



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

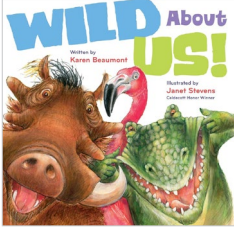
- Instead of using the Fit Dice exercise printables, let students come up with their own exercises.



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."



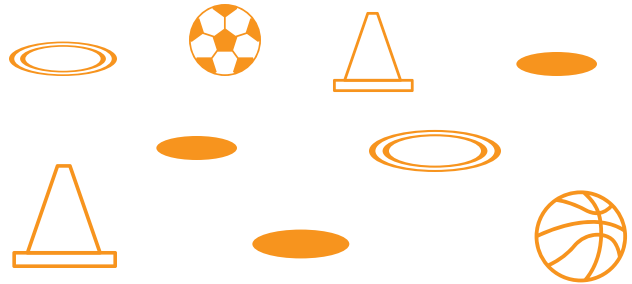
I SPY (10 MIN.)

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.



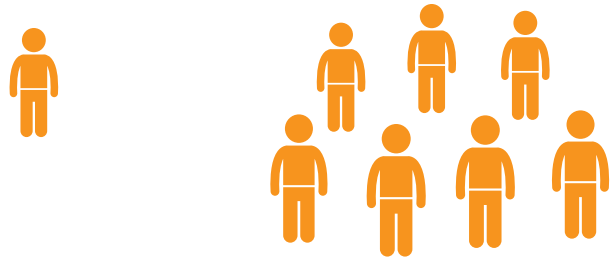
PILOLO (5 MIN.)

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

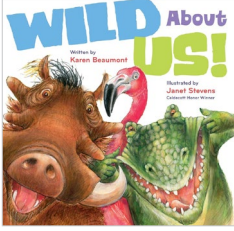
OR

[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.)

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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."*



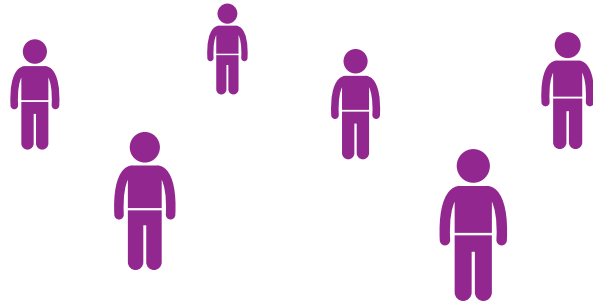
CREATIVE DANCE (5 MIN.)

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 Flexibility¹

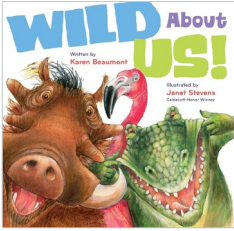
OR

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."*



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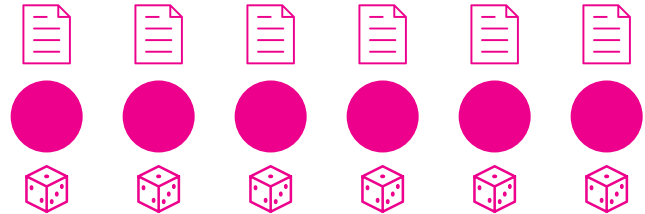
FIT DICE (5 MIN.)

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."*

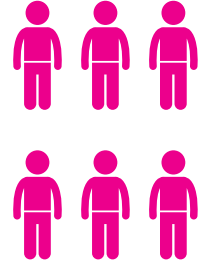
SKIP AND CARRY (5 MIN.)

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."

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Leadership Time

- In *I Got the Rhythm* by Connie Schofield-Morrison, students will be able to create instruments from recyclable materials

Skills & Games

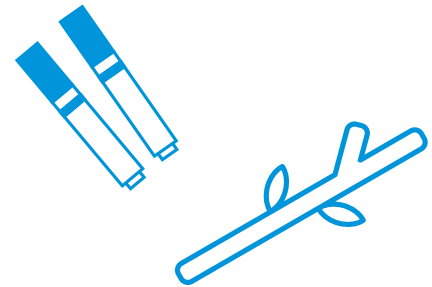
- Jumping Simon
- Ladder Jump
- Snake in the Grass
- Dan Chhae Jul Normgi
- Hula Hoop Jumping
- Bouncing Warm Up
- Turning the Rope

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

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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.



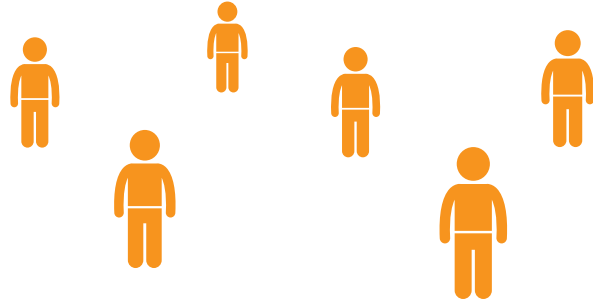
JUMPING SIMON (5 MIN.)

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

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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.”*

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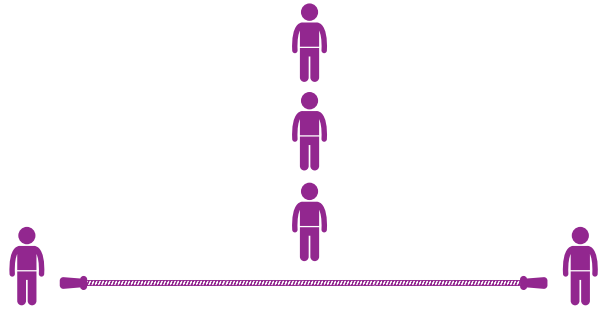
SNAKE IN THE GRASS (5 MIN.)

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."*

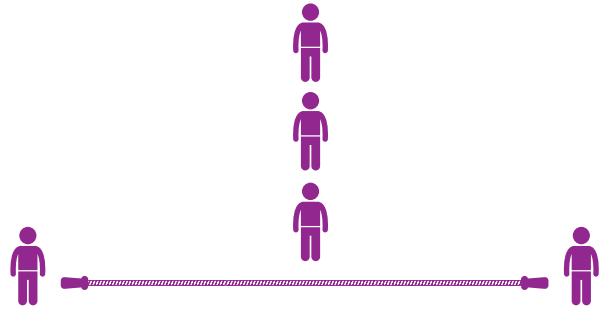
DAN CHHAE JUL NORMGI (5 MIN.)

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.



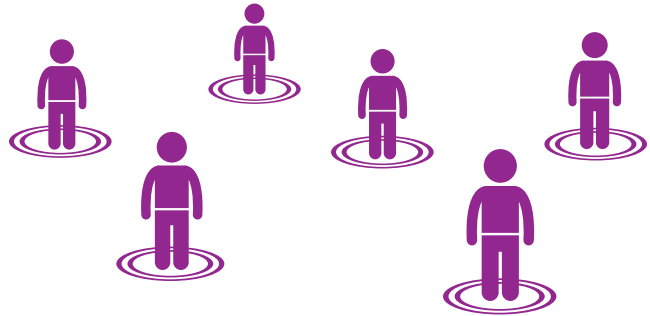
HULA HOOP JUMPING (5 MIN.)

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

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STRENGTH & ENDURANCE (5 MIN.)

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 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

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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.



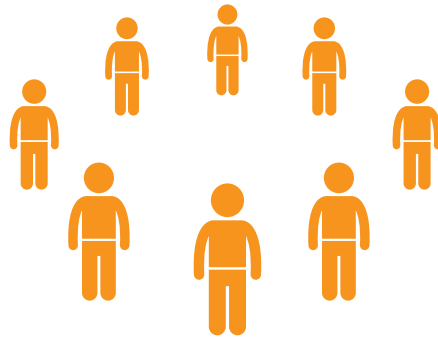
STAND, ROLL AND TRAP (5 MIN.)

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.



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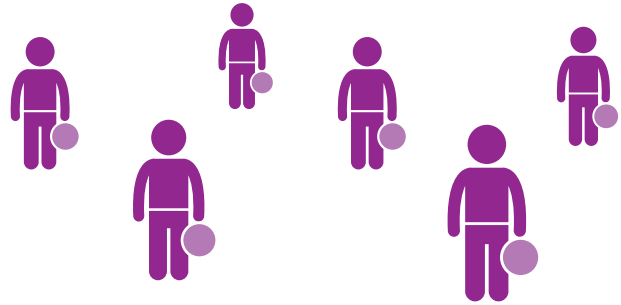
DRIBBLE (5 MIN.)

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."*



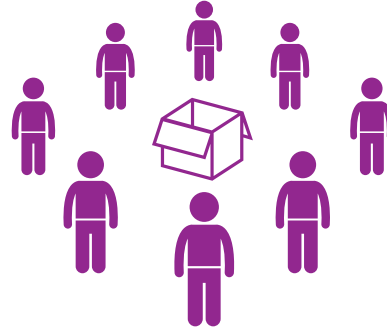
PASS AND SHOOT (5 MIN.)

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."

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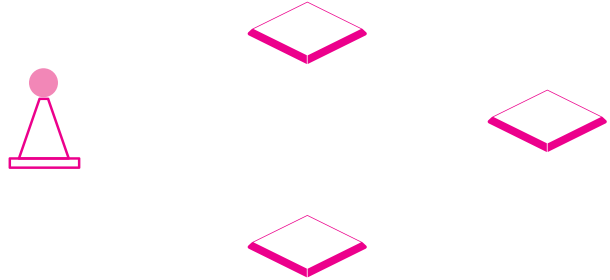
SOFTBALL SKILLS (10 MIN.)

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."*

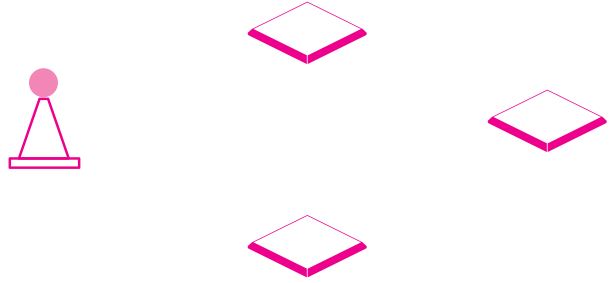
SOFTBALL GAME (10 MIN.)

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.)

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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.



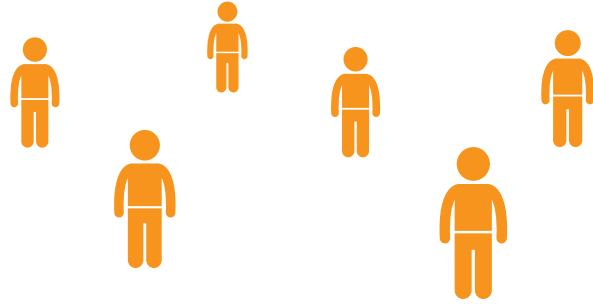
FREEZE TAG (10 MIN.)

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

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[Frog Squats](#) (page 34 of link)³

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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

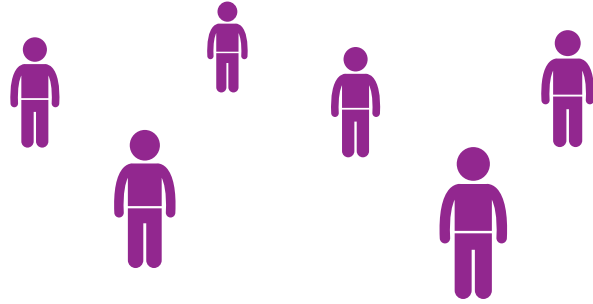
FREEZE DANCE (5 MIN.)

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!"

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OR

Turn on a song and have a dance party!



LEADERSHIP TIME (5 MIN.)



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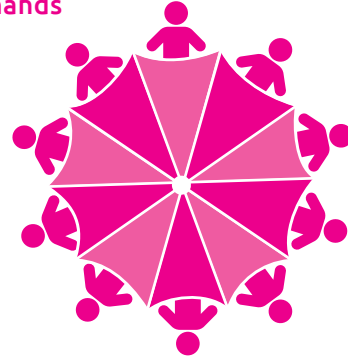
PARACHUTE GAMES (15-20 MIN.)

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

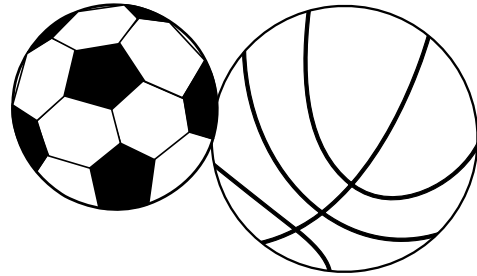
Special Olympics positively impacts entire families, not just athletes. In fact, the siblings of many athletes feel that participation in Special Olympics brings their family closer together.



Class News

Basketball and soccer
are games.

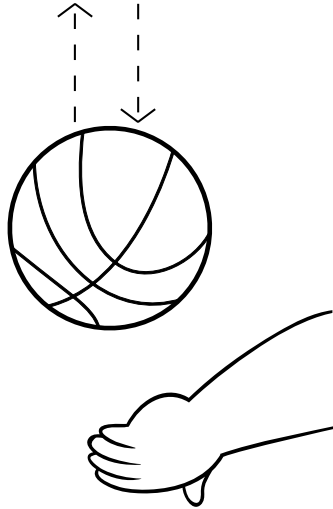
1



Draw one more ball.

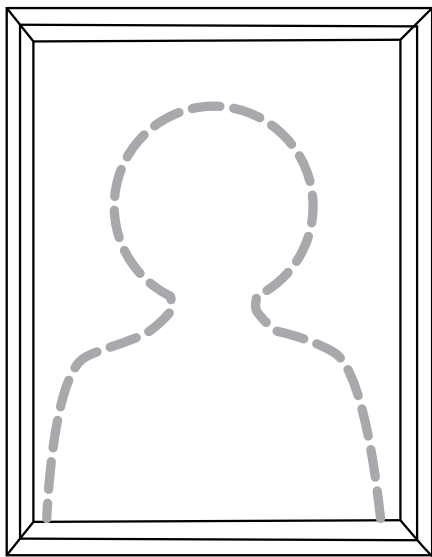
To play basketball,
I bounce the ball.

2



Trace.

Trace and draw to complete.



I like to play sports.

3

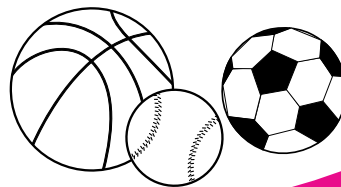
Let's
Practice
& Play

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