



## UNIT 2

### AGES 5-7

## WALKING AND RUNNING

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

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

## Skills

### MOTOR SKILLS:

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

### COGNITIVE SKILLS:

- Following activity directions
- Reading readiness
- Number sense

### SOCIAL SKILLS:

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

## Classroom materials

- [Locomotor Skill Card printables](#)
- Red, green, and yellow paper for signs
- 2 paper plates for each student
- Pieces of paper with #1-20 written on them
- Equipment signs
- Blocks (any type that can be stacked)
- Chalk, markers and tape

## Equipment

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

## Books

- *Sky Color* by Peter H. Reynolds
- *Oliver* by Birgitta Sif



## Walking

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### 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

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### 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

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**



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, such as 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)

## SHAPE STANDARDS

### 2nd Grade:

- Travels showing differentiation between jogging and sprinting. (S1.E2.2b)
- Skips using a mature pattern. (S1.E1.2)
- Runs with a mature pattern. (S1.E2.2a)
- Varies time and force with gradual increases and decreases. (S2.E3.2)
- Engages actively in physical education class in response to instruction and practice. (S3.E2.2)
- Recognizes the use of the body as the body as resistance, the student holds body in plank position, animal walks, for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)
- Practices skills with minimal teacher prompting. (S4.E1.2)
- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)



## Leadership Time

- *Oliver* by Birgitta Sif is a story about a little boy who is different. He uses his imagination for companionship, with his toys as his companions, until one day he meets a new friend.

## Skills & Games

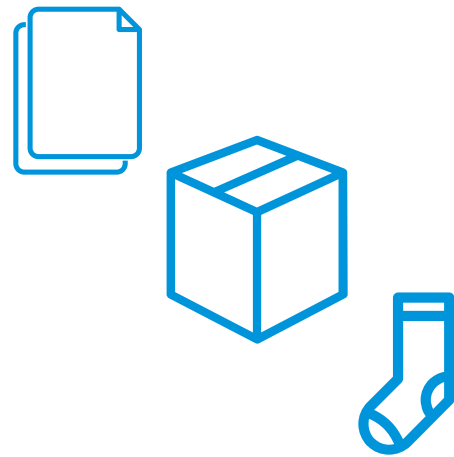
- Learn the Terms
- El Rey Pide
- Stop, Slow, Go
- River Leaping
- Act It Out
- Future Skaters
- Partner Step

## Equipment

- *Oliver* by Birgitta Sif
- [Locomotor Skill Card printables](#)
- Red, green, and yellow paper for signs
- Long jump ropes, string or chalk for lines
- Floor markers
- Tape
- Markers
- 2 paper plates for each student

## Alternative Material Ideas

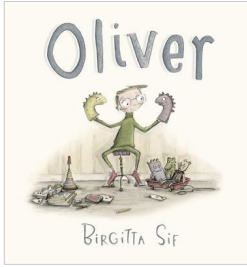
- Instead of paper plates, use pieces of paper, cardboard boxes, or socks



## Things to Note

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

**LEADERSHIP TIME (5 MIN.)**



[Oliver by Birgitta Sif](#) (page 30 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

**STRENGTH & ENDURANCE (5 MIN.)**

[GoNoodle: Level 2 Endurance](#)<sup>2</sup>

OR

[Gallop](#) (page 21 of link)<sup>3</sup>

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





## LOCOMOTOR SKILLS: LEARN THE TERM (5 MIN.)

## Equipment

- [Locomotor skill cards](#)

## Setup

Print out the cards



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

## Skills:

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

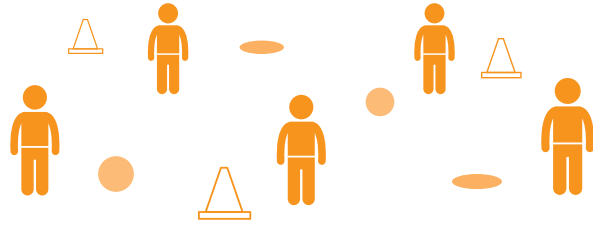
## EL REY PIDE (5 MIN.)

## Equipment

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

## Setup

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



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

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



## STOP SLOW GO (5 MIN.)

### Equipment

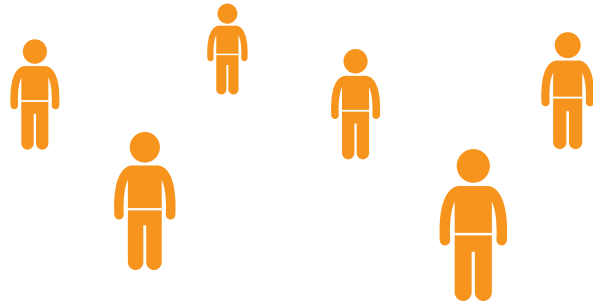
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None needed

### Setup

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Students should spread out throughout the space



### Additional Prep

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Ahead of time, make 3 signs using construction paper with the words STOP, GO, and SLOW on individual papers.

- Tell students that they get to practice driving today. The lines in the gym are the roads. (If you don't have lines to use, tell students that they get to drive wherever.)
- Students will start off running around on the lines. They need to practice watching where they are going and make sure not to run into anyone.
- When you hold up SLOW, students need to start walking or even go to slow motion and when you say STOP they need to freeze.
- Switch between saying it and showing the signs so students have to pay attention.

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

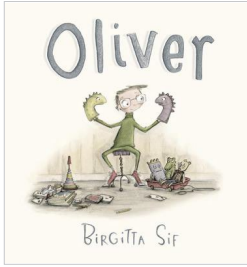
OR

[Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

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



LEADERSHIP TIME (5 MIN.)



[Oliver by Birgitta Sif](#) (page 30 of link)<sup>1</sup>

Lesson 1: Read the book

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

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)<sup>2</sup>

OR

[Gallop](#) (page 21 of link)<sup>3</sup>

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



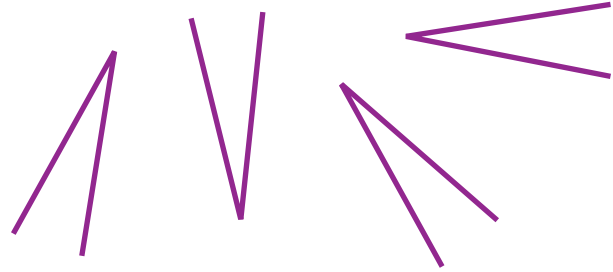
## RIVER LEAPING (5 MIN.)

**Equipment**

- Long jump ropes, string or chalk to create lines

**Setup**

Create V shapes throughout the space for students to jump over



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

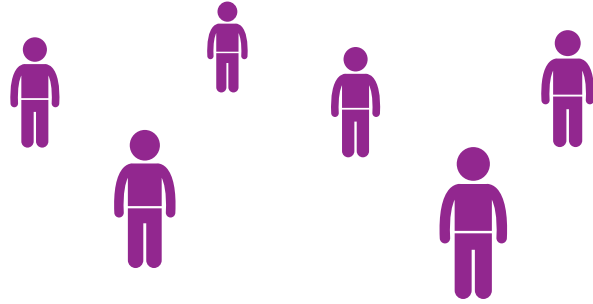
## ACT IT OUT (5 MIN.)

## Equipment

None needed

## Setup

Students should spread out throughout the space



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

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

OR

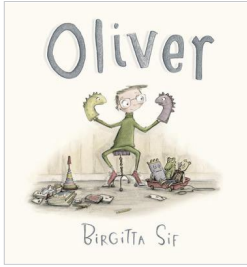
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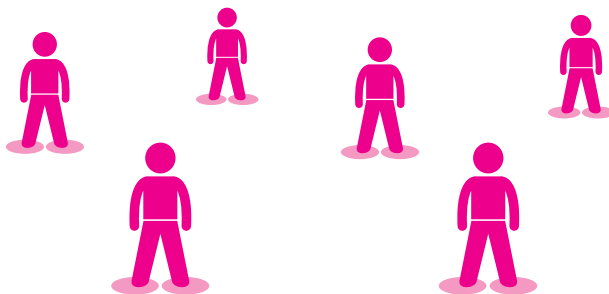


**FUTURE SKATERS (5 MIN.)****Equipment**

- 2 paper plates, cardboard or paper for each student
- A way to play music

**Setup**

Students should spread out throughout the space and place a foot on each plate



- Have students put a foot on each paper plate.
- Show students how to slide by putting one foot forward and then having the other foot slide to touch the first foot and switch.
- Encourage students to move around the room without lifting their feet.
- Use music and have students skate fast and slow.



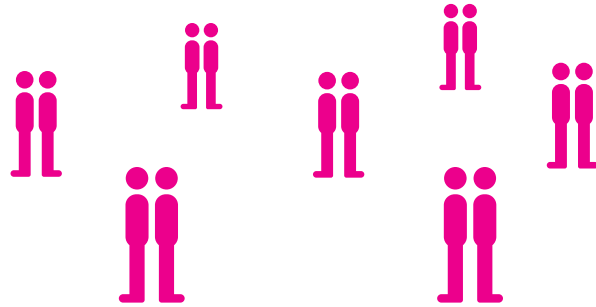
## PARTNER STEP (5 MIN.)

## Equipment

None needed

## Setup

Pair up students and have them stand back to back



## Additional Information

During this game, each student needs a partner. They will be back to back with their partner and practice side sliding across the room while staying in contact with their partner. You may suggest that they hold hands to remain together or give them a piece of string that they each hold and end.

- *"We are going to continue to practice sliding with a partner now."*
- *"You are going to go back to back with your partner and practice side sliding at the same time as your partner."*
- *"You should always be touching backs."*
- *"This might take a little practice to be able to do this at the same time as your partner, so let's practice for a while."*

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

OR

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- Tandem Stance
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## Leadership Time

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- There is not a book connection for this week. Leadership time will focus on teaching self-management and giving students the opportunity to practice their skills.

## Skills & Games

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- Zigzag
- Number Run
- Crabs and Fishes
- Block Relay
- Fire Drill
- Catch the Dragon's Tail
- Obstacle Course

## Equipment

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

## Alternative Material Ideas

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- Instead of blocks, use rocks or pieces of wood



## Things to Note

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Block Relay is a great opportunity to introduce the names of 3D shapes. Before playing, talk about the names of each shape and then during the game ask students to name the shape that they pick up.

## LEADERSHIP TIME (5 MIN.)

### What is Self-management?

Self-management helps children regulate feelings, thoughts and behaviors. This skill is important for managing stress, impulse control, discipline, motivation and self efficacy. Young Athletes activities help students learn to set and work toward goals.

Ask students what they think self-management is.

When would you need to use self-management?

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## STRENGTH & ENDURANCE (5 MIN.)

### Young Athletes in Motion<sup>1</sup>

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

OR

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



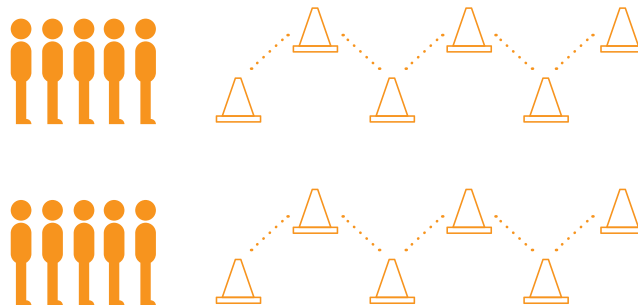
## ZIGZAG (5 MIN.)

### Equipment

- Cones or floor markers

### Setup

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



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

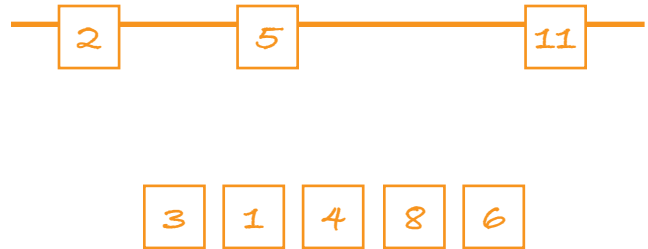
**NUMBER RUN (5 MIN.)**

**Equipment**

- Numbers 1-20 on separate pieces of paper or post its
- Tape or rope for a number line

**Setup**

Make a line to create a number line at one end of the room. Pass out or place pieces of paper with numbers on them on the opposite side of the space.



In this game, students will each pick out a piece of paper with a number on it. When it is their turn, they will run from one side of the room to the number line and add their number to the number line in the correct spot.

**Lead Up Activity**

Create the number line ahead of time and write in the numbers. Students can match the number they have with the one on the number line and lay the number on top of the existing number.

**Optional Activity**

Instead of using the numbers 0-20, pick a segment of the number line such as 50-70 and have students complete the number line. You can also have students practice skip counting and use 0-100 counting by 5s or 10s.



## COOL DOWN/FLEXIBILITY (5 MIN.)

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

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

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

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

Variations:

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

## LEADERSHIP TIME (5 MIN.)

What is Self-management?

*"If you get upset or feel impatient, what can you do to feel better?"*

Use poster paper to create a list of ideas!

*What can you do to feel better?*

## STRENGTH & ENDURANCE (5 MIN.)

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

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

OR

Turn on a song and have a dance party!



## CRABS AND FISH (5 MIN.)

**Equipment**

- Playground balls

**Setup**

Students should spread out throughout the space



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

## BLOCK RELAY (5 MIN.)

### Equipment

- Any type of blocks that can be stacked

### Setup

Pour the blocks in the middle of the room and divide students into four teams, one in each corner



- This game practices teamwork, taking turns, and fine motor skills.
- Students each take turns running from their spot to the middle of the room to pick up a block.
- When they bring it back to their team they get to add to the building they are creating with their team.
- If it falls over while they are building, they can work together to build it back up.

### Math Connection

Before introducing this game, talk about the names of different 3D shapes such as cubes, cones, spheres, and prisms. As students pick up blocks, have them name the shape before adding it to their building.

## COOL DOWN/FLEXIBILITY (5 MIN.)

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

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

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Variations:

- Reach up high
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- Hug myself
- Sit down low
- Stand up tall

## LEADERSHIP TIME (5 MIN.)

### What is Self-management?

- *"What can you do if you are having trouble dealing with a situation you don't like?"*
  - Talk about how to resolve conflicts in the classroom
  - Let a few students act out an example of what to do in a conflict.
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## STRENGTH & ENDURANCE (5 MIN.)

### Young Athletes in Motion<sup>1</sup>

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

OR

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



## 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.



## CATCH THE DRAGON'S TAIL (5 MIN.)

## Equipment

None needed

## Setup

Students should line up facing the same direction



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

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





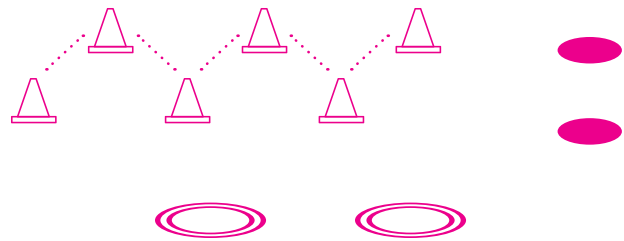
## OBSTACLE COURSE (10-15 MIN.)

### Equipment

- Cones
- Floor markers
- Hula hoops

### Setup

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



### Additional Information

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

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



## COOL DOWN/FLEXIBILITY (5 MIN.)

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

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

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

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

Variations:

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

## Leadership Time

- *Sky Color* is a book about looking at things from a different point of view. After observing the world carefully, Marisol is inspired to expand her thinking about the color of the sky.
- **Social Awareness** is your SEL focus this week.

## Skills & Games

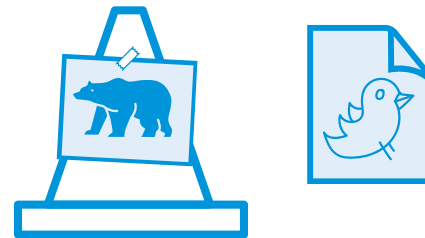
- Galloping
- Round Up
- Hopping
- Piko
- Hop on Pop
- Skipping
- Hidden Treasure

## Equipment

- *Sky Color* by Peter H Reynolds
- Cones, stuffed animals or pictures of animals on cones
- A hopscotch board
- Construction paper
- Marker
- Paper for under each cone
- Bean bags

## Alternative Material Ideas

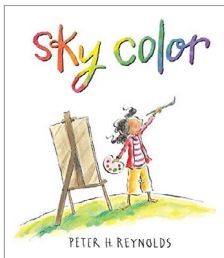
- Instead of stuffed animals, use cones with pictures of animals on them or let students draw a picture of an animal to use



## Things to Note

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

## LEADERSHIP TIME (5 MIN.)



[Sky Color by Peter H. Reynolds](#) (page 18 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

---

## STRENGTH & ENDURANCE (5 MIN.)

[Bop It Locomotor Skills](#)<sup>2</sup>

OR

**Simon Says (Locomotor skills)**

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



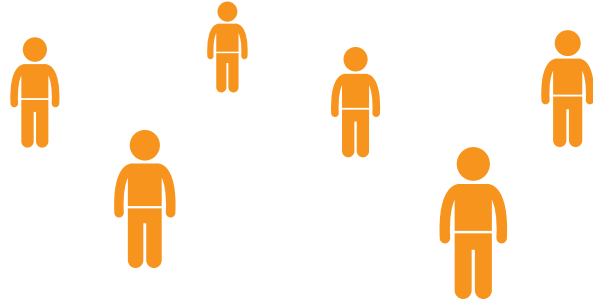
## GALLOPING (5 MIN.)

**Equipment**

None needed

**Setup**

Students should spread out throughout the space



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



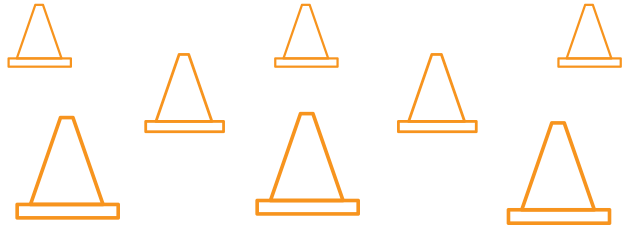
ROUND UP (5 MIN.)

Equipment

- Cones, stuffed animals or pictures of animals

Setup

Scatter cones throughout the space



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

## COOL DOWN/FLEXIBILITY (5 MIN.)

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

[GoNoodle: Level 2 Flexibility](#)<sup>1</sup>

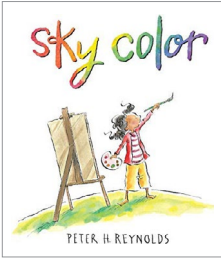
OR

[Upward Facing Dog](#) (page 16 of link)<sup>2</sup>

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



## LEADERSHIP TIME (5 MIN.)



[Sky Color by Peter H. Reynolds](#) (page 18 of link)<sup>1</sup>

Lesson 1: Read the book

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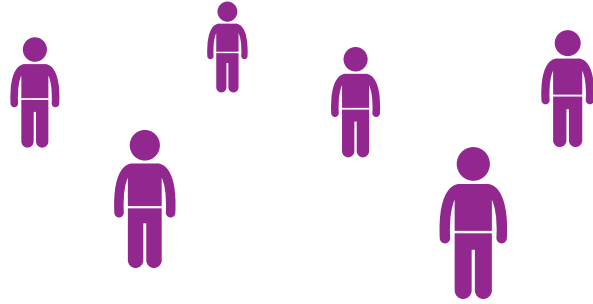


**HOPPING (5 MIN.)****Equipment**

None needed

**Setup**

Students should spread out throughout the space



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

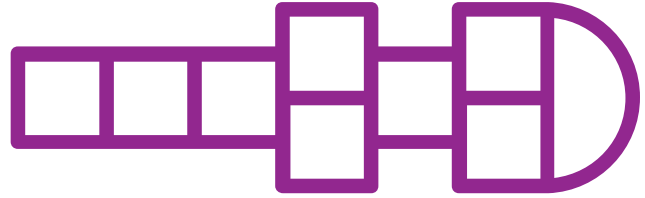
## PIKO (5 MIN.)

## Equipment

- A hopscotch board or make one with chalk or tape

## Setup

Draw one or multiple hopscotch boards



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

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



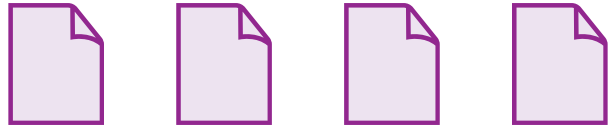
## HOP ON POP (5 MIN.)

### Equipment

- Construction paper or floor markers

### Setup

Place 4 pieces of paper or floor markers a foot apart, in a row



- *“Today we are going to practicing hopping and rhyming.”*
- *“You will start on the first square and I will say a word.”*
- *“As you hop to the different squares, we are going to think of words that rhyme with the first word.”*
- *“Let’s try it together: Hop - pop - mop - stop”*

### Lead Up Activity

Write down words that rhyme on the squares so students can see them as your read them or read them as they jump. You can also say the rhyming words as they jump so they can start to hear them.

### Additional Activity

Set up a rhyming obstacle course with sets of 4 spots to hop on every few feet. Place a post it with a word on the first spot in the set and have students come up with rhyming words as they hop around all of them!

CAT  
HAT  
MAT  
BAT

SKIP  
DRIP  
LIP  
FLIP

TAP  
NAP  
LAP  
CAP

RED  
BED  
LED  
FED

BUG  
DUG  
HUG  
MUG

BAKE  
CAKE  
LAKE  
MAKE

BET  
SET  
LET  
MET

SAD  
BAD  
RAD  
MAD

CAN  
TAN  
MAN  
RAN

## COOL DOWN/FLEXIBILITY (5 MIN.)

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

**GoNoodle: Level 2 Flexibility**<sup>1</sup>

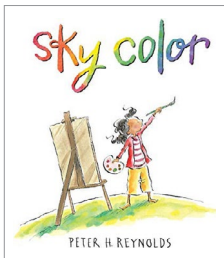
OR

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

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



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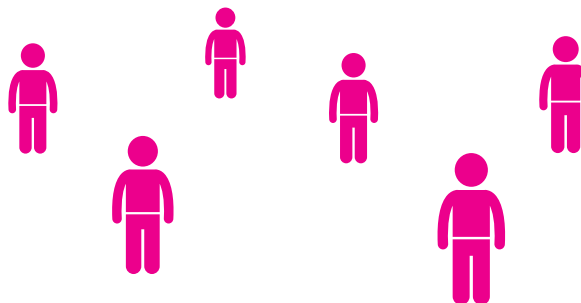
## SKIPPING (5 MIN.)

**Equipment**

None needed

**Setup**

Students should spread out throughout the space



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



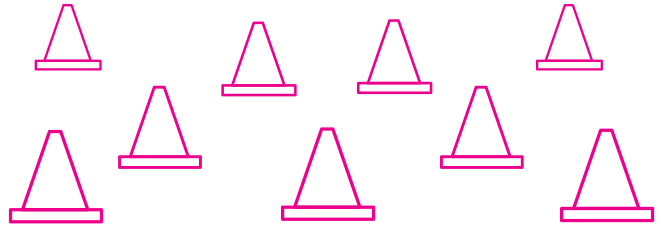
## HIDDEN TREASURE (5 MIN.)

## Equipment

- Cones
- Pieces of paper/note cards that fit under each cone

## Setup

Adjust what you write on the pieces of paper to fit what you are learning. Hide a piece of paper under each cone and scatter the cones around your space.



- *"When I say go, you are going to run or walk to different cones."*
- *"When you get to the cone, lift it up and pick up the 'hidden treasure.'"*
- *"If there is not anything under a cone, place it back down and find another one."*
- *"Try to find as many 'treasures' as you can in the next 5 minutes."*
- *"Keep everything in your hand until time is up and then we will do another activity with the treasure."*

## Treasure Ideas:

- Write a different letter of the alphabet on each card. Have students put the letters in alphabetical order or try spelling words at the end of the game.
- Write the numbers 1-100 on the cards and have students put the numbers in numerical order.
- Write rhyming words on cards and have students find the matches.
- Draw different shapes on the cards and have students sort the shapes by how many sides each shape has.



## COOL DOWN/FLEXIBILITY (5 MIN.)

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## WALKING AND RUNNING REVIEW

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

[Walking & Running Booklet printable](#)

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## HOME CONNECTIONS

### Games and activities to do at home:

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

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

[Additional Walking & Running Skill Cards for home](#)<sup>1</sup>

Want to continue practicing these skills?

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



# UNIT 2 PRINTABLES



## Walking and Running Skills

Dear Family,

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

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

Sincerely,

Teacher



Young Athletes activities develop self-confidence in children.



### Healthy Habits

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

#### Wash, Wash, Wash Your Hands

*Sung to "Row, Row, Row Your Boat"*

Wash, wash, wash your hands;

Wash the dirt away.

Before you eat, before you sleep

And after outdoor play.



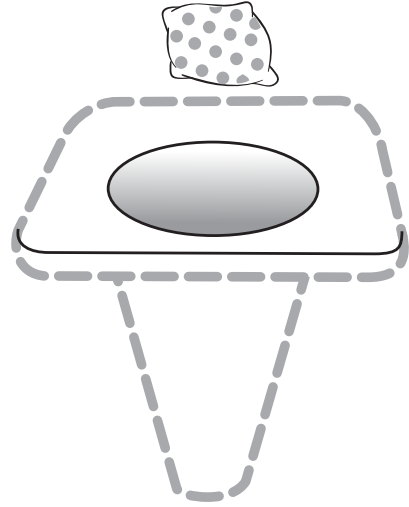
### Great Gains

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



### Class News

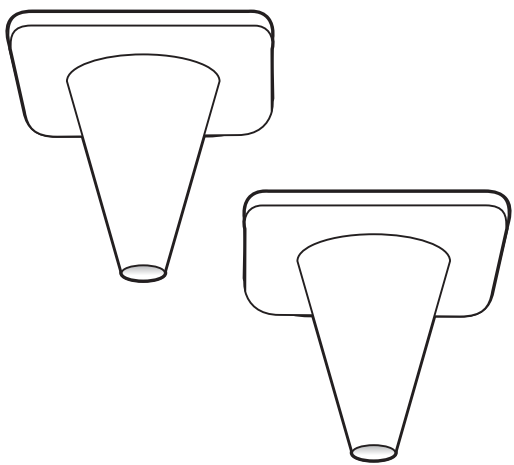
I can walk to a cone and look under.



Trace.

1

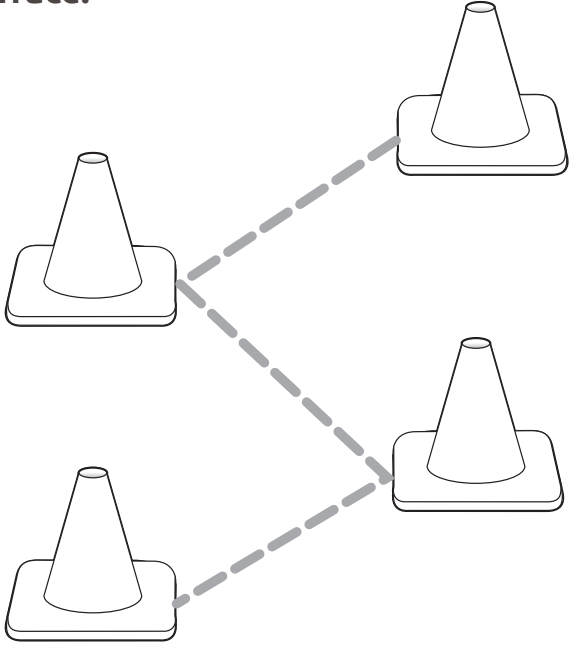
I can go around.



Color.

2

Trace.



I can follow the cones. 3

Let's Practice & Play

Name \_\_\_\_\_ 's

### Activities

#### Walking and Running



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



**RUN**



**HOP**



**JUMP**



**LEAP**





**GALLOP**



**MARCH**



# SIDE STEP









