



UNIT 1

AGES 5-7

FOUNDATIONAL SKILLS

.....

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

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

Skills

MOTOR SKILLS:

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

COGNITIVE SKILLS:

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

SOCIAL SKILLS:

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

Classroom materials

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

Equipment

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

Books

- *Since We're Friends*
by Celeste Shally
- *All My Stripes*
by Shaina Rudolph and Danielle Royer
- *My Brother Charlie*
by Holly Robinson Peete
and Ryan Elizabeth Peete
- *Magic Trash*
by J.H. Shapiro
- *Milo's Museum*
by Zetta Elliott



Walking

BASIC:

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

PROFICIENT:

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

ADVANCED:

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

Running

BASIC:

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

PROFICIENT:

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

ADVANCED:

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

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

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

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

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

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

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

1.2.3 Demonstrates transferring weight on multiple body parts.

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

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

1.2.6 Demonstrates the ability to manipulate small implements.

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



STANDARDS FOR ELA**1st Grade:**

Ask and answer questions about key details in a text. (RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

Describe characters, settings, and major events in a story, using key details. (RL.1.3)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1a)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)

STANDARDS FOR MATH**1st Grade:**

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (1.OA.1)

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating eq. (1.OA.6)

STANDARDS FOR MATH

2nd Grade:

Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10)



Leadership Time

- Introduce Young Athletes
- Establish expectations and routines
- *Since We're Friends* by Celeste Shally is the story of two boys—one of whom is a student with autism. Their relationship and the authentic ways they make their friendship work will help children better understand differences in the way we react to situations.

Skills & Games

- Young Athletes introduction
- Freeze Tag
- Stuck in the Mud
- Self assessment
- Sharks and Minnows
- Hopes and Dreams
- Red Light Green Light

Equipment

- *Kindness Makes Us Strong* by Sophie Beer
- Markers/pencils/ crayons
- [Self assessment printable](#)
- [Hopes and Dreams printable](#)

Alternative Material Ideas

- Use a pool noodle instead of hands for tagging



Things to Note

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

LEADERSHIP TIME (5 MIN.)

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

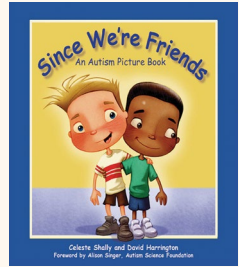
Lesson 1: Read the book

Lesson 2: Review book and answer questions from the Unified Young Reader Guide

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

Talking Point

"Today we are going to listen to a story called [Since We're Friends by Celeste Shally](#) (page 8 of link).¹ While I read, I want you to think about things that these friends do together."



STRENGTH & ENDURANCE (5 MIN.)

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

Wheels on the Bus melody:

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

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

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

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



*"Children's Songs" in the
Inclusive Adaptations cards*



YOUNG ATHLETES INTRODUCTION (10 MIN.)

Equipment

None needed

Setup

Students should sit in a circle



Focus on setting up expectations and routines for the year.

- *“Today is our first day of Young Athletes! During Young Athletes time, we will be playing different games and activities to help make our bodies strong and to learn new skills. Today we are going to talk about some of the things we will do during this time.”*
- Sit in a large circle to allow for discussion time with students.
- Go around the circle letting students share one thing they enjoy playing while they are outside.
- Give some examples before you start (baseball, tag, hide and seek, digging in the sandbox, cartwheels).
- Let each student share or pass.
- *“Now let’s stand up if you are able, and we are going to act out some of the things we will be learning this year. The first thing we will be working on is walking and running. While standing in place, let’s act out walking. Now act out running.”*
- Go through these other areas and have students act them out after you model first (jumping, catching, throwing, striking, kicking).
- *“Great job acting these activities out. We will learn and practice all of these skills and more during our Young Athletes time each week.”*

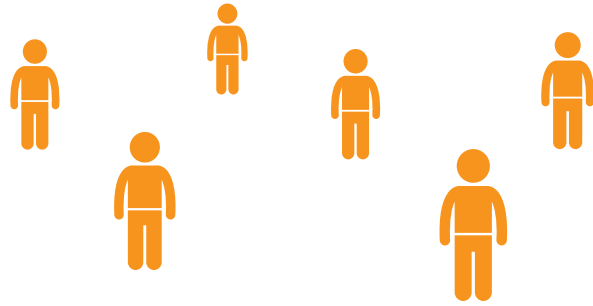
FREEZE TAG (10 MIN.)

Equipment

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!”*

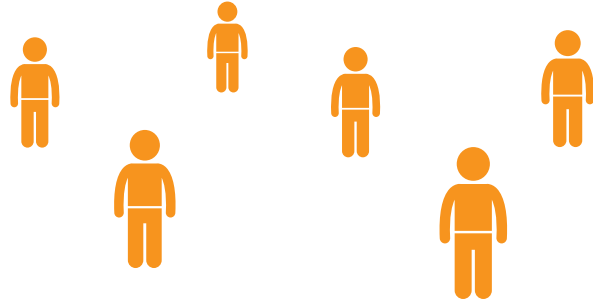
STUCK IN THE MUD (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

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



COOL DOWN/FLEXIBILITY (5 MIN.)

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

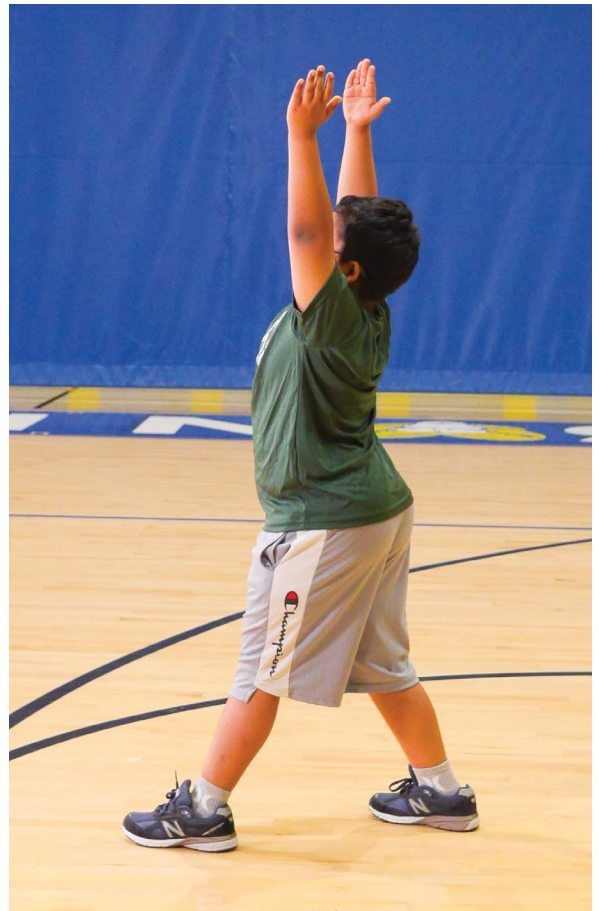
GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

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

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



LEADERSHIP TIME (5 MIN.)

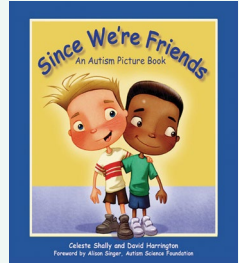
Lesson 1: Read the book

Lesson 2: Review book and answer questions from the Unified Young Reader Guide

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

Talking Point

"Last time we read [Since We're Friends by Celeste Shally](#) (page 8 of link).¹ Today we will be talking about some questions related to the book."



STRENGTH & ENDURANCE (5 MIN.)

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

Wheels on the Bus melody:

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

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

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

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



SELF ASSESSMENT (5 MIN.)

Equipment

- [Self Assessment printable](#)
- Pencil/markers

Setup

This activity might be easier in a classroom so students have a place to draw

- Use this self assessment as a check-in to see where students are at in the beginning, middle, and end of year. This can be a nice talking point for conferences or something to send home to parents. You may also want to keep it to compare beginning, middle, and end.

- *“During our Young Athletes time, we will be talking a lot about how to be healthy and active. I want to know ways that you like to be healthy and active.”*
- *“In the first box it says, ‘Draw a picture of you playing a game outside.’ You can draw or write about something you like to do outside.”*
- *“The second box says, ‘Draw a picture of a healthy snack.’ Draw or write about a healthy snack you enjoy.”*

SHARKS AND MINNOWS (5 MIN.)

Equipment

None needed

Setup

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



- In this game, the shark will say “Fishy fishy come out and play” and all of the minnows will begin walking across the room or space.
- When the shark says “Shark attack!” all the minnows need to run as fast as they can to the other side. The shark will try to tag as many minnows as they can. When a player is tagged, they also become a shark.
- When there are one or two minnows left, they become the shark for the next round.

COOL DOWN/FLEXIBILITY (5 MIN.)

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

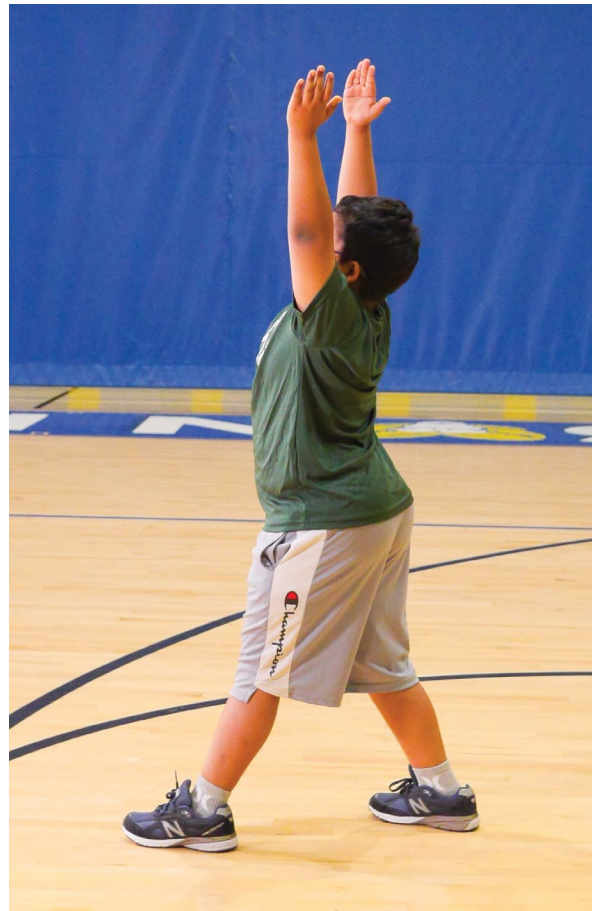
[GoNoodle: Level 1 Flexibility](#)¹

OR

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

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

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



LEADERSHIP TIME (5 MIN.)

Lesson 1: Read the book

Lesson 2: Review book and answer questions from the Unified Young Reader Guide

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

Talking Point

“Last time we talked about different questions connected to our book, [Since We're Friends by Celeste Shally](#) (page 8 of link).¹ Today we will be working on an activity that relates to friendship!”



STRENGTH & ENDURANCE (5 MIN.)

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

Wheels on the Bus melody:

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

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

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

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



HOPE AND DREAMS (15 MIN.)

Equipment

- [Hopes and Dreams printable](#)
- Pencil/markers

Setup

This activity is great for a classroom so that students can write and draw on a table or desk

- Now that you've introduced Young Athletes and established some routines, give students the opportunity to share what they hope to get out of this time.
- *"Today we get to think about our time during Young Athletes and what you might hope or dream to do during this time. We shared how we are going to learn skills like jumping, kicking, and striking and so I want you to think about what is something you hope to do this year. I hope to get better at hitting a ball off of a tee for softball. What are some other things you might hope to do or get better at?"*
- Give students time to share aloud.
- Pass out the paper to have them draw a picture of their hopes and dreams.
- Help students if they are stuck on ideas.
 - » I hope to get faster at running.
 - » I dream of playing basketball.
 - » I hope to jump rope.
 - » I hope to kick the ball into a net.
- Give some examples and then let students work.
- Display these in the hallway or save them for the end of the year to see how their hopes and dreams went!

RED LIGHT GREEN LIGHT (5 MIN.)**Equipment**

None needed

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

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

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



Leadership Time

- In *All My Stripes* by Shaina Rudolph and Danielle Royer, Zane worries that his “Autistic stripe” is all that anyone sees. His mother points out that he is much more than that in a way that young children will understand.

Skills & Games

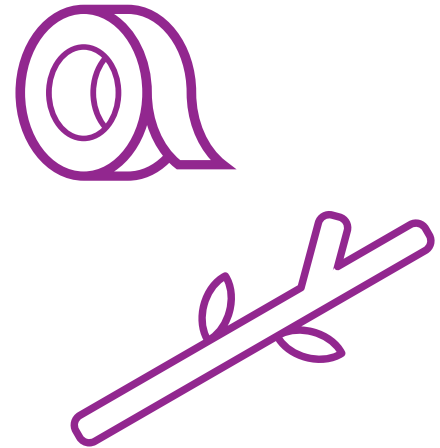
- I Spy
- Freeze Tag
- Daruma
- Red Light Green Light
- Scavenger hunt
- Obstacle course

Equipment

- *All My Stripes* by Shaina Rudolph and Danielle Royer
- Floor markers
- Bean bags
- Cones
- Hula hoops
- Balls
- [Bingo board printable](#)
- Colored pencils or markers
- [Pictures of equipment printable](#)
- Cones with dowel/stick
- Balance beam
- Ribbon/Finish line

Alternative Material Ideas

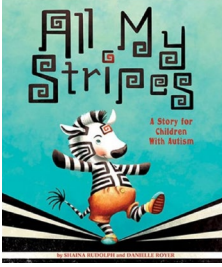
- Use tape or a stick instead of cones with a dowel



Things to Note

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

LEADERSHIP TIME (5 MIN.)



[All My Stripes by Shaina Rudolph and Danielle Royer](#) (page 10 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Wheels on the Bus melody:

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

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

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



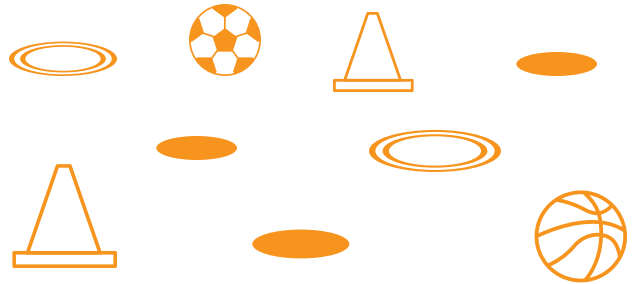
I SPY (10 MIN.)

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.



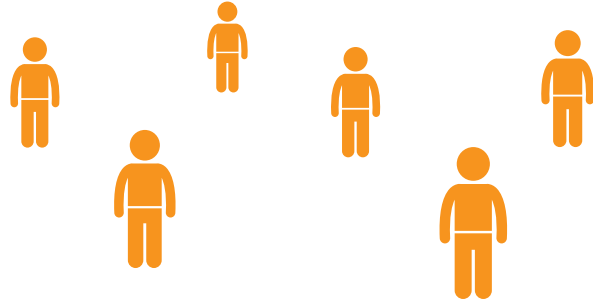
FREEZE TAG (10 MIN.)

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!”*

DARUMA (5 MIN.)

Equipment

None needed

Setup

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



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

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



COOL DOWN/FLEXIBILITY (5 MIN.)

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

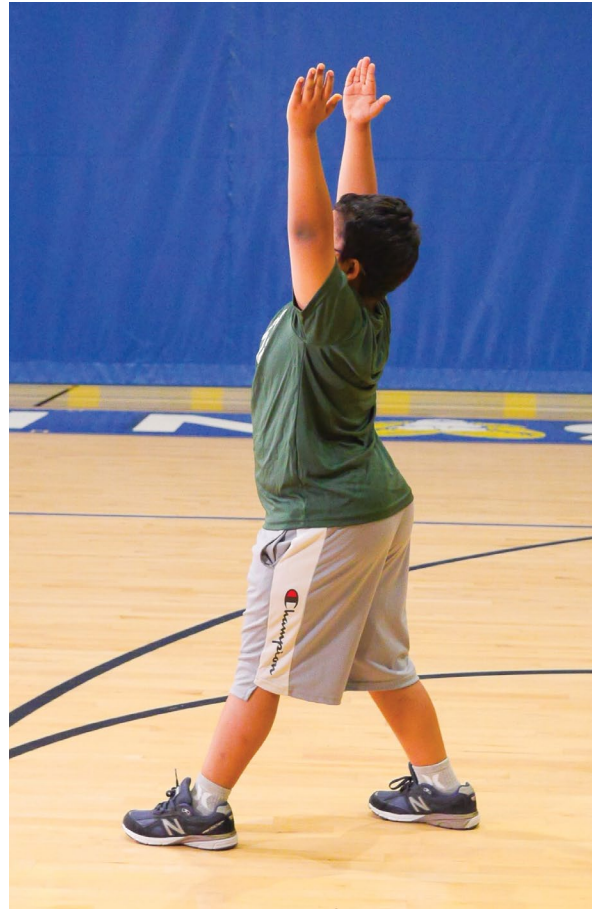
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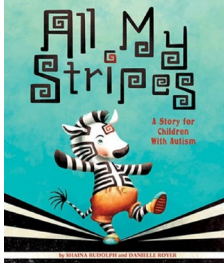
Warrior One Pose (page 6 of link)²

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



LEADERSHIP TIME (5 MIN.)



[All My Stripes by Shaina Rudolph and Danielle Royer](#) (page 10 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Wheels on the Bus melody:

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



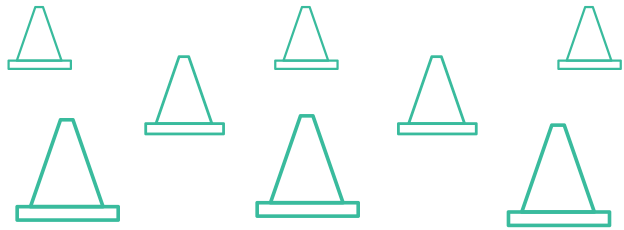
SCAVENGER HUNT (10 MIN.)

Equipment

- [Bingo Board](#)
- Markers or pencils
- Cones
- [Pictures of Equipment](#)
- Clipboards

Setup

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



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

Math Connection

Print off [these dots](#) and [this board](#) and have students count the dots and match it to the number.

You can also print off [these addition equations](#) for under the cones and [this board](#) to practice addition.

Literacy Connection

Print out these [sight words](#) and [this board](#) to have students match the sight word.

RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

None needed

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[GoNoodle: Level 1 Flexibility](#)¹

OR

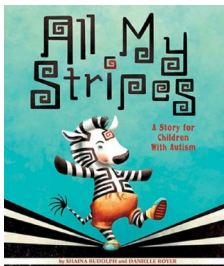
[Warrior One Pose](#) (page 6 of link)²

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

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



LEADERSHIP TIME (5 MIN.)



All My Stripes by Shaina Rudolph and Danielle Royer (page 10 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

Wheels on the Bus melody:

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

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

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

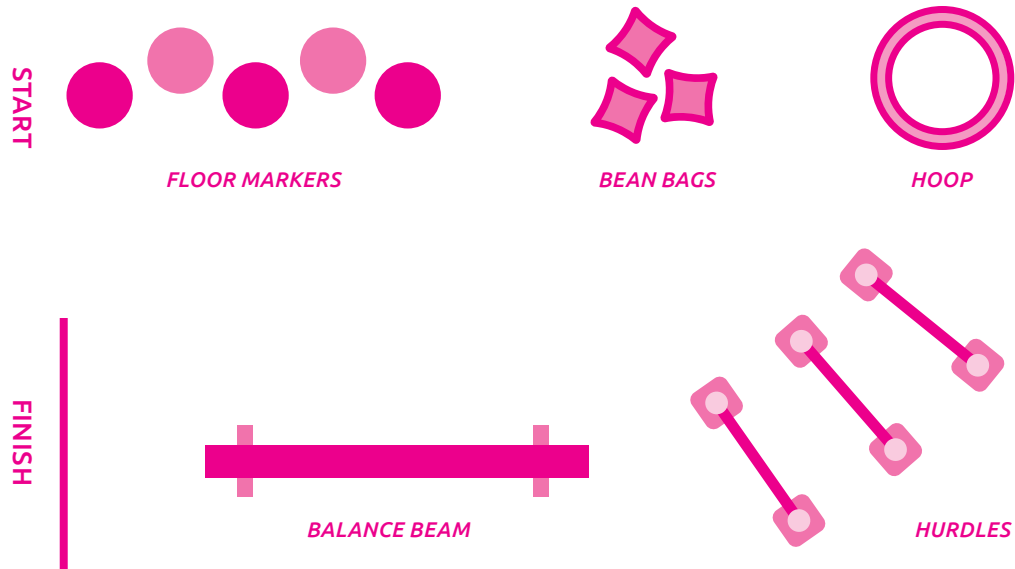
The swimmer in the water goes swim swim swim—all through the pool. (Use your arms to pretend to swim.)



OBSTACLE COURSE (15-20 MIN.)

Equipment/Setup

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



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

continued on next page



OBSTACLE COURSE (CONTINUED)

Station 1: Jump on Dots

Equipment: 5 floor markers

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

Station 2: Throw Bean Bag Through Target

Equipment: floor markers, hoops/basket

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

Station 3: Step/Jump Over Hurdles

Equipment: cones, dowel/rod/stick

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

continued on next page



OBSTACLE COURSE (CONTINUED)

Station 4: Walk on Balance Beam

Equipment: balance beam or tape on the floor

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

Station 5: Run to Finish Line

Equipment: ribbon or gym floor tape

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



COOL DOWN/FLEXIBILITY (5 MIN.)

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

GoNoodle: Level 1 Flexibility¹

OR

Warrior One Pose (page 6 of link)²

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

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



Leadership Time

- *My Brother Charlie* by Holly Robinson Peete and Ryan Elizabeth Peete is a book about a boy with autism as told through the eyes of his twin sister. This book helps us recognize that we are all unique, with our own strengths and weaknesses.

Skills & Games

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

Equipment

- *My Brother Charlie* by Holly Robinson Peete and Ryan Elizabeth Peete
- Parachute
- Foam ball or similar

Alternative Material Ideas

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



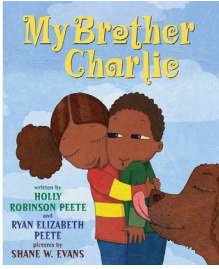
Things to Note

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

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

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

LEADERSHIP TIME (5 MIN.)



[My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete](#)¹
(page 12 of link)

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."

2. "Jump up and down on two feet and land softly."



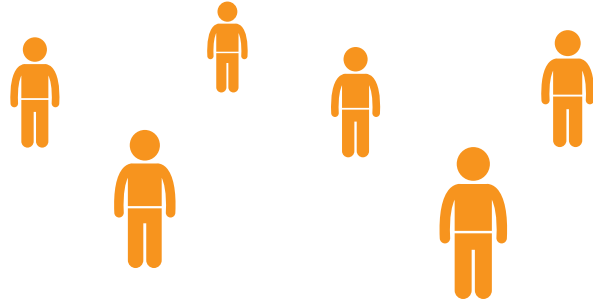
MOVE LIKE AN ANIMAL (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

INCHWORM (5 MIN.)

Equipment

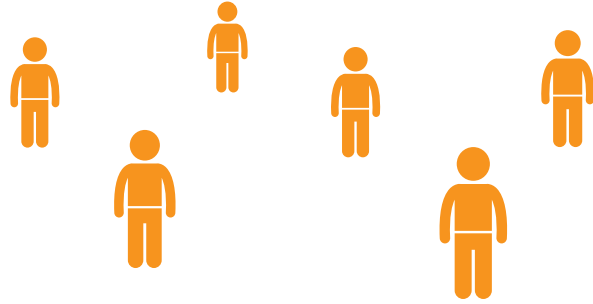
None needed

Optional:

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

Setup

Students should spread out throughout the space



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

- *"Let's do it again! Let's do the Inchworm Wiggle."*
- Walk with your hands; then walk with your feet.

Lead Up Activity

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

Optional Activity

Place a variety of equipment spread out throughout the gym, and have students inchworm to different materials. Have students practice estimating how many inchworms to get to different objects.

RED LIGHT GREEN LIGHT (5 MIN.)

Equipment

None needed

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

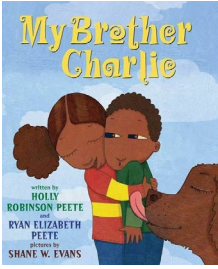
If You're Happy and You Know It:

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

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

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

LEADERSHIP TIME (5 MIN.)



[My Brother Charlie](#) by Holly Robinson Peete and Ryan Elizabeth Peete¹
(page 12 of link)

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance](#)²

OR

[Two Foot Jump](#) (page 10 of link)³

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



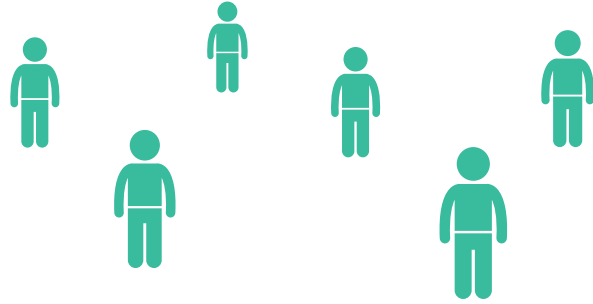
RUNNING STYLES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

INCHWORM (5 MIN.)

Equipment

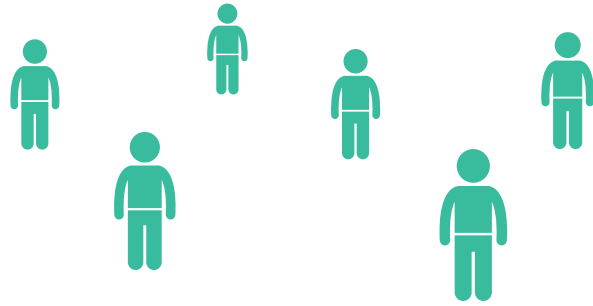
None needed

Optional:

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

Setup

Students should spread out throughout the space



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

- *"Let's do it again! Let's do the Inchworm Wiggle."*
- Walk with your hands; then walk with your feet.

Lead Up Activity

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

Optional Activity

Place a variety of equipment spread out throughout the gym, and have students inchworm to different materials. Have students practice estimating how many inchworms to get to different objects.

COOL DOWN/FLEXIBILITY (5 MIN.)

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

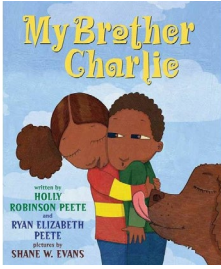
If You're Happy and You Know It:

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

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

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

LEADERSHIP TIME (5 MIN.)



[My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete¹](#)
(page 12 of link)

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Endurance²](#)

OR

[Two Foot Jump](#) (page 10 of link)³

1. "Stand with your feet together."

2. "Jump up and down on two feet and land softly."



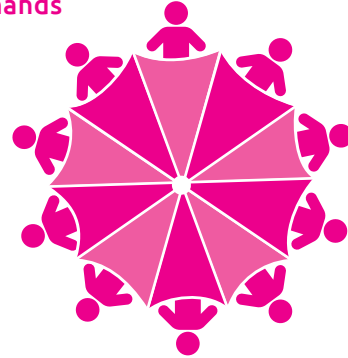
PARACHUTE GAMES (15-20 MIN.)

Equipment

- Parachute
- Foam or beach ball

Setup

Students should each hold on to the parachute with both hands



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

Under the Parachute If...

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

Other categories:

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

continued on next page



PARACHUTE GAMES (CONTINUED)

Follow the Leader:

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

Examples:

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

Cooperation Roll:

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

Skip Counting:

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



COOL DOWN/FLEXIBILITY (5 MIN.)

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

If You're Happy and You Know It:

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

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

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

Leadership Time

- In *Magic Trash* by J.H. Shapiro, students will be able to use their imagination to create art from objects that would otherwise be considered trash.

Skills & Games

- Wacky Laps
- Builders and Bulldozers
- Fit Dice
- Run and Carry
- Coach Says

Equipment

- *Magic Trash* by J.H. Shapiro
- Cones
- Floor markers
- Bean bags
- 6 dice
- [Fit Dice exercise printables](#)

Alternative Material Ideas

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



Things to Note

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

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

LEADERSHIP TIME (5 MIN.)



[Magic Trash by J.H. Shapiro](#) (page 14 of link)¹

Lesson 1: Read the book

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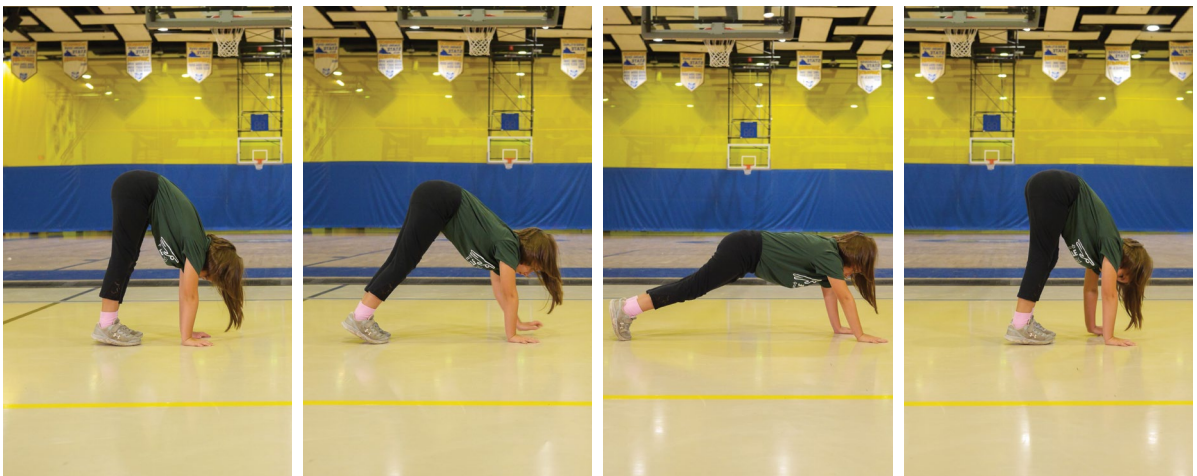
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

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



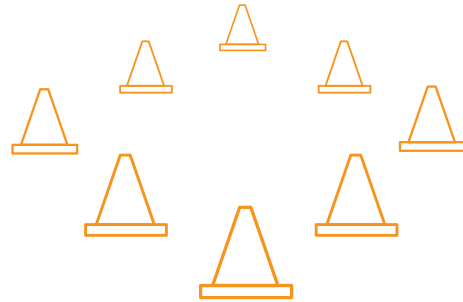
WACKY LAPS (5 MIN.)

Equipment

- Cones

Setup

Set up cones in a large oval shape to create a spot to run laps



- *"Today we are going to be doing some wacky laps."*
- *"A lap is when you start at one spot and run until you make it back to the same spot."*
- *"We will all start here and each lap we will move in a different way:*
 - » *Run to music*
 - » *As slow as possible*
 - » *Holding hands with a partner*
 - » *Zigzag*
 - » *Side stepping*
 - » *Skipping*
 - » *Let them come up with a wacky way to move"*

Lead Up Activity

Instead of running laps, have students move from one side of the room to the other. More simple movement ideas are:

- Walking
- Jogging
- Side stepping
- As slow as possible
- As fast as possible

Optional Activity

Set out hurdles (bean bags, tape on the ground, balance beams) so that students need to jump over the object when they get to it. Introduce the grapevine movement (moving sideways while putting your back foot over your front foot and then switching).

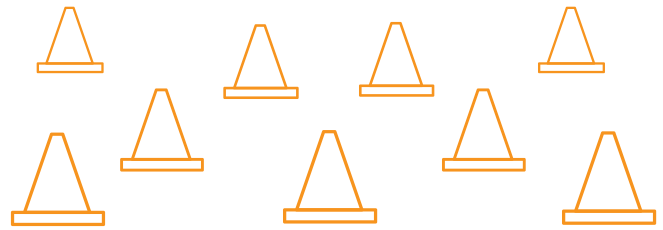
BUILDERS AND BULLDOZERS (5 MIN.)

Equipment

- 10-20 cones

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[Balance Level 1 Video](#)¹

OR

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

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



LEADERSHIP TIME (5 MIN.)



[Magic Trash by J.H. Shapiro](#) (page 14 of link)¹

Lesson 1: Read the book

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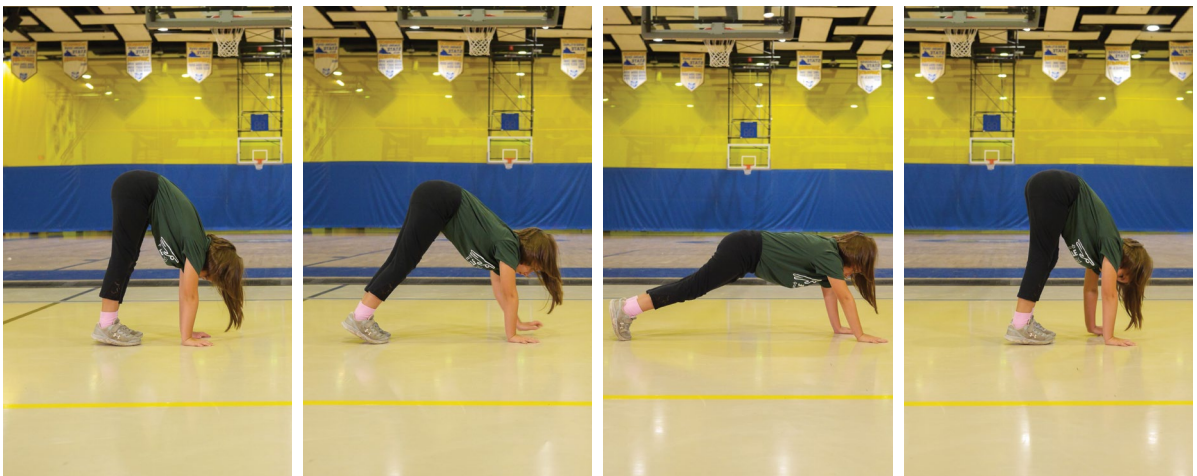
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

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



FIT DICE (10 MIN.)

Equipment

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

Setup

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



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

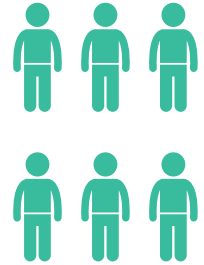
RUN AND CARRY (5 MIN.)

Equipment

- 1 bean bag per student

Setup

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



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



COOL DOWN/FLEXIBILITY (5 MIN.)

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

[Balance Level 1 Video](#)¹

OR

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

- Tandem Stance
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LEADERSHIP TIME (5 MIN.)



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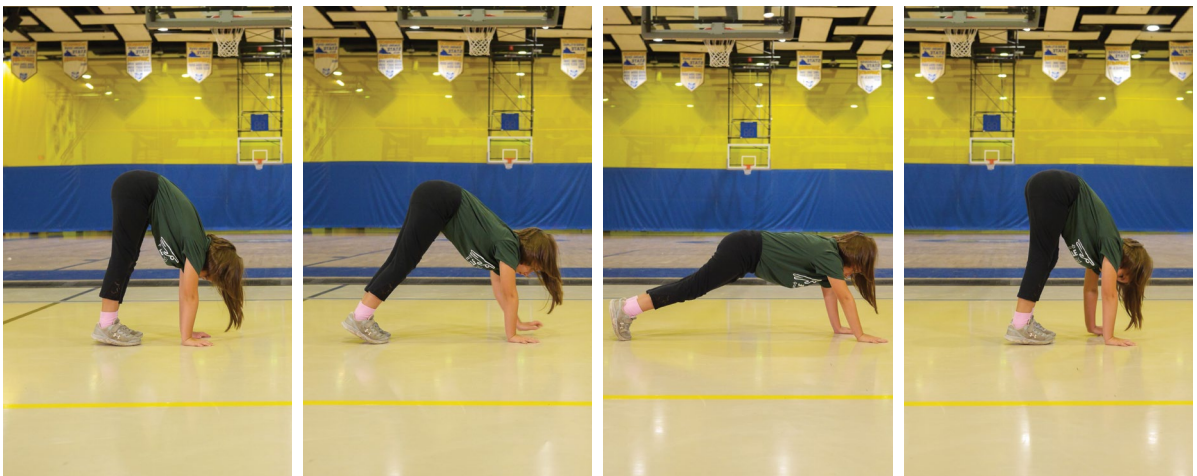
STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)²

OR

[Inchworms](#) (page 14 of link)³

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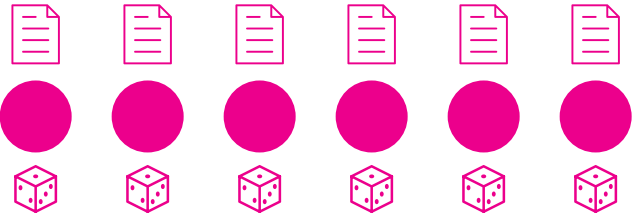
FIT DICE (10 MIN.)

Equipment

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

Setup

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



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

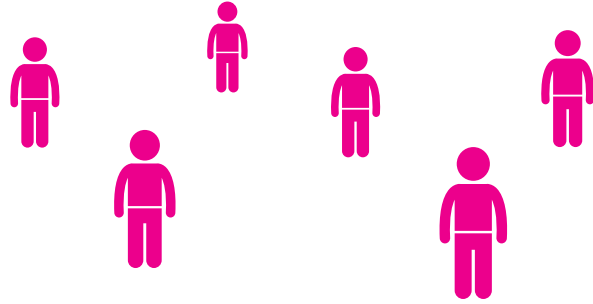
COACH SAYS (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Now let's play Coach Says using our bodies."*
- *"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 tiptoes
 - » Standing on my heels... you try!"
- *"Now try it with your arms:"*
 - » *out/in*
 - » *up/down*
 - » *eyes closed/open."*
- Encourage athletes to try these new balancing techniques while manipulating their bodies so that their muscles will need to counteract shifts in weight.

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[Balance Level 1 Video](#)¹

OR

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

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



Leadership Time

- In *Milo's Museum* by Zetta Elliott, students will be able to explore their own histories and create a museum all about their own lives.

Skills & Games

- Run and Carry
- Line Walking
- Bus Driver
- Builders and Bulldozers
- Side Stepping
- Ball Sort

Equipment

- *Milo's Museum* by Zetta Elliot
- Bean bags
- Chalk or tape
- Floor markers or cones
- Balance beam
- Different types of sports balls
- Basket or hula hoops
- Paper plates

Alternative Material Ideas

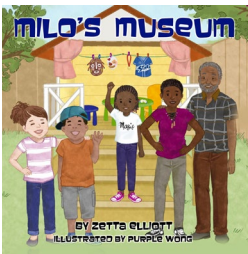
- Instead of using balls for Ball Sort, take the activity outside and have students collect items in nature



Things to Note

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

LEADERSHIP TIME (5 MIN.)



[Milo's Museum by Zetta Elliott](#) (page 16 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

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

OR

Turn on a song and have a dance party!



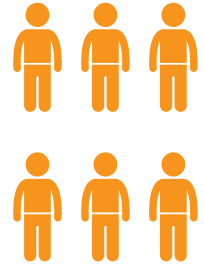
RUN AND CARRY (5 MIN.)

Equipment

- 1 bean bag per student

Setup

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



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

Math Connection

Instead of bean bags, use post it notes to create math equations and the answers. Each student needs to pick a post it when it is their turn and try to create as many matches as possible.



Literacy Connection

On a large piece of paper, write a variety of sight words. Keep this large paper on the side with students. Using post it notes, write sight words that match the ones on the paper and put these where the bean bags would be. When it is the student's turn, they need to pick a sight word and run back and match it to one on the paper.



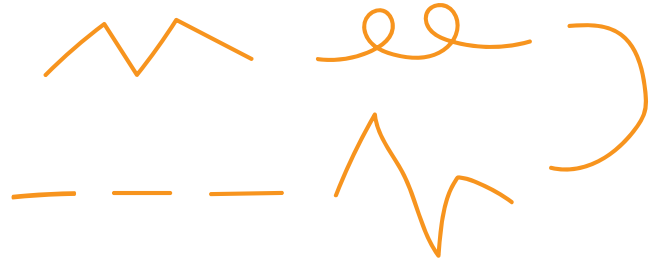
LINE WALKING (5 MIN.)

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."*

COOL DOWN/FLEXIBILITY (5 MIN.)

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

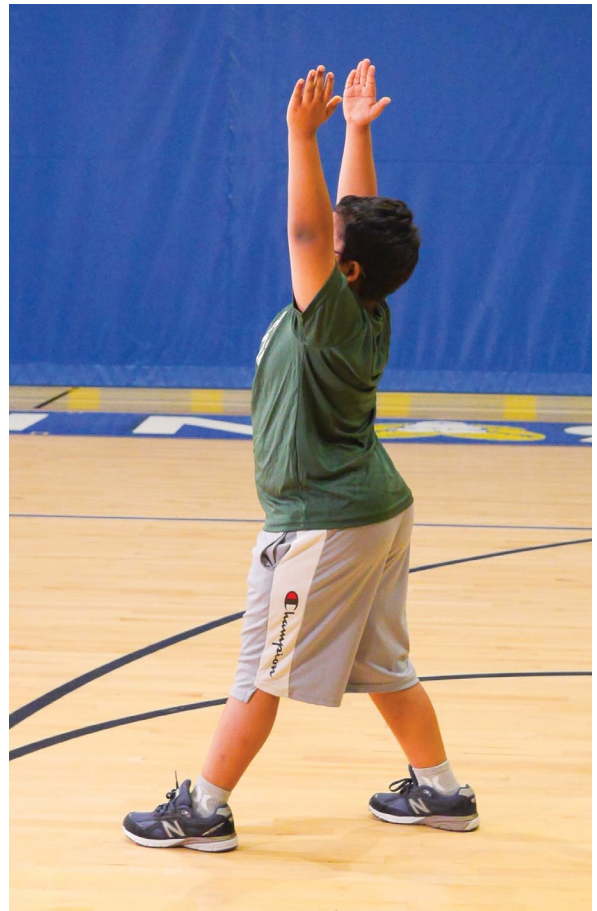
GoNoodle: Level 1 Flexibility¹

OR

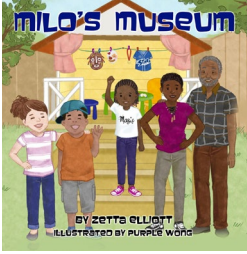
Warrior One Pose (page 6 of link)²

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

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



LEADERSHIP TIME (5 MIN.)



[Milo's Museum by Zetta Elliot](#) (page 16 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

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

OR

Turn on a song and have a dance party!



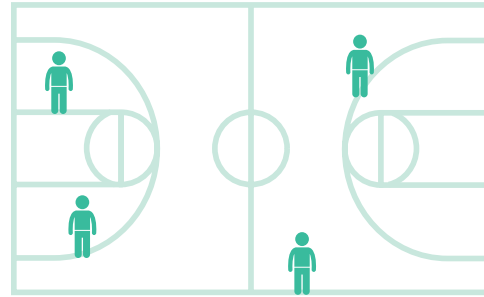
BUS DRIVER (10 MIN.)

Equipment

- Chalk or gym floor tape to make lines
- Paper plates to make steering wheels

Setup

Students should spread out throughout the space on the lines



Preparation Notes:

- Do this activity in an area where there are a lot of lines that are connected, such as a basketball court or tennis court. You can also use gym floor tape inside or chalk outside to draw connecting lines.
- Before starting this game, talk to students about the difference between right and left. Show them which hand is their right hand and which one is their left hand. We will be practicing right and left during this game.

- *"Today you are going to be bus drivers."*
- *"Everyone get out your steering wheel."*
- *"We are going to pretend that the lines on the ground are the road and we need to make sure that we drive on the road while we are driving the bus."*
- *"We will be taking right turns and left turns to stay on the lines."*
- *"I want you to practice saying right or left before you turn."*
- *"We also will need to be very careful how fast we drive so we don't run into another bus."*
- *"Find a spot on a line to start and drive safely."*

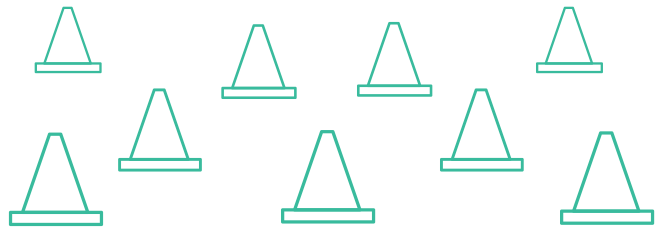
BUILDERS AND BULLDOZERS (5 MIN.)

Equipment

- 10-20 cones

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

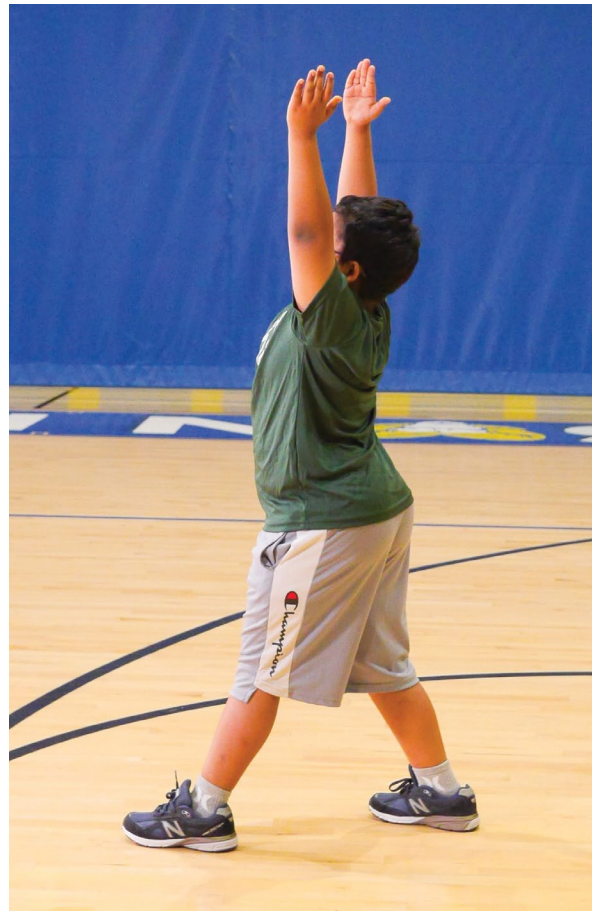
[GoNoodle: Level 1 Flexibility](#)¹

OR

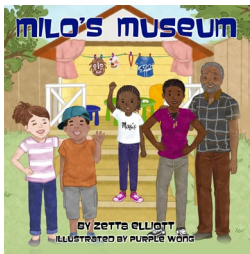
[Warrior One Pose](#) (page 6 of link)²

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

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



LEADERSHIP TIME (5 MIN.)



[Milo's Museum by Zetta Elliott](#) (page 16 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

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

OR

Turn on a song and have a dance party!



SIDE STEPPING (5 MIN.)

Equipment

- Floor markers

Setup

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



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



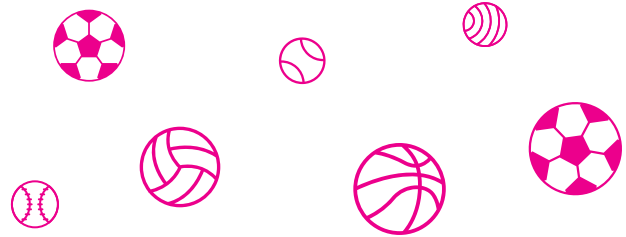
BALL SORT (10 MIN.)

Equipment

- Different types of balls

Setup

Scatter the balls throughout the space



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

Math Extension #1

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

Math Extension #2

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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

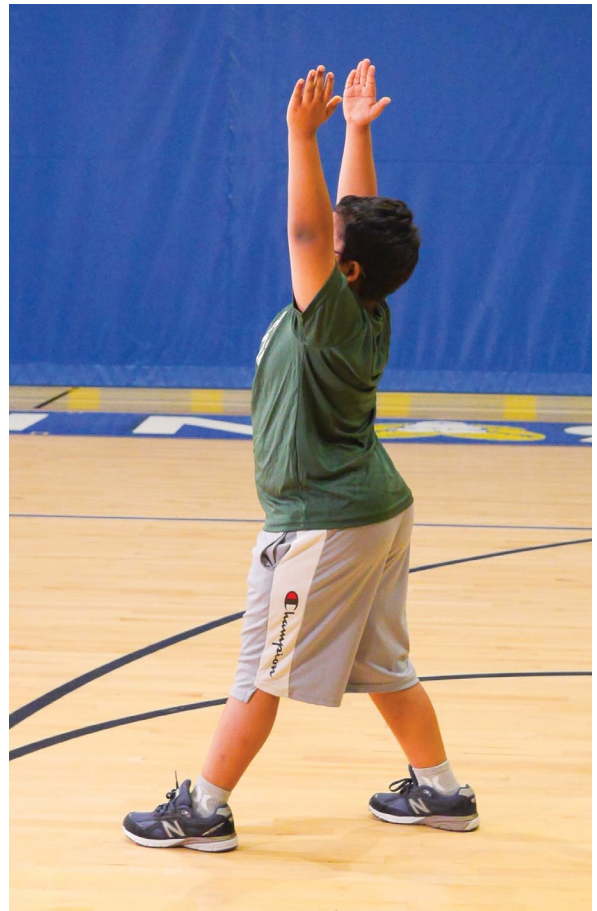
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2. Turn your left foot to the side so that your toes are pointed out. Bend your right knee.
3. Repeat with your left foot forward."



FOUNDATIONAL SKILLS REVIEW

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

[Foundational Skills Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

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

Activities from skill cards that were covered in this unit:

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

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

Want to continue practicing these skills?

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





UNIT 1 PRINTABLES



Building Foundational Skills

Dear Family,

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

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

Sincerely,

Teacher



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



Healthy Habits

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



More Than Motor Skills

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



Class News

NAME: _____

<p>Draw a picture of you playing a game outside.</p>	<p>Draw a picture of a healthy snack.</p>
--	---



NAME: _____

<p>Draw a picture of you playing a game outside.</p>	<p>Draw a picture of a healthy snack.</p>
--	---



HOPES AND DREAMS

Balance Beam



Small Foam Ball



Bean Bags



Sport Cones



Large Plastic Blocks



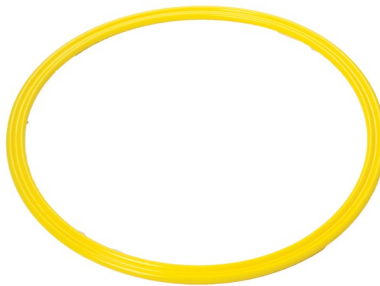
Paddle



Floor Markers



Hoops



Scarf



Playground Ball










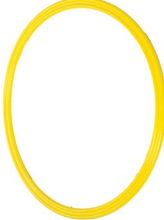




Basketball










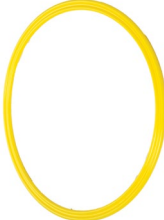




Baseball Bat

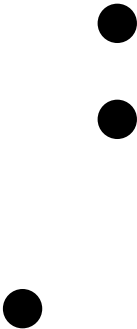
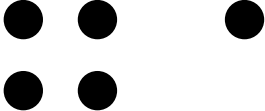

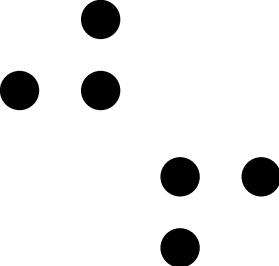
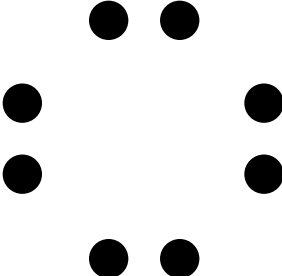
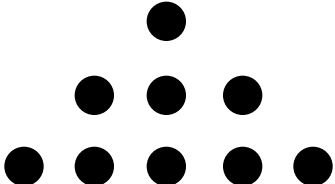
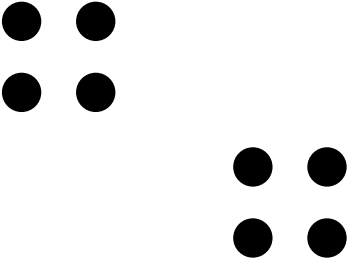
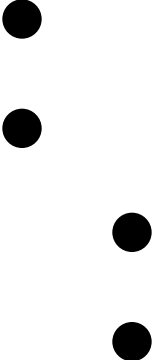
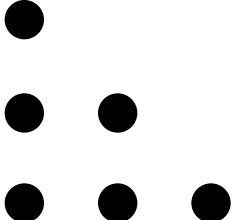
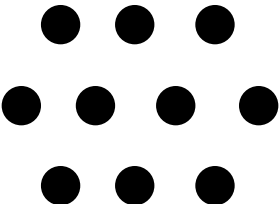
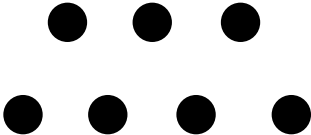
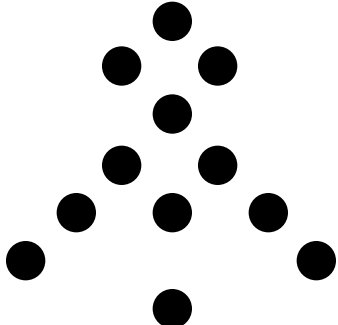


Lift the cone and cross off the picture that matches the picture under the cone. Put the cone back when you are done.

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

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

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

Lift up the cone and count the dots. Cross off the number that matches the dots under the cone. Put the cone back when you are done.

3	4	9	12
5	8	6	7
6	4	8	10
8	7	12	

Lift up the cone and count the dots. Cross off the number that matches the dots under the cone. Put the cone back when you are done.

3	4	9	12
5	8	6	7
6	4	8	10
8	7	12	

$9 + 6$

$9 + 7$

$8 + 5$

$7 + 4$

$7 + 7$

$6 + 5$

$6 + 6$

$4 + 9$

$9 + 8$

$3 + 9$

$9 + 9$

$8 + 8$

Lift up the cone and solve the addition equation. Cross off the sum that matches the equation under the cone.

15	16	13
11	14	11
12	13	17
12	18	16

Lift up the cone and solve the addition equation. Cross off the sum that matches the equation under the cone.

15	16	13
11	14	11
12	13	17
12	18	16

the

is

you

in

at

and

to

this

was

have

for

with

Lift up the cone and read the word. Cross off the word that matches the word under the cone.
Put the cone back when you are done.

the	is	you
in	at	and
to	this	was
have	for	with

Lift up the cone and read the word. Cross off the word that matches the word under the cone.
Put the cone back when you are done.

the	is	you
in	at	and
to	this	was
have	for	with

Jumping Jacks

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



Curl-Ups

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



Side-to-Side Hops

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

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



Mountain Climbers

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



Frog Jumps

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



Tuck Jumps

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



1



2



3



4

NAME: _____

Meet Me!

Self-awareness: personal interests and strengths

My Self-Portrait

I like to...

I am good at...

I am...

NAME: _____

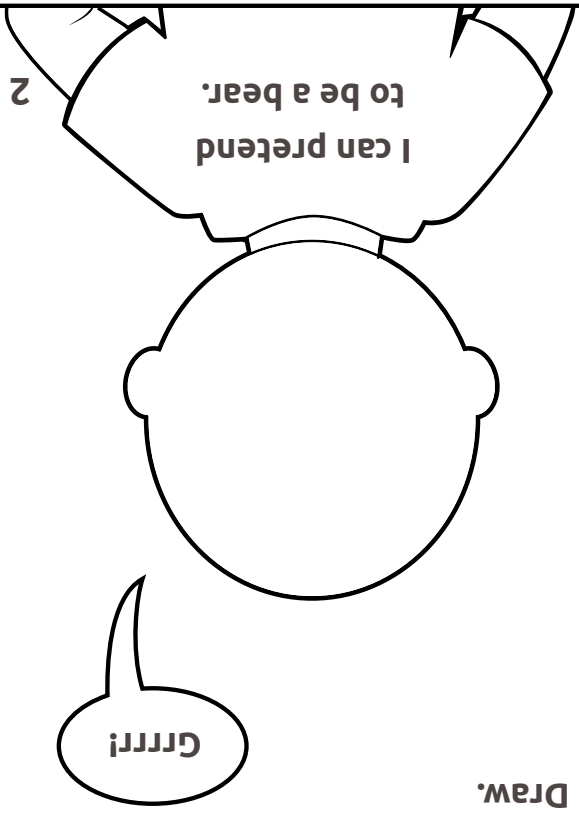
TYPE OF BALL	NUMBER OF CUBES

BALL SORT

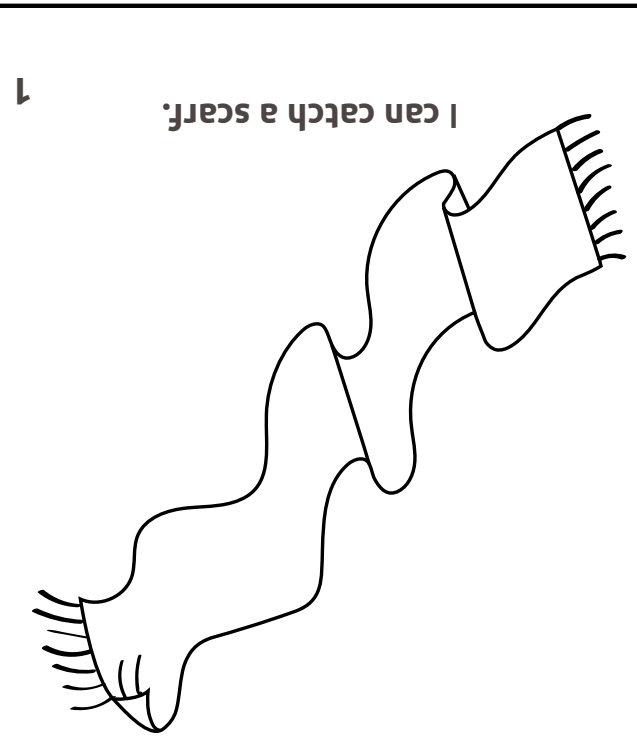
6					
5					
4					
3					
2					
1					

NUMBER OF BALLS

TYPE OF BALLS

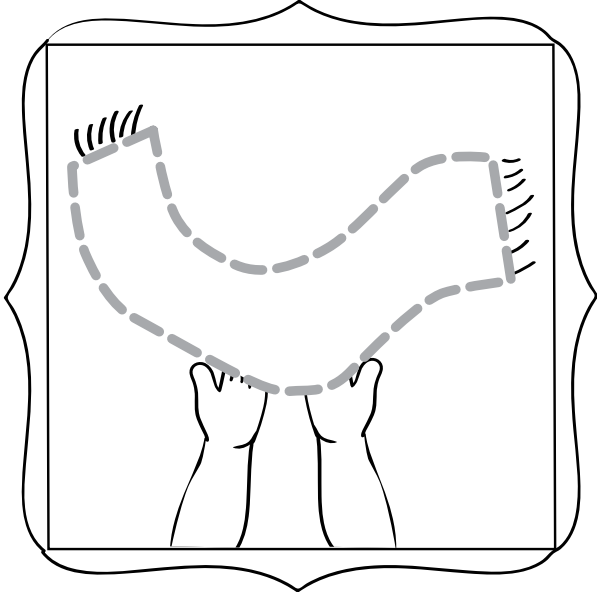


Draw.



Color.

Trace.



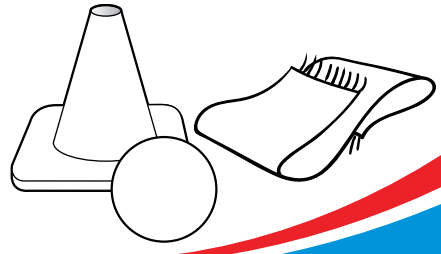
I can play.

3

Let's Practice & Play

Name _____'s

Activities
Foundational Skills



Special Olympics
Young Athletes



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



Special Olympics Young Athletes

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



Key Features



Personalized Activities

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



Health Resources

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



Community Connection

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



iPhone or iOS



Android



Questions? Contact ecd@specialolympics.org