



# UNIT 3

## AGES 2-4

### BALANCING & JUMPING

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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)

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## 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.](#)<sup>1</sup>

## Alternative Material Ideas

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

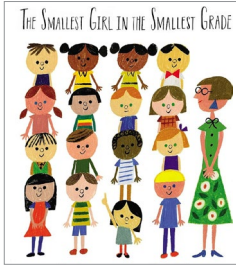


## Things to Note

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)<sup>1</sup>

**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](#)<sup>2</sup>

OR

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

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





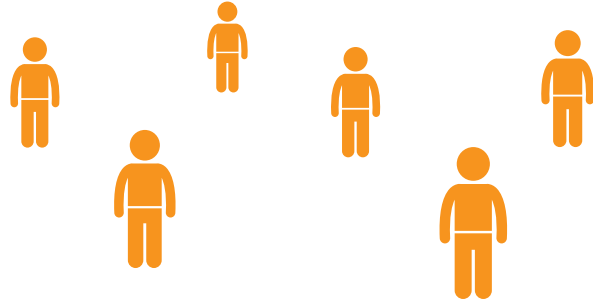
## MOVING TO A BEAT (5 MIN.)

### 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.

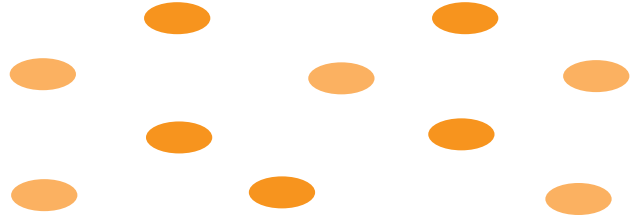
## MUSICAL MARKERS (5 MIN.)

### 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.



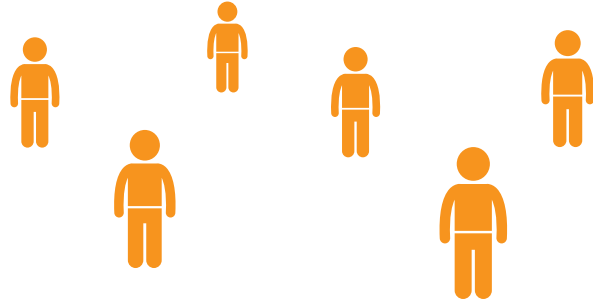
## STATUES (5 MIN.)

## 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.)

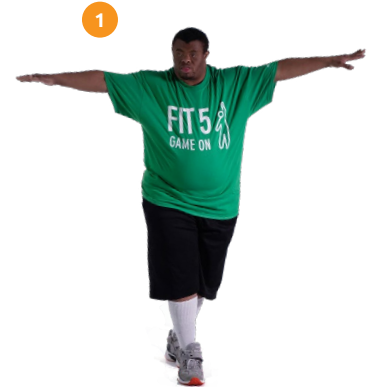
*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[Fit 5 Flexibility Level 1 Video](#)<sup>1</sup>

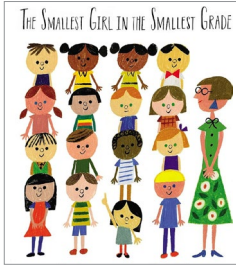
OR

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

- 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)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

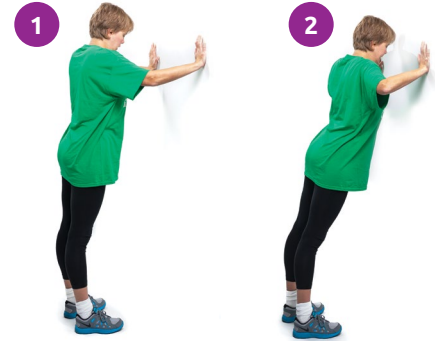
## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)<sup>2</sup>

OR

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

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



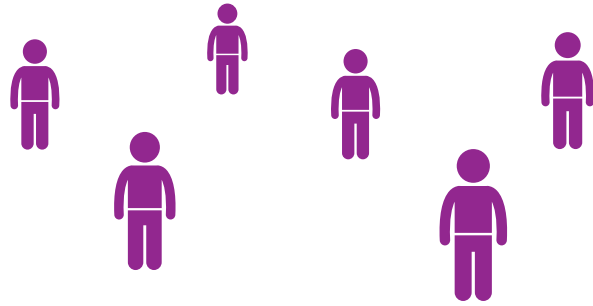
## CREATIVE DANCE: STORYTELLING (5 MIN.)

### 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.)

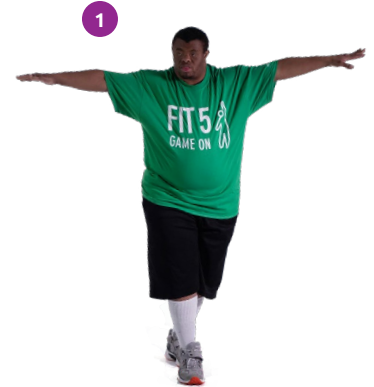
*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

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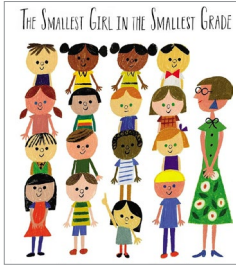
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## LEADERSHIP TIME (5 MIN.)



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## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)<sup>2</sup>

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- 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.)

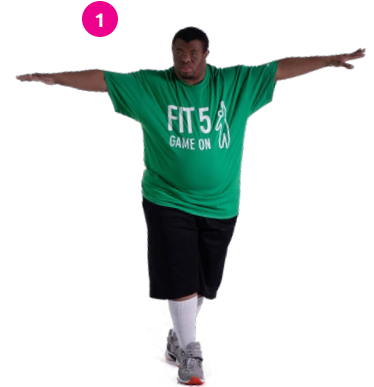
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- Calf Stretch
- Child's Pose
- Knee to Chest
- Tandem Stance



## 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

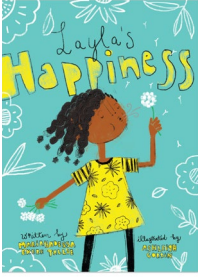
- Use a hand towel, sock, or paper towel instead of a scarf



## 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)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

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## 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?



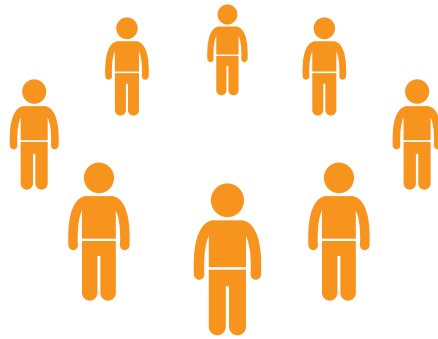
## DANCE CIRCLE (5 MIN.)

## 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.”*

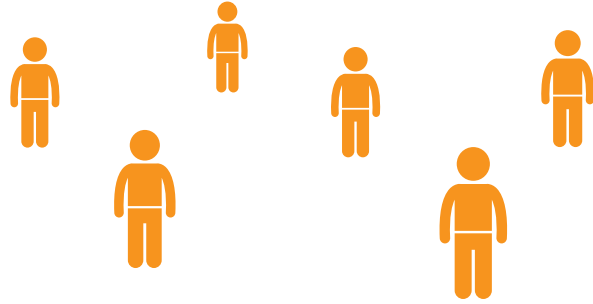
## FREEZE DANCE (5 MIN.)

### 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**<sup>1</sup>

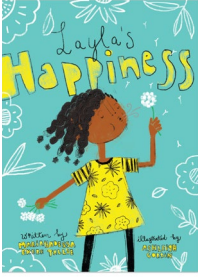
OR

**Upward Facing Dog** (page 16 of link)<sup>2</sup>

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)<sup>1</sup>

Lesson 1: Read the book

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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:
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  - » Draw a square
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### 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](#)<sup>1</sup>

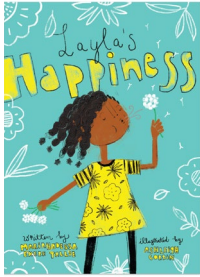
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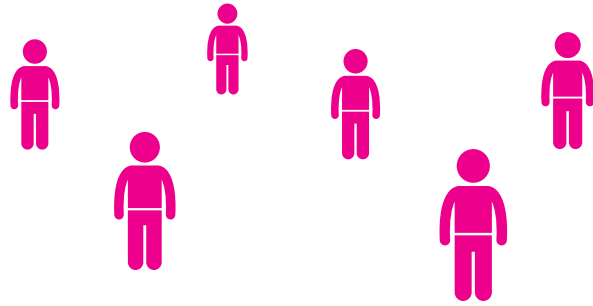
## CREATIVE DANCE (5 MIN.)

### 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.

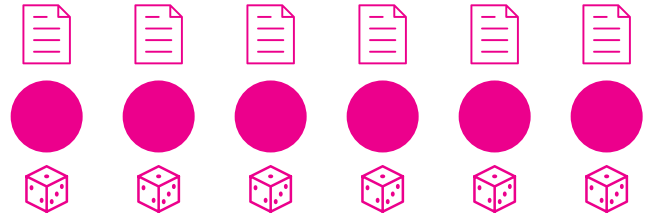
## FIT DICE (10 MIN.)

### 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 Flexibility**<sup>1</sup>

OR

**Upward Facing Dog** (page 16 of link)<sup>2</sup>

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 *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

---

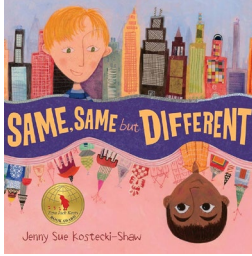
- Use a curb outside, bricks or stumps instead of blocks or a low beam
- Instead of printing off arrow flash cards, use scrap paper and draw an arrow on each one.

## 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)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

## STRENGTH &amp; 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!



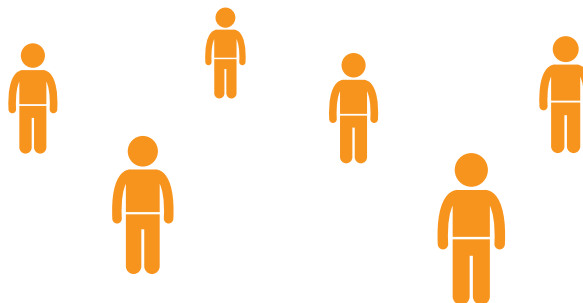
## JUMPING (5 MIN.)

## 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.

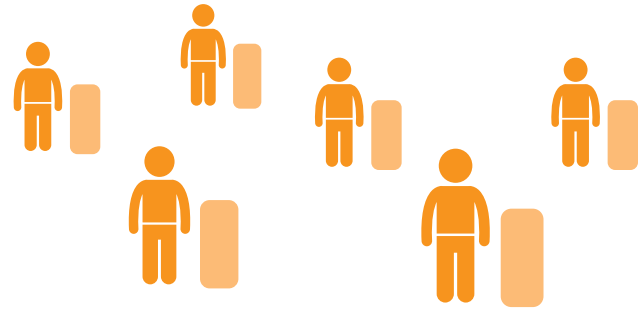
## STEP, JUMP AND GRAB (5 MIN.)

## 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!"*

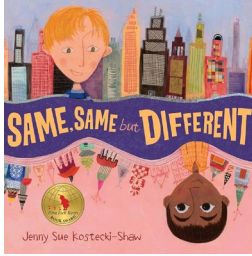
[Young Athletes in Motion](#)<sup>1</sup>

OR

**Turn on a song and have a dance party!**



## LEADERSHIP TIME (5 MIN.)



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

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

## STRENGTH &amp; 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 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!"*

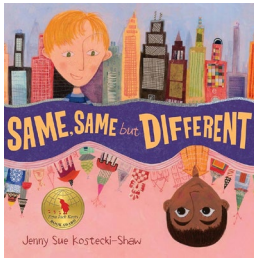
Young Athletes in Motion

OR

**Turn on a song and have a dance party!**



**LEADERSHIP TIME (5 MIN.)**



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

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!



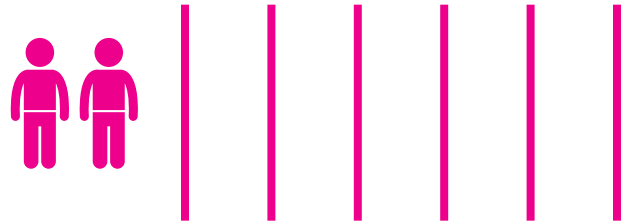
## LINE JUMPING (10 MIN.)

## 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.

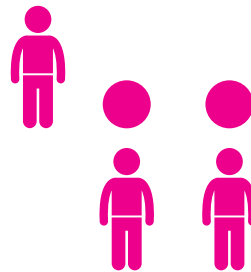
## FASHKHAH (5 MIN.)

## 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.



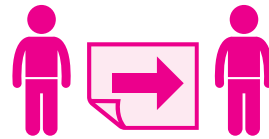
## ARROW JUMPING (5 MIN.)

### 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



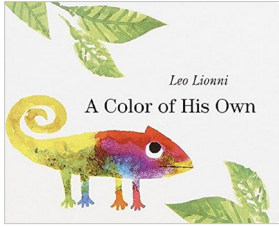
## Things to Note

---

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)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

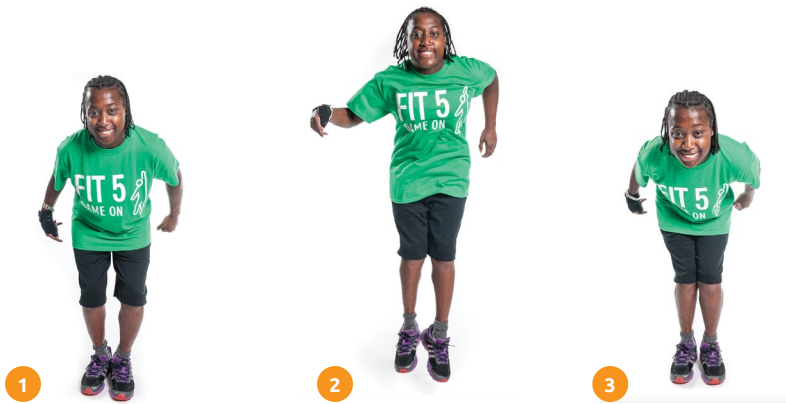
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)<sup>2</sup>

OR

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

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



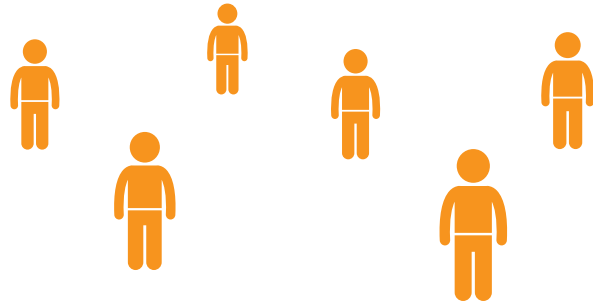
## JUMPING SIMON (5 MIN.)

## 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.

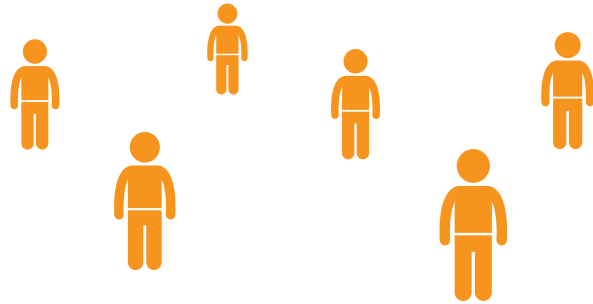
## JUMPING BEANS (5 MIN.)

**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](#)<sup>1</sup>

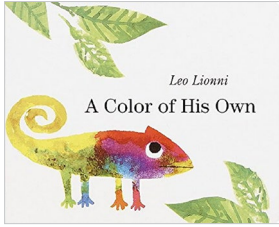
OR

[Warrior One Pose](#) (page 6 of link)<sup>2</sup>

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)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

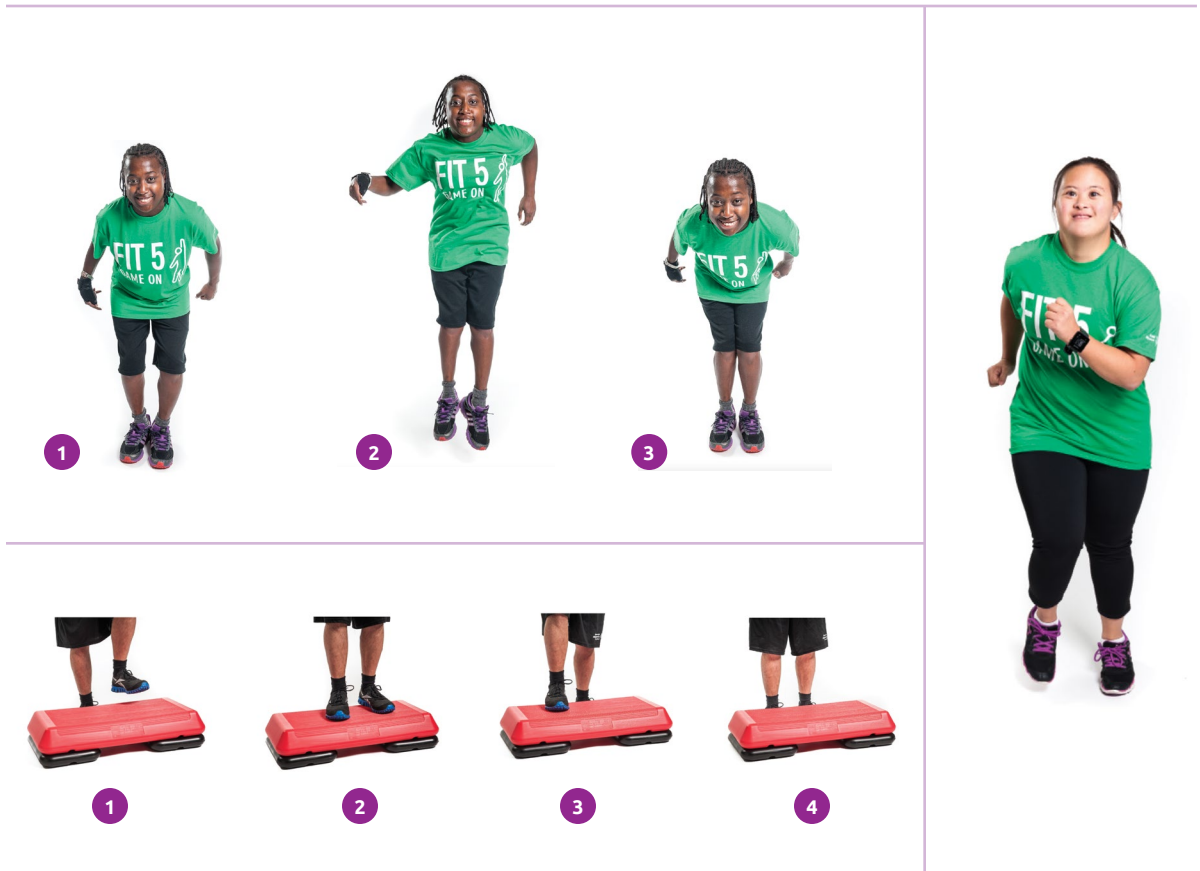
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)<sup>2</sup>

OR

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

- 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](#)

OR

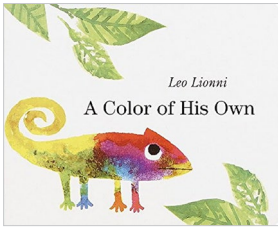
[Warrior One Pose](#) (page 6 of link)

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)<sup>1</sup>

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](#)<sup>2</sup>

OR

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

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



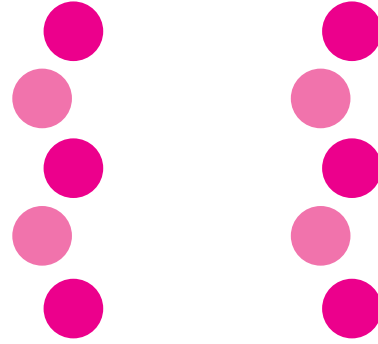
## LEAPING LIZARDS (5 MIN.)

### 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.



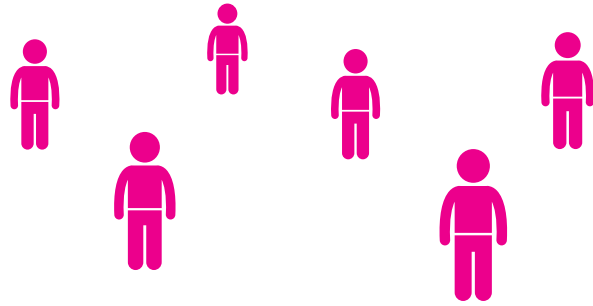
## JUMPING SIMON (5 MIN.)

## 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...
  - » 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.

### 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

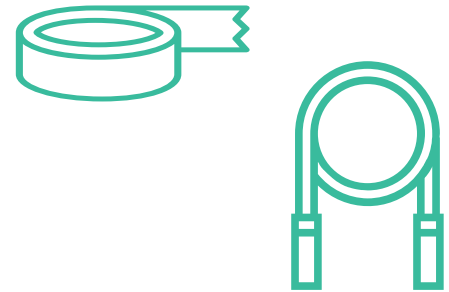
- Line walking
- Freeze Dance
- Coach Says
- Monster Walking
- Trees in the Forest
- Flamingo Challenge

## 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

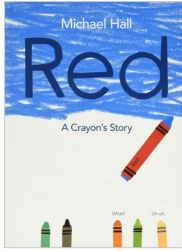
- Use tape or rope on the floor for line walking if you are not using a space with lines already painted



## 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)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

## STRENGTH &amp; 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"*



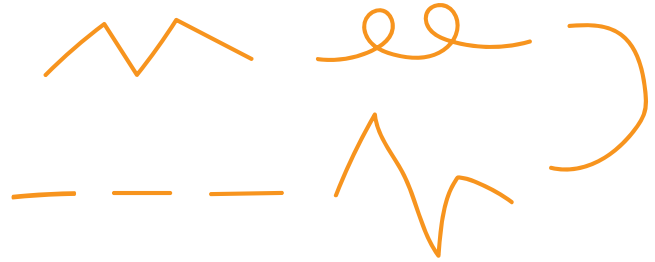
LINE WALKING (5 MIN.)

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."*

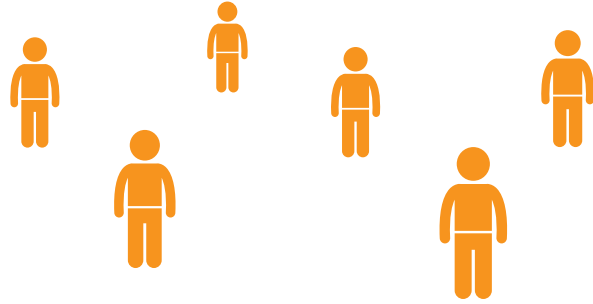
## FREEZE DANCE (5 MIN.)

### 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](#)<sup>1</sup>

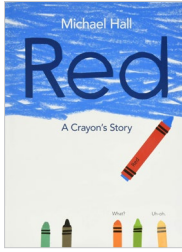
OR

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

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



## LEADERSHIP TIME (5 MIN.)



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

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

## STRENGTH &amp; 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

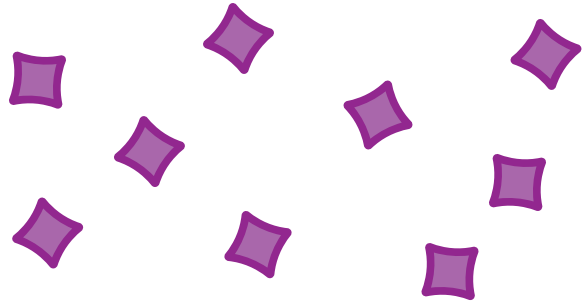
---

- 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](#)<sup>1</sup>

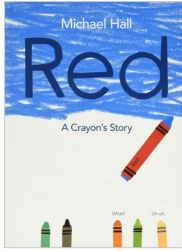
OR

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

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



## LEADERSHIP TIME (5 MIN.)



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

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

## STRENGTH &amp; 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"*



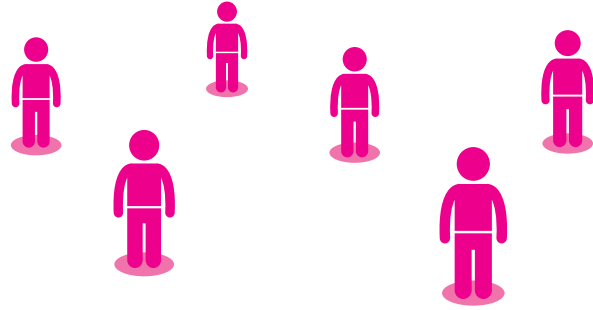
TREES IN THE FOREST (5 MIN.)

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.”*



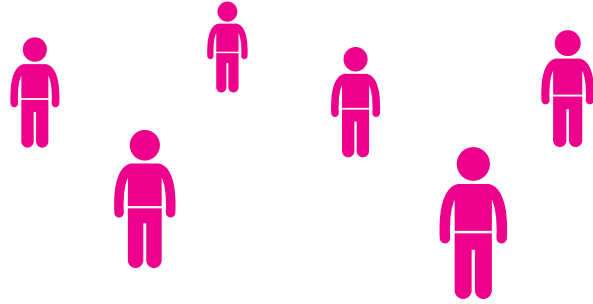
## FLAMINGO CHALLENGE (5 MIN.)

## 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 Video](#)<sup>1</sup>

OR

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

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



## Leadership Time

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- 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

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

## Equipment

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- *I Like Myself*  
by Karen Beaumont

## Note:

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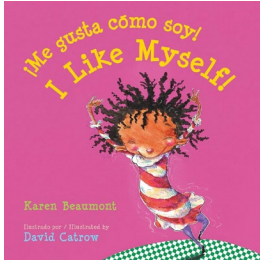
All of the skills and games this week could be done in a smaller space. Feel free to save this week for a time that you know you won't have a lot of space.

## Things to Note

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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)<sup>1</sup>

**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](#)<sup>2</sup>

OR

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

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



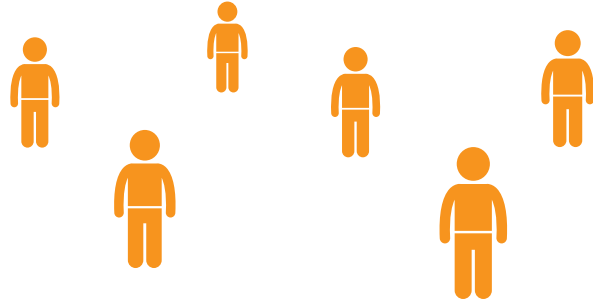
**ALPHABET YOGA (5 MIN.)**

**Equipment**

None needed

**Setup**

Students should spread out throughout the space



**The Yoga Alphabet<sup>1</sup>**

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.



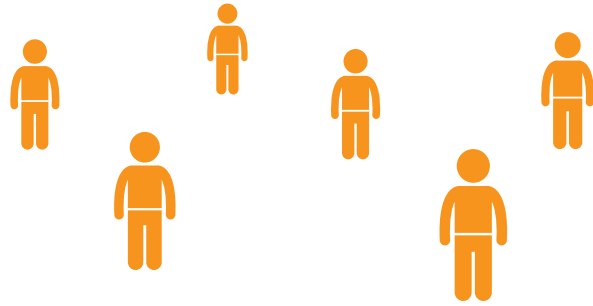
## WIND IN THE TREES (5 MIN.)

### 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)**

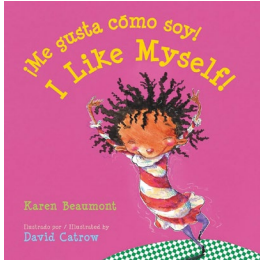
This is the way I touch my toes, touch my toes, touch my toes.

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)<sup>1</sup>

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](#)<sup>2</sup>

OR

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

- 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?”*



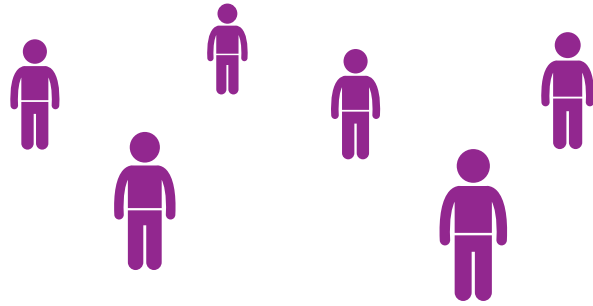
## THE SHAPE MIRROR (5 MIN.)

### 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)**

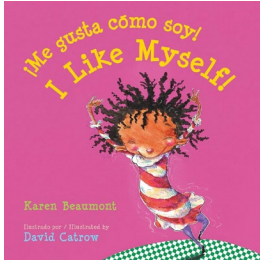
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This is the way I touch my toes when I am at school.

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)<sup>1</sup>

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](#)<sup>2</sup>

OR

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

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



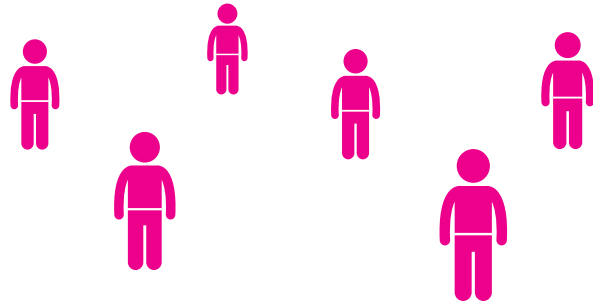
## STRIKE A POSE (5 MIN.)

## 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*

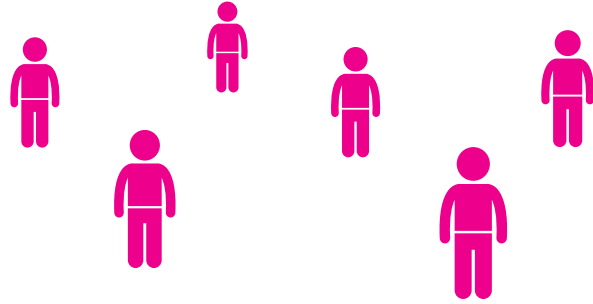
THE SHAPE MIRROR (5 MIN.)

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](#)

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## 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 home<sup>1</sup>](#)

Want to continue practicing these skills?

Check out [this video<sup>2</sup>](#) 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

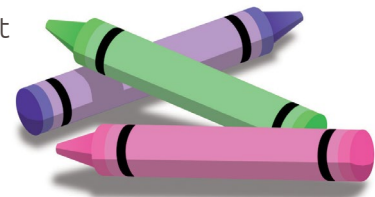


Balance helps children climb stairs and walk on uneven surfaces, like grass or sand.



### 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!



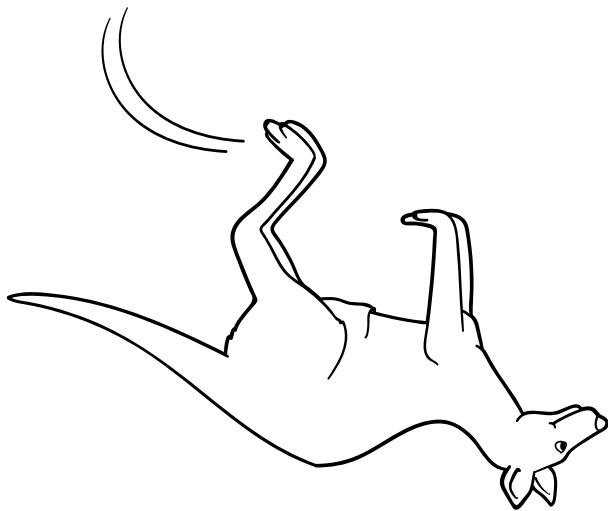
### Benefits for All

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



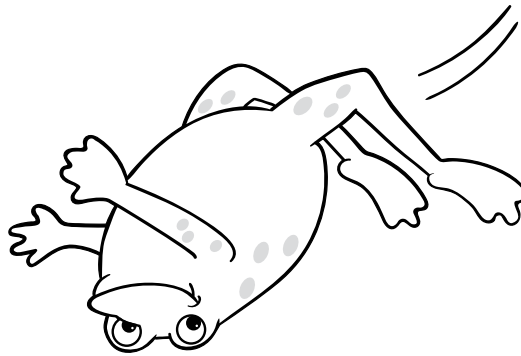
### Class News

2 A kangaroo can jump.



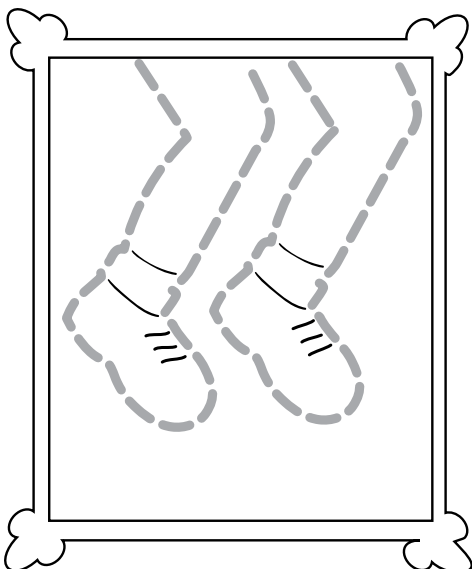
Color.

1 A frog can jump.



Color.

Trace.



I can jump too!

3

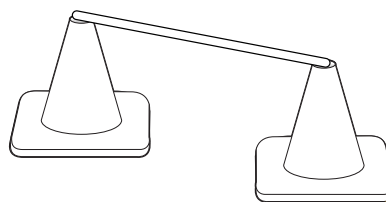
Let's Practice & Play

'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

