



UNIT 3

AGES 5-7

BALANCING & JUMPING

.....

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

Balance can affect a child's ability to:

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

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

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

This is a great unit to skip or substitute out if you are short on time or have another specific skill to teach. The content in these lessons is really focusing on students who have not yet mastered jumping or who need help building balance. Week X and X are the most challenging and would be a great place to start if your students have an understanding of balancing and jumping.

Skills

MOTOR SKILLS:

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

COGNITIVE SKILLS:

- Remember a sequence of directions

SOCIAL SKILLS:

- Teamwork
- Peer interaction
- Taking turns
- Empathy

Classroom materials

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

Equipment

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

Books

- *The Smallest Girl in the Smallest Grade*
by Justin Roberts
- *And Two Boys Boored*
by Judith Viorst
- *Rotten Ralph*
by Jack Gantos and Nicole Rubel
- *Henri's Scissors*
by Jeanette Winter
- *Gaston*
by Kelly DiPucchio



Balancing

BASIC:

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

PROFICIENT:

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

ADVANCED:

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

Jumping

BASIC:

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

PROFICIENT:

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

ADVANCED:

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

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 MATH**1st Grade:**

Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.1)

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlap. (1.MD.2)

STANDARDS FOR ELA**1st Grade:**

Use frequently occurring adjectives. (L.1.1f)

Use frequently occurring prepositions, like during, beyond, and toward. (L.1.1i)

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

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)

Leadership Time

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

Skills & Games

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

Equipment

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

Alternative Material Ideas

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

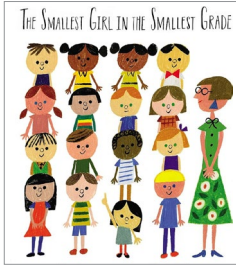


Things to Note

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



LEADERSHIP TIME (5 MIN.)



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

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

OR

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

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



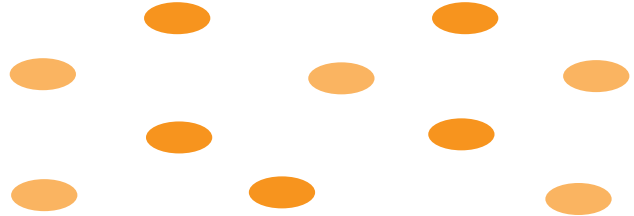
MUSICAL MARKERS (5 MIN.)

Equipment

- Floor markers
- A way to play music

Setup

Place floor markers throughout the space



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

Math Connection

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



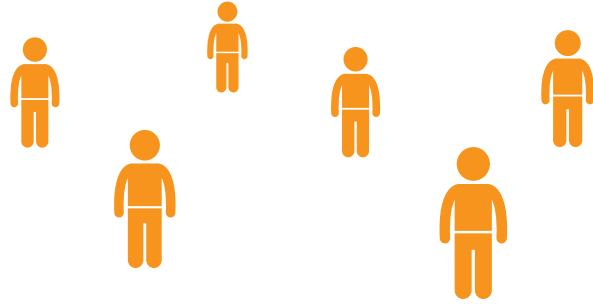
STATUES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

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



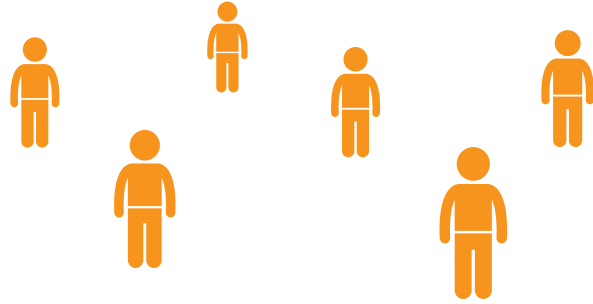
CREATIVE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



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

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

Lead Up Activity

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

Additional Activity

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

COOL DOWN/FLEXIBILITY (5 MIN.)

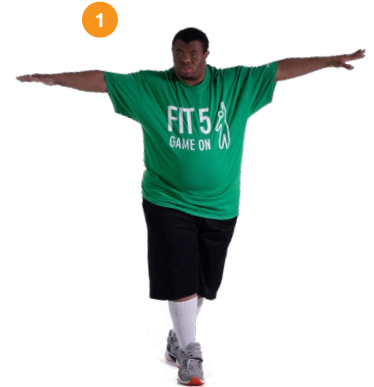
"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[Fit 5 Flexibility Level 1 Video](#)¹

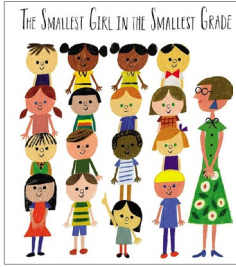
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[Fit 5 Flexibility Level 1 Cards](#) (pages 11-13 of link)²

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



LEADERSHIP TIME (5 MIN.)



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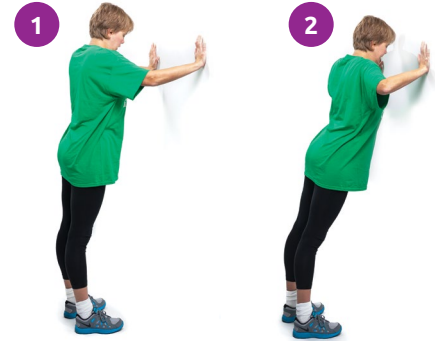
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 1 Video](#)²

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

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



MOVING TO A BEAT (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



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

FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



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

COOL DOWN/FLEXIBILITY (5 MIN.)

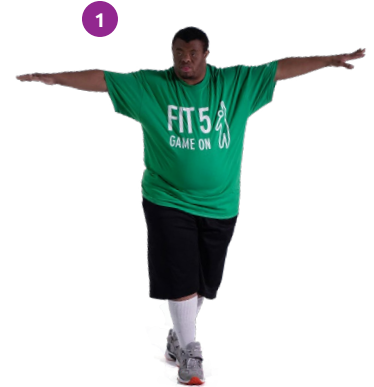
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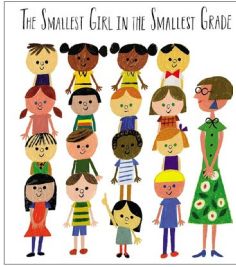
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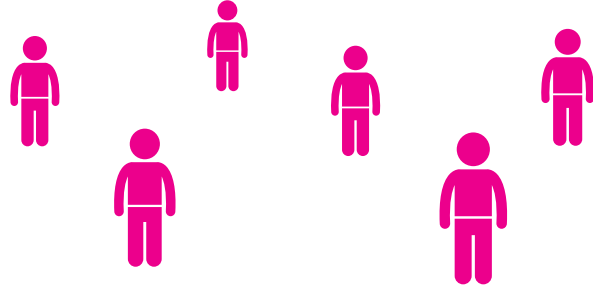
CREATIVE DANCE: STORYTELLING (5 MIN.)

Equipment

- [Spaghetti story printable](#)

Setup

Students should spread out throughout the space



- *“Last time we listened to a story and pretended to be marbles.”*
- *“Today we are going to use some different dance moves and movements to act out another story where we are going to be spaghetti.”*
- *“Picture spaghetti in your head and think about how it might move.”*

Read this story: SPAGHETTI

- For many weeks, the spaghetti noodles sat still and stiff in a box on the shelf. The noodles were tightly packed and wanted so badly to move freely.
- One day, they felt the fresh air and were quickly taken out of the box. Then they were put into a large pot of hot, hot water.
- The water was so hot that it loosened them and helped them move fast and free.
- The noodles curled and twisted and furiously moved around the pot.
- All of a sudden, the noodles were moved out of the water and found themselves in a big bowl.
- Red sauce was poured all over them and they were dressed up on a plate with parmesan cheese.
- Just when they got comfortable in their curled up position, a fork twisted them around and around. And that was the last thing the spaghetti could remember!

- *“Great job being spaghetti and using imagery to help you know how to move and dance!”*

SCARF PREPOSITIONS (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



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

COOL DOWN/FLEXIBILITY (5 MIN.)

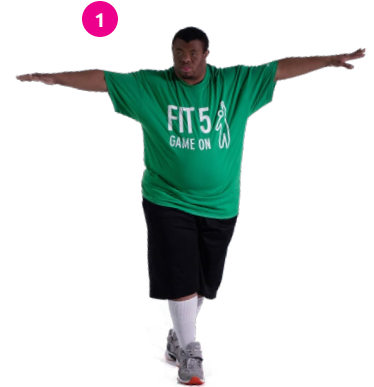
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Leadership Time

- In *And Two Boys Booed* by Judith Viorst, a boy is ready to sing his song in the school talent show. He isn't one bit scared because he has practiced a billion times, plus he is wearing his lucky blue boots and his pants with all ten pockets. But as all of the other kids performed before him, he gets more and more nervous!

Skills & Games

- Dance circle
- Scarf dancing
- Scarf prepositions
- Freeze dancing
- Fit Dice
- Balance challenge

Equipment

- *And Two Boys Booed* by Judith Viorst
- A way to play music
- Scarf for each student
- 6 Dice
- [Fit Dice dance printables](#)
- Floor markers

Alternative Material Ideas

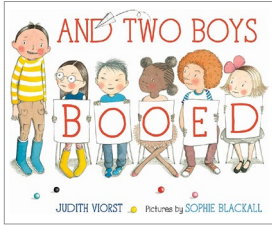
- Use a hand towel, sock, or paper towel instead of a scarf



Things to Note

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

LEADERSHIP TIME (5 MIN.)



[And Two Boys Booed by Judith Viorst](#) (page 24 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

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

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

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



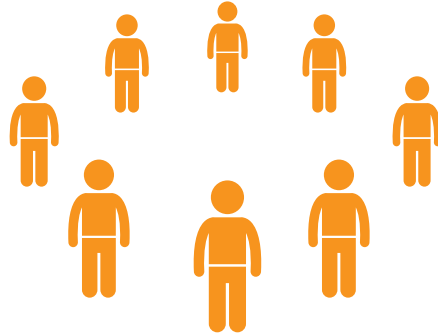
DANCE CIRCLE (5 MIN.)

Equipment

- Beachball
- A way to play music

Setup

Students should stand in a circle



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

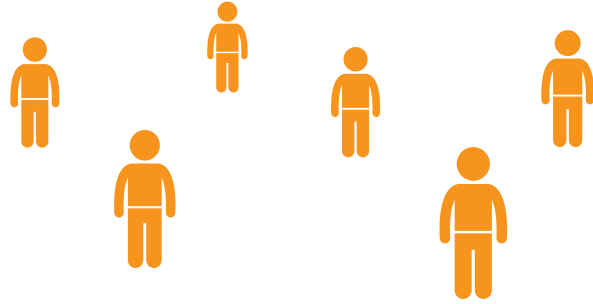
FREEZE DANCE (5 MIN.)

Equipment

- A way to play music

Setup

Students should spread out throughout the space



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[GoNoodle: Level 2 Flexibility](#)¹

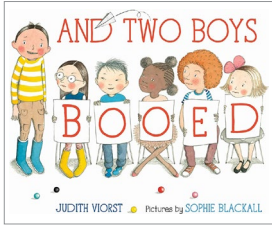
OR

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

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



LEADERSHIP TIME (5 MIN.)



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



SCARF DANCING (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



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

Handwriting Connection

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

SCARF PREPOSITIONS (5 MIN.)

Equipment

- 1 scarf for each student

Setup

Students should spread out throughout the space with a scarf



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

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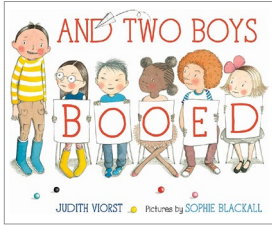
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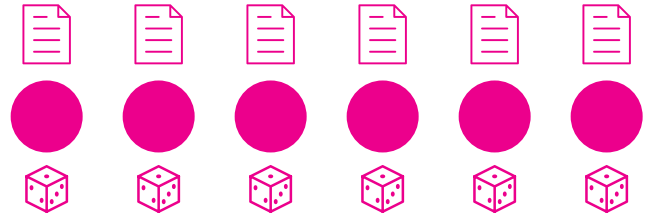
FIT DICE (10 MIN.)

Equipment

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

Setup

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



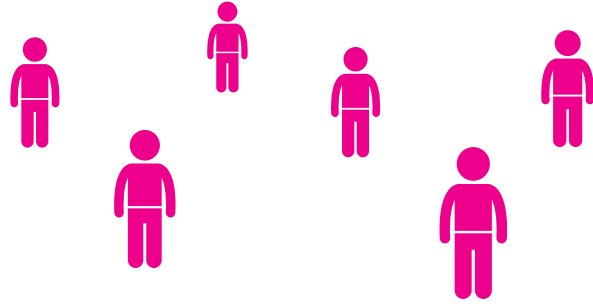
- *"Today we are going to play Fit Dice."*
- *"You will roll the die at the floor marker and do that many of the listed exercise."*
- *"For example, if I roll a 3 while I am on the floor marker with jumping jacks, I will do 3 jumping jacks."*
- *"Once I am done with my jumping jacks, I will move to the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

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

None needed

Setup

Students should spread out throughout the space



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

GoNoodle: Level 2 Flexibility¹

OR

Upward Facing Dog (page 16 of link)²

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Leadership Time

- In *Back to School for Rotten Ralph* by Jack Gantos and Nicole Rubel, summer is over and Sarah is excited for school to start so that she can make new friends. However, her cat, Rotten Ralph, wants to be her only friend. He sneaks to school and tries to ruin her attempts to make friends, but his plan backfires!

Skills & Games

- Step, Jump and Grab
- Rock Hop
- Jumping High
- Scarf Jumping
- Line Jumping
- Fashkhah
- Arrow Jumping

Equipment

- *Back to School for Rotten Ralph* by Jack Gantos and Nicole Rubel
- Blocks or a low beam
- Floor markers
- Scarf or bean bag
- Jump rope
- Cones and dowel
- Tape, chalk, or sticks from outside
- [Arrow flash cards](#)

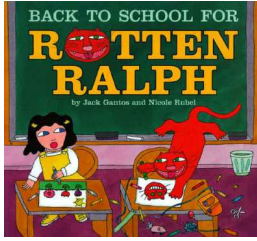
Alternative Material Ideas

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

Things to Note

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

LEADERSHIP TIME (5 MIN.)



[Back to School for Rotten Ralph by Jack Gantos and Nicole Rubel](#)
(page 26 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

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

CHANT: Wiggle Your Fingers, Stomp Your Feet

Wiggle your fingers in the air.

Wiggle them, wiggle them everywhere!

Stomp your feet upon the ground.

Stomp them, stomp them all around.

Now sit down and cross your feet.

Hands in lap, nice and neat.

Now we are ready to start our day.

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



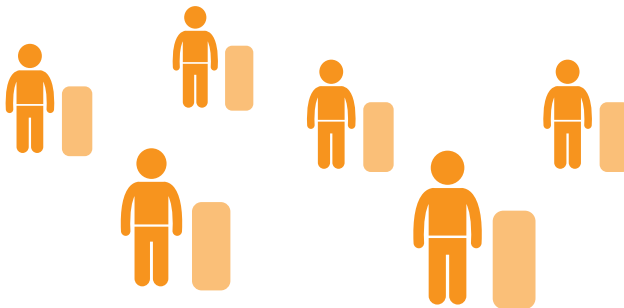
STEP, JUMP AND GRAB (5 MIN.)

Equipment

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

Setup

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



- *“Today we are going to practice jumping off of a block.”*
- *“You are going to step up onto the block and then jump down from it.”*
- *“We will have different challenges to try once we practice jumping off the block.”*
- Possible Moves:
 - » Jump from the block to a floor marker placed further out.
 - » Jump up high and grab a scarf as they jump off the block.
 - » Jump down from higher surfaces. You can take this activity outside and have students jump down from a curb or tree stump or part of the playground equipment.



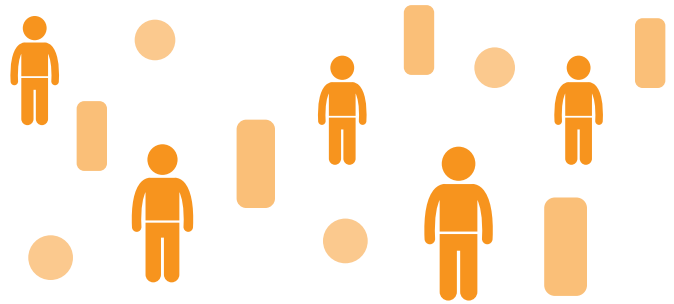
ROCK HOP (5 MIN.)

Equipment

- Blocks
- Floor markers

Setup

Set out blocks and/or floor markers and pretend they are rocks in a river



- *“Today we are going to be pretending.”*
- *“In this river are a lot of hungry crocodiles!”*
- *“We need to get across the river by stepping on the ‘rocks’ (blocks and floor markers) without falling in the water!”*

Lead Up Activity

Start off with just using floor markers to help students practice balancing. You can also encourage students to jump from rock to rock instead of walking.

Harder

Move the blocks farther apart or try this game outside with real rocks or sticks to help students practice balancing. You can progress this activity further by having two children hold hands and work together to get across the river.

COOL DOWN/FLEXIBILITY (5 MIN.)

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

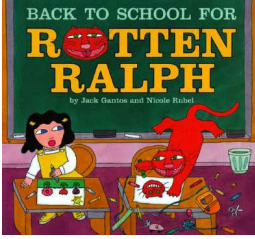
[Young Athletes in Motion](#)¹

OR

Turn on a song and have a dance party!



LEADERSHIP TIME (5 MIN.)



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JUMPING HIGH (5 MIN.)

Equipment

- Rope or floor marker
- Cones
- Dowels

Setup

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



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



SCARF JUMPING (5 MIN.)

Equipment

- Scarves

Setup

Students should partner up and have one scarf per pair



- *“We are going to play a partner game next.”*
- *“You and your partner will need one scarf for this game.”*
- *“One student will hold a scarf above their head and the other student will jump up to grab it.”*
- *“Once the jumper grabs the scarf, they will hold it above their head and the other student will jump up to grab it.”*

- Let students practice this a few times.

- *“Next we will practice jumping for distance.”*
- *“One partner will hold out a scarf a few feet away from their partner and the jumper will jump to touch the scarf.”*

- Once they touch the scarf they will switch.
- Let students practice this a few times.

COOL DOWN/FLEXIBILITY (5 MIN.)

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

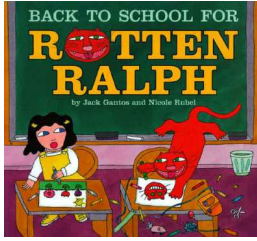
Young Athletes in Motion

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LINE JUMPING (10 MIN.)

Equipment

- Tape or chalk

Setup

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



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

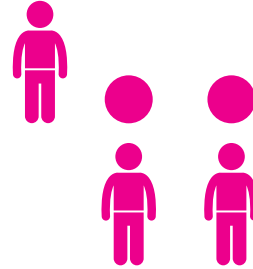
FASHKHAH (5 MIN.)

Equipment

- Floor markers

Setup

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



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

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



ARROW JUMPING (5 MIN.)

Equipment

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

Setup

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



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

Extension Activity: Coding Challenge

Additional Equipment: 10 arrows for each partnership

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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

Young Athletes in Motion

OR

Turn on a song and have a dance party!



Leadership Time

- In *Henri's Scissors* by Jeanette Winter, students will be able to create art inspired by an internationally known artist while showcasing their own talents.

Skills & Games

- Frog Jump and Measure
- Number Line Jump
- Surface Jumping
- Platform Jump 1 & 2
- Leaping Lizards

Equipment

- *Henri's Scissors* by Jeanette Winter
- Tape or chalk for a line
- Tape measures or yard sticks
- [Chart printable for each student](#)
- Number 1-10 or 1-20 on marker spots
- Dice
- Platforms
- Poly spots/floor markers

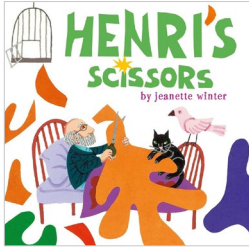
Alternative Material Ideas

- Use a low balance beam or curb instead of a platform
- If you can't print charts for Frog Jump, this is a great opportunity to teach students how to create their own. Spend time creating a chart in class before doing this activity.

Things to Note

Day one of this week aligns multiple math standards. Feel free to incorporate this lesson into your math time instead of Young Athletes to help students learn through movement.

LEADERSHIP TIME (5 MIN.)



[Henri's Scissors by Jeanette Winter](#) (page 28 of link)¹

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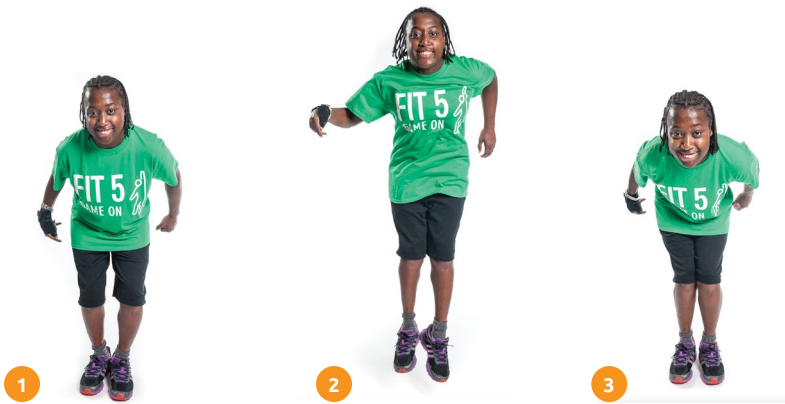
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

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

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



FROG JUMP AND MEASURE (5 MIN.)

Equipment

- Tape or piece of chalk
- Tape measure/ruler/yardstick
- [This chart printable](#)

Setup

Students should use a line on the floor as their starting point for jumping



- *“Today we will be practicing jumping for distance.”*
 - *“In your group, you will need to be by one line on the floor, have a way to measure and a pencil, and chart to record.”*
 - *“We are going to be measuring how far we jump today.”*
 - *“You will start with both feet behind the line, and bend down and swing your arms as you push both feet off the ground to propel yourself forwards.”*
 - *“When you land, someone in your group will measure from the line to your heel and the other person will record how far you jumped.”*
- Rotate when you are done until everyone has gone three times.

NUMBER LINE JUMP (5 MIN.)

Equipment

- String/rope
- Dice

Setup

Create a giant number line on the floor with floor markers and a line



- *“Today we are going to practice jumping along a number line.”*
- *“The first student is going to roll the dice and start at the number 1.”*
- *“They will jump that many spots on the number line.”*
- *“For example, if I roll a 3, I would start on the number 1 and jump three spots and land on 4.”*
- *“The next student will take a turn rolling the dice and jumping that many spots.”*
- *“When everyone has gone, we will look at where you landed and compare.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[GoNoodle: Level 1 Flexibility](#)¹

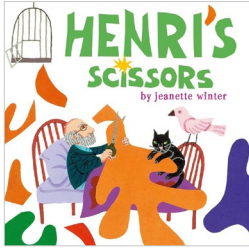
OR

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

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



LEADERSHIP TIME (5 MIN.)



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



JUMPING OFF OF A SURFACE (5 MIN.)

Equipment

- Platforms or balance beams

Setup

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



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

PLATFORM JUMP (5 MIN.)

Equipment

- Platforms

Setup

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



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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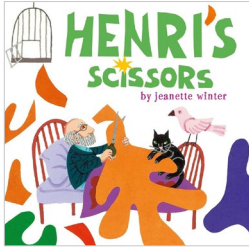
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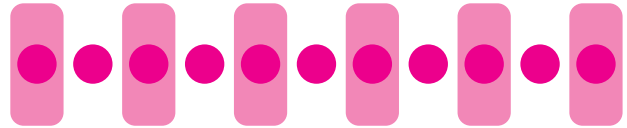
PLATFORM JUMP 2 (5 MIN.)

Equipment

- Platforms
- Floor markers

Setup

Place platforms in a row, spacing the platforms about 2 feet apart and a floor marker on and between each platform.



- *“Today we will be practicing jumping on and off of a platform. There are floor markers to help you know where to jump.”*
- *“We will start at the beginning and bend our knees and swing our arms to help us jump up onto the platform.”*
- *“Once you are on the platform, you will use both feet to help you jump off of the platform.”*

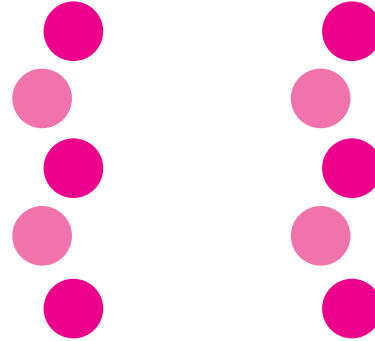
LEAPING LIZARDS (5 MIN.)

Equipment

- Floor markers

Setup

Place floor markers on the floor in a zigzag pattern



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

Lead Up Activity

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

Additional Activity

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



COOL DOWN/FLEXIBILITY (5 MIN.)

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[GoNoodle: Level 1 Flexibility](#)

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

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Leadership Time

Social Awareness helps children understand appropriate behavior and others' points of view, and to have empathy. There is no book this week, but explicitly teach social awareness to students.

Skills & Games

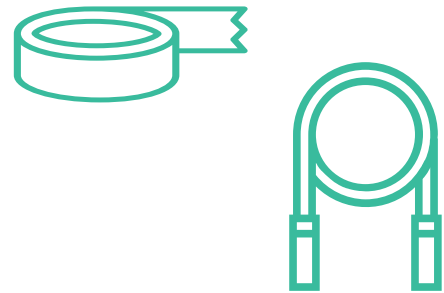
- Line walking
- Balance Beam
- Monster Walking
- Stick walking
- Trees in the Forest
- Flamingo Challenge

Equipment

- Tape or jump ropes
- Balance beams
- A way to play music
- Bean bags
- Sticks or logs
- Floor markers
- Scarfs

Alternative Material Ideas

- Use a tape on the floor or jump ropes instead of balance beams



Things to Note

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

LEADERSHIP TIME (5 MIN.)

What is Social Awareness?

Social awareness helps children understand appropriate behavior and others' points of view, and to have empathy.

- *"Today we are going to play a game to help you see how we might be similar or different from each other."*
- *"After the game, you might learn something new about someone."*

The strength and endurance activity is the game that connects.

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

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

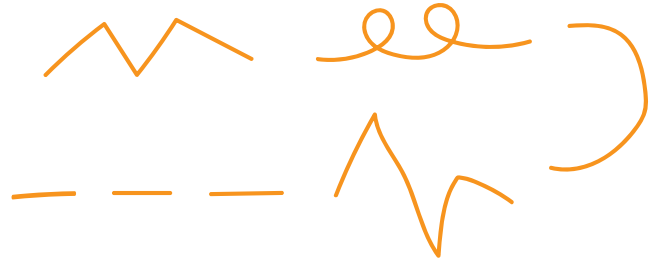
LINE WALKING (5 MIN.)

Equipment

- Chalk or tape

Setup

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



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

BALANCE BEAM (5 MIN.)

Equipment

- Balance beams

Setup

Place balance beams in a line with a few feet between each one



- *“Now that we have practiced walking on the lines throughout the gym, let’s bring out the balance beams to test your balance and focus.”*
- *“You will start at the first balance beam and step one foot in front of the other until you reach the end.”*
- *“Move on to the next balance beam and continue down the line.”*

Lead Up Activity

Have students start off by keeping one foot on the balance beam and one foot next to it and have them walk along it to practice before using both feet on the beam.

Additional Activity

Place stickers or pieces of tape along the balance beam at different spots. When the student gets to the tape, they need to bend down and touch it without falling off the beam and then continue walking on the beam.



COOL DOWN/FLEXIBILITY (5 MIN.)

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

[Fit 5 Flexibility Level 2 Video](#)¹

OR

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

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



LEADERSHIP TIME (5 MIN.)

What is Social Awareness?

Social awareness helps children understand appropriate behavior and others' points of view, and to have empathy.

- *"How can you share a compliment with a classmate?"*

The strength and endurance activity is the game that connects.

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

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

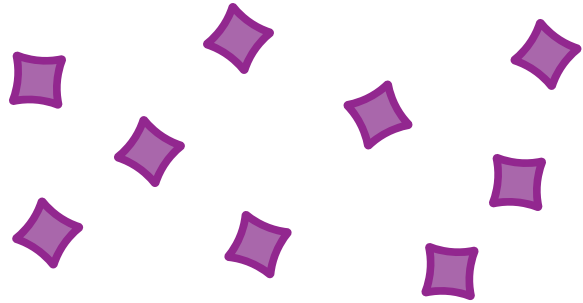
MONSTER WALKING (5 MIN.)

Equipment

- Bean bags

Setup

Spread bean bags throughout the space



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

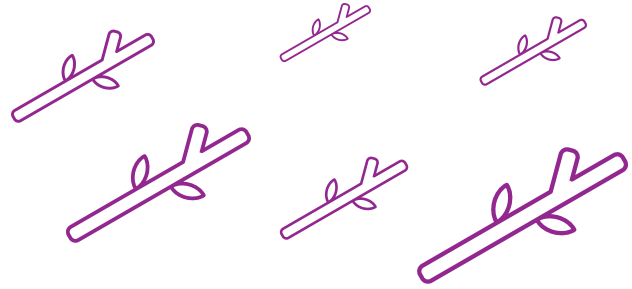
STICK WALKING (OUTDOOR ACTIVITY, 5 MIN.)

Equipment

- Sticks or logs

Setup

Spread sticks out around outside or use logs naturally found in the area



Additional Information

This is an outdoor activity, but feel free to modify it for inside by using balance beams or jump ropes. You can also let the students be creative and come up with ideas for balancing.

- *"We will be practicing some balancing outside on a stick walk."*
- *"There are many sticks scattered around the space and you are going to practice balancing along the sticks."*
- *"Just like the balance beam, you will need to focus as you walk."*
- *"Pull your belly button in to engage your core and help you stand up tall."*

COOL DOWN/FLEXIBILITY (5 MIN.)

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

[Fit 5 Flexibility Level 2 Video](#)¹

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LEADERSHIP TIME (5 MIN.)

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Social awareness helps children understand appropriate behavior and others' points of view, and to have empathy.

- *"How do you help your teammates when playing on a team?"*

The strength and endurance activity is the game that connects.

STRENGTH & ENDURANCE (5 MIN.)

Across the Room:

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

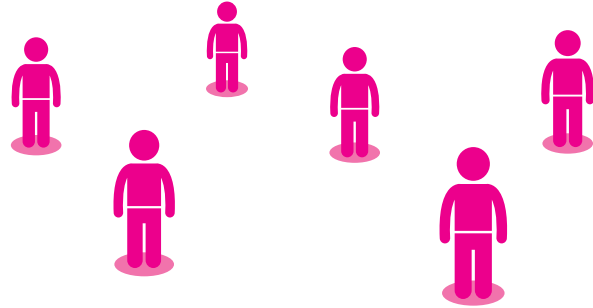
TREES IN THE FOREST (5 MIN.)

Equipment

- Floor markers
- Scarves

Setup

Students should spread out throughout the space on a floor marker



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



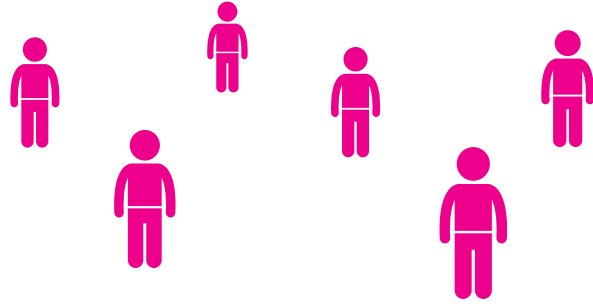
FLAMINGO CHALLENGE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

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- Chest Stretch



Leadership Time

- In the book, *Gaston* by Kelly DiPucchio, Gaston feels like he doesn't belong and that he has to try harder at things that other people find easy. Will a new family change that for him?

Skills & Games

- Alphabet Yoga
- Rock/Tree/Bridge
- Pose Challenge
- The Shape Mirror
- Superhero Yoga
- Strike a Pose

Equipment

- *Gaston*
by Kelly DiPucchio

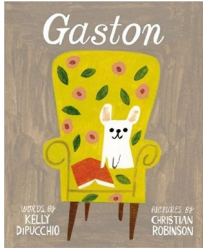
Note:

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

Things to Note

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

LEADERSHIP TIME (5 MIN.)



[Gaston by Kelly DiPucchio](#) (page 30 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Strength Level 2 Video](#)²

OR

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

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



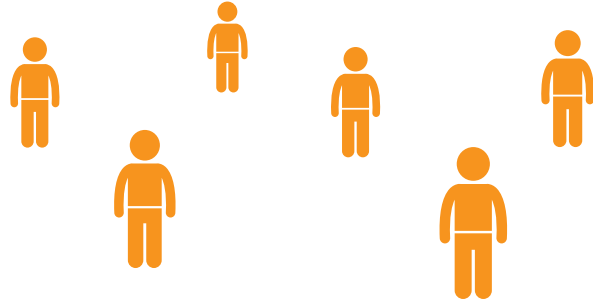
ALPHABET YOGA (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



The Yoga Alphabet¹

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

OR

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

Literacy Connection

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

Writing Connection

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



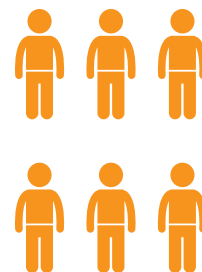
ROCK/TREE/BRIDGE (5 MIN.)

Equipment

None needed

Setup

Students need to be in groups of 3 and start off in a line



- *“We will finish our lesson with a game called “Rock, Tree, Bridge.”*
- *The first student in your group is going to be a rock (child’s pose).*
- *The second student is going to jump over the rock and become a tree (tree pose).*
- *The third student is going to jump over the rock, go around the tree, and become a bridge (downward-facing dog pose).*
- *The first student who was a rock gets up and goes around the tree and under the bridge and becomes the rock again.*
- *Repeat with the second and third student.*

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)

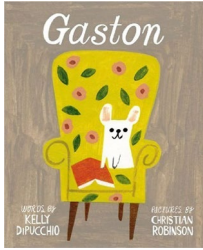
This is the way I touch my toes, touch my toes, touch my toes.

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.)



[Gaston by Kelly DiPucchio](#) (page 30 of link)¹

Lesson 1: Read the book

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[Fit 5 Strength Level 2 Video](#)²

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- Shrugs
- Overhead press
- Plank from knees



POSE CHALLENGE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Now I am going to challenge you with your poses."*
- *"I am going to say a specific challenge and you need to create a pose that meets the challenge."*
- *"Show me a pose with..."*
 - » *2 feet and 1 hand only on the ground*
 - » *Only 1 foot on the ground*
 - » *Your stomach on the ground*
 - » *1 foot and two hands on the ground*
 - » *Both hands in the air*
 - » *A funny face"*

THE SHAPE MIRROR (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

COOL DOWN/FLEXIBILITY (5 MIN.)

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

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

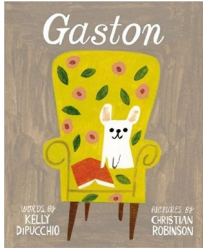
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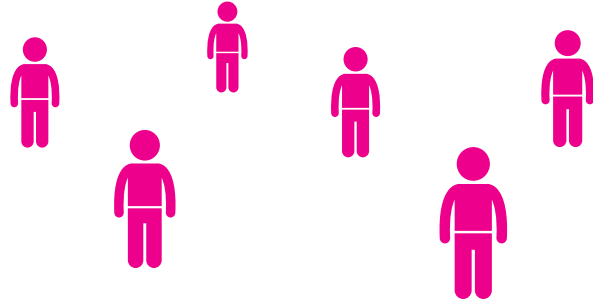
SUPERHERO YOGA (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Hello superheroes!"*
- *"Today we will be practicing our superhero poses."*
- *"How would you describe a superhero?" (Leave time for kids to share things like strong, brave, fast, etc.)*
- *"We are going to show off our superhero characteristics through our poses today." (Demonstrate the poses)*
 - » *I am brave: warrior 1 pose*
 - » *I am strong: warrior 2 pose*
 - » *I am peaceful: peaceful warrior pose*
 - » *I am kind: warrior 3 pose*
 - » *I am a superhero: half moon pose*

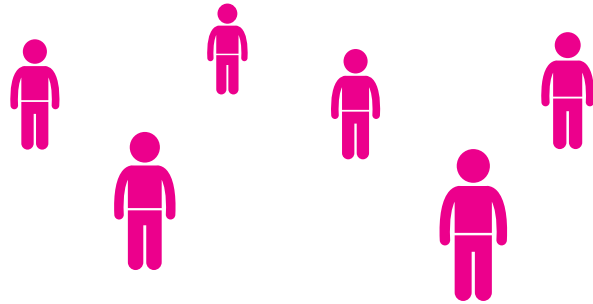
STRIKE A POSE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



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

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
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- Stand up tall

WALKING AND RUNNING REVIEW

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

[Balance & Jumping Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

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

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

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

Want to continue practicing these skills?

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





UNIT 3 PRINTABLES



Balance and Jumping Skills

Dear Family,

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

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

Sincerely,

Teacher

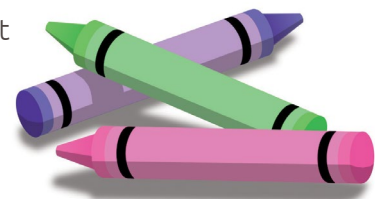


Balance helps children climb stairs and walk on uneven surfaces, like grass or sand.



Healthy Habits

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



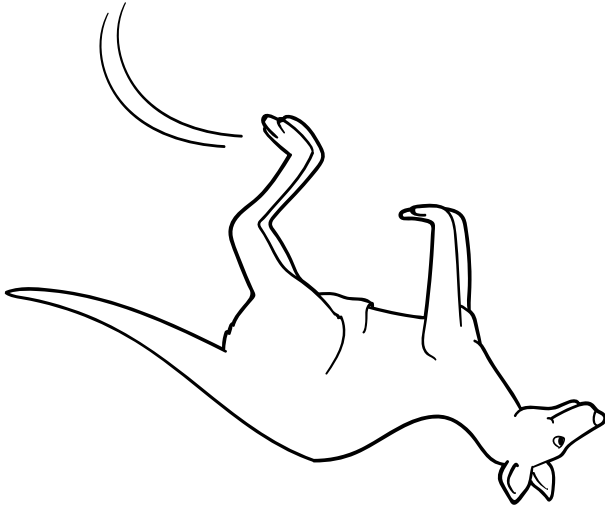
Benefits for All

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



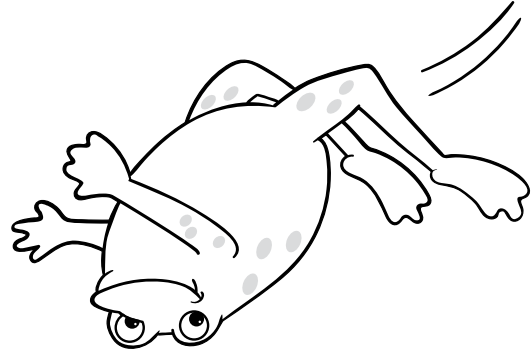
Class News

2 A kangaroo can jump.



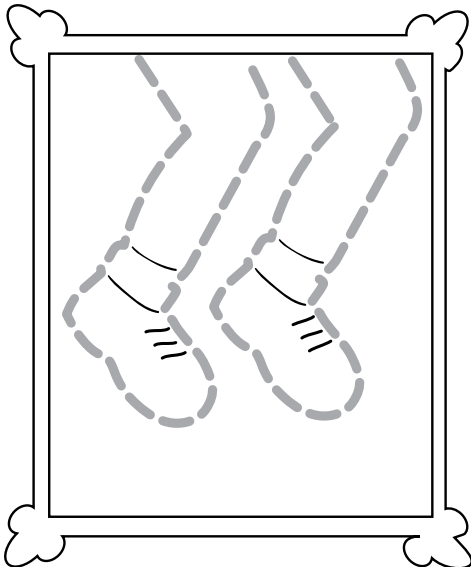
Color.

1 A frog can jump.



Color.

Trace.



I can jump too!

3

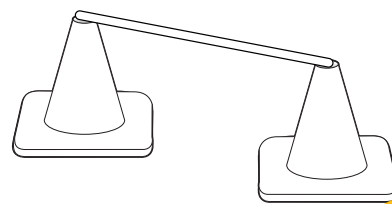
Let's Practice & Play

's

Name _____

Activities

Balance and Jumping



Special Olympics
Young Athletes



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

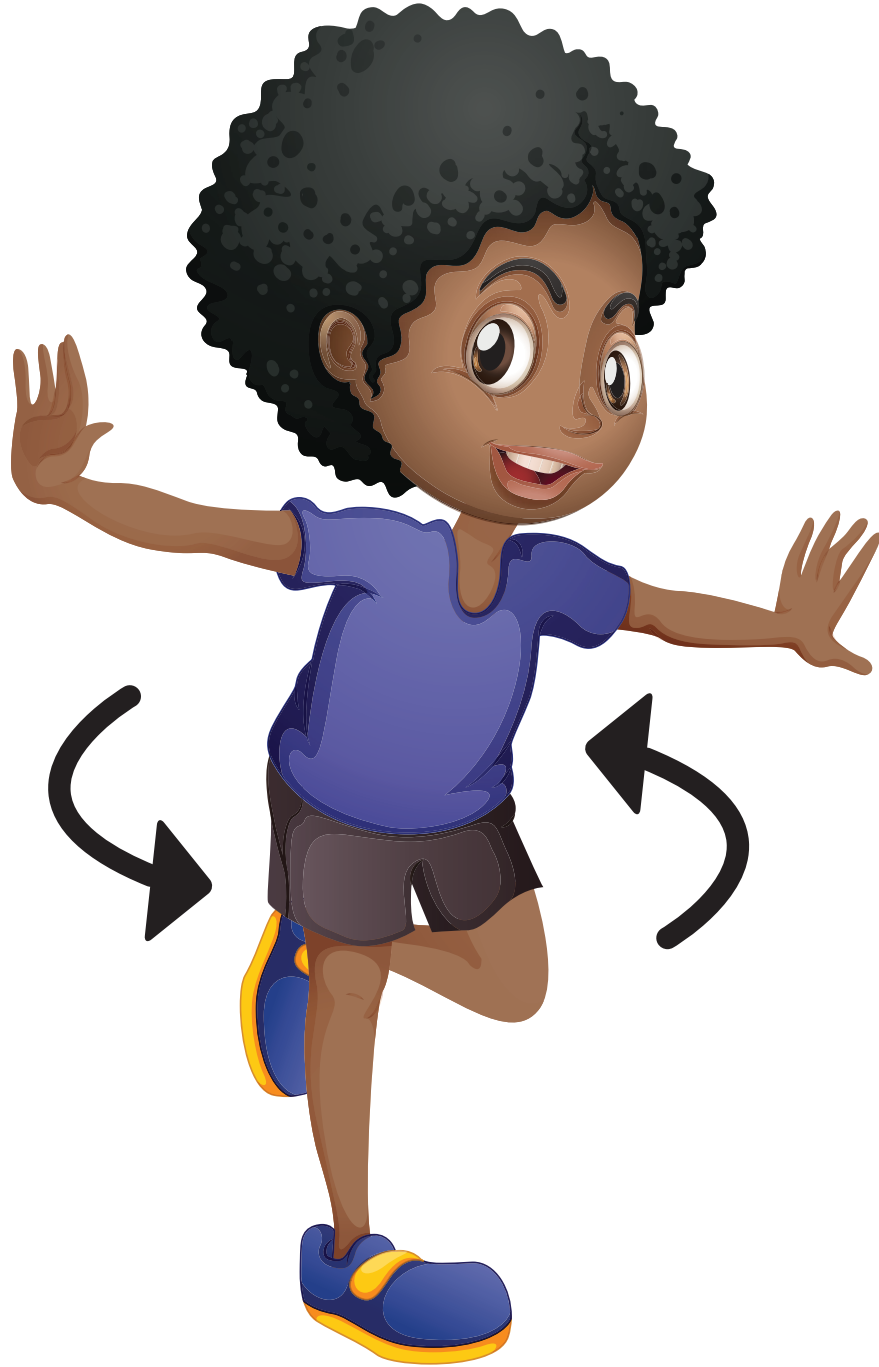
SPAGHETTI

For many weeks, the spaghetti noodles sat still and stiff in a box on the shelf. The noodles were tightly packed and wanted so badly to move freely.

One day, they felt the fresh air and were quickly taken out of the box. Then they were put into a large pot of hot, hot water. The water was so hot that it loosened them and helped them move fast and free. The noodles curled and twisted and furiously moved around the pot.

All of a sudden, the noodles were moved out of the water and found themselves in a big bowl. Red sauce was poured all over them and they were dressed up on a plate with parmesan cheese.

Just when they got comfortable in their curled up position, a fork twisted them around and around. And that was the last thing the spaghetti could remember!



SPIN AROUND



KICK YOUR LEGS



JUMP UP AND DOWN



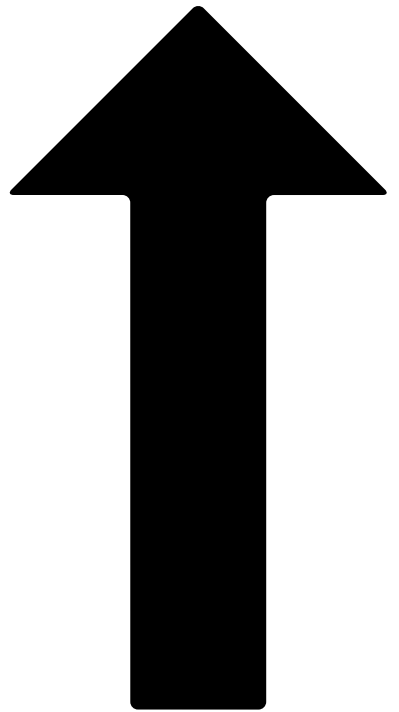
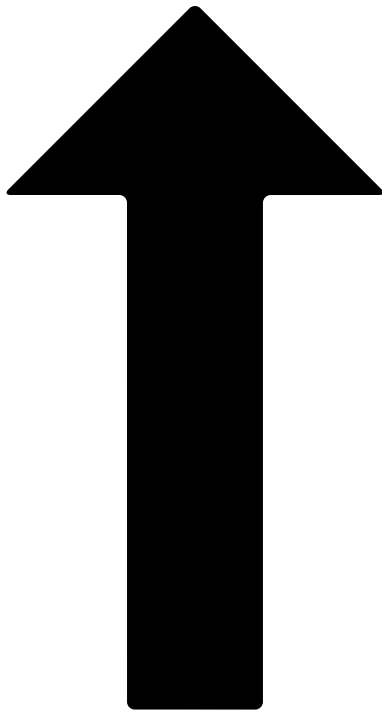
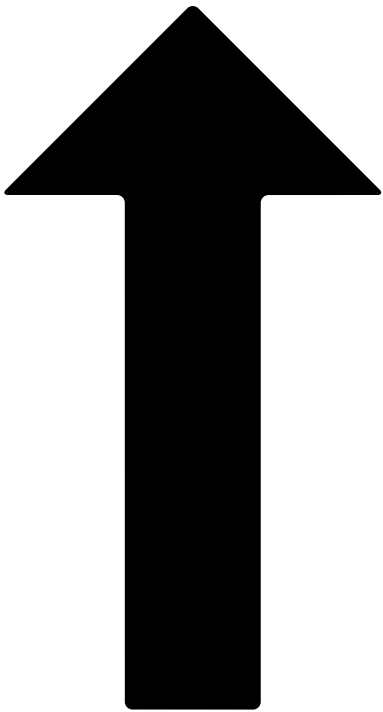
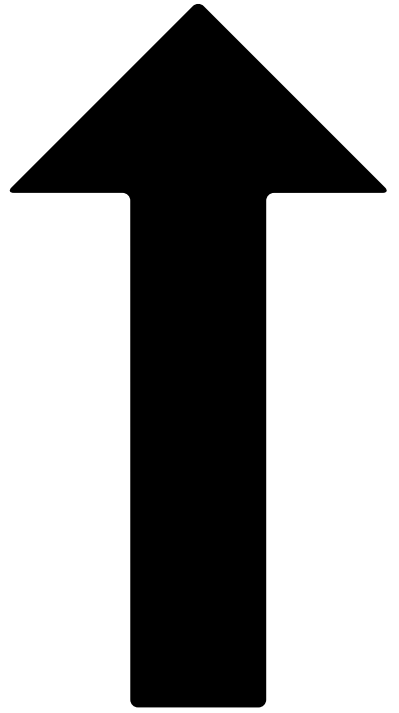
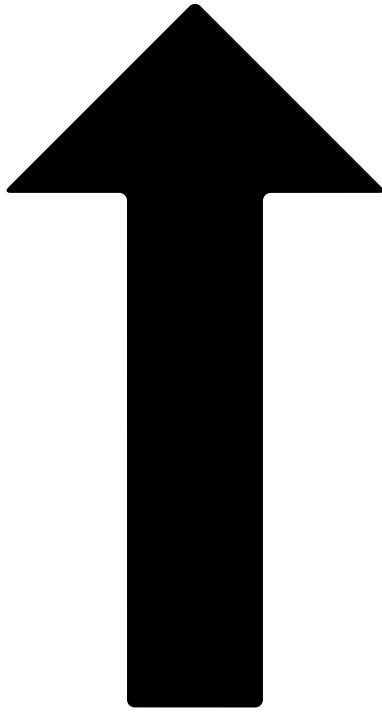
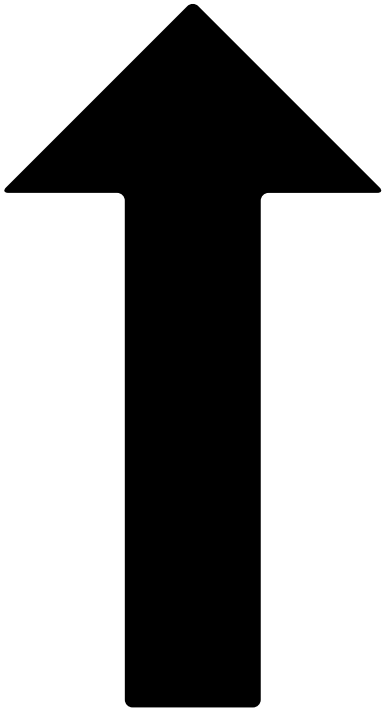
WAVE YOUR ARMS



PUMP FISTS IN AIR



JUMP ON ONE FOOT



STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3

STUDENT	ROUND 1	ROUND 2	ROUND 3