



**USA**  
WRESTLING

# WRESTLING DEVELOPMENT MODEL

# 600

## WAYS TO PLAY



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\*Visit [usawrestling.org/60ways](http://usawrestling.org/60ways) for best viewing results with video interaction.

## Introduction

### Why physical literacy is important

Children learn reading and writing in the early stages of life. Reaching a sufficient level of literacy before adolescence is critical to individual development along with growing into society at large. Sometimes, we forget how much practice it takes to develop these skills and reach the level of literacy where someone can read and write without thinking about it.

Physical literacy is just as important. As people grow through sport, they must learn to perform fluid, skillful movements and develop foundational sport skills. Individually, physical literacy comes from learning those skills and being able to use them across any number of activities.

Achieving a sufficient level of physical literacy enables kids to participate in and enjoy physical activity in general. Learning and practicing age-appropriate movement skills are critical to gaining confidence in physical activity, general self-awareness and self-confidence.

For wrestlers, physical literacy is more than just having the ability to perform on the wrestling mat. A foundation of fundamental movement skills is invaluable to both high-performance and staying involved with sports in a long-term, health-enhancing manner.



**“ We also know to be physically active later in life, people need to feel confident in activity settings; that confidence in adulthood most often comes from having learned fundamental movement and sport skills as a child.”**

LeMasurier, G., & Corbin, C.B. (2006). Top 10 reasons for quality physical education. *Journal of Physical Education, Recreation and Dance*, 7 (6), 1-58



## Physical Literacy and the Athlete Development Model

As one of the six pillars of USA Wrestling's Athlete Development Model, focusing attention on physical literacy and skill development means emphasizing foundational movement and sports skills by teaching them during practice. Foundational movement skills that were for generations learned through free play now can – and should – be taught in order to instill baseline fundamentals as building blocks in every player.

Establishing the building blocks of physical literacy allows for developmentally appropriate skill instruction to be utilized. From there, sports skills can be taught in a fun, engaging way as part of a stage-by-stage progression.

Foundational movement and sport skills are critical to instilling solid fundamentals. Whether at the start of an athletic journey or at the most advanced levels of the game, fundamentals are the building blocks of an enjoyable experience, for achieving a high level of performance and for safer play.

Focusing attention on physical literacy and skill development helps bring the best out of every wrestler – not just for themselves but for their teammates, their team and the game at large.

## 60 Ways to Play

60 Ways to Play is an interactive resource that uses basic exercises and programs to develop physical literacy. The exercise and games teach fundamental movement skills in an engaging manner, creating a fun experience for participants.

Learning fundamental movement skills does not need to be complicated or boring. 60 Ways to Play enables children to discover their own limits through creative and guided discovery, allowing them to test and apply their skills in different movement patterns and settings.

By removing the fear of making mistakes and eliminating the opportunity to overcoach, children are empowered to naturally develop fundamental movement. Through a few simple movement and word commands, kids can be sweating and smiling while they learn skills that are critically important toward their development as athletes, wrestlers and people.

## Empowering Learners: Guided and Creative Discovery

Technique is important but only involves the ability to demonstrate a movement pattern. Skill is what enables a child to apply appropriate movement techniques in different situations.

Learning how to apply movement skills develops well-rounded and physically literate athletes. This not only develops better wrestlers, but it also increases the likelihood that participants continue to lead physically healthy lifestyles because they enjoy their early sports experiences.

Traditional teaching methods often rely on telling people what to do, thereby only teaching technique. Learning movement skills involves developing a frame of reference for applying movement techniques. This is essential for being able to utilize them fully on the field and apply them in other settings.

For example,

*Instead of just telling your players that they need to have the ability to decelerate with balance when running, play a game like «red-light green-light» where they can practice starting and stopping while keeping their balance.*

### Guided discovery: Playing with movement variables

Guided discovery involves using a set frame of reference for exercises so that skills are tested in a specific way. Controlling the experience creates a safe environment in which to learn and enables skills to be practiced even if the child is not developmentally ready.

Performing a movement in a different way: i.e., with more or less force, faster or slower, or continuously stopping-and-starting – forces the athlete to account for how they are performing the movement differently. This shows them how their bodies will react to the “movement variable” and enables them to learn how to maintain control.

60 Ways to Play emphasizes variables in its exercises and programs. This creates the frame of reference in which children test their capabilities with the only responsibility of the coach being to ensure that the activities are executed in the right way – not overcoaching.

### Creative discovery: Freely translating words and sentences in movement

Creative discovery involves athletes solving a “movement problem” by following simple, easy to follow clues forming a “movement sentence.” This is done without guidance or coaching, allowing the athlete to interpret prompts on an individual basis and learn from their decisions as they move.

For examples, taking three words: hop, shake and roll. Children who are instructed to enact these three words together as a movement sentence, repeating until instructed to stop, each could have a unique interpretation. By watching others, they also learn new interpretations and possibilities.

60 Ways to Play uses prompts and movement sentences in play-based warm-ups and exercise circuit activities to provide stimulus. This means that children can interpret and learn guidance-free from their decisions.

## Key Factors

### Exploring movement possibilities without fear

Guided discovery involves children being able to try a range of movement. Creative discovery allows children to move freely in interpreting a movement problem. In both cases, it is essential that children can learn from how they have tested their movement capabilities.

### Facilitating critical thinking, increasing interest, enhancing motivation

60 Ways to Play resources and programs are designed to be simple, effective and fun. A straightforward and engaging experience allows adults and kids to consider what they are doing and how they are testing movement skills.

### The most fundamental constructs of a movement are present

Developing physical literacy centers around learning and working out how to apply foundational movement skills. In order to achieve this, 60 Ways to Play utilizes activities that emphasize different ways of adapting the same key movement skills.

## Conclusion

60 Ways to Play is a simple resource for creating exercise programs and supplementing a practice plan with activities that help young athletes develop body awareness and movement confidence. Creative and guided discovery enables an engaging experience to be delivered, preparing participants for wrestling as part of a physically healthy lifestyle.

### No equipment required

The fundamental nature of the movements used in play-based warm-ups and exercise circuit activities means that using additional equipment would be an unnecessary complication.

### Adaptable

All activities have been designed so that they can be operated indoors and outdoors for individuals, partners and groups. They can be modified to last from 60 seconds to five minutes and can be combined to create fun and challenging 20-minute workouts.

### Interactive

Illustrations and additional online resources provide teachers and coaches with instant access to further resources. Want to see that activity in action? Simply head to [powerfulplayground.com](http://powerfulplayground.com).

### Variable

After learning the movement skills and vocabulary, it is easy to add and combine a little strategic variation. Want to emphasize a particular skill? Simply modify a program plan to reflect what you want to work on.

# 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.

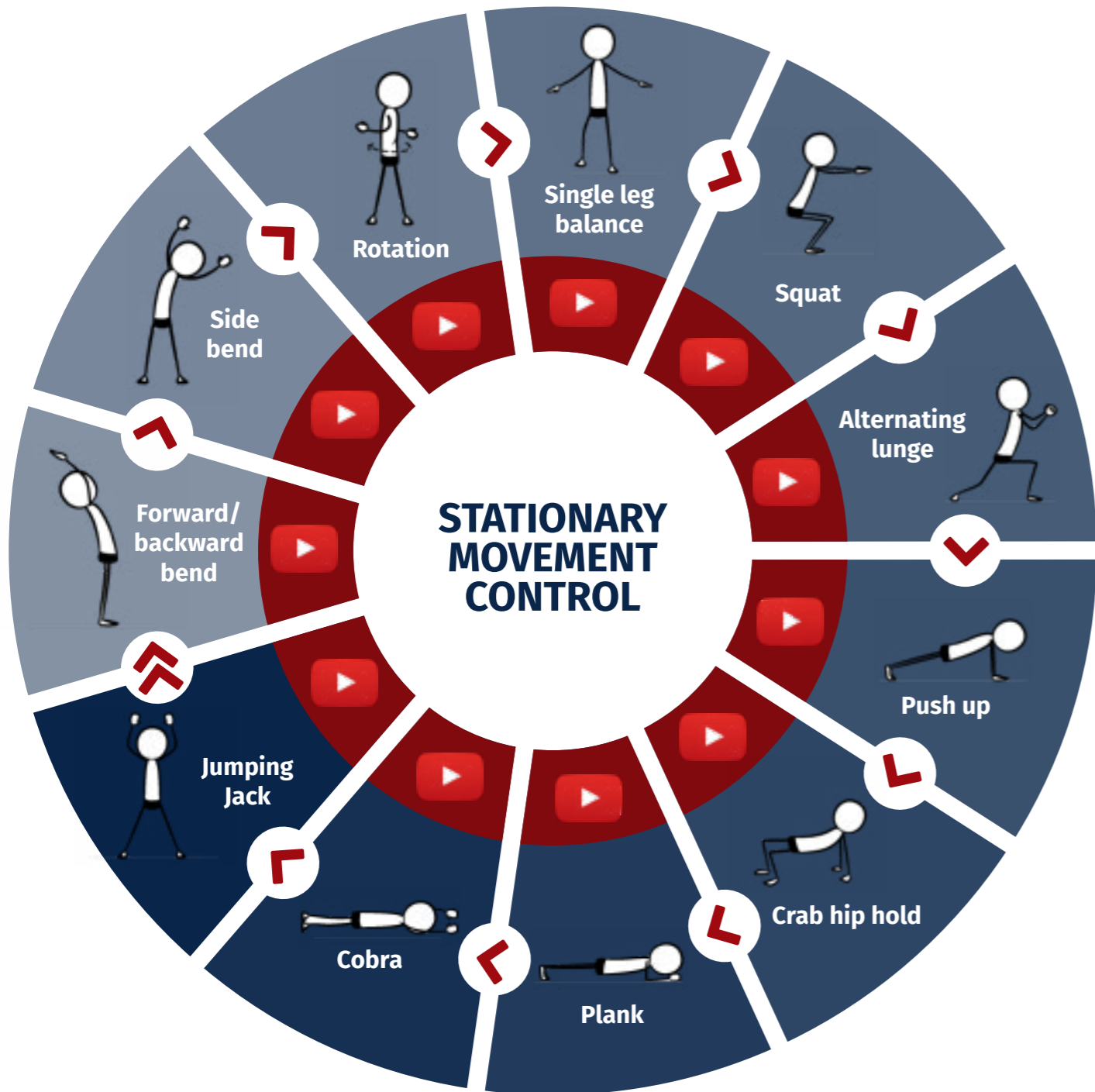
Click on each to see a short demonstration video.

#### References:

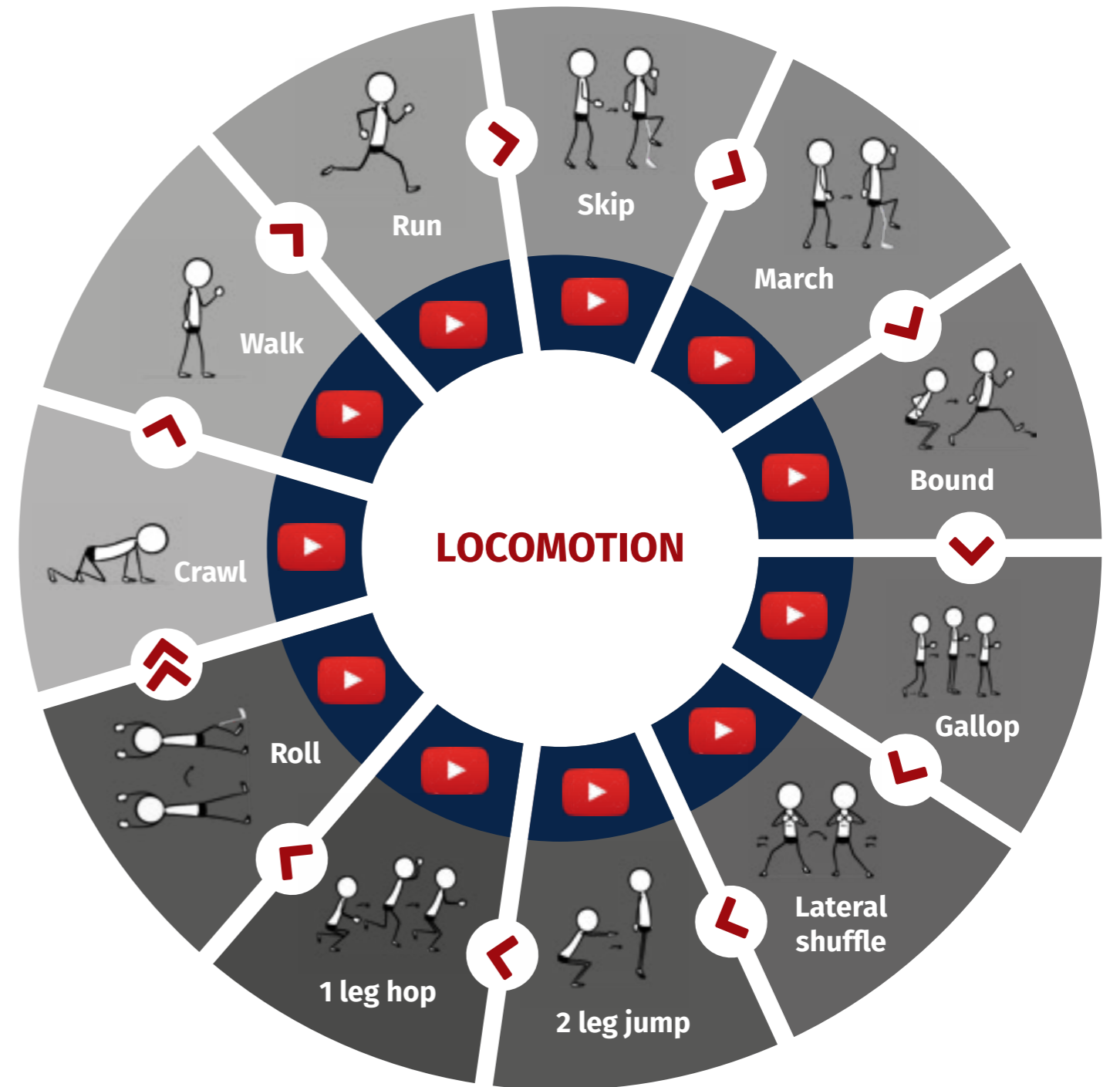
Gallahue, D., & Cleland Donnelly, F. (2003). *Developmental Physical education for all children* (Fourth Ed.). Champaign, Illinois: Human Kinetics. Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). New York, NY: McGraw-Hill.



# 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

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



#### Weak

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



#### 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.

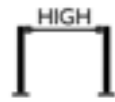


#### Stop-And-Go Flow

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.*

## 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.

Straight



**Straight**  
Children will perform movements in the sagittal plane, which is a straight line, moving either forward or backward.

Diagonal



**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.

zigzag



**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.

Curved



**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.



**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.



**Circular**  
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.



**Vertical**  
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.

## 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.

LARGE  
RANGE OF MOTION



**Large**  
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.

small  
range of motion



**Small**  
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.



## LOCATION

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

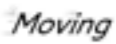


In place



### 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.



Moving



### 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



### 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



### 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



### 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



### 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



### 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



### 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

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



### 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



### 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



### 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



### 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.



Following



### Following

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.



Meeting



### Meeting

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.



Parting



### Parting

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.



Using this chart along with the “cheat sheet” we provide you in this text, 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.

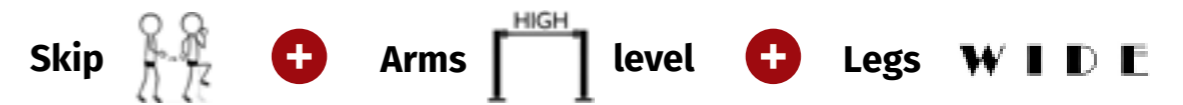
Feel free to utilize 1-2 combinations from any circuit just to get kids up and moving after they’ve been inactive. This can take less than a minute. Just choose your favorite combos and do them for a quick “movement break” between other activities or during any other part of the day. Add music to create 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.

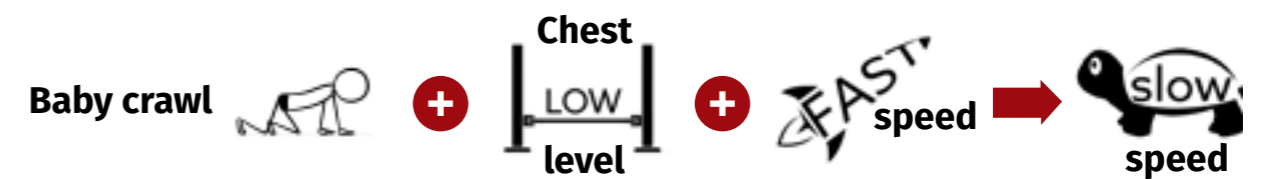
For example:



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.





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:**

**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!





SPACE SUBCATEGORIES	MOVEMENT VARIABLES	EXPLANATIONS
Levels The horizontal positions of the body	High	Above the shoulders
	Low	Below the hips
	Medium	Between the knees & chest
	Shape	Any suggested shape, for, your motto, letter, number, etc.
	Straight	Forward & backward
	Diagonal	
	Ligzag	
	Curved	
	Lateral	Left to right side to side
	Vertical	Up & down
Directions & Pathways The various ways in which the body can move on a surface or in the air	Random	Any guided or creative path may not following a symmetrical path
	In place	Moving within the confines of the extensions of the body
	Moving	Moving throughout a defined or open space in a specified pathway
	Location	Movements in a stationary position
	Location	Movements in a defined space
	Location	Movements in a defined space
	Location	Movements in a defined space
	Location	Movements in a defined space
	Location	Movements in a defined space
	Location	Movements in a defined space

SPACE  
Location of movement

[ Inspiring Life Long Fitness - SPIDERfit Kids ]

EFFORT SUBCATEGORIES	MOVEMENT VARIABLES	EXPLANATIONS
Force The contrast of muscular tension	Strong	Firm, heavy
	Weak	Flimsy, light
	Moderate	Normal
Speed The contrast of fast & slow motions & the gradations in between	Fast	Quick, sudden
	Slow	Sustained
	Medium	
	Accelerating	Speeding up
	Decelerating	Slowing down
Flow The contrast of movement continuity	Continuous	Free, continuous; flowing
	Stop & Go	Bound, restricted, cautious
		Bound, restricted, cautious

EFFORT  
Dynamics & quality of movement

# GUIDED DISCOVERY CIRCUITS

THE STARTER CIRCUITS

ANYWHERE CIRCUITS

INDOOR CIRCUITS

PARTNER CIRCUITS

### RELATIONSHIPS

Interactions with objects, body parts, or other people.

RELATIONSHIPS SUBCATEGORIES	MOVEMENT VARIABLE	EXPLANATIONS
Objects Successfully navigate around objects	Over	
	Under	
	Alongside	
	On to	
	Off of	
	In front of	between two objects
	Behind	
	Between	
	None	
	None	
Body Parts How body parts can move, the ability to get into various positions and form shapes	Wide	
	Curved	
	Twisted	
	Symmetrical	
	Asymmetrical	
	Neutral	Assume any prescribed shape with body parts. i.e. geometric, letter, number, etc.
People The ability to effectively interact with other people	Solo	I moves, others watch
	Independent	Each moves independently
	Partner	
	Group	2 or more moving together
	Mirroring	Facing one another, mirroring opposite limb movement.
	Matching	Facing one another, mirroring same limb movement.
	Leading	
	Following	
Meeting		
Parting		



### THE ULTIMATE YOUTH WARM-UP CHEAT SHEET

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

#### FUNDAMENTAL MOVEMENT SKILLS

Balance	Stability	Control (ACC)	Locomotion
Toe stand			Roll
Backward bend			Gallop
Rotation			Crab
Single leg balance			Walk
Squat			Run
Star single leg			Step
Rush hop/leap			March
Grab hip hold			Bound
Superman			



# 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 STARTER CIRCUITS

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	level
12	Skip		+	Hips	level
13	Push up		+	Hips	level

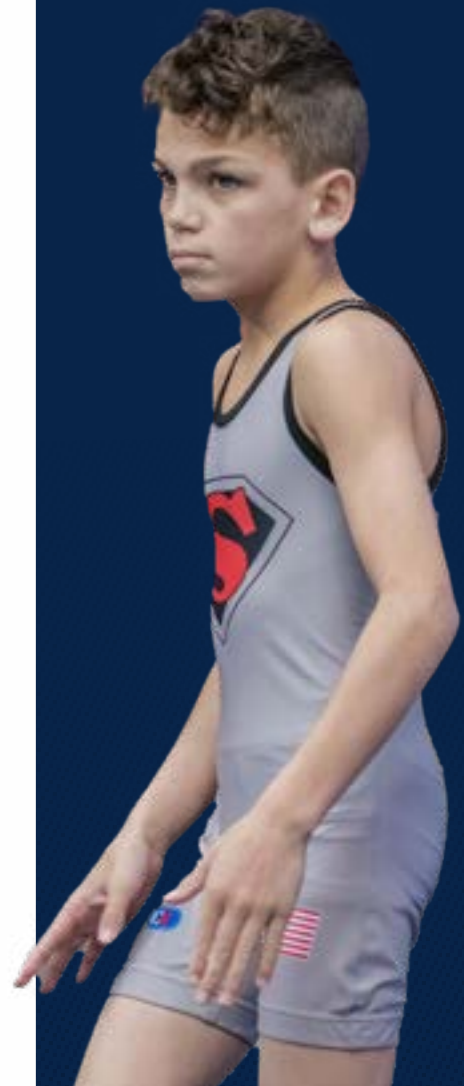
# THE SQUATALOT

## > MOVE TIME

10-20 SECONDS 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!



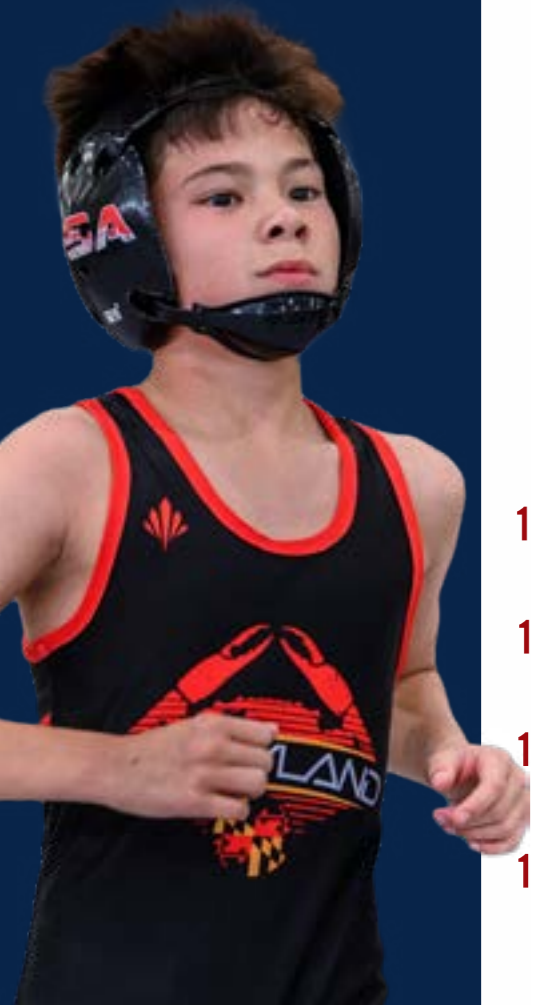
# WALKIN' AND ROLLIN'

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

AS NECESSARY



### THE STARTER CIRCUITS

1	Roll		+	Straight 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		+	Legs WIDE
7	Walk		+	Lateral path
8	Alternating lunge		+	Arms narrow
9	Roll		+	Circular path
10	Forward/backward bend		+	Arms Asymmetrical
11	Walk		+	Straight path (forward)
12	Alternating lunge		+	Arms Symmetrical
13	Roll		+	In place

### THE STARTER CIRCUITS

1	Side to side bend		+	Arms Twisted
2	Lateral shuffle		+	Torso Curved
3	Crab hip hold		+	Under or Over something
4	1-Leg hop (left)		+	On to Off of something
5	Side to side bend		+	Mirroring the instructor
6	Lateral shuffle		+	Matching the instructor
7	Crab hip hold		+	Alongside a line or cone
8	1-Leg hop (right)		+	Following / Leading a Partner
9	Side to side bend		+	Meeting and Parting with Partner
10	Lateral shuffle		+	Around a Partner (alternate)
11	Crab hip hold		+	In front of Behind Partner (also crab hold)
12	2-Leg jump		+	Between people
13	Side to side bend		+	As a Group

# THE CRAB SHUFFLE

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

AS NECESSARY



### The Happy Heart Hop

Try this when a commercial comes on TV:

Invite a friend or family member to join you!

- 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
- Hop on your left foot 10 times

### DID YOU KNOW?

The strongest muscle in your body is your jaw muscle.

CAN YOU?

# THE ROTO-RUNNER

## THE STARTER CIRCUITS

1	Rotation		+		speed
2	Run		+		speed
3	Single leg balance (right)		+	Arms/legs	WIDE
4	Gallop		+		speed
5	Rotation		+		speed
6	Run		+		force
7	Single leg balance (left)		+	Arms	Curved
8	Gallop		+		force
9	Rotation		+		flow
10	Run		+	stop & go	flow
11	Single leg balance (right)		+	Arms	HIGH
12	Gallop		+	Arms	LOW
13	Jumping Jacks		+	Hips	LOW

## THE STARTER CIRCUITS

1	Plank		+	Legs	WIDE
2	1-leg hop (right)		+	zigzag	path
3	Cobra		+	Arms/legs	narrow
4	Jumping Jacks		+	Arms	Symmetrical
5	Plank		+	Arms	Asymmetrical
6	1-leg jump (left)		+	Torso	Curved
7	Cobra		+	LARGE	RANGE OF MOTION
8	Bound		+	Diagonal	path
9	Plank		+	Arms	WIDE
10	2-Leg jump		+	Circular	path
11	Cobra		+	Continuous	flow
12	Bound		+	In place	
13	Plank		+	Hips	HIGH

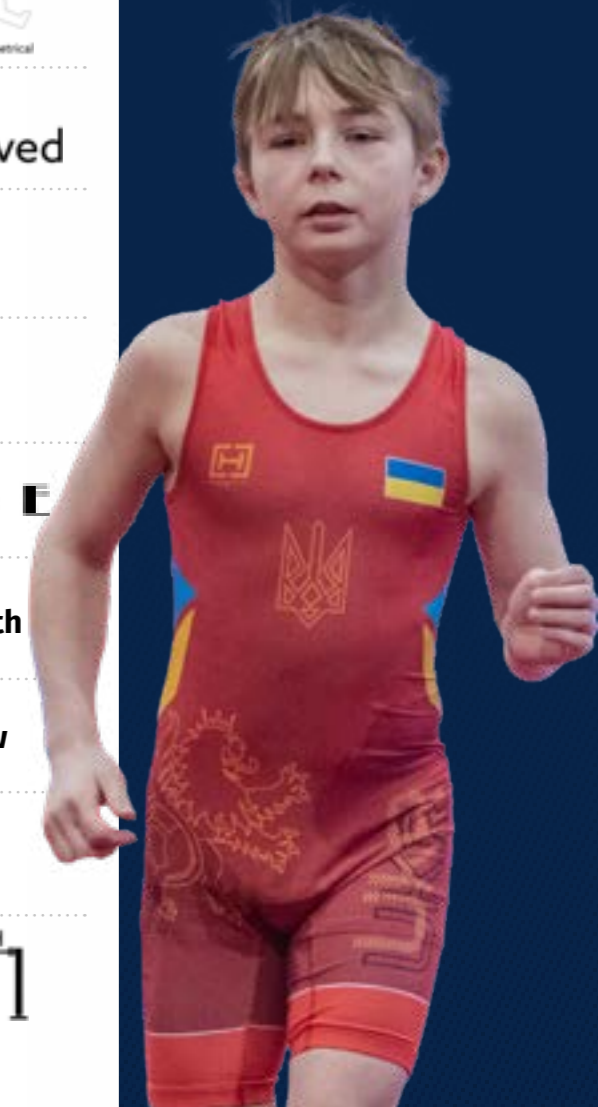
# JUMP THE PLANK

## > MOVE TIME

10-20 SECONDS EACH EXERCISE

## > TRANSITION

AS NECESSARY

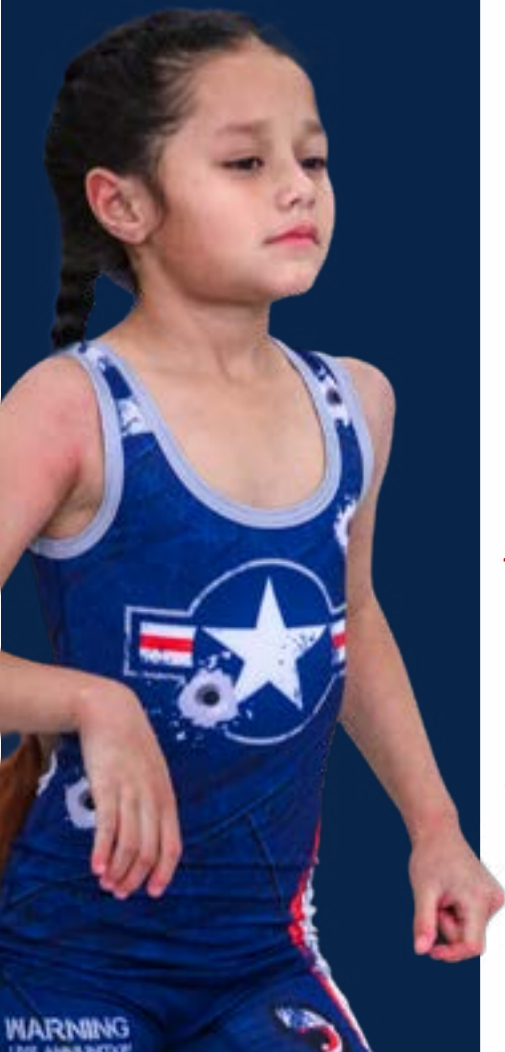


## > MOVE TIME

10-20 SECONDS 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.

CAN YOU?

### Breathe With Your Belly

- Put one hand on your chest and the other across your belly button.
- 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.
- Breath out.
- Try doing this 5 times in a row!
- Challenge a friend or family member to do the same!




# ANYWHERE CIRCUITS




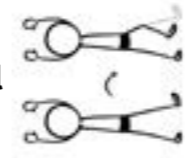






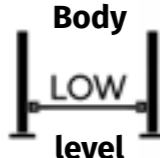



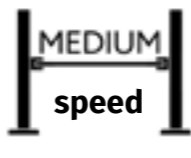

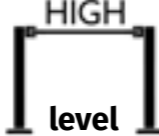



## Have fun with the Movement Variables Anywhere!

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.

## ANYWHERE CIRCUITS

- 1 **Forward backward bends**  +  **flow** Continuous +  **Circular** path
- 2 **Roll**  +  **In place** +  **slow** speed
- 3 **Push up**  + **narrow hands** +  **stop & go** flow
- 4 **Baby crawl**  +  **force** Strong +  **Body level** LOW
- 5 **Rotation**  +  **FAST** speed + **Arms WIDE**
- 6 **Walk**  +  **MEDIUM** speed + **Straight (Backward)**
- 7 **Crab hip hold**  +  **Hips HIGH** level +  **force** Strong

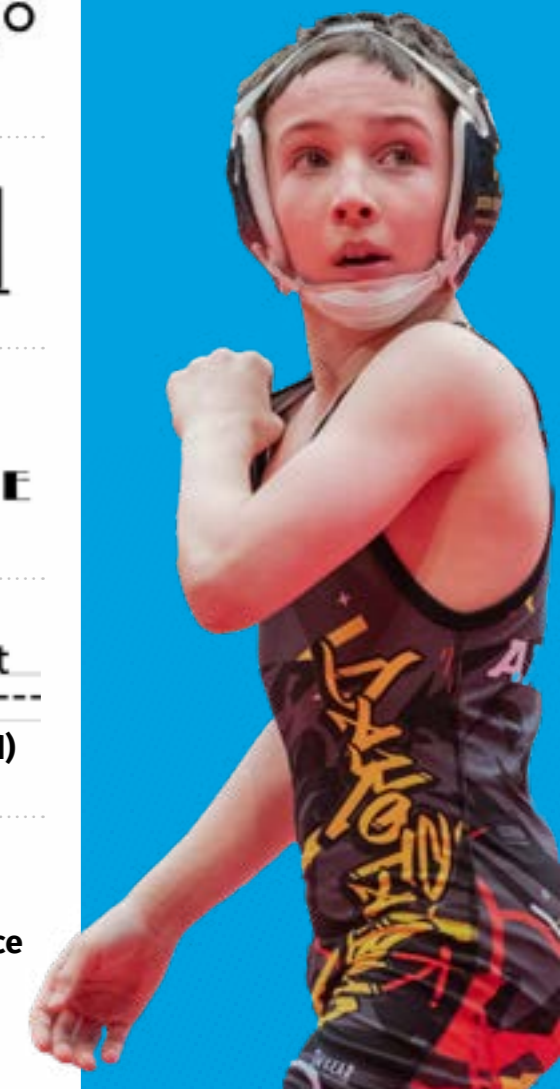
# ROUND AND ROUND

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



## DID YOU KNOW?

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



# THE FLYING ROBOT

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE COMBINATION

## > TRANSITION

**10** SECOND TRANSITION



### ANYWHERE CIRCUITS

- 1 Squat + stop & go flow + Arms Asymmetrical
- 2 Run + Knees HIGH level + zigzag path
- 3 Side to side bend + LARGE RANGE OF MOTION + FAST speed
- 4 Skip + In place + Knees HIGH level
- 5 Jumping Jacks + Arms WIDE + force Strong
- 6 March + Continuous flow + Curved path
- 7 Cobra + slow speed + Arms HIGH level

### ANYWHERE CIRCUITS

- 1 Alternating lunge + Arms WIDE + FAST speed
- 2 Bound + force Strong + accelerating speed
- 3 Single leg balance (right) + Arms narrow + Torso Twisted
- 4 Single leg balance (left) + Arms WIDE + Torso curved
- 5 Gallop + MEDIUM speed + Diagonal path
- 6 Forward/backward bend + force Strong + stop & go flow
- 7 Lateral shuffle + Weak force + Circular path

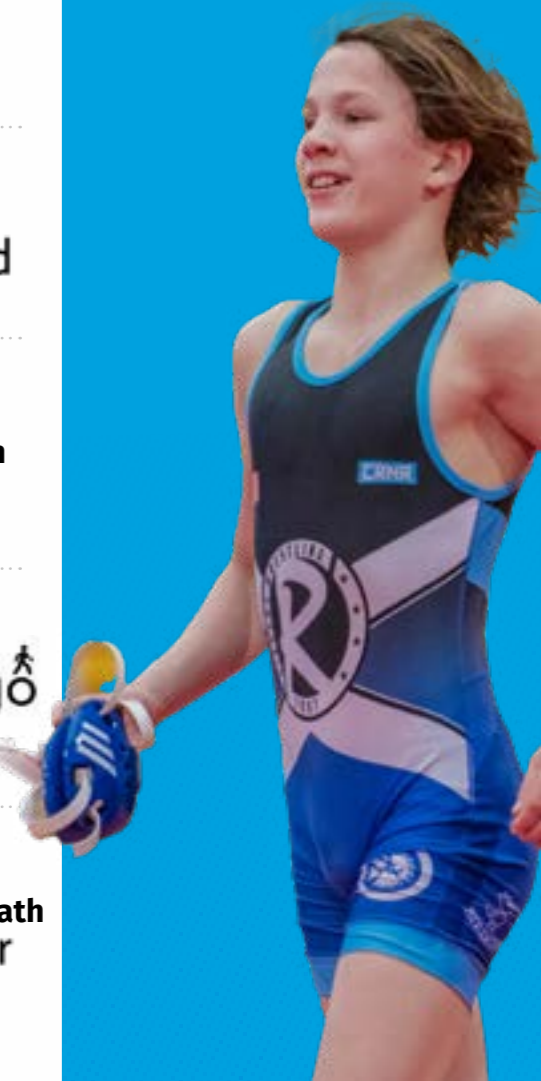
# JUMP THE PLANK

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



## 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!

## 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





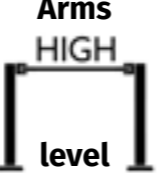

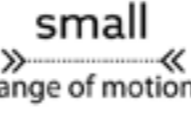
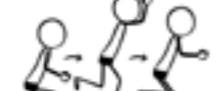



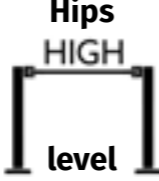

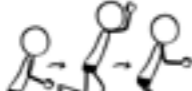



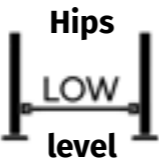
**10-20** SECONDS EACH EXERCISE

## > TRANSITION



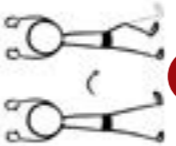




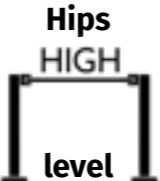

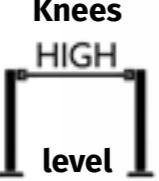

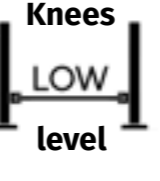



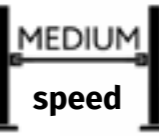
**10** SECOND TRANSITION



### ANYWHERE CIRCUITS

- 1  **Push up** + **Hands WIDE** +  **slow speed**
- 2  **2-Leg jump** +  **In place** +  **Arms HIGH level**
- 3  **Rotation** + **Arms narrow** +  **small range of motion**
- 4  **1-Leg hop (right)** +  **In place** +  **FAST speed**
- 5  **Crab hip hold** +  **Hips HIGH level** +  **force Strong**
- 6  **1-Leg hop (left)** +  **In place** +  **slow speed**
- 7  **Squat** +  **Hips LOW level** + **Arms WIDE**

### ANYWHERE CIRCUITS

- 1 **Side to side bend**  + **LARGE RANGE OF MOTION** +  **slow speed**
- 2 **Roll**  + **Moving** +  **zigzag path**
- 3 **Plank**  + **Arms/legs WIDE** +  **force Strong**
- 4 **Bear crawl**  +  **Hips HIGH level** + **Straight path (backward)**
- 5 **Alternating Lunge**  + **stop & go flow** +  **Knees HIGH level**
- 6 **Walk**  +  **Knees LOW level** +  **FAST speed**
- 7 **Jumping Jacks**  +  **force Strong** +  **MEDIUM speed**

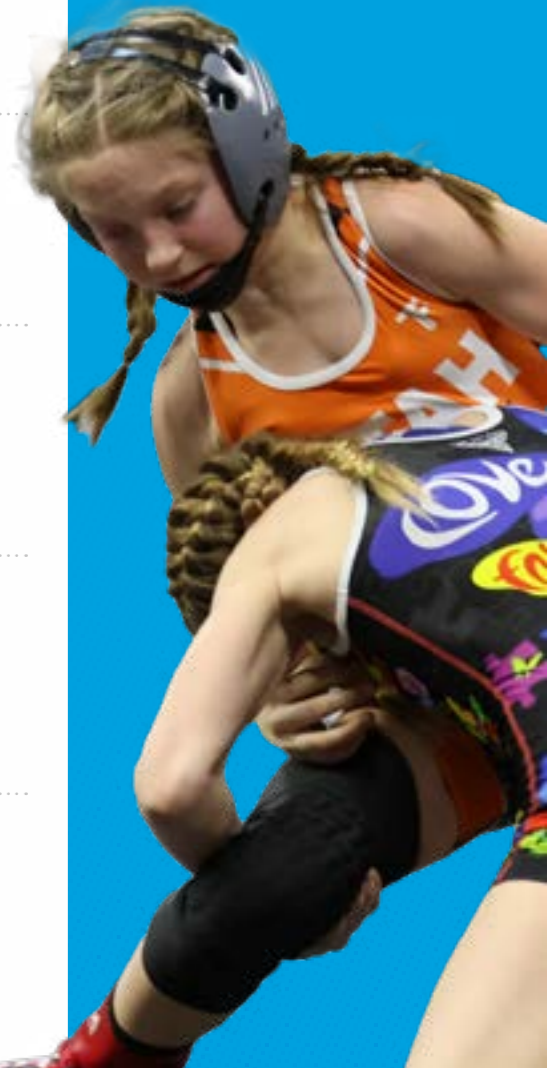
# THE BACKWARD BEAR

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



## DID YOU KNOW?

Your muscles are attached to your bones by tendons.

## 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

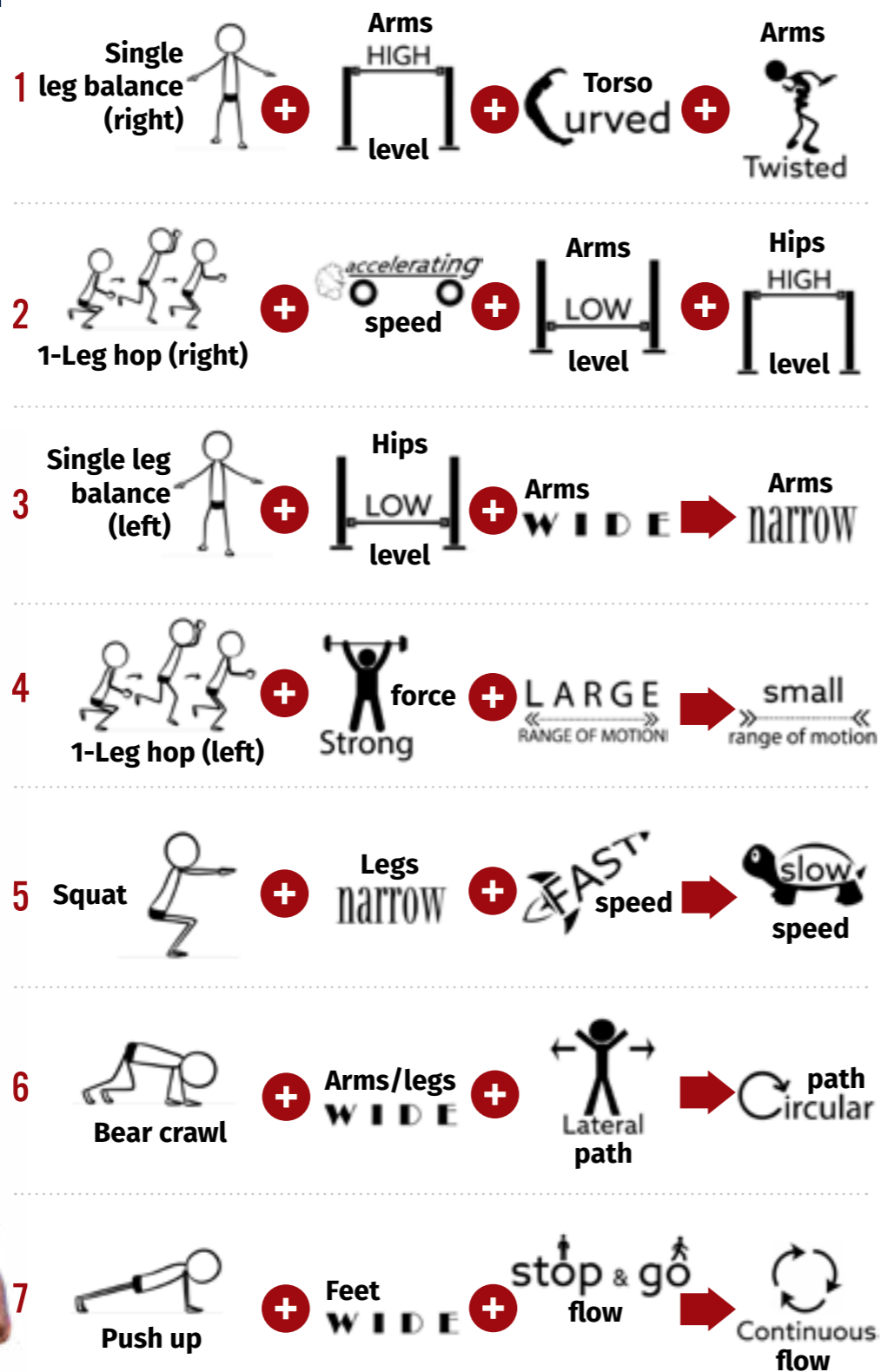
## ANYWHERE CIRCUITS

### > MOVE TIME

**10-20** SECONDS EACH EXERCISE

### > TRANSITION

**10** SECOND TRANSITION



## ANYWHERE CIRCUITS

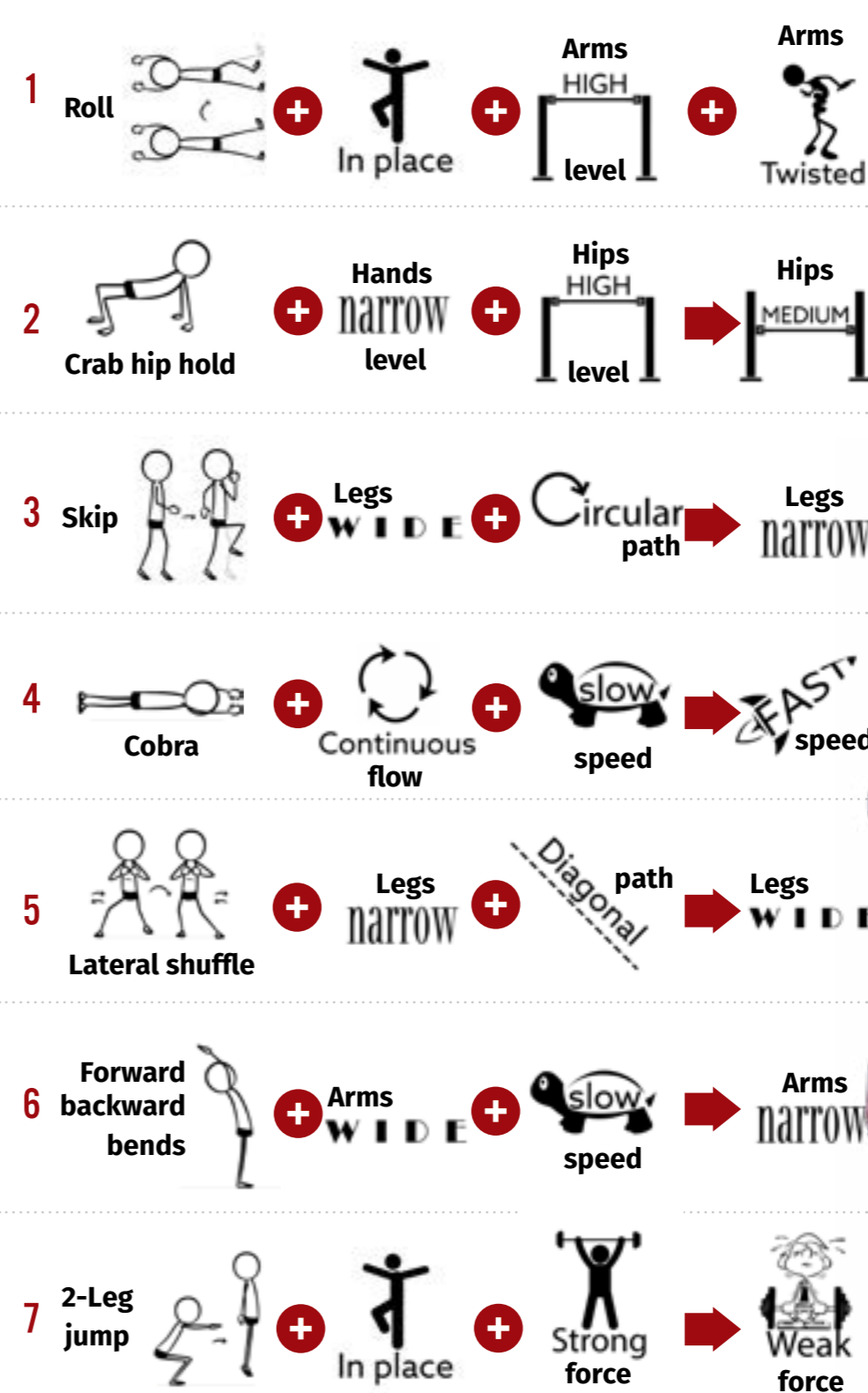
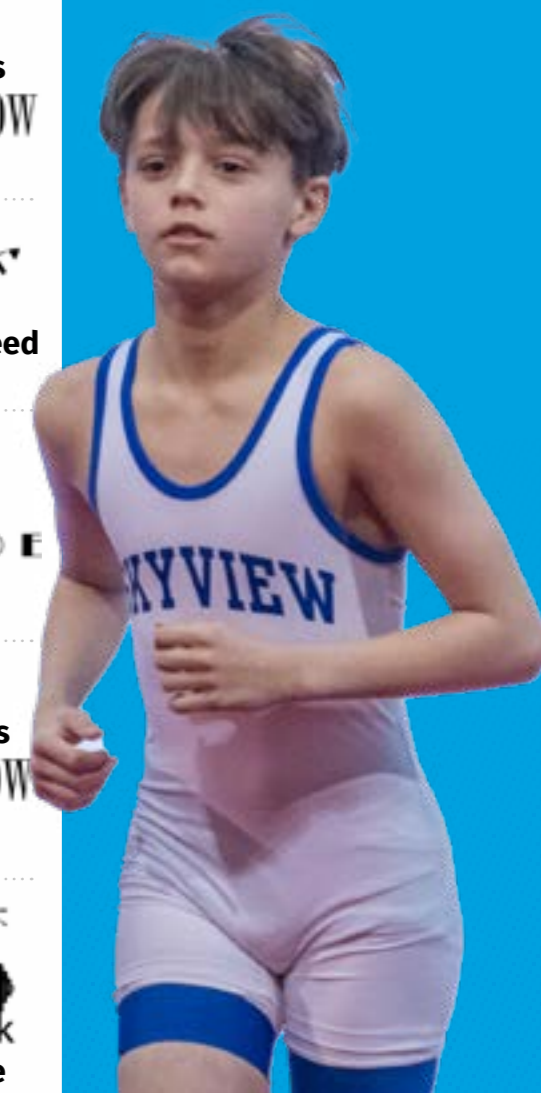
# THE BREAK DANCER

### > MOVE TIME

**10-20** SECONDS EACH EXERCISE

### > TRANSITION

**10** SECOND TRANSITION



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!

DID YOU KNOW?

You take about 10 thousand breaths every day!

# CRAZY LEGS

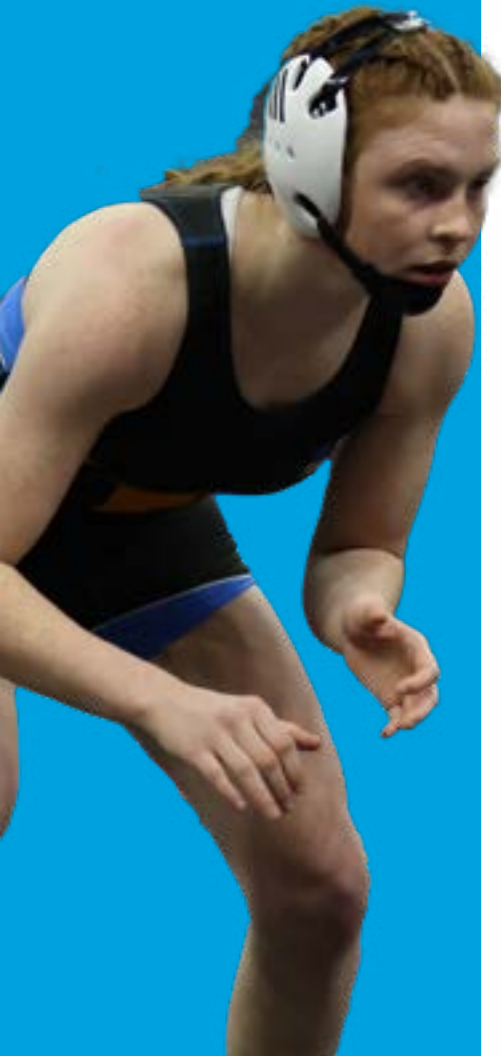
## ANYWHERE CIRCUITS

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



1		+		+		→	
2		+		+		→	
3		+		+		→	
4		+		+		→	
5		+		+		→	
6		+		+		→	
7		+		+		→	

## ANYWHERE CIRCUITS

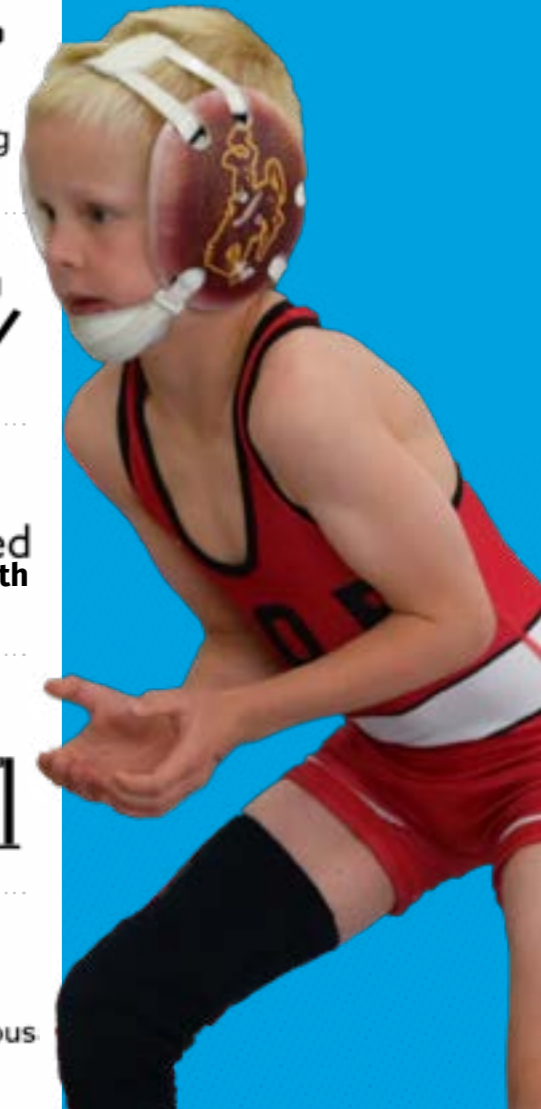
# THE BACKWARD BABY

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



1		+		+		→	
2		+		+		→	
3		+		+		→	
4		+		+		→	
5		+		+		→	
6		+		+		→	
7		+		+		→	

## CARBOHYDRATES ARE COOL

### 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?

## DID YOU KNOW?

Bones are attached to other bones by ligaments.



# BIG TIME BALANCE

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



### ANYWHERE CIRCUITS

- 1 Lateral shuffle + slow speed + zigzag path → FAST speed
- 2 Single leg balance (left) + Asymmetrical Arms + Hips HIGH level → Hips LOW level
- 3 Run + slow speed + Arms/legs narrow → Arms/legs WIDE
- 4 Single leg balance (right) + Hips LOW level + Weak force → Hips HIGH level
- 5 Skip + accelerating speed + Knees LOW level → Knees HIGH level
- 6 Jumping Jacks + FAST speed + small range of motion → LARGE RANGE OF MOTION
- 7 March + FAST speed + Straight path (backward) → Straight path (forward)

# 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.









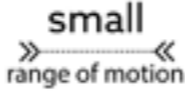


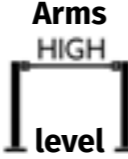








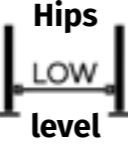










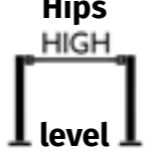
## GOTTA GET GOALS

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.



# SKIP, DON'T TRIP

## INDOOR CIRCUITS

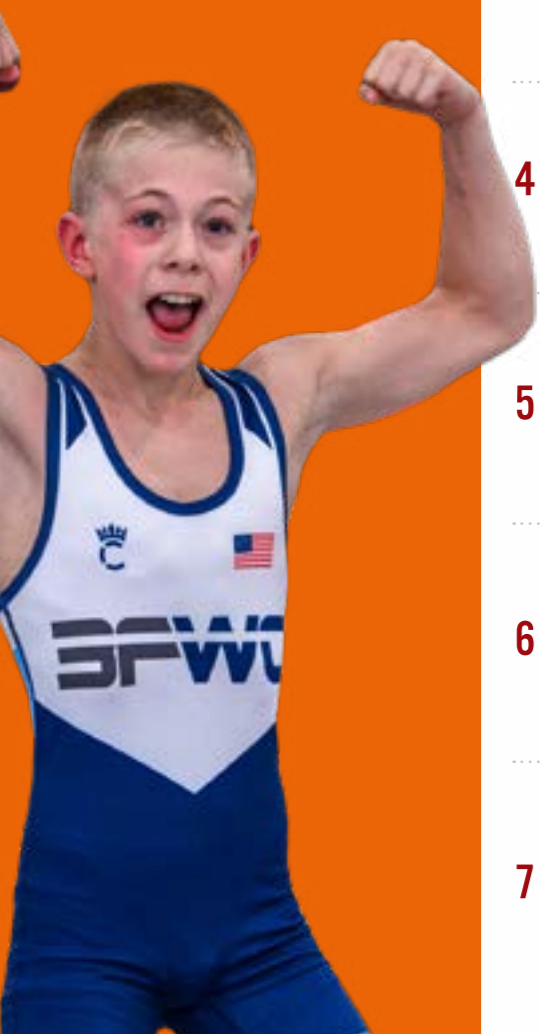
- 
**Forward backward bend**

**Arms/legs WIDE**


**speed**
- 
**2-Leg jump**


**In place**


**small range of motion**
- 
**Single leg balance (right)**


**Arms HIGH level**


**Hips HIGH level**
- 
**Skip**


**In place**

**Legs WIDE**
- 
**Single leg balance (left)**


**Hips LOW level**


**Arms LOW level**
- 
**Run**


**In place**


**FAST speed**
- 
**Crab hip hold**

**Legs narrow**


**Hips HIGH level**

### > MOVE TIME














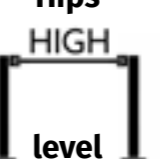















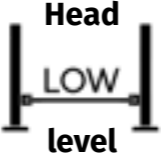


**10-20** SECONDS EACH EXERCISE

### > TRANSITION

**10** SECOND TRANSITION



## INDOOR CIRCUITS

- 
**Side to side bend**


**Asymmetrical Arms**

**Legs WIDE**
- 
**2-Leg jump**


**In place**


**accelerating speed**
- 
**Push up**


**force Strong**


**Hips HIGH level**
- 
**Bear crawl**


**Under something**


**slow speed**
- 
**Squats**

**Legs narrow**

**Arms WIDE**
- 
**Bound**


**In place**


**Knees HIGH level**
- 
**Cobra**


**Head LOW level**


**FAST speed**

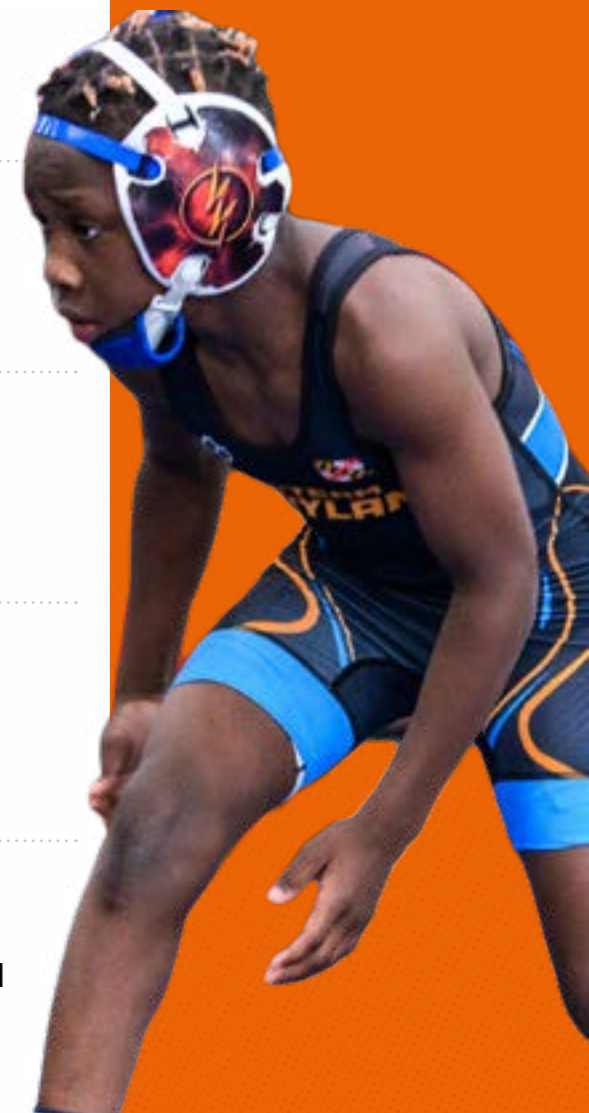
# THE BIG BEN-A-ROONY

### > MOVE TIME

**10-20** SECONDS EACH EXERCISE

### > TRANSITION

**10** SECOND TRANSITION



### CAN YOU?

#### The Blind Balance Challenge

Close your eyes. Stand on one foot.

- How long can you stand on that foot with your eyes closed without losing your balance?
- Try to beat your time on the other foot. Challenge a friend or a family member!

### DID YOU KNOW?

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



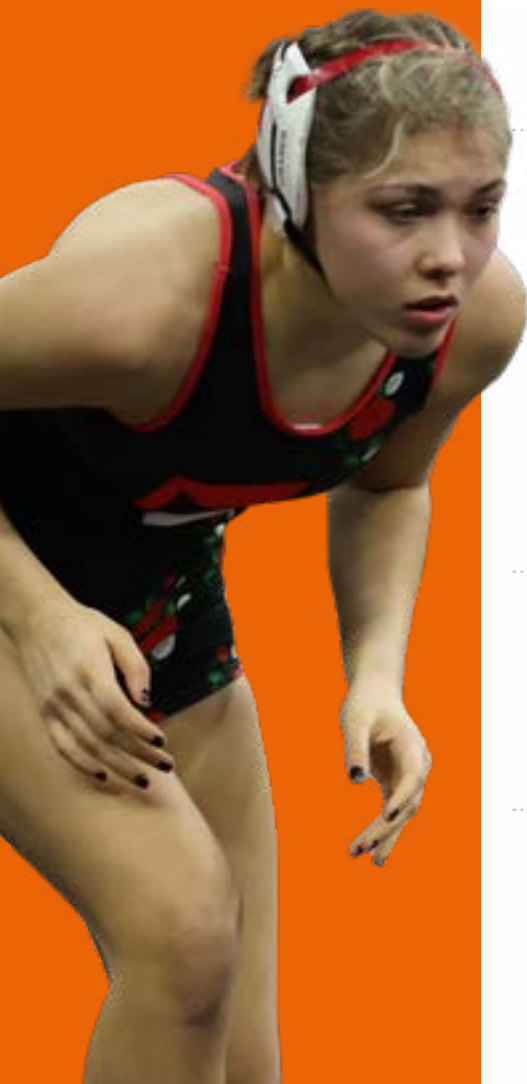
# THE FASTER BLASTER!

## > MOVE TIME














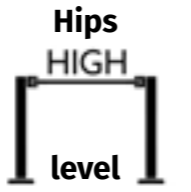



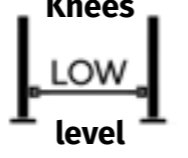



**10-20** SECONDS EACH EXERCISE

## > TRANSITION


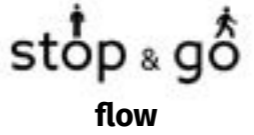






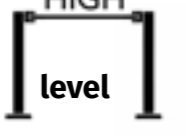


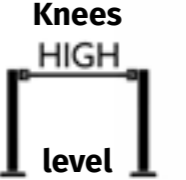









**10** SECOND TRANSITION



### INDOOR CIRCUITS

1	 Alternating lunge	+	 speed	+	 Strong force
2	 1-Leg hop (right)	+	 In place	+	 path Circular
3	 Rotation	+	 Strong force	+	 Arms In front of body
4	 1-Leg hop (left)	+	 In place	+	 speed
5	 Crab hip hold	+	 Hips HIGH level	+	 Legs narrow
6	 Skip	+	 Along side a person or object	+	 Knees LOW level
7	 Plank	+	 Arms/legs WIDE	+	 Strong force

### INDOOR CIRCUITS

1	 Forward backward bend	+	 stop & go flow	+	 path Circular
2	 Run	+	 In place	+	 Strong force
3	 Cobra	+	 Continuous flow	+	 Arms HIGH level
4	 2-Leg jump	+	 In place	+	 Knees HIGH level
5	 Squat	+	 Arms/legs narrow	+	 speed
6	 Skip	+	 In place	+	 Arms/legs WIDE
7	 Jumping Jacks	+	 speed	+	 Strong force

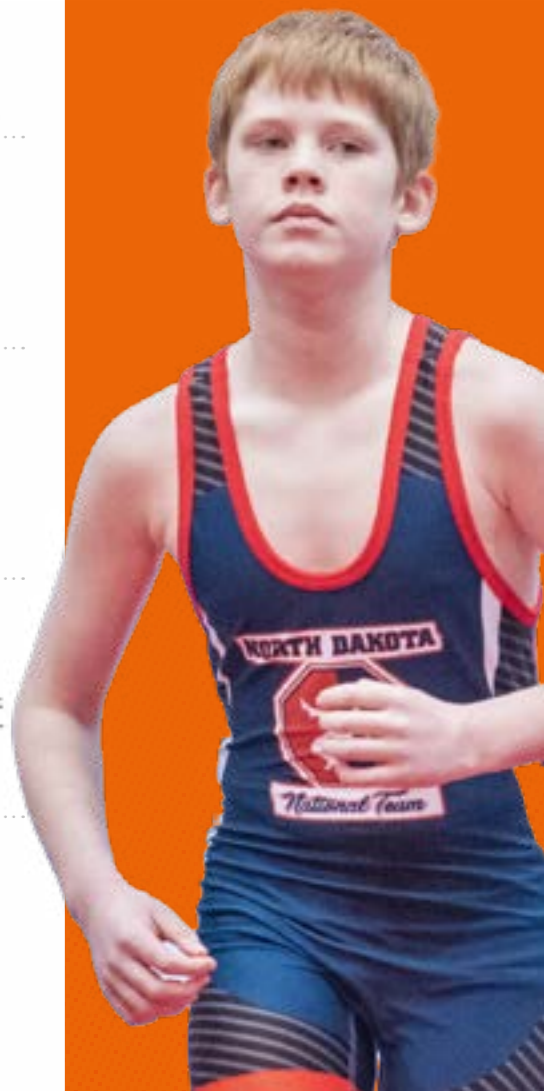
# THE CRAZY COBRA

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



## 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.

## DID YOU KNOW?

Your body has 640 muscles.

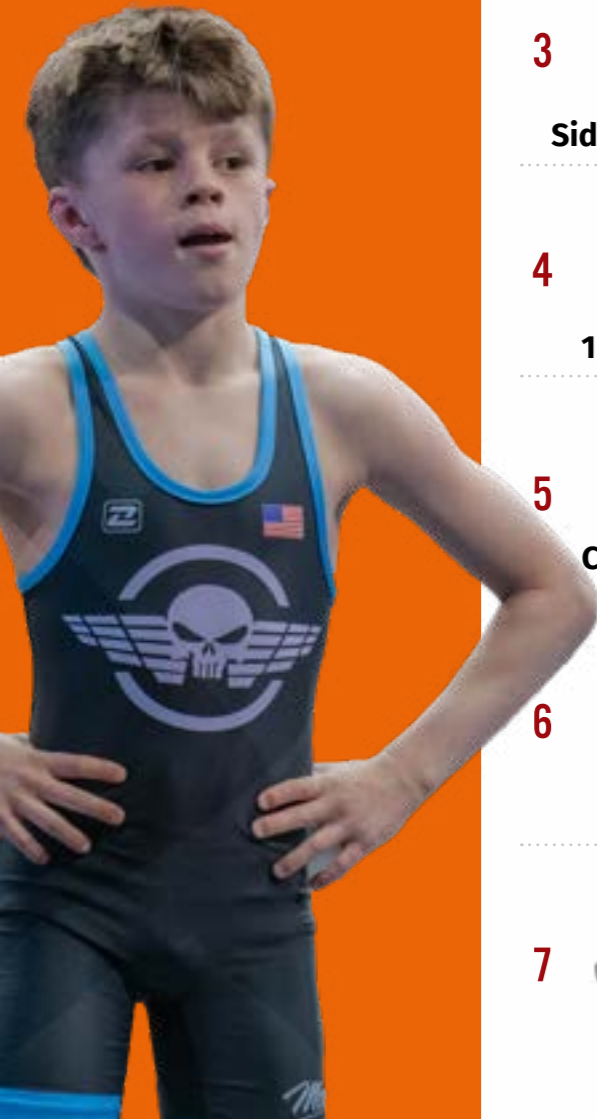
# JUMPIN' JIMINY

## > MOVE TIME

10-20 SECONDS EACH EXERCISE

## > TRANSITION

10 SECOND TRANSITION



### INDOOR CIRCUITS

1 Push up + **Legs WIDE** + **FAST speed**

2 1-leg hop (right) + In front of something + accelerating speed

3 Side to side bend + **stop & go flow** + slow speed

4 1-leg hop (left) + In place + Symmetrical Arms

5 Crab hip hold + **Hips HIGH level** + Strong force

6 2-Leg jump + **Hips LOW level** + **Legs WIDE**

7 Plank + **Hips MEDIUM level** + Strong force

### INDOOR CIRCUITS

1 Jumping Jacks + **path Circular** + slow speed → **FAST speed**

2 Lateral shuffle + In place + Weak force → Strong force

3 Squat + **Legs WIDE** + Twisted → **Legs narrow**

4 Bound + In place + accelerating speed → Decelerating speed

5 Push up + **Arms WIDE** + **Hips HIGH level** → **Hips LOW level**

6 Skip + In place + **Knees HIGH level** → **Knees LOW level**

7 Crab hip hold + Strong force + **Hips HIGH level** → **Hips LOW level**

# HIGH, LOW, GO!

## > MOVE TIME

10-20 SECONDS EACH EXERCISE

## > TRANSITION

10 SECOND TRANSITION



## 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!

## 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

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



### INDOOR CIRCUITS

1 2-Leg jump + In place + stop & go flow → Circular path

2 Side to side bend + Decelerating speed + Legs WIDE → Legs narrow

3 March + In place + Knees LOW level → Knees HIGH level

4 Cobra + Arms HIGH level + Chest HIGH level → Chest LOW level

5 Run + In place + FAST speed → accelerating speed

6 Alternating lunge + Strong force + Arms Asymmetrical → Arms Symmetrical

7 Skip + In place + Arms/legs narrow → Arms/legs WIDE

### INDOOR CIRCUITS

1 1-Leg balance (left) + Hips HIGH level + Hands In front of body → Hands Behind body

2 2-Leg jump + In place + Strong force → Weak force

3 1-Leg balance (right) + Arms Asymmetrical + Arms WIDE → Arms narrow

4 March + In place + Strong force → Weak force

5 Plank + Hips HIGH level → Hips LOW level → Hips MEDIUM

6 Walk + In place + stop & go flow + LARGE RANGE OF MOTION

7 Rotation + small range of motion + FAST speed → slow speed

# RACE IN PLACE

## > MOVE TIME

**10-20** SECONDS EACH EXERCISE

## > TRANSITION

**10** SECOND TRANSITION



## DID YOU KNOW?

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

## 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

## INDOOR CIRCUITS

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION

1		+		+	Legs narrow	➔	Legs WIDE
Lateral shuffle In place							
2		+		+	Arms narrow	➔	Arms WIDE
Crab hip hold Strong force							
3		+		+		➔	
Skip In place speed speed							
4		+	Legs WIDE	+		➔	
Alternating lunge speed speed							
5		+	Arms HIGH level	+		➔	
1-Leg hop (right) In place Circular path							
6		+	Legs WIDE	+	Hips HIGH level	➔	Hips MEDIUM level
Push up level level							
7		+		+		➔	
1-Leg hop (left) speed In place Lateral path							

## INDOOR CIRCUITS

1		+	Arms HIGH level	+	stop & go flow	➔	
Squat Continuous flow							
2		+	Arms MEDIUM level	+		➔	Moving
1-leg hop (right) In place							
3		+	Legs WIDE	+		➔	
Forward backward bend speed speed							
4		+		+	MEDIUM speed	➔	
Run In place speed speed							
5		+	Arms Twisted	+	Hips LOW level	➔	Hips HIGH level
Single leg balance (right) level level							
6		+	Strong force	+		➔	
1-leg hop (left) speed speed							
7		+	(right) leg Behind body	+	Arms In front of body	➔	Arms curved
Single leg balance (left)							

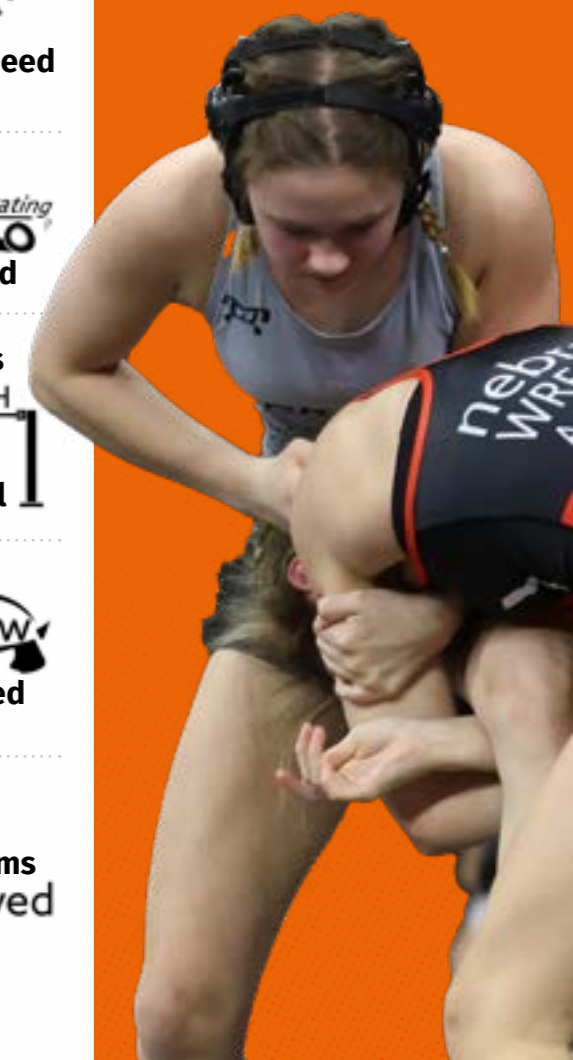
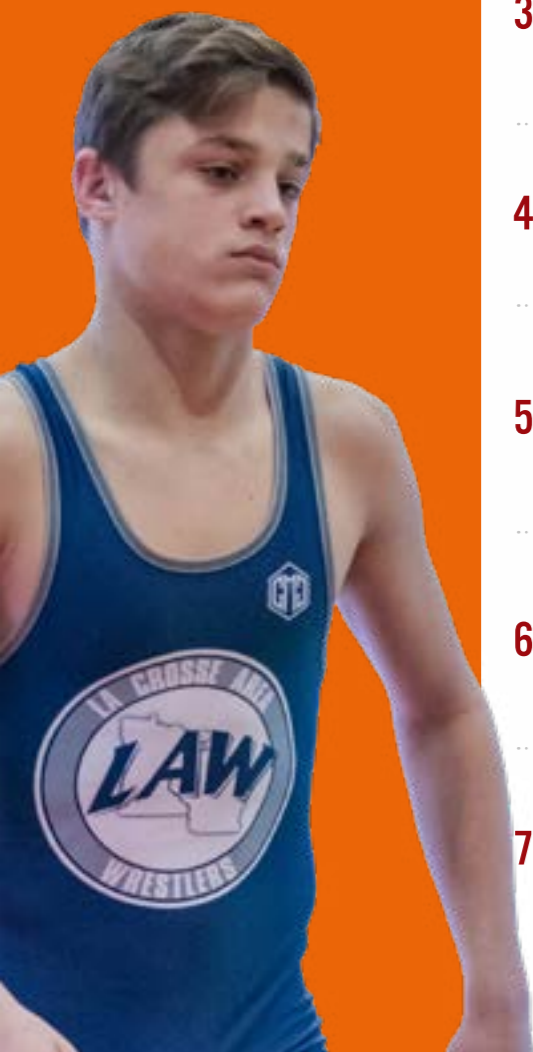
# FEELIN' THE BEAT ON YOUR FEET!

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



### 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!

### DID YOU KNOW?

Your brain weighs about 3 pounds.



# THE 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. For a database of partner or "grouper" activities, refer to our Powerful Play online course at [www.powerfulplaycourse.com](http://www.powerfulplaycourse.com).

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 CIRCUITS

- 1 Squat + **FAST** speed + zigzag path + Mirroring partner
- 2 Roll + stop & go flow + Arms Over head + Matching partner
- 3 Push up + Moving + slow speed + Leading and Following partner
- 4 Lateral shuffle + Torso Twisted + Curved path + Meeting and Parting with partner
- 5 Forward backward bend + Legs WIDE + Circular path + Solo (Alternating with partner)
- 6 2-Leg jump + Moving + Lateral path + Entire Group
- 7 Cobra + slow speed + Chest HIGH + Matching partner

## PARTNER PLAYTIME

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



BE THOUGHTFUL WITH THANK YOU'S

Your brain weights about 3 pounds.



## PARTNER CIRCUITS

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



1		+	Straight path (backward/forward)	+	Hips HIGH level	+		Mirroring partner
2		+	small range of motion	+	Arms WIDE	+		Matching partner
3		+	Arms/legs WIDE	+	accelerating speed	+		Meeting and Parting with partner
4		+	Moving	+	Diagonal path	+		Solo (Alternating with partner)
5		+	FAST speed	+	stop & go flow	+		Leading and Following partner
6		+	Arms/legs narrow	+	Hips HIGH level	+		Entire Group
7		+	path Circular	+	Arms Asymmetrical	+		Matching partner

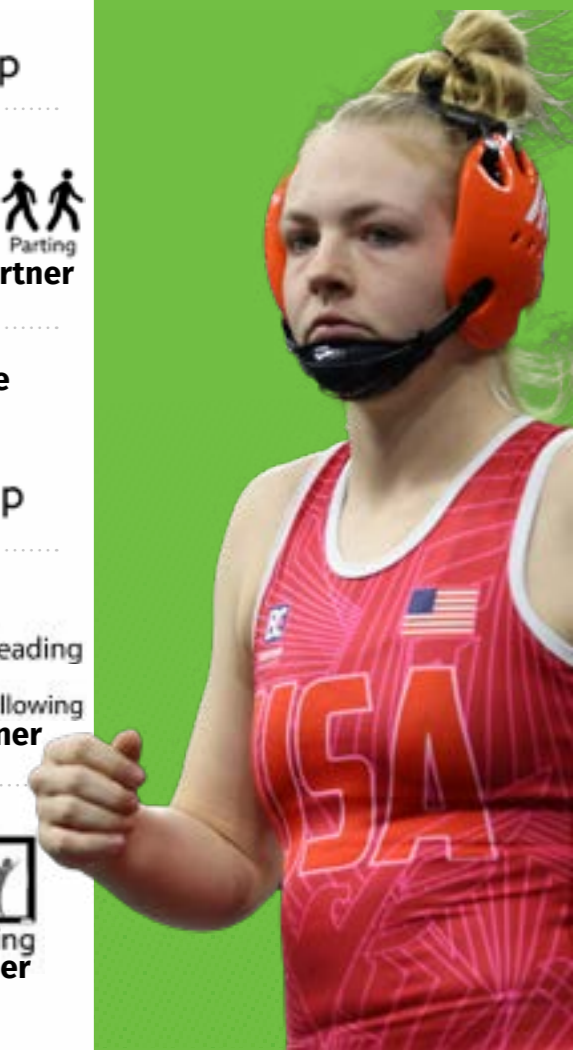
## PARTNER CIRCUITS

### > MOVE TIME

10-20 SECONDS EACH EXERCISE

### > TRANSITION

10 SECOND TRANSITION



1		+	Strong force	+	stop & go flow	+		Mirroring partner
2		+	zigzag path	+	Arms/legs WIDE	+		Matching partner
3		+	Hips LOW level	+	Arms Symmetrical	+		Entire Group
4		+	FAST speed	+	Moving	+		Meeting and Parting with partner
5		+	Arms HIGH level	+	Arms Twisted	+		Entire Group
6		+	MEDIUM speed	+	path Circular	+		Leading and Following partner
7		+	accelerating speed	+	LARGE RANGE OF MOTION	+		Matching partner

### 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! Challenge a friend or family member to do the same!

### DID YOU KNOW?

When you flex a muscle it gets shorter, when you extend a muscle it gets longer.



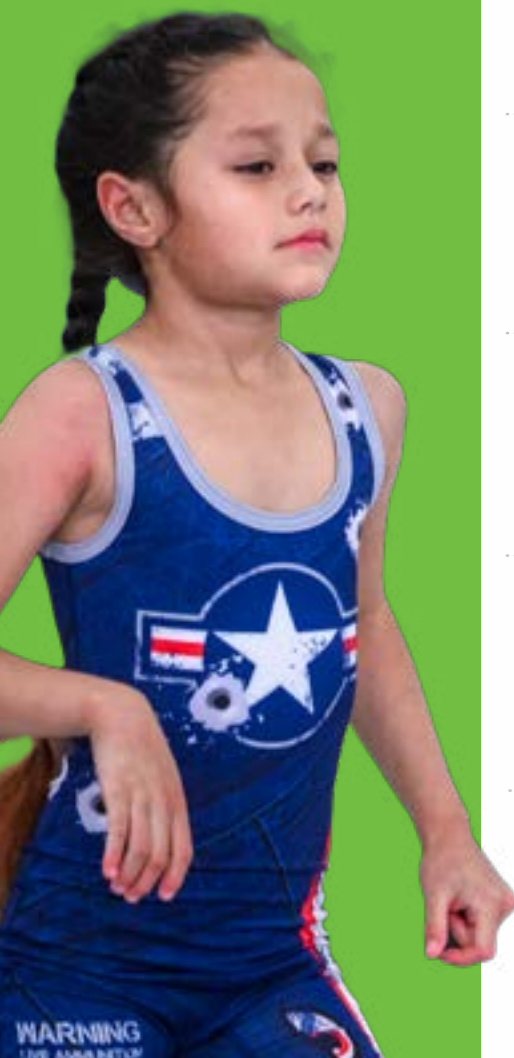
# THE BUDDY BLASTER

## > MOVE TIME

10-20 SECONDS EACH EXERCISE

## > TRANSITION

10 SECOND TRANSITION



### PARTNER CIRCUITS

- Bound** + **LARGE RANGE OF MOTION** + **slow speed** + **Mirroring partner**
- Squat** + **Moving** + **zigzag path** + **Matching partner**
- March** + **Linear path (backward/forward)** + **FAST speed** + **Meeting and Parting with partner**
- Rotation** + **Legs narrow** + **Arms WIDE** + **Entire Group**
- Lateral shuffle** + **Curved path** + **Decelerating speed** + **Leading and Following partner**
- Crab hip hold** + **Hips HIGH level** + **Strong force** + **Entire Group**
- 2-Leg jump** + **Lateral path** + **stop & go flow** + **Matching partner**

### PARTNER CIRCUITS

- Cobra** + **small range of motion** + **slow speed** + **Matching partner**
- Baby crawl** + **Straight path (backward/forward)** + **Strong force** + **Meeting and Parting with partner**
- Alternating lunge** + **Torso Curved** + **Arms HIGH level** + **Solo (Alternating with partner)**
- Bound** + **Strong force** + **FAST speed** + **Matching partner**
- Jumping Jacks** + **Arms WIDE** + **Legs narrow** + **Entire Group**
- Skip** + **Lateral path** + **Hips LOW level** + **Leading and Following partner**
- Forward backward bend** + **LARGE RANGE OF MOTION** + **stop & go flow** + **Matching partner**

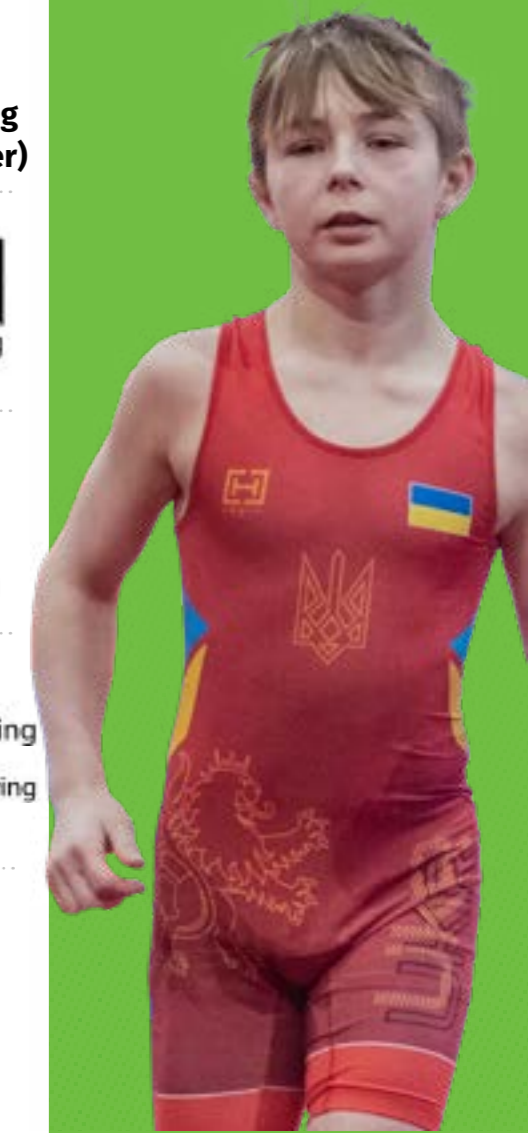
# YOUR GREAT TEAMMATE

## > MOVE TIME

10-20 SECONDS EACH EXERCISE

## > TRANSITION

10 SECOND TRANSITION



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?

CAN YOU?

### 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

## THE MOVEMENT SENTENCES *IMPROVE PHYSICAL LITERACY WITH CREATIVE MOVEMENT EXPRESSIONS!*

**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. 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.

**The following KEY shows the movement sentences in action!**

### References:

Gallahue, D., & Cleland Donnelly, F. (2003). *Developmental Physical education for all children* (Fourth Ed.). Champaign, Illinois: Human Kinetics. Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). New York, NY: McGraw-Hill.

## 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	Sneak. Bounce, Zoom – Spin! Dash?
,	Slight pause	
–	Longer pause	
!	Excitement	
?	Doubt; uncertainty	



# CHOOSE A LEVEL TO GET STARTED

## 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

## WARM UPS FOR SPORTS

Two to four direct action words in order

LEVEL 1



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

LEVEL 1

1 Roll

2 Explode

3 Shrink

4 Spin

5 Spring

6 Pounce

7 Erupt

8 Wiggle

9 Soar

10 Slither

> MOVE TIME

10-20 SECONDS  
EACH WORD



LEVEL 1

1 Scamper

2 Rush

3 Swerve

4 Hurry

5 Pounce

6 Stride

7 Scurry

8 Crawl

9 Sneak

10 Zoom

# THE PEPPY PUP

> MOVE TIME

10-20 SECONDS  
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.

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?



# ZIPPITY QUICK

LEVEL 1

## > MOVE TIME

10-20 SECONDS  
EACH WORD



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

LEVEL 1

# THE CREEPY CRAWLER

## > MOVE TIME

10-20 SECONDS  
EACH WORD



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

### 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!

### DID YOU KNOW?

Your body has 206 bones.

# THE BUNNY JUMPER

## LEVEL 1

1 Spring

2 Scamper

3 Shake

4 Sneak

5 Dash

6 Trot

7 Swerve

8 Wave

9 Slither

10 Bounce

## > MOVE TIME

10-20 SECONDS  
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



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.

**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

LEVEL 2

## > MOVE TIME

10-20 SECONDS EACH

- 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



LEVEL 2

# THE SHAKY SNAKE

## > MOVE TIME

10-20 SECONDS EACH

- 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



### 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!

### DID YOU KNOW?

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

# THE BOUNCE PONCER

LEVEL 2

## > MOVE TIME

10-20 SECONDS EACH



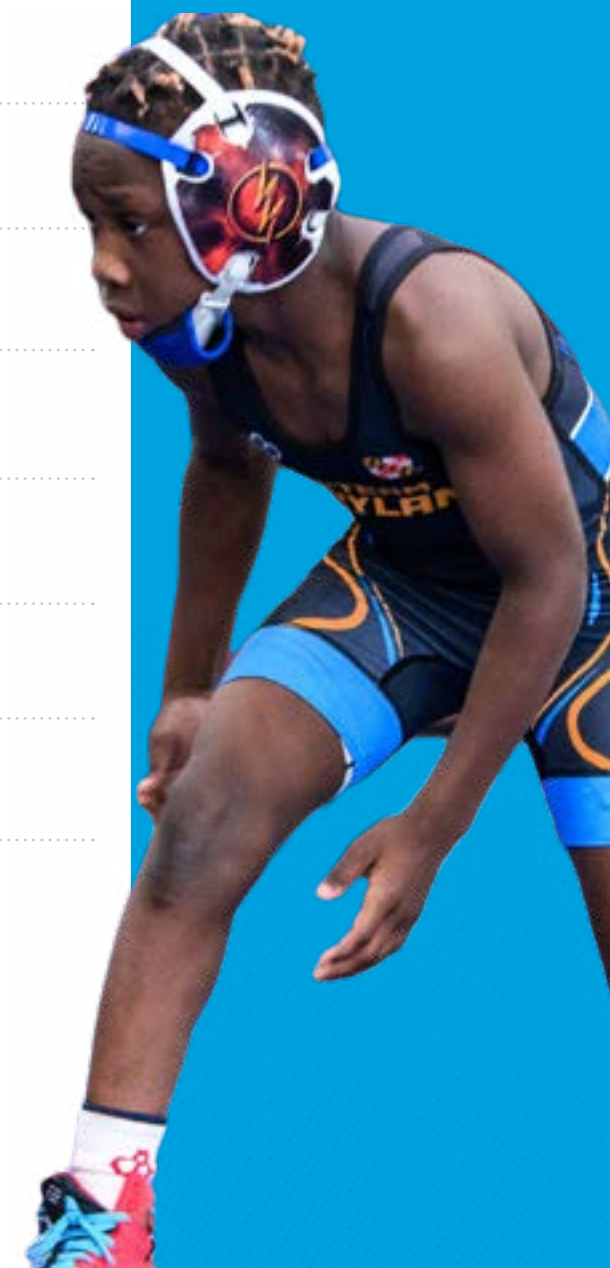
- 1 Crawl ➔ Explode
- 2 Sneak ➔ Pounce
- 3 Swerve ➔ Bounce
- 4 Roll ➔ Slither ➔ Pounce
- 5 Creep ➔ Scurry ➔ Shake
- 6 Trot ➔ Spin ➔ Plummet
- 7 Sneak ➔ Erupt ➔ Shake
- 8 Slither ➔ Wiggle ➔ Dart
- 9 Wave ➔ Sneak ➔ Jump
- 10 Fly ➔ Shrink ➔ Scamper

LEVEL 2

# THE PONCING PANTHER

## > MOVE TIME

10-20 SECONDS EACH



- 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

## 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!

## 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

## LEVEL 2

- 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




DID YOU KNOW?

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

## LEVEL 3







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

LEVEL 3

## > MOVE TIME

10-20 SECONDS EACH

- 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



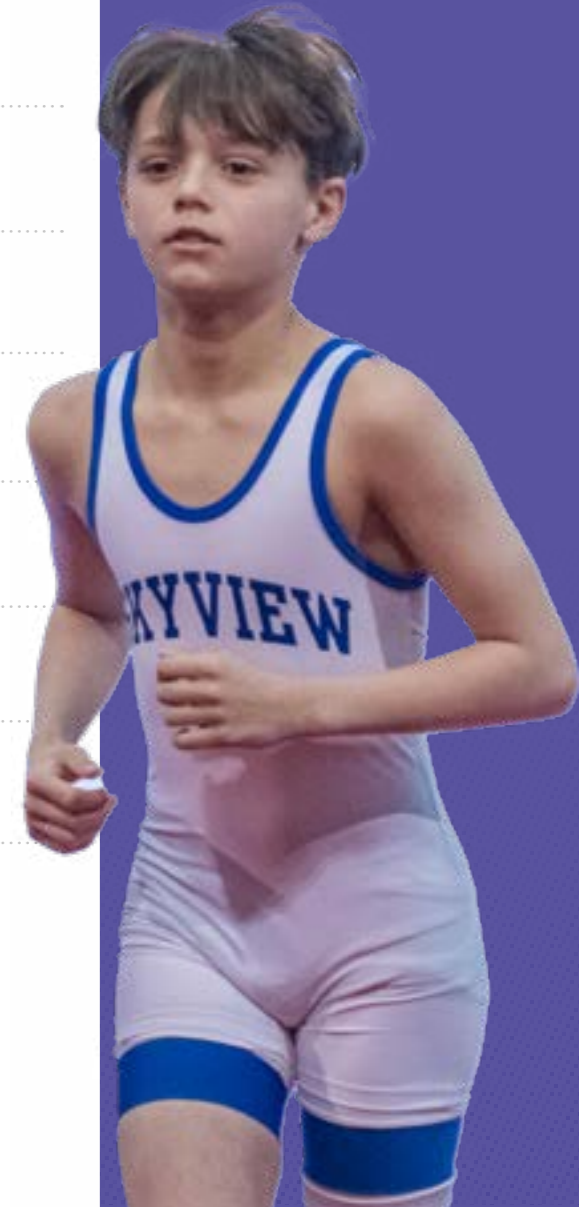
LEVEL 3

# WIGGLE N' ROLL

## > MOVE TIME

10-20 SECONDS EACH

- 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 ➡ Dash ➡ Fly ➡ Hurry
- 8 Scamper ➡ SRoll ➡ Swerve ➡ Wave ➡ Shake
- 9 Creep ➡ Explode ➡ Jump ➡ Swerve
- 10 Wiggle ➡ Pounce ➡ Bounce ➡ Sneak ➡ Spring



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.

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!

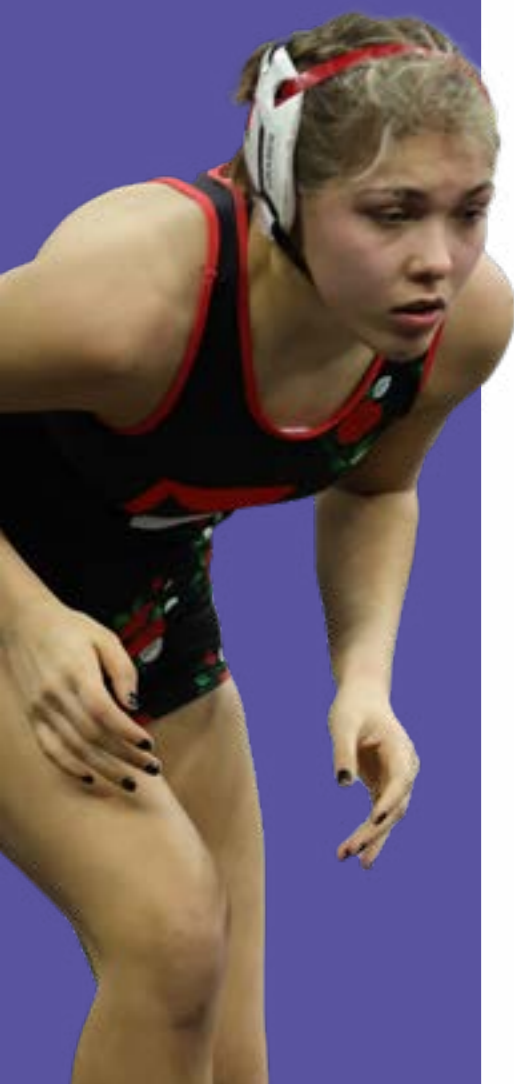


# FLYING HIGH, DIVING LOW

LEVEL 3

## > MOVE TIME

10-20 SECONDS  
EACH



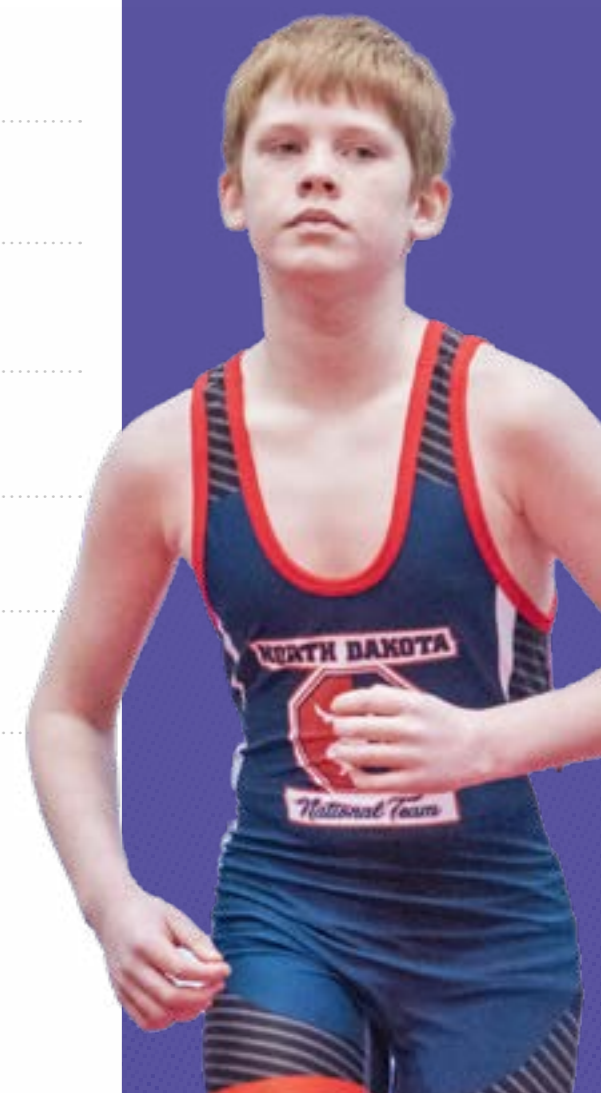
- 1 Scamper ➡ Hurry ➡ Soar ➡ Shrink ➡ Crawl
- 2 Roll ➡ Swerve ➡ Jump ➡ Trot
- 3 Trot ➡ Spin ➡ Bounce ➡ Rush ➡ Shrink
- 4 Jump ➡ Pounce ➡ Slither ➡ Scamper ➡ Wave
- 5 Erupt ➡ Shake ➡ Slither ➡ Shrink
- 6 Fly ➡ Zoom ➡ Spring ➡ Shrink ➡ Sneak
- 7 Pounce ➡ Roll ➡ Swerve ➡ Bounce ➡ Rush
- 8 Soar ➡ Wiggle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

LEVEL 3

# WIGGLE WORM

## > MOVE TIME

10-20 SECONDS  
EACH



- 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

## DID YOU KNOW?

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

## 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.

# DARTING TIGER

## LEVEL 3

- 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



### 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



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. 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!

LEVEL 4

## > MOVE TIME

10-20 SECONDS EACH



- 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?

---

### DID YOU KNOW?

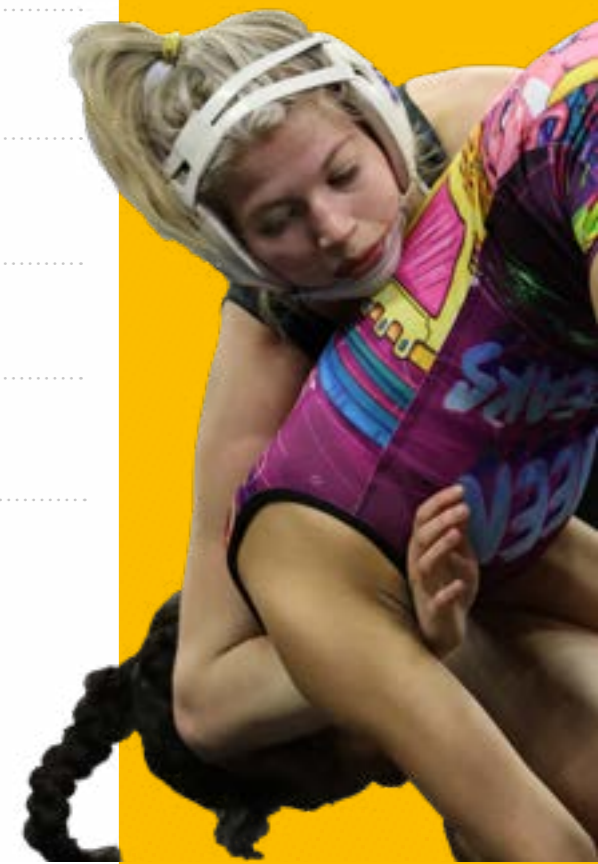
Our bodies use fat, protein, and carbohydrates for fuel.

LEVEL 4

# JUNGLE GYM

## > MOVE TIME

10-20 SECONDS EACH



- 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!

---

### 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?

# CATCH THE WAVE

LEVEL 4

## > MOVE TIME

10-20 SECONDS EACH



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.

DID YOU KNOW?

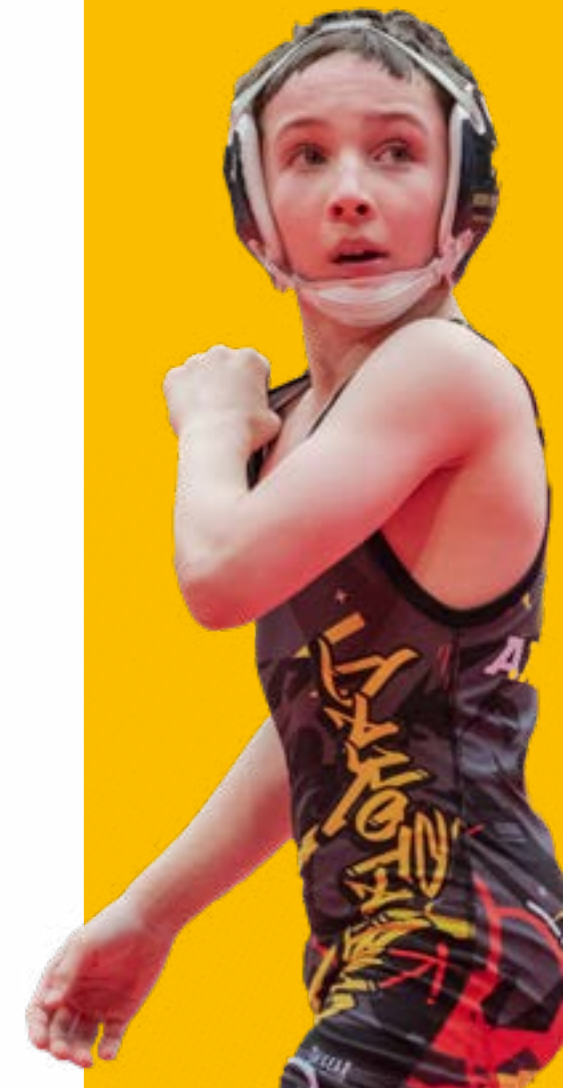
Your muscles are made out of protein.

LEVEL 4

# POUNCE N' BOUNCE

## > MOVE TIME

10-20 SECONDS EACH



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?

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?



# SNAKE, RATTLE N' ROLL!

LEVEL 4

## > MOVE TIME

10-20 SECONDS EACH



- 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?

---

### 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!

## WARM UPS FOR SPORTS

Youth sports teams often need a quick general warm up before they move on to more tactically related movement skills.

Both the guided and creative discovery strategies work perfectly for young sports teams. To accommodate time limitations to allow for more tactical work, we suggest a slightly different format.

For guided discovery, we combine two stationary movement control activities and two locomotion activities for a total of four fundamental movement skills utilized each day. For each of these, we provide four Movement Variables.

Most of these Movement Variables are placed contrasting pairs. For example, "fast" then "slow". This helps each child immediately develop a reference for movement. Each movement variable should be performed for about five seconds for each fundamental movement skills.

For example



After the four guided discovery activities using Movement Variables, we provide three, three-word creative discovery movement transitions. We recommend prompting the kids to perform each of the creative words as a single movement a few times before combining all three.

For creative discovery, children should continue each pairing of three movements for a total of 10-15 seconds. We have created an additional list of creative discovery words for sports teams.

Another organizational option that kids enjoy is to alternate between guided and creative discovery. After one of the fundamental movement skills combine with Movement Variables, the next movement series would be the creative discovery movement transitions. We provide this option with 5 of the workouts.

For example:




For the guided discovery activities, perform each movement variable for about 5 seconds.

For each series of 3 creative discovery movement transitions, continue for about 10-15 seconds.

# SPEED DEMON

## WARM UPS FOR SPORTS

1  **Forward backward bend** + stop & go → FAST → slow → MEDIUM

2  **March** +  **Strong** →  **Weak** → accelerating → Decelerating

3  **Push up** + stop & go → FAST → slow → accelerating

4  **Lateral shuffle** + stop & go → FAST → slow → Decelerating

5 **Drive** → **Spin** → **Cut**

6 **Roll** → **Drop** → **Blast**

7 **Explode** → **Sizzle** → **Bounce**

## WARM UPS FOR SPORTS

# FAST AND FURIOUS

1  **Rotation** + Arms WIDE → Arms narrow + Legs WIDE → Legs narrow

2  **Crawl** + Arms WIDE → Arms narrow + Legs WIDE → Legs narrow

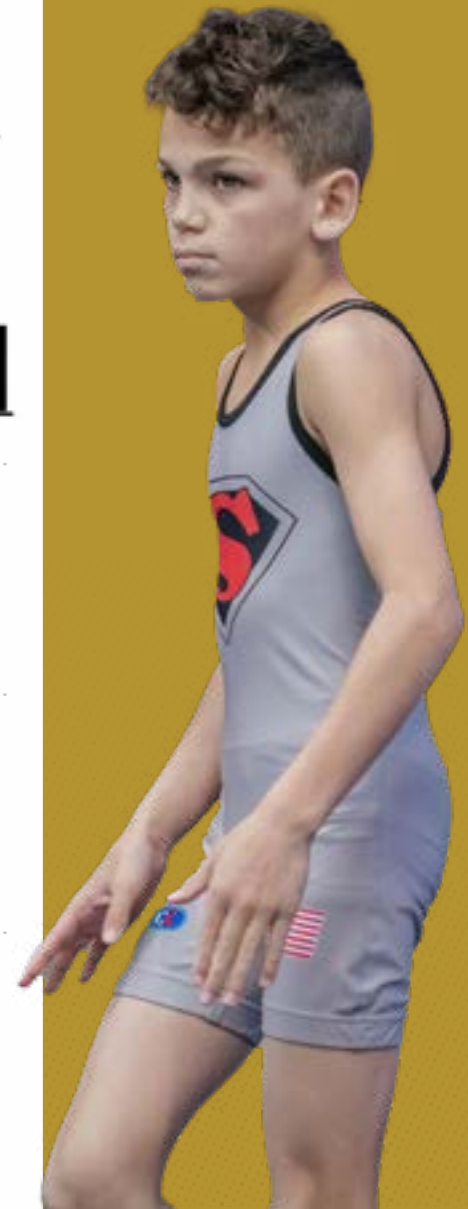
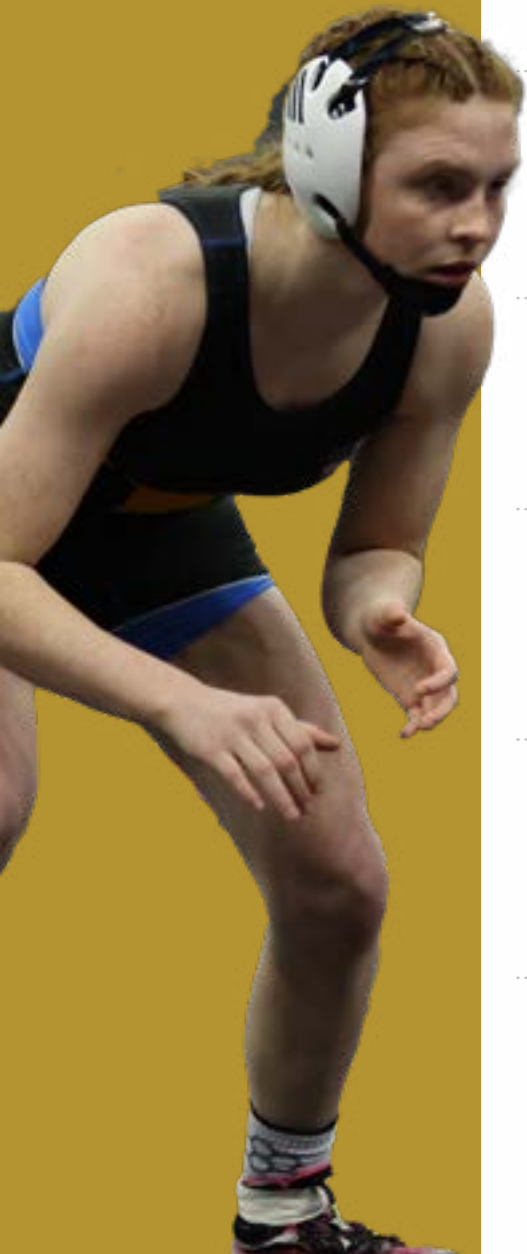
3  **Crab hip hold** + Arms WIDE → Arms narrow + Legs WIDE → Legs narrow

4  **Skip** + zigzag path → Triangle Path + HIGH Knees → Knees LOW

5 **Scoop** → **Hot** → **Dunk**

6 **Dive** → **Quick** → **Down**

7 **Up** → **Slide** → **Bust**



## CHAMPIONS SAY THANK YOU

A champion says thank you, To parents, teachers, coaches, and refs. They're thankful for everyone That makes them there best! Say "Thank You" to your parents, teachers, coaches and refs today!

## DO YOU HAVE P.R.I.D.E.?

Personal | Responsibility | In | Daily | Effort



## WARM UPS FOR SPORTS

1 Gallop + FAST + slow + Hips HIGH + Hips LOW

2 Cobra + Arms narrow + Arms WIDE + Legs narrow + Legs WIDE

3 2-Leg jump + stop & go + Continuous + Triangle Path + Over Something

4 Squat + Arms/Legs WIDE + Arms/Legs narrow + Hips HIGH + Hips LOW

5 Around ➔ Block ➔ Race

6 Shrink ➔ Stop ➔ Grow

7 Turn ➔ Twist ➔ Leap

## WARM UPS FOR SPORTS

1 Lateral shuffle + Behind something + Alongside something + Diamond Path + Hips LOW

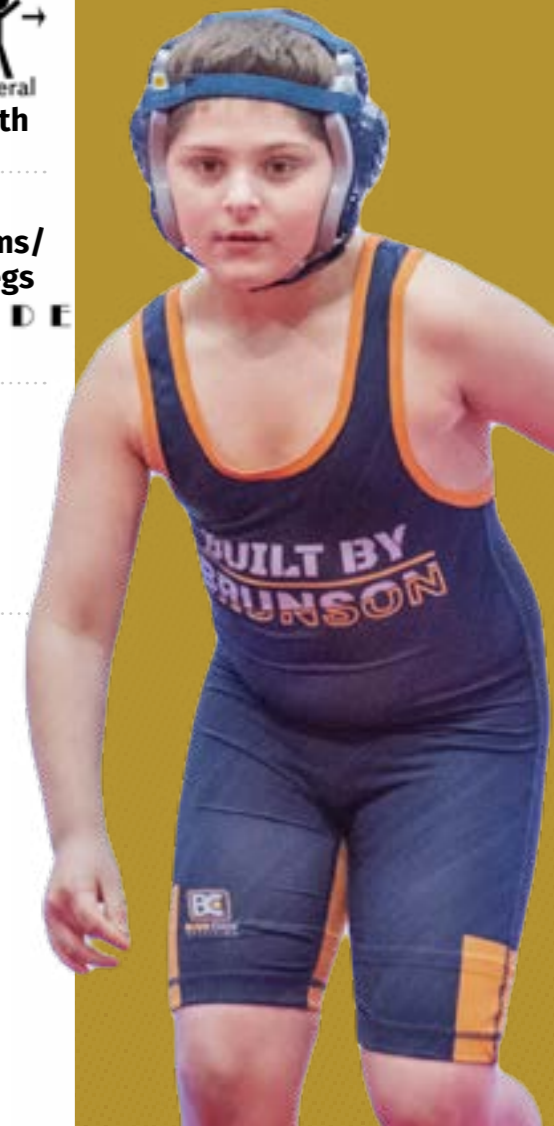
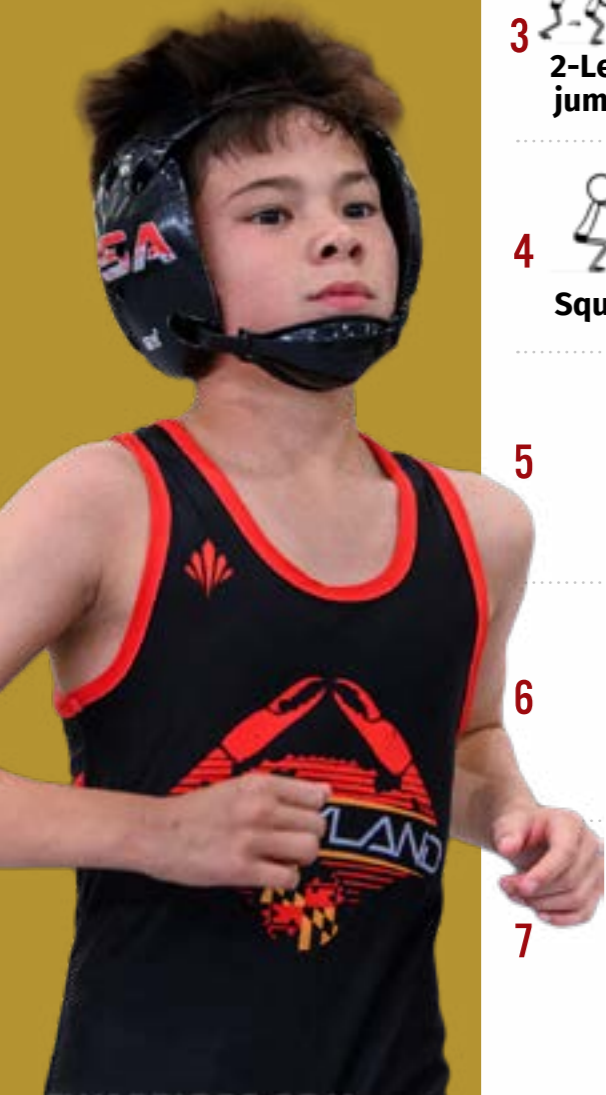
2 Alternate Lunge + stop & go + Continuous + Arms WIDE + Arms HIGH

3 Run + slow speed + FAST speed + Circular path + Lateral path

4 Single Leg Balance + Hips HIGH + Hips LOW + Torso curved + Arms/Legs WIDE

5 Score ➔ Split ➔ Fake

6 Screen ➔ Guard ➔ Chase



CAN YOU?

### The Green Machine Challenge

Eat a green vegetable with every meal, including breakfast tomorrow. If you can, you're a Green Machine!

ALWAYS GET BETTER

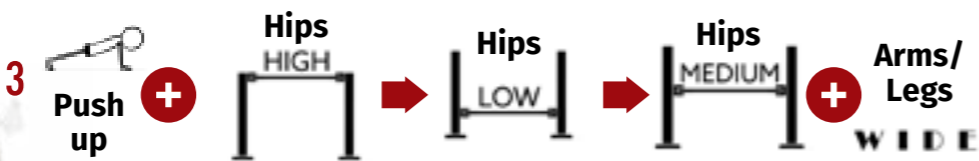
You won't always win. You will lose and get bruised. But you'll work hard and get better, because that's what champions do.

# THE BREAKAWAY

## WARM UPS FOR SPORTS



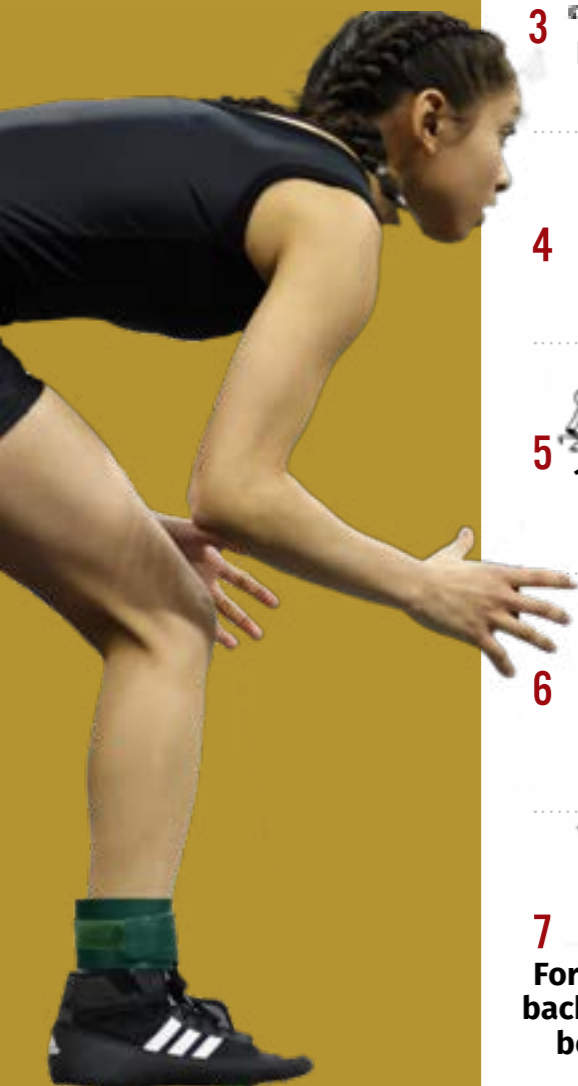
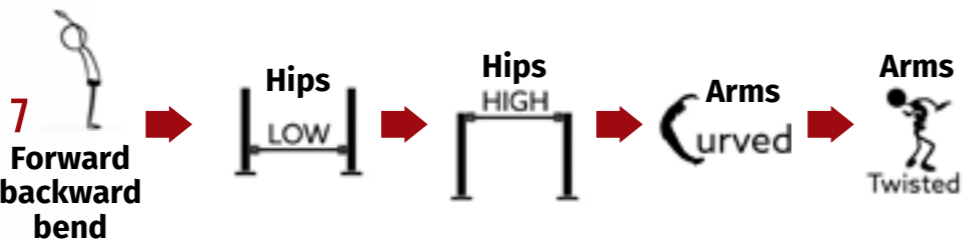
2 **Shake** → **Loose** → **Tight**



4 **Break** → **Turbo** → **Slo-Mo**



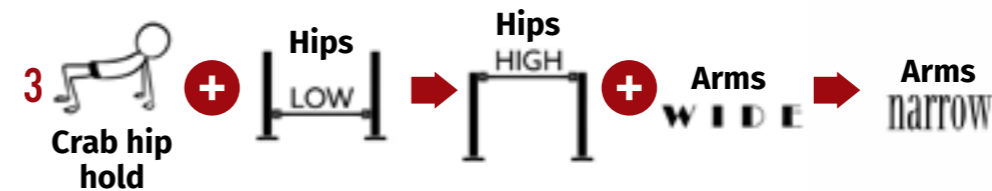
6 **Skid** → **Strong** → **Spike**



## WARM UPS FOR SPORTS



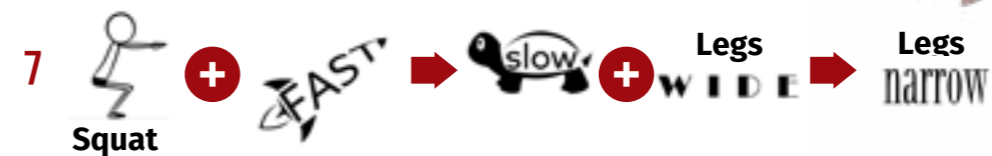
2 **Bust** → **Around** → **Shrink**



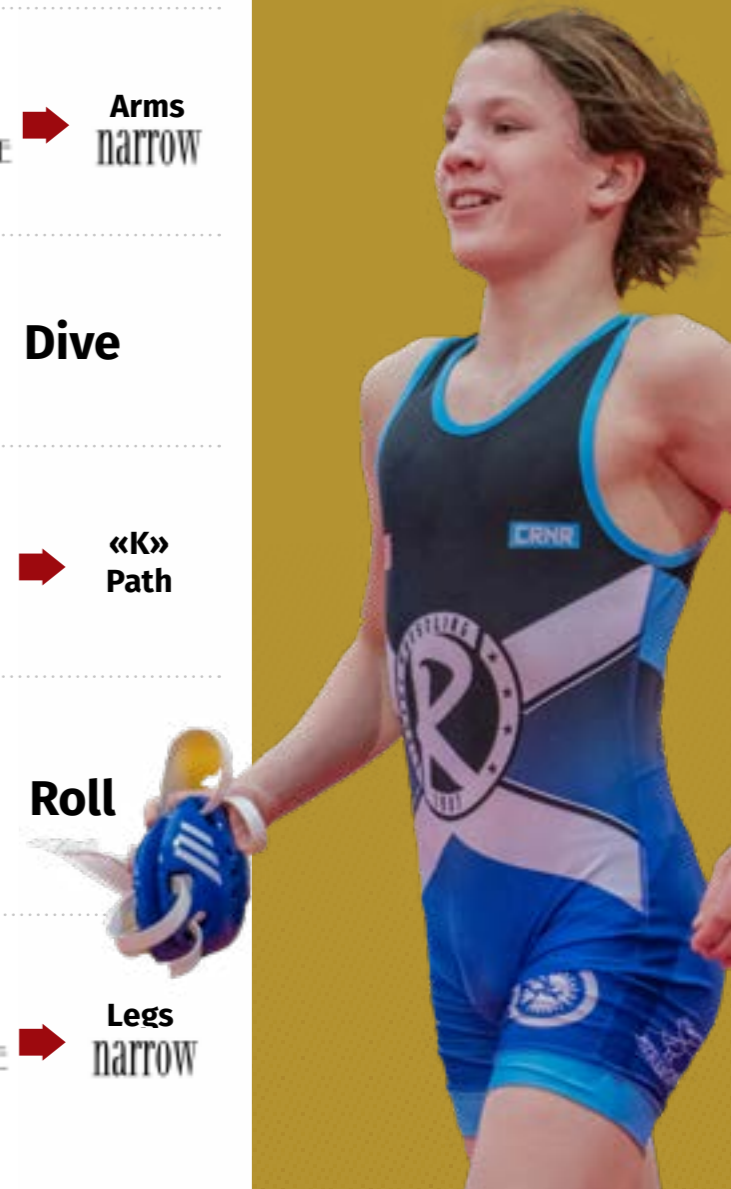
4 **Explode** → **Turn** → **Dive**



6 **Screen** → **Drop** → **Roll**



# SCORING MACHINE



## WHO IS YOUR FAVORITE ATHLETE?

- ✓ What year were they born?
- ✓ Where were they born?
- ✓ What was their favorite sport growing up?
- ✓ Why they your favorite?

Look up the answers to these questions on the internet and share them with mom, dad and/or coach!

## CAN YOU?

### Knee-Jump Challenge

1. Start by sitting on your knees so your heels are on your rear end.
2. As fast as you can, try to jump from your knees to your feet without putting your hands on the ground.



## WARM UPS FOR SPORTS

1 Skip + Around something → Lateral path → Arms WIDE → Arms narrow

2 Bounce → Cut → Drive

3 Rotation + Arms/Legs WIDE → Arms/Legs narrow → Hips LOW → Hips HIGH

4 Race → Stop → Dunk

5 2-Leg jump + Arms LOW → Arms WIDE → Arms HIGH → Knees HIGH

6 Scoop → Turbo → Spike

7 Alternate Lunge + FAST → slow → Moving + Legs WIDE

## WARM UPS FOR SPORTS

1 Bound + Knees LOW → Knees HIGH → Feet Strong → Feet Weak

2 Down → Up → Spin

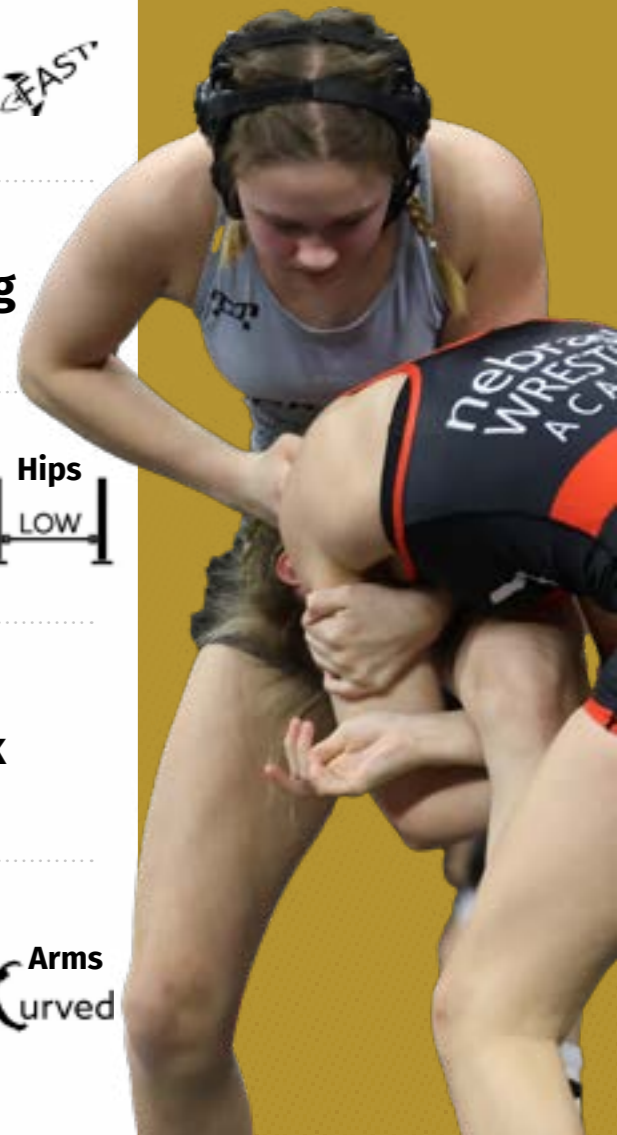
3 Push up + Arms/Legs WIDE → Arms/Legs narrow → stop & go → FAST

4 Block → Shaky → Strong

5 Lateral shuffle + Feet WIDE → Feet narrow → Hips HIGH → Hips LOW

6 Sizzle → Fake → Quick

7 Single Leg Balance + Hips HIGH → Hips LOW → Arms Twisted → Arms Curved



ELEVATE YOUR TEAM

Winning takes effort from everyone on the team. Tell a teammate one thing they did well today.






WINNERS NEVER QUIT

Sometimes you get tired. You want to stop, pout, or sit. This is when winners work harder. Winners never quit.

## WARM UPS FOR SPORTS

1  **Run** +  **zigzag path** +  **Arms/Legs WIDE** →  **Arms/Legs narrow** +  **Decelerating**

2 **Dive** → **Twist** → **Grind**

3  **Forward backward bend** +  **Arms/Legs narrow** →  **Arms/Legs WIDE** +  **FAST** →  **stop & go**

4 **Spike** → **Chase** → **Drop**

5  **Crawl** +  **accelerating** +  **zigzag path** →  **Backward Path** +  **stop & go**

6 **Leap** → **Roll** → **Drive**

7  **Squat** +  **Hips LOW** +  **stop & go** +  **Arms Symmetrical** →  **Arms Asymmetrical**

SHOW PRIDE  
WHERE YOU  
PRACTICE

Champions are proud of where they practice and work hard to keep it great. Throw away 3 pieces of trash before you leave your field or court today!

## WARM UPS FOR SPORTS

1  **Skip** +  **Hips HIGH** →  **Hips LOW** +  **Arms WIDE** →  **Arms narrow**


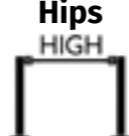
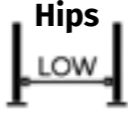


2 **Spin** → **Explode** → **Guard**

3  **Cobra** +  **Chest HIGH** →  **Chest LOW** +  **Arms WIDE** →  **Arms narrow**

4 **Bust** → **Around** → **Slide**

5  **1 Leg Hop** +  **Matching a Partner** →  **Knees HIGH** →  **Hips LOW** →  **Hips HIGH**

6 **Turbo** → **Cut** → **Shrink**

7  **Push up** +  **Hips HIGH** →  **Hips LOW** +  **Legs Twisted** →  **Legs WIDE**

CAN YOU?

### Your Name in the Air

- Try to spell your name in the air with:
1. Your finger, both hands at the same time
  2. Your right, then left foot
  3. Your entire upper body above your waist (your torso)
  4. Your right and left knees





## **SPECIAL THANKS**

USA Wrestling sincerely appreciates SpiderFit and USA Football for their assistance with this Development Model content.