is challenging or overwhelming. The lessons support self-regulation in the following ways:

- **Structured Physical Activities:** Engaging in structured physical activities helps students learn to follow rules and understand the importance of discipline, which is key in self-regulation.
- **Group Play for Emotional Management:** Participating in group activities allows students to experience emotions like excitement, disappointment, or frustration in a safe environment. This teaches them to manage their feelings effectively.
- **Routine and Consistency:** The regular and predictable structure of the lessons can be calming for students, providing a sense of security that fosters better self-regulation.
- **Positive Reinforcement:** The resource emphasizes positive reinforcement, which encourages students to understand the consequences of their actions and regulate their behavior accordingly.

Additional activities can be added to lessons and activities to support further development of self-regulation skills, based on the needs of the students.

- **Breathing Exercises:** Teach students to breathe in deeply through their nose, imagining their belly is a balloon filling up with air, and then slowly exhale through their mouth to deflate the balloon.
- **Mindful Listening:** Play a game of mindful listening where the child listens to various sounds around them (e.g., birds chirping, wind blowing) and describes what they hear. This can help children feel calm and settled.
- **Yoga and Stretching:** Introduce simple yoga poses that require concentration and balance, which can help in calming the mind and body.
- **Storytime Meditation:** Use guided stories where students have to visualize a calm and peaceful scenario. This can help them relax and manage their emotions.
- **Cool-Down Corners:** Encourage parents to create a 'cool-down corner' at home with comforting items like soft pillows, books, or soothing music. This space can be used when the child feels overwhelmed.

Intellectual and developmental disability (IDD) is a term used to describe a range of conditions that are usually present (but often not detected) at birth and uniquely affect the trajectory of a person’s physical, intellectual, and/or emotional development. This term is often used for young children who exhibit delays or missed milestones, and those that have not received a formal diagnosis.

- **Developmental disabilities (DD)** refer to a broader category of conditions that can cause an impairment in physical, learning, language, or behavior areas.
- **Intellectual Disability (ID)** is a term used when a person has certain limitations in cognitive functioning and skills, including conceptual, social, and practical skills, such as language, social and self-care skills. These limitations can cause a person to develop and learn more slowly or differently than a typically developing person. Intellectual disability can happen any time before a person turns 22 years old, even before birth. Some, but not all, children with developmental disabilities will be diagnosed with ID as they get older.

According to the American Association of Intellectual and Developmental Disabilities, an individual has intellectual disability if he or she meets three criteria:

- IQ is below 70.
- There are significant limitations in adaptive behavior in one or more of the following areas: conceptual, social or practical skills (skills that are needed to live, work, and play in the community).
- The condition manifests itself before the age of 22.

IDD can be caused by injury, disease, or a problem in the brain. Some causes of IDD—such as Down syndrome, Fetal Alcohol Syndrome, Fragile X syndrome, birth defects, and infections—can happen before birth. Some happen while a baby is being born or soon after birth. Other causes of IDD do not occur until a child is older; these might include severe head injury, infections or stroke. Although the exact cause is unknown, autism may develop from a combination of genetic and environmental influences.

The most common causes of IDD are:

- **Genetic conditions.** Sometimes abnormal genes are inherited from parents, there are errors when genes combine, or other reasons. Examples of genetic conditions are Down syndrome, Fragile X syndrome, and phenylketonuria (PKU).
- **Complications during pregnancy.** Sometimes a baby does not develop inside the mother properly. For example, there may be a problem with the way the baby’s cells divide. A woman who drinks alcohol or gets an infection like rubella during pregnancy may also have a baby with an IDD.
- **Problems during birth.** Sometimes there are complications during labor and birth, such as a baby not getting enough oxygen.
- **Diseases or toxic exposure.** Diseases like whooping cough, measles, or meningitis can cause IDD. They can also be caused by extreme malnutrition, not getting appropriate medical care, or by being exposed to poisons like lead or mercury.

We know that intellectual and developmental disabilities are not contagious—you can’t catch an IDD from anyone else. We also know it’s not a type of mental illness, like depression. There are no cures for IDD but children with IDD can learn to do many things. They may just need to take more time or learn differently than other children.

GUIDANCE ON GLOBALIZING THE YOUNG ATHLETES RESOURCE

Special Olympics recognizes the diversity of not only our Young Athletes around the world but our educators and their schools as well. In an effort to utilize this resource globally, the guidance below has been given to create localized Young Athletes lessons that highlight games from your culture and home country. The turnkey global lesson plan template can be used to integrate additional lessons into the already created Young Athletes resource.



Throughout this resource, you will also see games from all 7 of the Special Olympics regions! Each one has this globe icon in the lower right corner. It is encouraged that everyone using this resource incorporate these fun and engaging global lessons, no matter where you are in the world.

To get started with implementation of your local stories, games, and songs into the Young Athletes resource to your part of the world, educators should follow a few key steps:

1. Review the lessons and printables in each unit.
2. Confirm that the standards align to your country or region's educational standards.
3. Assess the resources to make sure you have everything you need!
4. Identify local books, songs, games, and activities to help personalize lessons to your region.
5. Use the example and lesson templates to create lessons that have a focus on your region or country.

Global Lesson Plan Development

The Young Athletes lesson plans follow the framework below. In order to localize lesson plans, place local books, songs, and games in the following highlighted areas that align with that week's Young Athletes skill. You can print out the [blank template](#)¹ to create your own individual lesson or simply bring your own local book, game, or song to any lesson of your choice.

- **Leadership Time**

Leadership Time is used to set expectations and develop the student's personal understanding of inclusion. This is a great place to bring your own local story or song that showcases inclusion! Add local books and/or stories to this section that highlight inclusion in your local country.

- **Strength & Endurance**

Strength and endurance can be developed through music and movement! Insert a local song with movement here.

- **Equipment & Setup**

Your local book, song, or game might have localized or natural equipment specific to your home country. Use these materials to enhance this Young Athletes lesson.

- **Young Athletes Skill/Game**

Insert a local game played in your local or home country here.

- **Cool Down**





UNIT 1

AGES 2-4

FOUNDATIONAL SKILLS

.....

Using the standards from the Society of Health and Physical Educators (SHAPE), this unit will introduce a variety of foundational motor skills. These skills include walking, running, hopping, skipping, side stepping, and galloping. This unit will also help to prepare students for skills such as following directions, working as a team, and learning about different types of sports equipment.

Fundamental Movement Skills (FMS) are a specific set of gross motor skills that involve different body parts. These skills are the building blocks for more complex skills that children will learn throughout their lives. They help children take part in games, sports and recreational activities. This unit will also work to increase students' cognitive skills and social skills through physical activity.

Skills

MOTOR SKILLS:

- Visual tracking
- Aerobic fitness
- Overall strength and stability
- Self and spatial awareness

COGNITIVE SKILLS:

- Expressive and receptive language
- Body part recognition
- Abstract concepts

SOCIAL SKILLS:

- Peer interaction
- Taking turns
- Respecting personal space
- Staying on task
- Listening actively
- Being a good sport

Classroom materials

- [Equipment Bingo board printable](#)
- Colored pencils or markers
- [Pictures of equipment printable](#)
- [Exercises printable](#)
- Note cards or small pieces of paper
- A way to play music

Equipment

- Floor markers
- Bean bags
- Cones
- Hula hoops
- Balls
- Dowel/stick
- Balance beam
- Parachute
- Foam ball
- 6 dice
- Scarf for each student
- Chalk or tape
- Different types of sports balls

Books

- *I Don't Want to be a Frog*
by Dev Petty
- *The Dot*
by Peter H. Reynolds
- *The Perfect Square*
by Michael Hall
- *The Paper Bag Princess*
by Robert Munsch
- *The Most Magnificent Thing*
by Ashley Spires



Walking

BASIC:

- High-guard, walks with hands and arms held out
- Toes point out, wide base of support
- Flat feet
- Independent steps are taken, no truck or pelvic rotation

PROFICIENT:

- Low guard, minimal reciprocal arm swing (opposite arm to opposite leg)
- Less toeing out, decreased base of support
- More fluid motion of legs
- Increased stride length

ADVANCED:

- Reciprocal arm swing (opposite arm to opposite leg)
- Maximum stride length and fast speed
- Narrow base of support
- Pelvic rotation
- Staying on task
- Listening actively
- Being a good sport

Running

BASIC:

- High-guard
- Short, limited leg swing
- Toeing out, wide base of support

PROFICIENT:

- Increased stride and speed
- Arm swing increases
- Less toeing out
- Swinging foot crosses midline, placed near center of gravity with less base of support

ADVANCED:

- Maximum stride length and fast speed
- Arms swing in opposition, elbows at 90 degrees
- Toes contact ground on landing, followed by heel

STANDARDS FOR SOCIAL EMOTIONAL LEARNING (SEL)

Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.



SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

These SHAPE standards will be practiced throughout all of the units in this resource:

- 2.2.1 Recognizes personal space and where to move in general space.
- 2.2.2 Identifies simple strategies in chasing and fleeing activities.
- 2.2.3 Identifies movement concepts related to locomotor, nonlocomotor, and manipulative skills.
- 2.2.4 Demonstrates knowledge of manipulative skills in movement settings
- 2.2.5 Demonstrates knowledge of nonlocomotor, locomotor and movement concepts used in dance and rhythms
- 2.2.7 Recognizes the importance of stretching before and after physical activity.
- 3.2.1 Recognizes the feelings of others during a variety of physical activity.
- 3.2.2 Demonstrates ability to encourage others.
- 3.2.3 Uses communication skills to share space and equipment.
- 3.2.4 Responds appropriately to directions and feedback from the teacher.
- 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 3.2.6 Describes why following rules are important for safety and fairness.
- 3.2.7 Makes safe choices with physical education equipment.
- 3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.
- 3.2.9 Makes fair choices as directed by teacher.
- 3.2.10 Identifies and participates in physical activities representing different cultures.
- 4.2.1 Identifies physical activities that can meet the need for selfexpression.
- 4.2.2 Identifies physical activities that can meet the need for social interaction.
- 4.2.4 Identifies preferred physical activities based on personal interests.
- 4.2.5 Recognizes individual challenges through movement.
- 4.2.6 Sets observable short-term goals.
- 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.
- 4.2.8 Recognizes the opportunity for physical activity within physical education class.
- 4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
- 4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

1.2.2 Demonstrates jumping and landing in a non-dynamic environment.

1.2.3 Demonstrates transferring weight on multiple body parts.

1.2.4 Demonstrates nonlocomotor skills with the concepts of space, effort, and relationship awareness.

1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

1.2.6 Demonstrates the ability to manipulate small implements.

1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.



STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)

**Kindergarten:**

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)



Kindergarten:

Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K.CC.5)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.2)

Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.2)

Fluently add and subtract within 5. (K.OA.4a)

Count to 100 by ones and by tens. (K.CC.1)

Leadership Time

- Introduce Young Athletes
- Establish expectations and routines
- Read *I Don't Want to be a Frog* by Dev Petty and talk about what makes each student unique!

Skills & Games

- Young Athletes Introduction
- Freeze Tag
- Stuck in the Mud
- Animal Games
- Hopes and Dreams

Equipment

- *I Don't Want to be a Frog* by Dev Petty
- [Freeze Tag printable](#)

Alternative Material Ideas

- Use a pool noodle instead of hands for tagging



Things to Note

This week is all about establishing routine and preparing students for what to expect during Young Athletes time. Spend a lot of time talking about Young Athletes time and creating a list of rules the class agrees on. Find a spot to display your agreements and have everyone in the class sign them. If you have already established a class list of rules, reference that instead of creating a new one, and make sure students understand that it applies to Young Athletes time as well.

LEADERSHIP TIME (5 MIN.)

This week we will be establishing routines around each component of the lesson. Leadership time will usually start off with reading or talking about a book. Talk about expectations for being active listeners during read aloud time, and model what it looks like to share and participate in class.

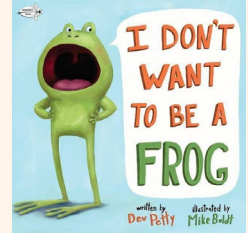
Lesson 1: Read the book

Lesson 2: Review book and answer questions found in the Unified Young Readers Guide

Lesson 3: Review book and pick one activity from the Unified Young Readers Guide

Talking Point

"Today we are going to be listening to a story called [I Don't Want to be a Frog by Dev Petty](#) (page 7 of link).¹ While I read, I want you to think about how the frog was feeling throughout the book."



STRENGTH & ENDURANCE (5 MIN.)

"Today is our first day of Young Athletes! An athlete is someone who plays sports and exercises the muscles in their body. We are all going to be Young Athletes while we play new games and exercise the muscles in our bodies. Let's start Young Athletes with our Sports Song. Sing along with me and do what I do."

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



"Children's Songs" in the Inclusive Adaptations cards



YOUNG ATHLETES INTRODUCTION (10 MIN.)

Equipment

None needed

Setup

Students should sit in a circle



Focus on setting up expectations and routines for the year.

- *“Today is our first day of Young Athletes! During Young Athletes time, we will be playing different games and activities to help make our bodies strong and to learn new skills. Today we are going to talk about some of the things we will do during this time.”*
- *“Now let’s stand up if you are able, and we are going to act out some of the things we will be learning this year. The first thing we will be working on is walking and running. While standing in place, let’s act out walking. Now act out running.”*
- Go through these other areas and have students act them out after you model first (jumping, catching, throwing, striking, kicking).
- *“Great job acting these activities out. We will learn and practice all of these skills and more during our Young Athletes time each week.”*

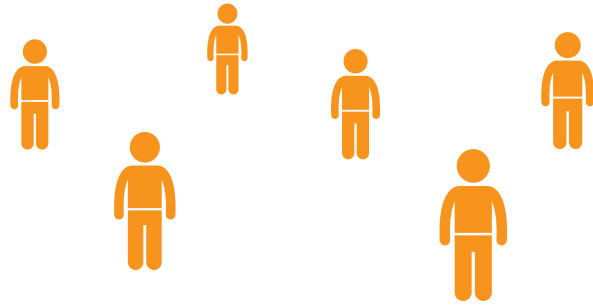
FREEZE TAG (10 MIN.)

Equipment

Freeze Tag printable

Setup

Students should spread out throughout the space



- *“Today we are going to play Freeze Tag! Two students will be ‘it’ and run around and tag people. If they touch you, you must freeze!”*
- *“Two students will be the unfreezers. If you are frozen, you must wait for the unfreezer to tag you and unfreeze you.”*
- *“If you are tagging, make sure you tag them below the shoulder!”*
- If this is a difficult concept for your class, use the Freeze Tag printable as a visual for who is “it.” Have the “freezers” carry around the picture of the ice cubes so that students know that when they are tagged, they must freeze until someone with a fire visual tags them.

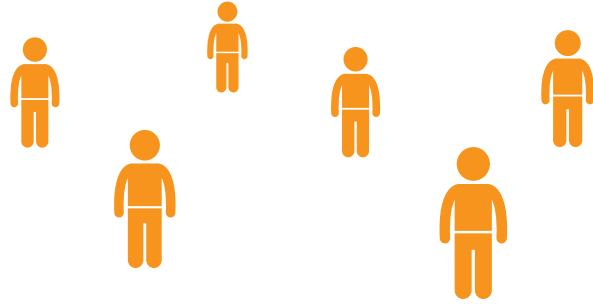
STUCK IN THE MUD (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“Today we will be playing a game from the Europe/Eurasia region called Stuck in the Mud, which is similar to freeze tag!”*
- *“We will start by splitting into two teams.”*
- *“One team will be the catchers and the other team will try not to get tagged.”*
- *“If you are tagged, you will stand with your legs spread wide and until a teammate crawls through your legs.”*
- *“Players cannot be tagged while unfreezing a teammate.”*
- *“The game ends once the catchers tag everyone.”*

This game has many variations around the world, but this specific name is used in Scotland.



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



LEADERSHIP TIME (5 MIN.)

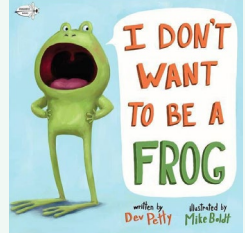
Lesson 1: Read the book

Lesson 2: Review book and answer questions found in the Unified Young Readers Guide

Lesson 3: Review book and pick one activity from the Unified Young Readers Guide

Talking Point

"Last time we read the book [I Don't Want to be a Frog by Dev Petty](#) (page 7 of link).¹ Today we will look through the book to remind us what it is about and then answer some questions."



STRENGTH & ENDURANCE (5 MIN.)

"Let's start Young Athletes with our Sports Song. Sing along with me and do what I do."

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



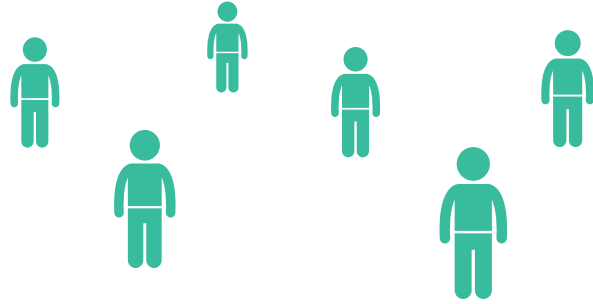
ANIMAL GAMES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



This time can be used to help you assess overall where your class is at and what the range of ability levels are. You can use this simple check in as a way to know how to adapt or modify lessons throughout the year.

- *"Today we are going to pretend that we are part of a zoo."*
- *"There are lots of different animals that live in a zoo."*
- *"First, let's pretend that we are bears."*
- *"Crawl like a bear without letting your knees touch the ground."*
- *"Next, let's crab walk with your back towards the ground, feet and hands on the ground and hips lifted."*
- *"What other animals can we pretend to be?"*
 - » *Hop like a kangaroo*
 - » *Move like an elephant*
 - » *Gallop like a horse"*



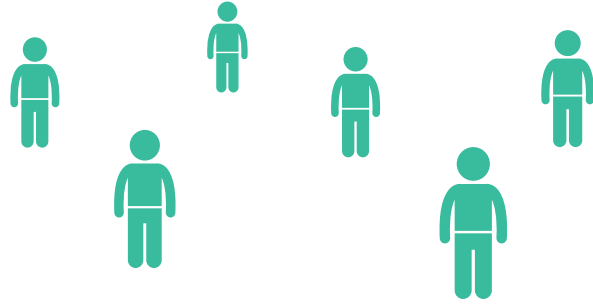
FREEZE TAG (10 MIN.)

Equipment

Freeze Tag printable

Setup

Students should spread out throughout the space



- *"Today we are going to play Freeze Tag! Two students will be 'it' and run around and tag people. If they touch you, you must freeze!"*
 - *"Two students will be the unfreezers. If you are frozen, you must wait for the unfreezer to tag you and unfreeze you."*
 - *"If you are tagging, make sure you tag them below the shoulder!"*
- If this is a difficult concept for your class, use the Freeze Tag printable as a visual for who is "it." Have the "freezers" carry around the picture of the ice cubes so that students know that when they are tagged, they must freeze until someone with a fire visual tags them.

COOL DOWN/FLEXIBILITY (5 MIN.)

“Let’s end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility.”

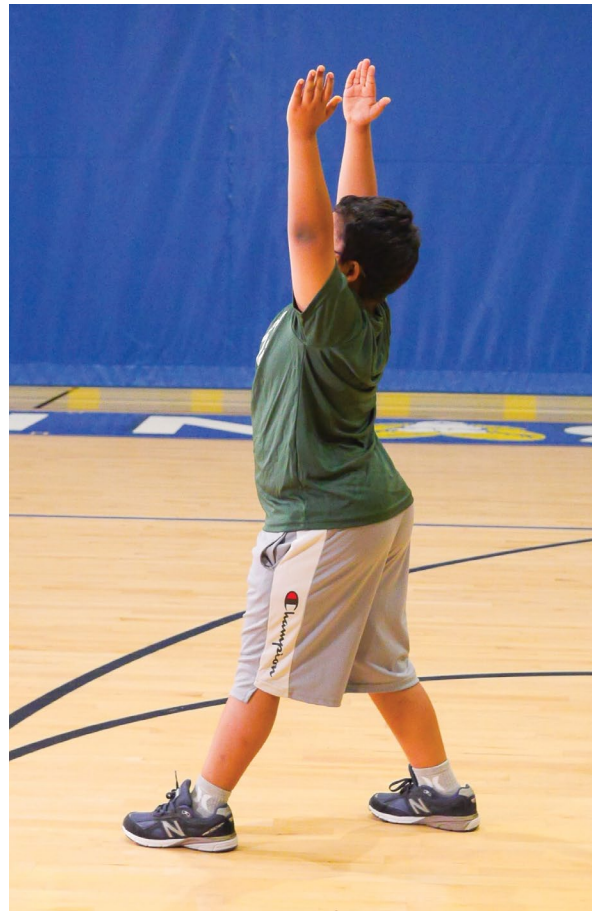
[GoNoodle: Level 1 Flexibility](#)¹

OR

[Warrior One Pose](#) (page 6 of link)²

“It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down.

1. *Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.*
2. *Turn your left foot to the side so that your toes are pointed out. Bend your right knee.*
3. *Repeat with your left foot forward.”*



LEADERSHIP TIME (5 MIN.)

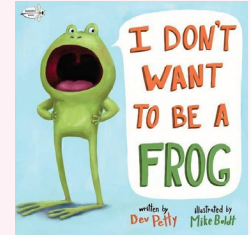
Lesson 1: Read the book

Lesson 2: Review book and answer questions found in the Unified Young Readers Guide

Lesson 3: Review book and pick one activity from the Unified Young Readers Guide

Talking Point

“Last time we talked about how Frog in [I Don't Want to be a Frog](#) by Dev Petty (page 7 of link).¹ might be feeling and how he changes his mind about being a frog. Today we will be doing an activity that connects to the book.”



STRENGTH & ENDURANCE (5 MIN.)

“Let's start Young Athletes with our Sports Song. Sing along with me and do what I do.”

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



HOPE AND DREAMS (15 MIN.)

Equipment

- Large chart paper
- Markers

Setup

This activity can be done in the classroom as a whole group lesson

- Now that you've introduced Young Athletes and established some routines, give students the opportunity to share what they hope to get out of this time.

"Today we get to think about our time during Young Athletes and what you might hope or dream to do during this time. We shared how we are going to learn skills like jumping, kicking, and striking and so I want you to think about what is something you hope to do this year. I hope to get better at hitting a ball off of a tee for softball. What are some other things you might hope to do or get better at?"

- Give students time to share aloud.
- Write down student ideas on a large piece of paper.
- Display these in the hallway or save them for the end of the year to see how their hopes and dreams went!

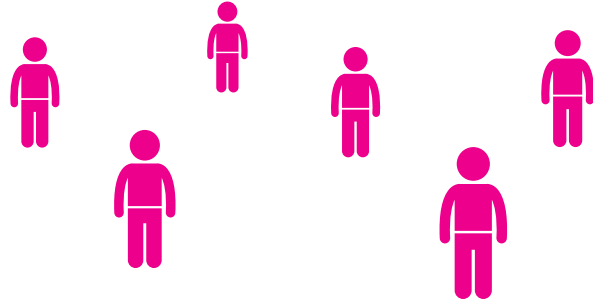
FREEZE TAG (10 MIN.)

Equipment

Freeze Tag printable

Setup

Students should spread out throughout the space



- *"Today we are going to play Freeze Tag! Two students will be 'it' and run around and tag people. If they touch you, you must freeze!"*
- *"Two students will be the unfreezers. If you are frozen, you must wait for the unfreezer to tag you and unfreeze you."*
- *"If you are tagging, make sure you tag them below the shoulder!"*
- If this is a difficult concept for your class, use the Freeze Tag printable as a visual for who is "it." Have the "freezers" carry around the picture of the ice cubes so that students know that when they are tagged, they must freeze until someone with a fire visual tags them.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



Leadership Time

- *The Dot* by Peter H. Reynolds is about about the power of community and working together. Students will get an opportunity to play and create art in this lesson.

Skills & Games

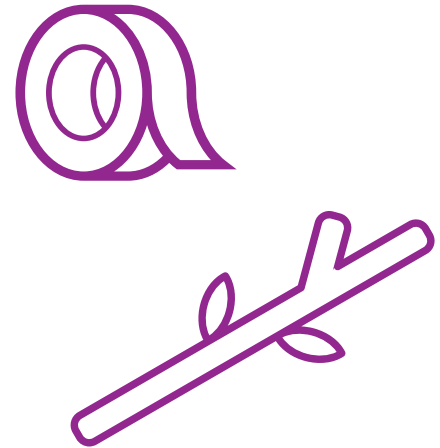
- I Spy
- Red Light Green Light
- Scavenger hunt
- Daruma
- Obstacle course

Equipment

- *The Dot* by Peter H. Reynolds
- Floor markers
- Bean bags
- Cones
- Hula hoops
- Balls
- [Bingo board printable](#)
- Colored pencils or markers
- [Pictures of equipment printable](#)
- Cones with dowel/stick
- Balance beam

Alternative Material Ideas

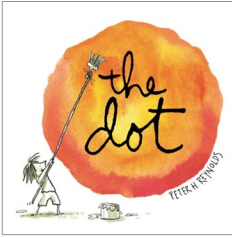
- Use tape or a stick instead of cones with a dowel



Things to Note

Print the pictures of equipment and laminate them at the beginning of the year. These will be used multiple times throughout different lessons.

LEADERSHIP TIME (5 MIN.)



[The Dot by Peter H. Reynolds](#) (page 9 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

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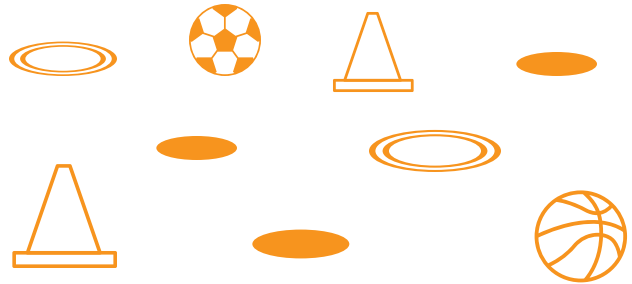
I SPY (10 MIN.)

Equipment

- Floor markers
- Beanbags
- Cones
- Hoops
- Balls
- Mix of athletic equipment

Setup

Scatter equipment randomly around the space



- *"Great warm-up! Now let's play I Spy with all of our new sports equipment."*
 - *"I spy with my little eye a green ball."*
 - *"Where is the green ball? Look around, find the ball and point to it first."*
 - *"Now, let's **walk** to the ball."*
 - *"Listen carefully! I spy with my little eye an orange cone."*
 - *"Where is the orange cone? Look around and find it."*
 - *"Hurry, let's **run** to the cone."*
- Encourage athletes to find an object that is visible and everyone races to the object by walking or running.
 - Focus on the equipment today. The next lesson will include different ways of moving.
 - Remind students to be aware of others when moving through the space and not to bump into each other
 - The I Spy game progresses as the teacher (or student) calls out the name and/or color of a piece of equipment and all athletes find that object.



RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

None needed

Setup

Students should all stand on one side of the room and the teacher on the other



- Play the game Red Light Green Light.
- The teacher or a student will start on one side of the room and act as the caller. Everyone else will start on the opposite side.
- When the caller says “green light,” you are going to start walking towards them.
- When the caller says “red light,” you will need to freeze wherever you are.
- If the caller sees you moving after they said “red light,” you will have to go back to the beginning.
- The goal is to make it all the way to where the caller is standing!

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

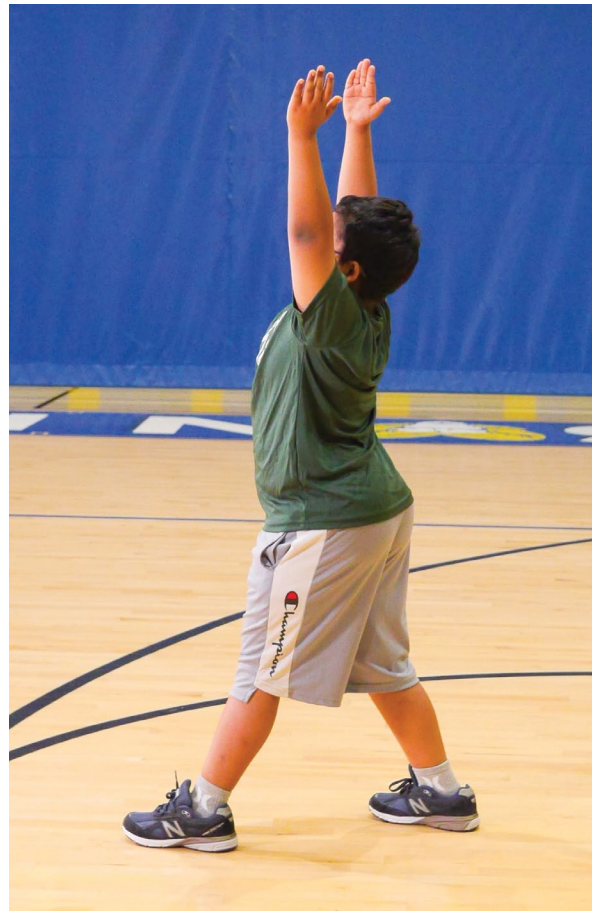
GoNoodle: Level 1 Flexibility¹

OR

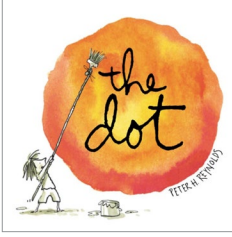
Warrior One Pose (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



LEADERSHIP TIME (5 MIN.)



[*The Dot* by Peter H. Reynolds](#) (page 9 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



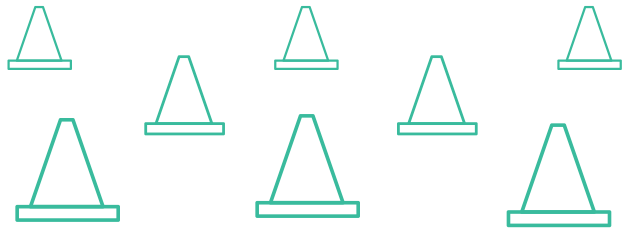
SCAVENGER HUNT (10 MIN.)

Equipment

- Bingo Board
- Markers or pencils
- Cones
- Pictures of Equipment
- Clipboards

Setup

Print and cut out the pictures of equipment and place a picture under each cone. Have students spread out throughout the space.



- *"We are going to be doing a scavenger hunt today."*
- *"You each have a bingo board with different pictures of sports equipment."*
- *"Under the cones are matching pictures."*
- *"You are going to run/walk to a cone, lift it up, look at the picture and then mark the picture off on your board by crossing it out with a marker."*
- *"Keep the picture under the cone and run to a different cone and mark it off."*
- *"You are going to try to mark off all the pictures on your board."*

RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

None needed

Setup

Students should all stand on one side of the room and the teacher on the other



- Play the game Red Light Green Light.
- The teacher or a student will start on one side of the room and act as the caller. Everyone else will start on the opposite side.
- When the caller says “green light,” you are going to start walking towards them.
- When the caller says “red light,” you will need to freeze wherever you are.
- If the caller sees you moving after they said “red light,” you will have to go back to the beginning.
- The goal is to make it all the way to where the caller is standing!

DARUMA (5 MIN.)

Equipment

None needed

Setup

Students should all stand on one side of the room and the teacher on the other



- *“Today we will be playing a game from the Asian Pacific region called Daruma, which is pretty similar to red light green light.”*
- *“The teacher or a student will start on one side of the room and act as the caller. Everyone else will start on the opposite side.”*
- *“The game begins with the caller’s back facing the rest of the players. The players shout ‘hajieme no ippo’ (‘taking the first step’) and then start to move forwards.”*
- *“When you hear the caller shout ‘daruma san ga koronda’ (‘the Daruma tumbled down’), freeze in place because once they finish this chant, they will turn around.”*
- *“If they see you moving after they turn around, they will call out your name and you will have to go back to the beginning.”*
- *“The goal is to make it to where the caller is standing.”*

This game is believed to have originated in Japan and is very popular among kids. A Daruma doll is a traditional hollow, round, Japanese doll and is what they are referring to when they shout, “the Daruma tumbled down.”



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

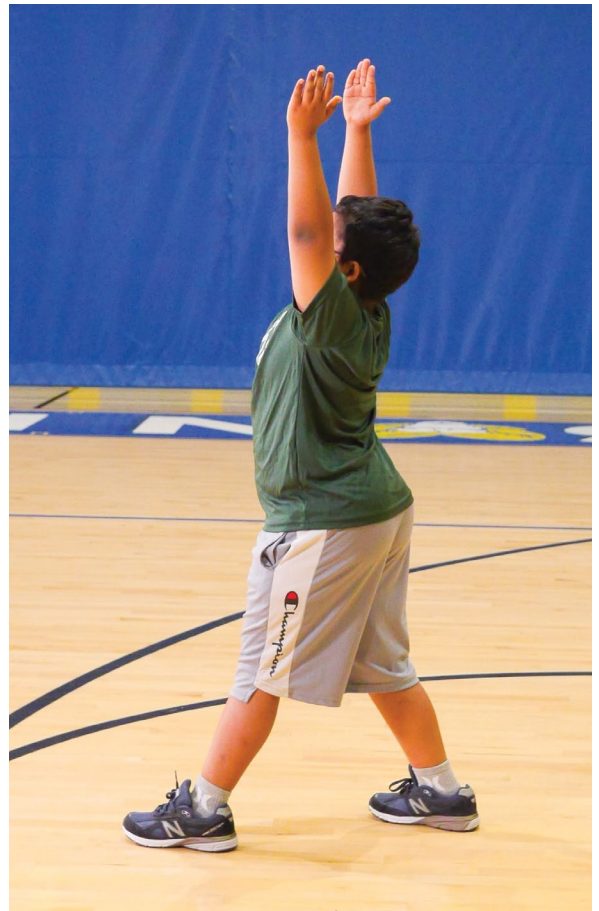
[GoNoodle: Level 1 Flexibility](#)¹

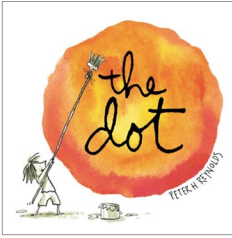
OR

[Warrior One Pose](#) (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



LEADERSHIP TIME (5 MIN.)

[The Dot by Peter H. Reynolds](#) (page 9 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)**Wheels on the Bus melody:**

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

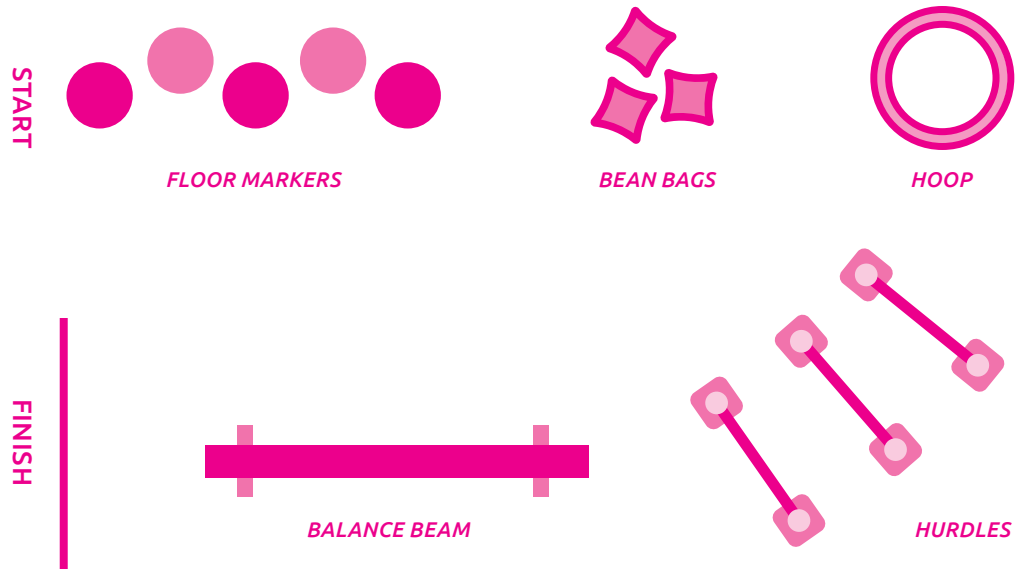
The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



OBSTACLE COURSE (15-20 MIN.)

Equipment/Setup

Set up a 5 station course with floor markers (dots for jumping on), bean bags with hoop (throwing bean bag through hoop), a series of hurdles (cones with dowel/stick), balance beam, area to run to finish line.



- "Today we get to practice lots of different skills."
- "We are going to go through an obstacle course."
- "I will show you how we will move through the course."
- "Watch me."

continued on next page



OBSTACLE COURSE (CONTINUED)

Station 1: Jump on Dots

Equipment: 5 floor markers

- Arrange 5 spots in zigzag pattern, close to one another.
 - Athlete will bunny hop on two feet from spot to spot.
 - Athlete will jump to the right, then jump to the left, zigzagging down length of the spots.
-

Station 2: Throw Bean Bag Through Target

Equipment: floor markers, hoops/basket

- Use floor markers to show where the athlete stands.
 - Athlete will throw a bean bag or small ball to a hoop held parallel to the floor or into a bucket.
 - Progress to throwing through target (hoop on cone or block) from distance of 3 feet.
 - Throw underhanded and if child is able, proceed to throwing over-hand.
 - Move distance closer or further away, depending on skill of athlete.
-

Station 3: Step/Jump Over Hurdles

Equipment: cones, dowel/rod/stick

- Make hurdle using two cones and one dowel or stick. Place dowel on top of cones
- Adjust height as needed for athletes and always start the bar at the lowest height.
- If he/she is unable to jump, they can step over hurdle.

continued on next page

OBSTACLE COURSE (CONTINUED)

Station 4: Walk on Balance Beam

Equipment: balance beam or tape on the floor

- Athletes will independently walk the length of the beam, alternating steps.
 - Add various ways to move down the beam for advanced athletes: walk backwards, side-steps, change directions – forward to backwards.
 - Add length to the beam by using multiple beams.
-

Station 5: Run to Finish Line

Equipment: ribbon or gym floor tape

- When athlete steps off beam, he/she should run to the finish line.
- Teach athletes to run through the line. Introduce this skill several times as some may stop, not wanting to hit or touch the finish line.
- The finish line can be a long ribbon or tape on the floor.
 - » To set the finish line, attach the ribbon to one side of the area while holding the other end of the ribbon in your hand or have another person hold the other end.
 - » As the athlete touches the ribbon, let it go.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



Leadership Time

- *The Perfect Square* by Michael Hall is a book that helps students understand that circumstances do not define their future. Students will have an opportunity to play and create art in this lesson.

Skills & Games

- Move Like an Animal
- Inchworm Wiggle
- Running Styles
- Parachute Games

Equipment

- *The Perfect Square* by Michael Hall
- Parachute
- Foam ball or similar

Alternative Material Ideas

- Use a sheet, tablecloth, or fabric instead of a parachute



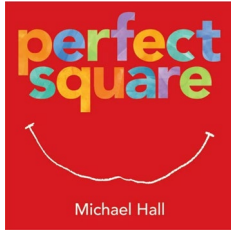
Things to Note

This week we will be using a parachute. This can be a very exciting activity for students so make sure to set up expectations so that everyone can be successful.

Here are a few safety guidelines to help set up expectations:

- Follow all teacher directions.
- Do not walk on the parachute.
- Demonstrate the hand grip—hold the edge like riding a motorcycle.
- Kneeling Parachute Rest (students kneel and lay the parachute across their lap)
- Standing Parachute Rest (students stand and hold the parachute at their waist)

LEADERSHIP TIME (5 MIN.)



[The Perfect Square by Michael Hall](#) (page 11 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
2. "Jump up and down on two feet and land softly."



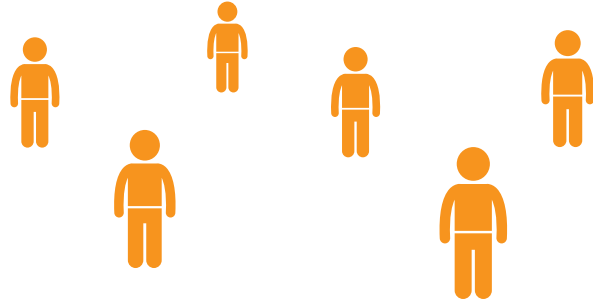
MOVE LIKE AN ANIMAL (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be moving like different animals."*
 - *"What are some of your favorite animals?"*
 - *"When I say an animal, you are going to think about how that animal moves and try to copy it."*
 - *"For example, if I said hop like a rabbit, you would show me how you can hop around the room."*
-
- Demonstrate each animal movement for the students.
 - » Flap your arms like a bird
 - » Crawl like a crab
 - » Stand like a flamingo
 - » Waddle like a penguin
 - » Stomp like an elephant
 - » Run like a cheetah

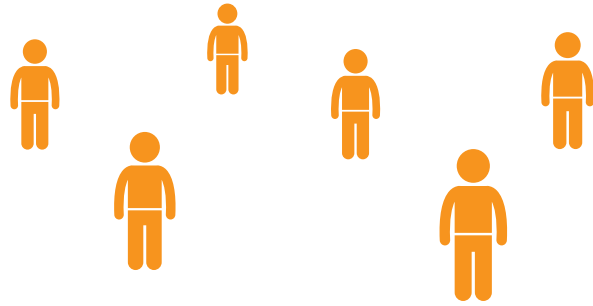
INCHWORM (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Let's play the Inchworm Wiggle!"*
- *"Watch me move like an inchworm."*

- Model while talking.
- Bend over and put your hands on the ground.
- Walk with your hands out then, walk with your feet to touch your hands.

• *"Let's do it again! Let's do the Inchworm Wiggle."*

- Walk with your hands; then walk with your feet.

Lead Up Activity

Have students stand against a wall in a wall pushup position and practice walking their hands up and down the wall to understand how to move one hand at a time up and down the wall.

Optional Activity

If Inchworm is challenging for students, follow these steps to help develop the downward dog position first:

1. *Start on all fours, hands shoulder width apart, with shoulders above your wrists.*
2. *Lift your knees off the floor and then straighten your knees fully.*
3. *Lift your hips high.*

COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

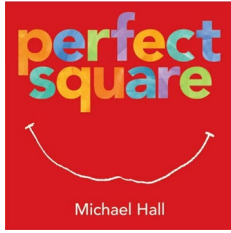
If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

LEADERSHIP TIME (5 MIN.)



[Perfect Square by Michael Hall](#) (page 11 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
2. "Jump up and down on two feet and land softly."



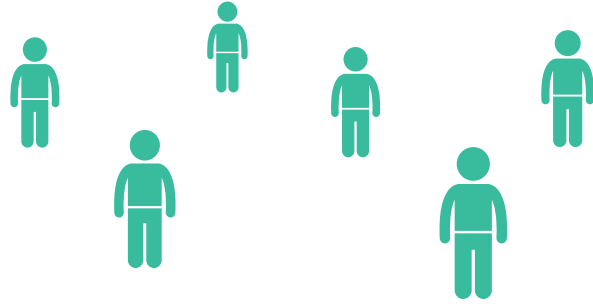
RUNNING STYLES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be practicing different ways to run and move."*
 - *"When I blow my whistle, listen for directions on how you will switch your running or walking style."*
 - *"You may move anywhere in the space, but be mindful of where you are going so you don't run into anyone."*
-
- Demonstrate each skill first.
 - » Stomp: slow/fast
 - » Run: forward/backwards, slow/fast
 - » Hopping/Jumping
 - » Marching
 - » Tiptoe walk

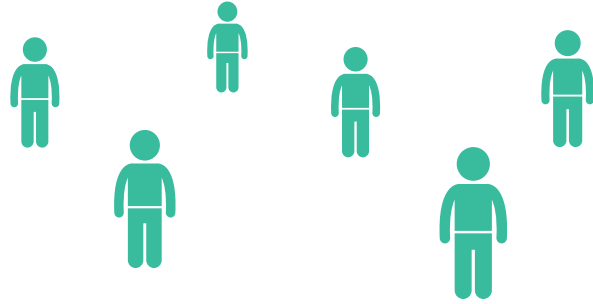
INCHWORM (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Let's play the Inchworm Wiggle!"*
- *"Watch me move like an inchworm."*
- Model while talking.
- Bend over and put your hands on the ground.
- Walk with your hands out then, walk with your feet to touch your hands.
- *"Let's do it again! Let's do the Inchworm Wiggle."*
- Walk with your hands; then walk with your feet.

Lead Up Activity

Have students stand against a wall in a wall pushup position and practice walking their hands up and down the wall to understand how to move one hand at a time up and down the wall.

Optional Activity

If Inchworm is challenging for students, follow these steps to help develop the downward dog position first:

1. *Start on all fours, hands shoulder width apart, with shoulders above your wrists.*
2. *Lift your knees off the floor and then straighten your knees fully.*
3. *Lift your hips high.*

COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

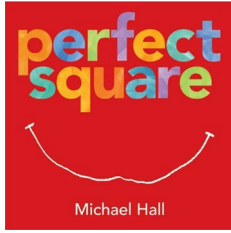
If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

LEADERSHIP TIME (5 MIN.)



[Since We're Friends by Celeste Shally](#) (page 11 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
2. "Jump up and down on two feet and land softly."



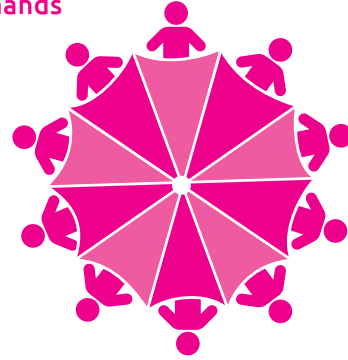
PARACHUTE GAMES (15-20 MIN.)

Equipment

- Parachute
- Foam or beach ball

Setup

Students should each hold on to the parachute with both hands



- *"Today we get to do some fun activities with a parachute."*
- *"This is a parachute. We will make a big circle around it and hold onto the handles or parachute during our activities."*
- *"To start off, we are going to lift the parachute as high as we can over our head and then bring it all the way down to the ground."*
- *"Let's practice! Make sure you hold on tight."*

Under the Parachute If...

- *"Now I am going to call out instructions and if you are someone who matches what I say, you will run under the parachute and find another spot to hold on."*
- *"Example: If you are touching a blue piece of the parachute, run underneath."*
- *"The rest of us will lift the parachute up high while they run underneath."*

Other categories:

- Wearing green
- Have a dog
- Like broccoli
- Wear glasses
- Take the bus to school
- Name starts with...

continued on next page



PARACHUTE GAMES (CONTINUED)

Follow the Leader:

- *"Our next game is called 'Follow the Leader.'"*
- *"Listen to what to do and follow along."*
- *"We will take turns giving directions."*

Examples:

- Walk to the left
- Shake the parachute quickly
- Hold up high

Cooperation Roll:

- *"Everyone needs to hold onto the parachute at about waist height."*
- *"Place a ball in the middle of the parachute."*
- *"The goal is to work together to try to roll the ball around the outside edge of the parachute without it falling off."*
- *"It should pass in front of each athlete."*
- *"See how many times you can have it go around the circle without it falling off."*

Skip Counting:

- *"Everyone needs to hold onto the parachute at about waist height."*
- *"When we lift the parachute up we will start counting by tens. When it goes up we will say 10."*
- *"We will bring the parachute all the way to the ground and then bring it up again and say 20."*
- *"We will continue counting all the way to 100."*

COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

Leadership Time

- *The Paper Bag Princess* by Robert Munsch is a book about an unusual princess named Elizabeth who is supposed to marry the prince, but first has to save him from a dragon.

Skills & Games

- Builders and Bulldozers
- Move Like an Animal
- Fit Dice
- Run and Carry
- Scarf Game

Equipment

- *The Paper Bag Princess* by Robert Munsch
- Cones
- Floor markers
- Bean bags
- 6 dice
- [Fit Dice exercise printables](#)
- Scarf for each student

Alternative Material Ideas

- Use a hand towel, sock, or paper towel instead of a scarf

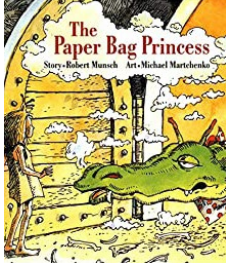


Things to Note

Print the pictures of the exercises and put them in sheet protectors or laminate them. You will be using these multiple times throughout the year.

Feel free to switch up the exercises or have students pick them out.

LEADERSHIP TIME (5 MIN.)



[The Paper Bag Princess by Robert Munsch](#) (page 13 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

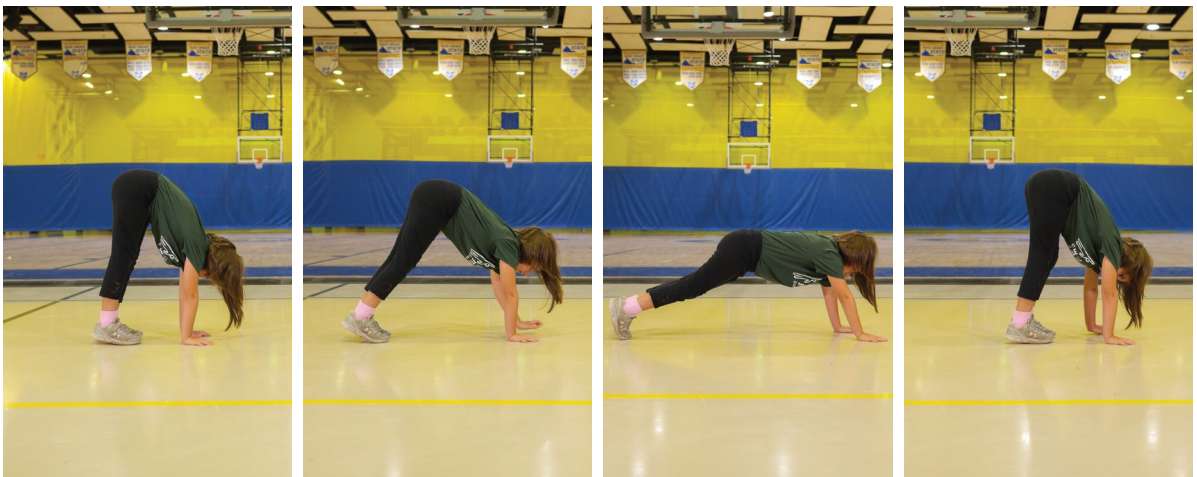
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



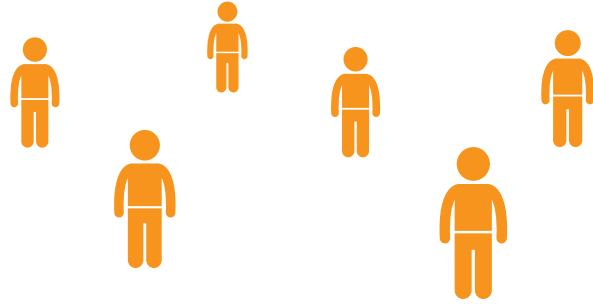
MOVE LIKE AN ANIMAL (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be moving like different animals."*
 - *"What are some of your favorite animals?"*
 - *"When I say an animal, you are going to think about how that animal moves and try to copy it."*
 - *"For example, if I said hop like a rabbit, you would show me how you can hop around the room."*
-
- Demonstrate each animal movement for the students.
 - » Flap your arms like a bird
 - » Crawl like a crab
 - » Stand like a flamingo
 - » Waddle like a penguin
 - » Stomp like an elephant
 - » Run like a cheetah

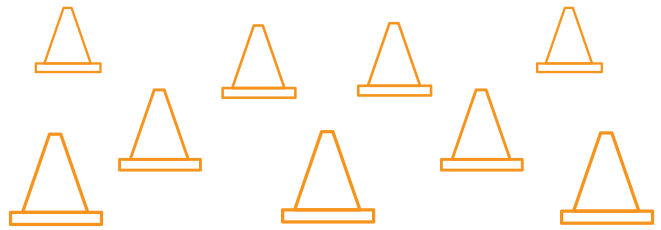
BUILDERS AND BULLDOZERS (5 MIN.)

Equipment

- 10-20 cones

Setup

Place as many cones as you can around the space you are using. You can set this up ahead of time or have students help you set it up.



- *"Today we will be playing builders and bulldozers."*
- *"Half of you will be builders and half of you will be bulldozers."*
- Split the students into two groups.
- Designate one group to be builders and the other to be bulldozers.
- *"If you are in the builder group your job is to build."*
- *"All of the cones around the room are already built because they are standing up the right way."*
- *"However, bulldozers like to knock things down and all the bulldozers will be knocking the cones over during this game."*
- *"Bulldozers, you can only knock a cone over with their hands, you may not kick it."*
- *"Bulldozers, you are trying to knock all the cones over in the room."*
- *"Builders, you are trying to pick all the cones up in the room."*
- *"When I say 'Bulldozers Go', Bulldozers will get a ten second head start to knock over cones."*
- *"When I say 'Builders Go', Builders will start picking up any cone that is knocked down."*
- Let game go on for 5-10 minutes or until bulldozers or builders have them all knocked down or picked up.
- Have students help pick up all the cones at the end.

COOL DOWN/FLEXIBILITY (5 MIN.)

"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."

[Balance Level 1 Video](#)¹

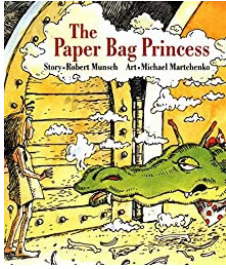
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



LEADERSHIP TIME (5 MIN.)



[The Paper Bag Princess by Robert Munsch](#) (page 13 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

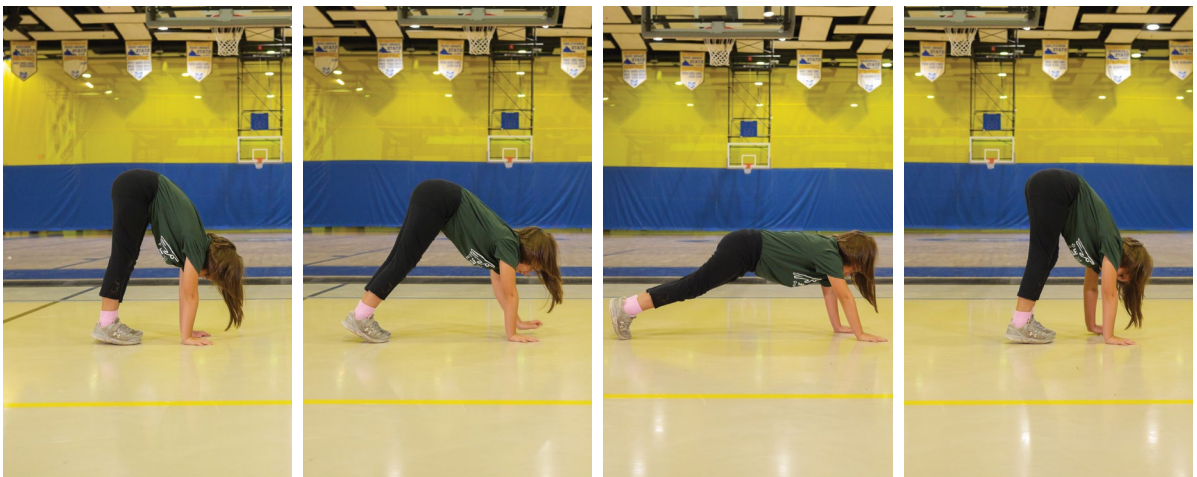
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



FIT DICE (10 MIN.)

Equipment

- 6 dice
- [Fit Dice exercise printables](#)
- Floor markers

Setup

Place 6 floor markers spaced out in a line and different movement activities at each spot with a die



- "Today we are going to play Fit Dice."
- "You will roll the die at the floor marker and do that many of the listed exercise."
- "For example, if I roll a 3 while I am on the floor marker with jumping jacks, I will do 3 jumping jacks."
- "Once I am done with my jumping jacks, I will move to the next floor marker."
- "Keep rotating through the line until I tell you to stop."

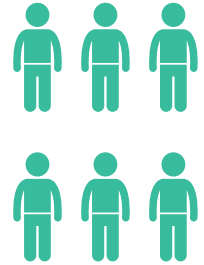
RUN AND CARRY (5 MIN.)

Equipment

- 1 bean bag per student

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play Run and Carry."*
- *"In this game, when it is your turn, you are going to run from this side of the room to the other and pick up a bean bag and carry it back."*
- *"Once you drop it by the next person in line, it is their turn to run and pick up a beanbag and bring it back to the line."*
- *"We will continue until all the bean bags have been picked up."*



COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

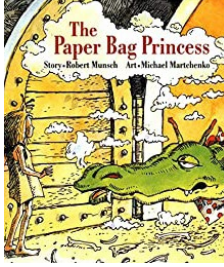
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



LEADERSHIP TIME (5 MIN.)



[The Paper Bag Princess by Robert Munsch](#) (page 13 of link)¹

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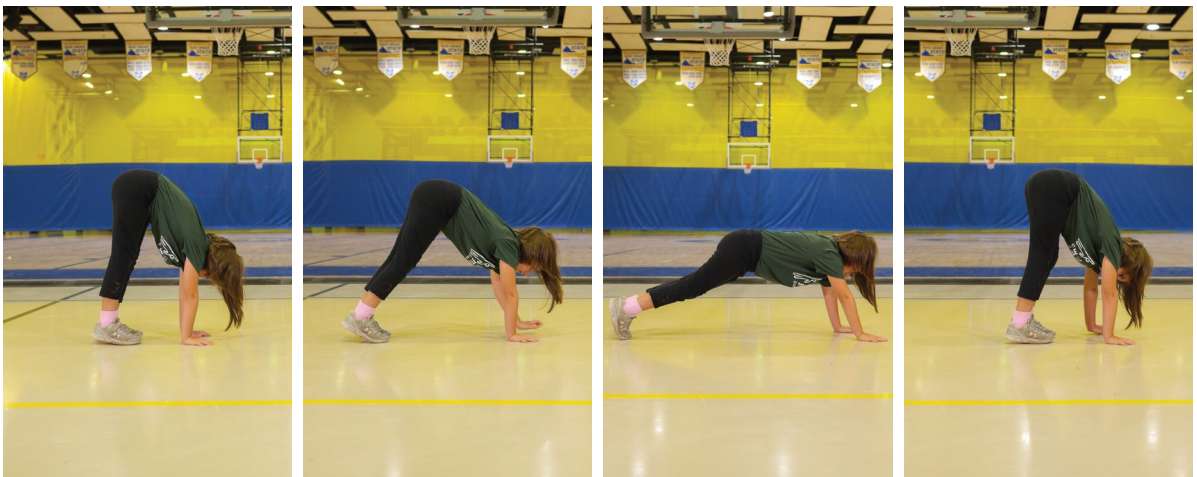
STRENGTH & ENDURANCE (5 MIN.)

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[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
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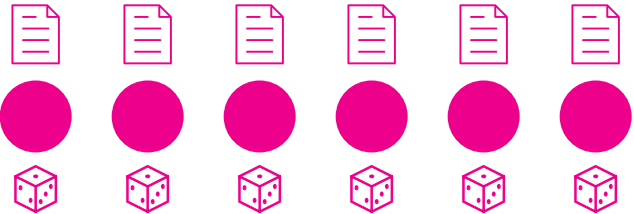
FIT DICE (10 MIN.)

Equipment

- 6 dice
- [Fit Dice exercise printables](#)
- Floor markers

Setup

Place 6 floor markers spaced out in a line and different movement activities at each spot with a die



- *"Today we are going to play Fit Dice."*
- *"You will roll the die at the floor marker and do that many of the listed exercise."*
- *"For example, if I roll a 3 while I am on the floor marker with jumping jacks, I will do 3 jumping jacks."*
- *"Once I am done with my jumping jacks, I will move to the next floor marker."*
- *"Keep rotating through the line until I tell you to stop."*

SCARF GAME (10 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *"Now we are going to play the Scarf Game."*
- *"You each have a scarf."*
- *"Throw it up as high as you can."*
- *"Follow the scarf with your eyes."*
- *"Catch it with your: hands, head, elbow, foot."*
- *"Toss it up again and catch it with your: hand, head, elbow, foot."*
- *"Switch up body parts and encourage athletes to call out the color of their scarf as they toss it."*
- *"Count how long between throwing and catching the scarf."*

Lead Up Activity

Before having students toss the scarf, let them explore the scarves by waving them around. Have them wave at a low level (knees), medium level (waist), and high level (above their head).

Try moving the scarf in a zigzag pattern or loops or straight up and down and across.

Optional Activity

Try these variations while tossing and catching the scarf:

- Toss with one hand and catch with the other
- Toss and clap before catching
- Twirl around and catch the scarf before it touches the ground
- Toss to a partner and try to catch the one they threw



COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



Leadership Time

- The book *The Most Magnificent Thing* by Ashley Spires is a story about a little girl who demonstrates perseverance and imagination as she tries over and over to make something magnificent.

Skills & Games

- Run and Carry
- Turtle Race Car
- Sticky Arms
- Builders and Bulldozers
- Side Stepping
- Ball Sort

Equipment

- *The Most Magnificent Thing* by Ashley Spires
- Bean bags
- Chalk or tape
- Floor markers or cones
- Different types of sports balls
- Basket or hula hoops

Alternative Material Ideas

- Instead of using balls for Ball Sort, take the activity outside and have students collect items in nature



Things to Note

Ball Sort can be used with any type of material—just switch up the chart and graph to represent what you are sorting. Bring the activity outside with nature items or use things found in the classroom. This activity focuses on gross and fine motor skills.

LEADERSHIP TIME (5 MIN.)



[The Most Magnificent Thing by Ashley Spires](#) (page 15 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



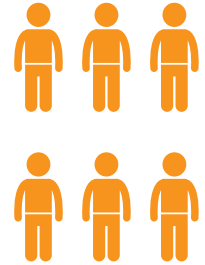
RUN AND CARRY (5 MIN.)

Equipment

- 1 bean bag per student

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play Run and Carry."*
- *"In this game, when it is your turn, you are going to run from this side of the room to the other and pick up a bean bag and carry it back."*
- *"Once you drop it by the next person in line, it is their turn to run and pick up a beanbag and bring it back to the line."*
- *"We will continue until all the bean bags have been picked up."*



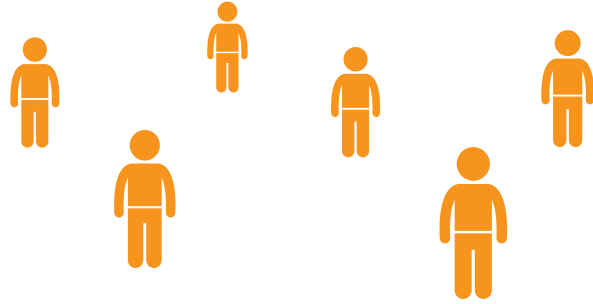
TURTLE RACE CAR (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we are going to play Turtle Race Car."*
 - *"Does a turtle move slow or fast?"*
 - *"Does a race car move slow or fast."*
 - *"In this activity, you will need to listen closely to what I say."*
 - *"If I say something that would move quickly, you should run around quickly."*
 - *"If I say something that would move slowly, you should walk or move in slow motion."*
 - *"Make sure you are careful not to bump into your fellow classmates."*
- Encourage students to come up with other ideas of fast and slow moving things.
 - Examples:
 - » Snail
 - » Cheetah
 - » Plane
 - » Molasses

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

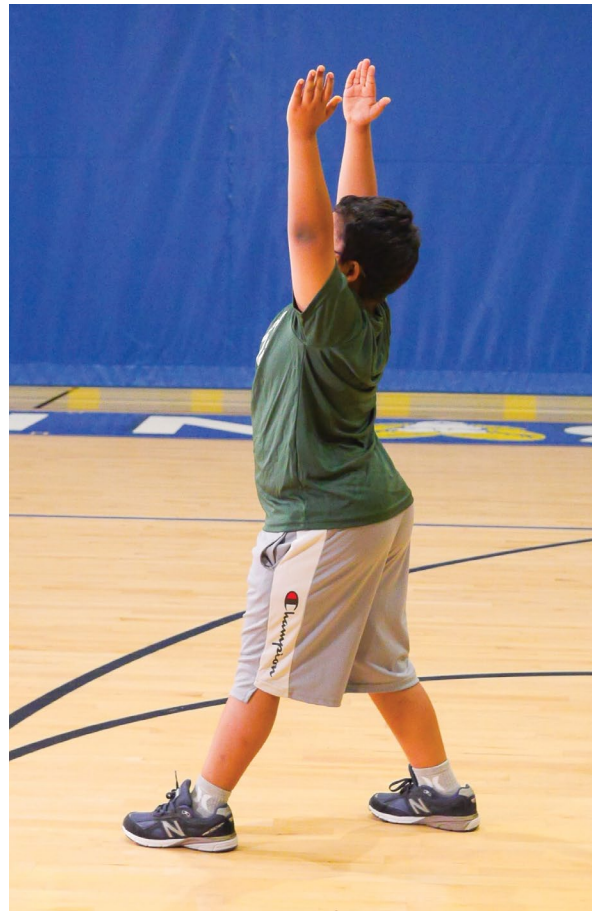
GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

"It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down."

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



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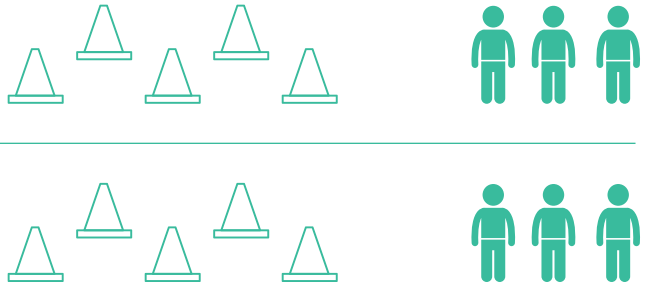
STICKY ARMS (5 MIN.)

Equipment

- Floor markers
- Cones

Setup

Set up cones in a zigzag pattern



- *“Today we will be playing Sticky Arms.”*
- *“When I call out ‘Sticky Arms,’ you are going to zigzag between the markers or cones with your arms glued to your sides.”*
- *“When I call out ‘running arms,’ you are going to run back to me with arms loose and swinging back to front.”*
- *“Try out some other ways to run such as robot arms, arms move in a very stiff motion or noodle arms where arms are very wiggly and kind of crazy.”*



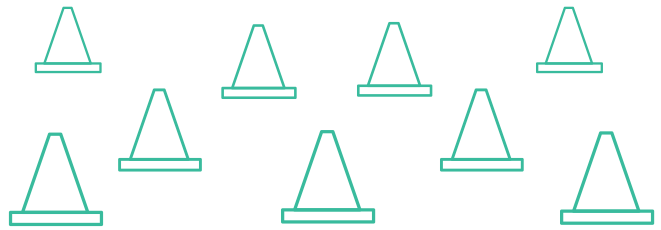
BUILDERS AND BULLDOZERS (5 MIN.)

Equipment

- 10-20 cones

Setup

Place as many cones as you can around the space you are using. You can set this up ahead of time or have students help you set it up.



- *"Today we will be playing builders and bulldozers."*
- *"Half of you will be builders and half of you will be bulldozers."*
- Split the students into two groups.
- Designate one group to be builders and the other to be bulldozers.
- *"If you are in the builder group your job is to build."*
- *"All of the cones around the room are already built because they are standing up the right way."*
- *"However, bulldozers like to knock things down and all the bulldozers will be knocking the cones over during this game."*
- *"Bulldozers, you can only knock a cone over with their hands, you may not kick it."*
- *"Bulldozers, you are trying to knock all the cones over in the room."*
- *"Builders, you are trying to pick all the cones up in the room."*
- *"When I say 'Bulldozers Go', Bulldozers will get a ten second head start to knock over cones."*
- *"When I say 'Builders Go', Builders will start picking up any cone that is knocked down."*
- Let game go on for 5-10 minutes or until bulldozers or builders have them all knocked down or picked up.
- Have students help pick up all the cones at the end.

COOL DOWN/FLEXIBILITY (5 MIN.)

“Let’s end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility.”

[GoNoodle: Level 1 Flexibility](#)¹

OR

[Warrior One Pose](#) (page 6 of link)²

“It is important to cool down and stretch after a workout. We are going to learn how to do a Warrior One pose to help us cool down.”

1. Take a big step forward with your right foot. Raise your arms up straight over your head with your palms facing each other.
2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward.”



LEADERSHIP TIME (5 MIN.)



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OR

Turn on a song and have a dance party!



SIDE STEPPING (5 MIN.)

Equipment

- Floor markers

Setup

Floor markers should be lined up on two sides of the room. Students can start in all four corners of the space.



- *"Today we are going to practice side stepping."*
- *"You will start at one corner of the room and run to the next corner."*
- *"At that corner, you will side step along the floor markers."*
- *"When you side step, you will step to the side with your right foot first and then have your left foot come to touch right next to your right foot."*
- *"You will continue doing this the whole length of the floor markers."*
- *"When you reach the last floor marker, you will run to the next set of floor markers."*
- *"Let's see how many laps we can do!"*



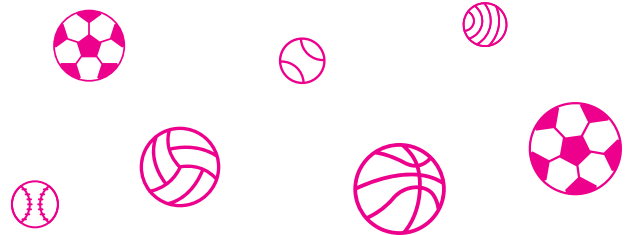
BALL SORT (10 MIN.)

Equipment

- Different types of balls

Setup

Scatter the balls throughout the space



- *“Today we are going to be working on sorting and putting different objects in order.”*
- *“We have lots of balls scattered around our space.”*
- *“When I say ‘Go,’ I want everyone to run and pick up a ball and bring it back here.”*
(Show them where.)
- When students return with a ball, challenge them to order the balls from smallest to largest without saying anything.
- Rescatter the balls and have students repeat this activity by sorting a different way:
 - » Color
 - » Texture
 - » Materials
 - » Sport they are used for

Math Extension #1

Bring in unifix or snap cubes and have students practice measuring the different balls. Use [this chart](#) to have them keep track of how many cubes long each ball is.

Math Extension #2

Print off [this graph](#) and have students keep track of how many different balls there are and how many of each. Teach bar graphing for this activity.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

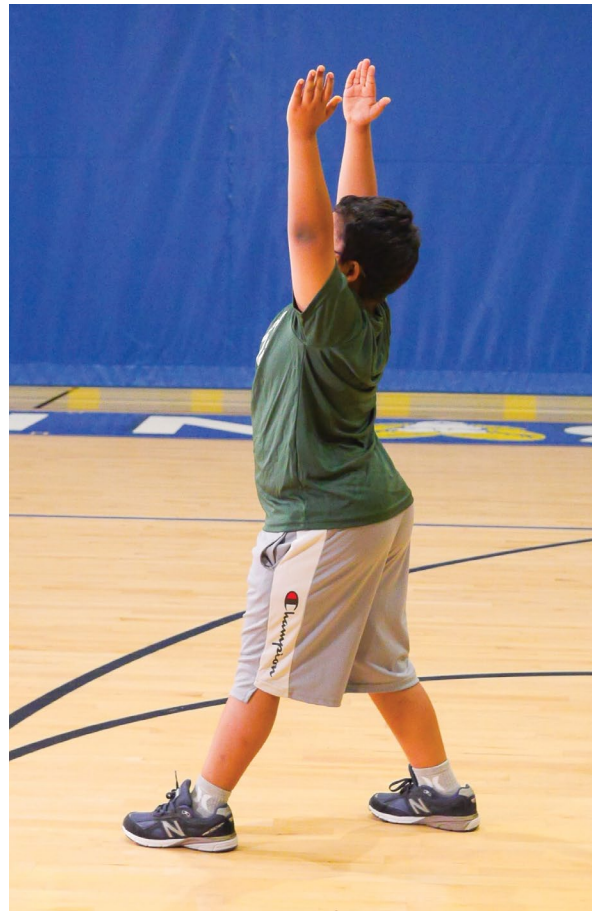
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2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



FOUNDATIONAL SKILLS REVIEW

- *"We have learned a lot of new games and skills throughout this unit."*
- *"Can you remember some of the things we practiced during our Young Athletes time?"*
- *"Today we are going to wrap up our Foundational Skills unit with creating your own booklet."*
- *"This booklet is for you to help you remember some of the activities we worked on."*
- *"We did a scarf catch, played a variety of games, and acted like different animals."*

[Foundational Skills Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter printable](#) and include this list of games and resources for parents.

Activities from skill cards that were covered in this unit:

- Follow the Leader
- Walk Tall
- Side Stepping
- Run and Carry
- Hidden Treasure
- Sticky Arms

[Additional Foundational Skills Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!





UNIT 1 PRINTABLES



Building Foundational Skills

Dear Family,

I have exciting news! We are participating in **Special Olympics Young Athletes**, an inclusive sport and play program that sets the stage for a life of physical activity, friendships and learning. Children with and without intellectual disabilities learn how to play with others as they develop basic sport skills, such as running, kicking and throwing. We'll send newsletters home from time to time to fill you in on the skills we're learning and how you can help at home.

We're starting the program with fun activities that develop **foundational skills**. Action songs are a great example. Did you know that doing motions with your child as you sing "If You're Happy and You Know It" has huge benefits? It's true. This classic song involves actions, such as clapping hands and tapping the head, which increase **body awareness**. Body awareness is an important factor in health and physical fitness. Encourage your child to join you and other family members in singing an action song after dinner or before bedtime. It's a wonderful way for the whole family to support your child's development.

Sincerely,

Teacher



Foundational skills promote body awareness, strength, flexibility, coordination and endurance.



Healthy Habits

Periodically set aside time for physical activity as a family. Take a walk, practice Young Athletes activities, or play some upbeat music and dance together. These times not only promote physical well-being, but they also increase family connections. Don't be surprised if they become much-anticipated activities for your entire family!

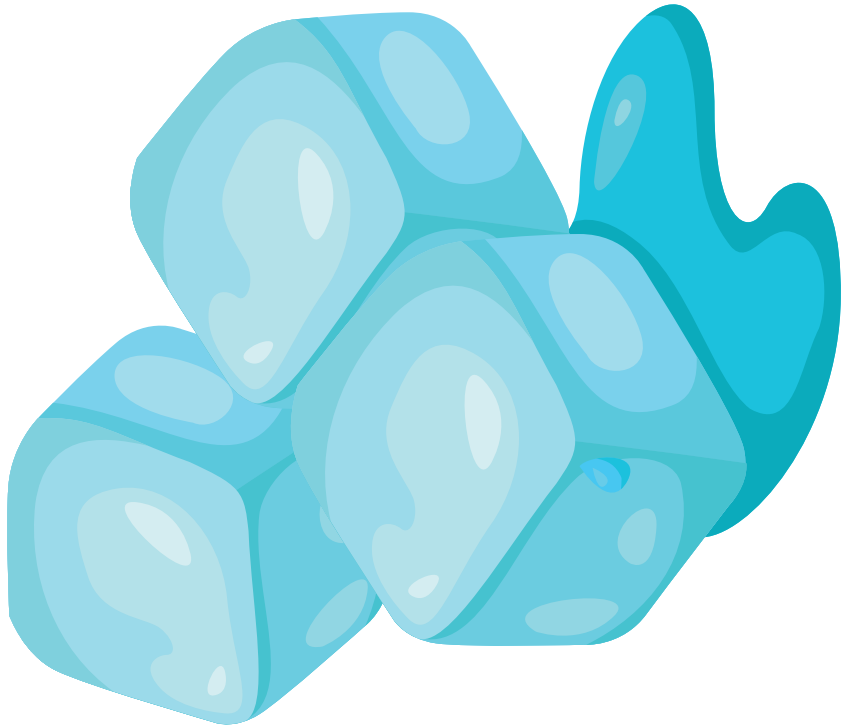


More Than Motor Skills

Motor development isn't the only benefit of Young Athletes activities. The program enhances many other abilities, including relationship skills. Children who participate learn how to share, listen to others, take turns and work in teams—all valuable lifelong skills.



Class News





HOPES AND DREAMS

Balance Beam



Small Foam Ball



Bean Bags



Sport Cones



Large Plastic Blocks



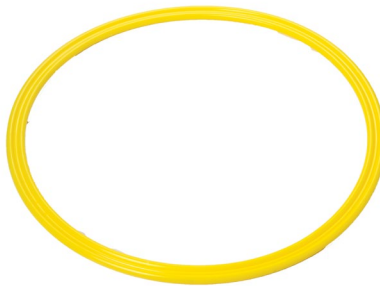
Paddle



Floor Markers



Hoops



Scarf



Playground Ball










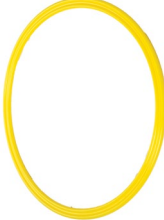




Basketball










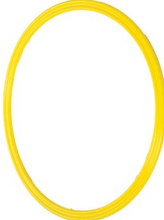




Baseball Bat



Lift the cone and cross off the picture that matches the picture under the cone. Put the cone back when you are done.

Balance Beam 	Small Foam Ball 	Bean Bags 
Sport Cones 	Large Plastic Blocks 	Paddle 
Floor Markers 	Hoops 	Scarf 
Playground Ball 	Basketball 	Baseball Bat 

Lift the cone and cross off the picture that matches the picture under the cone. Put the cone back when you are done.

Balance Beam 	Small Foam Ball 	Bean Bags 
Sport Cones 	Large Plastic Blocks 	Paddle 
Floor Markers 	Hoops 	Scarf 
Playground Ball 	Basketball 	Baseball Bat 

Jumping Jacks

1. Jump up and spread your legs apart as you swing your arms over your head.
2. Jump again and bring your arms back to your sides and your legs together.



Curl-Ups

1. Lie on your back on the floor. Bend your hips and knees so your feet are flat on the floor. Reach your arms toward your knees.
2. Lift your head, and then slowly lift your upper back until you reach your knees. Try to get your shoulder blades completely off the ground.
3. Pause and then slowly lower all the way back down, including your head.



Side-to-Side Hops

1. Bend the knees slightly and hop as high as you can to one side then the other side.

NOTE: You can also hop forward to backward or hop in place.



Mountain Climbers

1. Start in a push up position with your left leg in front so that your foot is on the floor under your chest.
2. Keep your hands down on the ground. Jump or step with your legs and switch your feet so that your right leg is in front.
3. Jump or step with your legs again and switch your feet so that your left leg is in front. Continue jumping and switching as fast as you can.



Frog Jumps

1. Start by standing with your feet apart.
2. Bend at your knees and hips to squat down.
Touch the floor with your hands.
3. Jump straight up in the air with your arms up.
4. Land in a squat with your hands touching the floor.



Tuck Jumps

1. Stand with your feet together.
2. Swing arms and bend your knees. Now jump as high as you can and bring your knees up in front of you.
3. Try to get your knees close to your chest on each jump.



1



2



3



4

NAME: _____

TYPE OF BALL	NUMBER OF CUBES

BALL SORT

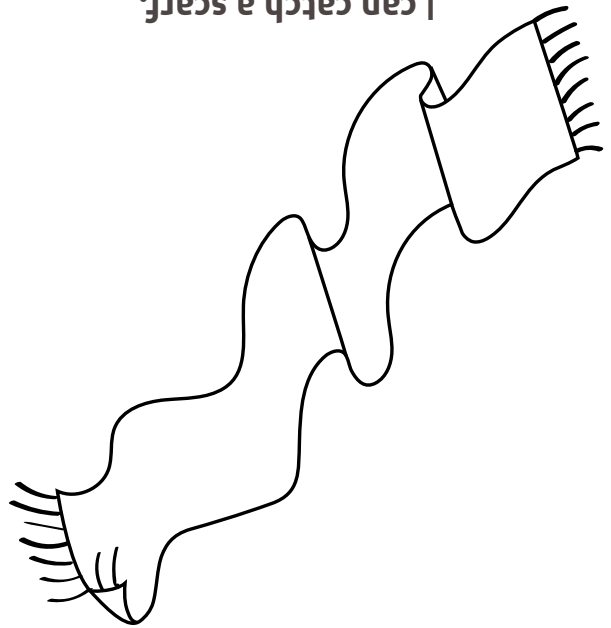
6					
5					
4					
3					
2					
1					

NUMBER OF BALLS

TYPE OF BALLS

1

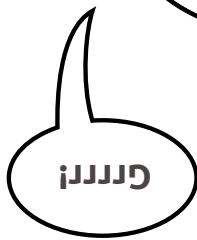
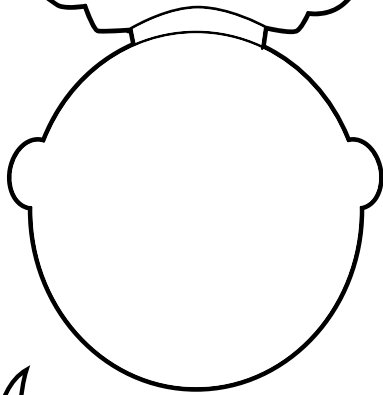
I can catch a scarf.



Color.

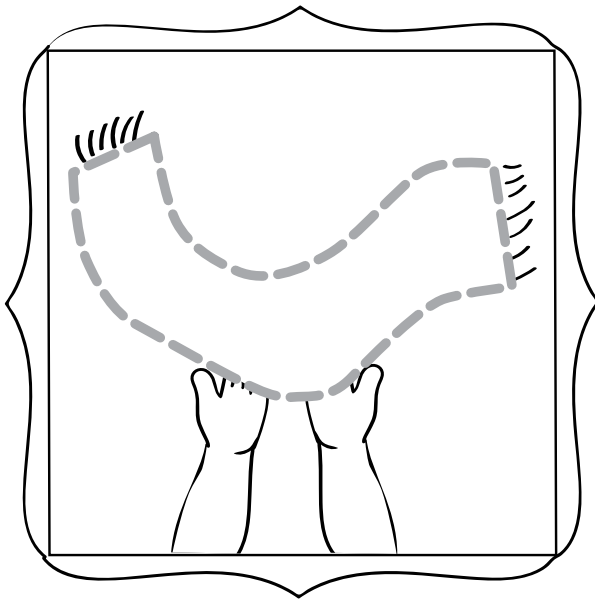
2

I can pretend
to be a bear.



Draw.

Trace.



I can play.

3

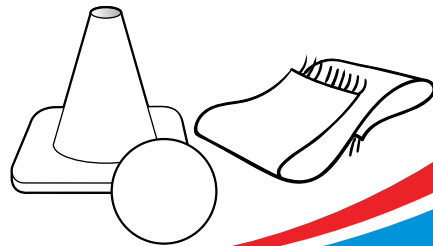
Let's
Practice
& Play

's

Name _____

Activities

Foundational Skills



 Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



Special Olympics Young Athletes

An app for families and caregivers of young children, with and without intellectual developmental disabilities, 0-7 years old



Key Features



Personalized Activities

Get recommended gross motor activities for your child based on their development. All activities include written, visual and video instructions!



Health Resources

Access evidence-based articles and videos designed to support you in understanding your child's diagnosis, their unique abilities, and ways you can support their development from home.



Community Connection

Build your community by connecting directly with other families. Filter by location and message families in your local area to share experiences!



iPhone or iOS



Android



Questions? Contact ecd@specialolympics.org



UNIT 2

AGES 2-4

WALKING AND RUNNING

.....

Walking and running are basic locomotor skills that move a student from one place to another. Beginning walkers have their hands up at shoulder height (this is called highguard) and their feet wide apart and turned out at the toes, offering them a wide base of support. As children feel more balanced and secure, they will drop their arms, narrow their base of support by bringing their feet closer together and begin to rotate their trunk as they move. Most children begin to run around six to seven months after they begin to walk. As with beginning walkers, beginning runners will use a high-guard and wide base until they feel more balanced and secure. Walking and running are basic skills found in most sports and are important parts of social development as they allow for participation in recreational games and activities.

Walking and running are basic locomotor movements. Other locomotor movements that will be taught throughout this unit are skipping, leaping, side stepping, and galloping. These skills will be reviewed throughout the year and taught again at the end of the year. These locomotor skills need to be explicitly taught and time needs to be given for students to practice these often.

Skills

MOTOR SKILLS:

- Locomotion skills and cognitive concepts such as walking or running forward, backward, sideways and in pathways, such as zig-zag, circle and straight lines
- Object manipulation

COGNITIVE SKILLS:

- Following activity directions
- Reading readiness
- Number sense

SOCIAL SKILLS:

- Peer interaction
- Confidence
- Cheering others on
- Taking turns
- Active listening

Classroom materials

- [Locomotor Skill Card printables](#)

Equipment

- Long jump ropes or string
- Floor markers
- Balls (playground ball or smaller)
- Hula hoops
- Cones, stuffed animals, or pictures of animals on cones
- Hopscotch diagram
- Bean bags

Books

- *Going Places*
by Peter and Paul Reynolds
- *The Invisible Boy*
by Trudy Ludwig
- *The Day the Crayons Quit*
by Drew Daywalt



Walking

BASIC:

- High-guard, walks with hands and arms held out
- Toes point out, wide base of support
- Flat feet
- Independent steps are taken, no truck or pelvic rotation

PROFICIENT:

- Low guard, minimal reciprocal arm swing (opposite arm to opposite leg)
- Less toeing out, decreased base of support
- More fluid motion of legs
- Increased stride length

ADVANCED:

- Reciprocal arm swing (opposite arm to opposite leg)
- Maximum stride length and fast speed
- Narrow base of support
- Pelvic rotation
- Staying on task
- Listening actively
- Being a good sport

Running

BASIC:

- High-guard
- Short, limited leg swing
- Toeing out, wide base of support

PROFICIENT:

- Increased stride and speed
- Arm swing increases
- Less toeing out
- Swinging foot crosses midline, placed near center of gravity with less base of support

ADVANCED:

- Maximum stride length and fast speed
- Arms swing in opposition, elbows at 90 degrees
- Toes contact ground on landing, followed by heel

STANDARDS FOR SEL



Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

1.2.2 Demonstrates jumping and landing in a non-dynamic environment.

1.2.3 Demonstrates transferring weight on multiple body parts.

1.2.4 Demonstrates nonlocomotor skills with the concepts of space, effort, and relationship awareness.

1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

1.2.6 Demonstrates the ability to manipulate small implements.

1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.



STANDARDS FOR ELA

Kindergarten:

Recognize and produce rhyming words. (RF.K.2a)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Read common high-frequency words by sight, such as the, of, to, you, she, my, is, are, do, and does. (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)

STANDARDS FOR MATH



Kindergarten:

Count forward beginning from a given number within the known sequence instead of having to begin at 1. (K.CC.2)

Understand that each successive number name refers to a quantity that is one larger. (K.CC.4c)

Compare two numbers between 1 and 10 presented as written numerals. (K.CC.7)

Identify shapes as two-dimensional or three-dimensional. (K.G.3)

Compose simple shapes to form larger shapes. (K.G.6)

Compose two-dimensional shapes or three-dimensional shapes. (1.G.2)

Count to 100 by ones and by tens. (K.CC.1)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.2)

Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K.CC.5)

Leadership Time

- *Going Places*, by Peter and Paul Reynolds is about a go-cart contest that inspires imagination, team-work and thinking outside the box.

Skills & Games

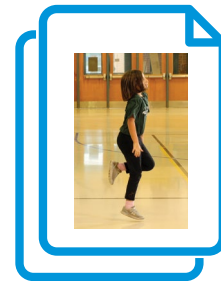
- Learn the Terms
- El Rey Pide
- I See
- River Leaping
- Lilypad Leaping
- Act It Out

Equipment

- *Going Places* by Peter and Paul Reynolds
- [Locomotor Skill Card printables](#)
- Long jump ropes, string or chalk for lines
- Floor markers
- Tape
- Markers

Alternative Material Ideas

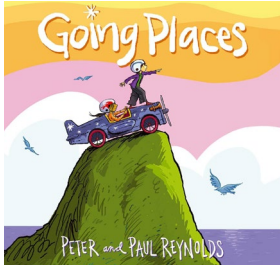
- Instead of printing out Locomotor Skill Cards, take pictures of students doing each of the terms and print them off. Students will love seeing themselves represented in class!



Things to Note

Lilypad Leaping requires a little prep, but once you have the lily pads made, laminate them and use them for brain breaks in your classroom. This activity can be modified to fit anything that you are teaching.

LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



LOCOMOTOR SKILLS: LEARN THE TERMS (5 MIN.)

Equipment

- [Locomotor skill cards](#)

Setup

Print out the cards



- *“We are going to be learning some new skills today.”*
- *“These skills are called locomotor skills.”*
- *“Locomotor skills are ways to move from one place to another.”*
- *“Walking, running, skipping, and sliding are all different types of locomotor skills.”*
- *“I am going to say a locomotor skill and we will all practice it together.”*

Skills:

- **Walking:** Use smooth, straight steps with your arms swinging gently in opposition of your feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.
- **Galloping:** One foot is the leader, and the other foot follows behind. Don't forget to do both sides!
- **Jumping:** With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope.
- **Hopping:** With one foot on the ground, push with toes. How fast can you hop? How slowly? Is one side harder than the other?
- **Side-sliding:** Move sideways with one foot leading (a sideways gallop). Have the student spread his or her arms wide and get some air in the middle of the slide.
- **Leaping:** Go over an object leading with one foot and landing on the other.
- **Skipping:** March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop.

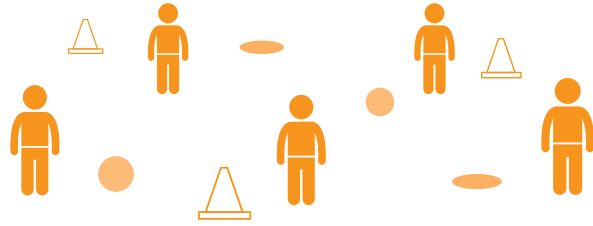
EL REY PIDE (5 MIN.)

Equipment

Fetchable items (floor markers, cones, different colored balls, etc)

Setup

Students should be within earshot of the leader, and there should be various objects scattered around (like floor markers, balls, anything that could be fetched and brought to the leader)



- *“Today we will be playing a game from the Latin America region called El Rey Pide, which means “the king requests” in spanish!”*
- *“One person will be the leader of each round. The leader will request a certain object by saying ‘El Rey/La Reina pide [insert object].’”*
- *“The other players will then race to find that object and bring it to the leader.”*
- *“Like in Simon Says, there is a certain phrase that El Rey/La Reina must say for the instructions to be true, so listen closely and only search for the item if the leader says ‘El Rey/La Reina pide...’”*
- *“If you are the first player to bring the requested object to the leader, you get to be the next leader!”*

El Rey Pide is a popular game played in Bolivia. For younger students, it would be a great way to incorporate learning new vocabulary into a lesson.



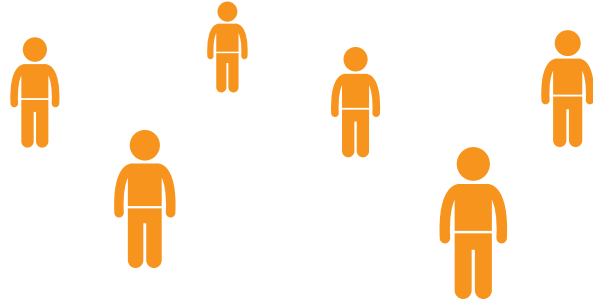
I SEE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- This is a great way to assess where students are at while playing a fun game! Make sure to take note of what students may need help with which skills.

- *"Today we are going to play 'I See'."*
- *"When I call out 'I See...' you respond by saying, 'What do you see?'"*
- *"I will tell you what I see, and then you get a chance to explore movements based on what I am seeing."*

- Be creative with each one. I see...
 - » Moving like a feather
 - » Flying like a plane
 - » Slithering like a snake
 - » A bird flying in the air
 - » A giant with big heavy feet
 - » A fish swimming in the sea
 - » Ice skating on the frozen lake
 - » All the lines are railroad tracks, act like

COOL DOWN/FLEXIBILITY (5 MIN.)

"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."

[Balance Level 1 Video](#)¹

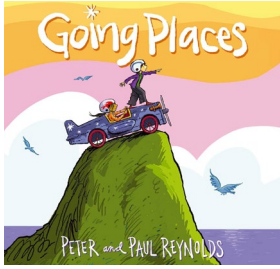
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



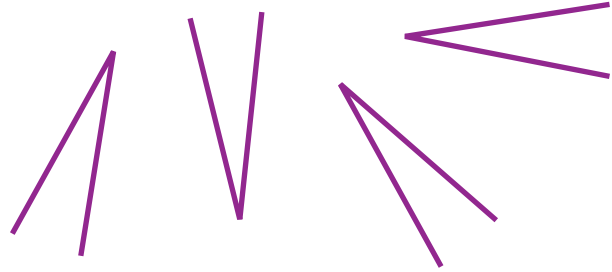
RIVER LEAPING (5 MIN.)

Equipment

- Long jump ropes, string or chalk to create lines

Setup

Create V shapes throughout the space for students to jump over



- *"Today we are going to practice leaping."*
- *"Leaping is similar to running except you spend a longer time in the air."*
- *"You will take off on one foot and land on the other foot."*
- *"Try to spend as much time in the air as possible."*
- *"Our game today is called river leaping."*
- *"The ropes on the ground represent a river."*
- *"We will practice leaping from one side of the river to the other."*
- *"Start at the smallest part of the river and practice leaping farther and farther."*

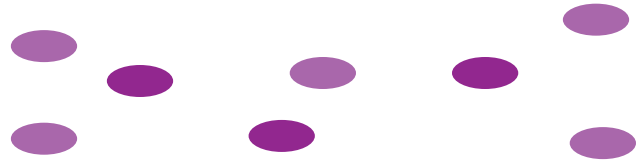
LILYPAD LEAPING (5 MIN.)

Equipment

- Floor markers
- Chalk (if outside) or pieces of construction paper
- Tape

Setup

Connect this activity to what you are currently learning in class. Place the "lily pads" around the space so that they are a distance so students are able to leap from lily pad to lily pad. Space some out more than others.



- *"Today we are going to practice leaping to different lily pads."*
- *"Everyone will start on their own lily pad and leap to an open lily pad nearby."*
- *"You might need to practice being patient and waiting for a lily pad to open up near you before you can take your leap."*
- *"When you land on the lily pad, say the (name of the letter, number, sight word, answer to addition or subtraction problem)."*

Ideas of what to write on lily pads:

- Write a different letter of the alphabet on each piece of paper
- Write the numbers 1-20, one on each piece of paper
- Write a different sight word on each piece of paper
- Write an addition or subtraction problem on each piece of paper

COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

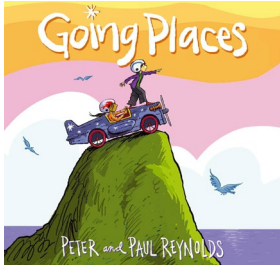
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
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LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)¹

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STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

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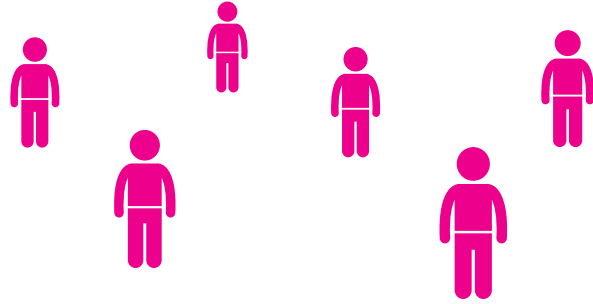
ACT IT OUT (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"We are going to end our lesson by playing a game called 'Act It Out.'"*
- *"I am going to tell you an object or event and you are going to act it out."*
 - » Use your arms like propellers on a helicopter
 - » Make light movements like butterfly wings
 - » Stomp your feet like an elephant
 - » Move like a toy soldier
 - » Move softly like a floating snowflake or feather
 - » Be a robot
 - » Pretend to be an astronaut floating in space
 - » Let students come up with ideas.

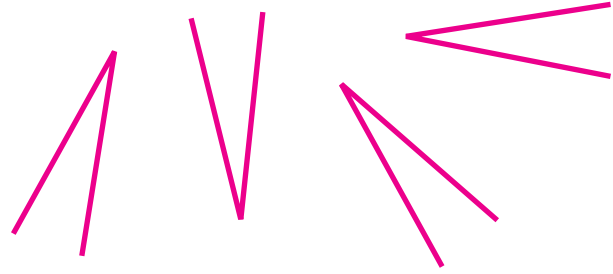
RIVER LEAPING (5 MIN.)

Equipment

- Long jump ropes, string or chalk to create lines

Setup

Create V shapes throughout the space for students to jump over



- *"Today we are going to practice leaping."*
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- *"The ropes on the ground represent a river."*
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Leadership Time

- *The Invisible Boy* by Trudy Ludwig is about a boy named Brian. Nobody ever seemed to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Skills & Games

- Heavy Feet, Light Feet
- Zigzag
- Animal Games
- Crabs and Fishes
- Catch the Dragon's Tail
- Obstacle Course

Equipment

- *The Invisible Boy* by Trudy Ludwig
- Cones or floor markers
- Rope or lines on the floor
- Pieces of paper with 1-20 written on them
- Balls: playground ball or smaller
- Blocks: any type that can be stacked
- Hula hoops
- Dowels and cones/hurdles

Alternative Material Ideas

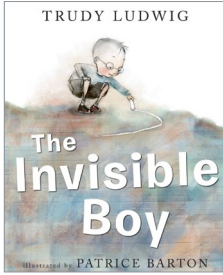
- Instead of blocks, use rocks or pieces of wood



Things to Note

This week has some great games that can be incorporated throughout your day or saved for another week. Make note of which games are best for your class to repeat in the future.

LEADERSHIP TIME (5 MIN.)



[The Invisible Boy by Trudy Ludwig](#) (page 19 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have a special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



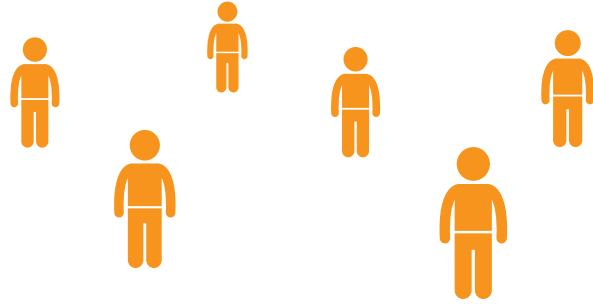
HEAVY FEET, LIGHT FEET (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be practicing Heavy Feet and Light Feet."*
- *"First we will run with heavy feet and stomp as loud as we can."*
- *"Next we will practice light feet and run on our tip toes and not make any sound."*
- Run from one side of the room to the other and call out heavy feet and light feet and have students switch back and forth.



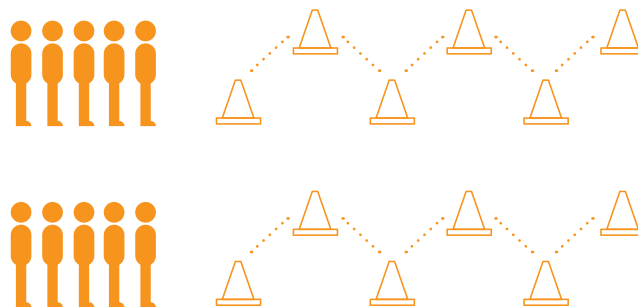
ZIGZAG (5 MIN.)

Equipment

- Cones or floor markers

Setup

Set up the cones in a zig zag pattern and have students form a line behind each line of cones



- *"We have been practicing running, walking, skipping, and galloping."*
- *"Today we are going to practice running in different directions."*
- *"You will start at the first cone and run to the next cone and touch it, then you will change directions and run to the next cone."*
- *"This will be practice running in a zigzag pattern."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

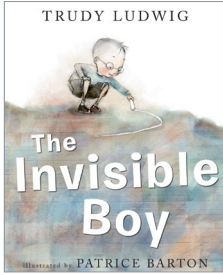
This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

LEADERSHIP TIME (5 MIN.)



[The Invisible Boy by Trudy Ludwig](#) (page 19 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have a special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



ANIMAL GAMES (5 MIN.)

Equipment

.....

None needed

Setup

.....

Students should spread out throughout the space



Have students pretend to be different animals by moving their bodies in different ways.

“What would a bear look like?”

Have children bend down with their hands and feet on the ground. Encourage them to crawl or walk like a bear. Make sure the knees do not touch the floor. Growl for fun!

“What would a crab look like?”

Have children sit on the floor with feet flat on the floor and knees bent. Hands are flat on the floor, slightly behind the body. Ask them to lift their hips off the floor and walk their hands and feet backwards. Then try crawling in different directions.



CRABS AND FISH (5 MIN.)

Equipment

- Playground balls

Setup

Students should spread out throughout the space



- *“Now that we know how to be crabs, we are going to play a game called ‘Crabs and Fish.’”*
- *“You all get to be the crabs and the balls are going to be the fish.”*
- *“The fish are going to swim around with the crabs.”*
- *“When the fish swims up to you, you can push it with hand or you can kick it with your foot.”*
- *“Remind students to stay in the ‘crab’ position, not to stand up.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

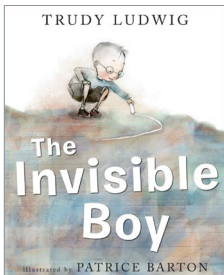
This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

LEADERSHIP TIME (5 MIN.)



[The Invisible Boy by Trudy Ludwig](#) (page 19 of link)¹

Lesson 1: Read the book

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Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have a special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



CATCH THE DRAGON'S TAIL (5 MIN.)

Equipment

None needed

Setup

Students should line up facing the same direction



- *“Today we will be playing a game from the East Asia region called ‘Catch the Dragon’s Tail,’ which is similar to follow the leader and tag!”*
- *“We will start by lining up in a single file line and putting our hands on the shoulders in front of us.”*
- *“The person in the front of the line will be the dragon’s head, and the last person in line will be the dragon’s tail.”*
- *“The goal of the dragon’s head is to try to catch the dragon’s tail and tag them.”*
- *“The goal of the students in the middle and the tail is to prevent the head from tagging the tail, all while staying in line and keeping the dragon in tact.”*
- *“When the head catches the tail, the head moves to the back of the line and the next student in line is the new dragon’s head.”*

This game is popular throughout China and is used to promote physical fitness, teamwork, and connect children with Chinese culture and tradition.



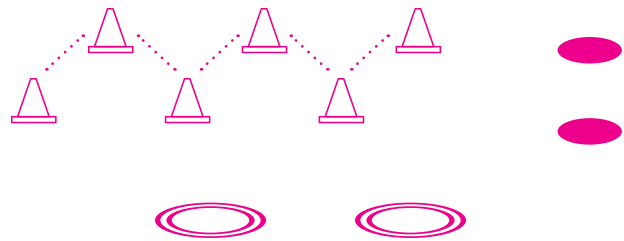
OBSTACLE COURSE (10-15 MIN.)

Equipment

- Cones
- Floor markers
- Hula hoops

Setup

Set up cones in a zigzag pattern, then place floor markers about 5-10 steps apart, add hula hoops about 5 feet apart



Additional Information

- **Cones:** 1st round have students walk or run in a zigzag pattern to each cone, 2nd time have them walk backwards in a zigzag pattern to each cone
- **Floor markers:** have students side step from one marker to the other
- **Hula hoops:** have students run or skip to the hula hoop and then jump 3 times inside the hoop before going to the next one

- "Today we get to practice all of the fun movements we have been working on in Young Athletes."
- "We will be walking, running, skipping, jumping, and moving in different directions."
- "You will start on this side of the room and walk or run in a zig zag pattern to each cone."
- "After that you will side step from one floor marker to the other."
- "Finally, you will skip to a hula hoop and jump 3 times and then skip to the next hula hoop."
- "We will go through the obstacle course a few times."



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

Leadership Time

- *The Day the Crayons Quit* by Drew Daywalt is about poor Duncan, who just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: His crayons have had enough! They quit! What can Duncan possibly do to appease all of the crayons and get them back to doing what they do best?

Skills & Games

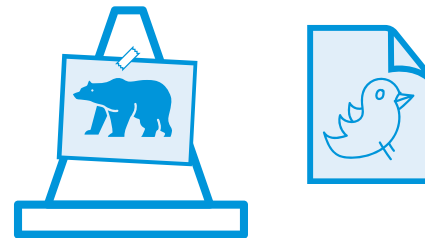
- Galloping
- Round Up
- Hopping
- Hopscotch
- Piko
- Skipping
- Skip and Carry

Equipment

- *The Day the Crayons Quit* by Drew Daywalt
- Cones, stuffed animals or pictures of animals on cones
- A hopscotch board
- Construction paper
- Marker
- Paper for under each cone
- Bean bags

Alternative Material Ideas

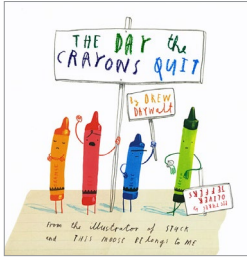
- Instead of stuffed animals, use cones with pictures of animals on them or let students draw a picture of an animal to use



Things to Note

The games this week lend themselves really well to classroom connections. Use the suggestions listed or add your own to connect to what you are working on in class.

LEADERSHIP TIME (5 MIN.)



[*The Day the Crayons Quit* by Drew Daywalt](#) (page 21 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Bop It Locomotor Skills](#)²

OR

Simon Says (Locomotor skills)

Switch between telling students to run, hop, skip, and jump in place. Start off slow and increase the speed in which you switch it up.



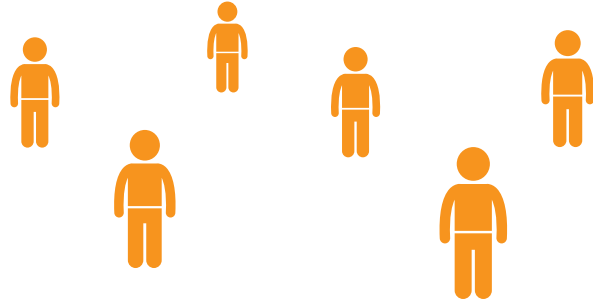
GALLOPING (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- Galloping is moving forward with the front foot always forward and the back foot always behind in a step and hop motion.
- Galloping can be taught using three different steps:
 - » Step forward with lead foot and lift back foot off the ground.
 - » Hop forward off the lead foot with both feet coming off the ground.
 - » Land on the back foot first, followed by the lead foot.
- Start off very slow and have students do each step all together the first few times.
- Once they start to understand the movement, let them pretend to be horses in a field and gallop around.
- Use this time to assist other students who may need additional help.



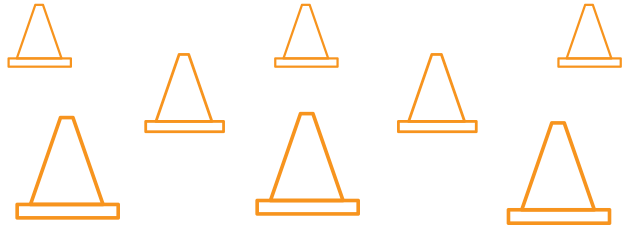
ROUND UP (5 MIN.)

Equipment

- Cones, stuffed animals or pictures of animals

Setup

Scatter cones throughout the space



- *"We are going to be doing an animal round up today."*
 - *"You will need to round up all the wild animals in the field."*
 - *"You are going to gallop around the space and tag the different animals (or cones) in order to round them up."*
 - *"Try to see how many different animals you can gallop to."*
- You may also have pictures of animals scattered around the floor and they can collect them and bring them back to where they started or place in a bucket.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

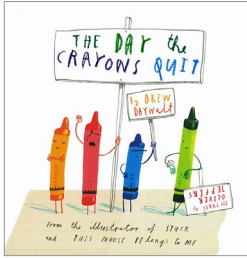
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[The Day the Crayons Quit by Drew Daywalt](#) (page 21 of link)¹

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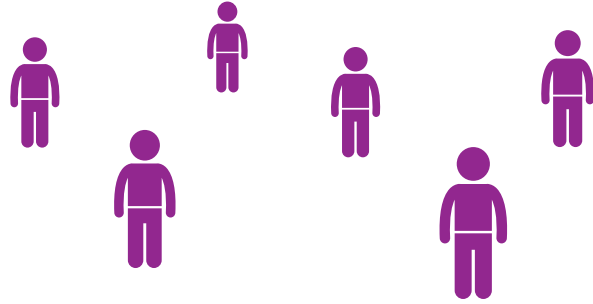


HOPPING (5 MIN.)**Equipment**

None needed

Setup

Students should spread out throughout the space



- Hopping is the ability to balance on one leg, springing off the ground and landing back on the same leg.
- Teach students how to hop during these three steps:
 1. Balance on one leg, bending the other leg behind your body.
 2. Bend the standing leg and swing non-standing leg and arms forward to lift off the ground.
 3. Land on the same leg with a bent knee for balance.

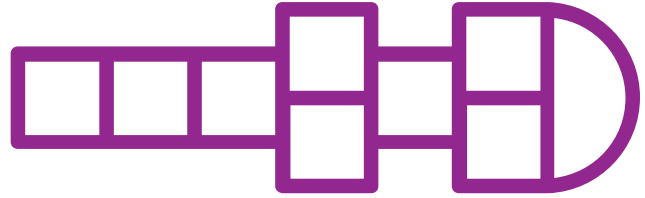
HOPSCOTCH (5 MIN.)

Equipment

- A hopscotch board or make one with chalk or tape

Setup

Draw one or multiple hopscotch boards



- *“Today we are going to learn how to play hopscotch!”*
 1. *“Throw a flat stone or beanbag and try to make it land on a square.”*
 2. *“Hop through the squares, skipping the one that your marker is on.”*
 3. *“When you get to the end, turn around and hop back through the squares, picking up your marker on your way back.”*
 4. *“Pass the marker to the next person.”*

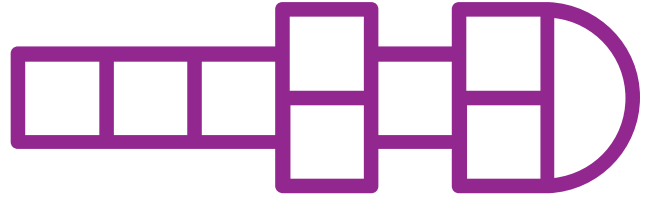
PIKO (5 MIN.)

Equipment

- A hopscotch board or make one with chalk or tape

Setup

Draw one or multiple hopscotch boards



- *“Today we will be playing a game from the Asian Pacific region called Piko. It’s pretty similar to hopscotch.”*
- *“We will take turns hopping and cheer for our friends while we wait.”*
- *“When it is your turn, you will toss the stone/throwable into the first square.”*
- *“Then, you will hop to the end of the board and back but only placing one foot in each square, so you will need to hop on one leg in some of the squares.”*
- *“Once you return to the square marked with the stone/throwable, you will pick up the stone/throwable and return to the start line to pass it to the next person in line.”*
- *“On your next turn, you will throw the stone to the next square.”*

Piko is believed to have been created in the Philippines and is most often includes tossing a coin onto a hopscotch board.



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

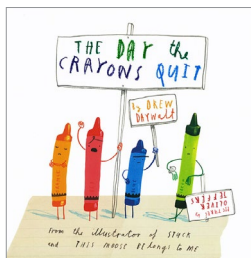
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1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms."*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[*The Day the Crayons Quit* by Drew Daywalt](#) (page 21 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Bop It Locomotor Skills](#)²

OR

Simon Says (Locomotor skills)

Switch between telling students to run, hop, skip, and jump in place. Start off slow and increase the speed in which you switch it up.



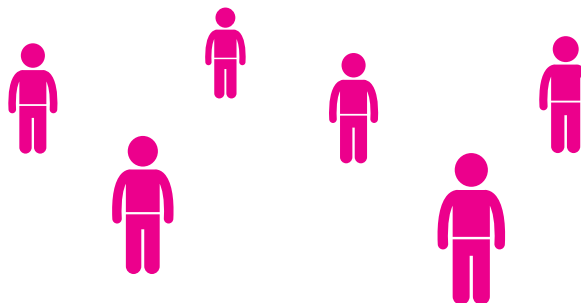
SKIPPING (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- Skipping is a combination of a step and a hop on the same foot followed immediately by a step and hop on the opposite foot.
- Teach skipping using these steps:
 1. Start by taking a step forward with your right foot.
 2. Using your left foot, push off and hop off your right foot.
 3. Land on your right foot and place your left foot forward.
 4. Push off with your right foot and hop on your left foot, landing on your left foot.
 5. Repeat this, using the phrase “step, hop, switch” to help students remember what to do.



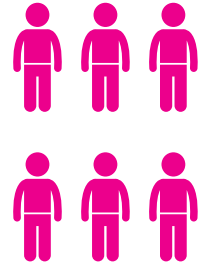
SKIP AND CARRY (5 MIN.)

Equipment

- Bean bags

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play Skip and Carry."*
- *"This game is like Run and Carry, which we played a few weeks ago except you skip instead of run!"*
- *"In this game, when it is your turn, you are going to skip from this side of the room to the other and pick up a bean bag and skip back with it."*
- *"Once you drop it next to the next person in line, it is their turn to skip and pick up a beanbag!"*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



WALKING AND RUNNING REVIEW

- *"We have learned a lot of new games and skills throughout this unit."*
- *"Can you remember some of the things we practiced during our Young Athletes time?"*
- *"Today we are going to wrap up our walking and running unit with creating your own booklet."*
- *"This booklet is for you to help you remember some of the activities we worked on."*
- *"We played a game called hidden treasure where you had to run and lift a cone to find something underneath as well as did an obstacle course where we practice running in a zigzag pattern and around objects."*

[Walking & Running Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter](#) and include these game ideas they can use at home with their flashcards:

- Future Skaters
- Hidden Treasure
- Run and Carry
- Heavy Feet, Light Feet
- Obstacle Course
- Fire Drill
- Animal Games

[Additional Walking & Running Skill Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



UNIT 2 PRINTABLES



Walking and Running Skills

Dear Family,

Do you remember playing Follow the Leader as a child? It's not just a fun game; it's an engaging way to develop children's **motor skills** and help them connect **with other people**. It's also one of several games in Young Athletes that we play to develop **walking and running skills**. As children develop these skills, it becomes easier for them to explore their environment. Walking and running skills also allow children to take part in many different recreational activities and sport games.

We've been working on these skills through a variety of activities, and having a lot of fun along the way. Some of our favorite Young Athletes activities involve walking or running to an object; completing an obstacle course; and running forward, backward, and sideways. We'd love for you to reinforce walking and running skills at home with your child. Follow the Leader is a perfect game for the whole family. Lead your child in walking slowly, marching and walking with arms out to the side. After a round or two, invite your child to take a turn as the leader. It's sure to be a big confidence booster!

Sincerely,

Teacher



Young Athletes activities develop self-confidence in children.



Healthy Habits

Children love catchy songs, so why not use familiar tunes to encourage healthy habits? Try singing this song with your child to promote good hygiene.

Wash, Wash, Wash Your Hands

Sung to "Row, Row, Row Your Boat"

Wash, wash, wash your hands;

Wash the dirt away.

Before you eat, before you sleep

And after outdoor play.



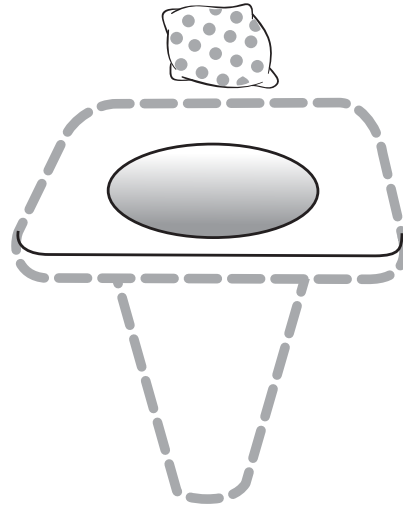
Great Gains

The benefits of Young Athletes activities are impressive. Children with intellectual disabilities who participated in the eight-week Young Athletes curriculum demonstrated seven months' development in motor skills. Children who did not participate showed a gain of three months' development.



Class News

I can walk to a cone and look under.

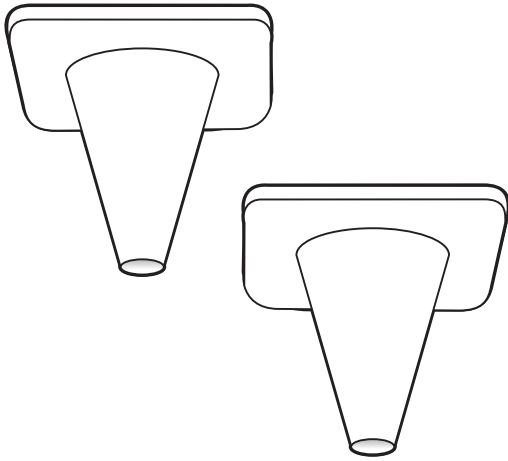


Trace.

1

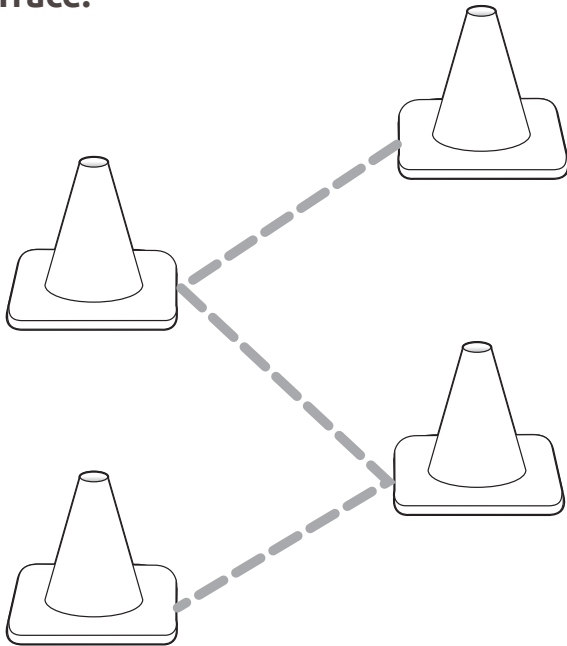
I can go around.

2



Color.

Trace.



I can follow the cones. 3

Let's Practice & Play

Name _____

's

Activities

Walking and Running



Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



RUN



HOP



JUMP



LEAP



GALLOP



MARCH



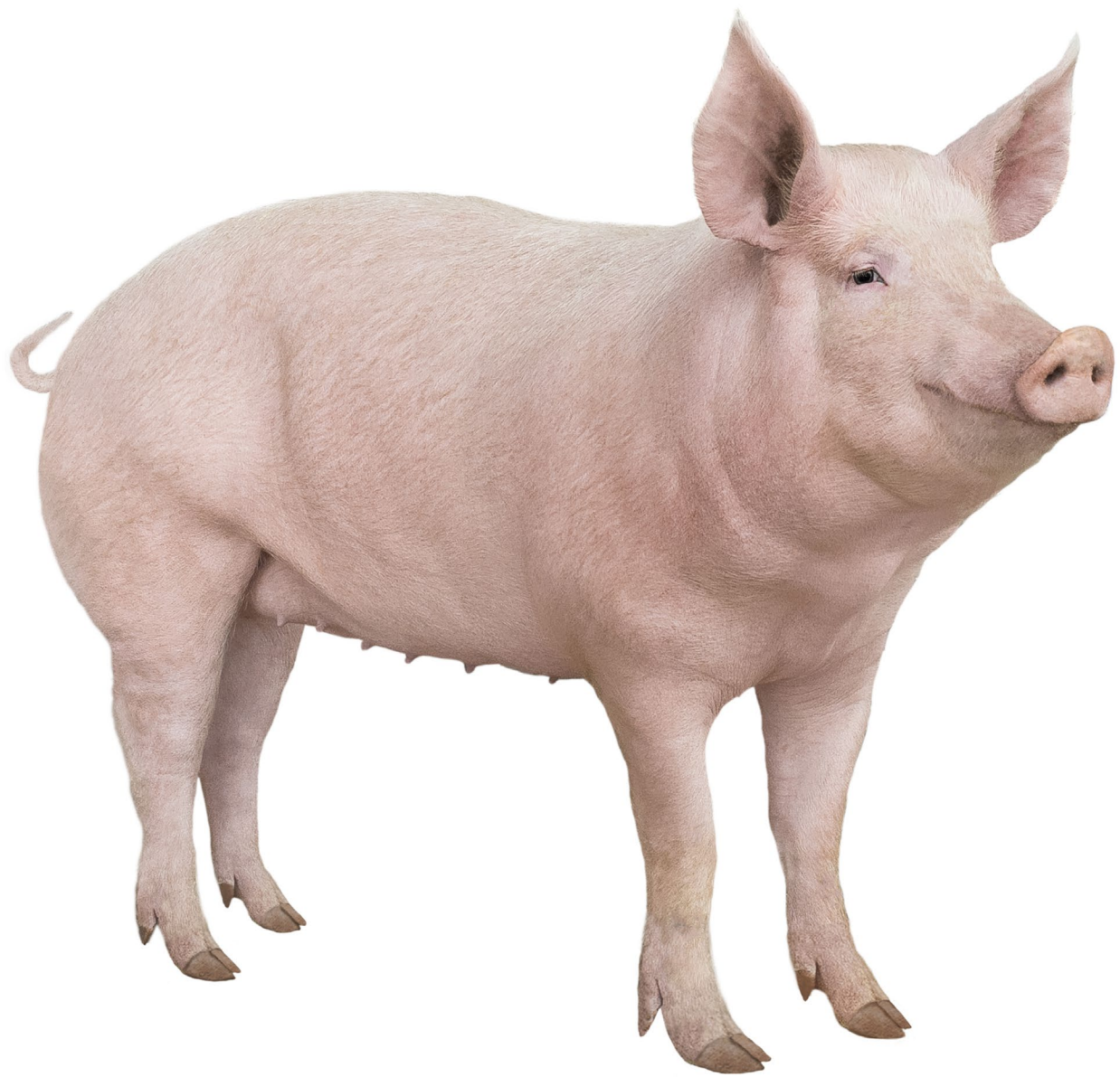
SIDE STEP



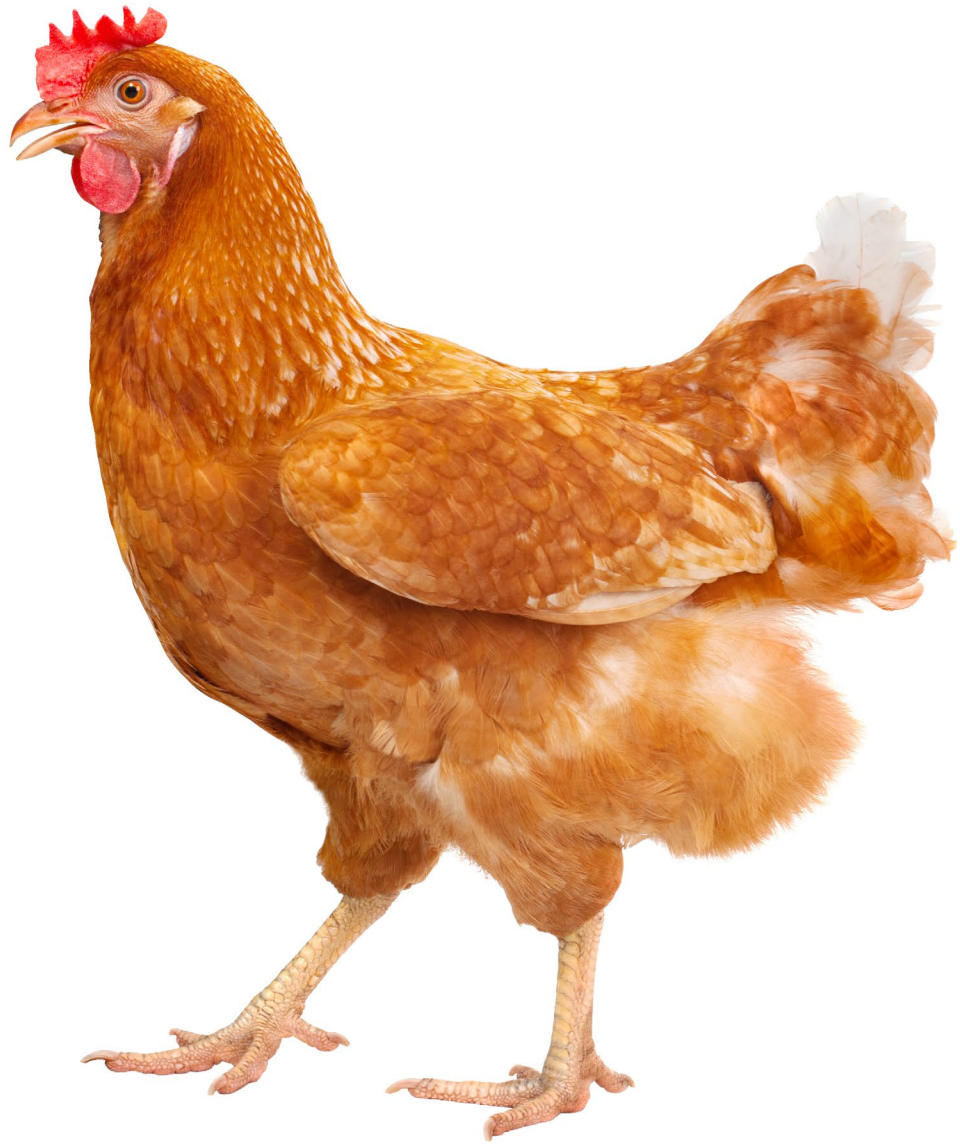


















UNIT 3

AGES 2-4

BALANCING & JUMPING

.....

Adequate balance is a requirement of many sports and gross motor activities. Poor balance can affect safety and mobility skills at home and at school.

Balance can affect a child's ability to:

- Get on and off the school bus
- Climb stairs
- Get in and out of a car
- Feel comfortable on playground equipment at school or a park
- Walk on grass or sand
- Walk up a curb
- Kick or throw a ball

There are many factors that can have an effect on balance including: visual impairments, vestibular difficulties and low muscle tone. A child will typically have the best balance when their eyes are open, feet are wide apart, they are close to the ground and the surface they are standing on is firm, even, and stable. Standing with their feet together or eyes closed will likely cause a child to sway.

Balancing and jumping encompass a variety of skills and are used in many different sports. Use the games and activities listed in this unit throughout the school year to help enforce skills such as strength and coordination.

Skills

MOTOR SKILLS:

- Stability
- Coordination
- Leg strength
- Core strength
- Jumping

COGNITIVE SKILLS:

- Remember a sequence of directions

SOCIAL SKILLS:

- Teamwork
- Peer interaction
- Taking turns
- Empathy

Classroom materials

- A way to play music
- [Marble story printable](#)
- [Fit Dice dance printables](#)
- Tape, chalk, or sticks from outside
- [Arrow cards printable](#)

Equipment

- Floor markers
- Scarf for each student
- Beachball
- 6 dice
- Blocks/low beam
- Jump rope
- Cones and dowel
- Platforms
- Bean bags

Books

- *The Smallest Girl in the Smallest Grade*
by Justin Roberts
- *Layla's Happiness*
by Mariahadessa Ekere Tallie
- *Same, Same by Different*
by Jenny Sue Kostecki-Shaw
- *A Color of His Own*
by Leo Lionni
- *Red, A Crayon's Story*
by Michael Hall
- *I Like Myself*
by Karen Beaumont



Balancing

BASIC:

- Able to walk on a line
- Able to stand on a balance beam
- Able to stand on one foot for less than 10 seconds

PROFICIENT:

- Able to stand on one foot for 10 seconds
- Able to walk across a 4 inch balance beam

ADVANCED:

- Able to stand on one foot for 60+ seconds
- Able to balance on tiptoes with eyes closed for 10 seconds

Jumping

BASIC:

- Minimal arm action
- Feet do not leave or return to the floor simultaneously
- No preparation to jumping
- No bending of hip and knees on landing

PROFICIENT:

- Arms used without full range
- Two foot takeoff, loses balance on landing
- Slight crouch when preparing to jump
- Bending of hips and knees on landing

ADVANCED:

- Arms extended backwards and upwards with deep crouch when preparing to jump
- Two foot takeoff and landing, balance maintained
- Hips and knees fully extended at takeoff
- Hips and knees bend on landing

STANDARDS FOR SEL

Head Start

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE 4. Child engages in cooperative play with other children.
- Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- Goal P-SE 7. Child expresses care and concern toward others.
- Goal P-SE 8. Child manages emotions with increasing independence.*
- Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE 11. Child has sense of belonging to family, community, and other groups.



SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.2 Demonstrates jumping and landing in a non-dynamic environment.
- 1.2.3 Demonstrates transferring weight on multiple body parts.
- 1.2.4 Demonstrates nonlocomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.2.6 Demonstrates the ability to manipulate small implements.
- 1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.



STANDARDS FOR ELA

Kindergarten:

Use frequently occurring nouns and verbs. (L.K.1b)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

STANDARDS FOR MATH

Kindergarten:

Compare two numbers between 1 and 10 presented as written numerals. (K.CC.7)

Understand that each successive number name refers to a quantity that is one larger. (K.CC.4c)

Count to 100 by ones and by tens. (K.CC.1)

Count forward beginning from a given number within the known sequence instead of having to begin at 1. (K.CC.2)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1)

Leadership Time

- In *The Smallest Girl in the Smallest Grade* by Justin Roberts, students will be able to develop and strengthen their public speaking abilities through drama and reader's theater.

Skills & Games

- Moving to a beat
- Musical markers
- Statues
- Creative dance
- Freeze dance
- Scarf dancing
- Scarf prepositions

Equipment

- *The Smallest Girl in the Smallest Grade* by Justin Roberts
- Floor markers
- [Marbles Story Printable](#)
- [Spaghetti Story Printable](#)
- Scarf for each student
- A way to play music
- [Use this Spotify playlist for song ideas for this unit.](#)¹

Alternative Material Ideas

- Use a hand towel, sock, or paper towel instead of a scarf

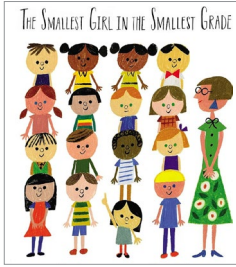


Things to Note

A lot of lessons this week are easy to incorporate into the classroom in smaller chunks. Look through and plan some activities as “brain breaks” for your class to incorporate Young Athletes time into your daily schedule in unique ways.



LEADERSHIP TIME (5 MIN.)



[The Smallest Girl in the Smallest Grade by Justin Roberts](#) (page 22 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



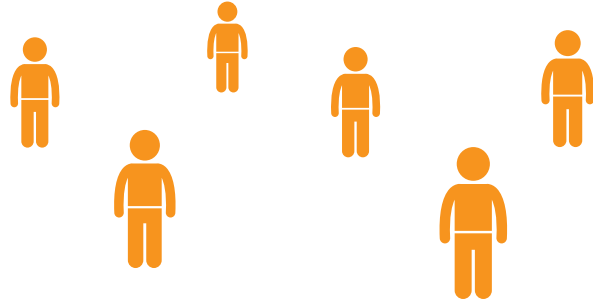
MOVING TO A BEAT (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to learn what a beat is.”*
- *“We are going to check our pulse to help us learn what a beat is.”*
- *“Use your index and middle finger and put it on your wrist ‘this is how to find your pulse.’”*
- Show students how to tap out the pulse or beat on their leg.
- *“Your heartbeat is similar to the beat of music.”*
- Tell students how they can listen to the beat as they listen to the music.
- Pick a song that has a good beat and have students practice stomping to the beat or clapping along.

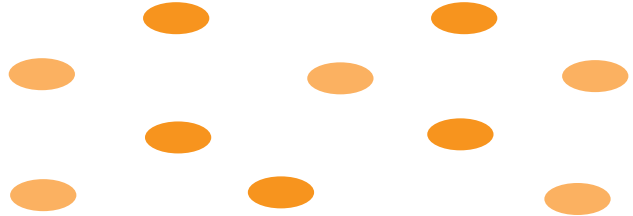
MUSICAL MARKERS (5 MIN.)

Equipment

- Floor markers
- A way to play music

Setup

Place floor markers throughout the space



- *"We are going to play 'Musical Markers.'"*
- *"When you hear the music, dance around in the space."*
- *"You can try different movements like running, walking backwards, crawling or twisting."*
- *"When the music stops, 'freeze' by standing still on a floor marker."*
- *"You might need to share a floor marker with someone else when the music stops."*
- Take away a floor marker each time to encourage sharing.

Math Connection

Model subtraction during this activity. On a large sheet of paper or white board, write down the number of floor markers that you start with. Each time you take some away, model subtracting from the whole.



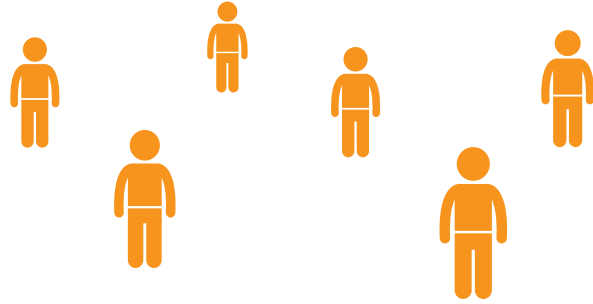
STATUES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“Today we will be playing a game from the Europe/Eurasia region called Statues!”*
- *“One person will be ‘it.’”*
- *“‘It’ will close their eyes and count to any number between 1 and 10, but only ‘it’ knows when they will stop counting. Then, they will shout ‘Agalmata!’ (which means ‘statue’ in Greek) and the other students must freeze.”*
- *“Try to freeze in the same pose as a statue!”*
- *“If ‘it’ sees you moving after they shout ‘Agalmata,’ they will call out your name and you will be out!”*
- *“The game will be over when there is only one student left.”*

This game is popular throughout Greece and is a great way to incorporate art into physical education. Students are encouraged to freeze like famous statues such as the statue of David or the Statue of Liberty.



COOL DOWN/FLEXIBILITY (5 MIN.)

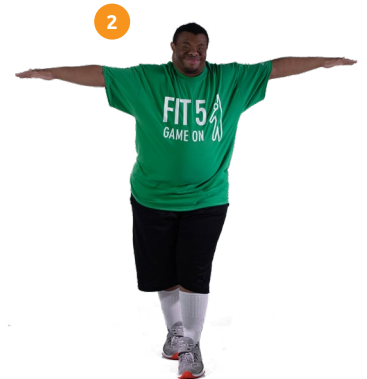
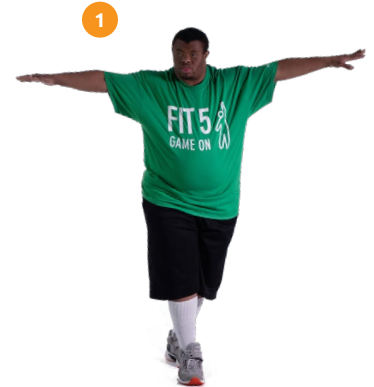
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

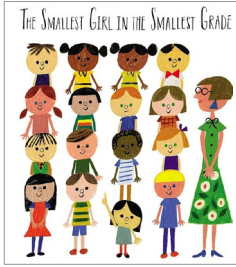
OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



[The Smallest Girl in the Smallest Grade by Justin Roberts](#) (page 22 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



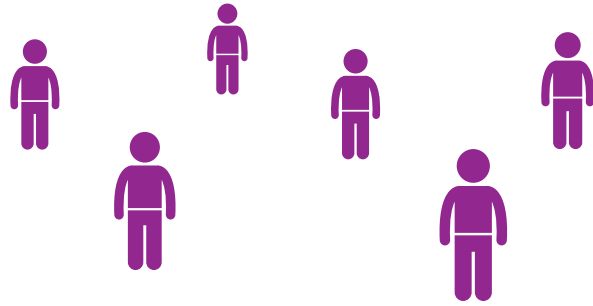
CREATIVE DANCE: STORYTELLING (5 MIN.)

Equipment

- [Marbles story printable](#)

Setup

Students should spread out throughout the space



- *“Today we are going to practice imagery while I read a story.”*
- *“Different stories make us feel different ways and we are going to listen carefully to the words in the story today and move and dance to what you hear.”*
- *“For example: Your twisting, flowing movements are perfect for marbles swirling in puddles. What would that look like if you were a marble? Act out what you are picturing.”*

Read this story: MARBLES

- There was a jar of marbles sitting on a desk.
- The jar was packed super tight and the marbles were almost overflowing.
- A cat jumped onto the desk and knocked the marbles over.
- They bounced and rolled and danced all over the floor.
- Then, lots of them continued out the door and found their way into a rainstorm.
- The marbles rolled into puddles where they swirled and floated and finally were swept away into the pond.
- They slowly sank into the bottom of the pond and settled down deep into the mud.

- *“Great job acting out what was happening in the story with dance moves! We will try another story next time where we get to be creative with our movements.”*

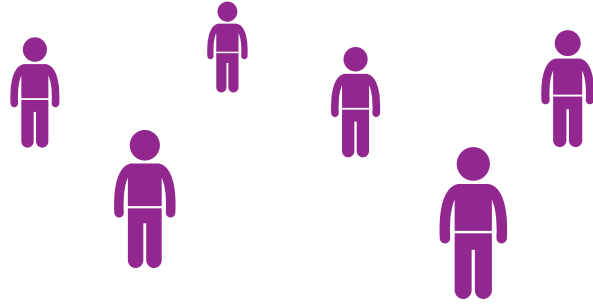
FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to end our time with a game of ‘Freeze Dance.’”*
- *“You get to show off your favorite dance moves while you hear the music.”*
- *“When the music stops, you need to freeze.”*
- *“Every time the music starts again, you get to dance.”*
- *“Try to think of as many different dance moves as possible.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

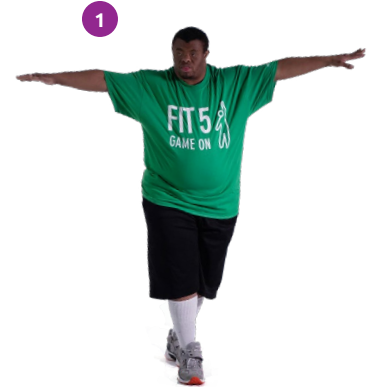
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

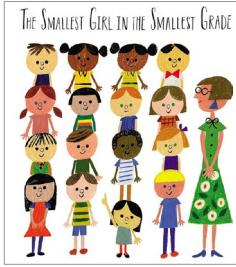
OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



[The Smallest Girl in the Smallest Grade by Justin Roberts](#) (page 22 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



SCARF DANCING (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *“Today we will be dancing with scarves.”*
- *“Before I turn on some music to dance to, let’s repeat after me.”*
- *“Copy what I do with your scarf.”*
- Turn on the music and let students move in different ways and try out different moves.
- Throughout the music call out the movements you practiced and let students incorporate them into their dancing.
- Possible Moves:
 - » Clockwise
 - » Counter clockwise
 - » Straight lines from top to bottom
 - » Wavy lines
 - » Zip zag lines
 - » Loops
 - » Draw a square
 - » Draw a triangle
 - » Draw different letters or numbers in the air

Handwriting Connection

These are all movements that relate to pre-writing skills and help them increase their gross motor movements.

SCARF PREPOSITIONS (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *“A preposition is a word that shows the location or relation to an object.”*
- *“We are going to use prepositions to know where to move our scarf to.”*
- *“Words like under, between, on top of are all prepositions.”*
- *“First let’s move our scarf above our heads.”*
- *“Next, put your scarf behind your back.”*
- *“Now move your scarf between your legs.”*
- *“How else can we move the scarf?”*
- Let students give examples.

COOL DOWN/FLEXIBILITY (5 MIN.)

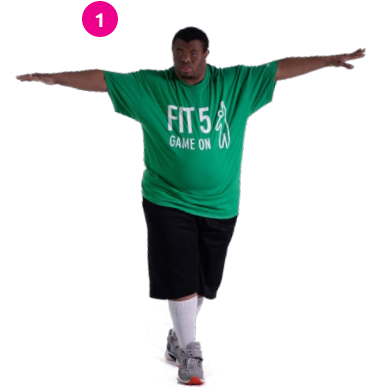
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



Leadership Time

- In *Layla's Happiness* by Mariahadessa Ekere Tallie, students will be able to identify what makes them happy.

Skills & Games

- Dance circle
- Scarf dancing
- Freeze dancing
- Creative dance
- Fit Dice
- Balance challenge

Equipment

- *Layla's Happiness* by Mariahadessa Ekere Tallie
- Beachball
- A way to play music
- *Follow the Leader* by Erica Silverman
- Scarf for each student
- 6 Dice
- [Fit Dice dance printables](#)
- Floor markers

Alternative Material Ideas

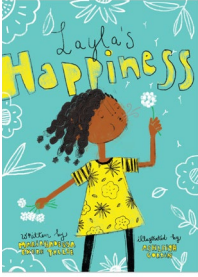
- Use a hand towel, sock, or paper towel instead of a scarf



Things to Note

Think about bringing these activities outside with a portable speaker. This will allow students more space to move and dance.

LEADERSHIP TIME (5 MIN.)



[Layla's Happiness by Mariahadessa Ekere Tallie](#) (page 23 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to jump around?
Jump around?
Jump around?
Do you like to jump around?
Jump and now let's freeze.

Do you like to roll around?
Do you like to throw a ball?
Do you like to tiptoe walk?
Do you like to crawl around?



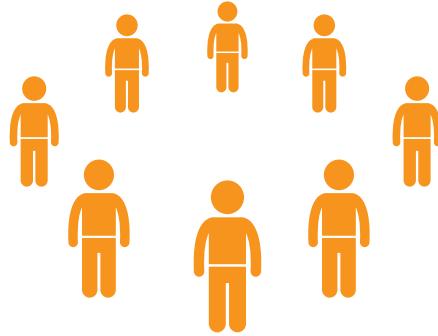
DANCE CIRCLE (5 MIN.)

Equipment

- Beachball
- A way to play music

Setup

Students should stand in a circle



- *"We are going to start off with a dance circle to show off some of our dance moves."*
- *"When the beach ball is tossed to you, you can choose to do a dance move or pass."*
- *"If you do a dance move, the rest of us will copy your dance move."*
- *"Once you have shown us your dance move, you can throw the ball to someone else in the circle."*

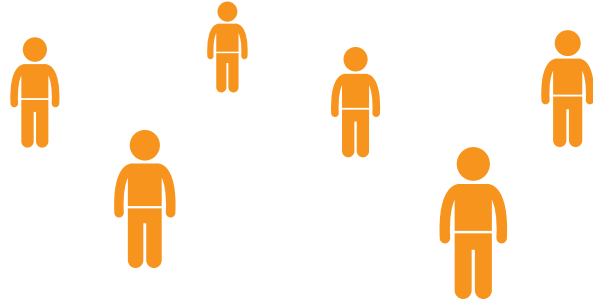
FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to end our time with a game of ‘Freeze Dance.’”*
- *“You get to show off your favorite dance moves while you hear the music.”*
- *“When the music stops, you need to freeze.”*
- *“Every time the music starts again, you get to dance.”*
- *“Try to think of as many different dance moves as possible.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

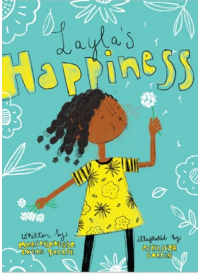
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[Layla's Happiness by Mariahadessa Ekere Tallie](#) (page 23 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to jump around?
Jump around?
Jump around?
Do you like to jump around?
Jump and now let's freeze.

Do you like to roll around?
Do you like to throw a ball?
Do you like to tiptoe walk?
Do you like to crawl around?



SCARF DANCING (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *“Today we will be dancing with scarves.”*
- *“Before I turn on some music to dance to, let’s repeat after me.”*
- *“Copy what I do with your scarf.”*
- Turn on the music and let students move in different ways and try out different moves.
- Throughout the music call out the movements you practiced and let students incorporate them into their dancing.
- Possible Moves:
 - » Clockwise
 - » Counter clockwise
 - » Straight lines from top to bottom
 - » Wavy lines
 - » Zip zag lines
 - » Loops
 - » Draw a square
 - » Draw a triangle
 - » Draw different letters or numbers in the air

Handwriting Connection

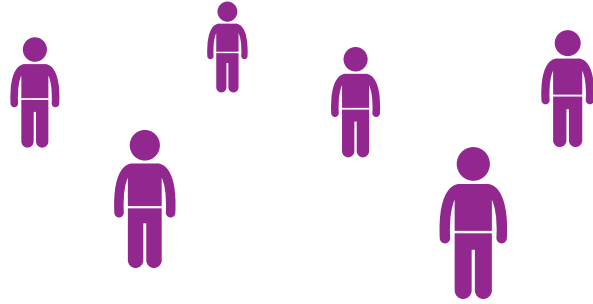
These are all movements that relate to pre-writing skills and help them increase their gross motor movements.

BALANCE CHALLENGE (5 MIN.)**Equipment**

None needed

Setup

Students should spread out throughout the space



- *"Today we are going to practice balancing."*
- *"First we will balance on our right foot, then on our left foot."*
- *"We will also practice standing on our tip toes."*
- *"First, lift up your left leg to balance on your right leg."*
- *"Now, switch. Lift up your right leg to balance on your left leg."*
- *"Place both feet on the ground and raise your heels off of the ground to stand on your tiptoes."*
- *"How long can you hold that?"*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

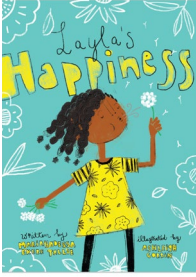
OR

[Upward Facing Dog](#) (page 16 of link)²

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Do you like to crawl around?



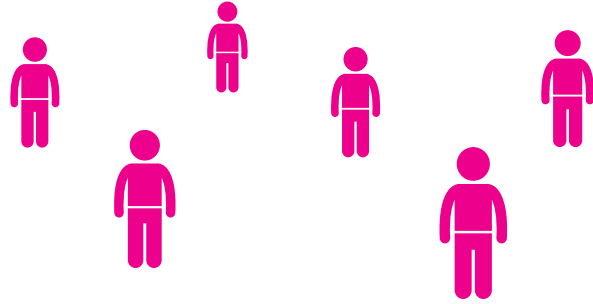
CREATIVE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to play “Creative Dance”.*
- *“During this game, I am going to call out a dance element and a body part.”*
- *“Your job is to be creative and show me what that would look like.”*

- Suggested Moves:
 - » Slow legs
 - » Twisting spine
 - » Stretched arms
 - » Fast feet
 - » Curled hands
 - » Heavy knees
 - » Low level elbows
 - » Flowing shoulders
 - » Loose legs

Lead Up Activity

Introduce what a noun is by talking about different body parts and saying that a noun can be an object. Play the song Head Shoulders Knees and Toes to reinforce different body parts.

Additional Activity

Teach what an adjective and a noun is. Tell students that a noun can be an object such as your head, nose, elbow or foot. An adjective describes a noun.

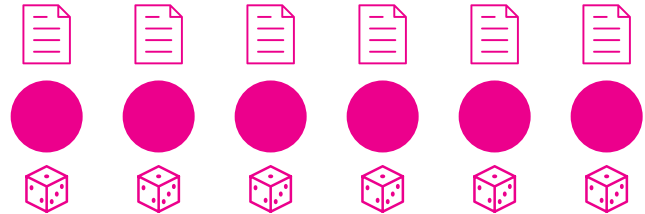
FIT DICE (10 MIN.)

Equipment

- 6 dice
- [Fit Dice dance printables](#)
- Floor markers

Setup

Place 6 floor markers spaced out in a line and different movement activities at each spot with a die



- *"Today we are going to play Fit Dice."*
- *"You will roll the die at the floor marker and do that many of the listed exercise."*
- *"For example, if I roll a 3 while I am on the floor marker with jumping jacks, I will do 3 jumping jacks."*
- *"Once I am done with my jumping jacks, I will move to the next floor marker."*
- *"Keep rotating through the line until I tell you to stop."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

GoNoodle: Level 2 Flexibility¹

OR

Upward Facing Dog (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
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3. *Raise your head and upper body until you feel a stretch in your belly."*



Leadership Time

- In *Same, Same but Different* by Jenny Sue Kostecki-Shaw, students will be able to identify similarities and differences in their communities and homes.

Skills & Games

- Jumping
- Step, Jump and Grab
- Jumping High
- Fashkhah
- Bubble Pop
- Line Jump
- Arrow Jumping

Equipment

- *Same, Same but Different* by Jenny Sue Kostecki-Shaw
- Blocks or a low beam
- Floor markers
- Scarf or bean bag
- Jump rope
- Cones and dowel
- Bubbles
- Tape, chalk, or sticks from outside
- [Arrow flash cards](#)

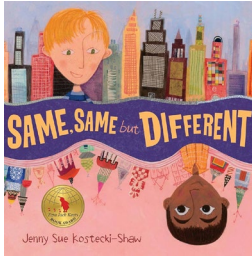
Alternative Material Ideas

- Use a curb outside, bricks or stumps instead of blocks or a low beam
- Instead of printing off arrow flash cards, use scrap paper and draw an arrow on each one.

Things to Note

Arrow jumping is a great introduction to coding. Use this lesson to launch your coding unit or encourage families to learn more about beginning coding at home.

LEADERSHIP TIME (5 MIN.)



[Same, Same but Different by Jenny Sue Kostecki-Shaw](#) (page 25 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

“Today our warmup is going to be a chant. I’ll do it once and you can join along with me and do the actions!”

CHANT: Wiggle Your Fingers, Stomp Your Feet

Wiggle your fingers in the air.

Wiggle them, wiggle them everywhere!

Stomp your feet upon the ground.

Stomp them, stomp them all around.

Now sit down and cross your feet.

Hands in lap, nice and neat.

Now we are ready to start our day.

We’ll listen first, and then we’ll play!



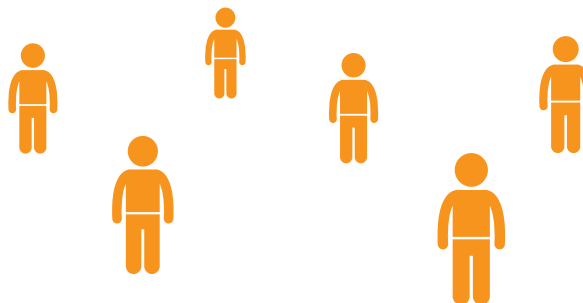
JUMPING (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“Jumping involves using your legs to push off of the ground with both feet and land with both feet at the same time.”*
- *“Encourage students to squat down low like a frog and use their legs to push them up, lifting both feet off of the ground and landing again with both feet.”*
- Let students practice jumping up and down, pretending to be frogs to encourage them to squat down low.

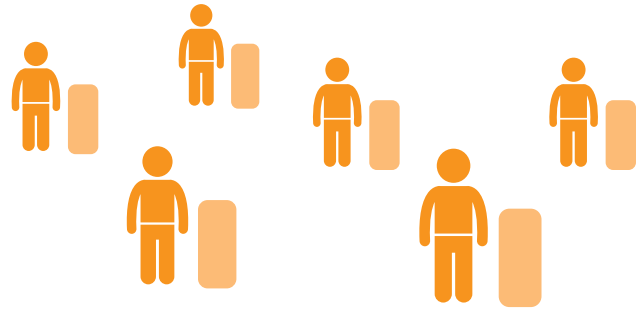
STEP, JUMP AND GRAB (5 MIN.)

Equipment

- Block or low beam
- Floor markers
- Scarf or bean bags

Setup

Place blocks or beams around the space, one for each student



- *“Today we are going to practice jumping off of a block.”*
- *“You are going to step up onto the block and then jump down from it.”*
- *“We will have different challenges to try once we practice jumping off the block.”*

- Possible Moves:
 - » Jump from the block to a floor marker placed further out.
 - » Jump up high and grab a scarf as they jump off the block.
 - » Jump down from higher surfaces. You can take this activity outside and have students jump down from a curb or tree stump or part of the playground equipment.



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

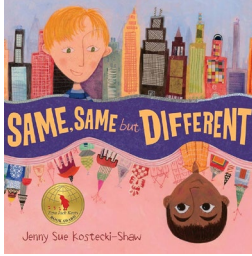
[Young Athletes in Motion](#)¹

OR

Turn on a song and have a dance party!



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[Same, Same but Different by Jenny Sue Kostecki-Shaw](#) (page 25 of link)¹

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Now sit down and cross your feet.

Hands in lap, nice and neat.

Now we are ready to start our day.

We'll listen first, and then we'll play!



JUMPING HIGH (5 MIN.)

Equipment

- Rope or floor marker
- Cones
- Dowels

Setup

Place a rope or floor marker on the ground, use two cones and a dowel between them as students get better at jumping



- *“We are going to practice jumping high today.”*
- *“You will each get a turn jumping over this rope (or floor marker).”*
- *“As we get better at jumping we will try to jump higher by jumping over this dowel.”*
- *“Remember to push off the ground with both feet and bend your knees.”*



BUBBLE POP (5 MIN.)

Equipment

- Bubbles

Setup

Students should spread out throughout the space. This is a great outdoor activity.



- *"We are going to end our lesson with 'Bubble Pop.'"*
- *"I am going to blow some bubbles, and I want you to practice jumping up to pop them."*
- *"Let's see if we can pop them all."*
- *"You might need to jump extra high to reach some of them."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

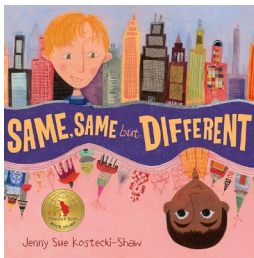
Young Athletes in Motion

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[Same, Same but Different by Jenny Sue Kostecki-Shaw](#) (page 25 of link)¹

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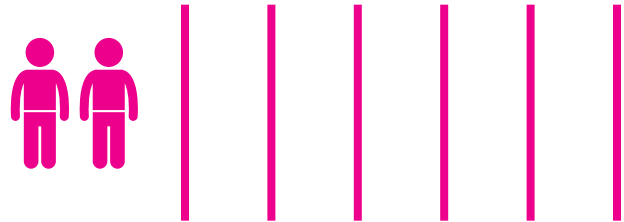
LINE JUMPING (10 MIN.)

Equipment

- Tape or chalk

Setup

Make 6 lines out of tape or chalk, one set of 6 lines for each partnership



- *"Today we will be line jumping."*
- *"You and your partner have a set of 6 lines that you will be using to help us practice jumping, stepping, reaching, and stretching."*
- *"First we will practice jumping from line to line."*
- *"Use both feet to jump and land on each line."*
- Encourage both partners or everyone in the group to go through it once or twice.
- *"Next we are going to try jumping backwards."*
- *"See if you can land on each line."*
- Try these other variations
 - » Jump on one foot
 - » Side step
 - » How far can you stretch? Keep your feet at the first line and walk your hands out to see how far you can stretch.
 - » How long are you? Lay down with your feet at the first line and see how long you are.

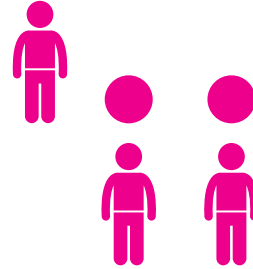
FASHKHAH (5 MIN.)

Equipment

- Floor markers

Setup

Students should be in groups of three: one jumper and two students setting the distance over which to jump



- *“Today we will be playing a game from the Middle East/North Africa region called Fashkhah!”*
- *“We will be challenging ourselves to see how far we can jump!”*
- *“First, we will get into groups of three.”*
- *“One student will be the jumper, and two students will set the distance and cheer for the jumper.”*
- *“Traditionally, two students sit side by side with their legs straight out. The jumper then runs and jumps over their legs. If the jumper makes it over the distance set, the two sitting players will scoot apart and the jumper will attempt to make it over the longer distance. This continues until the jumper cannot make it over the distance.”*
- *“Instead of jumping over our friends' legs, the non jumpers will have floor markers that they will stand at and move apart as the jumper makes it over the gaps.”*
- *“For each distance the jumper attempts, try to think of a new way to cheer for them, here are some ideas to get you started: ‘You got this!’ ‘You can do it!’ ‘Go [insert their name]!’”*

Fashkhah is a popular game in Saudi Arabia and very similar to leapfrog.



ARROW JUMPING (5 MIN.)

Equipment

- One piece of paper with arrow on it or use [this printable](#) for an arrow for each student

Setup

Students need a partner and one piece of paper with an arrow on it



- *“Each partnership needs to have a piece of paper with an arrow.”*
- *“In this challenge, one student will show the arrow pointing up, down, right or left and the other student needs to jump that direction.”*
- *“If the arrow is pointing up, you will jump forward and if it is down you will jump backward.”*
- *“If you are the partner holding the arrow, you will turn the arrow to face you as you switch the direction and then turn it around so your partner can see it and jump that direction.”*
- *“See how quickly you can switch the directions for your partner.”*

Extension Activity: Coding Challenge

Additional Equipment: 10 arrows for each partnership

- *“Today we are going to be robots and practice coding or telling the robot what to do.”*
- *“You are going to line up your arrows in whatever order you want.”
(example: up, up, right, left, down, up, left, down...)”*
- *“After you line up your arrows, you will have to complete the sequence, like a robot would when it is reading code.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

Young Athletes in Motion

OR

Turn on a song and have a dance party!



Leadership Time

- In *Color of His Own* by Leo Lionni, every animal had its own color — except chameleon. He changed based on his surroundings. This was confusing, so he spent his entire life in the same spot until he meets another chameleon who taught him that having a friend makes it easier to accept yourself for who you are.

Skills & Games

- Jumping Simon
- Jumping Beans
- Jumping off a Surface
- Platform Jump
- Leaping Lizards

Equipment

- *Color of His Own* by Leo Lionni
- Tape or chalk for a line
- Platforms
- Poly spots/floor markers

Alternative Material Ideas

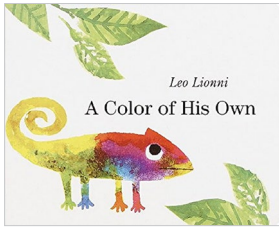
- Use a low balance beam or curb instead of a platform



Things to Note

This week includes a lot of different type of jumping activities. Feel free to ask students to come up with their own jumping activity and play it as a class!

LEADERSHIP TIME (5 MIN.)



[A Color of His Own by Leo Lionni](#) (page 27 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

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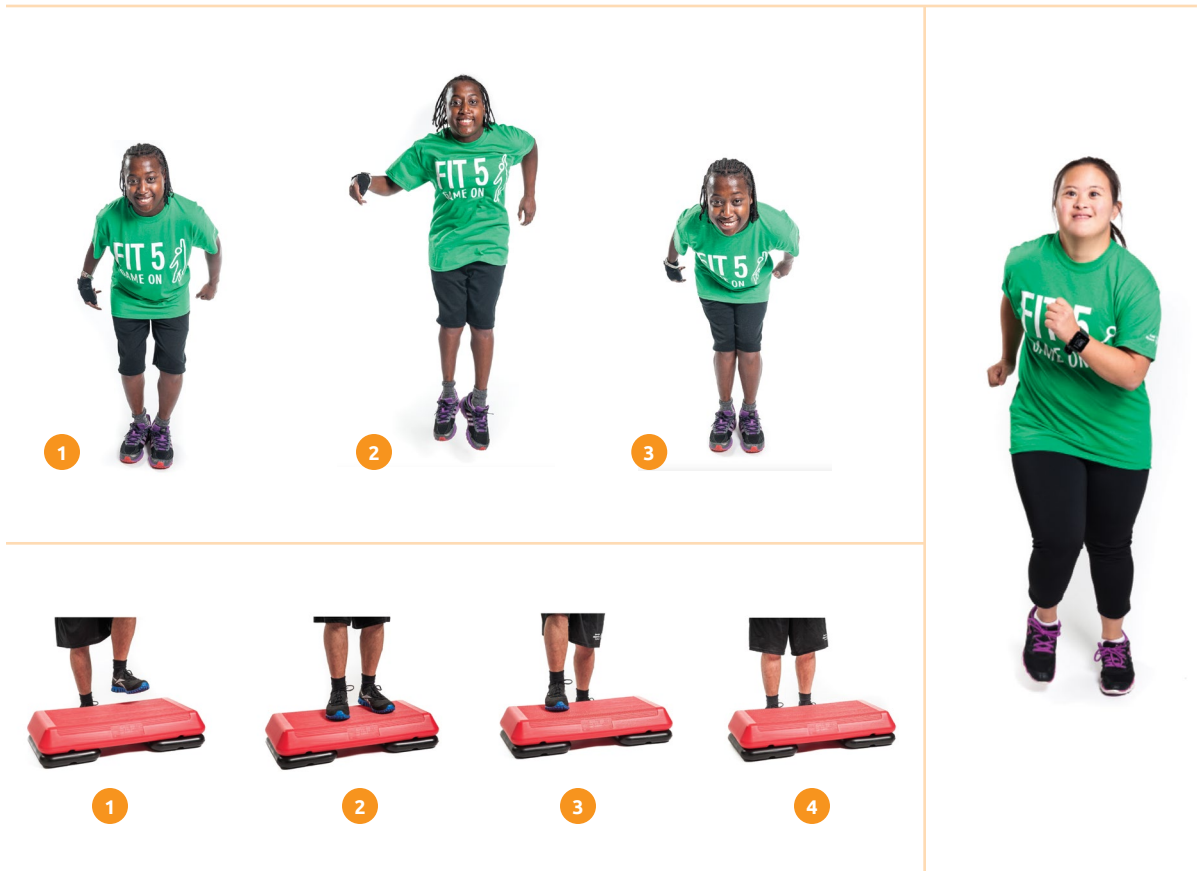
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

[Fit 5 Endurance Level 2 Cards](#) (pages 19-21 of link)³

- Side-to-Side Hops
- Jog in Place
- Step Ups



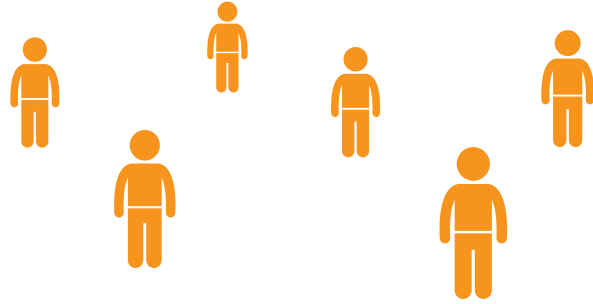
JUMPING SIMON (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we are going to play 'Jumping Simon.'"*
- *"This game is like Simon Says, except Simon is only going to do jumping motions."*
- *"Listen carefully and follow what Simon says."*
- Examples: Jump...
 - » In place, forward, backward, to one side, to the other side practicing directions in space
 - » Just barely coming off the floor/lifting off the floor as high as possible. Practice levels in space.
 - » In straight/curving/zigzagging lines. This works on pathways in space.
 - » Slowly/quickly commands to work on time.
 - » Lightly/heavily works on force.
 - » With pauses - for example - jump-jump-stop, jump-jump-stop to work on flow.
 - » Over a jump rope or line works on relationships with objects.

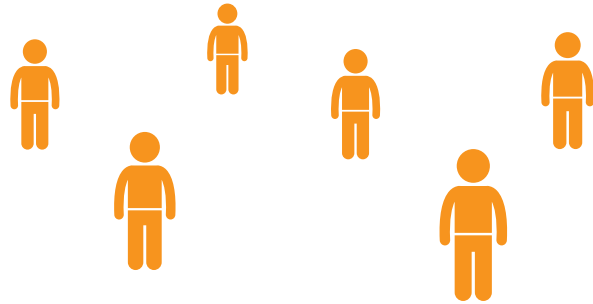
JUMPING BEANS (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we have a silly game to play called 'Jumping Beans.'"*
- *"We will all start off jumping up and down to pretend to be jumping beans."*
- *"I will call out a different type of bean, and we will pretend to be that bean."*
- Mix up the order that you call them out in, and feel free to make up your own.
 - » Jumping bean: jump up and down in place
 - » Jelly bean: wiggle arms and legs
 - » Runner bean: run in place
 - » String bean: place hands above head and together and feet together

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)¹

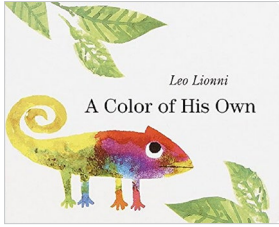
OR

[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



LEADERSHIP TIME (5 MIN.)



[A Color of His Own by Leo Lionni](#) (page 27 of link)¹

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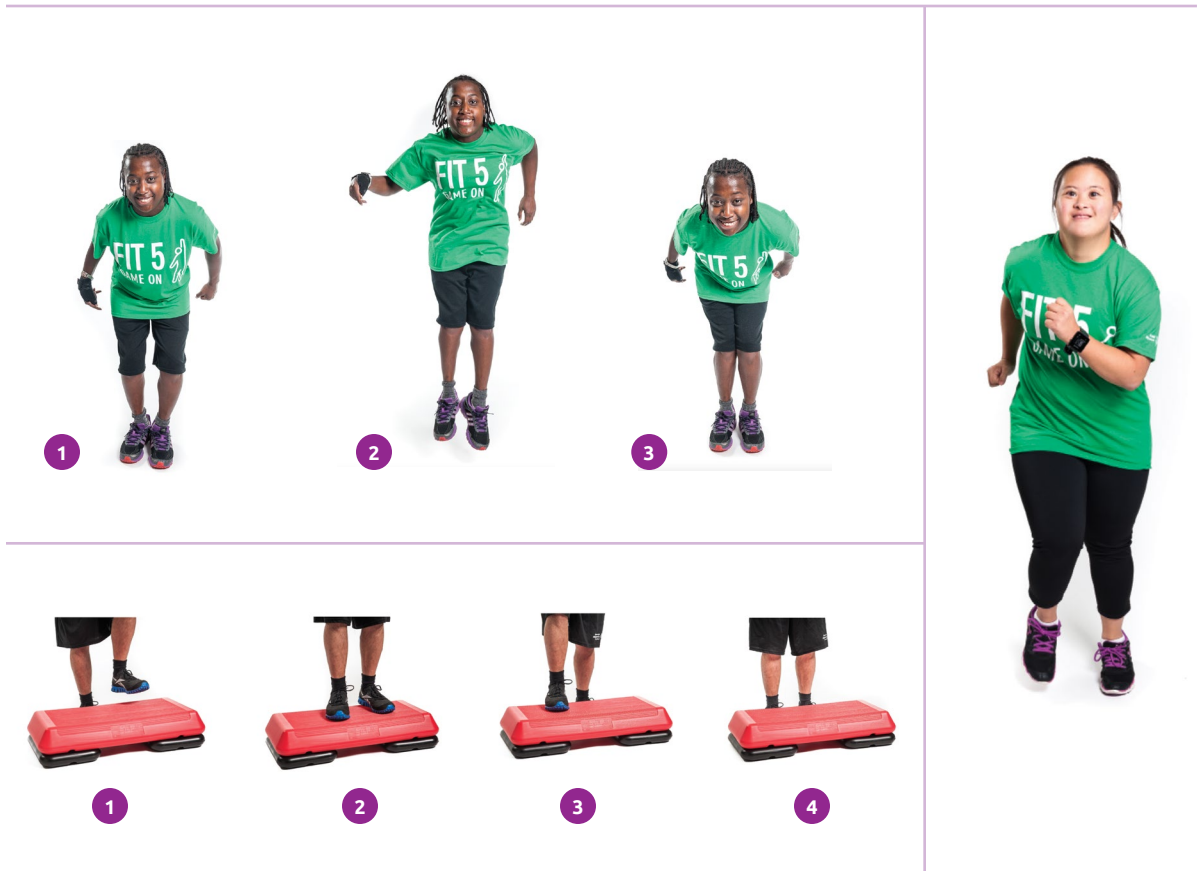
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

[Fit 5 Endurance Level 2 Cards](#) (pages 19-21 of link)³

- Side-to-Side Hops
- Jog in Place
- Step Ups



JUMPING OFF OF A SURFACE (5 MIN.)

Equipment

- Platforms or balance beams

Setup

Place blocks or beams around the space, one for each student



- *“Today we will be learning how to jump off a platform.”*
- *“First we will practice stepping up onto the platform and then stepping down from the platform.”*
- Let students practice stepping up and down a few times to get comfortable with the platform.
- *“Now I want you to step up onto the platform, and then I want you to bend your knees and squat down and then use both your feet to push yourself off of the platform and land with both feet on the ground.”*
- Give students time to practice this.

PLATFORM JUMP (5 MIN.)

Equipment

- Platforms

Setup

Place platforms in a row, spacing the platforms out about 2 feet apart



- *“Today we will be practicing jumping off of a platform.”*
- *“Start by stepping onto the platform and using both feet to jump off of it and land in front of the next platform.”*
- Continue doing this until you get to the end and then run around the platforms and get back in line.
- Encourage students to use both feet to jump onto the platform if they master jumping off of it.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)

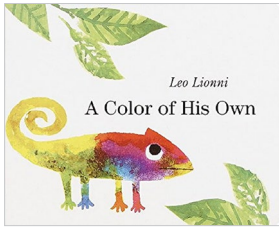
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Warrior One pose for 15 seconds. Repeat with the other leg forward.



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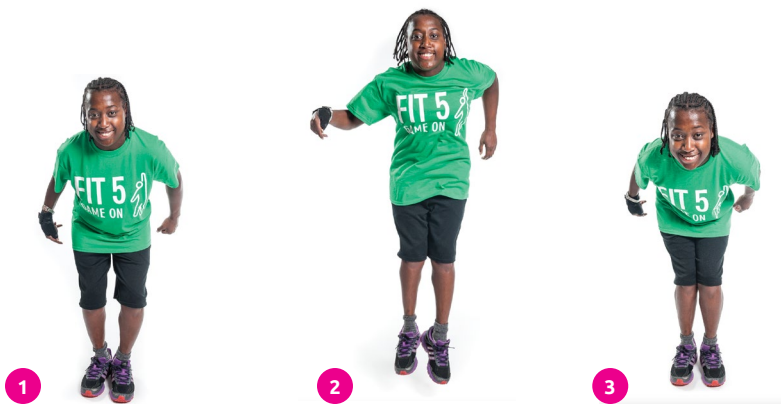
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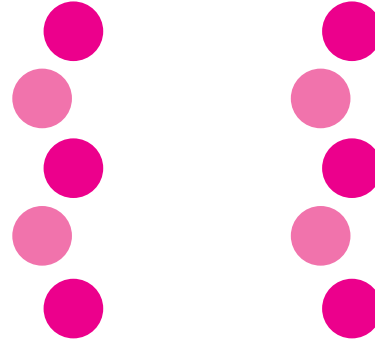
LEAPING LIZARDS (5 MIN.)

Equipment

- Floor markers

Setup

Place floor markers on the floor in a zigzag pattern



- *“What are some animals that jump?”*
- Let students name different animals that jump.
- *“Today you are going to pretend to be a _____ (pick an animal they named) and jump from one spot to the next.”*
- *“Try to land on the spot and not touch the floor.”*

Lead Up Activity

Keep the spots close together to help students focus on their form while jumping instead of how far they need to jump.

Additional Activity

Instead of jumping on each spot, challenge students to jump over each spot and not touch it.



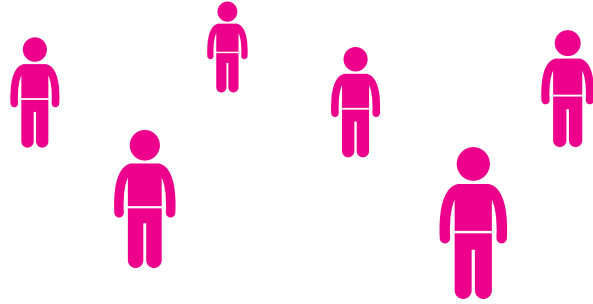
JUMPING SIMON (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we are going to play 'Jumping Simon.'"*
- *"This game is like Simon Says, except Simon is only going to do jumping motions."*
- *"Listen carefully and follow what Simon says."*
- Examples: Jump...
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 - » Slowly/quickly commands to work on time.
 - » Lightly/heavily works on force.
 - » With pauses - for example - jump-jump-stop, jump-jump-stop to work on flow.
 - » Over a jump rope or line works on relationships with objects.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)

OR

[Warrior One Pose](#) (page 6 of link)

Warrior One pose for 15 seconds. Repeat with the other leg forward.



Leadership Time

In *Red, A Crayon's Story* by Michael Hall, Red is really a blue crayon covered with red paper. Because he is covered in red, everyone expects red things from him. One day he realizes he is not a red crayon, he is blue!

Skills & Games

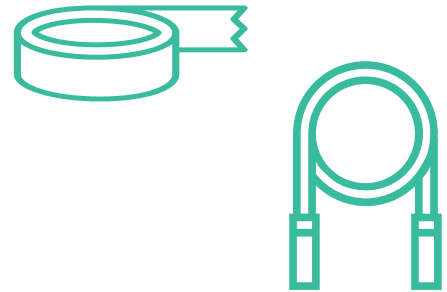
- Line walking
- Freeze Dance
- Coach Says
- Monster Walking
- Trees in the Forest
- Flamingo Challenge

Equipment

- *Red, A Crayon's Story* by Michael Hall
- Tape or jump ropes
- A way to play music
- Bean bags
- Floor markers
- Scarfs

Alternative Material Ideas

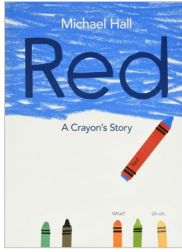
- Use tape or rope on the floor for line walking if you are not using a space with lines already painted



Things to Note

Take note of which students may struggle with balance, and try to incorporate balance activities into your teaching or brain break times. These lessons are also easy to bring outside for outdoor learning.

LEADERSHIP TIME (5 MIN.)



[Red, A Crayon's Story by Michael Hall](#) (page 29 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

- *"In this game, we will all start on one side of the room."*
- *"I will say a phrase like, "Across the room if you have a brother."*
- *"If you have a brother, you will walk or run to the other side of the room. If you do not, you will stay where you are."*
- *"Each time a statement applies to you, you will run to the other side of the room."*
- *"Notice what other students might have something in common with you."*
- *"Across the room if..."*
 - » *You have a dog*
 - » *Your favorite color is blue*
 - » *You walked to school today*
 - » *You like to color*
 - » *You like running"*



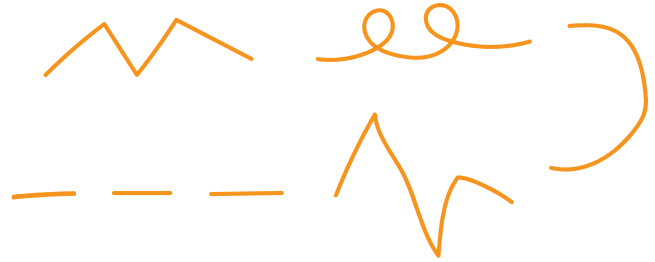
LINE WALKING (5 MIN.)

Equipment

- Chalk or tape

Setup

Use chalk or tape to create a variety of lines that students will follow



- *"Today we are going to be doing some silly line walking."*
- *"You will start here and practice balancing along the different lines."*
- *"When you get to the end of a line, you can jump off and walk to the next one."*
- *"There are lots of lines in this obstacle course."*
- *"Try to balance on them all."*

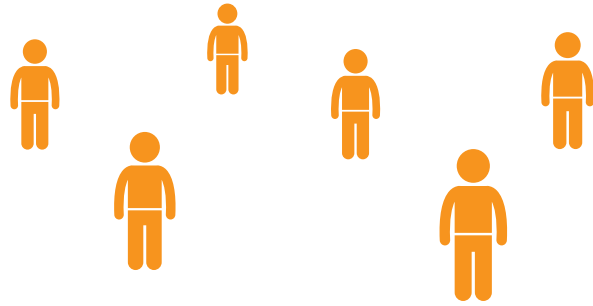
FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Next we are going to play ‘Freeze Dance’.”*
- *“When you hear the music, show off your best dance moves.”*
- *“When the music stops, you need to freeze in place.”*
- *“If you are on one foot, you need to balance on one foot until the music starts again.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video](#)¹

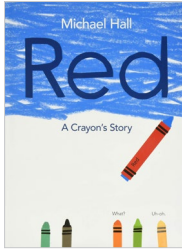
OR

[Fit 5 Flexibility Level 2 Cards](#) (pages 26-28 of link)²

- Quadriceps Stretch
- Modified Hurdler's Stretch
- Chest Stretch



LEADERSHIP TIME (5 MIN.)



[Red, A Crayon's Story by Michael Hall](#) (page 29 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

- *"In this game, we will all start on one side of the room."*
- *"I will say a phrase like, "Across the room if you have a brother."*
- *"If you have a brother, you will walk or run to the other side of the room. If you do not, you will stay where you are."*
- *"Each time a statement applies to you, you will run to the other side of the room."*
- *"Notice what other students might have something in common with you."*
- *"Across the room if..*
 - » *You like pizza*
 - » *Ride the bus to school*
 - » *Enjoy playing outside*
 - » *Are having school lunch today*
 - » *Like cats"*



COACH SAYS (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will play 'Coach Says'."*
- *"I want you to look at what I do with my body and try to do it with your own."*
- *"I want you to copy what I do. Look at me, see how I am:*
 - » *Standing on one foot*
 - » *Standing with one foot in front of the other*
 - » *Standing on my tiptoes*
 - » *Standing on my heels"*
 - » *Create your own.*

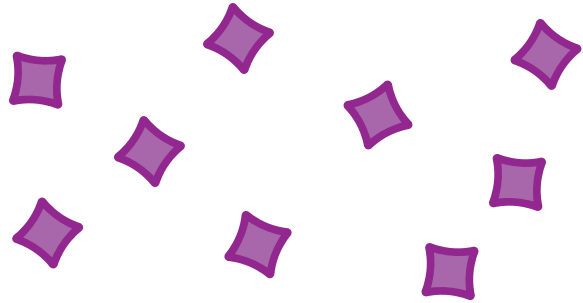
MONSTER WALKING (5 MIN.)

Equipment

- Bean bags

Setup

Spread bean bags throughout the space



- *"Hello friendly monsters!"*
- *"Today we are going to practice our monster walking."*
- *"Throughout the gym are bean bags."*
- *"We are going to be friendly monsters walking through the forest."*
- *"When you walk over a bean bag, try to stop and use both feet to balance on it."*
- *"Balance and count to 5 and then continue your forest walk."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video](#)¹

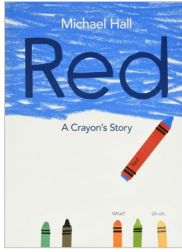
OR

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LEADERSHIP TIME (5 MIN.)



[Red, A Crayon's Story by Michael Hall](#) (page 29 of link)¹

Lesson 1: Read the book

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Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

- *"In this game, we will all start on one side of the room."*
- *"I will say a phrase like, "Across the room if you have a brother."*
- *"If you have a brother, you will walk or run to the other side of the room. If you do not, you will stay where you are."*
- *"Each time a statement applies to you, you will run to the other side of the room."*
- *"Notice what other students might have something in common with you."*
- *"Across the room if...*
 - » *Your favorite color is yellow*
 - » *You like to play basketball*
 - » *You are in (kindergarten, 1st, 2nd grade)*
 - » *You like to read*
 - » *You had eggs for breakfast"*



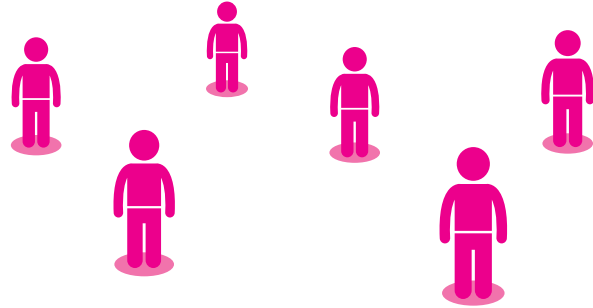
TREES IN THE FOREST (5 MIN.)

Equipment

- Floor markers
- Scarves

Setup

Students should spread out throughout the space on a floor marker



- *“Everyone needs to be standing on a floor marker for this activity.”*
- *“You are going to pretend to be a tree, and you are planted on your floor marker.”*
- *“We are going to have a few students be wind, and they are going to come around with a scarf.”*
- *“When you feel the scarf or it is close to you, pretend you are a tree, swaying in the breeze.”*



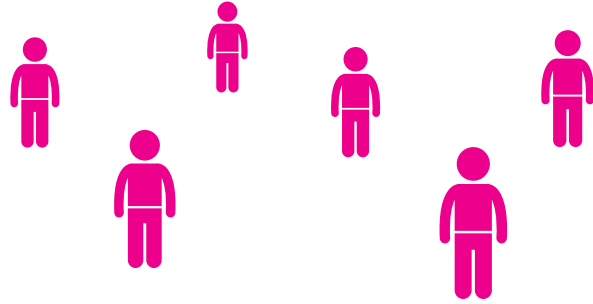
FLAMINGO CHALLENGE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"We are going to pretend to be flamingos today."*
 - *"Flamingoes are birds that stand on one leg."*
 - *"We are going to stand next to the wall so we can hold onto it for support if we need it."*
 - *"Lift your right leg to a 90-degree angle and hold it for the count of 5."*
 - *"Now we are going to switch legs and try it with our left leg."*
- Challenge students to do it without holding onto the wall or see how long they can stand on one leg without falling over.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video¹](#)

OR

[Fit 5 Flexibility Level 2 Cards \(pages 26-28 of link\)²](#)

- Quadriceps Stretch
- Modified Hurdler's Stretch
- Chest Stretch



Leadership Time

- In the book, *I Like Myself* by Karen Beaumont, students will be able to identify characteristics about themselves that they are proud of.

Skills & Games

- Alphabet Yoga
- Wind in the Trees
- Ocean Yoga
- The Shape Mirror
- Strike a Pose

Equipment

- *I Like Myself*
by Karen Beaumont

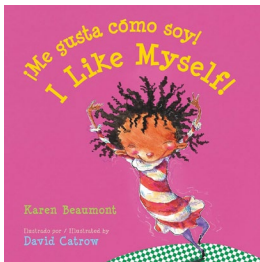
Note:

All of the skills and games this week could be done in a smaller space. Feel free to save this week for a time that you know you won't have a lot of space.

Things to Note

Create your own yoga cards by taking pictures of students. Print out the cards and let students pick one throughout the day when they need a moment to reset or focus. Having students take ownership of the cards will help them be excited to do the movements.

LEADERSHIP TIME (5 MIN.)



[I Like Myself by Karen Beaumont](#) (page 31 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 2 Video](#)²

OR

[Fit 5 Strength Level 2 Cards](#) (pages 22-25 of link)³

- Chair Squats
- Shrugs
- Overhead press
- Plank from knees



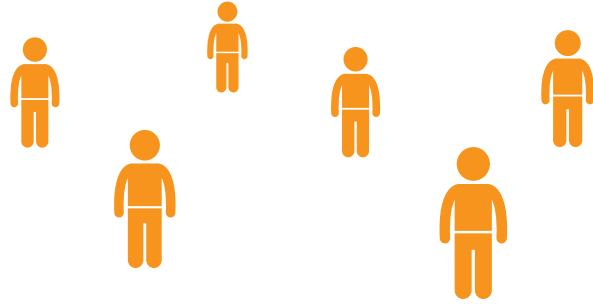
ALPHABET YOGA (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



The Yoga Alphabet¹

Play this video and have students follow along to introduce them to different poses, they can either watch or try to follow along

OR

Talk through the alphabet and have students move their bodies to create each of the letters.

Literacy Connection

Pass out a letter of the alphabet and have students think of as many different words that start with that letter. Practice acting out the different words if they can. Pair up with someone else and have them share their poses.

Writing Connection

Have students pick a pose and write a poem or story about it when they get back to the classroom. They can also write about their experience and share if yoga was challenging or simple for them.



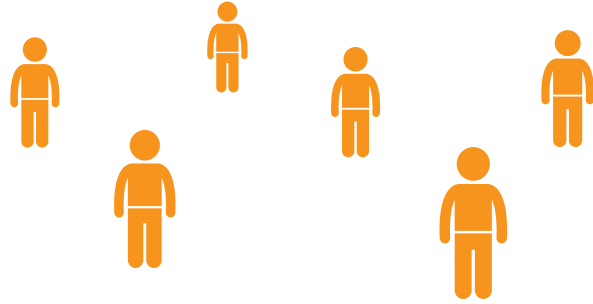
WIND IN THE TREES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"We are going to play wind in the trees."*
- *"Half of you will be trees and hold a tree pose."*
- *"This is how you do tree pose." (Demonstrate the pose.)*
- *"Everyone copy me."*
- *"You can stand with both feet together on the ground and lift your hands towards the sky, or you can place your right foot on your left ankle and lift your hands above your head, or bring your right foot to your left knee and raise your hands."*
- *"Do whatever feels best for you."*
- *"Now that we know how to be trees, half of you will hold a tree pose while the other half will sway and move your bodies to pretend to be wind."*
- *"You will run carefully around and through the trees and the trees will sway a little in the breeze."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

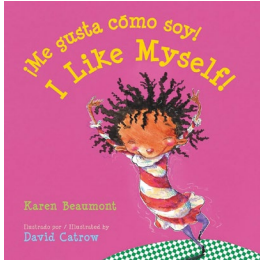
This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

LEADERSHIP TIME (5 MIN.)



[I Like Myself by Karen Beaumont](#) (page 31 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 2 Video](#)²

OR

[Fit 5 Strength Level 2 Cards](#) (pages 22-25 of link)³

- Chair Squats
- Shrugs
- Overhead press
- Plank from knees



OCEAN YOGA (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“Today we will continue working on some different poses to bend and twist our bodies in different ways.”*
- *“We will use some ocean yoga poses.”*
- *“We will pretend to be different animals found in the ocean.”*
- *“Can you name some animals that live in the ocean?”*
(Leave time for students to name animals.)
- *“Let’s see if some of the animals you named are the poses we will be doing today.”*
 - » *Jellyfish: tanding forward bend*
 - » *Shark: lay on stomach with arms and legs extending and hovering off the ground*
 - » *Dolphin: similar to downward dog*
 - » *Crab: table top pose*
 - » *Turtle: while sitting, place legs out in a V shape and fold forward with your arms out and across your legs*
- *“Can anyone think of any other ocean animals that we can act like?”*

THE SHAPE MIRROR (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“I am going to tell you an object or a certain way to move and bend your body and you need to act it out.”*
- *“Show me...”*
 - » *How round you can be*
 - » *How flat you can make your body*
 - » *How straight you can make your body*
 - » *How wiggly you can make your body*
 - » *How you can look like a chair*
 - » *How you can look like a pencil*
 - » *How you can look like a teapot”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

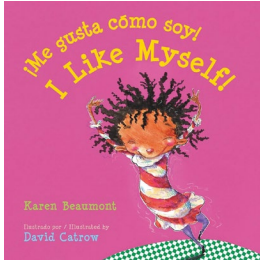
This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

LEADERSHIP TIME (5 MIN.)



[I Like Myself by Karen Beaumont](#) (page 31 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 2 Video](#)²

OR

[Fit 5 Strength Level 2 Cards](#) (pages 22-25 of link)³

- Chair Squats
- Shrugs
- Overhead press
- Plank from knees



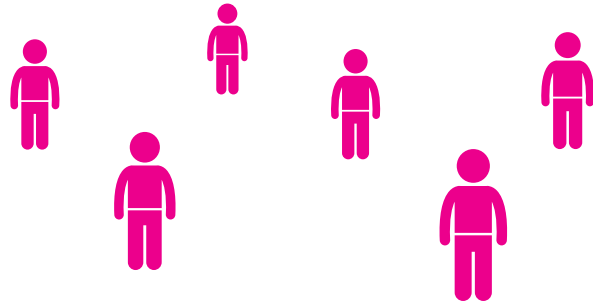
STRIKE A POSE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“We have practiced a lot of different poses.”*
- *“In this new game, ‘Strike a Pose,’ you are going to have a chance to show off some of your favorite poses.”*
- *“I am going to play some music and you can dance around the room.”*
- *“When the music stops, instead of freezing like in freeze dance, I am going to call out a pose and you are going to do the pose.”*
- *“Sometimes I will say ‘your choice’ and you can do your favorite pose.”*
 - » *Downward dog*
 - » *Warrior 1*
 - » *Child’s pose (or rock)*
 - » *Bridge pose*
 - » *Tree pose*
 - » *Jellyfish*

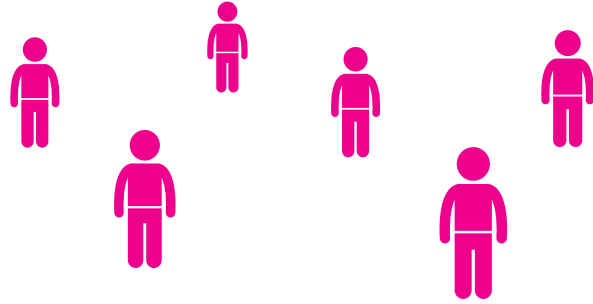
THE SHAPE MIRROR (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“I am going to tell you an object or a certain way to move and bend your body and you need to act it out.”*
- *“Show me...”*
 - » *How round you can be*
 - » *How flat you can make your body*
 - » *How straight you can make your body*
 - » *How wiggly you can make your body*
 - » *How you can look like a chair*
 - » *How you can look like a pencil*
 - » *How you can look like a teapot”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

WALKING AND RUNNING REVIEW

- *“We have learned a lot of new games and skills throughout this unit.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our balance and jumping unit.”*
- *“We practiced balancing on one and both feet and how to jump high and far.”*
- *We even practiced jumping like different animals.”*
- *“Let’s complete the book to help remind us of some of our new skills.”*

[Balance & Jumping Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home the newsletter and include these game ideas they can use at home with their flashcards.

- Balance Beam
- Follow the Coach
- Step, Jump and Grab
- Rock Hop
- Trees in the Forest
- Leaping Lizards
- Jumping High

[Additional Balance & Jumping Skill Cards for home¹](#)

Want to continue practicing these skills?

Check out [this video²](#) to learn how to do all the activities and more at home!





UNIT 3 PRINTABLES



Balance and Jumping Skills

Dear Family,

I am so pleased by the progress children have made with Young Athletes activities! We are working on our **motor, social and emotional skills**—all through play. I'm especially glad to see children having fun. Enjoying regular sport and play activities in childhood is a key part of establishing a strong foundation for lifelong physical fitness.

Currently, we're emphasizing **balance and jumping skills**. Having good balance helps a child develop confidence for jumping. Balance and jumping skills are important for many recreational activities and sports. A wide variety of Young Athletes activities focus on these skill areas, including walking heel-to-toe, walking on a balance beam, jumping forward and jumping over an obstacle. As always, we match the activities to each child's abilities to ensure success. A great way to help at home is to encourage your child to copy actions that require balance. For example, stand on tiptoes or stand on one foot and have your child imitate you. Try having your child stand on tiptoes as they brush their teeth. Just a few minutes of practice each day makes a difference!

Sincerely,

Teacher

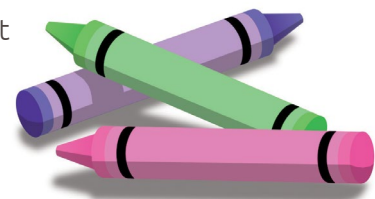


Balance helps children climb stairs and walk on uneven surfaces, like grass or sand.



Healthy Habits

Go screen-free a few afternoons each week or for a certain amount of time each day. Turn off the TV and set electronics aside. Then encourage your child to draw, color, dance, listen to music, play outside or enjoy other screen-free activities. There are countless possibilities!



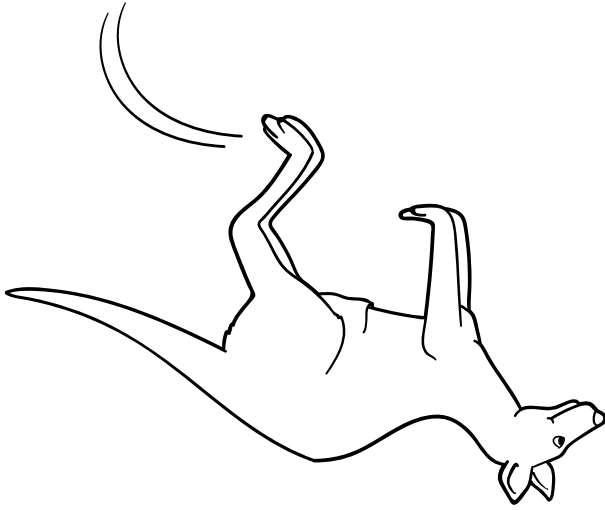
Benefits for All

Young Athletes inspires acceptance through inclusive play. When children with and without intellectual disabilities play together, they learn about and understand each other.



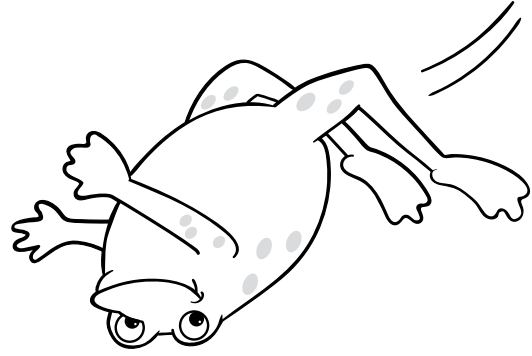
Class News

2 A kangaroo can jump.



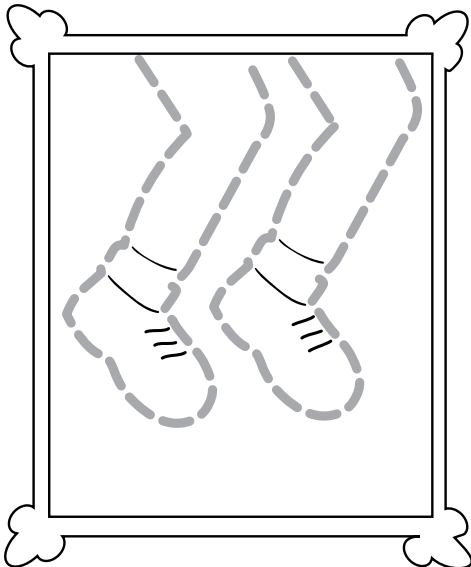
Color.

1 A frog can jump.



Color.

Trace.



I can jump too!

3

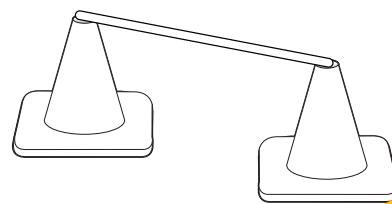
Let's Practice & Play

's

Name _____

Activities

Balance and Jumping



Special Olympics
Young Athletes



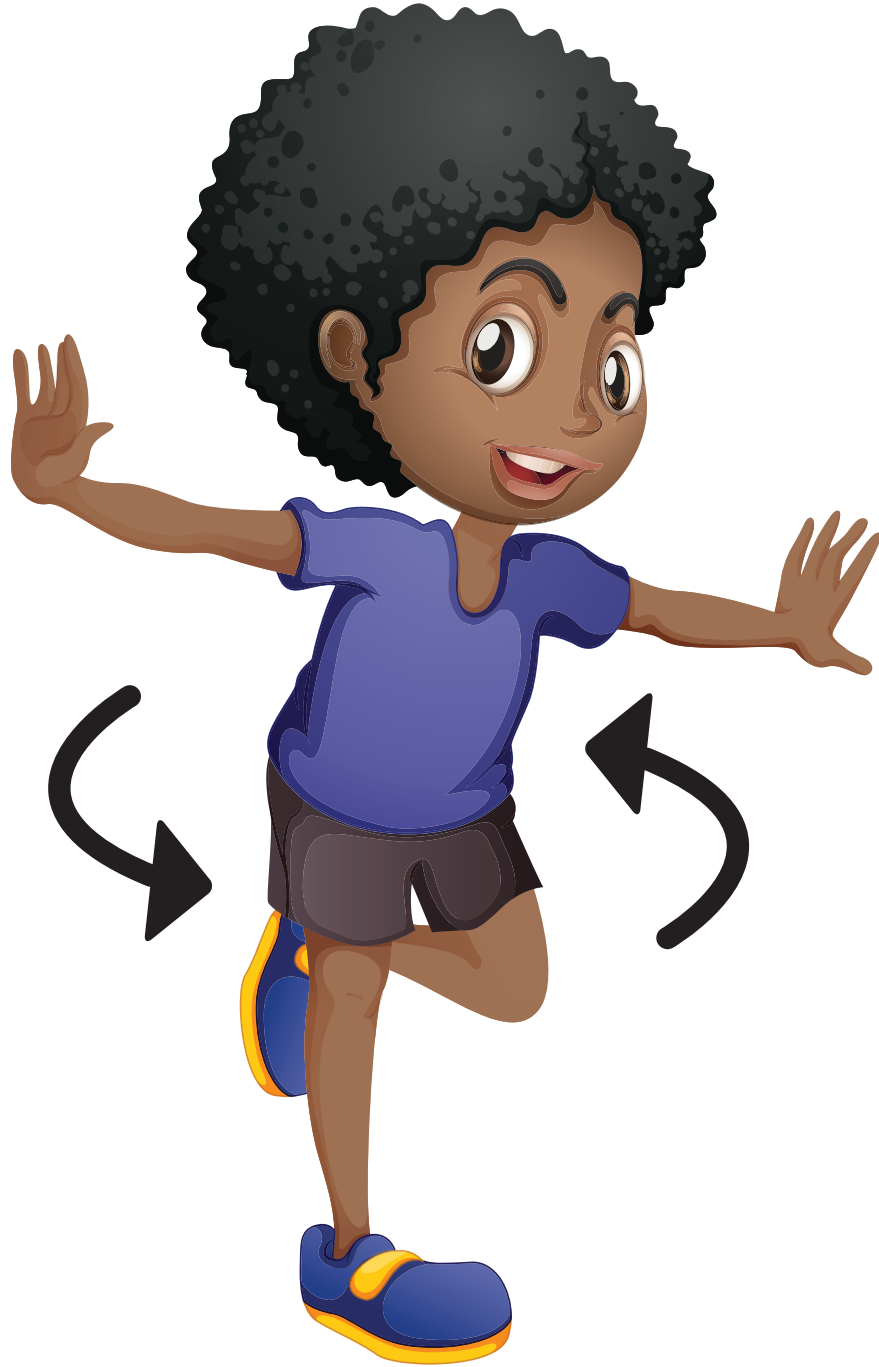
Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.

MARBLES

There was a jar of marbles sitting on a desk. The jar was packed super tight and the marbles were almost overflowing. A cat jumped onto the desk and knocked the marbles over. They bounced and rolled and danced all over the floor.

Then, lots of them continued out the door and found their way into a rainstorm. The marbles rolled into puddles where they swirled and floated and finally were swept away into the pond.

They slowly sank into the bottom of the pond and settled down deep into the mud.



SPIN AROUND



KICK YOUR LEGS



JUMP UP AND DOWN



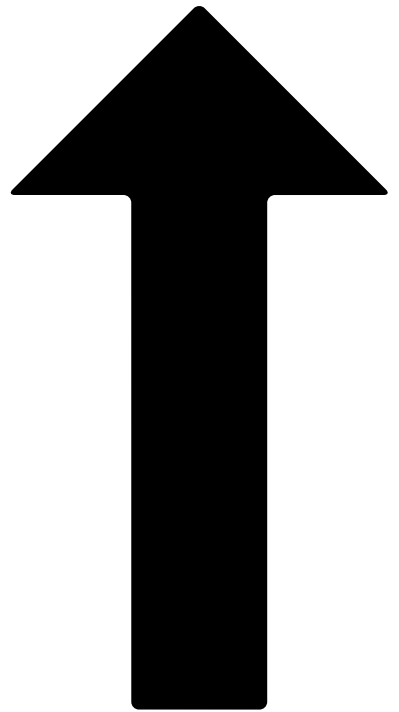
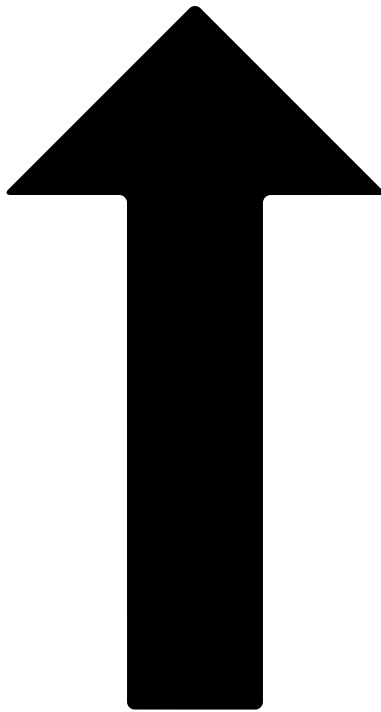
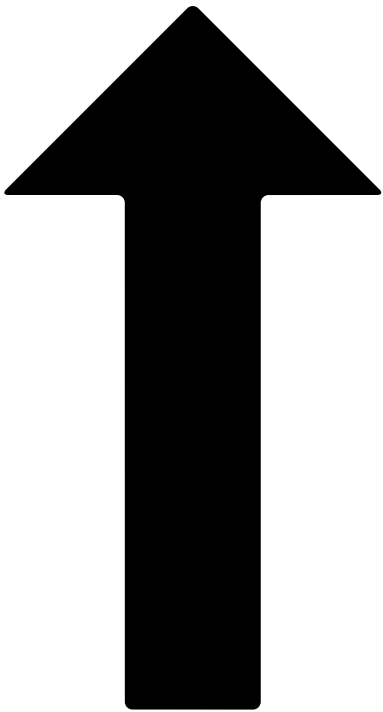
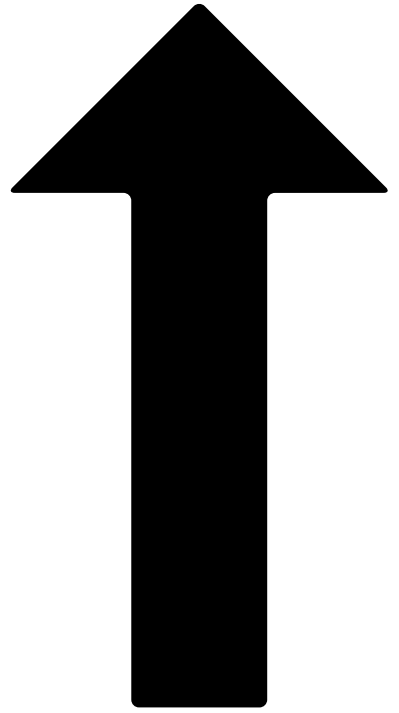
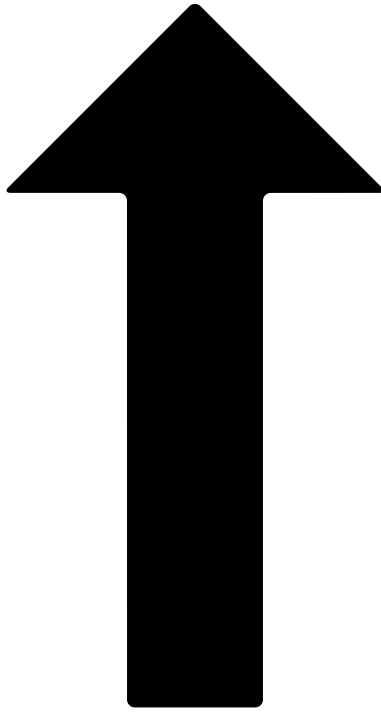
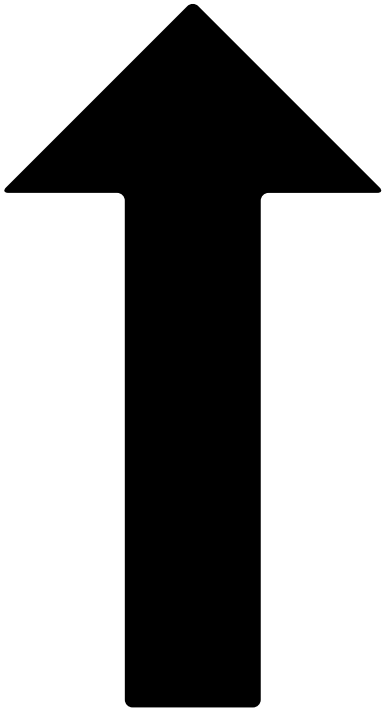
WAVE YOUR ARMS



PUMP FISTS IN AIR



JUMP ON ONE FOOT





UNIT 4

AGES 2-4

TRAPPING & CATCHING

.....

Trapping is when a child stops a ball with their legs or feet. Catching is when a child uses his hands to receive a ball that is thrown, bounced or rolled.

Trapping and catching require:

- Visual tracking and eye-hand coordination
(Unit 1: Foundational Skills)
- Stability and strength
(Unit 1: Foundational Skills, Unit 3: Balance & Jumping)

Trapping and catching are required in many sports, such as soccer, basketball, and softball.

This unit focuses on two key skill areas for a variety of sports. Both trapping and catching will be practiced in different ways throughout this unit to allow students time to master and understand these skills. Different sports will be introduced during this unit and will be touched on again in later units. The focus is on introducing the sport, not mastery.

Skills

MOTOR SKILLS:

- Visual tracking
- Eye, hand, and foot coordination
- Timing

COGNITIVE SKILLS:

- Following directions
- Staying focused on an activity
- Remembering cues

SOCIAL SKILLS:

- Taking turns
- Teamwork

Equipment

- Playground Balls
- Scarfs
- Hula hoops
- Cones
- Stacking cups, plastic bowling pins or plastic bottles
- Soft balance beams or tape
- Bowling pins
- Bean bags

Classroom materials

- Balloons
- Bubbles

Books

- *It's Okay to be Different*
by Todd Parr
- *A Normal Pig*
by K-fai Steel
- *Can I Play, Too?*
by Mo Willems
- *Not a Box*
by Antoinette Portis



Catching

BASIC:

- Palms held upwards, thumbs pointing outwards
- Arms outstretched and stiff, fingers tense
- Trap ball on body
- Avoidance reaction (doesn't want to catch the ball)
- Body movement is limited, arms remain stationary while ball is in flight

PROFICIENT:

- Palms face each other, thumbs point upwards
- Elbows flexed
- Hands and arms brought towards body
- Less avoidance reaction
- Adjusts arms and hands to flight of ball, eyes track the ball

ADVANCED:

- Eyes follow ball, hands and arms adjust to level of ball in flight
- Hands grasp ball in well-timed motion, arms "give" to absorb force of ball
- No avoidance reaction

STANDARDS FOR SOCIAL EMOTIONAL LEARNING (SEL)



Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

**SOCIETY OF HEALTH AND PHYSICAL EDUCATORS
(SHAPE) STANDARDS**

- 1.2.7 Demonstrates bouncing a ball in a variety of practice tasks.
- 1.2.8 Demonstrates rolling a ball in a variety of practice tasks.
- 1.2.9 Demonstrates catching in a variety of practice tasks.



STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)

Kindergarten:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3c)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)

STANDARDS FOR MATH

Kindergarten:

Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.2)

Fluently add and subtract within 5. (K.OA.4a)

Leadership Time

- The book *It's Okay to be Different* by Todd Parr, delivers a feel good, positive message about acceptance and understanding. This book is a great way to start the conversation about diversity with young students.

Skills & Games

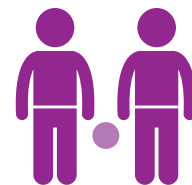
- Rolling and Trapping
- Floaty Scarf
- Categories
- Rolling Practice
- Goalie Circle
- Bubble Catch

Equipment

- *It's Okay to be Different* by Todd Parr
- Balls
- Scarves
- Cones
- Hula hoops

Alternative Material Ideas

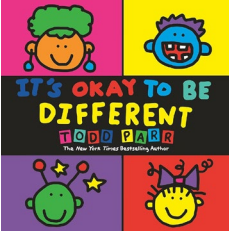
- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



Things to Note

Encourage students to be the example on how to roll, trap or throw. Highlight different students and have them demonstrate how they do it to show others.

LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)¹

- Lesson 1: Read the book
- Lesson 2: Review book and answer questions
- Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



ROLLING AND TRAPPING (5 MIN.)

Equipment

- 1 ball for each partnership

Setup

Put students in pairs and have them sit facing their partner with their legs stretched wide and feet touching



- *“Today we will be practicing the skill of trapping.”*
 - *“Trapping is when you use your hands, arms, or body to stop a ball.”*
 - *“In this first activity, you are going to roll and trap the ball with your partner.”*
 - *“Sit facing your partner with your legs stretched wide and your feet touching.”*
 - *“You will roll the ball to your partner and they will catch it or stop it with their hands and roll it back.”*
- After students have had practice with this, bring them all into a circle and have them sit with their legs wide and feet touching and practice rolling the ball in the larger circle.

Lead Up Activity

Use a heavier ball or larger ball to help students practice trapping before moving on to a smaller one.

Additional Activity

Have students kneel during this game to increase the challenge.



FLOATY SCARF (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *"We are going to practice both our catching and throwing with a scarf."*
- *"I want you to throw the scarf as high as you can and try to catch it before it touches the ground."*
- Encourage students to jump up and reach for it or see how close to the ground it can go before catching it.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

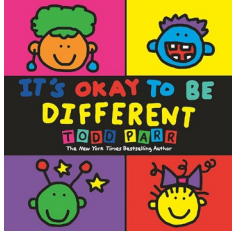
Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



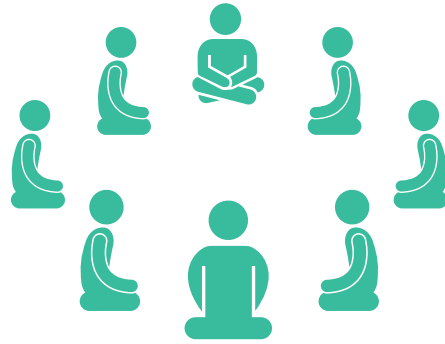
CATEGORIES (5 MIN.)

Equipment

- Ball

Setup

Students should sit in a large circle



- *"Our next game is called 'Categories.'"*
- *"We are going to sit in a large circle and I am going to start off picking a category."*
- *"Our first category will be animals."*
- *"When I roll the ball to you, you need to trap the ball and name an animal."*
- *"Once you have named an animal, you get to roll the ball to someone else in our circle and they will trap it and name an animal."*
- *"If you have not gotten the ball yet, keep your hands out in front of you so we know who has not gone."*
- *"If you have gotten a turn, put your hands behind your back."*
- Other suggestions:
 - » Numbers
 - » Colors
 - » Sight Words
 - » Favorite Things

ROLLING PRACTICE (5 MIN.)

Equipment

- Hula hoops
- Balls

Setup

Lay out the hula hoops on one side of the space on the floor and students line up on the other side



- *“We are going to practice rolling the ball today.”*
- *“There are hula hoops on the ground and you are going to try to roll the ball into the hula hoop from this side.”*
- *“If the ball goes into the hula hoop and stays there, you can leave it and run and pick up a ball that is not in a hula hoop.”*
- *“The goal is to get all of the balls into the hula hoops.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

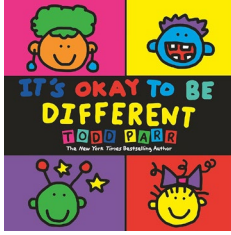
Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



GOALIE CIRCLE (5 MIN.)

Equipment

- Ball

Setup

Students should all stand in a circle with their feet a little more than hip distance apart and touching the foot of the person next to them



- *“Today’s game is called ‘Goalie Circle’ and you all get to be goalies.”*
- *“We are going to stand in a circle with our feet touching the person next to us.”*
- *“I will start passing the ball to someone and if it starts to roll towards your legs, you need to trap it before it goes through your legs.”*
- *“If the ball goes through your legs, you are out.”*
- Once a student is out, wait for 2–3 more students to be out and have them start another circle of ‘practicing’ where no one is out and students can join as they get out in the original circle.

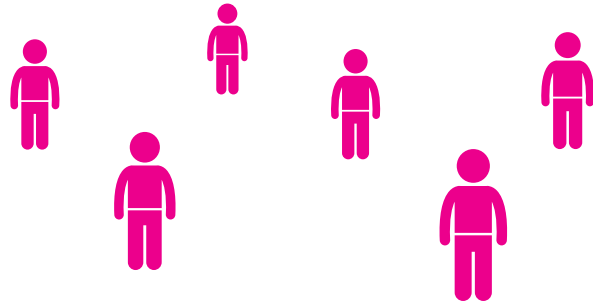
BUBBLE CATCH (5 MIN.)

Equipment

- Bubbles

Setup

Students should spread out throughout the space



- *"We are going to wrap up our lesson with a game called 'Bubble Catch.'"*
- *"You are going to catch the bubbles with your two hands."*
- *"See how many you can catch."*
- *"Switch and have students try to catch with just their right hand and then just their left hand."*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

Leadership Time

- In the book, *A Normal Pig* by K-fai Steel, students will be able to recognize that they are unique and share their uniqueness with others.

Skills & Games

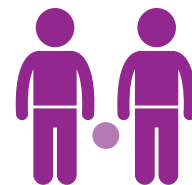
- Animal Ball
- Over Under
- Follow the Leader
- Catching Challenge
- Ball-Wall Toss
- Bounce Catch Freeze Tag

Equipment

- *A Normal Pig* by K-fai Steel
- Playground balls or similar

Alternative Material Ideas

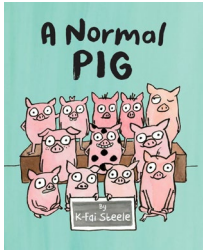
- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



Things to Note

The third day of this lesson requires a wall that students can throw a ball against. Plan accordingly.

LEADERSHIP TIME (5 MIN.)



[A Normal Pig by K-fai Steel](#) (page 33 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



ANIMAL BALL (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Today’s game is called ‘Animal Ball.’”*
- *“I will start off with the ball and say ‘A dog says... ruff ruff ruff!’ and I will toss the ball underhanded to someone else in the circle.”*
- *“While the ball is in the air, everyone needs to bark like a dog until it is caught.”*
- *“Whoever catches the ball will pick a different animal and do the same thing. ‘A cow says... moo’ and throw it to someone else.”*
- *“When you have had a chance to say an animal, you can sit down so that we know who has had a turn.”*
- *“You will still join in to make the animal noises when the ball is tossed.”*

Math Connection

Instead of having students say an animal, they can say an addition or subtraction fact. “3 plus 4 equals...7, 7, 7!” The rest of the group can say the answer until the ball is caught.

Literacy Connection

Practice your letter sounds or blends by having the student who is tossing the ball say “the letter b says...b, b, b” and the rest of the group will repeat the letter sound.

OVER UNDER (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a line, all facing the same direction with the ball starting on one end



- Have students stand in a line, all facing the same direction.
- Hand the ball to the student who is first in line.
- The first student will pass the ball over their head to the person behind them.
- The second student will pass the ball under their legs to the person behind them.
- Continue to alternate over, under until it gets to the end of the line.
- The student at the end can run the ball to the start of the line and start it all over again.
- **Optional:** Divide students into two lines and have them compete against each other to see who can do it faster.

COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

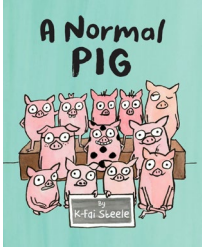
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



LEADERSHIP TIME (5 MIN.)



[A Normal Pig by K-fai Steel](#) (page 33 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



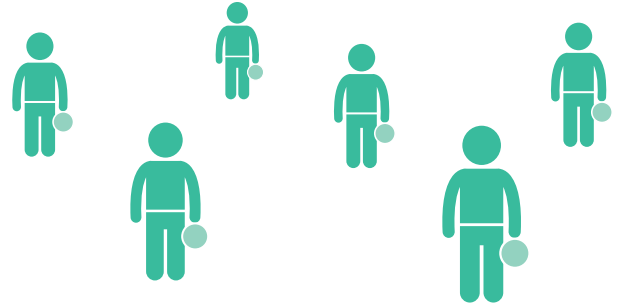
FOLLOW THE LEADER (5 MIN.)

Equipment

- 1 ball for each student

Setup

Students should spread out throughout the space with a ball



- *“Today we will be playing follow the leader.”*
- *“Instead of following me, you will be following my instructions. Let’s play.”*
 - » Roll the ball between your legs and catch it.
 - » Put the ball on the floor and jump over it.
 - » Throw the ball in the air and spin around once.
 - » Roll the ball back and forth from one foot the other.
 - » Put the ball on the floor, jump over it, and then pick it up and toss it in the air.
- Continue to increase the number of directions you give.
- Start with two step directions and add more as students master the listening skill.

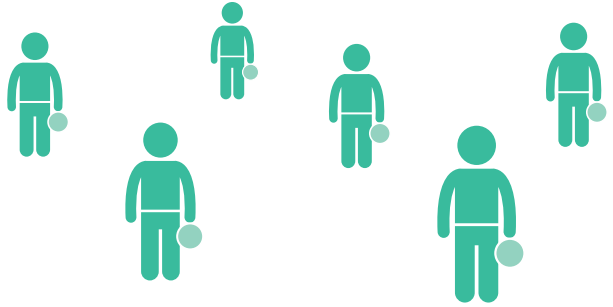
CATCHING CHALLENGE (5 MIN.)

Equipment

- 1 ball for each student

Setup

Students should spread out throughout the space with a ball



- *"We have been practicing catching a ball throughout the last few lessons."*
- *"Today we have a special challenge."*
- *"We are going to start by kneeling on the ground with the ball."*
- *"When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball."*
- *"This might take a little practice to see how high you need to throw the ball and how quickly you need to move."*
- Other positions and movements:
 - » Kneel-sit to standing
 - » Stand and turn around before catching it
 - » Stand and toss the ball and sit down to catch it

COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

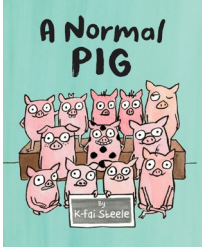
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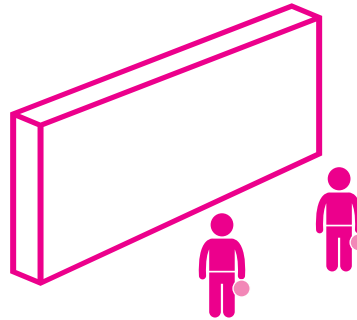


BALL-WALL TOSS (5 MIN.)**Equipment**

- Ball
- Wall that can be used for bouncing a ball off

Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



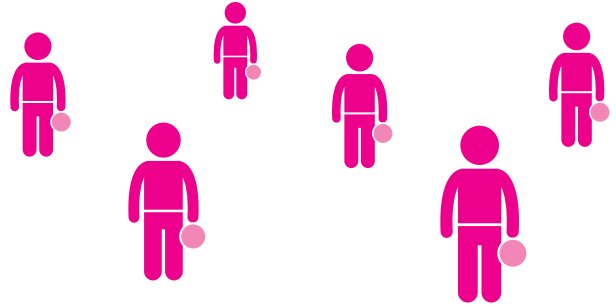
- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

BOUNCE CATCH FREEZE DANCE (5 MIN.)**Equipment**

- 1 ball for each student

Setup

Students should spread out throughout the space with a ball



- *"We are going to practice bouncing and catching the ball today by playing 'Freeze Dance.'"*
- *"I am going to play music, and while I play the music you can move around and bounce your ball on the ground and then catch it."*
- *"When the music stops, you need to hold onto the ball and freeze."*
- **Optional:** *"Count how many times you bounce and catch the ball until I say stop."*

COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
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- Narrow Base Torso Twists



Leadership Time

- In the book, *Can I Play, Too?* by Mo Willems, Piggy and Elephant are about to start a game of catch when their friend Snake asks, "Can I play, too?" Both are puzzled by the request because Snake has no arms. The three friends find a way for everyone to be included in the game!

Skills & Games

- Balloon Toss and Catch
- Clap Catch
- Bounce Catch
- Animal Ball
- Low Ball Catch
- High Ball Catch

Equipment

- *Can I Play, Too?* by Mo Willems
- Balloons
- Balls

Alternative Material Ideas

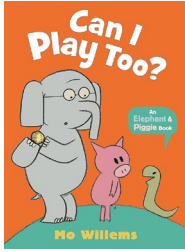
- Instead of a balloon, use a beachball



Things to Note

We will be using balloons for a lot of the games this week. Blow up enough for every student plus some extras and store them after each lesson for the next time to save you time. Store them in the equipment or large plastic bag.

LEADERSHIP TIME (5 MIN.)



[Can I Play, Too? by Mo Willems](#) (page 35 of link)¹

- Lesson 1: Read the book
- Lesson 2: Review book and answer questions
- Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)²

OR

[Crab Kicks](#) (page 32 of link)³

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



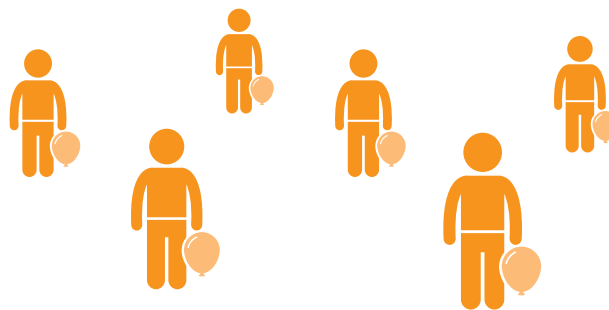
BALLOON TOSS AND CATCH (5 MIN.)

Equipment

- 1 balloon/beach ball for each student

Setup

Students should spread out throughout the space with a balloon



Additional Information

You will be using balloons for multiple activities this week so save them after each lesson in an equipment bag or large plastic bag.

- *“Today we will practice tossing and catching.”*
- *“You will each have a balloon and you are going to throw it up in the air and try to catch it as it floats down.”*
- *“We will practice this for a few minutes before our next activity.”*
- Other Balloon Activities:
 - » Students should have a partner and practice tossing and catching with a partner
 - » Line students up on one side of the room and have them practice throwing it as far as they can across the room and running to try to catch it before it touches the ground

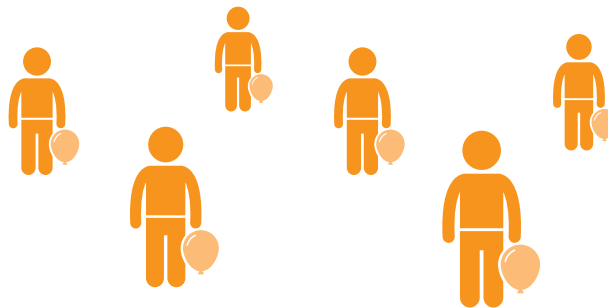
CLAP CATCH (5 MIN.)

Equipment

- 1 balloon/beach ball for each student

Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

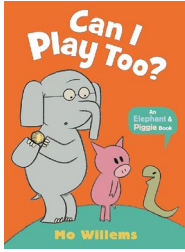
If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

LEADERSHIP TIME (5 MIN.)



[Can I Play, Too? by Mo Willems](#) (page 35 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)²

OR

[Crab Kicks](#) (page 32 of link)³

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



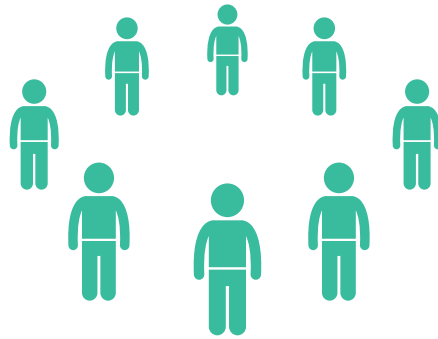
ANIMAL BALL (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Today’s game is called ‘Animal Ball.’”*
- *“I will start off with the ball and say ‘A dog says... ruff ruff ruff!’ and I will toss the ball underhanded to someone else in the circle.”*
- *“While the ball is in the air, everyone needs to bark like a dog until it is caught.”*
- *“Whoever catches the ball will pick a different animal and do the same thing. ‘A cow says... moo’ and throw it to someone else.”*
- *“When you have had a chance to say an animal, you can sit down so that we know who has had a turn.”*
- *“You will still join in to make the animal noises when the ball is tossed.”*

Math Connection

Instead of having students say an animal, they can say an addition or subtraction fact. “3 plus 4 equals...7, 7, 7!” The rest of the group can say the answer until the ball is caught.

Literacy Connection

Practice your letter sounds or blends by having the student who is tossing the ball say “the letter b says...b, b, b” and the rest of the group will repeat the letter sound.

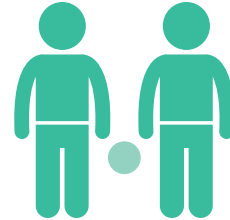
BOUNCE CATCH (5 MIN.)

Equipment

- 1 ball that bounces for each pair of students

Setup

Students should be in pairs and have a ball



- *“Today we will be working on bouncing and catching.”*
- *“You are going to stand facing your partner.”*
- *“You are going to throw the ball so it bounces one time before reaching your partner.”*
- *“This is called a bounce pass.”*
- *“Your partner will catch the ball when it comes to them and bounce it back to you.”*

Lead Up Activity

Place a hula hoop between the partners to give them a spot to aim.

Additional Activity

Once students have mastered one bounce, see if they increase the number of bounces each time. This will challenge their strength and problem solving of where to stand and how hard they need to throw it.

COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

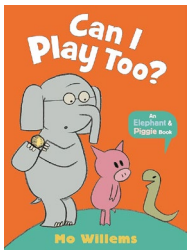
If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

LEADERSHIP TIME (5 MIN.)



[Can I Play, Too? by Mo Willems](#) (page 35 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)²

OR

[Crab Kicks](#) (page 32 of link)³

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



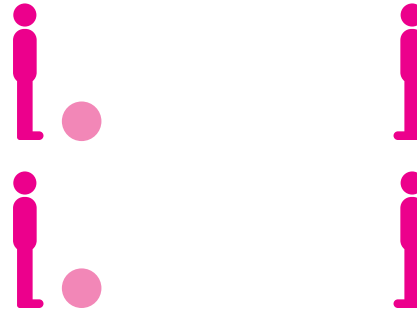
LOW BALL CATCH (5 MIN.)

Equipment

- 1 ball for each pair of students

Setup

Have students stand in a line, facing their partner and a ball for each pair of students



- *"Today we are going to continue to practice catching."*
- *"We also are going to practice some social skills while we do it."*
- *"Let's start off with facing your partner and introducing yourself."*
- *"I'm sure you already know each other, but this is good practice. You can say 'Hi, my name is _____'."*
- Let each partner introduce themselves.
- *"Now, we are going to practice tossing the ball at waist level or lower."*
- *"When you are catching the ball, keep your fingers pointing down and arms out."*
- Let students practice with their partner for a few minutes, throwing and catching the ball.
- *After a few minutes, signal that they should pause and say "Now we are going to rotate."*
- *"One line is going to move to the right so that you have a new partner. Before you rotate, you can say 'See you later' to your partner."*
- Have students continue practicing catching and throwing.



HIGH BALL CATCH (5 MIN.)

Equipment

- 1 ball for each pair of students

Setup

Have students stand in a line, facing their partner and a ball for each pair of students



- *“Now that we have practiced throwing the ball low, we are going to switch and toss the ball high.”*
- *“This time you are going to throw the ball underhand and try to have the ball make a U shape in the air to your partner.”*
- *“While you are catching, you should try to catch the ball at your chest level or higher and keep your fingers pointed up.”*



COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.
Sing along with me and do what I do."*

If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

Leadership Time

- In the book *Not a Box* by Antoinette Portis, students will be able to use their imaginations to explore the potential of all shapes and sizes of boxes.

Skills & Games

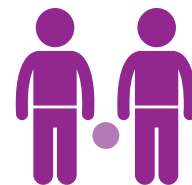
- Circle Ball
- Ball-Wall Toss
- Clap Catch
- Bounce Catch Freeze Dance
- Catching Challenge
- Bubble Catch

Equipment

- *Not a Box* by Antoinette Portis
- Beach ball or playground balls
- Hula hoops
- Cones
- Tennis balls
- Bubbles

Alternative Material Ideas

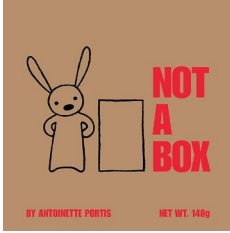
- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



Things to Note

There are a lot of different games that involve catching, feel free to skip some if they are too difficult or easy for your group and tailor the lessons to what you need.

LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

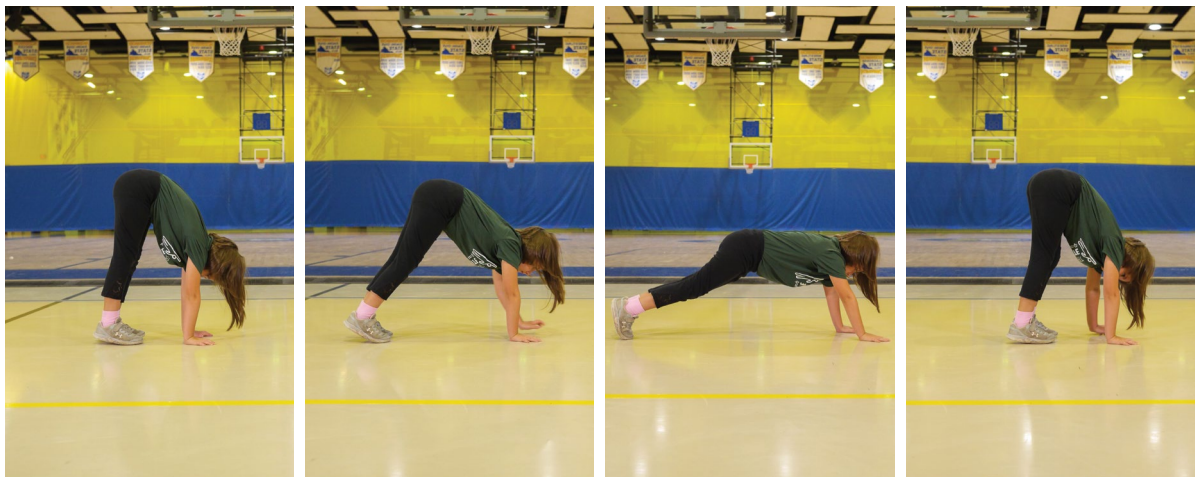
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



CIRCLE BALL (5 MIN.)

Equipment

- 2-4 balls

Setup

Students should stand in a large circle



- *"Today's activity is called 'Circle Ball.'"*
- *"I am going to start by passing the ball to the person next to me."*
- *"After they catch it, they will turn to the person next to them and toss it to them."*
- *"Once the ball is halfway around the circle, I will add another ball to the circle, so make sure you are paying attention to where the ball is."*
- Increase the size of the circle to challenge students.

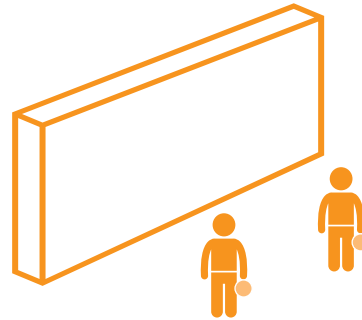
BALL-WALL TOSS (5 MIN.)

Equipment

- Ball
- Wall that can be used for bouncing a ball off

Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

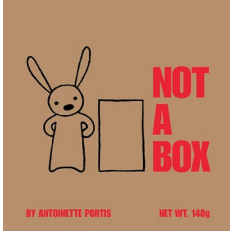
Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

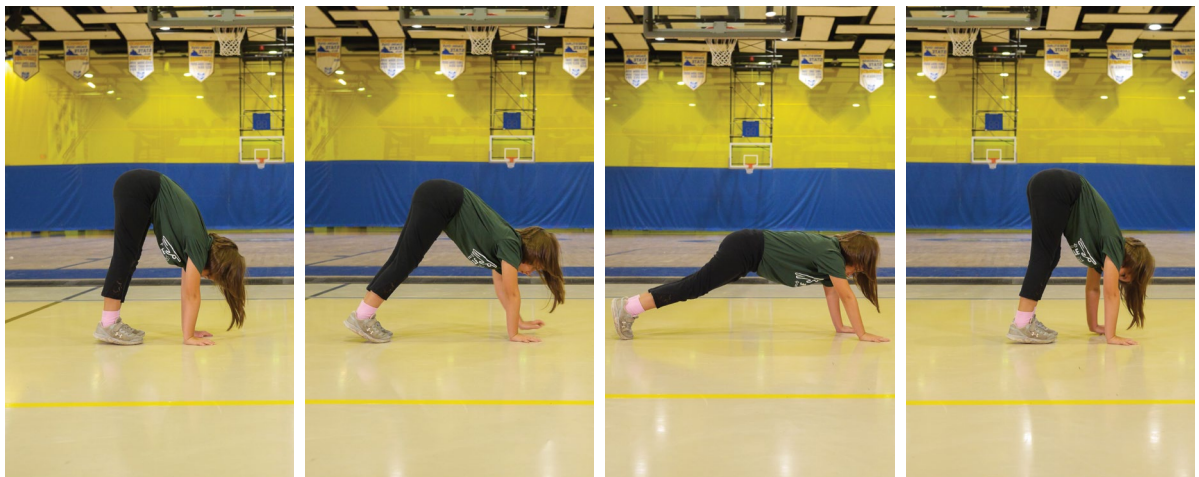
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



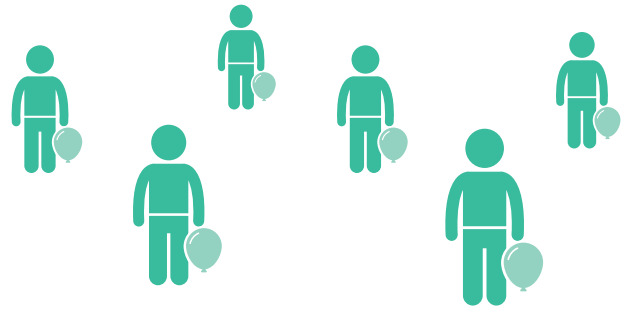
CLAP CATCH (5 MIN.)

Equipment

- 1 balloon/beach ball for each student

Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*

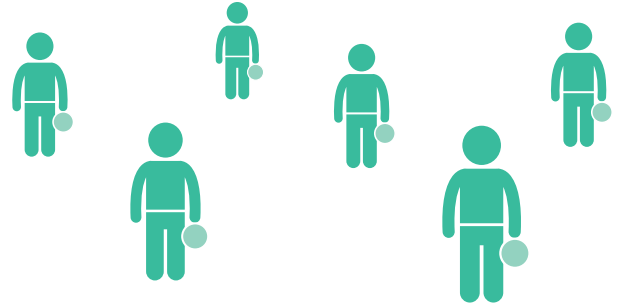
BOUNCE CATCH FREEZE DANCE (5 MIN.)

Equipment

- Ball

Setup

Students should spread out throughout the space with a ball



- *“We are going to practice bouncing and catching the ball today by playing freeze dance.”*
- *“I am going to play music. While I play music, you can move around and bounce your ball on the ground and then catch it.”*
- *“When the music stops, you need to hold onto the ball, stop in place and freeze!”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

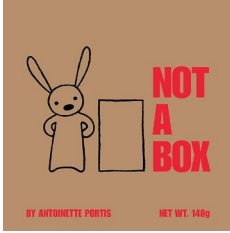
Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

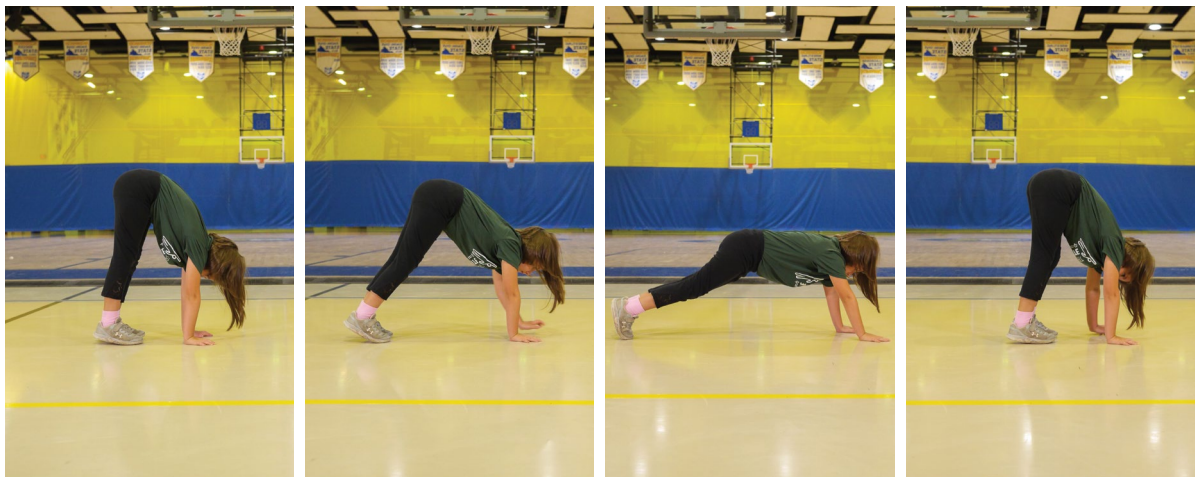
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



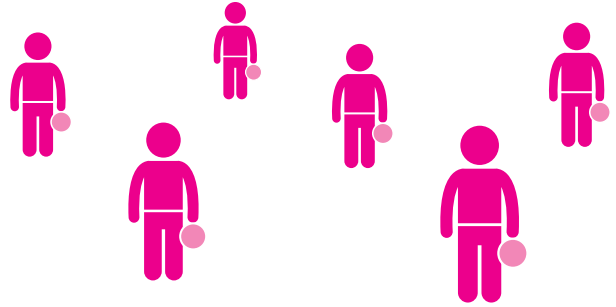
CATCHING CHALLENGE (5 MIN.)

Equipment

- Ball

Setup

Students should spread out throughout the space with a ball



- *“We have been practicing catching a ball throughout the last few lessons.”*
- *“Today we have a special challenge.”*
- *“We are going to start by kneeling on the ground with the ball.”*
- *“When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball.”*
- *“This might take a little practice to see how high you need to throw the ball and how quickly you need to move.”*
- Other positions and movements:
 - » Kneel-sit to standing
 - » Stand and turn around before catching it
 - » Stand and toss the ball and sit down to catch it

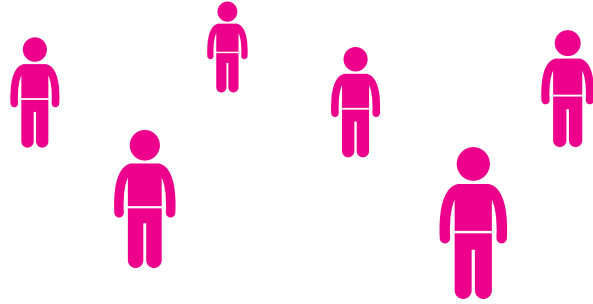
BUBBLE CATCH (5 MIN.)

Equipment

- Bubbles

Setup

Students should spread out throughout the space



- *"We are going to wrap up our lesson with a game called 'Bubble Catch.'"*
- *"You are going to catch the bubbles with your two hands."*
- *"See how many you can catch."*
- *"Switch and have students try to catch with just their right hand and then just their left hand."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?
Touch your toes? Touch your toes?
Do you like to touch your toes?
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

TRAPPING & CATCHING REVIEW

- *“We have learned a lot of new games and skills throughout this unit.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Trapping & Catching unit.”*
- *“We have worked on skills that are important for a lot of different sports, like basketball, softball, and soccer.”*
- *“We will continue practicing these skills for the rest of the year.”*
- *“To help us remember what we worked on, we are going to create a booklet to bring home to talk about trapping and catching.”*

[Foundational Skills Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter printable](#) and include these game ideas they can use at home with their flashcards.

Activities from skill cards that were covered in this unit:

- Rolling and Trapping
- Goalie Drill
- Bubble Catch
- Big Ball Catch
- Low Ball Catch
- High Ball Catch
- Bounce Catch
- Circle Ball

[Additional Trapping & Catching Skill Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!





UNIT 4 PRINTABLES



Trapping and Catching Skills

Dear Family,

Our Young Athletes activities continue to be wonderful learning experiences. We've been walking, running, balancing, jumping and more. Now we're introducing **trapping and catching skills**. Trapping is stopping a ball with the body and not hands, while catching is stopping a ball with just hands. Both skills require **strength, balance and hand-eye coordination**. That sounds complex, but we start with basic activities and build on each child's success. There is no failure in Young Athletes; we encourage children to have fun as they try new skills.

When it comes to fun, catching bubbles tops the list for many young children. Playing with bubbles is an entertaining activity for the entire family. It's also a no-fail way to strengthen hand-eye coordination. Blow bubbles toward your child and invite him or her to catch them. Ask your child to try catching bubbles with two hands and then with one. To reinforce language skills, say "Pop!" when a bubble bursts and "Splat!" when a bubble touches the ground. Playtimes like this are not only memorable for everyone involved, but they also help your child develop valuable skills.

Sincerely,

Teacher



Children need strength and balance to trap and catch a ball.



Healthy Habits

Playtime is even more enjoyable for a child when others join in. Invite siblings and other children in your community to play. There's no need for expensive equipment; just grab a ball or two and have children roll, toss and bounce. Everyone benefits by getting fit, learning acceptance, and gaining group play skills such as sharing and taking turns.



Lessons for Life

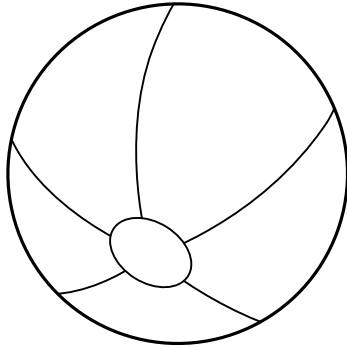
Physical activity is not only a great way to spend free time; it's good for you! That's a message children learn from Young Athletes. The program prepares children for Special Olympics activities that they can participate in when they are older. It also sets the stage for a life of physical activity and friendships.



Class News

2

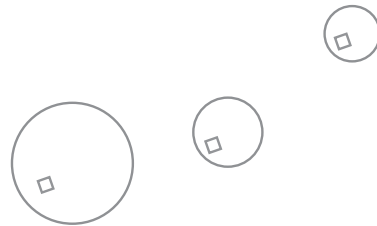
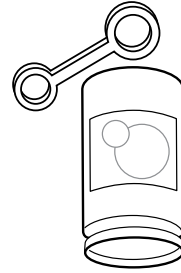
I can catch a big ball.



Color.

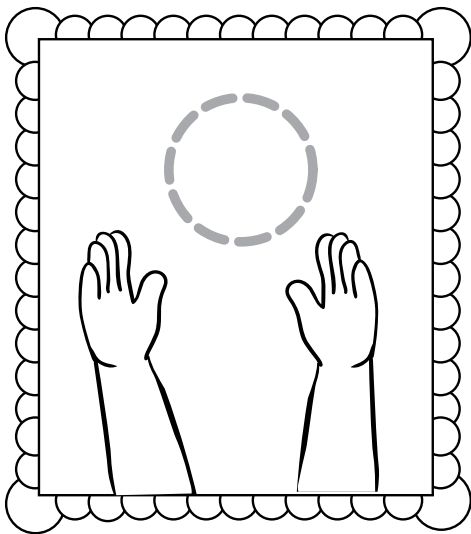
1

I can catch a bubble.



Circle a bubble.

Trace.



I like to play catch!

3

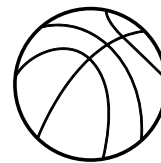
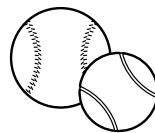
Let's Practice & Play

's

Name _____

Activities

Trapping and Catching



Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



UNIT 5

AGES 2-4

THROWING

.....

Throwing requires strength, flexibility, balance, and coordination. Early development of grip and release begins with two-handed underhand tossing of a light weight, medium size ball. A good rule of thumb to determine if the ball is a good size, is the ball can be easily lifted above their head with two hands. Progression then continues to two-handed overhand throwing and then one-hand throwing. Throwing is an essential component in many sports and mastering it will allow children to feel comfortable joining in physical education classes and recess games.

Catching and throwing are closely linked so these activities will continue to practice catching as well as introducing throwing. See teaching tips at the end of this unit to help guide your teaching.

Skills

MOTOR SKILLS:

- Tossing underhand and/or throwing overhand
- Flexibility
- Balance
- Coordination
- Eye-hand coordination
- Strength

COGNITIVE SKILLS:

- Understanding different types of throws
- Listening
- Following directions and cues

SOCIAL SKILLS:

- Teamwork
- Communication
- Taking turns

Classroom materials

- Construction paper
- Tape
- Multiple buckets, baskets, or crates
- Lightweight small balls
 - » Crumpled up paper
 - » Foam balls
 - » Pom poms

Equipment

- Bean bags
- Poly spots/floor markers
- Balls
- Cones
- Soft balls (tennis, foam, wiffle)
- Hoop or basket
- Hula hoops

Books

- *Whoever You Are*
by Mem Fox
- *Pass It On*
by Sophy Henn



Throwing

BASIC:

- The ball is held in the palm of the hand, fingers spread to release the ball
- Action is caused by bending the elbow without trunk rotation
- Trunk remains facing the target, no rotation
- Follow through is forward and downward, bending at the waist
- No weight transfer, feet remain stationary

PROFICIENT:

- Arms move backwards and sideways behind their head
- Trunk and shoulders rotate towards the throwing side when preparing to throw
- Follow through with trunk bending and forward motion of body and arm

ADVANCED:

- Arm swings backwards and upward in preparation, elbow fully extended to release ball
- Shift weight to back foot when preparing to throw
- Full trunk rotation
- Follow through with hips, trunk and arm

STANDARDS FOR SEL



Head Start:

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE 4. Child engages in cooperative play with other children.
- Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others
- Goal P-SE 7. Child expresses care and concern toward others.
- Goal P-SE 8. Child manages emotions with increasing independence.
- Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.9 Demonstrates catching in a variety of practice tasks.

1.2.10 Demonstrates throwing in a non-dynamic environment.



STANDARDS FOR ELA

Kindergarten:

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Read common high-frequency words by sight, such as the, of, to, you, she, my, is, are, do, and does. (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)

STANDARDS FOR MATH

Kindergarten:

Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.2)

Fluently add and subtract within 5. (K.OA.4a)

Leadership Time

- In the book, *Pass It On* by Sophy Henn, students will be able to experience the joy of giving.

Skills & Games

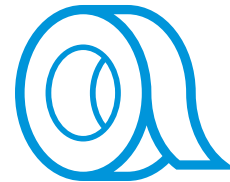
- Underhand Throwing
- Jukskei
- Freeze Tag
- Getting to Know You
- Hot Potato
- Throwing Circuit

Equipment

- *Pass It On* by Sophy Henn
- Bean bags
- Floor markers
- Construction paper
- Tape
- Bean bags
- Balls
- Cones
- Buckets or baskets for balls

Alternative Material Ideas

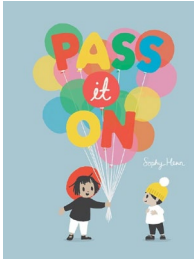
- Instead of construction paper, use pieces of tape on the wall or already existing paint or pictures



Things to Note

Getting to Know You is a great social activity to give students practice with how to ask and answer personal questions. Use this game throughout your day to make connections for students and give them multiple opportunities to practice these skills.

LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



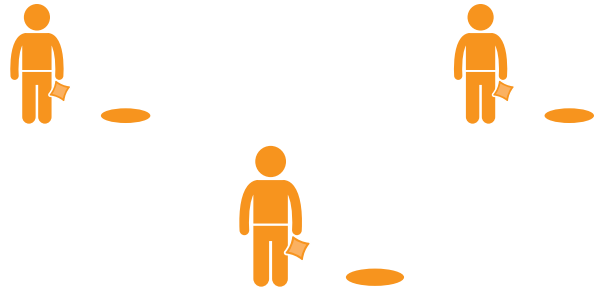
UNDERHAND THROWING (5 MIN.)

Equipment

- Floor markers
- Bean bag

Setup

Students should place a floor marker a few feet away and hold their bean bag



- *“Today we are going to learn how to throw underhand.”*
- *“We will use this skill in a lot of different activities.”*
- Explain what dominant hand means.
- *“The first step in the underhand throw is to have the ball in your dominant hand and take a step forward with your opposite foot.”*
- *“Bring your arm back and swing it forward and release the beanbag as you swing your hand forward.”*
- *“Finally, end by pointing your hand in the direction that you want the bean bag to travel.”*
- *“Let’s practice underhand throwing your bean bag.”*
- *“Place your floor marker a few feet away from you and try to throw your bean bag to land on the marker”*
- *“As you practice, move the floor marker closer and farther away from you.”*



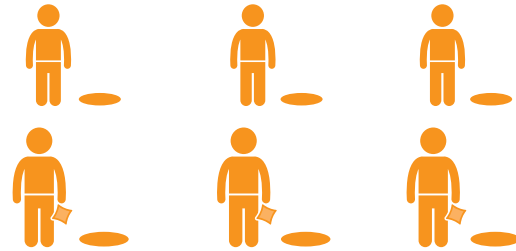
JUKSKEI (5 MIN.)

Equipment

- Floor markers
- Bean bag

Setup

Students should partner up and stand in two parallel lines facing each other with a floor marker in front of each student and one bean bag per pair



- *“We will be practicing some skills used in the game Jukskei. This game is from the region of Africa.”*
- *“In the game of Jukskei, teams take turns tossing pegs at a stake. Whoever gets their peg the closest, gets points.”*
- *“Today we will be practicing underhand throwing, which is how you throw in this game.”*
- *“Your job is to underhand toss a bean bag and have it land as close to the floor marker as possible.”*
- *“Once your partner tosses the bean bag towards the floor marker, the other partner picks it up and tosses it back.”*

Jukskei is believed to have been created in the Cape of Good Hope, South Africa. Originally, people would use the wooden pins of yokes from their ox-drawn wagons as pegs to toss.



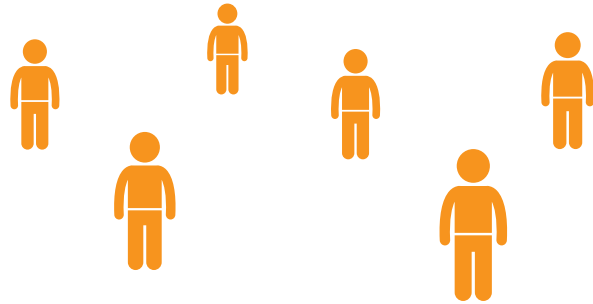
FREEZE TAG: UNDERHAND THROWING (5 MIN.)

Equipment

- Bean bags

Setup

Students should spread out throughout the space



- *"We are going to end our lesson by playing 'Freeze Tag.'"*
- *"We will have two students who are the taggers."*
- *"If they tag you, you need to freeze."*
- *"We will also have two students who will be able to unfreeze you."*
- *"In this game, the students who can unfreeze you will have a bean bag."*
- *"They will underhand throw the bean bag to you if you are frozen."*
- *"If you catch it, you are unfrozen."*
- *"If you drop it, they can keep tossing it to you until you catch it and become unfrozen."*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 3 Video](#)¹

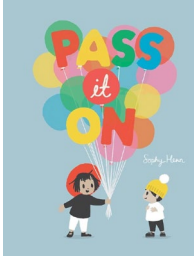
OR

[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)²

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



GETTING TO KNOW YOU (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“We have been talking about social awareness this week, and one way we can continue to practice being a good friend and getting to know someone is by asking questions.”*
- *“When you meet someone, what are some things you might want to know about them?”*
 - » *What is your name?*
 - » *What is your favorite color?*
 - » *Do you like to play outside?*
 - » *What is your favorite food?*
 - » *Do you have any siblings?*
 - » *Do you have a dog?*
- *“We are going to practice asking questions to get to know each other.”*
- *“I am going to start off by tossing the ball to someone and asking them a question: ‘What is your favorite color?’”*
- *“That person is going to answer my question and think of another question to ask someone else.”*

HOT POTATO (5 MIN.)

Equipment

- Bean bags

Setup

Students should have a partner and face each other so you have two parallel lines. Give each pair one bean bag.



- *“Today’s game is called ‘Hot Potato.’”*
- *“You and your partner are going to throw your bean bag underhand to each other while I play music.”*
- *“When the music stops, everyone freezes and stops throwing.”*
- *“Whoever is holding the bean bag when the music stops has to do 5 jumping jacks.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 3 Video](#)¹

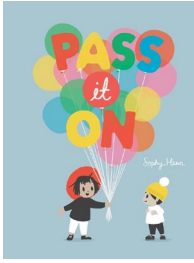
OR

[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)²

- Kneeling Hip Stretch
- Butterfly Stretch
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LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)¹

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STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

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OR

Turn on a song and have a dance party!



THROWING CIRCUIT (10 MIN.)

Equipment

- Bean bags
- Cones
- Balls
- Buckets
- Construction paper
- Tape

Setup

Station 1:

Have the students attempt to throw their beanbag at a pylon with a ball on top. Their goal is to knock the ball off.

Station 2:

Have the students try to throw their beanbag into a bucket.

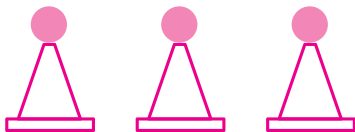
Station 3:

Have the students pair up and try to successfully throw and catch the beanbag to each other three times in a row.

Station 4:

Have the students attempt to throw the beanbag at a target on a wall.

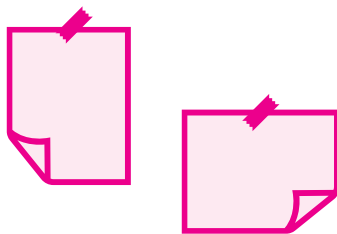
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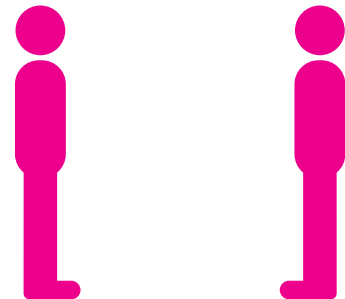
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4



3



continued on next page

THROWING CIRCUIT (CONTINUED)

- *“Today we get to practice all the different skills we have been learning with a circuit.”*
- *“A circuit is where you get to do different activities and rotate around to practice.”*
- *“We have 4 different activities that we will be practicing today.”*
- Explain activities and assign partners to each student.
- Assign their starting spot and let them rotate when they are ready.
- They will be able to complete the circuit a few times before stopping this activity.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 3 Video](#)¹

OR

[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)²

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



Leadership Time

- *Whoever You Are* by Mem Fox, celebrates those qualities that make us different and the same. Children from all over the world are highlighted as they share different customs, languages, food, homes, and schools. It reaffirms the idea that even though we may appear different we share a common bond of joy and pain.

Skills & Games

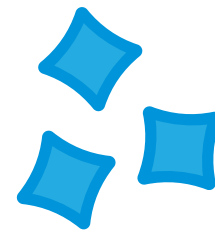
- Two-Hand Underthrow
- Bean Bag Target
- Two-Overhand Throw
- Snowball Fight!
- Rayuela
- Shoot to Score Basketball
- Bean Bag Addition

Equipment

- *Whoever You Are* by Mem Fox
- Balls, tennis balls
- Multiple buckets, baskets, crates
- Construction paper
- Tape
- Bean bags
- Lightweight small balls
 - » crumpled up paper
 - » foam balls
 - » pom poms
- Hoop or basket
- Hula hoops

Alternative Material Ideas

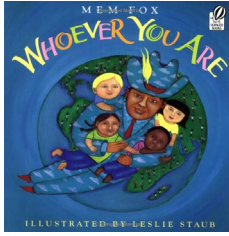
- Instead of tennis balls, use bean bags



Things to Note

The activities and games in this week are great to repeat for students to get extra practice. Use these ideas throughout your day to reinforce learning colors, numbers, or letters!

LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

[Fit 5 Endurance Level 2 Cards](#) (pages 19-21 of link)³

- Side-to-Side Hops
- Jog in Place
- Step Ups



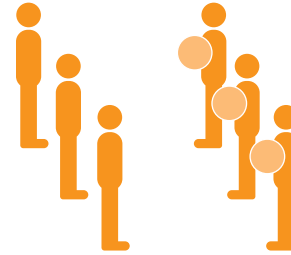
TWO-HAND UNDERTHROW (5 MIN.)

Equipment

- Playground ball

Setup

Students should have a partner and be facing their partner so you have two parallel lines of students facing each other with one ball for each pair



- *“We will be practicing throwing this week.”*
- *“Our first activity will be doing a two hand underhand throw.”*
- *“Face your partner, hold the ball with two hands, and throw it underhand to your partner.”*
- *“Your partner will practice catching it and then use two hands to throw it back.”*
- *“Practice this for a few minutes and then we will increase the distance you throw.”*
- *“Take a step back and throw it again.”*
- *“See how far away from each other you can get and still catch the ball.”*



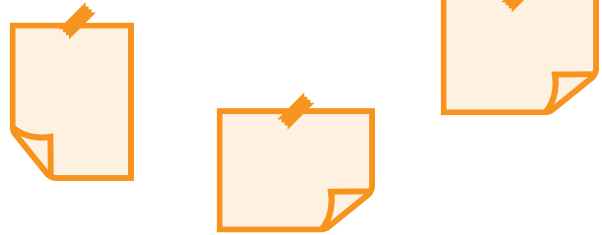
BEAN BAG TARGET (5 MIN.)

Equipment

- Construction paper
- Tape
- Bean bags

Setup

Tape different colored construction paper on the walls around the room



- *“Now that we have practiced underhand throwing, let’s practice aiming for a target.”*
- *“There are pieces of paper hung up around the room.”*
- *“You are going to stand in front of a piece of paper and underhand throw your bean bag and try to hit the paper.”*
- *“Once you have hit the paper, move to the next target and keep rotating around the room.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

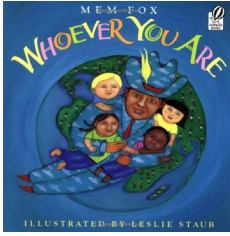
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)¹

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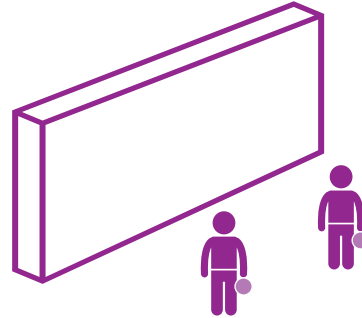
OVERHAND THROW (5 MIN.)

Equipment

- Ball or bean bag
- Basket or hoop

Setup

Students should stand close to a wall to practice throwing against the wall



- *“Today we will be learning how to do an overhand throw.”*
 - *“You will each need a ball to practice this skill and be facing a wall.”*
 - *“Start by standing with one foot in front of the other. Your feet should be as wide as your hips.”*
 - *“Next, raise your arms overhead, and practice rocking back and forth a few times.”*
 - *“Now, bring the ball over your head.”*
 - *“As you rock forward, release the ball.”*
 - *“Let’s practice overhand throwing the ball to the wall.”*
- Let students practice with the wall a few times and then partner them up so that they can throw to each other.
 - Once students have had practice with a partner, you can set out a basket or hoop for students to aim for.



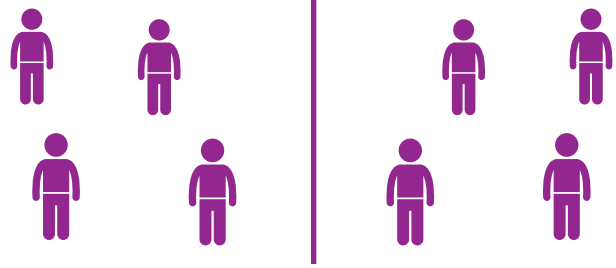
SNOWBALL FIGHT! (5 MIN.)

Equipment

- Lightweight small balls: crumpled paper, foam balls, or pom poms

Setup

Make sure there is a line dividing the room in half with balls on either side of the line. Divide students into two groups.



- *“Are you ready for a snowball fight?”*
- *“Your goal is to get all of the snowballs on the other side of the line.”*
- *“We are going to practice overhand throwing for this activity, so see how far you can throw the ‘snowballs.’”*
- Additional Activity:
 - » Have students keep throwing the “snowballs” until they are all on one side. Then have them sit down.
 - » Use different colored bean bags or balls and see who can get all of one color on the opposite side first

RAYUELA (5 MIN.)

Equipment

- Small balls or bean bags
- A box/basket to be the target

Setup

Divide students into groups of 4–5 students. Place 2–3 buckets or crates about 4–5 feet from the starting point where the students are standing.



- *“Today we will be playing a game from the Latin America region called Rayuela!”*
- *“You will start at your spot, take a ball, and underhand toss it into the bucket or box.”*
- *“If you miss, you will run and pick it up and bring it back to the next person in line.”*
- *“If you make it, you will go to the end of your line and the next person will throw.”*
- *“Typically, Rayuela keeps track of points depending on where in the box the item lands.”*
- *“Instead of keeping score today, see if you can throw them all into the boxes as a team!”*

This game, also known as tejo, is a traditional Chilean game and has been played for many years. The word rayuela also can be translated to hopscotch, but that is not how it is used in this game.



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

GoNoodle: Level 2 Flexibility¹

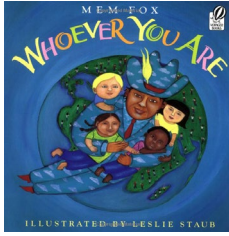
OR

Upward Facing Dog (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders.*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



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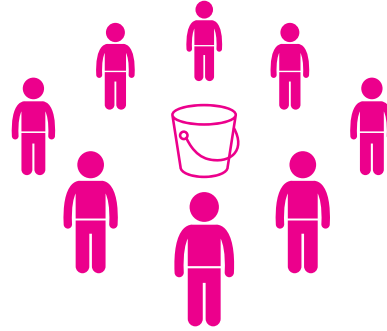
SHOOT TO SCORE BASKETBALL (5 MIN.)

Equipment

- Ball
- Basket/hoop/bucket

Setup

Students should stand in a large circle around a bucket or hoop



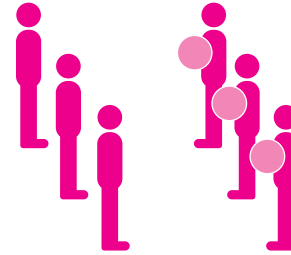
- *"We are going to practice our throwing skills today with a game called 'Shoot to Score Basketball.'"*
- *"I am holding a basket and you are going to try to shoot the ball into the basket when it is your turn."*
- *"To start off, I will give everyone a number."*
- *"When I say a number you will pass the ball that many times around the circle."*
- *"Whoever ends up with the ball will get to throw the ball into the basket for a point."*
- *"We will keep going until the first person gets three points."*
- *"Then we will start the game over."*

TWO-HAND UNDERTHROW (5 MIN.)**Equipment**

- Playground ball

Setup

Students should have a partner and be facing their partner so you have two parallel lines of students facing each other with one ball for each pair



- *“We will be practicing throwing this week.”*
- *“Our first activity will be doing a two hand underhand throw.”*
- *“Face your partner, hold the ball with two hands, and throw it underhand to your partner.”*
- *“Your partner will practice catching it and then use two hands to throw it back.”*
- *“Practice this for a few minutes and then we will increase the distance you throw.”*
- *“Take a step back and throw it again.”*
- *“See how far away from each other you can get and still catch the ball.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

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[Upward Facing Dog](#) (page 16 of link)²

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THROWING REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our throwing unit.”*
- *“We practiced throwing a ball into a basket or hoop and used bean bags to throw at targets. Throwing is used in a lot of different sports!”*
- *“Let’s complete the book to help remind us of some of our new skills.”*

[Throwing Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter](#) and include these game ideas they can use at home with their flashcards:

- Bowling
- Train Tunnel
- Two-Handed Underhand Toss
- One-Handed Underhand Toss
- Two-Handed Overhand Throw
- One-Handed Overhand Throw
- Target Practice
- Shoot to Score Basketball

[Additional Throwing Skill Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



TEACHING TIPS FOR SUCCESS

- Throwing and catching are closely linked, so you will often find yourself working on both at the same time.
- Beginner throwers will stand with their feet even, regardless of whether they are tossing underhand or throwing overhand.
- To advance the skill of throwing, encourage the student to have their feet hip-width apart with one foot slightly forward so that weight shifting and trunk rotation can occur. Floor markers can be used to encourage correct feet position.
- As throwing skills progress, the student's arm will move forward, bend at the elbow and then straighten when the ball is released. The wrist will also slap down as the ball is released.
- For the overhand throw, cue the student to have their elbow up and the hand near the ear to begin the throw.
- If the student is having difficulty releasing the ball, practice grasp and release with a beanbag or tennis ball, or release into a hoop or bucket.
- When the right hand is used for throwing, the left foot steps forward. When the left hand is used, the right foot steps forward.



UNIT 5 PRINTABLES



Throwing Skills

Dear Family,

Playing ball is a favorite pastime for many children, and it's a fabulous way to increase physical fitness. That's why I'm excited that our current Young Athletes focus is **throwing skills**. We're teaching children how to grip a ball and let go of it—key skills they'll use in sport and recreational activities when they are older. Being good at throwing helps children feel more comfortable joining in games with friends.

A great thing about this skill area is that it lends itself to **social interactions** and personal connections. Invite family members or children in the neighborhood to play catch. Older children or those with more advanced sport skills can be great models for your child. To ensure that your child achieves success throwing, try using different-size balls. If your child can easily lift a ball over his or her head with two hands, the ball is a good size. Foam balls are especially easy for young children to grip. You'll find that catching and throwing are such closely related skills, some games provide practice with both. Enjoy sharing in playtime at home and watching your child's skills grow!

Sincerely,

Teacher



Throwing involves strength, flexibility, balance and coordination.



Healthy Habits

Set the stage for nutritious food choices by talking about healthy foods during playtime. As you and your child toss a ball back and forth, name favorite healthy foods. Or tape pictures of fruit on the wall at various heights to serve as targets.

Apples

Oranges



Confidence Booster

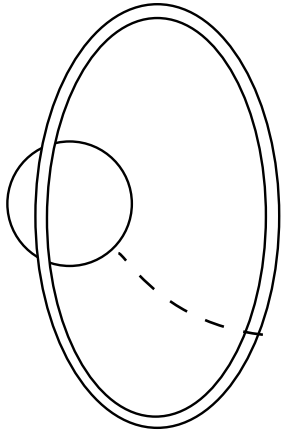
As children gain motor skills through Young Athletes activities, they also progress in social and emotional learning. They become more confident and enthusiastic. They play better with others and learn skills that they will use in school.



Class News

2

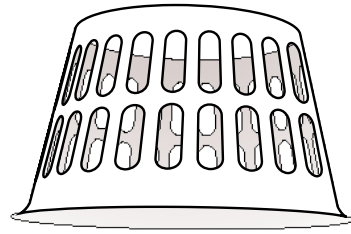
The ball goes through.



Trace the ball's path.

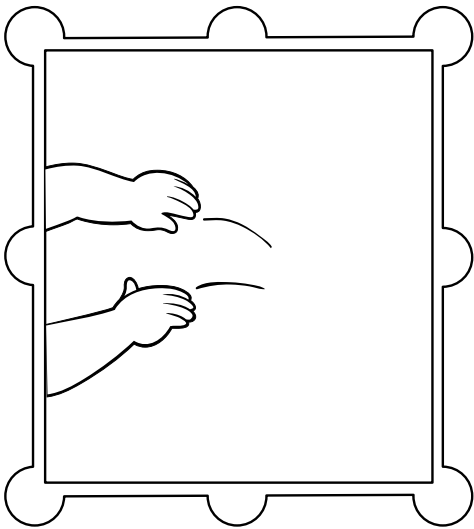
1

The ball goes in.



Color the ball.

Draw the ball.



I can throw a ball.

3

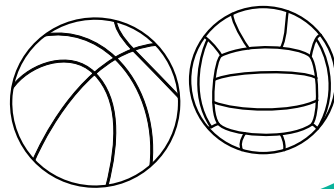
Let's Practice & Play

's

Name _____

Activities

Throwing Skills



Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



UNIT 6

AGES 2-4

STRIKING

.....

Striking is a term used to describe an action of either hitting a ball or object with one's hand, stick, bat, paddle, or racket. Striking or even tapping a stationary ball with a fist or open hand encourages development of the skills necessary for sports such as tennis, golf, softball, volleyball, and hockey.

Striking requires many skills learned in previous units:

- Eye-hand coordination
- Spatial awareness
- Strength and flexibility
- Balance

This unit allows for a lot of modifications and adaptations depending on the skill level of your students. Use different implements such as rackets, pool noodles, or paddles to make these activities easier or harder depending on the level of your students.

Skills

MOTOR SKILLS:

- Visual tracking
- Eye-hand coordination
- Balance and stability
- Strength
- Body coordination

COGNITIVE SKILLS:

- Direction following
- Remembering cues
- Remembering proper grip

SOCIAL SKILLS:

- Teamwork

Equipment

• Implements:

- » Paddles
- » Paper plates
- » Pool noodles
- » Rackets
- » Bowling pins

• Balls

- Cone or ball tee
- Floor markers

Classroom materials

- A balloon for each student
- A way to play music
- A line of tape or chalk

Books

- *Pete the Cat and the New Guy*
by Kimberly and James Dean
- *Can I Join Your Club?*
by John Kelly



Striking

BASIC:

- Faces the direction of the object
- No trunk rotation
- Feet stationary
- Force is applied by extending the arms and not from the core or from the rotation

PROFICIENT:

- Some preparation by using back swing
- Trunk faces side-on in anticipation of the strike
- Some trunk rotation
- Weight shifts prior to strike
- Force is applied from extending the arms and from the rotation

ADVANCED:

- Full preparation by using a back swing
- Trunk faces side in anticipation of strike
- Rotation is in the hips and then torso
- Weight shifts to the back foot during the backswing and to the forward foot at contact

STANDARDS FOR SEL



Head Start

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE 4. Child engages in cooperative play with other children.
- Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- Goal P-SE 7. Child expresses care and concern toward others.
- Goal P-SE 8. Child manages emotions with increasing independence.
- Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.12 Demonstrates striking with hands in a variety of practice tasks.

1.2.13 Demonstrates striking with short-handled implement in a non-dynamic environment.

1.2.14 Demonstrates striking with a long-handled implement in a variety of practice tasks.



STANDARDS FOR ELA**Kindergarten:**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Leadership Time

- There's a new guy in town in the book, *Pete the Cat and the New Guy* by Kimberly and James Dean and Pete the Cat can't wait to meet him! When they meet, they realize that they are very different from each other. In the end, Pete realizes that everyone has their own special things, and that being different is cool.

Skills & Games

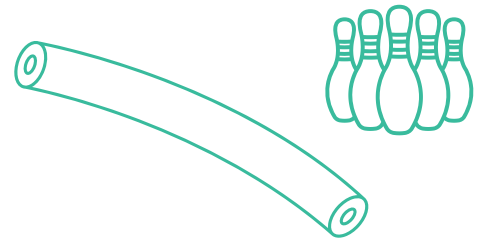
- Balloon Striking
- Group Balloon Striking
- Striking Stations
- Coach Says
- Keep It Up

Equipment

- *Pete the Cat and the New Guy* by Kimberly and James Dean
- A balloon for each student
- Implements:
 - » Paddles
 - » Paper plates
 - » Pool noodles
 - » Rackets
 - » Bowling pins
- Line of tape or chalk
- Balloon or beach ball

Alternative Material Ideas

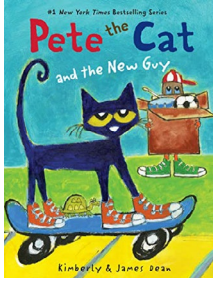
- Be creative with what you use for implements during this unit. This could be a fun opportunity for students to also share ideas. Some ideas include paddles, paper plates, pool noodles, or bowling pins.



Things to Note

These lessons include multiple games with balloons. Blow up enough balloons for the class plus extras, and keep them for the whole week. If you cannot use balloons for this unit, make sure you get enough beach balls for each student to have their own or to share with a partner. There are fewer games and activities this week to allow plenty of time for repetition and practice with using multiple implements to strike.

LEADERSHIP TIME (5 MIN.)



[Pete the Cat and the New Guy by James Dean and Kimberly Dean](#)
(page 43 of link)¹

- Lesson 1: Read the book**
- Lesson 2: Review book and answer questions
- Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

“Today our warmup is going to be a chant. I’ll do it once and you can join along with me and do the actions!”

CHANT: Wiggle Your Fingers, Stomp Your Feet

Wiggle your fingers in the air.
 Wiggle them, wiggle them everywhere!
 Stomp your feet upon the ground.
 Stomp them, stomp them all around.

Now sit down and cross your feet.
 Hands in lap, nice and neat.
 Now we are ready to start our day.
 We’ll listen first, and then we’ll play!



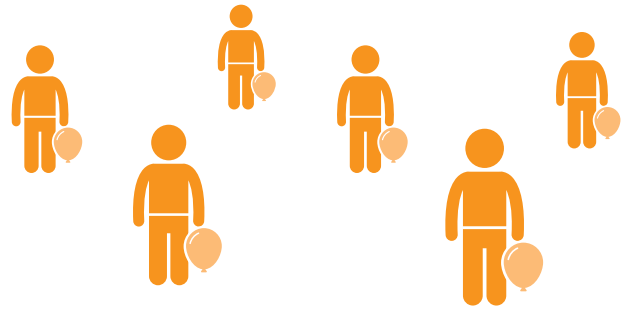
BALLOON STRIKING (5 MIN.)

Equipment

- 1 balloon for each student

Setup

Students should spread out throughout the space with a balloon



- *“This week we are going to work on a skill called striking.”*
- *“When we are striking, we use something such as our hand or a bat or racket to hit an object such as a ball or balloon.”*
- *“It is important to keep your eye on the object while you are striking to help you concentrate on what you are doing.”*
- *“Today we will start by striking a balloon.”*
- *“Using an open hand, try to hit the balloon up into the air as high as you can.”*
- *“See how many times you can do this without the balloon falling on the ground.”*

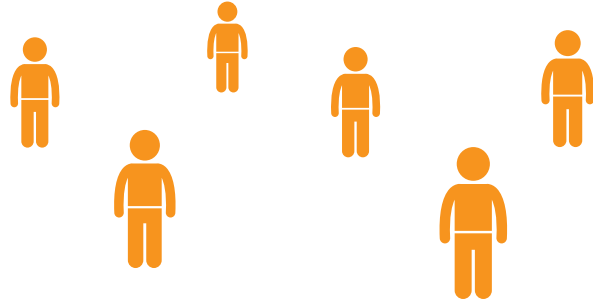
GROUP BALLOON STRIKING (5 MIN.)

Equipment

- Balloon or beach ball

Setup

Students should spread out throughout the space



- *“Now that we have had practice with striking a balloon on our own, we are going to work as a team to keep multiple balloons off of the ground.”*
- *“This will involve communication and teamwork.”*
- *“I am going to start off by throwing one balloon into the group and I will keep adding balloons.”*
- *“Let's see how many we can keep them all off of the ground.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video](#)¹

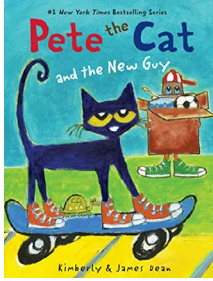
OR

[Fit 5 Flexibility Level 2 Cards](#) (pages 26-28 of link)²

- Quadriceps Stretch
- Modified Hurdler's Stretch
- Chest Stretch



LEADERSHIP TIME (5 MIN.)



[Pete the Cat and the New Guy by James Dean and Kimberly Dean](#)
(page 43 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

"Today our warmup is going to be a chant. I'll do it once and you can join along with me and do the actions!"

CHANT: Wiggle Your Fingers, Stomp Your Feet

Wiggle your fingers in the air.
Wiggle them, wiggle them everywhere!
Stomp your feet upon the ground.
Stomp them, stomp them all around.

Now sit down and cross your feet.
Hands in lap, nice and neat.
Now we are ready to start our day.
We'll listen first, and then we'll play!



STRIKING STATIONS (10 MIN.)

Equipment

- Balloons
- 4 different types of implements: paddles, paper plates, noodles, rackets, bowling pins, etc.

Setup

Place the 4 different implements in each corner of the room: a corner of paddles; a corner of rackets; a corner of bowling pins; a corner of paper plates



- *“Today we get to practice striking the balloon with different objects.”*
- *“You will take your balloon to one corner of the room and practice striking the balloon into the air using the object provided.”*
- *“For example, I might start at the racket corner and try to hit my balloon up in the air using the racket.”*
- *“The goal is to hit the balloon 25 times before moving to the next station.”*
- *“You will complete all 4 stations today.”*
- You can let the students choose an order or assign them to a station to start and have them move around the space in a specific direction.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video¹](#)

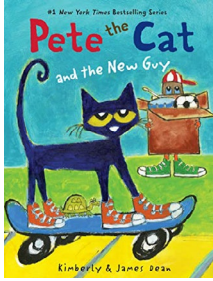
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- Chest Stretch



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Now we are ready to start our day.

We'll listen first, and then we'll play!



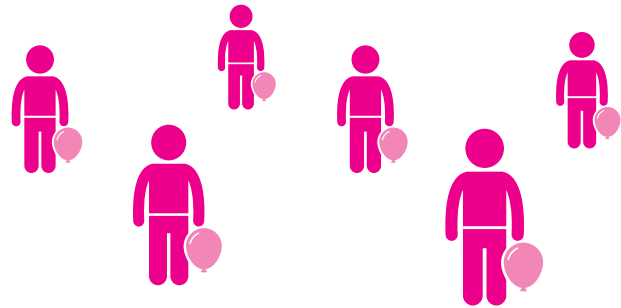
COACH SAYS (5 MIN.)

Equipment

- 1 balloon for each student

Setup

Students should spread out throughout the space with a balloon



- *“For our warm up activity today we are going to play ‘Coach Says.’”*
- *“I am going to call out a different body part and you are going to practice striking your balloon with that body part.”*
- *“For example, we will start off by striking the balloon into the air with our hand.”*
- *“Now switch to striking the balloon with your elbow.”*
- Other ideas:
 - » Finger
 - » Knee
 - » Foot
 - » Head
 - » Ear
 - » Heel
 - » Shoulder

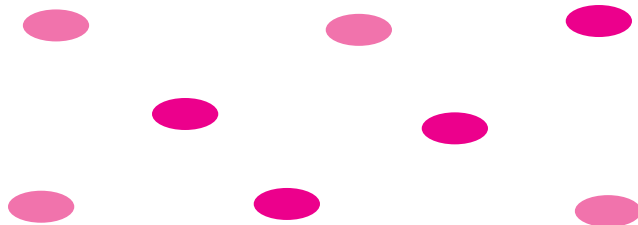
KEEP IT UP (5 MIN.)

Equipment

- Balloons
- Floor markers

Setup

Scatter floor markers around the space



- *"Today we are going to play a game called 'Keep It Up.'"*
- *"In this game, we are going to be working on striking the balloon into the air as many times as we can before it hits the floor."*
- *"You will stand on your floor marker and hit the balloon straight up into the air."*
- *"Try not to take your foot off of the marker."*
- *"Count to see how many times you can hit your balloon before it hits the floor."*
- *"Start now!"*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 2 Video¹](#)

OR

[Fit 5 Flexibility Level 2 Cards \(pages 26-28 of link\)²](#)

- Quadriceps Stretch
- Modified Hurdler's Stretch
- Chest Stretch



Leadership Time

- In *Can I Join Your Club?* by John Kelly, Duck really wants to join a club — any club. Even though he tries hard to fit in, it just doesn't work. Duck decides to start his own club where everyone is welcome! When it comes to making friends, being yourself is what counts.

Skills & Games

- Handball
- Beginning Softball
- Beginning Volleyball
- Musical Balloon Bop
- Coach Says
- Keep It Up
- Air Ball

Equipment

- *Can I Join Your Club?* by John Kelly
- Balls
- Cones
- Ball tee
- Paddle, racket or bat
- Balloon or beach ball
- Line on the floor
- Floor markers
- A way to play music

Alternative Material Ideas

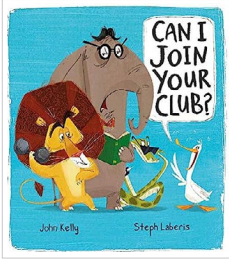
- Instead of a balloon, use a beachball



Things to Note

These lessons include multiple games with balloons. Blow up enough balloons for the class plus extra and keep them for the whole week. Beach balls may also be used.

LEADERSHIP TIME (5 MIN.)



[Can I Join Your Club? by John Kelly](#) (page 44 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
2. "Jump up and down on two feet and land softly."



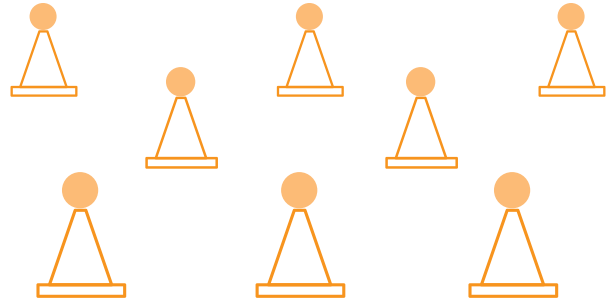
HANDBALL (5 MIN.)

Equipment

- Balls
- Cones

Setup

Place a ball on top of a cone for each student



- *“Today we are going to work on skills you need to play the game of handball.”*
- *“We will continue to practice the skill of striking.”*
- *“Place the ball on top of the cone.”*
- *“We are going to practice keeping your hand open and striking the ball off of the cone as far as you can hit it.”*
- *“Try to do this 10 times.”*
- *“Now make a fist and hit the ball off of the cone.”*
- *“Try to do this 10 times.”*



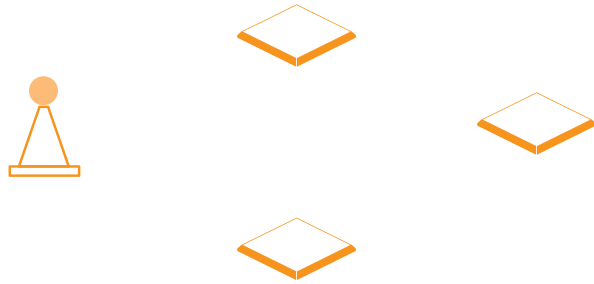
BEGINNING SOFTBALL (5 MIN.)

Equipment

- Ball
- Cone or ball tee
- Paddle, bat, or racket
- Bases

Setup

Place a ball on a cone or tee. Create bases for students to run around after they hit the ball.



- *“Another sport that uses striking is softball.”*
- *“You use a bat to hit a ball off of a tee, and then run the bases.”*
- *“We are going to practice this skill today.”*
- *“Everyone is going to line up behind the cone/tee and use the racket/bat to hit the ball off of the tee.”*
- *“Once you hit the ball, you will run to the first base and stop.”*
- *“The next student will hit the ball off of the tee and run to first base. The student at first will run to second.”*
- *“Each time someone hits the ball, you will run to the next base until you make it back to home plate.”*
- *“Let’s play ball!”*

Literacy Connection

Introducing a new sport is a great time to talk about sequencing. Use [this print out](#) to help students practice putting the steps to play softball in order. Cut apart the pictures and have students arrange them in the correct sequence.



COOL DOWN/FLEXIBILITY (5 MIN.)

“Let’s end our time together with a cool down song. I’ll start singing and you can do the actions. Join in when you are ready.”

Wheels on the Bus melody:

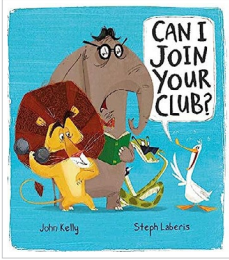
The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)

LEADERSHIP TIME (5 MIN.)



[Can I Join Your Club? by John Kelly](#) (page 44 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
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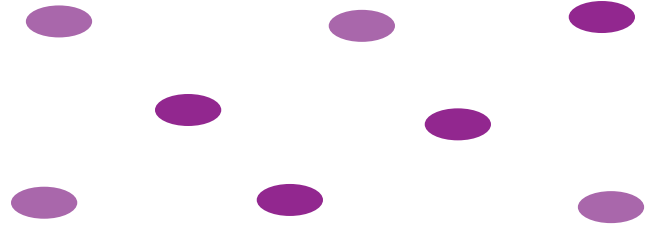
MUSICAL BALLOON BOP (5 MIN.)

Equipment

- Balloons
- Floor markers
- A way to play music

Setup

Scatter floor markers out throughout the space



- *"Next we are going to play 'Balloon Bop.'"*
- *"I am going to play music, and while the music is playing, you are going to strike the balloon straight up so it goes over your head."*
- *"Strike it up as many times as you can before the music stops."*
- *"When the music stops, put the balloon on the spot and then quickly walk to a new spot to find a new balloon."*
- *"When the music starts again, start hitting your new balloon."*

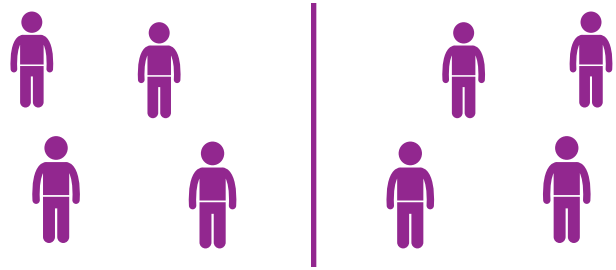
BEGINNING VOLLEYBALL (10 MIN.)

Equipment

- Balloon or beach ball
- A line in the middle of the room

Setup

Make sure there is a line dividing the room in half, and divide students into two groups



- *“We have been practicing striking this week and we are going to practice this skill while learning a new sport.”*
- *“Today we are going to play the game of volleyball.”*
- *“You are going to be divided into two teams.”*
- *“There will be a line separating both of the teams.”*
- *“The goal is to get the ball over the line to the other team.”*
- *“You can work together to hit the ball/balloon multiple times to get it over.”*
- *“First we will practice using a open hand.”*
- *“Let’s try to do it 10 times.”*
- *“Now we will practice using a fist to hit it.”*
- *“Let’s try to do it 10 times.”*
- If you have a large group, divide into smaller games so that all students can participate.



COOL DOWN/FLEXIBILITY (5 MIN.)

“Let’s end our time together with a cool down song. I’ll start singing and you can do the actions. Join in when you are ready.”

Wheels on the Bus melody:

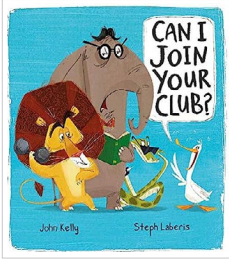
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The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)

LEADERSHIP TIME (5 MIN.)



[Can I Join Your Club? by John Kelly](#) (page 44 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."
2. "Jump up and down on two feet and land softly."



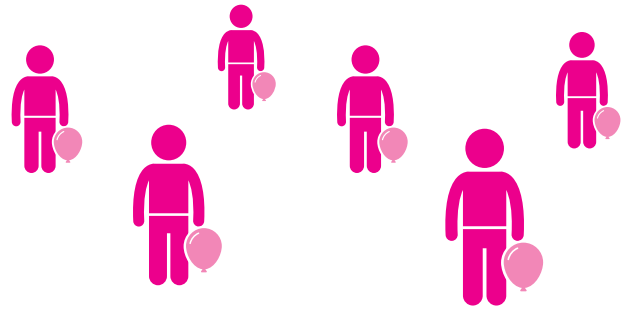
COACH SAYS (5 MIN.)

Equipment

- 1 balloon for each student

Setup

Students should spread out throughout the space with a balloon



- *“For our warm up activity today we are going to play ‘Coach Says.’”*
- *“I am going to call out a different body part and you are going to practice striking your balloon with that body part.”*
- *“For example, we will start off by striking the balloon into the air with our hand.”*
- *“Now switch to striking the balloon with your elbow.”*
- Other ideas:
 - » Finger
 - » Knee
 - » Foot
 - » Head
 - » Ear
 - » Heel
 - » Shoulder

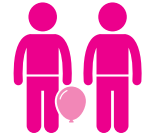
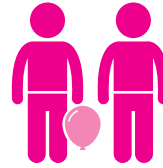
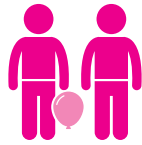
AIR BALL (5 MIN.)

Equipment

- 1 balloon per pair

Setup

Students should partner up and have one balloon per pair



- *This new game is called 'Air Ball.'*
- *"You and your partner will be working together to keep the balloon in the air as long as you can."*
- *"If you want to challenge yourself, try to only hit it two times before it is passed to your partner."*

COOL DOWN/FLEXIBILITY (5 MIN.)

“Let’s end our time together with a cool down song. I’ll start singing and you can do the actions. Join in when you are ready.”

Wheels on the Bus melody:

The athletes in our class touch their toes (bend and stretch), touch their toes, touch their toes. The athletes in our class touch their toes—all through the day.

The runner on the team goes run run run, run run run, run run run. The runner on the team goes run run run—all through the town. (Run in place.)

The swimmer in the water goes swim swim swim, swim swim swim, swim swim swim.

The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)

STRIKING REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Striking unit.”*
- *“We practiced striking using different objects such as a bat, racket, and bowling pins (or pool noodles or plates).”*
- *“We also used our hands to practice striking a ball or balloon.”*
- *“Let’s complete the book to help remind us of some of our new skills.”*

[Striking Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home the newsletter and include these game ideas they can use at home with their flashcards.

- Handball
- Ball Tap
- Beginning Floorball or Golf
- Beginning Tennis or Softball
- Beginning Volleyball

[Additional Striking Skill Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



TEACHING TIPS FOR SUCCESS

- Encourage students to keep their eyes on the ball to learn visual tracking.
- Encourage students to stand side-on to the ball with good balance.
- Using floor markers can help the students stand in the proper position. A side-on stance is important for good balance and rotation.
- Have the students twist their belly button forward when striking the ball to encourage follow through.
- Shifting weight is important to correct striking form. If the student is not shifting their weight, have them rock forward and backward while standing on floor markers.
- Large balls are easier to strike than small ones, and stationary objects are easier to strike than moving ones.
- When the student is first working to strike a moving object, throw the ball slowly and with a small arc.
- Increase the skill level by increasing the distance of the ball from the body. This allows the student to progress from using a hand to striking with a paddle and then to striking with a bat, golf club or hockey stick.
- If a student is unable to make contact with the ball, use a ball suspended at different heights for practice.

UNIT 6 PRINTABLES



Striking Skills

Dear Family,

There is something satisfying about hitting a ball. Many of us have childhood memories of stepping up to a ball, making contact with it, and being thrilled to see that we sent it into the air. I'm excited that your child has the same opportunity for success with Young Athletes activities. We are currently working on **striking skills**, which involve hitting a ball or an object with a hand, stick, bat, paddle or racket.

It's always rewarding to introduce a new skill area to students. One of the most impactful things about Young Athletes activities is that they allow children to experience **challenges** in a **supportive and encouraging environment**. Children learn that trying something new is an **opportunity to grow**. That's a lesson they'll benefit from all their lives. I'm sure your child is eager to share his or her progress in striking skills with you. One way your child can do that is with a popular balloon game. Toss a balloon up in the air and have your child and the rest of the family try to keep it from touching the ground by tapping it upward. It's a fun activity for children and adults alike!

Sincerely,

Teacher



Successfully striking a ball is a pride-boosting achievement.



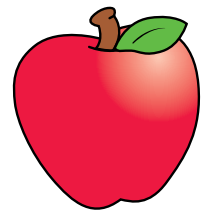
Healthy Habits

Here's a song that encourages children to eat fruit instead of sugary snacks after playtime. For extra fun, invite your child to think of motions to add to the song. Substitute the names of different fruits that grow on trees for additional verses.

Apple, Apple, Way Up High

Sung to "Twinkle, Twinkle, Little Star"

Apple, apple, way up high,
I can reach you if I try.
Climb a ladder,
Hold on tight.
Pick you quickly
Take a bite.



Important Interactions

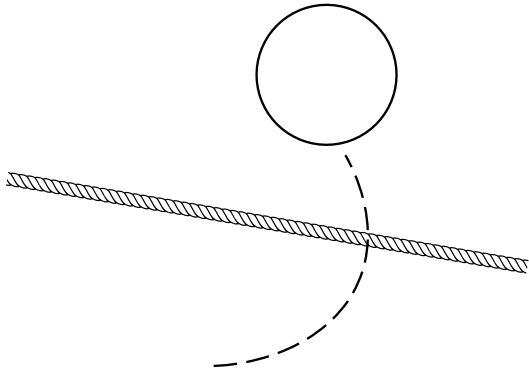
Taking turns and appreciating each other's differences are just two aspects of social awareness that children develop during Young Athletes. These skills play a big part in helping children get along with others during family, school and community activities.



Class News

2

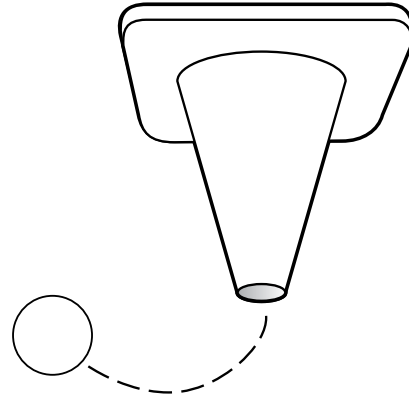
I can tap a ball over.



Color.

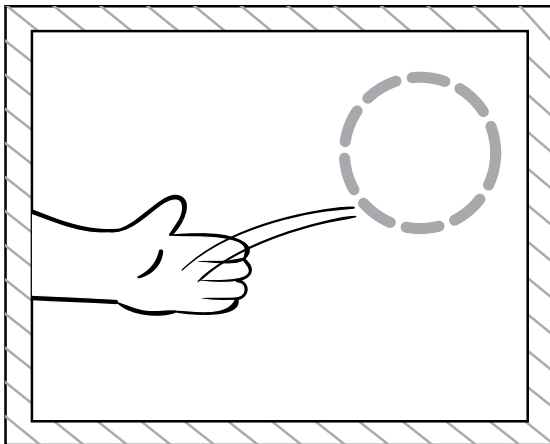
1

I can tap a ball off.



Color.

Trace.



I can tap a ball.

3

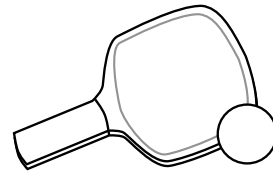
Let's Practice & Play

's

Name _____

Activities

Striking Skills



 Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



HIT THE BALL OFF OF THE TEE



RUN TO FIRST BASE



RUN TO SECOND BASE



RUN TO THIRD BASE



RUN TO HOME PLATE



UNIT 7

AGES 2-4

KICKING

.....

Similar to striking, kicking a stationary, medium or large sized ball is easier than kicking a small or moving ball. Unlike striking, however, kicking requires the ability to balance, at least for a moment, on one foot. Beginner kickers will lean forward when they are kicking a ball. More advanced kickers will lean their body back just before contacting the ball. Most beginners will be successful in kicking if they run up to a stationary ball to kick it, because they will essentially run through the ball with one foot. Once your students master running and kicking, have them stand behind a stationary ball and practice kicking it. This challenges the students to stand on one foot and disassociate one leg from another. The kicking leg should bend at the knee for a back swing, then straighten at contact. The opposite arm swings forward with the kick to allow for stabilization and power. Advanced kickers will have more bend in their knee and will swing the opposite arm forward as the ball is kicked.

Kicking incorporates a variety of skills and is a fun way for students to feel success as they make contact with the ball. Vary the targets or size and weight of the balls so that students can learn the different dynamics of kicking.

Skills

MOTOR SKILLS:

- Balance
- Eye-foot coordination
- Strength

COGNITIVE SKILLS:

- Listening and following cues
- Body awareness
- Spatial planning

SOCIAL SKILLS:

- Taking turns with others

Equipment

- Balls
- Cones
- Floor markers
- 1 hula hoop per 4 students
- Soccer balls
- Rope or balance beam

Classroom materials

- Unifix cubes or other small math manipulatives
- Blocks or cones
- Green and red paper

Books

- *Stick and Stone*
by Beth Ferry
- *Spoon*
by Amy Krouse Rosenthal
- *Ish*
by Peter Reynolds



Kicking

BASIC:

- Arms are held at sides
- Prepares for kicking with kicking leg
- Pushes leg forward into the ball
- No trunk rotation

PROFICIENT:

- Some arm movement
- Steps forward with the non-kicking foot
- Minimal windup with kicking leg
- Minimal trunk rotation
- Knee bent on contact

ADVANCED:

- Opposite arm swing
- Steps forward with non-kicking foot
- Winds up kicking leg prior to kick
- Trunk rotation
- Knee extended on contact

STANDARDS FOR SEL



Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.11 Demonstrates kicking a ball in a non-dynamic environment.



STANDARDS FOR ELA

Kindergarten:

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

STANDARDS FOR MATH

Kindergarten:

Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.4a)

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K.CC.5)

Leadership Time

- *Stick and Stone* by Beth Ferry is a story about friendship. Stick and Stone become good friends, especially after Stick stands up for Stone when Pinecone bullies him. This picture book lends itself to lessons on friendship and bullying.

Skills & Games

- Stationary Ball Kick
- Hajla
- Passing Practice
- Kicking Targets
- Coach Says
- Driver's Test

Equipment

- *Stick and Stone* by Beth Ferry
- Balls
- Cones
- Floor markers

Alternative Material Ideas

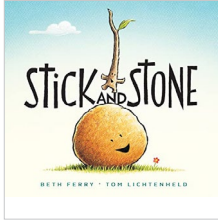
- Instead of a playground ball for each student, use basketballs or soccer balls



Things to Note

Lesson 3 has two games that involve each student having a ball. If you do not have enough balls, have the students pretend to kick a ball or pair up students and have them take turns. You can also collect different types of sports balls such as tennis balls, basketballs, or softballs, and challenge students to practice kicking these.

LEADERSHIP TIME (5 MIN.)



[Stick and Stone by Beth Ferry](#) (page 46 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

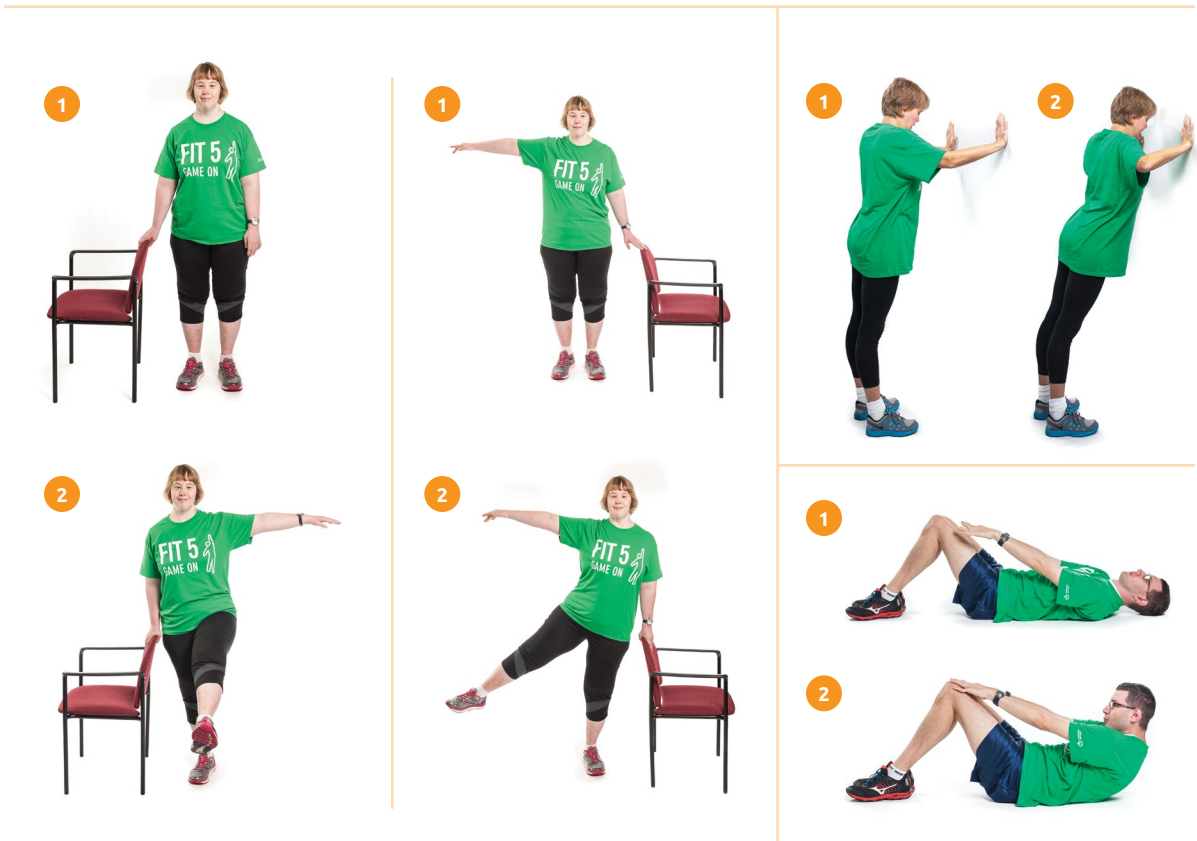
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



STATIONARY BALL KICK (5 MIN.)

Equipment

- Playground or soccer balls

Setup

Students should be put into pairs. Have them form two parallel lines facing each other with one ball for each pair.



- *“Today we will start learning a new skill, called kicking.”*
- *“Kicking involves balancing on one foot while swinging the other foot to come in contact with the ball.”*
- *“Watch as I demonstrate kicking.”*
- *“You and your partner will practice stationary ball kicks today.”*
- *“Stationary means that the ball is not moving when you kick it.”*
- *“You will kick the ball to your partner and your partner will stop the ball and then kick it back to you.”*
- *“Focus on being in control when you kick it so it goes to your partner.”*



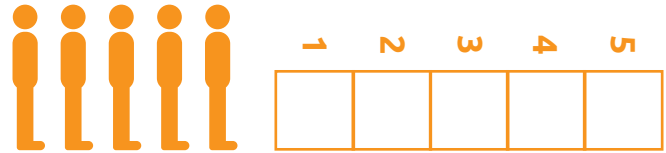
HAJLA (5 MIN.)

Equipment

- Stone or ball (something to kick)

Setup

Students stand in line at the start of the column (you do not need to write down numbers)



- *“Today we will be playing a game from the Middle East/North Africa region called Hajla!”*
- *“We will be practicing controlling the power of our kicking.”*
- *“The goal of this game is to kick the stone so it lands in the farthest box, but not over.”*
- *“The player’s score is based on where the stone or ball lands. The further the square, the higher the point value, but be careful not to kick the stone too far!”*
- *“If the stone rolls beyond the column, no points are received.”*
- *“We will take turns kicking.”*

This game is popular throughout countries like Palestine and Syria. In Palestine, this is the most popular game among girls, and a game called Jalul is most popular among boys.



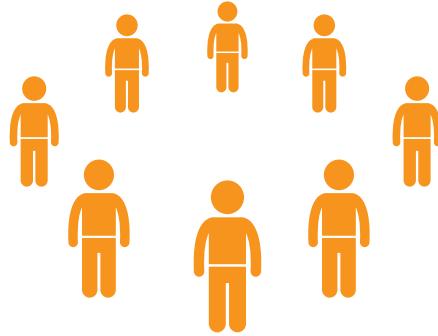
PASSING PRACTICE (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Now we are going to practice kicking the ball as a group.”*
 - *“We will stand in a circle and when you have the ball, you will say the name of someone in the circle and look at them to make eye contact so they know you are going to kick it to them.”*
 - *“Once you have made eye contact and said their name, you will kick it to that person.”*
 - *“Focus on kicking hard enough and in a straight line so that it makes it to the person you made eye contact with.”*
 - *“The person who receives the ball will then name someone else in the circle.”*
 - *“We will keep playing until everyone has a turn.”*
- You may also have the students call out a color someone is wearing or other identifying item.

Social Connection

Along with saying their name, encourage students to say “Hello _____” or “I hope you’re having a great day, _____” to reinforce positive social interactions.

Classroom Connection

Use this game as a greeting in the morning or a way to end your day. When you use this in a classroom, use a smaller ball and reinforce the importance of controlling your kick.



COOL DOWN/FLEXIBILITY (5 MIN.)

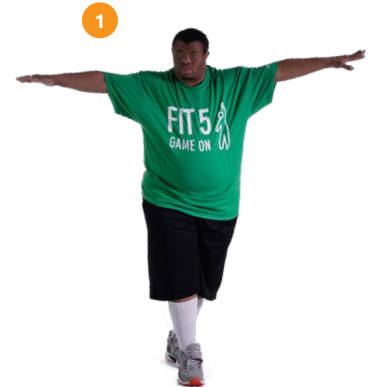
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

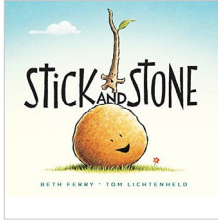
OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



[Stick and Stone by Beth Ferry](#) (page 46 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

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- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



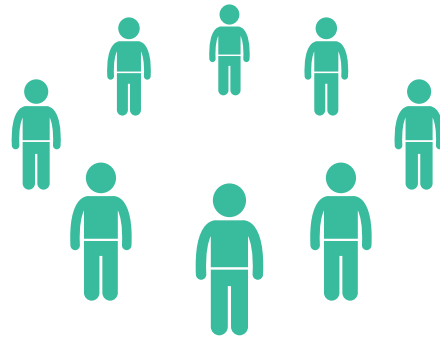
PASSING PRACTICE (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Now we are going to practice kicking the ball as a group.”*
- *“We will stand in a circle and when you have the ball, you will say the name of someone in the circle and look at them to make eye contact so they know you are going to kick it to them.”*
- *“Once you have made eye contact and said their name, you will kick it to that person.”*
- *“Focus on kicking hard enough and in a straight line so that it makes it to the person you made eye contact with.”*
- *“The person who receives the ball will then name someone else in the circle.”*
- *“We will keep playing until everyone has a turn.”*
- You may also have the students call out a color someone is wearing or other identifying item.

Math Connection

Instead of saying names, have students practice counting or skip counting. The first person can say 5 and then kick it. Whoever receives the ball can say 10 and so on (15, 20, 25...)

Literacy Connection

Instead of saying names, have students go through the alphabet. The first student says “A” and passes it to the next student who says “B” and so on.

Practice rhyming words, the first student says a word and the next student needs to come up with a word that rhymes.



KICKING TARGETS (10 MIN.)

Equipment

- Balls
- Cones

Setup

Divide students into 4-5 groups. Place 3 cones on the opposite side of the room as a line with a ball.



- *“We are going to practice kicking to a target together.”*
- *“You and your team are going to try to knock all the cones down.”*
- *“The first student in line will kick the ball at the cones.”*
- *“If they knock the cone down, leave the cone knocked down, get the ball and give it to the next person in line.”*
- *“They will then go to the back of the line.”*
- *“If they miss, they get the ball and hand it to the next person in line and go to the back of the line.”*
- *“The goal is to be the first team to knock over all of their cones.”*
- *“Your team will sit down when they get all their cones down.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

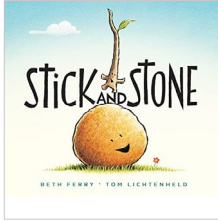
OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



LEADERSHIP TIME (5 MIN.)



[Stick and Stone by Beth Ferry](#) (page 46 of link)¹

Lesson 1: Read the book

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Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

[Fit 5 Strength Level 1 Cards](#) (pages 8-10 of link)³

- Straight Leg Raises
- Push-ups on the wall
- Curl-ups



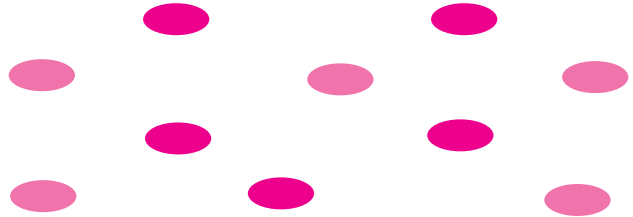
COACH SAYS (5 MIN.)

Equipment

- Balls
- Floor markers

Setup

Spread floor markers out throughout the space and give each student a ball



- *“Today we are playing ‘Coach Says’ to practice some spatial and body awareness with the ball.”*
- *“I am going to say ‘Coach Says’ and then a skill and you will perform that skill.”*
- *“Just like Simon Says, if I don’t say ‘Coach Says’ before the skill and you do it, you need to do 3 jumping jacks before getting back into the game.”*
- *“Coach Says:*
 - » *Put your right/left foot on the ball*
 - » *Alternate toe touches on top of the ball*
 - » *Move around the ball clockwise/counter-clockwise*
 - » *Stand in front/behind/to the side of the ball*
 - » *Step over the ball*
 - » *Side-to-side toe taps”*

DRIVER'S TEST (10 MIN.)

Equipment

- Balls
- Floor Markers
- Whistle

Setup

Spread floor markers out throughout the space and give each student a ball



- *"Alright everyone, we are going to be taking a driver's test today."*
- *"You are going to take your ball on a driver's test."*
- *"When I say go, you are going to use the inside of your foot to tap the ball forward while walking around the space."*
- *"You will need to watch out for other students as you do this."*
- *"When I blow my whistle, you need to freeze and listen for directions."*
- *"When I say 'drive home', you are going to tap your ball back to your home base spot as fast as you can."*
- Additional Challenges:
 - » Move in different pathways: zig zag, loop, straight
 - » Change speed
 - » Change directions on the signal: left, right, backwards
 - » Circle as many cones as you can in 1 minute
 - » Create your own challenge

COOL DOWN/FLEXIBILITY (5 MIN.)

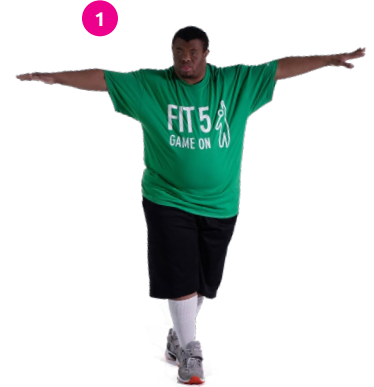
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

OR

[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



Leadership Time

- In *Spoon* by Amy Krouse Rosenthal, Spoon thinks his friends have it so much better than he does. He finds out that his friends think the same thing about him! Lessons in this book include being happy with what you have and accepting your own unique gifts.

Skills & Games

- Follow the Leader
- Treasure Hunt
- Soccer Bowling
- Penalty Kick
- Give and Go
- Dribble Practice

Equipment

- Balls
- Unifix cubes or other small math manipulatives
- 1 hula hoop per 4 students
- Soccer balls
- Cones
- Rope or balance beam
- Blocks or cones

Alternative Material Ideas

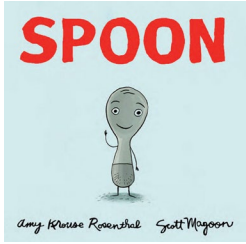
- Instead of unifix cubes, use whatever types of balls you have: playground, basketball, or soccer.



Things to Note

Treasure hunt is a great game to incorporate a lot of math skills. This game provides movement as well as hands on learning for counting, adding, visualizing, and making ten. A great game for math practice.

LEADERSHIP TIME (5 MIN.)



[Spoon by Amy Krause Rosenthal](#) (page 47 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



FOLLOW THE LEADER (5 MIN.)

Equipment

- 1 ball per pair
- Whistle

Setup

Pair up students and give each one a ball.



- *“We will be playing ‘Follow the Leader’ today to continue to practice kicking.”*
- *“Whoever is the youngest in each group will go first and be the leader.”*
- *“The leader will dribble their ball around the space and the second student will follow them.”*
- *“Everyone needs to keep control of their ball.”*
- *“When I blow the whistle, you will stop in place.”*
- *“Now we will switch who the leader and who the follower is.”*

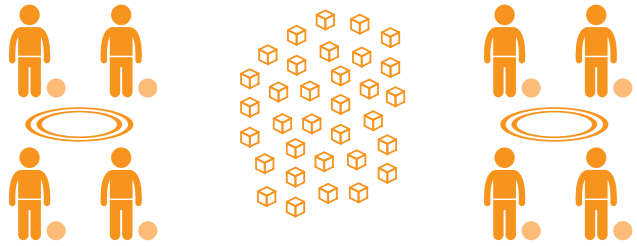
TREASURE HUNT (10 MIN.)

Equipment

- 1 ball per student
- Unifix cubes or other math manipulatives
- 1 hoop per 4 students

Setup

Divide students into groups of 4 and give them a hoop. Spread out manipulatives in the middle of the room.



- *“Today we will be playing ‘Treasure Hunt.’”*
- *“You are in a group of 4 with a hoop. This is where you will be putting your treasure.”*
- *“When I say ‘go,’ you will dribble your ball with your foot to the middle of the space and pick up one manipulative and bring it back to your hoop.”*
- *“You will continue to dribble back and forth, picking up manipulatives until time is up.”*
- *“When the time is up, you and your group will put the objects into groups of 2/5/10 and practice counting to see how many you collected.”*

Math Connection

Talk about odd and even numbers. Have students put their objects into groups of two. If every object has a partner, the number is even. If there is an object that is not paired up, the number is odd.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)¹

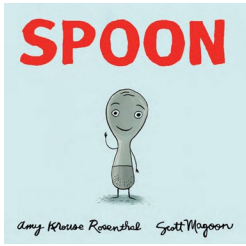
OR

[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



LEADERSHIP TIME (5 MIN.)



[Spoon by Amy Krause Rosenthal](#) (page 47 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



SOCCKER BOWLING (10 MIN.)

Equipment

- 1 soccer/playground ball per student
- 1 cone per 2 students

Setup

Each pair of students will have their own bowling lane. At one end of the lane, place the cone and a bowling ball on top of it with a student behind the cone. At the other end of the lane have the other student and a ball.



- *“Today we are going to play ‘Soccer Bowling.’”*
- *“In this game, you are going to see how many times out of 5 you can kick your ball to knock the other ball off the cone.”*
- *“When I say ‘go,’ kick your ball at the cone.”*
- *“Your partner will return your ball to you and replace the other ball if it falls off.”*
- *“After 5 tries, you and your partner will switch roles.”*

PENALTY KICK (5 MIN.)

Equipment

- Ball
- 2 cones

Setup

Place two cones several feet apart from each other to make a goal. Place students in a single file line. If you have a large group, make 2 lines.



- *“Soccer is a skill that uses a lot of kicking.”*
- *“One important skill is called a penalty kick.”*
- *“In soccer, a penalty kick is where one athlete gets to kick the ball at the goal all by themselves without the other players around.”*
- *“Today we are going to end our lesson with practicing a penalty kick.”*
- *“You will kick the ball and try to make a goal between the two cones.”*
- *“Once you kick, you will run to get the ball and hand it to the next student in line.”*
- *“Let’s practice good sportsmanship and cheer each other on during this activity.”*



COOL DOWN/FLEXIBILITY (5 MIN.)

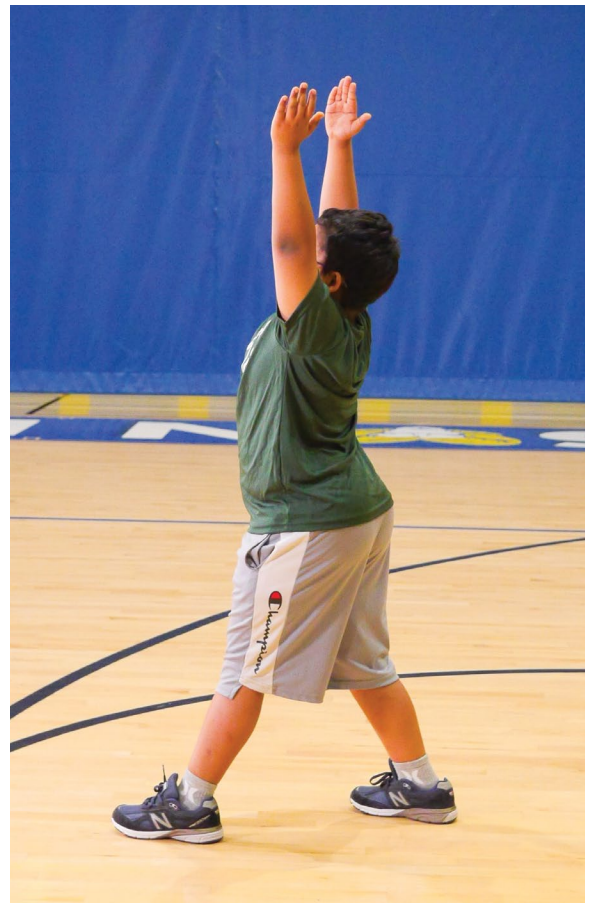
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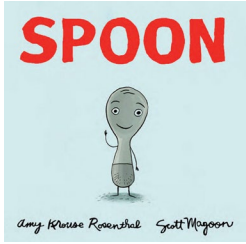
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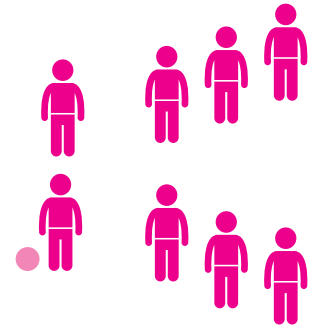
GIVE AND GO (5 MIN.)

Equipment

- Ball
- 2 cones

Setup

Place two cones several feet apart from each other to make a goal. Have students form two lines.



- *“Last time we were together we practiced some soccer skills.”*
- *“Today we are going to learn another soccer skill called passing.”*
- *“In this game called ‘Give and Go,’ you and your partner are going to work together to score a goal.”*
- *“One student is going to kick the ball to their partner and the partner is going to kick the ball into the goal.”*
- *“When you are finished, go back to the end of the line and we will switch who is the passer and who is the kicker.”*



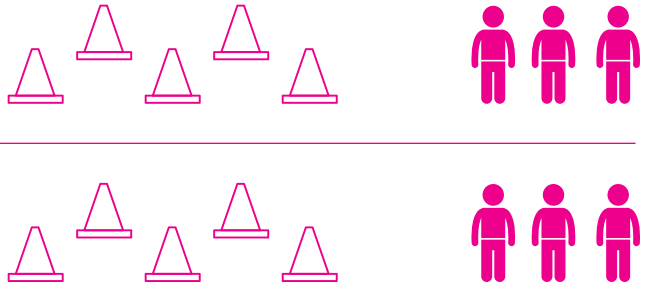
DRIBBLING PRACTICE (5 MIN.)

Equipment

- Ball
- Cones

Setup

Set up the cones in a zigzag pattern and have students form a line behind each line of cones



- *“We are going to practice dribbling the ball with our foot today.”*
- *“When it is your turn, you will tap the ball with your foot while you run around each of the cones.”*
- *“You will have to change directions when you get to each of the cones. Make sure to stay in control of the ball.”*
- *“When you get to the last cone, dribble your ball in a straight line back to the next student in line and go to the end of the line.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 1 Flexibility](#)¹

OR

[Warrior One Pose](#) (page 6 of link)²

Warrior One pose for 15 seconds. Repeat with the other leg forward.



Leadership Time

- In *Ish* by Peter Reynolds, Ramon loves to draw — until his older brother makes fun of his drawings. Then one day he finds someone who enjoys his work — his little sister. From her, he learns that his drawing of a vase doesn't have to be perfect, it just has to look "vase-ish."

Skills & Games

- Stationary Ball Kick
- Kicking Targets
- Follow the Leader
- Coach Says
- Dribbling
- Treasure Hunt

Equipment

- *Ish* by Peter Reynolds
- Balls
- Cones
- Green & red pieces of paper
- Poly spots/floor markers
- Unifix cubes other math manipulatives
- 1 hula hoop per 4 students

Alternative Material Ideas

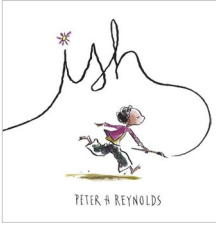
- Instead of a playground ball for each student, use whatever types of balls you have



Things to Note

Treasure hunt is a game that is repeated throughout the lesson plans. Use this week to build on skills of skip counting, grouping, and visualizing numbers.

LEADERSHIP TIME (5 MIN.)



[Ish by Peter Reynolds](#) (page 49 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



STATIONARY BALL KICK (5 MIN.)

Equipment

- Playground or soccer balls

Setup

Students should be put into pairs. Have them form two parallel lines facing each other with one ball for each pair.



- *“Today we will learn and practice kicking.”*
- *“Kicking involves balancing on one foot while swinging the other foot to come in contact with the ball.”*
- *“Watch as I demonstrate kicking.”*
- *“You and your partner will practice stationary ball kicks today.”*
- *“Stationary means that the ball is not moving when you kick it.”*
- *“You will kick the ball to your partner and your partner will stop the ball and then kick it back to you.”*
- *“Focus on being in control when you kick it so it goes to your partner.”*



KICKING TARGETS (10 MIN.)

Equipment

- Balls
- Cones

Setup

Divide students into 4-5 groups. Place 3 cones on the opposite side of the room as a line with a ball.



- *“We are going to practice kicking to a target together.”*
- *“You and your team are going to try to knock all the cones down.”*
- *“The first student in line will kick the ball at the cones.”*
- *“If they knock the cone down, leave the cone knocked down, get the ball and give it to the next person in line.”*
- *“They will then go to the back of the line.”*
- *“If they miss, they get the ball and hand it to the next person in line and go to the back of the line.”*
- *“The goal is to be the first team to knock over all of their cones.”*
- *“Your team will sit down when they get all their cones down.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

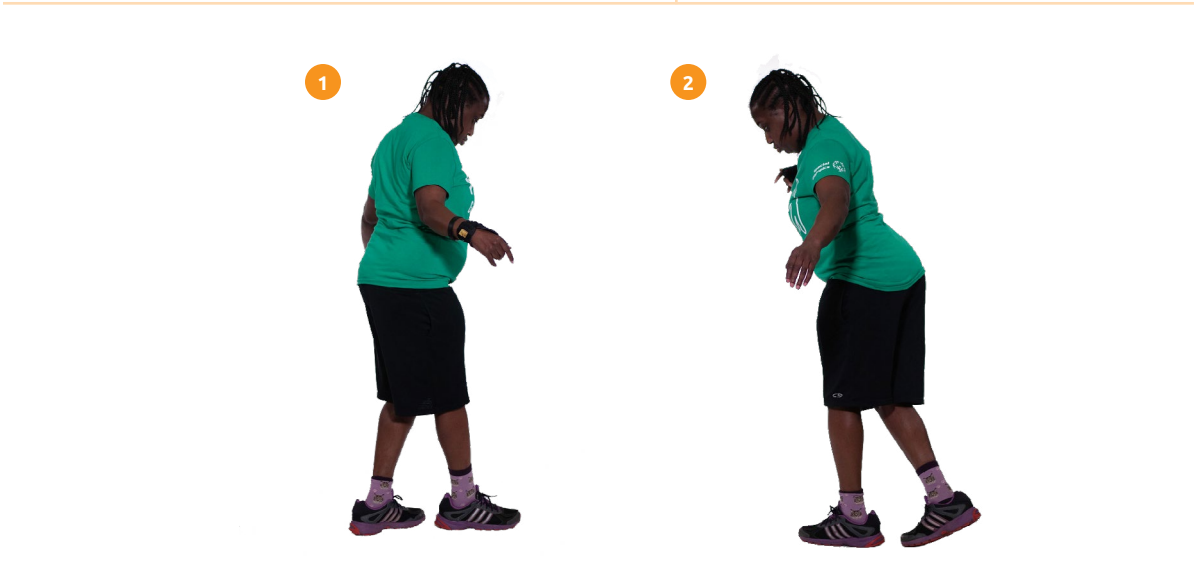
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

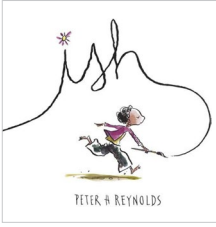
OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



LEADERSHIP TIME (5 MIN.)



[Ish by Peter Reynolds](#) (page 49 of link)¹

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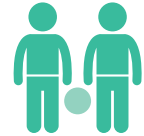
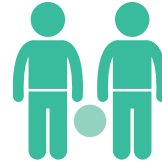
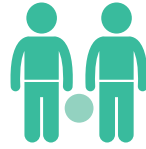
FOLLOW THE LEADER (5 MIN.)

Equipment

- 1 ball per pair
- Whistle

Setup

Pair up students and give each one a ball.



- *“We will be playing ‘Follow the leader’ today to continue to practice kicking.”*
- *“Whoever is the youngest in each group will go first and be the leader.”*
- *“The leader will dribble their ball around the space and the second student will follow them.”*
- *“Everyone needs to keep control of their ball.”*
- *“When I blow the whistle, you will stop in place.”*
- *“Now we will switch who the leader and who the follower is.”*

COACH SAYS (5 MIN.)

Equipment

- Balls
- Floor markers

Setup

Spread floor markers out throughout the space and give each student a ball



- *"Today we are playing 'Coach Says' to practice some spatial and body awareness with the ball."*
- *"I am going to say 'Coach Says' and then a comment and you will perform that skill."*
- *"Just like Simon Says, if I don't say 'Coach Says' before the command and you do it, you need to do 3 jumping jacks before getting back into the game."*
- *"Coach Says:*
 - » *Put your right/left foot on the ball*
 - » *Alternate toe touches on top of the ball*
 - » *Move around the ball clockwise/counter-clockwise*
 - » *Stand in front/behind/to the side of the ball*
 - » *Step over the ball*
 - » *Side-to-side toe taps"*

COOL DOWN/FLEXIBILITY (5 MIN.)

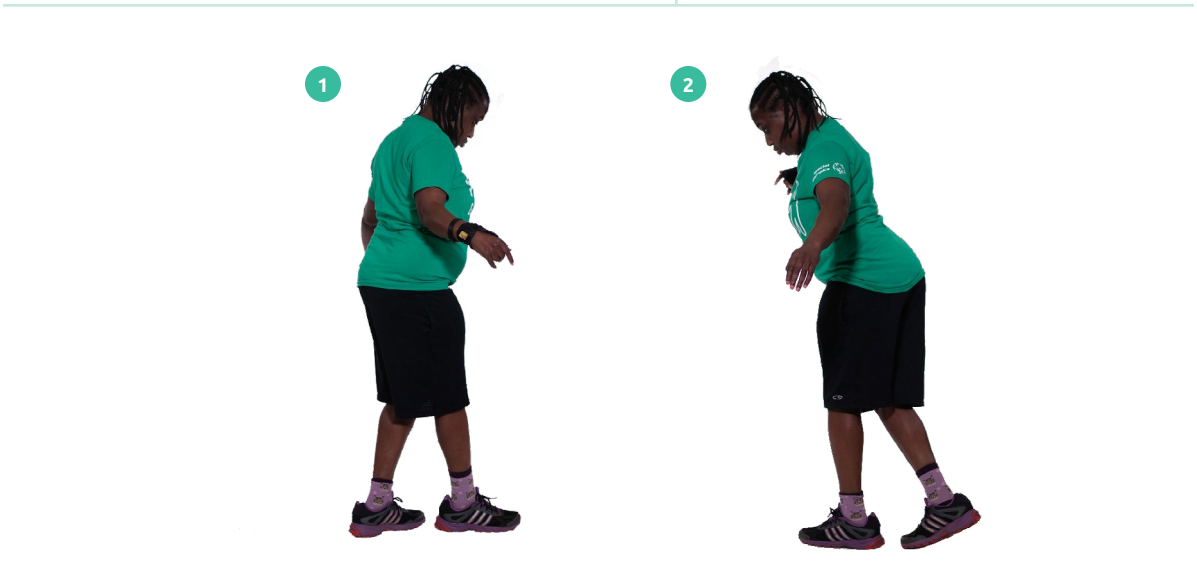
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

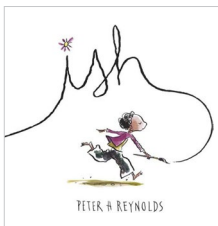
OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



LEADERSHIP TIME (5 MIN.)



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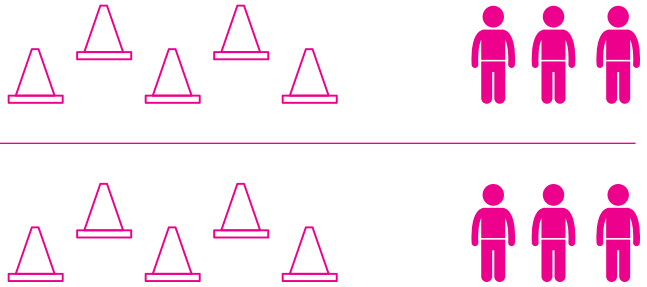
DRIBBLING PRACTICE (5 MIN.)

Equipment

- Ball
- Cones

Setup

Set up the cones in a zigzag pattern and have students form a line behind each line of cones



- *“We are going to practice dribbling the ball with our foot today.”*
- *“When it is your turn, you will tap the ball with your foot while you run around each of the cones.”*
- *“You will have to change directions when you get to each of the cones. Make sure to stay in control of the ball.”*
- *“When you get to the last cone, dribble your ball in a straight line back to the next student in line and go to the end of the line.”*

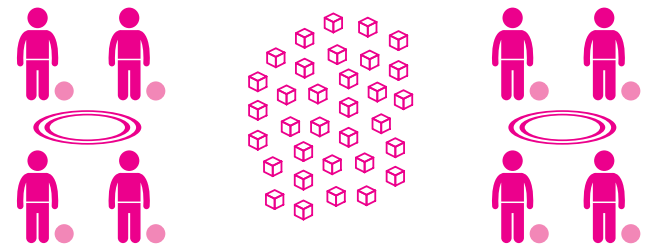
TREASURE HUNT (10 MIN.)

Equipment

- 1 ball per student
- Unifix cubes or other math manipulatives
- 1 hoop per 4 students

Setup

Divide students into groups of 4 and give them a hoop. Spread out manipulatives in the middle of the room.



- *“Today we will be playing ‘Treasure Hunt.’”*
- *“You are in a group of 4 with a hoop. This is where you will be putting your treasure.”*
- *“When I say ‘go,’ you will dribble your ball with your foot to the middle of the space and pick up one manipulative and bring it back to your hoop.”*
- *“You will continue to dribble back and forth, picking up manipulatives until time is up.”*
- *“When the time is up, you and your group will put the objects into groups of 2/5/10 and practice counting to see how many you collected.”*

Math Connection

Talk about odd and even numbers. Have students put their objects into groups of two. If every object has a partner, the number is even. If there is an object that is not paired up, the number is odd.

COOL DOWN/FLEXIBILITY (5 MIN.)

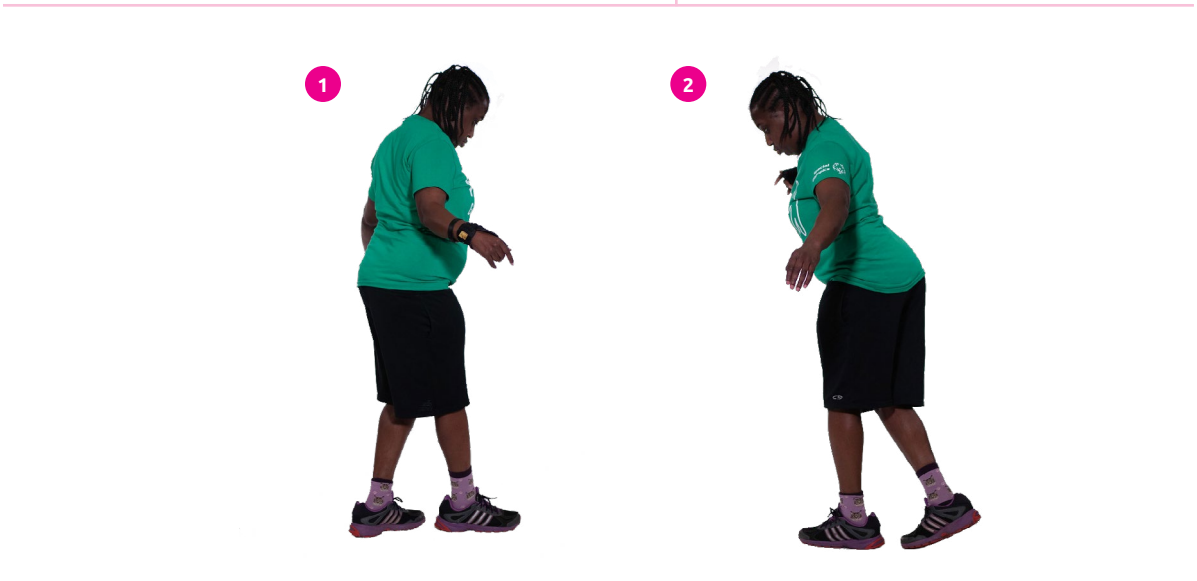
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 2 Video](#)¹

OR

[Fit 5 Balance Level 2 Cards](#) (pages 29-31 of link)²

- Single Leg Stance
- Tandem stance on an unstable surface
- Walking on a line



KICKING REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Kicking unit.”*
- *“We practiced kicking the ball to each other as well as into the goal.”*
- *“Remember, it’s important to look at the goal when you are kicking.”*
- *“Let’s complete the booklet to help remind us of some of our new skills.”*

[Kicking Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter printable](#) and include this list of games and resources for parents.

Activities from skill cards that were covered in this unit:

- Stationary Ball Kick
- Penalty Kick
- Passing Practice
- Give and Go
- Pinball
- Three-Pin Bowling
- Cone Dribble

[Additional Kicking Skills Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



TEACHING TIPS FOR SUCCESS

- Encourage the students to keep their eyes on the ball and then on the target.
- Use a ball that is the student's favorite color or a ball with a bell inside.
- Weight shifting to the non-kicking leg is necessary for control and balance.
- Use verbal and visual cues to identify and differentiate the right foot and the left foot, one as the kicking foot and one as the stabilizing foot.
- If the student loses their balance while kicking, use a lightweight ball or volleyball floater. You can also have the student hold your hand while kicking.



UNIT 7 PRINTABLES



Kicking Skills

Dear Family,

A ball is one of the most popular children's toys, and it's no wonder. You can roll it, catch it, strike it, kick it and more. That amounts to hours and hours of entertaining physical activity and playtime. As we focus on **kicking skills**, your child will gain abilities sure to enhance his or her participation in playtime activities at home, at school and in the community.

Motor skills are only part of what is needed for success in sport and play activities, though. Following rules and directions is another essential element. We reinforce **responsible decision-making** whenever we practice Young Athletes activities. Like other **social-emotional skills**, learning about the importance of making good decisions is a lesson that has lifelong relevance. You can support this learning by talking with your child about rules or safety tips before practicing Young Athletes activities at home. For example, before kicking a ball back and forth with your child, discuss the importance of playing in an open area where the ball can't hit breakable objects. It's a simple way to help set the stage for a lifetime of thoughtful choices.

Sincerely,

Teacher

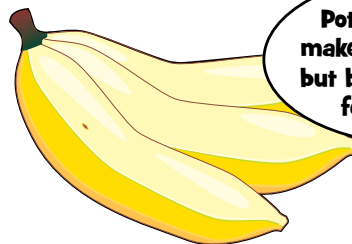


Kicking a ball requires balance and eye-foot coordination.



Healthy Habits

It's never too early to teach your child about good nutrition. Point out how nutritious foods help our bodies grow and stay fit, while junk foods don't. Guide your child to select healthy snacks, and praise his or her good choices.



Potato chips don't make strong muscles, but bananas are good for your body.



Long-Lasting Impact

The benefits from Young Athletes continue even after participation ends. At 5- and 10-month follow-ups, children who participated in Young Athletes maintained a 4-month advantage in development.



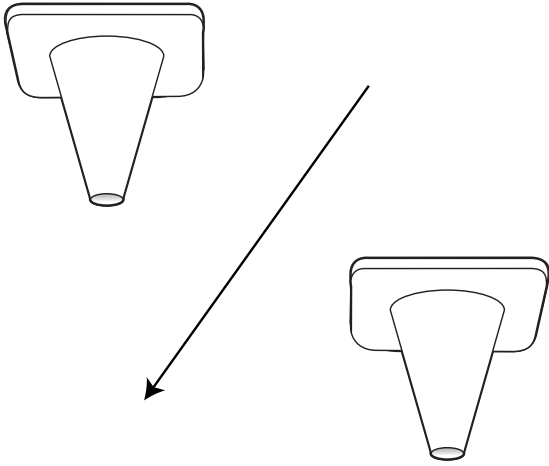
Class News

1 I put my ball on the floor.



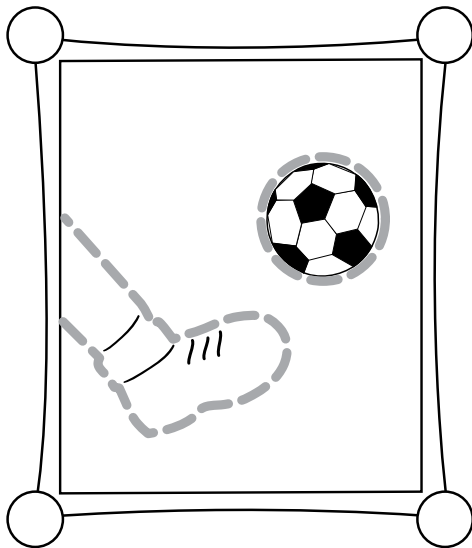
Color.

2 I look at the goal.



Circle a cone.

Trace.



I kick the ball.

3

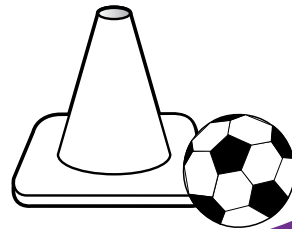
Let's Practice & Play

Name _____

's

Activities

Kicking



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



UNIT 8

AGES 2-4

ADVANCED SKILLS

.....

Advanced skills encompasses all the skill areas we have been working on throughout the year into sports. These skills will challenge students and introduce them to different types of sports. Some of these skills will be more advanced for students. Mastery is not the goal in these lessons. Through these lessons we will introduce students to a variety of sports areas and give them opportunities to use their skills in a fun and supportive environment.

Advanced skills incorporate all of the core skills we have been working on throughout the year. These lessons will introduce new sports to students and challenge them to use the skills they have learned. The goal of these lessons is to introduce sports such as softball, basketball, and jump rope. These lessons are not designed to achieve mastery of the skills. Let students enjoy trying and learning something new and encourage their love of sports.

Skills

MOTOR SKILLS:

- Locomotor skills and cognitive concepts such as walking or running forward, backward, sideways and in pathways, such as, zig-zag, circle and straight lines
- Object manipulation

COGNITIVE SKILLS:

- Following activity directions
- Reading readiness
- Number sense

SOCIAL SKILLS:

- Peer interaction
- Confidence
- Cheering others on
- Taking turns
- Active listening

Classroom materials

- 6 dice
- Fit Dice exercise printables
- A way to play music

Equipment

- Floor markers
- Bean bags
- Cones
- Hula hoops
- Balls
- A line on the floor
- Dowels
- Long jump rope
- Jump rope for each student
- Soft balls or foam balls
- Cone or ball tee
- Bat, dowel, or stick
- Parachute
- Scarves

Books

- *Wild About Us!*
By Karen Beaumont
- *I Got the Rhythm*
by Connie Schofield-Marrison
- *The Many Colors of Harpreet Singh*
by Supriya Kelkar
- *Say Something*
by Peter H. Reynolds

STANDARDS FOR SEL



Head Start:

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE 4. Child engages in cooperative play with other children.
- Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others
- Goal P-SE 7. Child expresses care and concern toward others.
- Goal P-SE 8. Child manages emotions with increasing independence.
- Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.2 Demonstrates jumping and landing in a non-dynamic environment.
- 1.2.3 Demonstrates transferring weight on multiple body parts.
- 1.2.4 Demonstrates nonlocomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.2.6 Demonstrates the ability to manipulate small implements.
- 1.2.16 Demonstrates jumping rope in a non-dynamic environment.
- 1.2.15 Demonstrates locomotor, nonlocomotor, and manipulative movements based on a variety of dance forms.



STANDARDS FOR ELA

Kindergarten:

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Read common high-frequency words by sight, such as the, of, to, you, she, my, is, are, do, and does. (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)

Leadership Time

- *Wild About Us* by Karen Beaumont is a cleverly written and beautifully illustrated book about the celebration of difference. This book about acceptance, self-confidence, and compassion will bring out the best in all of us.

Skills & Games

- I Spy
- Pilolo
- Run and Carry
- Creative Dance
- Fire Drill
- Fit Dice
- Skip and Carry

Equipment

- *Wild About Us* by Karen Beaumont
- Floor markers
- Bean bags
- Cones
- Hula hoops
- Balls
- Line on the floor
- 6 dice
- [Fit Dice exercise printables](#)

Alternative Material Ideas

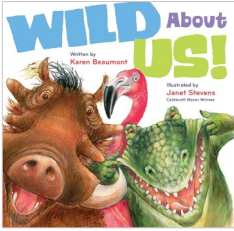
- Instead of using the Fit Dice exercise printables, let students come up with their own exercises.



Things to Note

This week reviews some key skills that students will need to be successful at other advanced skills in future lessons.

LEADERSHIP TIME (5 MIN.)



[Wild About Us by Karen Beaumont](#) (page 51 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Strength](#)²

OR

[Seated Leg Lifts](#) (page 24 of link)³

1. "Sit tall with your right leg out straight and your left leg bent with your foot flat on the ground."
2. "Hug your arms around your bent leg."
3. "Raise your right leg up a few inches and hold."
4. "Lower your leg down and repeat."
5. "Switch to raise your left leg."



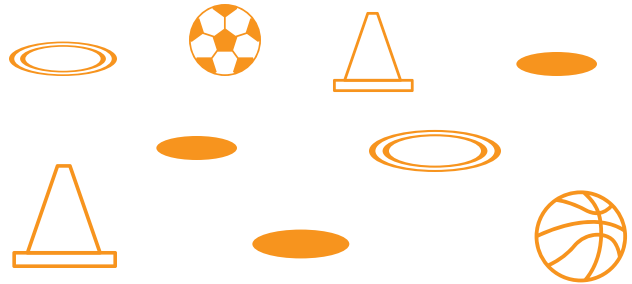
I SPY (10 MIN.)

Equipment

- Floor markers
- Beanbags
- Cones
- Hoops
- Balls
- Mix of athletic equipment

Setup

Scatter equipment randomly around the space



- "Great warm-up! Now let's play I Spy with all of our new sports equipment."
 - "I spy with my little eye a green ball."
 - "Where is the green ball? Look around, find the ball and point to it first."
 - "Now, let's **walk** to the ball."
 - "Listen carefully! I spy with my little eye an orange cone."
 - "Where is the orange cone? Look around and find it."
 - "Hurry, let's **run** to the cone."
- Encourage athletes to find an object that is visible and everyone races to the object by walking or running.
 - Focus on the equipment today. The next lesson will include different ways of moving.
 - Remind students to be aware of others when moving through the space and not to bump into each other
 - The I Spy game progresses as the teacher (or student) calls out the name and/or color of a piece of equipment and all athletes find that object.



PILOLO (5 MIN.)

Equipment

- Items that can be hidden: typically small sticks, coins, pencils, etc.

Setup

Students should start in a group with their eyes closed so the leader can hide the objects without being seen.



- *“Today we will be playing an African game called Pilolo, which means ‘time to search for.’”*
- *“The goal of the game is to find the selected objects and bring them to the leader.”*
- *“The objects we will be hiding and searching for today are: [insert objects and show them to the players — example, markers, sticks, coins, etc.]”*
- *“Everyone will close their eyes, except for the leader (or teacher) who will hide the sticks (or other small, hidable objects).”*
- *“Once the sticks (or objects) are hidden, the leader will shout ‘pilolo’ to tell the other players to open their eyes and search for the object.”*
- *“Once a player finds an object, they will bring it to back to the leader.”*
- *“The player who returns the most objects to the leader will become the leader for the next round.”*

The game Pilolo is believed to have originated in Ghana and is very popular with children. Similar to a scavenger hunt or Easter Egg hunt, children search for hidden objects!



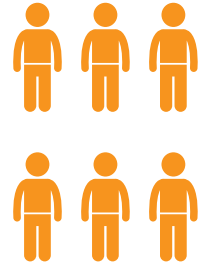
RUN AND CARRY (5 MIN.)

Equipment

- Bean bags

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play 'Run and Carry.'"*
- *"Divide students up into equal lines on one side of the space."*
- *"When it is your turn, you are going to run from this side of the room to the other and pick up a bean bag and carry it back."*
- *"Drop it next to the next person in line, it is their turn to run and pick up a beanbag."*
- *"Keep going until all the bean bags have been picked up."*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

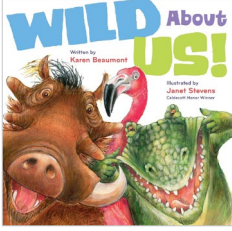
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[Wild About Us by Karen Beaumont](#) (page 51 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Strength](#)²

OR

[Seated Leg Lifts](#) (page 24 of link)³

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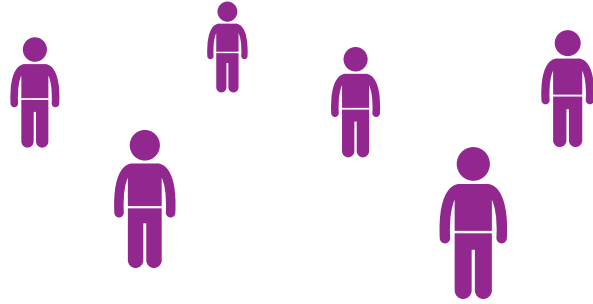
CREATIVE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to play “Creative Dance”.*
- *“During this game, I am going to call out a dance element and a body part.”*
- *“Your job is to be creative and show me what that would look like.”*

- Suggested Moves:
 - » Slow legs
 - » Twisting spine
 - » Stretched arms
 - » Fast feet
 - » Curled hands
 - » Heavy knees
 - » Low level elbows
 - » Flowing shoulders
 - » Loose legs

Lead Up Activity

Introduce what a noun is by talking about different body parts and saying that a noun can be an object. Play the song Head Shoulders Knees and Toes to reinforce different body parts.

Additional Activity

Teach what an adjective and a noun is. Tell students that a noun can be an object such as your head, nose, elbow or foot. An adjective describes a noun.

FIRE DRILL (5 MIN.)

Equipment

- Ball or beanbag

Setup

Have students stand in a line, shoulder to shoulder, except for 1 student. If you have a large class, form 2 lines.



- *"Today's game is called 'Fire Drill'."*
- *"We will all start standing in a line shoulder to shoulder with each other except for one student."*
- *"We are going to pass a ball from one end of the line to the other and back as fast as we can."*
- *"The student who isn't in the line is going to run around the line and try to get back to the start before the ball reaches the end."*

Additional Information

- If the student is unsuccessful, give the student another try.
- Make the passing more difficult by passing behind the back or between the legs.
- Switch students taking turns running around the line.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

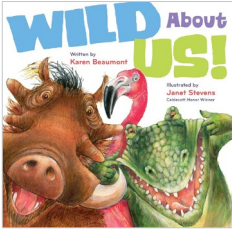
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[Wild About Us by Karen Beaumont](#) (page 51 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Strength](#)²

OR

[Seated Leg Lifts](#) (page 24 of link)³

1. "Sit tall with your right leg out straight and your left leg bent with your foot flat on the ground."
2. "Hug your arms around your bent leg."
3. "Raise your right leg up a few inches and hold."
4. "Lower your leg down and repeat."
5. "Switch to raise your left leg."



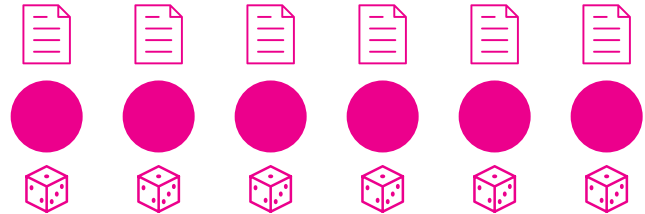
FIT DICE (5 MIN.)

Equipment

- 6 dice
- [Fit Dice exercise printables](#)
- Floor markers

Setup

Place 6 floor markers spaced out in a line and different movement activities at each spot with a die



- *"Today we are going to play Fit Dice."*
- *"You will roll the die at the floor marker and do that many of the listed exercise."*
- *"For example, if I roll a 3 while I am on the floor marker with jumping jacks, I will do 3 jumping jacks."*
- *"Once I am done with my jumping jacks, I will move to the next floor marker."*
- *"Keep rotating through the line until I tell you to stop."*

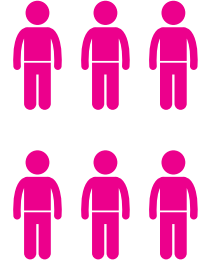
SKIP AND CARRY (5 MIN.)

Equipment

- Bean bags

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play 'Skip and Carry.'"*
- *"This game is like Run and Carry, that we played a few weeks ago except you will skip instead of run."*
- *"In this game, when it is your turn, you are going to skip from one side of the room to the other and pick up a bean bag and skip back with it."*
- *"Drop it next to the next person in line and go to the end of the line."*
- *"It is the next persons turn to skip and pick up a bean bag."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



Leadership Time

- In *I Got the Rhythm* by Connie Schofield-Morrison, students will be able to create instruments from recyclable materials

Skills & Games

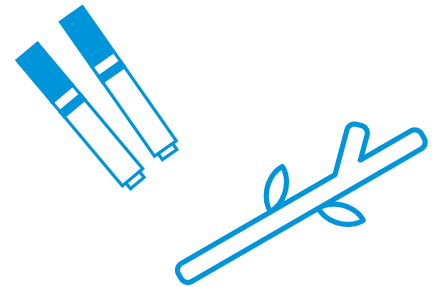
- Jumping Simon
- Ladder Jump
- Snake in the Grass
- Dan Chhae Jul Normgi
- Hula Hoop Jumping
- Bouncing Warm Up
- Turning the Rope

Equipment

- *I Got the Rhythm* by Connie Schofield-Morrison
- Rope or floor markers
- Sticks or tape
- Long jump rope
- Hula hoop
- Jump rope for each student

Alternative Material Ideas

- Instead of using a jump rope, use markers or sticks and have students hold them and practice the motion of turning a jump rope as they jump



Things to Note

This week is an introduction to jumping rope. You will have students at different levels for this skill so feel free to skip activities or spend longer on activities based on what your class needs. Try to have jump ropes available for recess or play time to allow students to continue practicing these skills.

LEADERSHIP TIME (5 MIN.)



[*I Got the Rhythm* by Connie Schofield-Morrison](#) (page 53 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

- *“Today we will be learning a new warm up chant.”*
- *“This chant is often used when jumping rope to help you keep a steady beat.”*
- *“Let’s say it together and do the actions.”*

CHANT: Teddy bear, Teddy bear

Teddy bear, teddy bear, turn around
 Teddy bear, teddy bear, touch the ground
 Teddy bear, teddy bear, jump up high
 Teddy bear, teddy bear, touch the sky

Teddy bear, teddy bear, bend down low
 Teddy bear, teddy bear, touch your toes
 Teddy bear, teddy bear, turn out the light
 Teddy bear, teddy bear, say goodnight.



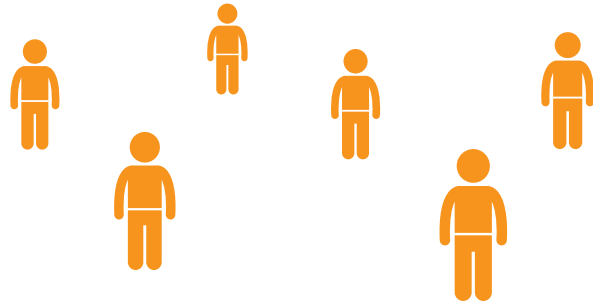
JUMPING SIMON (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“This week we will be learning how to jump rope.”*
- *“We will practice our jumping skills and then keep working to add a jump rope in.”*
- *“Today we are going to play ‘Jumping Simon.’”*
- *“This game is like Simon Says, except Simon is only going to do jumping motions.”*
- *“Listen carefully and follow what Simon says.”*
- Examples:
 - » In place, forward, backward, to one side, to the other side (directions in space)
 - » Just barely coming off the floor/lifting off the floor as high as possible (levels in space)
 - » In straight/curving/zigzagging lines (pathways in space)
 - » Slowly/quickly (time)
 - » Lightly/heavily (force)
 - » With pauses - jump-jump-stop, jump-jump-stop (flow)
 - » Over a jump rope or line (relationships with objects)

LADDER JUMP (5 MIN.)

Equipment

- Tape or sticks

Setup

Make 6 lines out of tape or chalk, one set of 6 lines for each partnership



- *“We are going to be practicing jumping over the lines today.”*
- *“The first time you will leap over the line by using one foot to jump first and have the other foot follow.”*
- *“The second time, you will use two feet together and jump with both feet and land.”*
- *“Try hard not to touch the line when you jump.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

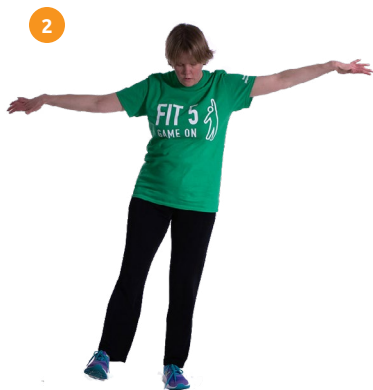
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 3 Video](#)¹

OR

[Fit 5 Balance Level 3 Cards](#) (pages 43-45 of link)²

- Leg Swings
- Lateral Step Down
- Single Leg Stance with Rotation



LEADERSHIP TIME (5 MIN.)



[I Got the Rythm by Connie Schofield-Morrison](#) (page 53 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

- *“Today we will be learning a new warm up chant.”*
- *“This chant is often used when jumping rope to help you keep a steady beat.”*
- *“Let’s say it together and do the actions.”*

CHANT: Teddy bear, Teddy bear

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 Teddy bear, teddy bear, turn out the light
 Teddy bear, teddy bear, say goodnight.



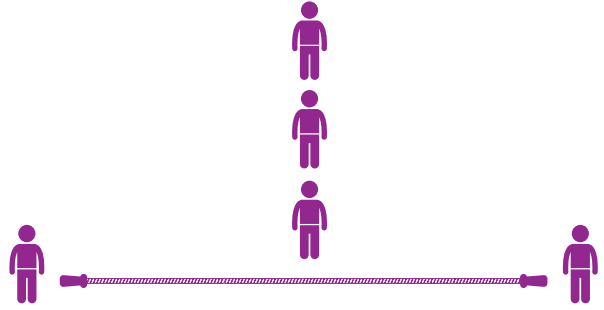
SNAKE IN THE GRASS (5 MIN.)

Equipment

- Jump rope

Setup

Have two people hold the ends of the rope, making sure it's flat on the ground



- *"Today's game is called 'Snake in the Grass.'"*
- *"We will be holding a jump rope on the ground and shaking the rope so it looks like a snake."*
- *"You will all line up on one side of the rope and take turns jumping over the rope."*
- *"If your foot touches the rope, you have to do 3 frog jumps before you can get back in line to jump again."*

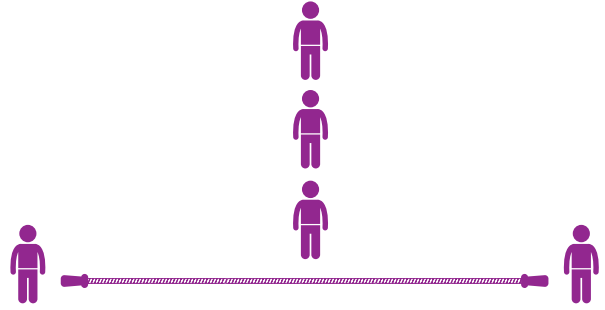
DAN CHHAE JUL NORMGI (5 MIN.)

Equipment

- A long jump rope

Setup

Have two people hold the ends of the rope, making sure it's flat on the ground



- *"Today we will be playing a game from the East Asia region called Dan Chhae Jul Normgi, a jump rope game that has been played for hundreds of years and is still popular today!"*
- *"Two players will be the rope turners, each taking one end of the jump rope."*
- *"The other players will take turns trying to jump over the rope, one at a time."*
- *"If a player stops the rope between their legs, they win and get to swap spots with one of the rope turners."*
- *"If the rope catches on a players legs, they are out!"*

This is a traditional Korean game and is typically played during Lunar New Year and Chuseok.



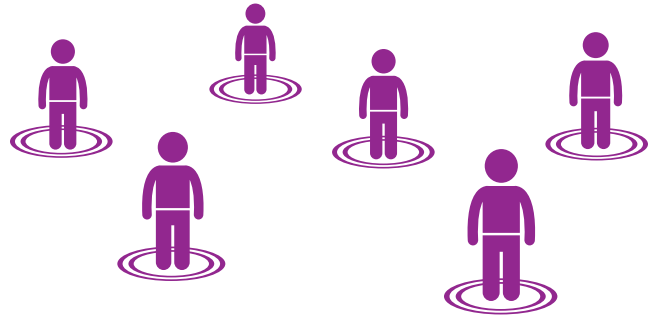
HULA HOOP JUMPING (5 MIN.)

Equipment

- Hula hoop for each student

Setup

Students should spread out with their hula hoop



- *"Our last activity is going to help us practice jumping with a jump rope."*
- *"You will each have a hula hoop."*
- *"You are going to practice holding the hoop with your hands and bringing it up over your head and then down to the ground so you can step or jump through it."*
- *"Start off slow and then increase your speed."*
- *"See if you can jump through it 10 times."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 3 Video](#)¹

OR

[Fit 5 Balance Level 3 Cards](#) (pages 43-45 of link)²

- Leg Swings
- Lateral Step Down
- Single Leg Stance with Rotation



LEADERSHIP TIME (5 MIN.)



[I Got the Rhythm by Connie Schofield-Morrison](#) (page 53 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

- *“Today we will be learning a new warm up chant.”*
- *“This chant is often used when jumping rope to help you keep a steady beat.”*
- *“Let’s say it together and do the actions.”*

CHANT: Teddy bear, Teddy bear

Teddy bear, teddy bear, turn around
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 Teddy bear, teddy bear, touch the sky

Teddy bear, teddy bear, bend down low
 Teddy bear, teddy bear, touch your toes
 Teddy bear, teddy bear, turn out the light
 Teddy bear, teddy bear, say goodnight.



BOUNCING WARM UP (5 MIN.)

Equipment

- Jump rope for each student
- Floor marker for each student

Setup

Place floor markers throughout the space. One for each student. Have a jump rope on the floor coming from the poly spot



- *"Today we get to practice jumping rope."*
- *"We are going to learn how to do it slowly and then increase our speed as we practice."*
- *"Before we start with our jump ropes, let's practice some jumping."*
- *"Lay your jump rope on the ground in front of you."*
- *"You are going to start on one end of your jump rope and jump from side to side all the way to the end."*
- *"First, we are going to do a single bounce."*
- *"Single means one, so you will jump one time on one side of the rope and then one time to the other side of the rope."*
- *"Now we are going to do a double bounce."*
- *"Double means two, so you will jump two times on one side of the rope and then over it and then two times on the other side."*
- *"Continue this all the way to the end of the rope."*
- *"Let's practice this a few times."*
- *"Finally, we are going to try jumping backwards."*
- *"You can either try a single jump or a double jump, but try to do it while moving backwards."*

TURNING THE ROPE (5 MIN.)

Equipment

- Jump rope for each student
- Floor marker for each student

Setup

Place floor markers throughout the space, one for each student



- *“Now that we are warmed up with jumping, we are going to learn how to turn the rope.”*
- *“Watch how I do it, and then you will pick up your jump rope and try.”*
- *“First, you will hold the rope with two hands and stand in front of the rope.”*
- *“Using your wrists, you will bring the rope up and over your head and have the rope land in front of you.”*
- *“When the rope is in front of you, you can step or jump over it.”*
- *“You will repeat this step and continue to jump or step over the rope.”*
- *“Start off slow to practice turning the rope and focus on thinking about when to step over the rope.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Balance Level 3 Video](#)¹

OR

[Fit 5 Balance Level 3 Cards](#) (pages 43-45 of link)²

- Leg Swings
- Lateral Step Down
- Single Leg Stance with Rotation



Leadership Time

- In the book *The Many Colors of Harpreet Singh* by Supriya Kelkar, students will be able to practice expressing their emotions.

Skills & Games

- Stand, Roll and Trap
- One-on-One
- Dribble
- Pass and Shoot
- Softball Skills
- Softball Game

Equipment

- *The Many Colors of Harpreet Singh* by Supriya Kelkar
- Soccer balls
- 2 cones per group of 3 students
- Basketballs
- Hoop, basket, or box
- Floor markers
- Soft ball or foam ball
- Cone or ball tee
- Bat, dowel, or stick

Alternative Material Ideas

- Instead of a playground ball for each student, use whatever types of balls you have



Things to Note

This is the last week of new material. Feel free to extend or repeat any of the lessons if you need a few more weeks of lessons. This is a great time to invite parents in to play along or watch their students in action.

LEADERSHIP TIME (5 MIN.)



[The Many Colors of Harpreet Singh by Supriya Kelkar](#) (page 55 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle Level 3 Endurance](#)²

OR

[Leaping](#) (page 30 of link)³

- Place cones about 3 leaps away from each other.
- Practice leaping from one cone to the other and turn around and go back.
- Do this for 30 seconds.



STAND, ROLL AND TRAP (5 MIN.)

Equipment

- Ball

Setup

Students should stand in a large circle



- *“Each time we meet this week, we will be learning a different sport.”*
- *“Today we will be practicing some soccer skills.”*
- *“We will start off in a circle.”*
- *“I will kick the ball to a student in the circle and they will trap the ball with the bottom of their foot to stop the ball.”*
- *“Then they will kick the ball to someone else in the circle.”*
- *“We will practice counting during this activity.”*
- *“There are ___ students in our class so let’s count up to ___.”*

Math Connection

Have students skip count instead of counting by one while they kick the ball.

Literacy Connection

Start off saying a word. The next student needs to say a word that rhymes with the last one. If a student can’t think of a word, they can pick a new word to rhyme with.



ONE-ON-ONE (5 MIN.)

Equipment

- Goal or two cones
- Soccer ball

Setup

Establish a goal on one side of the room and have students line up in two lines on the other side of the room



- *“We are going to wrap up today with a game called ‘One on One.’”*
- *“You and your teammate will pass the ball to each other 3 times while running towards the goal.”*
- *“On the 3rd pass, whoever has the ball will shoot towards the goal.”*
- *“Once you shoot, you will go get the ball, pass it to the next two students, and get into the other line.”*
- *“Let’s work on encouraging each other and cheering each other on.”*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 3 Flexibility](#)¹

OR

[Spider Pose](#) (page 28 of link)²

1. Stand with your feet wider than shoulder width apart and bend your knees.
2. Bend forward and place your hands on the ground between your feet.
3. Reach behind your legs and grab your heels. Keep your feet flat.



LEADERSHIP TIME (5 MIN.)



[*The Many Colors of Harpreet Singh* by Supriya Kelkar](#) (page 55 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle Level 3 Endurance](#)²

OR

[Leaping](#) (page 30 of link)³

- Place cones about 3 leaps away from each other.
- Practice leaping from one cone to the other and turn around and go back.
- Do this for 30 seconds.



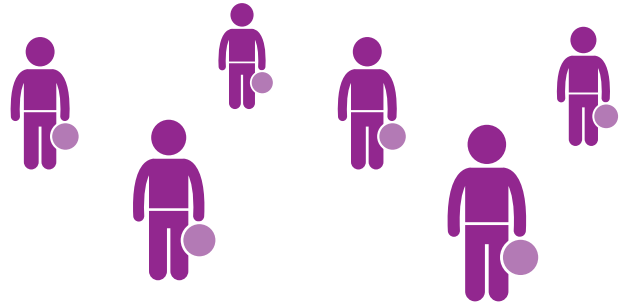
DRIBBLE (5 MIN.)

Equipment

- Basketballs

Setup

Students should spread out throughout the space with a basketball



- *"Today we will be practicing some basketball skills."*
- *"To start off, we will review dribbling."*
- *"We will start off by dropping and catching the ball."*
- *"When you are ready, use your hand to push the ball down and instead of catching the ball, continue to use your hand to push the ball down."*
- *"Practice dribbling in place first."*
- *"Now that we have practiced dribbling in place, let's try walking and dribbling."*
- *"Make sure you keep your eyes up so that you can see where you are going."*



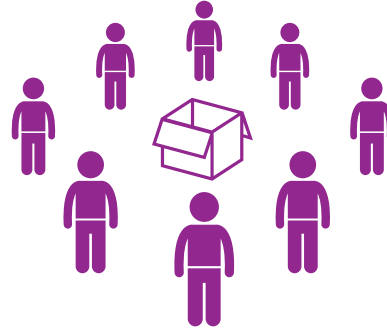
PASS AND SHOOT (5 MIN.)

Equipment

- Basketball
- Hoop/box/basket

Setup

Students should stand in a large circle around a bucket or hoop



- *"Another important skill in basketball is passing and shooting."*
- *"Today we are going to practice these skills."*
- *"We are going to stand in a circle and you can either throw the ball or bounce pass the ball to someone else in the circle."*
- *"We are going to do 3 passes and whoever has the ball after 3 passes will get to shoot the ball into the hoop/box/basket."*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 3 Flexibility](#)¹

OR

[Spider Pose](#) (page 28 of link)²

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3. Reach behind your legs and grab your heels. Keep your feet flat.



LEADERSHIP TIME (5 MIN.)



[The Many Colors of Harpreet Singh by Supriya Kelkar](#) (page 55 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle Level 3 Endurance](#)²

OR

[Leaping](#) (page 30 of link)³

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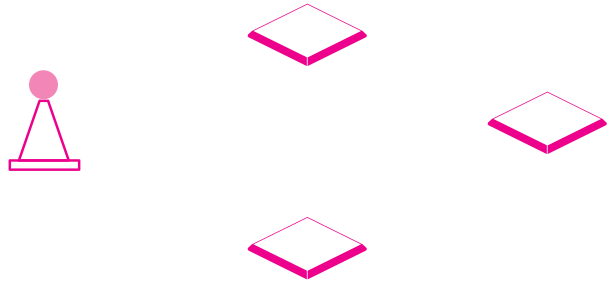
SOFTBALL SKILLS (10 MIN.)

Equipment

- Ball
- Cone or ball tee
- Paddle, bat or racket
- Bases

Setup

Place a ball on a cone or tee. Create bases for students to run around after they hit the ball.



- *"Today's sport is softball."*
- *"We will work on skills to play a game of softball."*
- *"To start off, we are all going to have a chance to bat."*
- *"If you are standing on a base, when the batter hits the ball, you will run to the next base."*
- *"If you are on 3rd base, you will run to home plate and then stand in line."*
- *"The batter will hit the ball and then run to 1st base."*

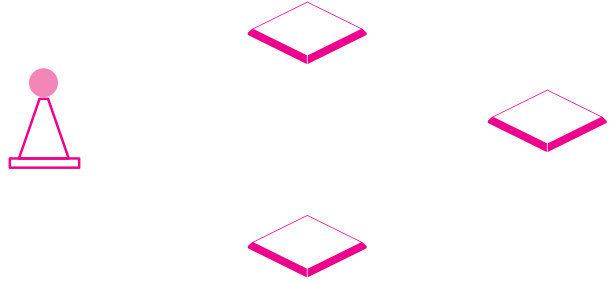
SOFTBALL GAME (10 MIN.)

Equipment

- Ball
- Cone or ball tee
- Paddle, bat or racket
- Bases

Setup

Place a ball on a cone or tee and place bases in a diamond shape. Divide students into two teams.



- *“Now that we have had the chance to bat and run the bases, we are going to play a game of softball.”*
- *“Half of you will be in the outfield, where you will be catching the ball that was hit. The other half will be batting and running the bases.”*
- *“Today, when everyone has hit the ball once, we will switch so that everyone has a chance to be in the outfield and bat.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."

[GoNoodle: Level 3 Flexibility](#)¹

OR

[Spider Pose](#) (page 28 of link)²

1. Stand with your feet wider than shoulder width apart and bend your knees.
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Leadership Time

- *Say Something* by Peter H. Reynolds is about exploring the many ways that a single voice can make a difference. Spend time talking about what students have learned about leadership, kindness, and friendship over the year.

Skills & Games

- Freeze Tag
- Scarf Game
- Scarf Dancing
- Move Like an Animal
- Freeze Dance
- Parachute Games

Equipment

- *Say Something* by Peter H. Reynolds
- Scarves
- 6 dice
- A way to play music
- Parachute
- Soft balls for parachute games

Alternative Material Ideas

- Use a pool noodle instead of hands for tagging



Things to Note

The games and activities this week are some kid favorites and repeats from throughout the year. Feel free to go back and use different games or focus on specific skills that students might need extra practice in. This is also a great week to skip if your school does a field day or similar end of the year event!

LEADERSHIP TIME (5 MIN.)



[Say Something by Peter H. Reynolds](#) (page 57 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



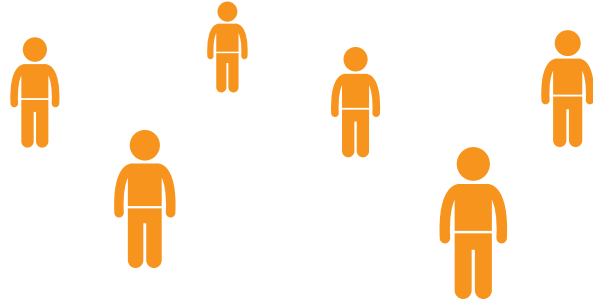
FREEZE TAG (10 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *“Today we are going to play Freeze Tag! Two students will be ‘it’ and run around and tag people. If they touch you, you must freeze!”*
- *“Two students will be the unfreezers. If you are frozen, you must wait for the unfreezer to tag you and unfreeze you.”*
- *“If you are tagging, make sure you tag them below the shoulder!”*

SCARF GAME (10 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *"Now we are going to play the Scarf Game."*
- *"You each have a scarf."*
- *"Throw it up as high as you can."*
- *"Follow the scarf with your eyes."*
- *"Catch it with your: hands, head, elbow, foot."*
- *"Toss it up again and catch it with your: hand, head, elbow, foot."*
- *"Switch up body parts and encourage athletes to call out the color of their scarf as they toss it."*
- *"Count how long between throwing and catching the scarf."*

Lead Up Activity

Before having students toss the scarf, let them explore the scarves by waving them around. Have them wave at a low level (knees), medium level (waist), and high level (above their head).

Try moving the scarf in a zigzag pattern or loops or straight up and down and across.

Optional Activity

Try these variations while tossing and catching the scarf:

- Toss with one hand and catch with the other
- Toss and clap before catching
- Twirl around and catch the scarf before it touches the ground
- Toss to a partner and try to catch the one they threw



SCARF DANCING (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



- *“Today we will be dancing with scarves.”*
- *“Before I turn on some music to dance to, let’s repeat after me.”*
- *“Copy what I do with your scarf.”*
- Turn on the music and let students move in different ways and try out different moves.
- Throughout the music call out the movements you practiced and let students incorporate them into their dancing.
- Possible Moves:
 - » Clockwise
 - » Counter clockwise
 - » Straight lines from top to bottom
 - » Wavy lines
 - » Zip zag lines
 - » Loops
 - » Draw a square
 - » Draw a triangle
 - » Draw different letters or numbers in the air

Handwriting Connection

These are all movements that relate to pre-writing skills and help them increase their gross motor movements.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

[Young Athletes in Motion](#)¹

OR

Turn on a song and have a dance party!



LEADERSHIP TIME (5 MIN.)



[Say Something by Peter H. Reynolds](#) (page 57 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



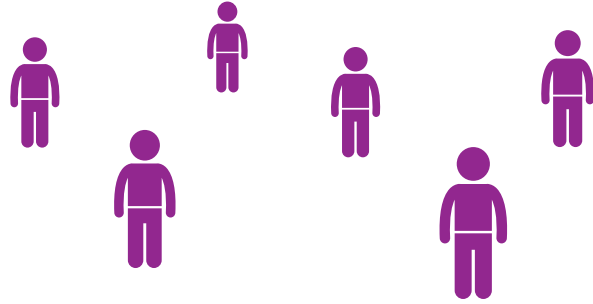
MOVE LIKE AN ANIMAL (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be moving like different animals."*
 - *"What are some of your favorite animals?"*
 - *"When I say an animal, you are going to think about how that animal moves and try to copy it."*
 - *"For example, if I said hop like a rabbit, you would show me how you can hop around the room."*
- Demonstrate each animal movement for the students.
 - » Flap your arms like a bird
 - » Crawl like a crab
 - » Stand like a flamingo
 - » Waddle like a penguin
 - » Stomp like an elephant
 - » Run like a cheetah

FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



- *“Today we are going to end our time with a game of ‘Freeze Dance.’”*
- *“You get to show off your favorite dance moves while you hear the music.”*
- *“When the music stops, you need to freeze.”*
- *“Every time the music starts again, you get to dance.”*
- *“Try to think of as many different dance moves as possible.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

[Young Athletes in Motion](#)¹

OR

Turn on a song and have a dance party!



LEADERSHIP TIME (5 MIN.)



[Say Something by Peter H. Reynolds](#) (page 57 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)²

OR

[Frog Squats](#) (page 34 of link)³

1. Stand with your feet shoulder width apart and your arms at your sides.
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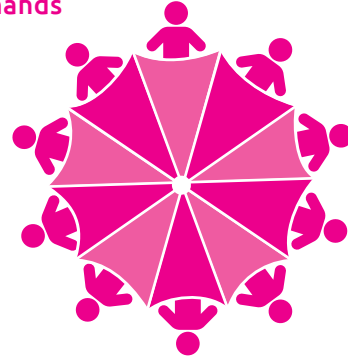
PARACHUTE GAMES (15-20 MIN.)

Equipment

- Parachute
- Foam or beach ball

Setup

Students should each hold on to the parachute with both hands



- *"Today we get to do some fun activities with a parachute."*
- *"This is a parachute. We will make a big circle around it and hold onto the handles or parachute during our activities."*
- *"To start off, we are going to lift the parachute as high as we can over our head and then bring it all the way down to the ground."*
- *"Let's practice! Make sure you hold on tight."*

Under the Parachute If...

- *"Now I am going to call out instructions and if you are someone who matches what I say, you will run under the parachute and find another spot to hold on."*
- *"Example: If you are touching a blue piece of the parachute, run underneath."*
- *"The rest of us will lift the parachute up high while they run underneath."*

Other categories:

- Wearing green
- Have a dog
- Like broccoli
- Wear glasses
- Take the bus to school
- Name starts with...

continued on next page



PARACHUTE GAMES (CONTINUED)

Follow the Leader:

- *"Our next game is called 'Follow the Leader.'"*
- *"Listen to what to do and follow along."*
- *"We will take turns giving directions."*

Examples:

- Walk to the left
- Shake the parachute quickly
- Hold up high

Cooperation Roll:

- *"Everyone needs to hold onto the parachute at about waist height."*
- *"Place a ball in the middle of the parachute."*
- *"The goal is to work together to try to roll the ball around the outside edge of the parachute without it falling off."*
- *"It should pass in front of each athlete."*
- *"See how many times you can have it go around the circle without it falling off."*

Skip Counting:

- *"Everyone needs to hold onto the parachute at about waist height."*
- *"When we lift the parachute up we will start counting by tens. When it goes up we will say 10."*
- *"We will bring the parachute all the way to the ground and then bring it up again and say 20."*
- *"We will continue counting all the way to 100."*



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's follow along with the video with Young Athletes around the world for our cool down today!"

[Young Athletes in Motion](#)¹

OR

Turn on a song and have a dance party!



CELEBRATION

Welcome to the last week of this resource! We want this week to be a special celebration of all the work that students have done throughout the year. Use the planning template below to create a few lessons to highlight some favorite books, songs, and activities to celebrate all your Young Athletes!

Favorite Leadership Time books:

Favorite warm up activities:

Favorite activities and games:

Favorite cool down activities:

ADVANCED SKILLS REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Advanced Skills unit.”*
- *“Throughout this unit, we learned how to dribble and shoot a basketball, kick and pass a soccer ball, and play softball.”*
- *“Let’s use this booklet to help us remember these skills and be able to share about them when we get home.”*

[Advanced Skills Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter](#) and include these game ideas they can use at home with their flashcards:

- Punting
- Galloping
- Skipping
- Stand, Roll, and Trap
- Two-on-One
- One-on-One
- Dribble
- Pass and Shoot
- Dribble and Shoot
- Run the Bases



[Additional Advanced Skills Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



UNIT 8 PRINTABLES



Advanced Sports Skills

Dear Family,

Walking, running, balancing, jumping, trapping, catching, throwing, striking and kicking—these are just some of the many skills featured in Young Athletes activities. I'm incredibly proud of each child's progress. Students have worked hard to learn new skills. As we introduce **advanced sports skills**, children will use previously taught skills in a sports context. These activities may be challenging for some children; that's expected. Whenever children need more practice with an easier skill, we'll revisit familiar activities to strengthen their abilities.

Regardless of skill level, there are many opportunities for your child to participate in physical activities throughout his or her life. Young Athletes activities might continue to be a good fit for some children. Other options include training for a specific sport or becoming a **competitive Special Olympics athlete**. Special Olympics provides over 30 individual and team sports to people age 8 and older with intellectual disabilities. **Special Olympics Unified Sports** joins people with and without intellectual disabilities together on the same team, promoting friendship and understanding. To learn more, visit SpecialOlympics.org.

Sincerely,

Teacher

PS: Here's how you can get in touch with our local Special Olympics office: _____



As children learn and practice new skills through Young Athletes, they gain confidence and pride in their growth.



Healthy Habits

To encourage your child to keep physically active, give extra playtime as a reward instead of candy or snacks. Invite the whole family to practice Young Athletes activities together. Focus on how fun it is to try new skills, and praise your child's efforts.

**I'm proud of you
for keeping your eye
on the ball!**



All in the Family

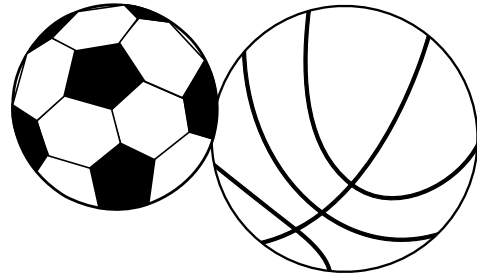
Special Olympics positively impacts entire families, not just athletes. In fact, the siblings of many athletes feel that participation in Special Olympics brings their family closer together.



Class News

Basketball and soccer
are games.

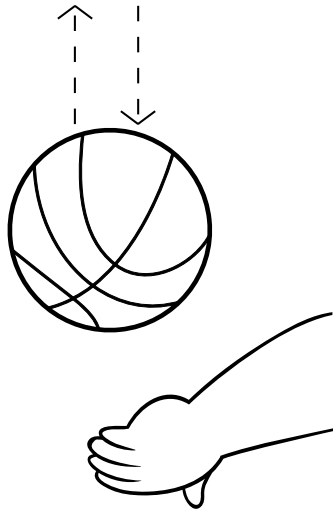
1



Draw one more ball.

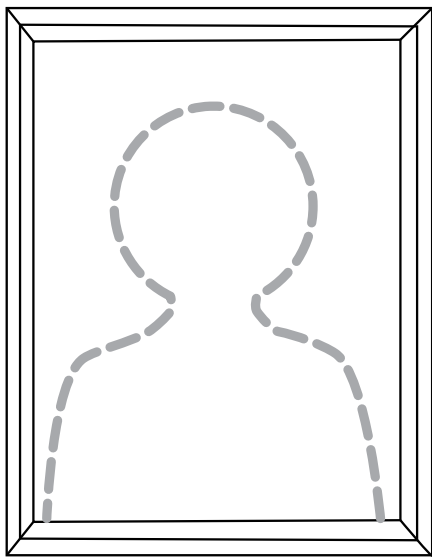
To play basketball,
I bounce the ball.

2



Trace.

Trace and draw to complete.



I like to play sports.

3

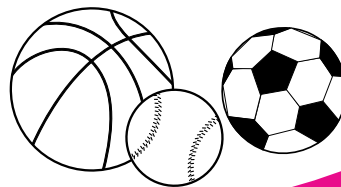
Let's
Practice
& Play

Name _____

's

Activities

Advanced Sports



 Special Olympics
Young Athletes



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



Special Olympics
Young Athletes