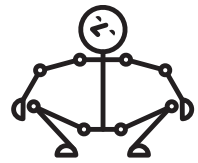
Fly-Catch Jumps

AGILITY STRENGTH | 1 MINUTE

Jump like a hungry frog. Don't fall off your lily pad when you land!

1 Squat down like a frog and look up above, as if you're waiting for a fly.



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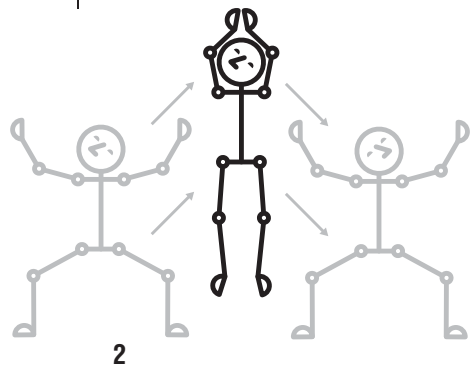
2 Count to three. Then jump up suddenly, clapping your hands above your head to catch a fly.

TIP! Your arms are like a frog's tongue!



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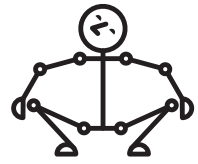
3 Come right back down to a squat. Hold your position until the next fly comes.

TIP! On your jump, try make your feet leave the ground and come right back to a balanced froggy-squat. If you lose your balance, make your jump lower until you feel steady. Then try it a little higher.



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4 Try to catch at least nine more flies!

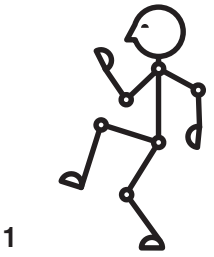
Vocabulary Bonus! *Can you show the difference between a jump, a hop, and a leap? Pay attention to how your legs push you up off the ground as you do each one.*

Heart Pumper

AGILITY MOBILITY COORDINATION | 1–5 MINUTES

Make your moves big and stay in motion to give your heart some exercise.

1. Run in place, pulling your knees up as high as you can. Count down, "Ten, nine, eight, seven. . . ."
2. Do 10 jumping jacks. Count down from 10.
3. Feet wide apart, alternate your arms, touching each hand to your opposite ankle. Count down from 10.
4. Walk your hands out on the floor until you make a long, straight line from your heels to the top of your head (plank position). Run your feet in place. Count down from 10.
5. Repeat steps 1 to 4 five to ten times.



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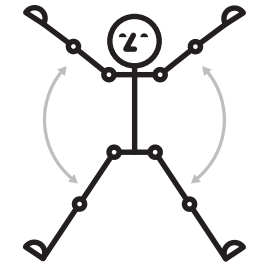

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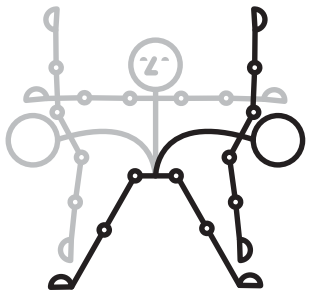

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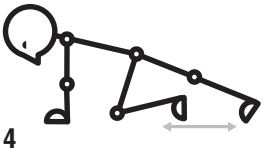

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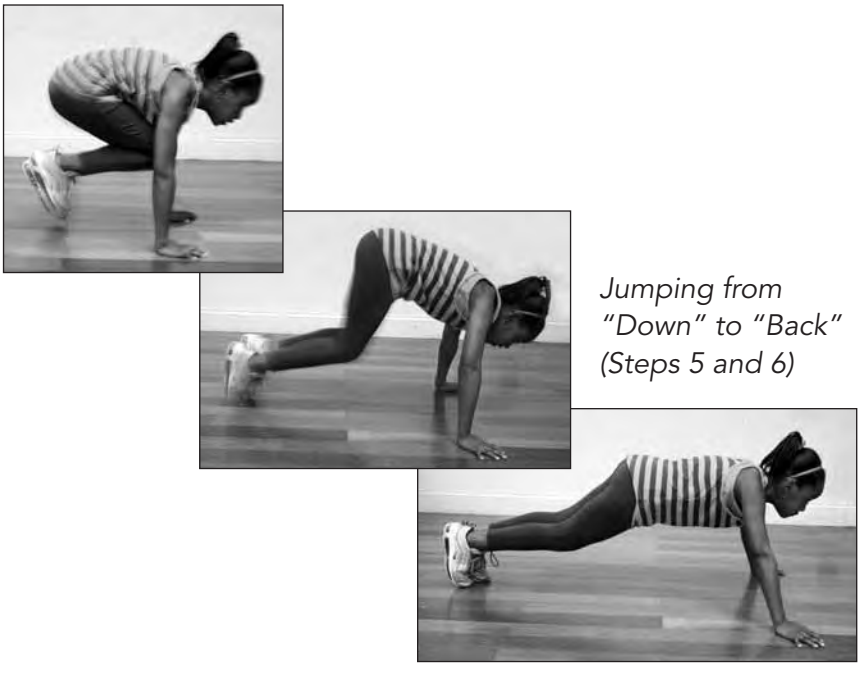
Challenge! *Add another agility move to the sequence.*

In, Forward, Up . . . Down, Back, Out!

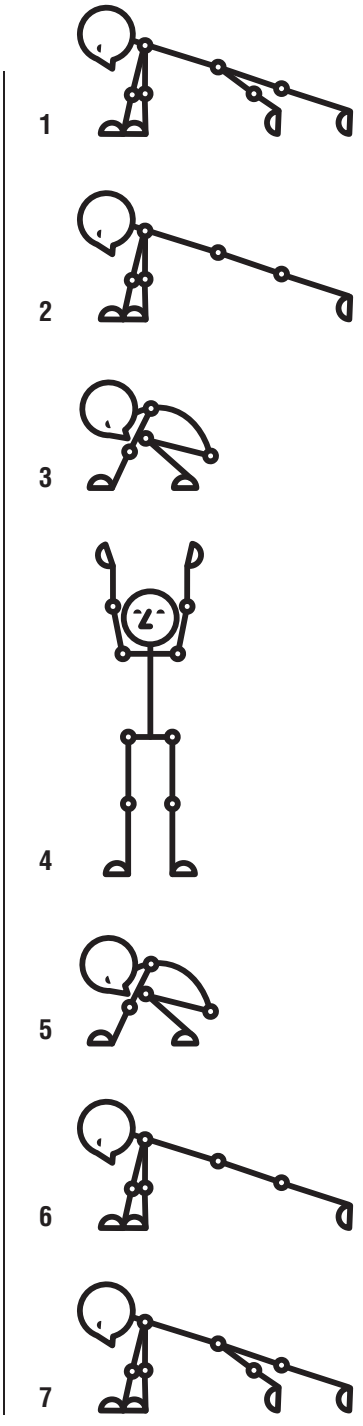
AGILITY COORDINATION STRENGTH | 1 MINUTE

Energetically jump to the right spot for each step.

1. Get in plank position and set your legs wide.
2. Jump your feet together. Say, "In!"
3. Jump forward, toward your hands. Say, "Forward!"
4. Pop up like an Olympic gymnast, arms lifted. Say, "Up!"
5. Drop down to crouching with your hands on the floor. Say, "Down!"
6. Jump back to plank position, feet together. Say, "Back!"
7. Jump your feet out wide, holding plank position. Say, "Out!"
8. Repeat the sequence 10 times.



Jumping from "Down" to "Back" (Steps 5 and 6)



Jump Around the Clock

STABILITY AGILITY MOBILITY | 2–5 MINUTES

Try new jumping patterns with a clock face under your feet.

1 Stand, feet together, in the center of an imaginary clock on the floor.

2 Jump from the center to these points on the clock, each time returning to center: 12 → 3 → 6 → 9. Count as you go: "Twelve, center, three, center, six, center, nine, center."

TIP! You are moving clockwise.

3 Now move in the opposite direction: counterclockwise. Jump to each number starting with 12 o'clock without jumping back to the center. Count down as you go: "Twelve, eleven, ten, nine. . . ."

4 Make your own pattern with the numbers on the clock and repeat it several times. You might try these patterns:

6 → 3 → 9 → 6

3 → 12 → 3 → 12

6 → 12 → 6 → 12 → 9

4 → 5 → 6 → 12 → 11 → 10

TIP! Try your pattern, sometimes coming to center between each number and sometimes skipping the center.

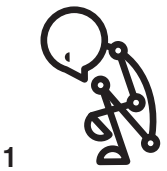
Math Bonus! *Imagine the clock is two-legs long in diameter. Crouch in the center of the clock and use one leg stretched long to be the minute hand and one leg tucked in to be the hour hand. Use different ways of stretching and reaching your legs to show the time now, in one hour, in one half hour, two hours ago. Make up your own time and see if a classmate can guess it.*

Popcorn

Pop with speed and stop with precision.

MOBILITY AGILITY | 1 MINUTE

1. Tuck into a low squat, like a popcorn kernel. Imagine that you've gotten so hot, you have to pop.
2. Count to three and then jump to standing as if you're bursting open, legs and arms wide. Call out, "Pop!"
3. Hold the "pop" pose for a second.
4. Then come right back down into a tucked kernel squat. Call out, "Corn!"
5. Repeat steps 1 to 4, popping open into different shapes 20 to 30 times.



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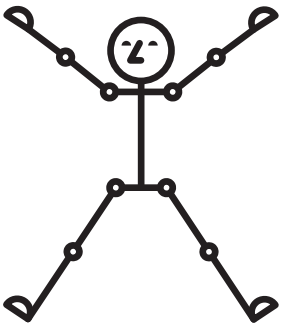

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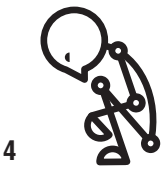

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Scrape, Rumble & Jump

MOBILITY STABILITY AGILITY | 1 MINUTE

Scrape and stomp your hooves to let off some steam.

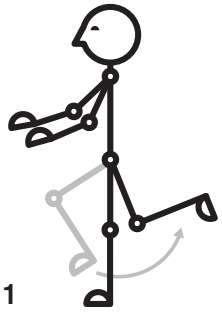
1 Standing beside your desk, scrape each foot on the ground five times like a mad bull. Imagine sending a cloud of dust behind you.

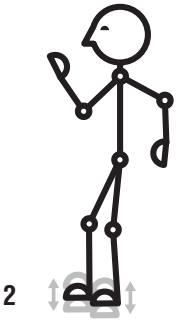
TIP! Hold the edge of a desk if you feel off-balance.

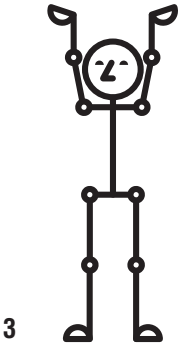
2 Drum your feet fast on the floor. Make it sound like a stampede is coming! Count down from 20.

3 On "One!" jump your feet wide and stab the air with your fingers pointing like sharp horns.

4 Try the sequence five times without stopping.







Challenge: *Add 30 jumping jacks to each set.*

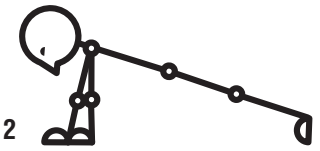
Seed-to-Root / Seed-to-Sprout

STRENGTH FLEXIBILITY MOBILITY | 1 MINUTE

Crawl out for water;
push up for sunlight.


1

1 Squat low and tuck yourself in a ball. Make a seed shape.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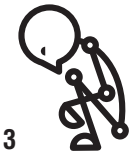
2 Walk your hands out on the floor to plank position.

TIP! Imagine your hands as roots reaching into the ground.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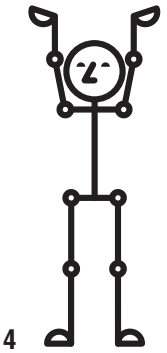
3 Walk your hands in and tuck into a seed shape again.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4 With your hands pointing the way up, "sprout," rising like a new green shoot seeking the sun.

5 Repeat the rooting and sprouting, facing a new direction each time so that you cover the floor space around you in every direction.


seed


root


sprout

SECTION 1

Moves to Get Started

These activities introduce key concepts students will use in the warm-ups and games in the rest of this collection—the importance of keeping our movements safe and friendly and the benefits and basics of fitness.

KEEPING IT SAFE AND FRIENDLY

Before you ask students to engage in physical activity, they must develop an awareness of how much space they have around them to move safely (without bumping into walls, furniture, or their neighbors). We call this **self space**. They also must understand that when they work together physically, they need to make their contact safe and as gentle as possible. We call this **community space**. Students build self-regulation skills when they practice moving with an awareness of both types of space.

The mini-challenges in this section are a fun way to get kids used to moving mindfully in a variety of spaces with different constraints. Do these mini-challenges as an introduction to the other activities in this book and revisit them as a transition between lessons or other tasks and as a helpful reminder before fast-paced group activities.

CUES TO HELP STUDENTS MOVE MINDFULLY

Keep your self-space.

Is this a community-space or self-space exercise?

How can you help keep your neighbors safe when you do this move?

Check out the space around you. How can you change your position to work in the space better?

Find a spot with enough space to . . . [provide a physical cue related to the warm-up or game].

To keep vigorous group activities like Capture the Ball (page 53) safe and fun, students must practice moving safely—alone and together.

Desk Space Cadets

Students suspend their hands and feet "in self space" while seated at their desks to gain spatial awareness and improve balance and core strength.

1. Ask, "How far and in which directions can you move your arms without touching any neighbors? Your legs?" Let students experiment in self space.
2. Have students hold a pose and then count down from 10. Then, tell them to relax, and have a few volunteers show their innovative positions. Invite everyone to try one of these positions or a new one of their own.
3. Repeat this activity over the next few days or weeks, having students hold a pose for an increasingly longer period of time to increase their core strength and control.

MODIFY! For students with less core strength or balance issues, have them begin by suspending two limbs and keeping two grounded (e.g., float the left foot and right hand only).

My Space Bubble

Working with an imaginary bubble around them, students gain an appreciation of how they must change the way they move depending on the amount of space around them.

1. Have students start this exercise standing away from classmates and furniture. Say, "Imagine you are inside a bubble that surrounds and protects you. Let your hands reach out and feel the entire inside of the bubble, above your head and all around you. Let your feet feel the space all around your legs. This is your biggest self space."
2. Ask students to continue feeling the size of the bubble around them as they move gradually closer to either the center of the room or others in their group. Have them

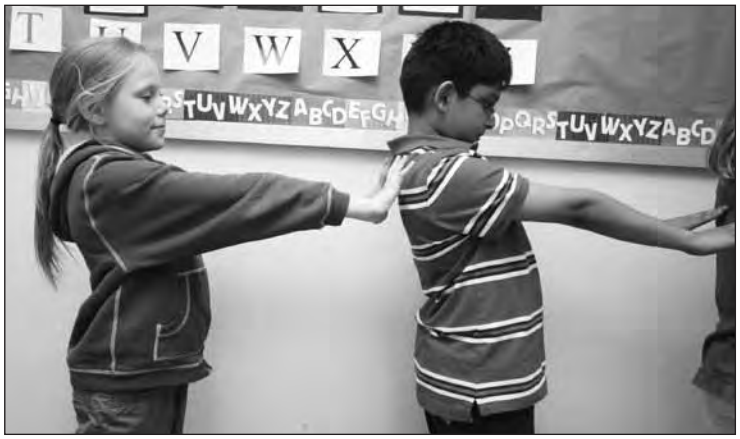
stop at least twice to reevaluate their self space by feeling the inside of their increasingly smaller "bubble." Bring students close enough to almost touch. Discuss how their self space has changed.

3. Review with students the ways they adjusted to give their peers and themselves room (e.g., pulling their arms and legs closer to their bodies, turning sideways, ducking, etc.). Ask how they can use what they've learned in other group exercises and games.

Mind Our Line

This is a great way to help students use their own physical estimations to move responsibly when they are close to others.

1. Have students line up in the hallway and stand as close as they can to the person in front of them without touching. Ask for students' responses to these questions:
   - What would happen if we moved like this down the hall?
   - How close is too close?
   - How much space is enough to give you time to react to what the person in front of you does?
2. Establish a comfortable distance for walking and a slightly bigger space for doing exercises in the hallways.



Using an arm's length between students usually provides enough room for the hallway warm-ups in Section 3.

MODIFY! Younger students generally need more room to anticipate sudden stops and to make adjustments.

VIGOROUS BUT QUIET APPLAUSE!

Invite your class to invent ways to silently show their appreciation. Here are a few that both release energy and focus attention.

- Flick hands high and low
- Clap vigorously without touching palms
- Pump fists in patterns (e.g., right, right, left, left . . .)

Class Web

The Class Web helps build classroom community as well as space awareness. Try this in the gym, an empty hallway, or outside—and bring your camera.

1. In the center of an open space with a clean, flat surface, invite one student to lie faceup on the ground with arms and legs stretching out to the sides, so he or she looks like a giant starfish.
2. Choose volunteers to build off the first student, gently touching in one or two places: hand to hand, foot to foot, hand to foot, or foot to hand, keeping their limbs stretched long.
3. As more students join the web, challenge them to try to touch at least two different people and encourage the group to help the newcomers find open hands or feet to connect with. Remind them, "As you each find a way to join the web, make your connections gentle."
4. When all students have joined the web, ask them, "What would happen to the web if you could only touch elbows and knees?" (It would get smaller and tighter.) Have them adjust their positions to try to make a new web.

This amazing web shows "we are all connected." Take a photo for open house displays, writing prompts, and the class memory book.

MODIFY! Make a 3-D web by having students connect hands and feet in a web while standing.

Math Bonus! Have students estimate and then measure their own arm span. Older students may estimate the distance across the web and then use a long length of string to find the exact measurement for comparison.

Arm-to-arm estimation