



60

WAYS to PLAY



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INTRODUCTION



You've certainly heard the saying, "You have to walk before you can run." The same is true with "building" athletes. Before you can play any sport, you need to learn the basic building blocks of athleticism. That's the premise behind physical literacy, one of the core values of the Lacrosse Athlete Development Model.

The Lacrosse Athlete Development Model is built on the principles of the American Development Model (ADM), launched by the United States Olympic Committee in 2014 with the input of various sports national governing bodies. ADM was initiated to help Americans realize their full athletic potential and utilize sport as a path toward an active and healthy lifestyle.

The model utilizes long-term athlete development concepts to promote sustained physical activity, participation in sport, and Olympic and Paralympic success. These concepts have been tailored to create a framework for developing American youth through sport.

There are six core values of the Lacrosse Athlete Development Model:

- Designed for Development
- Fun and Kid-Centered
- Small-Sided and Free Play
- Multi-Sport Participation
- Physical Literacy
- Coaching Training

Each of those core values plays a critical role in the proper development of children and athletes. Physical literacy is where it all starts. Teach kids physical literacy and you give them the ability, confidence and desire to be physically active. Then they'll be able to perform on the lacrosse field and be able to participate in many other physical activities they desire in the future.

60 Ways to Play gives you the tools and understanding behind using the principles of physical literacy to help children discover how their body works and how to move on their own without constant interference or "over-coaching."

We hope you find the information and activities presented in this book useful in working with athletes, young and old.

Get Moving!



USING IMAGINATION AND VARIATION TO MAKE

FITNESS FUN

Guided and Creative Discovery



he goal of any fitness educator or mentor is to not only inspire kids to move, but to help them move better. While we should strive to eventually teach children how to do a movement with precise accuracy, the process of learning involves quite a bit of misfires, shortcoming, and experimentation. When we stop fighting and start embracing this learning curve, the kids themselves become the best teachers. This decreases frustration for everyone involved, while actually increasing a child's ability to learn movement!

This approach does not suggest we become absent or completely passive as fitness educators when it comes to movement technique and accuracy. It's quite the opposite, actually.

With varying degrees of strategic guidance, and providing an opportunity for kids to "interpret" movement, we can provide children just enough coaching so they can discover the best way to move on their own.

Guided and creative discovery are two widely utilized and effective methods for doing this.

GUIDED DISCOVERY



Developing Coordination with Movement Variables

During guided discovery, we provide a frame of reference for movement, but we limit our corrective interventions. Through a series of applying different “movement variables,” children begin experiencing the basic constructs of a movement pattern and develop a powerful frame of reference that makes coaching and learning much easier.

For example, there is a specific technique to proper skipping. As an educator, we could recite a lengthy list of the criteria for ideal body position, rhythm, cadence, etc. to a youngster. Or, we could facilitate a child’s own discovery of the most efficient way to skip by introducing a wide array of possible ways to skip. Arms and legs wide, body low, body high, feet soft on the ground, feet hard on the ground, etc.

In the latter, children become innately more aware of how their body moves and the purpose of those movements. It also facilitates critical thinking, increases interest, and enhances motivation.

Even if a child is not developmentally ready to learn the skill, guided discovery will allow a child to explore all the movement possibilities without fear of “doing it wrong.”

It’s important to note that during guided discovery, we do want to insure that the most fundamental constructs of a movement are present. However, more specific aspects are left to the children to discover through various movement experiences.





CREATIVE DISCOVERY

Translating Words and Sentences to Movement

While guided discovery relies on some basic criteria for a recognized movement, creative discovery is a process where we provide no guidance, only simple prompts, allowing children the freedom to interpret these prompts as they move.

In 60 Ways to Play we share a creative discovery strategy that allows kids to solve movement problems based on simple, abstract word cues. This fun physical development strategy integrates the worlds of movement and grammar as kids interpret new words, punctuation, and even emojis and put them together in movement “sentences.”

For example, take 3 words; hop, shake, and roll. Instruct the children to put those three words together in a movement sequence, repeating until you say stop. Each child will have a unique interpretation. They will also learn new interpretations and possibilities from watching others. Then, add in punctuation, discussing what a period, comma, even a question mark, may mean to the movement flow.

By utilizing creative discovery through movement sentences, children learn how to construct novel movements, sequences, and transitions in a natural, personalized way. This is yet another way to facilitate learning in a non-intimidating, fun, and active environment! It’s time to play with a purpose!

In 60 Ways to Play, we provide you with sixty fun, unique, and highly effective play-based warm-up and exercise circuit activities utilizing simple movements with both guided and creative discovery.

To make these fast and simple for fitness educators to set up and facilitate, we created all of the activities with NO EQUIPMENT REQUIRED! We include circuits for indoors and outdoors, as well as for individuals, partners, or groups. These circuits can be modified to last from 60 seconds to 5 minutes. Combine circuits to create fun and challenging 20-minute workouts!



The activities in 60 Ways to Play are ideal for the beginning of an exercise session, within an exercise session, as a short movement break during school, or just for fun!

The illustrations and video links help guide fitness educators in real time, so little to no preparation time is required! We've also included a "homework" challenge at the end of every circuit. This is an opportunity for you to extend your influence beyond your time with them, increasing both your impact and value!

60 Ways to Play is your simple guide to help children develop the body awareness, movement confidence, and other essential skills they need for a lifetime of fun and fitness with physical activity.



Let's Play!

GUIDED

DISCOVERY

Playing with Movement Variables

**Learn All the Different Ways
the Body Can Move!**

For all of the circuits in this section, combinations of movement variables are used with simple fundamental movement skills. Resist the temptation to “over-coach” these skills! Guide the children to the basic constructs of the movement, then allow them to develop their own frame of reference for more advanced execution.

See the chart on the following pages for the suggested simple fundamental movement patterns, as well as examples and descriptions of movement variables involving space, effort, and relationships with objects and people that can be applied to any fundamental movement skill.

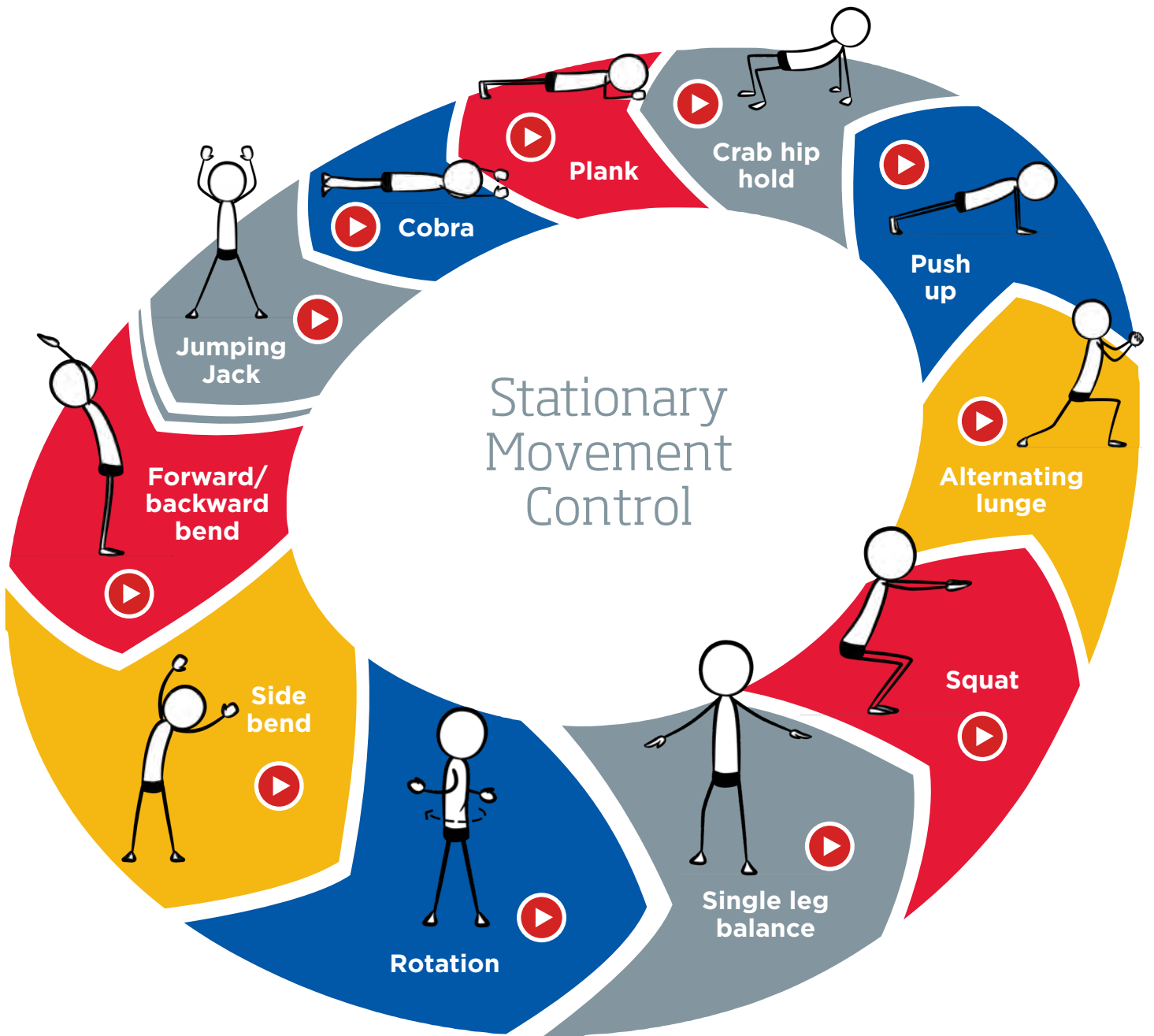
Click on each to see a short demonstration video.

References:

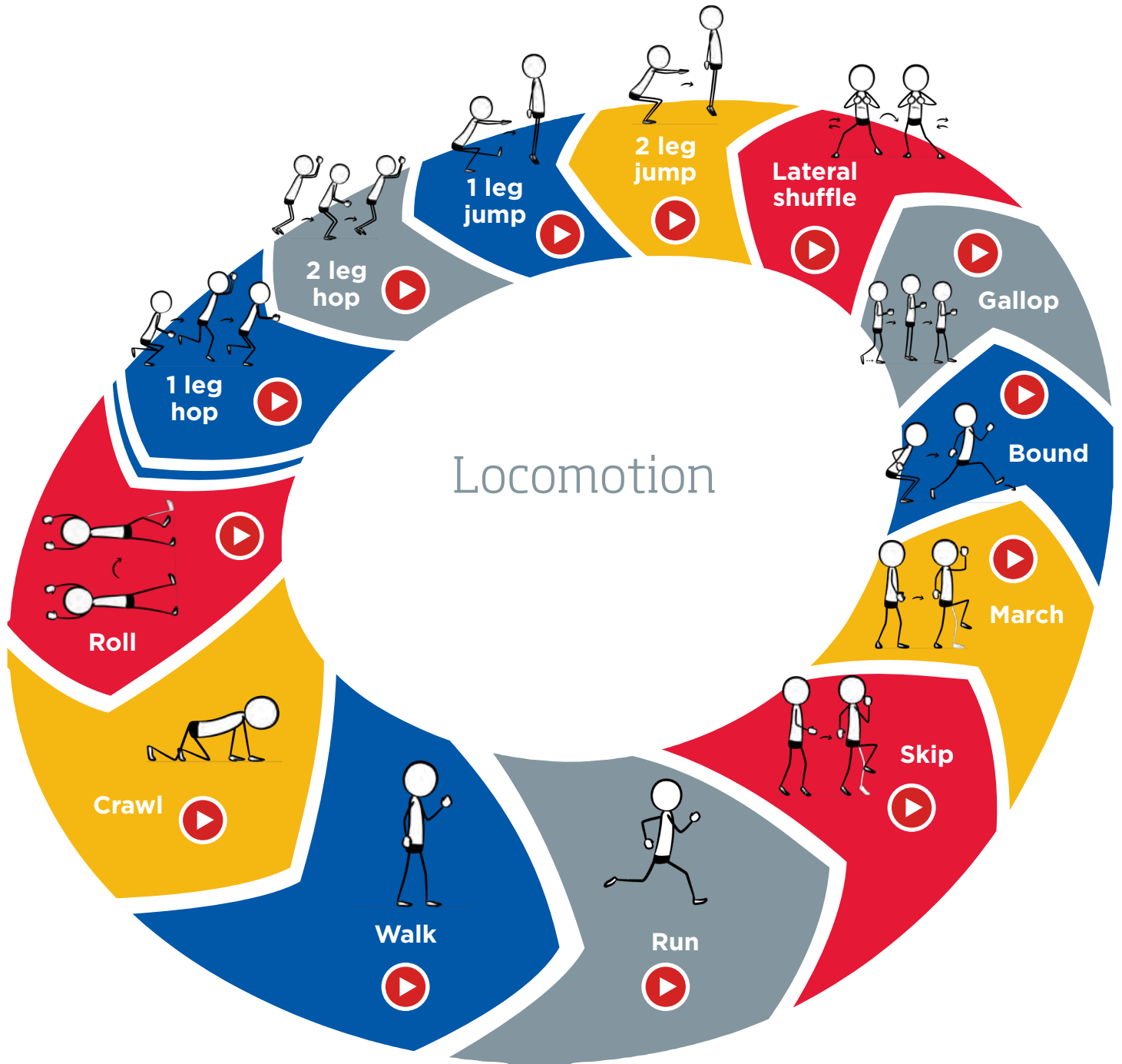
Gallahue, D., & Cleland Donnelly, F. (2003). *Developmental Physical education for all children (Fourth Ed.)*. Champaign, Illinois: Human Kinetics.

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FUNDAMENTAL MOVEMENT SKILLS



FUNDAMENTAL MOVEMENT SKILLS





MOVEMENT VARIABLES

Effort

Force

These variables will allow children to exert various degrees of muscular force for the purpose of understanding the contrast of muscular tension needed for accomplishing a movement task.



Strong



STRONG

Children should exert maximal force. Other words to use include: firm or heavy



Weak



WEAK

Children should exert the minimal amount of force to achieve the movement goal. Other words to use include: fine or light



Moderate



MODERATE

Children should exert about half of their maximal force. Other words to use include: medium or neutral

Speed

These variables will allow children to explore the contrast of fast and slow actions as well as the varying gradations in between. This also includes the concepts of speeding up (acceleration) and slowing down (deceleration).



FAST

Children should move as fast as they can, NOT as fast as they can't. In other words, they should move as fast as they can while maintaining control. Other words to use include: quick, sudden, speedy, rapid, or use analogies such as: sprint; a race car in 4th gear; or a cheetah.



SLOW

Children should move as slowly and deliberately as possible. Other words to use include: sluggish and leisurely, or use analogies such as: a turtle or snail.



MEDIUM

Children should move at a pace halfway between fast & slow. Other words to use include: normal and moderate, or use the analogy of: jogging as opposed to walking or sprinting.



ACCELERATING

Children should begin by moving slowly, and gradually speed up. An analogy to use is stepping on the gas pedal to speed up a car. This may need to be prompted during the circuits (Faster! Faster!Faster!).



DECELERATING

Children should begin by moving at a moderate or normal pace unless otherwise instructed, and gradually slow down, but not stop. An analogy to use is stepping on the brake pedal to slow down a car. This may need to be prompted during workouts (Slower! Slower! Slower!).

Flow

These variables will allow children to explore the continuity of movement from smooth continuous movements to halting movements.



CONTINUOUS FLOW

Children should move in a free flowing, smooth way without stopping. This would represent the way in which most movements are performed naturally.



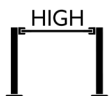
STOP-AND-GO FLOW

Children should move in a halting movement pattern where there are slight pauses between movements, but movement does not completely stop. Other words to use include: bound, restrained, cautious, and jerky.

Space

Levels

These variables will allow children to explore the various vertical positions of the body.



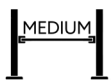
HIGH

The designated body part is to be displaced as far from the ground as possible.



LOW

The designated body part is to be as close to the ground as possible.















MEDIUM

The designated body part is halfway between the head and the feet.

Directions & Pathways



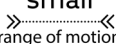

These variables will allow children to explore various ways of moving in all 3 planes of motion, using the whole body, or parts of the body either on the ground or in the air. These movements may be done in place as stationary movement control activities with parts of the body moving in a specific direction or path, or as a locomotion activity moving the whole body in the specified direction or pathway. For example, a “squat” fundamental movement skill can be done in a zigzag path either moving or stationary.

| | | |
|--|---|---|
| <p><u>Straight</u></p> |  | <p>STRAIGHT Children will perform movements in the sagittal plane, which is a straight line, moving either forward or backward.</p> |
| <p><u>Diagonal</u></p> |  | <p>DIAGONAL Children will perform movements that deviate at an angle from a straight path. If they are moving their whole body in a diagonal path, make sure to mark or denote the straight path so they have a frame of reference. Otherwise they are still essentially just moving straight.</p> |
| <p>zigzag</p>  |  | <p>ZIGZAG Children will perform movements that repeatedly angle to the left & right. Make sure the movements are sharp to distinguish them from curved movements. An example of in-place zigzag movements would be to draw angled letters, such as “Z” or “M” in the air with a limb. An example of locomotion zigzag movement patterns would be to sprint to cones arranged in a “Z” pattern.</p> |
| <p>Curved</p>  |  | <p>CURVED Children will perform repeated semi-circular movements, or “S” turns with smooth rounded edges rather than sharp angled turns as in the zigzag patterns. An example of in-place curved movements would be to draw curved letters, such as an “S” or “C” in the air with a limb. An example of a locomotion curved movement patterns would be to skip around a series of cones.</p> |
| <p>Lateral</p>  |  | <p>LATERAL Children will perform movements in the frontal plane, which is side to side or moving to the left and right. An example of in-place lateral movements with the limbs would be jumping jacks. An example of lateral locomotion movements would be a lateral shuffle.</p> |

| | | |
|---|---|--|
|  <p>Circular</p> |  | <p>CIRCULAR</p> <p>Children will perform movements in a complete circle either clockwise or counterclockwise. As opposed to curved movements, circular movements are complete and closed circles rather than just curves or “S” turns. An example of in-place circular movements would be arm circles or spinning the whole body in either direction. An example of a locomotion circular path would be to bear crawl completely around a cone or another person.</p> |
|  <p>Vertical</p> |  | <p>VERTICAL</p> <p>Children will perform movements where they transport a limb or their whole body up and down in relation to gravity. An example of in-place vertical movements would be squats or a jump. An example of locomotion vertical movements would be to pair a locomotion activity with a specific direction or pathway, such as hopping in a circular path.</p> |

Ranges

These variables will allow children to explore the size of their movements and the reach of individual limbs or their entire body. These refer to ranges of motion from the smallest detectable motion to the fullest range of motion around a joint. Exploring range can be done in-place or while performing a locomotion activity in a specific direction or pathway.

| | | |
|--|---|--|
| <p>LARGE  <small>RANGE OF MOTION</small></p> |  | <p>LARGE</p> <p>These movements refer to expansive ranges of motion of the whole body where limbs and torso are extended as fully as possible within the confines of the movement skill being performed. This variable typically describes movements of the entire body working as a whole, such as making the body LARGE while running.</p> |
| <p>small  <small>range of motion</small></p> |  | <p>SMALL</p> <p>These movements refer to minimal ranges of motion of the whole body where limbs and torso are flexed as fully as possible within the confines of the movement skill being performed. This variable typically describes movements of the entire body working as a whole, such as making the body SMALL while balancing on one leg.</p> |

Location





These variables will allow children to explore movements either in a stationary position or moving throughout a defined space.

| | | |
|--|---|---|
|  In place |  | IN PLACE Movements done in place refer to all of the space the body can reach while stationary, encompassing a small area around each child with the arms and legs fully extended. For example, rolling back and forth in place. |
|  <i>Moving</i> |  | MOVING The suggested fundamental movement skill is done while moving within a defined space, either indoors or outdoors. This can be done with standard locomotion activities or paired with stationary movement control activities (i.e. squats while moving through a space). |

Relationships

Objects & People

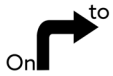
These variables will allow children to explore the various ways to navigate around people or objects. Note that “objects” can be as simple as lines on the ground, curbs, backpacks, or other common items.

| | | |
|--|---|---|
|  Over |  | OVER These movements involve transporting the body or parts of the body over the top of objects or other people. For instance, kids would be instructed to skip while moving OVER low hurdles that are placed throughout the space. |
|  Under |  | UNDER These movements involve transporting the body or parts of the body underneath objects or other people. For instance, kids would be instructed to bear crawl while moving & crawl UNDER any other child they come into contact with. |



ALONGSIDE

These movements involve transporting the body or parts of the body on one side of an object or another person. For instance, kids would be instructed to do log rolls **ALONGSIDE** a row of cones, or they could skip **ALONGSIDE** another child (shoulder to shoulder).



ONTO

These movements involve transporting the body or parts of the body on top of an object or another person. For instance, kids would be instructed to jump **ONTO** a box & crawl off.



OFF OF

These movements involve transporting the body or parts of the body from of an object down to the ground or to another object. For instance, kids would be instructed to jump **OFF OF** a box.



IN FRONT OF

These movements involve transporting the body or parts of the body in front of an object or another person. It is important here to define the front or back of an object if it is not obvious (the front or back of a car is obvious, but there is no front or back of a cone unless it is designated). For navigating around other people, a child would always have to be located on the front side of another person who is standing, or on the side with their head if they are lying down. The child instructed to be **IN FRONT OF** another child can be either looking at the person or have his back to that person. For instance, kids would be instructed to shuffle laterally **IN FRONT OF** a partner (facing away from them).



BEHIND

These movements involve transporting the body or parts of the body in back of an object or another person. It is important here to define the front or back of an object if it is not obvious (the front or back of a car is obvious, but there is no front or back of a cone unless it is designated). For navigating around other people, a child would always have to be located on the back side of another person who is standing, or on the side with their feet if they are lying down. The child instructed to be **BEHIND** another child can be looking at the person's back or have his back to that person's back. For instance, kids would be instructed to shuffle laterally **BEHIND** a partner, facing their back.



BETWEEN

These movements involve transporting the body or parts of the body through the middle of two objects or two other people. For instance, children could be prompted to hop while moving between other people who are also hopping.

Body Parts

Body Parts

These variables will allow children to explore the ways the body parts can move into various positions and shapes.

narrow



NARROW

These movements involve bringing the arms and/or legs as close together as possible. For instance, children could be instructed to make their limbs as NARROW as possible while doing squats.

WIDE



WIDE

These movements involve keeping the arms and/or legs as far from the torso as possible. For instance, children could be instructed to make their limbs as WIDE as possible while galloping.

Curved



CURVED

These movements involve creating rounded soft shapes with the arms, legs, or torso. For instance, children would balance on one leg while making their torso and arms into CURVED shapes. This can be prompted by saying that those shapes would look like the letters, "C," or "S."

Twisted



TWISTED

These movements involve rotating the torso or arms and legs about a central axis or intertwining the arms and legs to look like a "pretzel." For instance, children would be instructed to hold a front plank position with their arms, legs, or torso TWISTED.



SYMMETRICAL

These movements involve making sure both sides of the body look the same if an imaginary line was drawn down the middle of the body from the top of the head to between the feet. For instance, children would be instructed to do SYMMETRICAL jumping jacks with the arms and legs, so both feet and arms move the same distance in the same plane from the mid-line of the body.



ASYMMETRICAL

These movements involve making sure both sides of the body are moving differently from each other if an imaginary line was drawn down the middle of the body from the top of the head to between the feet. For instance, children would be instructed to squat with the arms asymmetrical. They would perform the movement with one arm straight out to the side of them, and the other arm bent.

People with People

These variables will allow children to explore the various ways to effectively interact with other people.



SOLO

This situation is where we have one person at a time move while the group (or partner) watches. If kids are partnered up, or in multiple small groups, then only one would do the movement task at a time. This gives children a chance to get direct feedback from others and allows those watching to visually learn how other kids interpret movement variables. For instance, each child would take a turn doing a SOLO side shuffle in a curved path and making their arms and legs as wide as possible.



INDEPENDENT

This situation is where we have the children moving on their own around others simultaneously. This will help improve spatial awareness as they have to avoid bumping into the other children. They can either all be doing the same movement patterns or they could each choose their own fundamental movement skill to modify. For instance, each child would move INDEPENDENTLY as they choose from doing either a skip, crawl, or roll, with the body low, in a zigzag pattern.



Partner



PARTNERS

This situation is where kids are paired up and doing the same, or complementary, movement patterns. For instance, two kids would be PARTNERED and both march alongside each other going forward and back. Or two kids could be PARTNERED and one do a single leg balance with limbs wide, while the other gallops around her in a circle.



Group



GROUPS

This situation involves one or more groups of 3 or more kids each interacting competitively or cooperatively. For instance, there would be two GROUPS of kids, each in a circle formation facing outward and rotating clockwise trying to get to the other side. To make this competitive this could be a race to be the first group to reach the other side.



Mirroring



MIRRORING

This situation involves partners or groups facing each other, with one leading and one following. Those following would do the same movements as the leaders, as if looking in a mirror. This would mean that if the leaders shuffle to their left, the followers would shuffle to their right so they are always in front of each other moving the same way. If the leaders move their left arms up, the followers move their right arms up.



Matching



MATCHING

This situation involves partners or groups facing each other, with one leading and one following. Those following would do the movements moving the same limbs in the same direction as the leaders. This would mean that if leaders shuffle to their left, the followers would shuffle to their left so they are moving in opposite directions. If the leaders move their left arms up, the followers also move their left arms up.









Leading



LEADING

This situation involves one person leading while others standing behind the leader follows his or her lead either in a stationary activity or a locomotion activity. For instance, the LEADER would bound in a curved path with accelerating speed. The followers would follow behind and keep up with those movements.

| | | |
|---|---|--|
|  |  | <p>FOLLOWING</p> <p>This situation involves one person leading while others standing behind the leader follows his or her lead either in a stationary activity or a locomotion activity. For instance, the leader would balance on one leg, while moving the arms in asymmetrical patterns while the FOLLOWERS would do the same.</p> |
|  |  | <p>MEETING</p> <p>This situation involves two or more kids moving either their entire body, or parts of their body toward one another during a stationary movement control, or locomotion activity. Meeting is often accompanied by “parting” in the movement variables.</p> |
|  |  | <p>PARTING</p> <p>This situation involves two or more kids moving either their entire body, or parts of their body, away from each other during a stationary movement control, or locomotion activity. Parting is often accompanied by “meeting” in the movement variables. For example, two children lateral shuffle towards one another and meet, then they part, moving away from one another.</p> |



Using this chart along with the “cheat sheet” we provide you in the following pages, the combinations are nearly endless!


In each of the guided discovery circuits we have designed for you, you will see a fundamental movement skill in the left column with one or more Movement Variables next to it. The child repeats the movement or combination of movements for the designated amount of time, then transitions to the next combination. In some instances, the workout prompts the child to change the variable midway through the exercise. Most circuits take about 3-5 minutes.

There are 5-10 different circuits each for different skill levels, facilities, and number of children involved, for a total of 30. These have been divided into mini-sections with any specific instructions necessary. All workouts are given a name to get the kids engaged. It is recommended that a short “vocab” review of the necessary terms, i.e. “accelerating, asymmetrical, etc.” is done prior to a circuit.

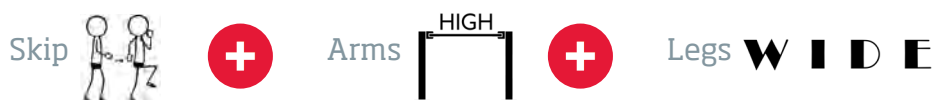
We recommend beginning with the “Starter Circuits” to familiarize both you and the children with the process and flow of the activities. Feel free to utilize 1-2 combinations from any circuit just to get kids up and moving after they’ve been inactive. This can take less than a minute. Just choose your favorite combos and do them for a quick “movement break” between other activities or during any other part of the day. Add music to create an even more engaging environment!

Individual and combinations of circuits can be done every day, even multiple times per day. They can also be spread out through a week.


You will see that each movement or variable in the circuit is linked together with a plus  sign, or an arrow .

The  sign is like an “and”. Everything after a plus sign is added to the original movement and the combination is done for the entire duration of time.

FOR EXAMPLE:




would mean that the child would skip for 10-20 seconds with her arms high and her legs wide, then she would transition to the next combination.

When there is an arrow , instruct the child to switch to that movement roughly halfway through the circuit time.

FOR EXAMPLE:



would mean that the child begins in a baby crawl with his chest low, moving fast, then 5-10 seconds into the movement, he would switch to slow speed.

If the  designates an “and”, the  designates a “then”.

Again, prior to beginning a circuit, familiarize the children with any new vocabulary. It may also be necessary to read through the circuits to determine which best suits your needs in regards to facilities, number of children, and ability level. Don't forget to refer to the movement variable chart for clarification.

See it in action!

In any case, if you forget the definition of any Movement Variable, there really is no “wrong answer” as long as the notions of common sense and safety are followed. Most of the combinations can be done either moving or in place (limited space). Depending on the amount of room you have available, feel free to adapt the exercises to fit your needs.



For Movement Variables like “over,” “under,” “on to,” “off of,” or others that would suggest objects or equipment, consider that other children, desks, benches, walls, and even lines on the ground can still reinforce these concepts of orientation.

FOR EXAMPLE:

Children can step onto and off of a line.

They can do a plank over a pencil

They can move alongside a wall.

Once the children understand these concepts, let them get creative in finding ways to interpret the variable.

Beginning a program like this, the fundamental movement patterns are going to appear awkward. Remember, we are merely guiding children on a journey of discovering how to move. With patience and just enough guidance, they will develop high level skills that last a lifetime.

On the following page, you will find a “cheat sheet” for guided discovery activities. This guide can be folded up and kept with you as a quick reference for designing your own circuits!



Just print the page and fold it on the dotted line. Chose one of the fundamental movement skill from the front page and apply 1 or more Movement Variables to it and do each combination for 10-20 seconds. Repeat for different fundamental movement skill and Movement Variable combinations!

GUIDED

DISCOVERY Circuits

Starter Circuits

Anywhere Circuits

Indoor Circuits

Partner Circuits



THE STARTER CIRCUITS



























Have fun learning how to use the Movement Variables!

The five starter circuits are designed to introduce the contrasts of the different fundamental movement skills and Movement Variables for effort, space, and relationship to objects and other people.

These circuits include only 4 fundamental movement skills each, so children are able to learn and get familiar with them without being overwhelmed. The Movement Variables are presented in contrasting manner in subsequent exercises, so it helps children create a frame of reference for effort, space, and relationships to people and objects. The Starter Circuits have 13 movement combinations, while the other circuits have only 7.

While the instructor can modify the exercise and transition time as needed, it is recommended that each fundamental movement skill and movement variable combination is performed for 10-20 seconds with enough transition time to allow for any explanation, demonstration, or further clarification.

The Squatalot

| | | | | | |
|----|------------|---|---|---|-------|
| 1 | push up |  | + |  | speed |
| 2 | baby crawl |  | + |  | speed |
| 3 | squat |  | + |  | speed |
| 4 | skip |  | + |  | speed |
| 5 | push up |  | + |  | speed |
| 6 | baby crawl |  | + |  | flow |
| 7 | squat |  | + |  | flow |
| 8 | skip |  | + |  | force |
| 9 | push up |  | + |  | force |
| 10 | baby crawl |  | + |  | force |
| 11 | squat |  | + |  | arms |
| 12 | skip |  | + |  | hips |
| 13 | push up |  | + |  | hips |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



Did You Know?

Vegetables Give You Vroom!

When you want rocket fuel so you can be great, make sure there's lots of vegetables stacked on your plate!

Try two different veggies tonight!

The Starter Circuits

Walkin' and Rollin'

MOVE TIME

10-20 SEC.

EACH EXERCISE

TRANSITION

AS NECESSARY



Can You?

































The Happy Heart Hop

Try this when a commercial comes on TV:

- Stand up, sit down, stand up
- Reach up to the sky, reach down to your toes, reach up to the sky
- Hop on your right foot 10 times, then on your left

| | | | | | |
|----|---------------------------|--|---|--------------------------|------|
| 1 | roll | | + | <u>Straight</u> | path |
| 2 | forward/ backward bend | | + | LARGE RANGE OF MOTION | |
| 3 | walk | | + | Diagonal | path |
| 4 | alternating lunge | | + | small range of motion | |
| 5 | roll | | + | Curved | path |
| 6 | forward/ backward bend | | + | WIDE | legs |
| 7 | walk | | + | Lateral | path |
| 8 | alternating lunge | | + | narrow | arms |
| 9 | roll | | + | Circular | path |
| 10 | forward/ backward bend | | + | Asymmetrical | arms |
| 11 | walk | | + | <u>Straight</u> | path |
| 12 | alternating lunge | | + | Symmetrical | arms |
| 13 | roll | | + | In place | |

The Crab Shuffle

| | | | | | |
|----|-------------------|---|---|-----------------------------------|---|
| 1 | side to side bend |  | + | arms |  Twisted |
| 2 | lateral shuffle |  | + | torso |  Curved |
| 3 | crab hip hold |  | + | Under or Over |  Under or  Over |
| 4 | 1-leg hop (L) |  | + | On to Off or |  On to Off or  Off or |
| 5 | side to side bend |  | + | Mirroring |  the instructor |
| 6 | lateral shuffle |  | + | Matching |  the instructor |
| 7 | crab hip hold |  | + | Along side |  a line or cone |
| 8 | 1-leg hop (R) |  | + | Following or Leading a partner |  Following or  Leading a partner |
| 9 | side to side bend |  | + | Meeting or Parting with a partner |  Meeting or  Parting with a partner |
| 10 | lateral shuffle |  | + | around a Partner |  Partner |
| 11 | crab hip hold |  | + | In front of Behind Partner |  In front of  Behind  Partner |
| 12 | 2-leg hop |  | + | Between |  people |
| 13 | side to side bend |  | + | as a Group |  Group |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



Did You Know?

The strongest muscle in your body is your jaw muscle.

The Roto-Runner

MOVE TIME

10-20 SEC.

EACH EXERCISE

TRANSITION

AS NECESSARY



Did You Know?

Water Gives You Wings!

If you want to run faster and jump higher every day, drink lots of water when you work or play!

Drink a whole glass of water when you get home today.

| | | | | | |
|-----------|------------------------|--|---|----------------|-----------|
| 1 | rotation | | + | | speed |
| 2 | run | | + | | speed |
| 3 | single leg balance (R) | | + | W I D E | arms/legs |
| 4 | gallop | | + | | speed |
| 5 | rotation | | + | | speed |
| 6 | run | | + | | force |
| 7 | single leg balance (L) | | + | | arms |
| 8 | gallop | | + | | force |
| 9 | rotation | | + | | flow |
| 10 | run | | + | | flow |
| 11 | single leg balance (r) | | + | | arms |
| 12 | gallop | | + | | arms |
| 13 | jumping jacks | | + | | hips |

Jump the Plank!

| | | | | | |
|-----------|----------------|--|---|--------------------------|-----------|
| 1 | plank | | + | W I D E | legs |
| 2 | 1-leg jump (R) | | + | zigzag | path |
| 3 | cobra | | + | narrow | arms/legs |
| 4 | jumping jacks | | + | Symmetrical | arms |
| 5 | plank | | + | Asymmetrical | arms |
| 6 | 1-leg jump (L) | | + | Curved | torso |
| 7 | cobra | | + | LARGE RANGE OF MOTION | |
| 8 | bound | | + | Diagonal | path |
| 9 | plank | | + | W I D E | arms |
| 10 | 2-leg jump | | + | Circular | path |
| 11 | cobra | | + | Continuous | flow |
| 12 | bound | | + | In place | |
| 13 | plank | | + | HIGH | hips |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



Can You?

Breathe With Your Belly


1. Put one hand on your chest and the other across your belly.
2. Take in a deep breath through your nose and see if you can make your belly expand for 5 seconds without your chest lifting up too high.
3. Breath out.
4. Try doing this 5 times in a row!






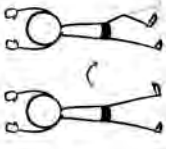



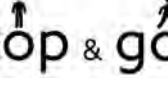


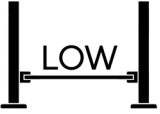



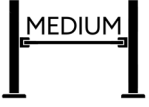

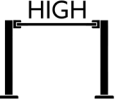

ANYWHERE CIRCUITS

Have fun with the Movement Variables Anywhere!

These are designed to be done indoors or outdoors with a small amount of space to allow children to move across a room, field, or small grid designated by cones. If space is not available, the instructor can modify the activities to be done in place, which will encompass a small area around each child marked by the space occupied by the arms and legs fully extended.

Perform the fundamental movement skill in combination with the suggested Movement Variables. Note that when there is an  symbol, instruct the child to switch to an opposing movement variable roughly halfway through the circuit.

Round and Round

| | | | | | |
|---|--|---|---|---|---|
| 1 |  forward/ backward bends | + |  Continuous flow | + |  Circular path |
| 2 |  roll | + |  In place | + |  speed |
| 3 |  push up | + | narrow hands | + |  stop & go flow |
| 4 |  baby crawl | + |  Strong force | + |  LOW body level |
| 5 |  rotation | + |  FAST speed | + | W I D E arms |
| 6 |  walk | + |  MEDIUM speed | + | — Straight - - - backward |
| 7 |  crab hip hold | + |  HIGH hips level | + |  Strong force |

MOVE TIME

10-20 SEC.

EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

Playing outside makes your eyes, bones, muscles, heart and lungs strong!

The Flying Robot

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS








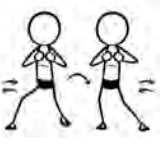
3 Cheers for the Champ!

What makes you special? What can you do that makes you proud? What are the special things that make you stand out in the crowd?

Write down three things you are good at!

| | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | squat | + | stop & go flow | + | Asymmetrical arms |
| 2 | run | + | HIGH knees level | + | zigzag path |
| 3 | side to side bend | + | LARGE RANGE OF MOTION | + | FAST speed |
| 4 | skip | + | In place In place | + | HIGH knees level |
| 5 | jumping jacks | + | WIDE arms | + | Strong force |
| 6 | march | + | Continuous flow | + | Curved path |
| 7 | cobra | + | slow speed | + | HIGH arms level |

Neat Fast Feet

| | | | |
|---|--|---------------------|---------------------------|
| 1 |  alternating lunge | + W I D E + arms | + FAST + speed |
| 2 |  bound | + Strong + force | + accelerating + speed |
| 3 |  single leg balance (R) | + narrow + arms | + Twisted + force |
| 4 |  single leg balance (L) | + W I D E + arms | + Curved + torso |
| 5 |  gallop | + MEDIUM + speed | + Diagonal + path |
| 6 |  forward/ backward bend | + Strong + force | + stop & go + flow |
| 7 |  lateral shuffle | + Weak + force | + Circular + path |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Can You?

50 Jumping jacks,
20 push up challenge

Challenge a friend or family member to see how long it takes them to do 50 Jumping jacks and 20 push ups.

See if you can beat their record!

Get Up, Get Down

MOVE TIME

10-20 SEC.
EACH EXERCISE





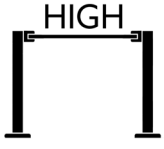

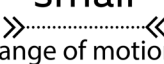




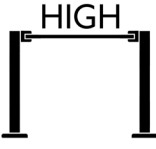






TRANSITION

10 SECONDS



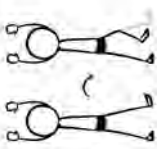




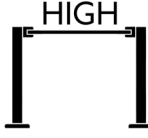



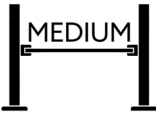


Did You Know?

Your muscles are attached to your bones by tendons.

| | | | | | |
|---|--|---|---|---|---|
| 1 |  push up | + | W I D E hands | + |  slow |
| 2 |  2-leg jump | + |  In place | + |  HIGH arms level |
| 3 |  rotation | + | narrow ar ms | + |  small range of motion |
| 4 |  1-leg hop (R) | + |  In place | + |  FAST speed |
| 5 |  crab hip hold | + |  HIGH hips level | + |  Strong force |
| 6 |  1-leg hop (L) | + |  In place | + |  slow |
| 7 |  squat | + |  LOW hips level | + | W I D E arms |

The Backward Bear

| | | | |
|---|--|---------------------------|--|
| 1 |  side to side bend | + LARGE RANGE OF MOTION + |  slow speed |
| 2 |  roll | + Moving + |  zigzag path |
| 3 |  plank | + WIDE arms/legs + |  Strong force |
| 4 |  bear crawl | + HIGH hips level + |  Straight path backwards |
| 5 |  alternating lunge | + stop & go flow + |  HIGH knees |
| 6 |  walk | + LOW knees + |  FAST speed |
| 7 |  jumping jacks | + Strong force + |  MEDIUM speed |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Look While You're Listening

When someone is talking, no matter their size, let them know you're listening by looking at their eyes!

Practice by listening to a friend tell you about their favorite thing to do!

The Tough Tree

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION


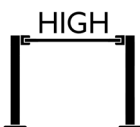



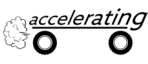

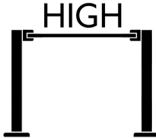

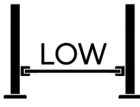





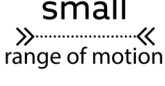










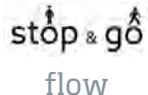

10 SECONDS



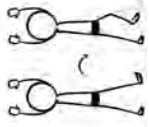

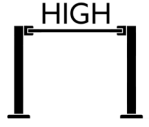


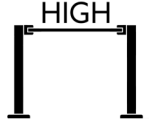
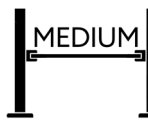














Can You?

The Get Up Challenge

1. Sit cross-cross apple sauce on the floor with your arms folded across your chest.
2. Try to stand up and sit down 5 times in a row without using your arms.
3. Challenge a friend or family member to do the same!

| | | | | | | | |
|----------|---|---|---|---|---|---|---|
| 1 |  single leg balance (R) | + |  HIGH level arms | + |  Curved torso | + |  Twisted arms |
| 2 |  1-leg hop (R) | + |  accelerating speed | + |  LOW arms | + |  HIGH level hips |
| 3 |  single leg balance (L) | + |  LOW level hips | + |  WIDE arms | ➔ |  narrow arms |
| 4 |  1-leg hop (L) | + |  Strong force | + |  LARGE RANGE OF MOTION | ➔ |  small range of motion |
| 5 |  squat | + |  narrow legs | + |  FAST speed | ➔ |  slow speed |
| 6 |  bear crawl | + |  WIDE arms/legs | + |  Lateral path | ➔ |  Circular path |
| 7 |  push up | + |  WIDE feet | + |  stop & go flow | ➔ |  Continuous flow |

The Break Dancer

| | | | | | | | |
|---|---|---|--|---|--|---|--|
| 1 |  roll | + |  In place | + |  level arms | + |  Twisted arms |
| 2 |  crab hip hold | + | narrow hands | + |  level hips | → |  hips |
| 3 |  skip | + | WIDE legs | + |  Circular path | → | narrow legs |
| 4 |  cobra | + |  Continuous flow | + |  slow speed | → |  FAST speed |
| 5 |  lateral shuffle | + | narrow legs | + |  Diagonal path | → | WIDE legs |
| 6 |  forward backward bends | + | WIDE arms | + |  slow speed | → | narrow arms |
| 7 |  2-leg jumps | + |  In place | + |  Strong force | → |  Weak force |

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

You take about 10 thousand breaths every day!

Anywhere Circuits

Crazy Legs

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION


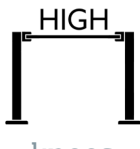




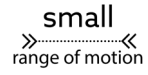






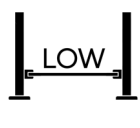

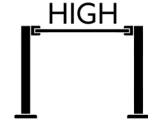






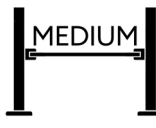
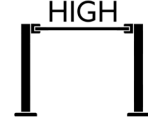




10 SECONDS












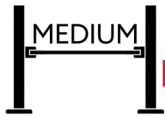

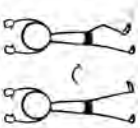




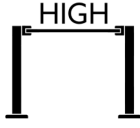



Carbohydrates are Cool

Carbohydrate's a long word, but these foods make you a winner. They give you awesome energy after breakfast, lunch and dinner.

What are some types of carbohydrates?

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| 1 |  march | + |  HIGH knees | + |  Straight path backward | → |  Straight path forward |
| 2 |  side to side bend | + |  FAST speed | + |  small range of motion | → |  LARGE RANGE OF MOTION |
| 3 |  gallop | + |  Continuous flow | + |  zigzag path | → |  accelerating speed |
| 4 |  alternating lunge | + |  LOW level hips | + |  FAST speed | → |  HIGH level hips |
| 5 |  run | + |  WIDE arms | + |  Curved path | → |  Circular path |
| 6 |  plank | + |  WIDE feet | + |  MEDIUM level hips | → |  HIGH level hips |
| 7 |  2-leg hop | + |  Moving | + |  Weak force | → |  Strong force |

The Backward Baby

- | | | | | | |
|---|---|---|---|---|--|
| 1 |  baby crawl | + WIDE arms/legs | + <u>Straight</u> path backward | → | <u>Straight</u> path forward |
| 2 |  push up | + stop & go flow | +  slow speed | → |  FAST speed |
| 3 |  walk | +  Lateral path | +  Weak force | → |  Strong force |
| 4 |  squat | + WIDE arms/legs | +  MEDIUM speed | → |  zigzag path |
| 5 |  roll | + <i>Moving</i> | + narrow arms | → |  Curved path |
| 6 |  rotation | +  In front of arms/body | +  <i>accelerating</i> speed | → |  HIGH arms |
| 7 |  bound | +  Strong force | + stop & go flow | → |  Continuous flow |

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

Bones are attached to other bones by ligaments.

Big Time Balance

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

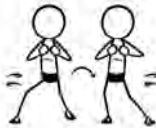





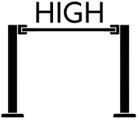






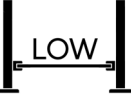








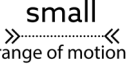



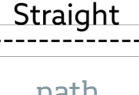
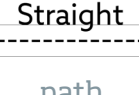
10 SECONDS



Gotta Get Goals

A goal is like a map of where you want to go, or what you want to do, or what you want to know.

Write down three goals for this week.


| | | | | | | | |
|---|---|---|---|---|--|---|---|
| 1 |  lateral shuffle | + |  speed | + | zigzag path  | → |  speed |
| 2 |  single leg balance (R) | + |  Asymmetrical arms | + | HIGH level hips  | → | LOW level hips  |
| 3 |  run | + |  speed | + | narrow arms/legs  | → | WIDE arms/legs  |
| 4 |  single leg balance (L) | + | LOW level hips  | + | Weak force  | → | HIGH level hips  |
| 5 |  skip | + |  speed | + | LOW knees  | → | HIGH knees  |
| 6 |  jumping jacks | + |  speed | + | small range of motion  | → | LARGE RANGE OF MOTION  |
| 7 |  march | + |  speed | + | Straight path backward  | → | Straight path forward  |



THE INDOOR CIRCUITS

Have fun with movement when you're indoors!

While all circuits in 60 Ways to Play can easily be modified to accommodate any amount of space, we have created 10 circuits ideal for indoors. You will notice the primary difference is that we include many “in place” activities. Note that “in place” does allow for a small degree of movement. For example, rolling on the ground can be done back and forth, as can a movement like the lateral shuffle.

As with all other circuits, perform the fundamental movement skill in combination with the suggested movement variables. Note that when there is an  symbol, instruct the child to switch to an opposing movement variable roughly halfway through the circuit.

Skip, Don't Trip!

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Can You?








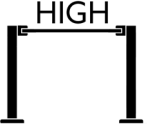






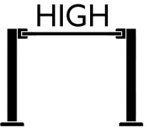
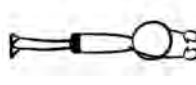


The Blind Balance Challenge

Close your eyes and stand on one foot.

- 1) How long can you stand on that foot with your eyes closed without losing your balance?
- 2) Try to beat your time on the other foot.

| | | | | | |
|----------|-------------------------------|---|--------------------------|---|--|
| 1 | forward/ backward bend | + | WIDE arms/legs | + | speed |
| 2 | 2 feet hop | + | In place | + | small ».....« range of motion |
| 3 | single leg balance (R) | + | HIGH arms | + | HIGH level hips |
| 4 | skip | + | In place | + | WIDE legs |
| 5 | single leg balance (L) | + | LOW level hips | + | LOW arms |
| 6 | run | + | In place | + | speed |
| 7 | crab hip hold | + | narrow legs | + | HIGH level hips |

The Big Bend-a-Roony

| | | | | | |
|---|--|---|--|---|--|
| 1 |  side to side bend | + |  Asymmetrical arms | + | WIDE legs |
| 2 |  2-leg jump | + |  In place | + |  speed |
| 3 |  push up | + |  Strong force | + |  HIGH level hips |
| 4 |  bear crawl | + |  Under something | + |  slow speed |
| 5 |  squat | + | narrow legs | + | WIDE arms |
| 6 |  bound | + |  In place | + |  HIGH knees |
| 7 |  cobra | + |  LOW head | + |  FAST speed |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

More than half of your body is made up of water.

The Faster Blaster!

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS











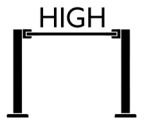


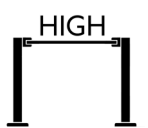









Helpers Are Heroes

Helping is the best way to show that you're strong, because helpers are heroes, they help others along!

Help 5 people do something today.

| | | | | | |
|----------|-----------------------|---|----------------------------|---|------------------------------|
| 1 | alternating lunge | + | speed | + | Strong force |
| 2 | 1-leg hop (R) | + | In place | + | Circular path |
| 3 | rotation | + | Strong force | + | In front of arms/body |
| 4 | 1-leg hop (L) | + | In place | + | speed |
| 5 | crab hip hold | + | hips level | + | narrow legs |
| 6 | skip | + | Along side a person | + | knees |
| 7 | plankd | + | WIDE arms/legs | + | Strong force |

The Crazy Cobra

| | | | | | |
|---|---|---|--|---|---|
| 1 |  forward backward bend | + |  stop & go flow | + |  Circular path |
| 2 |  run | + |  In place | + |  Strong force |
| 3 |  cobra | + |  Continuous flow | + |  HIGH arms |
| 4 |  2-leg jump | + |  In place | + |  HIGH knees |
| 5 |  squat | + |  narrow arms/legs | + |  slow speed |
| 6 |  skip | + |  In place | + |  WIDE arms/legs |
| 7 |  jumping jacks | + |  slow speed | + |  Strong force |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

Your body has 640 muscles.

Jumpin' Jiminy

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION







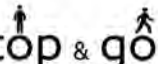





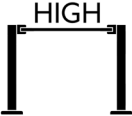


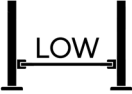

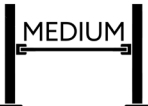

10 SECONDS







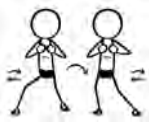








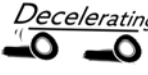

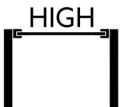
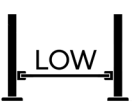


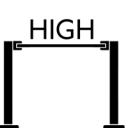
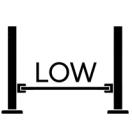


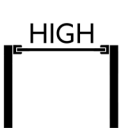
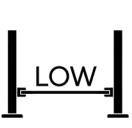
Look While You're Listening

Proteins are like Legos that build muscles for you. Meats, nuts and dairy, and some plants have protein too!

Name 5 foods with protein power!

| | | | | | |
|----------|---|---|---|---|--|
| 1 |  push up | + | WIDE legs | + |  speed |
| 2 |  1-leg jump (R) | + |  In front of something | + |  speed |
| 3 |  side to side bend | + |  stop & go flow | + |  speed |
| 4 |  1-leg jump (L) | + |  In place | + |  Symmetrical arms |
| 5 |  crab hip hold | + |  HIGH level hips | + |  Strong force |
| 6 |  2-leg hop | + |  LOW level hips | + | WIDE legs |
| 7 |  plank | + |  MEDIUM level hips | + |  Strong force |

High, Low, Go!

| | | | | | | | |
|----------|---|---|---|---|---|---|--|
| 1 |  jumping jacks | + |  Circular path | + |  slow speed | → |  FAST speed |
| 2 |  lateral shuffle | + |  In place | + |  Weak force | → |  Strong force |
| 3 |  squat | + | W I D E legs | + |  Twisted arms | → | narrow legs |
| 4 |  bound | + |  In place | + |  accelerating speed | → |  Decelerating speed |
| 5 |  push up | + | W I D E arms | + |  HIGH level hips | → |  LOW level hips |
| 6 |  skip | + |  In place | + |  HIGH knees | → |  LOW knees |
| 7 |  crab hip hold | + |  Strong force | + |  HIGH level hips | → |  LOW level hips |

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Can You?

Jumping Jack Flash

Try to do 20 jumping jacks in 10 seconds. Challenge a friend or family member to do the same!

A Mission to Mars

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS


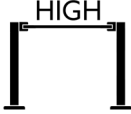















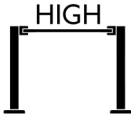
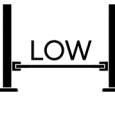






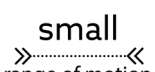




Did You Know?

The largest muscle in your body is the **gluteus maximus**, otherwise known as your rear end!

| | | | | | | | |
|----------|-----------------------|---|-----------------------------|---|--------------------------|---|---------------------------|
| 1 | 2-leg hop | + | In place | + | stop & go flow | → | Circular path |
| 2 | side to side bend | + | "Decelerating" speed | + | W I D E legs | → | narrow legs |
| 3 | march | + | In place | + | LOW knees | → | HIGH knees |
| 4 | cobra | + | HIGH arms | + | HIGH chest | → | LOW chest |
| 5 | run | + | In place | + | FAST speed | → | accelerating speed |
| 6 | alternating lunge | + | Strong force | + | Asymmetrical arms | → | Symmetrical arms |
| 7 | skip | + | In place | + | narrow arms/legs | → | W I D E arms/legs |

Race in Place

| | | | | | | | |
|----------|--|---|--|---|---|---|---|
| 1 |  1-leg balance (L) | + |  hips | + |  In front of hands/body | → |  Behind hands/body |
| 2 |  2-leg jump | + |  In place | + |  Strong force | → |  Weak force |
| 3 |  1-leg balance (R) | + |  Asymmetrical arms | + |  WIDE arms | → |  narrow arms |
| 4 |  march | + |  In place | + |  Strong force | → |  Weak force |
| 5 |  plank | + |  hips | + |  hips | → |  hips |
| 6 |  walk | + |  In place | + |  stop & go flow | → |  LARGE RANGE OF MOTION |
| 7 |  rotation | + |  small range of motion | + |  FAST speed | → |  slow flow |

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Blast off with Breakfast!

Eat breakfast every morning, and start your day with a bang! You'll be full of jet fuel and take off like a plane!

What did you have for breakfast today?

Shuffle Your Duffle

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

















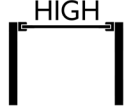
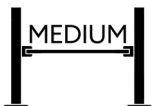




10 SECONDS



Can You?


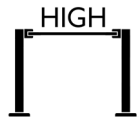
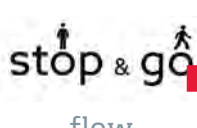

The Push Up Plankster


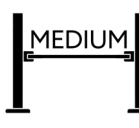

Get into a push up position on the floor. See if you can hold it, without your knees touching the ground or your back dipping for an entire minute! Challenge a family member to do the same!

| | | | | | | | |
|----------|--|---|--|---|---|---|--|
| 1 |  lateral shuffle | + |  In place | + | narrow legs | → | WIDE legs |
| 2 |  crab hip hold | + |  Strong force | + | narrow arms | → | WIDE arms |
| 3 |  skip | + |  In place | + |  speed | → |  speed |
| 4 |  alternating lunge | + | WIDE legs | + |  speed | → |  speed |
| 5 |  1-leg hop (R) | + |  arms | + |  In place | → |  path |
| 6 |  push up | + | WIDE legs | + |  hips | → |  hips |
| 7 |  1-leg hop (L) | + |  speed | + |  In place | → |  path |

Indoor Circuits



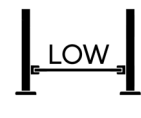
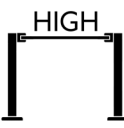
Feelin' the Beat on Your Feet!

1  **+**  **+**  **→**  Continuous flow





2  **+**  **+**  **→** *Moving*

3  **+**  **+**  **→**  speed

4  **+**  **+**  **→**  speed

5  **+**  **+**  **→**  hips

6  **+**  **+**  **→**  speed

7  **+**  **+**  **→**  arms

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did You Know?

Your brain weighs about 3 pounds.



PARTNER CIRCUITS

Move with a friend!

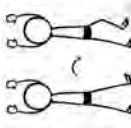



Partner activities function to improve social skills as well as facilitate cooperation and teamwork.

We have created 5 circuits to facilitate children working with and around others. In a 1-1 teaching situation, you as the instructor can be a partner! It's important that partners are established prior to beginning the circuit.





When using variables such as “over,” “around,” “in between,” and other relationships, instruct the children to alternate using each other as the “object” to navigate when possible.

Partner Playtime

1  **+**  **+**  path **→**  Mirroring partner

2  roll **+**  stop & go flow **+**  Over arms/head **→**  Matching partner

3  push up **+**  Moving **+**  slow speed **→**  Leading partner
Following partner

4  lateral shuffle **+**  Twisted torso **+**  Curved path **→**  Meeting partner
Parting partner

5  forward backward bend **+** **WIDE** legs **+**  Circular path **→**  Solo alternate with partner

6  2-leg jump **+**  Moving **+**  Lateral path **→**  Group

7  cobra **+**  slow speed **+**  HIGH high **→**  Matching partner

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SEC.



**Be Thoughtful
With Thank
You's**

Playing outside makes your eyes, bones, muscles, heart and lungs strong!

Partner Circuits

The Team Trainer

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS





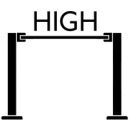





























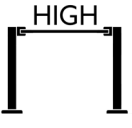










Can You?

The Vegetable Challenge



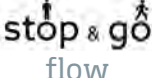

Next time you're at the store with Mom or Dad, select a vegetable or fruit from each color of the rainbow.

See if you can eat the entire rainbow in 1 day!


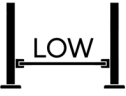
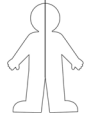

| | | | | |
|---|--|---|---|--|
| 1 |  skip |  Straight <hr style="border-top: 1px dashed black;"/>  path backward /forward |   hips |   Mirroring partner |
| 2 |  rotation |  small  range of motion |  WIDE arms |   Matching partner |
| 3 |  bear crawl |  WIDE arms/legs |   speed |   Meeting Parting partner |
| 4 |  alternating lunge |  Moving  |  path |   Solo alternate with partner |
| 5 |  run |   speed |  stop & go flow |   Leading Following partner |
| 6 |  plank |  narrow arms/legs |   hips |   Group |
| 7 |  2-leg hop |  Circular  path |  Asymmetrical arms |   Matching partner |

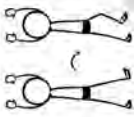


Partner Circuits





Fast With a Friend


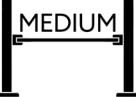
1  +  +  → 
 side to side bend force flow Mirroring partner

2  +  +  → 
 gallop path arms Matching partner

3  +  +  → 
 1-leg balance (L) hips arms Group

4  +  +  → 
 roll speed Moving Meeting Parting partner

5  +  +  → 
 1-leg balance (L) arms Twisted arms Group

6  +  +  → 
 walk speed path Leading Following partner

7  +  +  → 
 push up speed RANGE OF MOTION Matching partner

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did you know?
 When you flex a muscle it gets shorter, when you extend a muscle it gets longer

Partner Circuits

The Buddy Blaster

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION










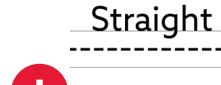


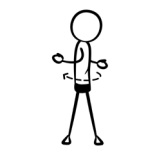















10 SECONDS










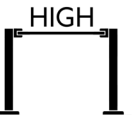









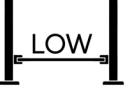



Colorful Fruit is Your Armor!

Keep the sniffles away, make coughs afraid to come near, by eating colorful fruits all the days of the year.

Can you name a fruit for every color of the rainbow?

| | | | | |
|---|--|---|--|--|
| 1 |  bound |  LARGE RANGE OF MOTION |  slow speed |  Mirroring partner |
| 2 |  squat |  <i>Moving</i> |  zigzag path |  Matching partner |
| 3 |  march |  Straight path backward /forward |  FAST speed |  Meeting Parting partner |
| 4 |  rotation |  narrow legs |  WIDE arms |  Group |
| 5 |  lateral shuffle |  Curved path |  <i>Decelerating</i> speed |  Leading Following partner |
| 6 |  crab hip hold |  HIGH hips |  Strong force |  Group |
| 7 |  2-leg hop |  Lateral path |  stop & go flow |  Matching partner |

Your Great Teammate

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 |  | + | small range of motion | + |  slow | → |  Matching partner |
| 2 |  | + | Straight path backward /forward | + |  Strong force | → |  Meeting Parting partner |
| 3 |  | + | Curved torso | + |  HIGH arms | → |  Solo alternate with partner |
| 4 |  | + |  Strong force | + |  FAST speed | → |  Matching partner |
| 5 |  | + | WIDE arms | + | narrow legs | → |  Group |
| 6 |  | + |  Lateral path | + |  LOW hips | → |  Leading Following partner |
| 7 |  | + | LARGE RANGE OF MOTION | + | stop & go flow | → |  Matching partner |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



Did you know?

The Shoe-tie Shoot-out

While balancing on one foot, lift the other foot and untie, then tie your shoe. Repeat on the other foot. Can you do it without losing balance? Challenge a family member or friend to do the same!



CREATIVE

DISCOVERY

Playing with Movement Variables

**Learn All the Different Ways
the Body Can Move!**

Total Physical Response (TPR) is a technique that has been used in the classroom for years to successfully improve language acquisition. Whether in a classroom or any other venue for physical activity, it's a fun and effective way to link movement and learning!

By having kids interpret words and punctuation marks with their bodies, the Movement Sentences allow kids to get the best of both worlds, developing language skills and physical literacy with creative exploration!

The Movement Sentence circuits consist of 4 skill levels, as well as advanced circuits, and mixed circuits. All the levels build on the previous level and allow kids the opportunity to start with simple movement expressions based on one direct action word at a time in level 1 until they are ready to string together direct and abstract words as well as punctuation marks and emojis in the most advanced levels.

While we don't want to ever judge a movement as right or wrong, or over-correct a child, it is a good idea to frontload vocabulary to make sure they know what words mean before you begin.

You can then coach during the activity with suggestions if a child seems lost. For instance, if the word is soar you can talk about animals that soar high in the sky like eagles. For slither, you might mention snakes.

Some words like zip, scamper, brave, or perplexed may be a bit too hard of a concept to grasp, so rather than just give an example like a dog scampering along, ask them to do whatever that word sounds like. This will give you great insight into how they can interpret word sounds and see how close they come to the actual meaning. It is also a very creative way for kids to move with total freedom, as there really can't be a right or wrong way to interpret the word. Eventually, the goal is to help define the words so kids learn the vocabulary and get more and more creative each time they do that circuit.

[Click here to see the movement sentences in action!](#)

On the following pages, we have included a vocabulary chart for the words used in the Movement Sentence creative discovery activities. This acts as a reference for the vocabulary, emojis, and different terms used in the circuits.

MOVEMENT SENTENCE VOCABULARY

| ACTION WORDS | ABSTRACT WORDS | PUNCTUATION | | EMOJIS |
|--------------|----------------|-----------------------|-------------------|-------------------|
| Roll | Hot | Period (.) | Full stop | 😊 Smiley face |
| Jump | Sunny | Comma (,) | Slight pause | 😨 Frightened face |
| Crawl | Lazy | Dash (-) | Longer pause | ❤️ Heart |
| Explode | Smooth | Exclamation point (!) | Excitement | 🙏 Praying hands |
| Sneak | Bumpy | Question mark (?) | Doubt/uncertainty | 👍 Thumbs up |
| Pounce | Spicy | | | 🕷️ Spider |
| Creep | Victorious | | | 🦄 Unicorn |
| Shrink | Rocky | | | 🌙 Moon |
| Slither | Deliberate | | | ☀️ Sun |
| Wave | Vulnerable | | | ⚡ Lightning bolt |
| Erupt | Shy | | | ☁️ Cloud |
| Shake | Brave | | | ★ Star |
| Wiggle | Spark | | | 🍏 Apple |
| Scamper | Dark | | | 🍦 Ice cream cone |
| Rush | Bright | | | 🎂 Birthday cake |
| Scurry | Cloudy | | | 🧀 Cheese wedge |
| Soar | Happy | | | ☕ Coffee cup |
| Spring | Slimy | | | 🍼 Baby bottle |
| Stride | Stinky | | | ⚽ Soccer ball |
| Zip | Proud | | | 🏀 Basketball |
| Zoom | Perplexed | | | 🌸 Flower |
| Bounce | Surprised | | | |
| Dart | Bold | | | |
| Dash | Mysterious | | | |
| Fly | Secretive | | | |
| Hurry | Dull | | | |
| Plummet | Empowered | | | |
| Spin | Intelligent | | | |
| Trot | Grumpy | | | |
| Swerve | Overwhelmed | | | |

MOVEMENT KEY

| SYMBOL OR WORD | WHAT DOES IT MEAN? | EXAMPLE |
|----------------|---------------------------------------|---------|
| Single word | Do the movement for the allotted time | Roll |



Flow from one movement to the next without a break

Roll Slither Pounce

| | | |
|--|---|---------------------------------|
| | Choose three of the given words in any order and flow from one movement to the next without a break | Bounce Fly Hurry Dash Zip |
|--|---|---------------------------------|

| | |
|---|--------------------|
| . | Full stop |
| , | Slight pause |
| - | Longer pause |
| ! | Excitement |
| ? | Doubt; uncertainty |

Sneak.
Bounce,
Zoom - Spin!
Dash?

CREATIVE

DISCOVERY Circuits

Level 1

ONE DIRECT ACTION WORD

Level 2

TWO TO FOUR DIRECT ACTION WORDS IN ORDER

Level 3

THREE DIRECT ACTION WORDS IN ANY ORDER

Level 4

THREE OR MORE DIRECT ACTION WORDS WITH PUNCTUATION

Advanced

ADD ABSTRACT WORDS & EMOJIS

Mixed

ONE DIRECT ACTION WORD



LEVEL 1 CREATIVE

In this beginner level, each circuit consists of just one direct action word such as roll, crawl, or explode. Say the word and allow kids 10 to 20 seconds to move in any way that expresses this word. Make sure the kids understand that once they interpret the word with movement they are to do it over and over until time is up for that circuit.

In each circuit move in any way that best characterizes each direct action word for 10–20 seconds.

Roly Poly

| | |
|----|---------|
| 1 | Roll |
| 2 | Explode |
| 3 | Shrink |
| 4 | Spin |
| 5 | Spring |
| 6 | Pounce |
| 7 | Erupt |
| 8 | Wiggle |
| 9 | Soar |
| 10 | Slither |

MOVE TIME

10-20 SEC.

EACH WORD



Did You Know?

Good vegetables, proteins, and grains can give you 4 hours of energy. Sugar usually can give you about an hour or less of energy.

The Peppy Pup

MOVE TIME

10-20 SEC.
EACH WORD



Blast off with Breakfast!

Eat breakfast every morning, and start your day with a bang! You'll be full of jet fuel and take off like a plane!

What did you have for breakfast today?

| | |
|----|---------|
| 1 | Scamper |
| 2 | Rush |
| 3 | Swerve |
| 4 | Hurry |
| 5 | Pounce |
| 6 | Stride |
| 7 | Scurry |
| 8 | Crawl |
| 9 | Sneak |
| 10 | Zoom |

Zippity Quick

| | |
|----|---------|
| 1 | Zip |
| 2 | Creep |
| 3 | Roll |
| 4 | Bounce |
| 5 | Dash |
| 6 | Trot |
| 7 | Erupt |
| 8 | Explode |
| 9 | Fly |
| 10 | Plummet |

MOVE TIME

10-20 SEC.
EACH WORD



Can You?

Spin and Win

Close your eyes and turn around in a circle 3 times. Then turn the other way 3 times. Now, with your eyes closed, try to stand on one leg and count to 10. Challenge a friend or family member to do the same!

The Creepy Crawler

MOVE TIME

10-20 SEC.
EACH WORD



Did You Know?

Your body has 206 bones

| | |
|----|---------|
| 1 | Dart |
| 2 | Rush |
| 3 | Creep |
| 4 | Crawl |
| 5 | Soar |
| 6 | Wiggle |
| 7 | Spring |
| 8 | Spin |
| 9 | Explode |
| 10 | Wave |

The Bunny Jumper

| | |
|----|---------|
| 1 | Spring |
| 2 | Scamper |
| 3 | Shake |
| 4 | Sneak |
| 5 | Dash |
| 6 | Trot |
| 7 | Swerve |
| 8 | Wave |
| 9 | Slither |
| 10 | Bounce |

MOVE TIME

10-20 SEC.

EACH WORD



Read What you Eat!

When food comes in a box, the back is good reading. Can you say all the words in the food you'll be eating?


Write out the ingredients of your favorite snack. Do you know what those are?



LEVEL 2 CREATIVE

In level 2, they are now ready to string together a movement sentence! The same direct action words they learned in level 1 will be linked together here in sentences from 2 to 4 words long. This level now introduces the concept of transitions which will reinforce the development of movement efficiency.

In level 2 it starts to look like a dance! For each circuit simply say or write the words in the sentence first and frontload any unfamiliar vocabulary. They must perform the words in order, transitioning from one to the next and repeating the sequence for the allotted amount of time. It is helpful to say each word in the sentence to prompt them to transition as they move. Older or more experienced kids may not need the prompts and they can choose when to transition.

The arrow  between each word means that they are to move to the next word in order.

LEVEL 2 CREATIVE

Example: For the movement sentence:

Jump → Sneak → Soar

You could start by defining, or giving a hint for the meaning of the word that might be difficult. In this case, for “soar” you might say, “birds can SOAR high in the sky”. Either write the sentence on chart paper, a large board, or project it on a screen. Tell the kids to act out each word in order and repeat the sequence until you call time (10-20 seconds). Alternately, you can prompt each word orally. Just say the word they should move to, when you say the next word they simply transition to the next word. For 2 to 3 word sentences, you could go through the sentence twice. For longer 4 to 5 sentence words. One time through will probably be enough.

In each circuit, link the direct action words together that are separated by an arrow, in order to create a smooth movement sentence. Do each movement sentence for 10–20 seconds.



The Sneaky Crawler

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Can You?

Holding Up The Wall

Sit with your back against the wall and bend your knees until you can rest a book on your lap without using your hands. See if you can hold that for 1 minute! Challenge a friend or family member to do the same!

1 Crawl ➔ Roll

2 Crawl ➔ Roll ➔ Explode

3 Crawl ➔ Roll ➔ Explode ➔ Fly

4 Hurry ➔ Swerve

5 Jump ➔ Sneak ➔ Soar

6 Zip ➔ Trot ➔ Creep

7 Sneak ➔ Pounce ➔ Scamper ➔
Explode

8 Shake ➔ Rush

9 Fly ➔ Bounce ➔ Wiggle

10 Creep ➔ Scurry ➔ Wave ➔ Spin

The Shaky Snake

1 Scamper → Zip

2 Scamper → Zip → Bounce

3 Scamper → Zip → Bounce → Pounce

4 Slither → Wave → Explode

5 Shake → Spin

6 Spin → Shake → Swerve → Soar

7 Trot → Roll → Jump

8 Roll → Shrink → Erupt → Shrink

9 Plummet → Jump

10 Pounce → Slither

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Did You Know?

The biggest arm muscles are the triceps (bottom) and biceps (top).

The Bounce Pouncer

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



The Superstar Handshake

When you shake someone's hand, whoever they are, squeeze like you mean it, they'll think you're a star!

Practice a good handshake!

1 Crawl ➔ Explode

2 Sneak ➔ Pounce

3 Swerve ➔ Bounce

4 Roll ➔ Slither ➔ Pounce

5 Creep ➔ Scurry ➔ Shake

6 Trot ➔ Spin ➔ Plummet

7 Sneak ➔ Erupt ➔ Shake

8 Slither ➔ Wiggle ➔ Dart

9 Wave ➔ Sneak ➔ Jump

10 Fly ➔ Shrink ➔ Scamper

The Pouncing Panther

1 Crawl ➔ Explode ➔ Sneak

2 Shrink ➔ Wave

3 Shake ➔ Erupt ➔ Pounce

4 Stride ➔ Spring ➔ Wave ➔ Shrink

5 Sneak ➔ Roll ➔ Soar

6 Creep ➔ Pounce

7 Bounce ➔ Wave ➔ Spin

8 Shrink ➔ Spring ➔ Rush ➔ Wiggle

9 Slither ➔ Pounce ➔ Roll

10 Sneak ➔ Wiggle ➔ Crawl

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Can You?

Count Your Heart Beats.

Hold your pointer finger and your middle finger together. Place them on the underside of your wrist, right below your thumb. Feel around until you can feel your heart beat on your wrist! Teach a friend or family member to do the same!

Soaring Eagle

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

Your upper leg bones are your quadriceps (front) and your hamstrings (back).

- 1 Soar ➔ Roll
- 2 Roll ➔ Creep
- 3 Wave ➔ Erupt ➔ Crawl ➔ Slither
- 4 Shrink ➔ Explode ➔ Scamper
- 5 Spring ➔ Stride
- 6 Zip ➔ Zoom ➔ Wiggle
- 7 Shake ➔ Dart ➔ Fly
- 8 Rush ➔ Sneak
- 9 Scurry ➔ Wave ➔ Pounce ➔ Roll
- 10 Spring ➔ Plummet



LEVEL 3 CREATIVE

In level 3, kids will be able to have some say in what they do. They can choose 3 words out of a list of 4 to 6 direct action words, and put them together in any order they like.

The words will be separated by a **SQUIGGLY SLASH** 

Having this choice fosters autonomy, which gives kids a sense of ownership. When they feel like they are helping to construct an activity and can freely interpret the words, they begin to feel competent with movement and this helps them develop more self-confidence.

Autonomy and competence, along with the sense of community they get doing these activities as a group, have been shown in studies to increase a child's motivation and desire to move more and stay engaged in physical activity for a lifetime.

Example: For the movement sentence:

Roll 🌀 Sneak 🌀 Shrink 🌀 Wiggle 🌀 Rush

You could start by defining, or giving a hint for the meaning of the words that might be difficult. In this case, the words are all simple so it might not be necessary to define any. Either write the words separated by a slash on chart paper, a large board, or project it on a screen. Tell the kids to choose 3 words they want to interpret. Let them know that they can act out each word they choose in any order and repeat the sequence until you call time. Alternately, you can say all 4 or 6 words out loud and have the kids pick out 3 from your list.

In each circuit, choose 3 direct action words in any order and link them together to create a smooth movement sentence. Do each movement sentence for 10–20 seconds.



The Dizzy Wiggle

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE

1 Swerve ↻ Spin ↻ Plummet ↻ Hurry ↻ Trot

2 Roll ↻ Sneak ↻ Shrink ↻ Wiggle ↻ Rush

3 Stride ↻ Soar ↻ Wiggle ↻ Shake ↻ Pounce

4 Crawl ↻ Pounce ↻ Explode ↻ Slither ↻ Spring

5 Bounce ↻ Fly ↻ Hurry ↻ Dash ↻ Zip

6 Swerve ↻ Trot ↻ Spin ↻ Crawl ↻ Jump ↻ Roll

7 Wave ↻ Wiggle ↻ Rush ↻ Shrink ↻ Slither
↻ Sneak

8 Jump ↻ Pounce ↻ Creep ↻ Slither ↻ Soar
↻ Stride

9 Soar ↻ Scamper ↻ Wave ↻ Rush ↻ Wiggle
↻ Shrink

10 Swerve ↻ Plummet ↻ Dash ↻ Pounce ↻ Roll
↻ Soar



Nice!

Doing something nice can make you feel good.

Do 5 nice things daily, you think you could?

Do 5 nice things for 5 different people today.

Wiggle n' Roll

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Can You?

3 in 5

Do 2 push ups, 2 sit ups, and 2 jumping jacks in 5 seconds. Challenge a friend or family member to do the same!

- 1 Roll ? Jump ? Crawl ? Explode
- 2 Sneak ? Pounce ? Creep ? Shrink ? Slither
- 3 Wave ? Erupt ? Shake ? Wiggle
- 4 Scamper ? Rush ? Scurry ? Soar ? Spring
- 5 Stride ? Zip ? Zoom ? Bounce
- 6 Dart ? Dash ? Fly ? Hurry
- 7 Plummet ? Spin ? Trot ? Swerve
- 8 Scamper ? Roll ? Swerve ? Wave ? Shake
- 9 Creep ? Explode ? Jump ? Swerve
- 10 Wiggle ? Pounce ? Bounce ? Sneak ? Spring

Flying high, Diving Low

1 Scamper ? Hurry ? Soar ? Shrink ? Crawl

2 Roll ? Swerve ? Jump ? Trot

3 Trot ? Spin ? Bounce ? Rush ? Shrink

4 Jump ? Pounce ? Slither ? Scamper ? Wave

5 Erupt ? Shake ? Slither ? Shrink

6 Fly ? Zoom ? Spring ? Shrink ? Sneak

7 Pounce ? Roll ? Swerve ? Bounce ? Rush

8 Soar ? Wiggle ? Wave ? Explode

9 Dash ? Zoom ? Spring ? Slither ? Trot

10 Rush ? Sneak ? Shrink ? Slither

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

The muscles on the back of your lower legs are your calves.

Wiggle Worm

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Compliments are Contagious

A compliment is a nice thing we say to someone.

Like “I like your shoes”, or
“hanging out with you is fun!”

Give someone a compliment
today.

- 1 Scamper ? Soar ? Spring ? Wave
- 2 Shrink ? Sneak ? Pounce ? Crawl ? Explode
- 3 Roll ? Swerve ? Shake ? Pounce ? Creep
- 4 Jump ? Sneak ? Erupt ? Fly
- 5 Trot ? Dart ? Zoom ? Zip ? Slither
- 6 Stride ? Wiggle ? Creep ? Crawl ? Dart
- 7 Dart ? Sneak ? Fly ? Soar ? Stride
- 8 Shrink ? Slither ? Pounce ? Explode
- 9 Scurry ? Shake ? Erupt ? Zip ? Soar
- 10 Jump ? Bounce ? Dash ? Wiggle ? Rush

Darting Tiger

- 1 Dart ↻ Scamper ↻ Roll ↻ Shrink ↻ Fly
- 2 Roll ↻ Explode ↻ Pounce ↻ Shrink
- 3 Swerve ↻ Spin ↻ Hurry ↻ Dash ↻ Bounce
- 4 Scamper ↻ Shake ↻ Wave ↻ Creep
- 5 Wiggle ↻ Creep ↻ Dash ↻ Fly ↻ Spin
- 6 Stride ↻ Soar ↻ Erupt ↻ Slither ↻ Sneak
- 7 Swerve ↻ Crawl ↻ Pounce ↻ Wiggle
- 8 Wave ↻ Spring ↻ Rush ↻ Soar ↻ Shake
- 9 Slither ↻ Shrink ↻ Creep ↻ Zoom
- 10 Plummet ↻ Hurry ↻ Dart ↻ Wave ↻ Spring

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Can You?

The Veggie Race


Challenge a friend or family member to see who can write down the names of 10 vegetables the fastest.



LEVEL 4 CREATIVE

In level 4, we introduce punctuation marks to our movement sentences. Now kids are going to inject some emotion into each word! It is important to frontload the meanings of the punctuation marks, such as a question mark (?) means doubt or uncertainty.

This is definitely more advanced as kids must be able to provide more levels of nuance for each word. In some instances the same words will be listed in the same order in more than one circuit. The only difference is that each word will have a different punctuation mark. This will help them create a more clear contrast of how to interpret the word based on the punctuation.

Example: Before starting any level 4 circuit, begin by going over the meaning of all punctuation marks. For instance, The exclamation point means “excitement,” the question mark means “doubt” the dash means “a long pause”. If there is an arrow  just transition directly to the next word.


LEVEL 4 CREATIVE

Example: For the movement sentence:

Sneak  Pounce! Explode? Slither -

You could start by defining, or giving a hint for the meaning of the word that might be difficult. In this case, for “slither” you might say, “think of an animal that might slither on the ground like a snake”. Either write the sentence on chart paper, a large board, or project it on a screen. If this is not an option, simply say each word and punctuation mark in the sentence to prompt them to move to the next word. Tell the kids to act out each word, in order, as modified by the punctuation mark. and repeat the sequence until you call time. For 2 to 3 word sentences, you could go through the sentence twice. For longer 4 to 5 sentence words, one time through will probably be enough.

Following are examples of how the exclamation point and question mark might be used:

“Explode!” might be a huge, quick jump in the air with both arms and legs extended fully. “Explode?” might be a timid, slow extension of the whole body without jumping and arms and legs only partially extended. An arrow, comma, period, or dash after a word will indicate how long to pause before moving to the next word. For instance, if there is an arrow  they should just flow into the next word. For a comma, there is a slight pause; for a dash, a longer pause, and for a period there should be an even longer pause. This should be seen as a full stop, where their body goes back to a neutral position. With a comma or dash, they may remain in the previous position before transitioning to the next word. If a word ends with an exclamation point and the next word ends with a question mark (or vice versa) there is no pause. They should just flow into the next word.

In each circuit, move in any way that best characterizes each direct action word and punctuation mark in order. Do each movement sentence for 10–20 seconds.

Blast off!

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

Our bodies use fat, protein, and carbohydrates for fuel.

- 1 Swerve - Spin! Crawl.
- 2 Roll, Hurry? Bounce!
- 3 Explode? Spin!! Dart, Spring.
- 4 Fly, Slither. Hurry? Zoom -
- 5 Sneak? - Bounce. Zoom!
- 6 Wave ➔ Fly!! Spin?
- 7 Swerve - Soar, Bounce! Scamper
- 8 Sneak ➔ Pounce! Explode? Slither -
- 9 Erupt. Spring. Creep. Roll!
- 10 Dash, Scamper, Swerve, Wiggle?

Jungle Gym

MOVE TIME

10-20 SEC.
EACH EXERCISE



Clean Up Your Mess!

We all make a mess, and that's perfectly OK. Just make sure to clean it up before you go on your way

What can you help clean up today??

- 1 Spring? Roll. Swerve, Spin!
- 2 Sneak! Explode? Roll -
- 3 Scurry, Fly. Jump?
- 4 Crawl? Rush ➡ Wiggle? Roll!
- 5 Jump, Explode - Shrink ➡ Pounce?
- 6 Soar! Scurry? Scamper - Spring, Stride!
- 7 Fly ➡ Hurry ➡ Spin! Trot?
- 8 Sneak? Shrink? Slither!
- 9 Erupt! Wave. Scamper, Zip. Zoom?
- 10 Slither, Rush, Stride, Shake? Bounce!

Catch the Wave

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

Your muscles are made
out of protein.

1 Slither ➔ Shrink, Wiggle - Soar!

2 Zoom. Stride. Swerve, Dash!

3 Scurry, Creep, Pounce?

4 Rush, Sneak ➔ Spring. Bounce?

5 Scamper, Pounce. Roll! Fly?

6 Dart. Trot, Wiggle - Shrink!

7 Soar? Scamper ➔ Hurry? Wave!

8 Wave. Roll, Sneak!

9 Plummet! Shrink! Creep. Wave?
Bounce,

10 Spring, Wiggle? Zip! Soar, Erupt.
Hurry,

Pounce n' Bounce

MOVE TIME

10-20 SEC.
EACH EXERCISE



Time to Teach

Others want to know how you can do the things you do. When you take time to teach them, you get better at these things too!

What is 1 thing you could teach someone today?

- 1 Roll, Pounce. Explode - Shrink
- 2 Roll - Pounce, Explode. Shrink?
- 3 Roll? Pounce - Explode? Shrink!
- 4 Zip? Sneak! Wave?
- 5 Zip! Sneak? Wave!
- 6 Dart? Wave! Sneak, Erupt. Slither -
- 7 Shake, Sneak! Roll.
- 8 Creep! Jump? Spin, Rush.
- 9 Pounce! Bounce? Pounce? Bounce!
- 10 Fly? Crawl! Fly! Crawl?

Snake, Rattle n' Roll!

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Can You?

Exercise for Energy

Write down 10 exercises that you can do in your living room. When you get home tonight, do each one of the exercises for 30 seconds. Invite a friend or family member to do the same!

- 1 Wave! Shrink? Roll, Explode!
- 2 Wave? Shrink! Roll - Explode.
- 3 Slither, Scurry? Soar!
- 4 Slither! Scurry, Soar?
- 5 Rush ➡ Zip ➡ Spring ➡ Fly ➡ Plummet
- 6 Rush. Zip? Spring - Fly, Plummet!
- 7 Trot, Slither! Erupt?
- 8 Trot. Slither? Erupt! Soar?
- 9 Trot - Slither. Erupt, Soar! Wave.
- 10 Trot! Slither, Erupt. Soar - wave! Swerve?



ADVANCED CREATIVE

In the advanced circuits we introduce abstract words and emojis. Each emoji is listed with the actual icon image and the name of the emoji below it, such as a picture of a smiley face with “smiley face” written below.

In levels 1-4 the words directly suggest actions that most kids will be familiar with such as shrink, wiggle, or roll. Some of the words are more advanced for older kids, yet are still a direct action, such as plummet, scurry, or stride.

In the advanced level circuits, in addition to emojis, all words used will be abstract, so as to suggest a feeling that can be freely interpreted, such as hot, victorious, or shy. Of course, it is a good idea to frontload vocabulary that may be new to kids and always let them know that if they forget a word’s meaning, or just don’t know it, to simply move in any way that the word “sounds” to them. For instance, words with hard consonant sounds, such as deliberate, might make kids move with more force, whereas words with softer letter sounds, like sunny, might evoke smoother movement.

Each of the four Advanced circuits are presented in order with the first circuit as a level 1 advanced circuit and the fourth circuit as a level 4 advanced circuit. The only difference from the level 1 through 4 circuits described previously is the exclusive use of abstract words in place of direct action words, and the addition of emojis.

EMOJIS: When writing advanced circuits, either draw the emoji or write the word that appears below each emoji. If writing the emoji word description it might be helpful to capitalize or circle the words to show they are part of an emoji. If you are just saying the words and emojis out loud, just say the description below each emoji.

For example, you might say the following sentence with emojis as:

Dark ➡ Spicy ➡ SOCCER BALL ➡ Lazy ➡ SMILEY FACE

In the **level 1** advanced circuit, Hot Ice Cream, one abstract word or emoji is presented for each movement sentence.

In the **level 2** advanced circuit, Bumpy, Lumpy, & Smooth, The same type of abstract words and emojis they learned in advanced level 1 will be linked together here in sentences from 2 to 4 words long. For each circuit simply say or write the words in the sentence first and frontload any unfamiliar vocabulary. They must perform the words in order. It is helpful to say each word in the sentence to prompt them to move to the next word.

In the **level 3** advanced circuit, Spicy Hot!, they can choose 3 words or emojis out of a list of 4 to 6 abstract words and emojis, and put them together in any order they like.

In the **level 4** advanced circuit, Sparky the Spider, kids will interpret each abstract word, emoji, and punctuation mark flowing from one word to the next in order.

In each circuit, move in any way to best characterize the following combinations of abstract words, EMOJIS, and/or punctuation marks. Do each movement sentence for 10–20 seconds.

Hot Ice Cream

| | |
|----|---|
| 1 | Hot |
| 2 |  |
| 3 | Victorious |
| 4 | Shy |
| 5 | Dark |
| 6 | Bright |
| 7 | Stinky |
| 8 | Proud |
| 9 |  |
| 10 | Sunny |

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Did You Know?

Too much sitting can make you sick!

Stand up and move whenever you can.

Bumpy, Lumpy, & Smooth

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Moving is Magic

To feel like a champ, get up and move. Slouching and sitting gets you out of your groove!

Stand up!

1 Lazy ➔ Rocky

2 Brave ➔ Perplexed

3 Spicy ➔ Bumpy ➔ Slimy

4 Cloudy ➔ ❤️ ➔ Sunny

5 Smooth ➔ Bumpy ➔ Shy ➔ Brave

6 Happy ➔ Proud ➔ Grumpy

7 Bright ➔ Slimy

8 Spark ➔ Rocky ➔ Deliberate

9 Perplexed ➔ 🙏 ➔ Dark ➔ Victorious

10 Bumpy ➔ Lazy

Spicy Hot!

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Can You?

Jumping Jack Commercial Break

When you're watching TV and a commercial break happens, see if you can do jumping jacks for the entire commercial break without stopping. Challenge a friend or family member to do the same!

1 Hot 🤔 😬 🤔 Spicy 🤔 Rocky 🤔 🍎 🤔 Victorious

2 Deliberate 🤔 Shy 🤔 Happy 🤔 ⚡

3 ☁️ 🤔 Bumpy 🤔 Sunny 🤔 Hot 🤔 Slimy 🤔 Stinky

4 Cloudy 🤔 Proud 🤔 Bold 🤔 Secretive 🤔 Bumpy 🤔 Lazy

5 ☀️ 🤔 🧀 🤔 🎂 🤔 🍼 🤔 🌸

6 ⚽ 🤔 Shy 🤔 Dark 🤔 Spicy

7 Deliberate 🤔 ⭐ 🤔 Bumpy 🤔 Bright 🤔 Surprised

8 Stinky 🤔 Lazy 🤔 Empowered 🤔 Grumpy 🤔 🌙

9 Surprised 🤔 Proud 🤔 Smooth/ Vulnerable 🤔 Intelligent

10 Hot 🤔 Shy 🤔 ☕ 🤔 Brave 🤔 Smooth

Sparky the Spider

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

There are **100,000** miles of blood vessels in your body.

1 Bumpy, Hot? Proud.

2 Shy! 😊 - Smooth. Spark?

3 Shy! Brave? Smooth! Bumpy?

4 Shy? Brave! Smooth? Bumpy!

5 👍? Lazy. Spicy! Dark,

6 Perplexed! Slimy, Vulnerable?
Mysterious.

7 Cloudy, Spicy. Deliberate - Shy!
Slimy?

8 Bright. Stinky. Dull! Grumpy, 🌙

9 Deliberate? Happy, 🕷️. Vulnerable!

10 Smooth! Shy? Lazy, Spicy? Bold -



MIXED CREATIVE

In the six Mixed circuits anything goes! Everything presented in all levels up to this point will be mixed together in each circuit. This means that the first movement sentence could be one abstract word, and the next sentence might be a mix of direct action and abstract words strung together with punctuation.

Each of these circuits require that the kids (and instructor!) be very familiar with all the symbols, words, and rules that apply to all the other levels. The mixed level is fast paced and is a culmination of all the work they have done with the other levels.

Successful and smooth completion of mixed level circuits is a sign of mastery of this creative discovery activity. Mixed circuits, therefore, should only be done with older or more experience students or the result could be frustration both for kids and the instructor.

In each circuit, move in any way to best characterize the following combinations of direct action words, abstract words, EMOJIS, and/or punctuation marks. Do each movement sentence for 10–20 seconds.

Smile a While

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Deep Breaths on Dog Days

When you're grouchy or slouchy or grumpy or glum, try taking a deep breath, then you'll feel ready for fun.

Take three deep, slow breaths.

- 1 Bumpy
- 2 Spark
- 3 Roll, Cloudy
- 4 Spin ➔ Lazy
- 5 Vulnerable, Wiggle!
- 6 Crawl, Spicy! Pounce
- 7 Bold, Mysterious ➔ Grumpy
- 8 Empowered - Overwhelmed, Jump?
- 9 Stinky! Happy? Soar.
- 10 😊 ➔ Shrink, Cloudy

Star Traveler

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Can You?

Loud silence

Close your eyes and listen until you hear 10 things you have never heard before. Challenge a friend or family member to do the same!

1 Shy 👍 - Bright? Stride?

2 🦄 ➡️ Roll, Grumpy. 🍦

3 Lazy ➡️ Victorious ➡️ Swerve ➡️ Dull

4 Wave. Mysterious! Bumpy ➡️ Rush

5 🍰 ➡️ Spicy, Shrink ➡️ 🙏 ➡️ Sneak

6 Dart, Perplexed ➡️ ⚡. Hurry

7 Secretive, 🌸 ➡️ Spin. Slimy!

8 🌙. Rocky! Cloudy? 🧀

9 Slither 🌀 Pounce ⭐ 🌀 Mysterious
🌀 Swerve! 🌀 😨

10 🍎 - Slimy ➡️ Surprised. Pounce?

The Grumpy Unicorn

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



Did You Know?

The more you exercise
as a kid, the more
things you'll be good at
as an adult!

- 1 Shy ➔ Spicy
- 2 Cloudy, Bumpy! Roll
- 3 Hot! Shrink. Grumpy 🦄
- 4 Deliberate 😊
- 5 Vulnerable, Erupt? Wiggle. Stinky!
- 6 Bounce ➔ Cloudy ➔ Roll ➔
Mysterious!
- 7 Hot ❓ Overwhelmed ❓ Bold ❓ Shy
❓ Brave ❓ Dark
- 8 Crawl ☕, Perplexed! Spin ➔
Plummet
- 9 Sneak, Rocky, Shake, Happy
- 10 Bounce - Dark. ⚡ ➔ Roll, Stinky!

Braveheart

1 Secretive

2 Proud? Wave! Roll, 🍎

3 Shy ❤️ - Dull. Surprised, Spicy!

4 Hot 🔀 Victorious 🔀 Sneak 🔀
Scamper 🔀 Slimy

5 Empowered ➡️ Shy! ➡️ Smooth? ➡️
Spark.

6 Lazy 🏀! Bumpy, perplexed!
Intelligent

7 Stride?!

8 Bright. Wave? Brave ➡️ Dull!

9 Spring? 🌷, spicy, Bright -

10 Zip! Slimy, Happy? Proud!

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



Can You?

Clap to the beat

Listen to a radio station and start clapping to the beat of a song. Quickly switch the station and see how fast you can switch to clapping to the beat of a different song. Challenge a friend or family member to do the same!

The Shy Volcano

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



Did You Know?

Our bones are made out of calcium. We get calcium from dairy products, and even some green vegetables.

- 1 Shy 🕷️ ➡️ Brave. Erupt?
- 2 Roll! Crawl? Smooth, Bumpy
- 3 Deliberate ❓ 🍦 ❓ Dull ❓ Zoom
❓ Intelligent!
- 4 Shake? Hot. Lazy!
- 5 Perplexed
- 6 Bounce, Roll, Empowered, Grumpy
- 7 Smooth ➡️ ☕ ➡️ Shy ➡️ Rocky
- 8 Wave? Victorious. Spicy, Stinky
- 9 Slither - Brave! Dark. Happy?
- 10 Dart 😬, Spicy. Explode ➡️ Shrink!

The Leaping Leopard

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



The Feel Good Friend

The best way to show that you're really a star, is to make someone else smile whoever they are.

Tell someone else what they are good at today!

1 Slither! Pounce?

2 Spicy, Roll! Erupt. 🙏

3 Spicy 🌀 🦄 🌀 Lazy 🌀 Victorious 🌀 Trot

4 Rocky ➡ Wave ➡ Happy ➡ 🌙 ➡ Scurry

5 Brave

6 Scamper! Wiggle?

7 Deliberate ➡ Shake ➡ Crawl ➡ Sunny

8 🙏 🌀 Smooth? 🌀 Spark 🌀 Erupt! 🌀 Shake.

9 Mysterious

10 Sneak? Spicy! Dark. Slimy?

| EXPLANATIONS | MOVEMENT VARIABLES | SPACE SUBCATEGORIES |
|--|--------------------|---|
| Above the shoulders | HIGH | Levels The horizontal positions of the body |
| Below the knees | LOW | |
| Between the knees & shoulders | MEDIUM | Directions & Pathways The various ways in which the body can move on a surface or in the air |
| Forward & backward | Straight | |
| | Diagonal | |
| | Zigzag | |
| | Curved | |
| Left to right; side to side | Curved | |
| Clockwise; counterclockwise | Circular | |
| Up & down | Vertical | |
| Movements of the body | LARGE | |
| Movements of the body | SMALL | |
| Moving within the confines of the extensions of the body | In Place | Location Movements in a stationary position or moving throughout a defined space |
| Moving throughout a defined or open space in a specified pathway | Moving | |

SPACE
Location of movement

| EXPLANATIONS | MOVEMENT VARIABLES | EFFORT SUBCATEGORIES |
|--|--------------------|---|
| Firm; heavy | Strong | The contrast of muscular tensions |
| Fine; light | Weak | |
| Neutral | Moderate | Speed The contrast of fast & slow actions & the gradations in between; Acceleration & deceleration |
| Quick; sudden | FAST | |
| Sustained | Slow | |
| Speeding up | Acceleration | |
| Slowing down | Deceleration | |
| Free; continuous; flowing | Continuous | Flow The contrast of movement continuity |
| Examples: running downhill; swinging a bat; leaping | Continuous | |
| Bound; restrained; cautious; slow, jerky | stop + go | |
| Examples: pushing a heavy object; lateral bounding; marching | | |

EFFORT
Dynamics & qualities of movement

Inspiring Life Long Fitness
With the Power of Play!
- SPIDERfit Kids

RELATIONSHIPS

Interactions with objects, body parts, or other people.

| RELATIONSHIPS SUBCATEGORIES | MOVEMENT VARIABLES | EXPLANATIONS |
|---|--------------------|---|
| Objects Successfully navigate around objects | Over | |
| | Under | |
| | Side | |
| | Over/Under | |
| | Over/Under | |
| | Over/Under | |
| | Over/Under | |
| Body Parts How body parts can move; the ability to get into various positions and form shapes | WIDE | |
| | Curved | |
| | | |
| | | |
| | | |
| People The ability to effectively interact with other people | Solo | 1 moves, others watch |
| | Independent | Each moves independently |
| | Group | 2 or more moving together |
| | Mirroring | Facing one another, mirroring opposite limb movement. |
| | Partnering | Facing one another, matching same limb movement. |
| | Leading | |
| | Following | |
| | Partnering | |
| | Partnering | |
| | Partnering | |



THE ULTIMATE YOUTH WARM-UP CHEAT SHEET

Select one of the fundamental movement skills below and create a fun, challenging warm-up exercise by adding an effort, space, or relationship challenge from the following pages.

FUNDAMENTAL MOVEMENT SKILLS

| Stationary Movement Control (SMC) | Locomotion |
|-----------------------------------|-----------------------|
| Forward bend/ Backward bend | Roll Gallop |
| Side bend | Crawl Lateral Shuffle |
| Rotation | Walk 2 leg Jump |
| Single leg balance | Run 1-leg jump |
| Squat | Skip 2 leg hop |
| Alternating lunge | March 1 leg hop |
| Push up | Bound |
| Crab hip hold | |
| Plank | |
| Cobra | |
| Jumping Jack | |



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