



LET'S

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FUN • PHYSICAL LITERACY • FIELD HOCKEY

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INTRODUCTION

In order to play and excel in any sport, athletes need to learn how to move and control their body. That's the premise behind physical literacy, one of the core values of the USA Field Hockey American Development Model (ADM).

The USA Field Hockey American Development Model was built in partnership with the United States Olympic Committee (USOC). The goal of the ADM is to help Americans realize their full athletic potential and utilize sport as a path toward an active and healthy lifestyle.

The ADM utilizes long-term athlete development concepts to promote sustained physical activity, participation in sport, and Olympic and Paralympic success. USA Field Hockey has taken the basic ADM principles and applied them to the sport of field hockey in the United States to provide a framework for inspiring a lifetime love of the game.

The USA Field Hockey American Development Model is based on the following core values integral to the growth and culture of the sport and all involved:

- **Safety, Health & Well-Being** – Physical literacy is the foundation for an active and healthy lifestyle. Multi-activity and sport participation and safety are essential components of health and well-being.
- **Inclusion & Accessibility** – Field hockey is a sport everyone can enjoy. It can be played on multiple surfaces, indoor and outdoor.
- **Teams & Teamwork** – Teams provide social interaction and promote important skills that help people succeed in sports and in life.
- **Trained and Certified Coaches & Umpires** – Great coaches and umpires provide better, safer and more enjoyable experiences.
- **Educated & Engaged Parents** – Parents' attitudes and behaviors can directly impact a child's interests, experience and success in sport.
- **Fun & Learner Centered** – Fun is the #1 reason people play sports! Age and stage appropriate teaching is critical to fun and success.

Each of these core values plays a critical role in the proper development of children and athletes. Physical literacy is where it all starts. Teach kids physical literacy and you give them the ability, confidence and desire to be physically active. They'll be able to successfully participate and enjoy many physical activities and sports throughout their lives, and they may even excel at field hockey.

Fun. Physical Literacy. Field Hockey.

Let's Play!



USING IMAGINATION AND VARIATION TO MAKE

F I T N E S S F U N

Guided and Creative Discovery

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

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

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

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

GUIDED DISCOVERY



Developing Coordination with Movement Variables

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

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

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

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

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



CREATIVE DISCOVERY

Translating Words and Sentences to Movement

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

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

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

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



In Let's Play, 60 fun, unique and highly effective play-based warm-up and exercise circuit activities are provided that utilize simple movements with both guided and creative discovery.

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

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

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

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

Let's Play!



GUIDED DISCOVERY

Playing with Movement Variables

Learn All the Different Ways the Body Can Move!

For all 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.

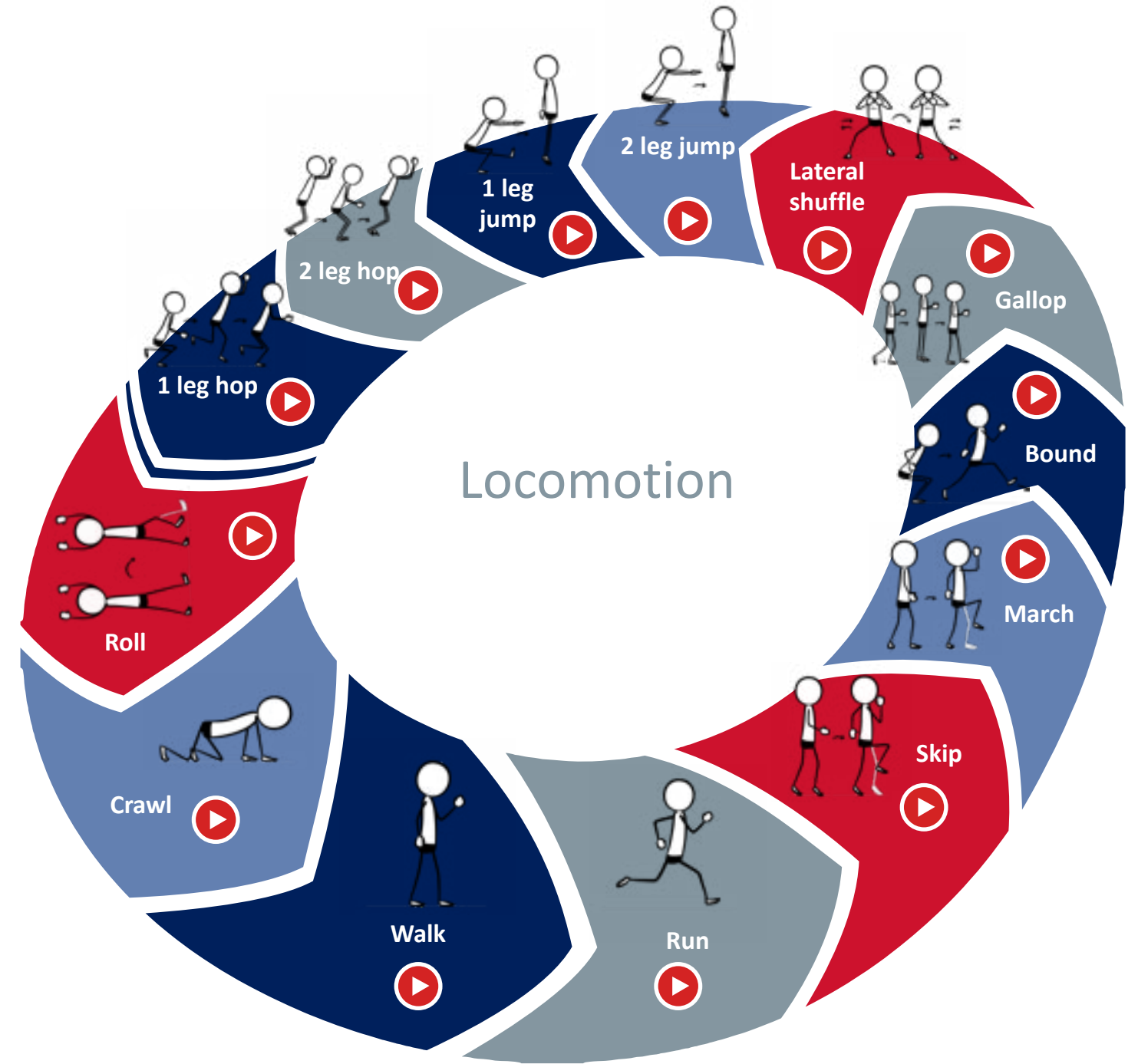
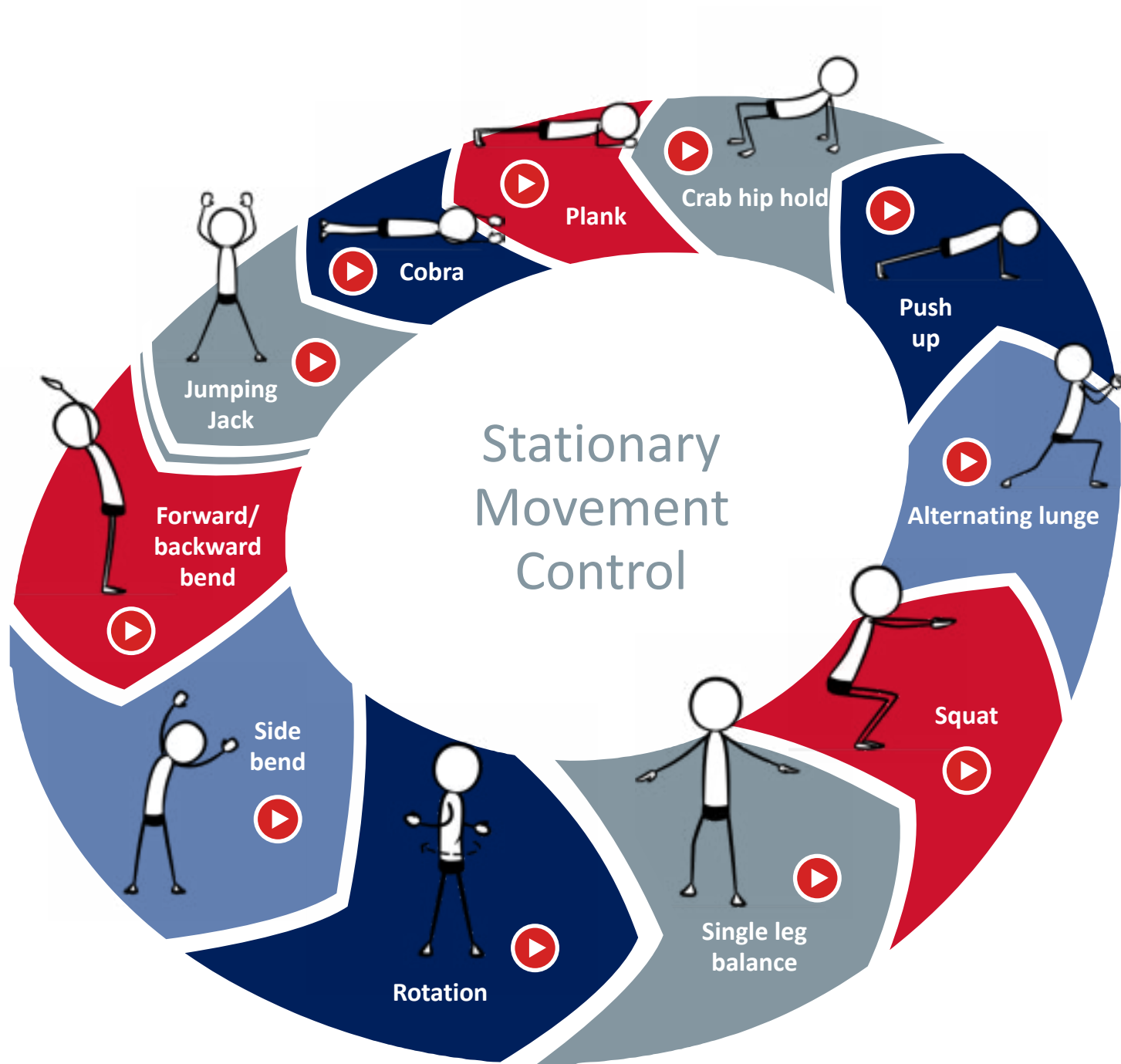
Refer to the chart on the following pages for the suggested simple fundamental movement patterns, as well as examples and descriptions of movement variables involving space, effort, and relationships with objects and people that can be applied to any fundamental movement skill.

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.





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.

		<p>STRONG Children should exert maximal force. Other words to use include: firm or heavy.</p>
		<p>WEAK Children should exert the minimal amount of force to achieve the movement goal. Other words to use include: fine or light.</p>
		<p>MODERATE Children should exert about half of their maximal force. Other words to use include: medium or neutral.</p>





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).

		<p>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 fourth gear; or a cheetah.</p>
		<p>MEDIUM Children should move at a pace halfway between fast and slow. Other words to use include: normal and moderate, or use the analogy of: jogging as opposed to walking or sprinting.</p>
		<p>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.</p>
		<p>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!).</p>
		<p>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!).</p>

FLOW

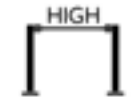





These variables will allow children to explore the continuity of movement from smooth continuous movements to halting movements.

 <p>Continuous</p>		<p>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.</p>
 <p>stop & go</p>		<p>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.</p>

SPACE







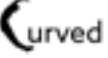



LEVELS

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

 <p>HIGH</p>		<p>HIGH The designated body part is to be displaced as far from the ground as possible.</p>
 <p>MEDIUM</p>		<p>MEDIUM The designated body part is halfway between the head and the feet.</p>
 <p>LOW</p>		<p>LOW The designated body part is to be as close to the ground as possible.</p>

DIRECTIONS & PATHWAYS

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

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

Circular		<p>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.</p>
Vertical		<p>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 circle.</p>

LOCATION These variables will allow children to explore movements either in a stationary position or moving throughout a defined space.		
In place		<p>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.</p>
Moving		<p>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 (e.g. squats while moving through a space).</p>

RANGES

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

LARGE RANGE OF MOTION		<p>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.</p>
small range of motion		<p>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.</p>

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		<p>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.</p>
Under		<p>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 and crawl UNDER any other child they come into contact with.</p>



ALONGSIDE

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



ONTO

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



OFF OF

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



IN FRONT OF

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



BEHIND

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



BETWEEN

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

BODY PARTS

BODY PARTS

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



NARROW

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

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

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

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



SYMMETRICAL

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



ASYMMETRICAL

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

PEOPLE WITH PEOPLE

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



SOLO

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



INDEPENDENT

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



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/or backward. Or two kids could be PARTNERED and one do a single leg balance with limbs wide, while the other gallops around him/her in a circle.



GROUPS

This situation involves one or more groups of three 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

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

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

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

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

Using this chart along with the “cheat sheet” provided on the following pages, the combinations are nearly endless!

In each of the guided discovery circuits 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 to 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, for example, “accelerating, asymmetrical, etc.” is done prior to a circuit.

It is recommended 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 his/her arms high and his/her legs wide, then he/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/her chest low, moving fast, then 5 to 10 seconds into the movement, he/she would switch to slow speed.

If the **+** designates an “and”, the **➡** designates a “then”.

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

See it in action!

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

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

FOR EXAMPLE:

Children can step onto and off of a line.
They can do a plank over a pencil
They can move alongside a wall.

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

Beginning a program like this, the fundamental movement patterns are going to appear awkward. Remember, educators 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. Choose one of the fundamental movement skill from the front page and apply one or more Movement Variables to it and do each combination for 10-20 seconds. Repeat for different fundamental movement skill and Movement Variable combinations!



G U I D E D

DISCOVERY

Circuits

Starter Circuits

Anywhere Circuits

Indoor Circuits

Partner Circuits



THE STARTER CIRCUITS

Have fun learning how to use the Movement Variables!

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

These circuits include only four 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 seven.

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.

Starter Circuits

Squatalot

1	Push up		+		speed
2	Baby crawl		+		speed
3	Squat		+		speed
4	Skip		+		speed
5	Push up		+		speed
6	Baby crawl		+		flow
7	Squat		+		flow
8	Skip		+		force
9	Push up		+		force
10	Baby crawl		+		force
11	Squat		+		arms level
12	Skip		+		hips level
13	Push up		+		hips level

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



DID YOU KNOW?

Vegetables Give You Vroom!

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

Try two different vegetables tonight!

Walkin' and Rollin'

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY

CAN YOU?

The Happy Heart Hop

Try this when a commercial comes on television:

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

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

The Crab Shuffle

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY

DID YOU KNOW?

The strongest muscle in your body is your jaw muscle.

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

Roto-Runner

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



DID YOU KNOW?

Water Gives You Wings!

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

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

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

Jump the Plank!

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

AS NECESSARY



CAN YOU?

Breathe With Your Belly

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


1	plank		+	WIDE	legs
2	1-leg jump (R)		+		path
3	cobra		+	NARROW	arms/legs
4	jumping jacks		+		arms
5	plank		+		arms
6	1-leg jump (L)		+		torso
7	cobra		+	LARGE RANGE OF MOTION	
8	bound		+		path
9	plank		+	WIDE	arms
10	2-leg jump		+		path
11	cobra		+		flow
12	bound		+		
13	plank		+		hips



ANYWHERE CIRCUITS




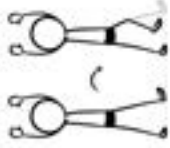





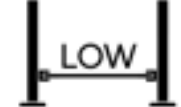





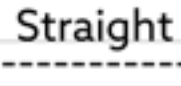

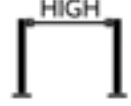

Have fun with the Movement Variables anywhere!

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

Round and Round

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

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



DID YOU KNOW?

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

Flying Robot

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION








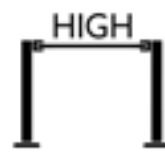





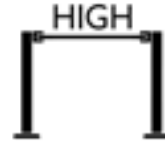
10 SECONDS



THREE CHEERS FOR THE CHAMP!

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

Write down three things you are good at!

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

Neat Fast Feet

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

















CAN YOU?

50 jumping jacks,
20 push up challenge

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

See if you can beat their record!

1		+ WIDE +	
	alternating lunge	arms	speed
2		+ Strong +	
	bound	force	speed
3		+ narrow +	
	single leg balance (R)	arms	Twisted force
4		+ WIDE +	
	single leg balance (L)	arms	torso
5		+ MEDIUM +	
	gallop	speed	path
6		+ Strong +	
	forward/ backward bend	force	flow
7		+ Weak +	
	lateral shuffle	force	Circular path

Get Up, Get Down

MOVE TIME





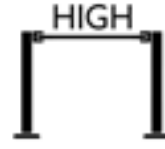

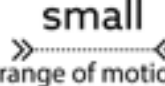




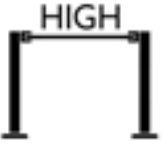






10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

Muscles are attached to the bones by tendons.

1		+ WIDE hands	+ 
2		+ 	+ 
3		+ narrow arms	+ 
4		+ 	+ 
5		+ 	+ 
6		+ 	+ 
7		+ 	+ WIDE arms

Backward Bear

MOVE TIME

10-20 SEC.
EACH EXERCISE






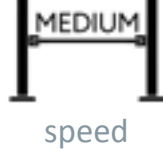
TRANSITION

10 SECONDS

LOOK WHILE YOU'RE LISTENING

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

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

1		+ LARGE RANGE OF MOTION	+ 
2		+ <i>Moving</i>	+ 
3		+ WIDE arms/legs	+ 
4		+ 	+ 
5		+ stop & go flow	+ 
6		+ 	+ 
7		+ 	+ 

The Tough Tree

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



CAN YOU?

The Get Up Challenge

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

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

Break Dancer

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



DID YOU KNOW?

You take about ten thousand breaths every day!

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

Crazy Legs

MOVE TIME

20-30 SEC.
EACH EXERCISE


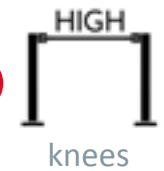








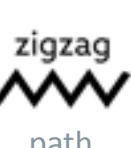


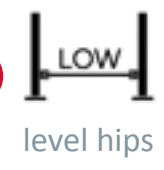
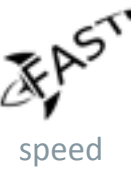













TRANSITION

10 SECONDS

CARBOHYDRATES ARE COOL

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

What are some types of carbohydrates?

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

Backward Baby

MOVE TIME

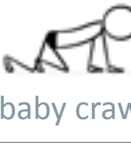

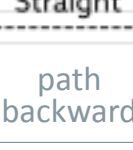


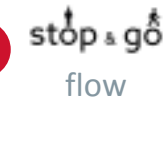
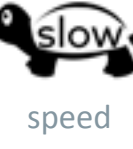
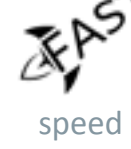

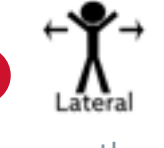






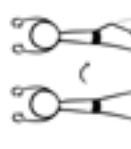




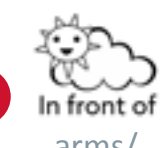




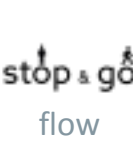

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

Bones are attached to other bones by ligaments.

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

Big Time Balance

MOVE TIME

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



GOT TO GET GOALS

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

Write down three goals for this week.

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



INDOOR CIRCUITS

Have fun with movement when you're indoors!

While all circuits in Let's Play can easily be modified to accommodate any amount of space, here are ten circuits ideal for indoors. You will notice the primary difference is that included are many "in place" activities. Note that "in place" does allow for a small degree of movement. For example, rolling on the ground can be done back and forth, as can a movement like the lateral shuffle.

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

Skip, Don't Trip!

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

CAN YOU?

The Blind Balance Challenge

Close your eyes and stand on one foot.

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

1		+	WIDE arms/legs	+	slow speed
2		+		+	small range of motion
3		+	HIGH arms	+	HIGH level hips
4		+		+	WIDE legs
5		+	LOW level hips	+	LOW arms
6		+		+	FAST speed
7		+	narrow legs	+	HIGH level hips

Big Bend-a-Roony

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

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

1		+	Asymmetrical arms	+	WIDE legs
2		+		+	accelerating speed
3		+	Strong force	+	HIGH level hips
4		+	Under something	+	slow speed
5		+	narrow legs	+	WIDE arms
6		+		+	HIGH knees
7		+	LOW head	+	FAST speed

Faster Blaster!

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



HELPERS ARE HEROES

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

Help five people do something today.

1		+		+		Strong force
2		+		+		Circular path
3		+		+		In front of arms/body
4		+		+		speed
5		+		+		narrow legs
6		+		+		knees
7		+		+		Strong force

Crazy Cobra

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



DID YOU KNOW?

The body has 650 muscles.

1		+		+		Circular path
2		+		+		Strong force
3		+		+		Continuous flow arms
4		+		+		knees
5		+		+		speed
6		+		+		WIDE arms/legs
7		+		+		Strong force

Jumpin' Jiminy

MOVE TIME

10-20 SEC.
EACH EXERCISE















TRANSITION

10 SECONDS

LOOK WHILE YOU'RE LISTENING

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

Name five foods with protein power!

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

High, Low, Go!

MOVE TIME

20-30 SEC.
EACH EXERCISE












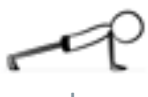


TRANSITION

10 SECONDS

CAN YOU?

Jumping Jack Flash

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

1	 jumping jacks	+	Circular path	+	 speed	→	 speed
2	 lateral shuffle	+	In place	+	 force	→	 force
3	 squat	+	WIDE legs	+	 Twisted arms	→	narrow legs
4	 bound	+	In place	+	 speed	→	 speed
5	 push up	+	WIDE arms	+	HIGH level hips	→	LOW level hips
6	 skip	+	In place	+	HIGH knees	→	LOW knees
7	 crab hip hold	+	Strong force	+	HIGH level hips	→	LOW level hips

Mission to Mars

MOVE TIME







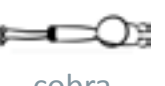

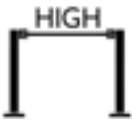




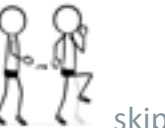

20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

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

1		+		+	stop & go flow	→	Circular path
2		+		+	WIDE legs	→	narrow legs
3		+		+	LOW knees	→	HIGH knees
4		+		+		→	LOW chest
5		+		+	FAST speed	→	accelerating speed
6		+		+	Asymmetrical arms	→	Symmetrical arms
7		+		+	narrow arms/legs	→	WIDE arms/legs

Race in Place

MOVE TIME

20-30 SEC.
EACH EXERCISE







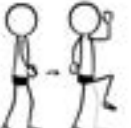






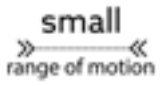
TRANSITION

10 SECONDS

BLAST OFF WITH BREAKFAST!

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

What did you have for breakfast today?

1		+		+	In front of hands/body	→	Behind hands/body
2		+		+	Strong force	→	Weak force
3		+		+	WIDE arms	→	narrow arms
4		+		+	Strong force	→	Weak force
5		+		+	LOW hips	→	MEDIUM hips
6		+		+	stop & go flow	→	LARGE RANGE OF MOTION
7		+		+	FAST speed	→	slow flow

Shuffle Your Duffle

MOVE TIME

20-30 SEC.
EACH EXERCISE
















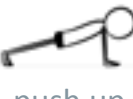



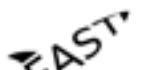


TRANSITION

10 SECONDS

CAN YOU?

The Push Up Plankster

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

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

Feelin' the Beat on Your Feet!

MOVE TIME


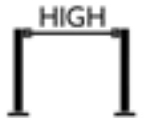














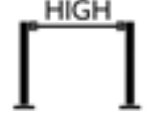








20-30 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

The brain weighs about 3 pounds.

1	 squat	+	 HIGH arms	+	stop & go flow	→	 Continuous flow
2	 1-leg jump (R)	+	 MEDIUM arms	+	 In place	→	<i>Moving</i>
3	 forward/backward bend	+	WIDE legs	+	 slow speed	→	 FAST speed
4	 run	+	 In place	+	 MEDIUM speed	→	 Decelerating speed
5	 single leg balance (R)	+	 LOW arms	+	 LOW hips	→	 HIGH hips
6	 1-leg jump (L)	+	 Strong force	+	 FAST speed	→	 slow speed
7	 single leg balance (L)	+	 Behind leg/body	+	 In front of arms/body	→	 Curved arms



PARTNER CIRCUITS

Move with a friend!





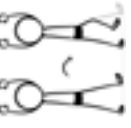























Partner activities function to improve social skills as well as facilitate cooperation and teamwork.

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

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

Partner Circuits

Partner Playtime

- | | | | | | | | |
|---|--|---|---|---|--|---|---|
| 1 | 
squat | + | 
speed | + | 
zigzag path | → | 
Mirroring partner |
| 2 | 
roll | + | 
stop & go flow | + | 
Over arms/head | → | 
Matching partner |
| 3 | 
push up | + | 
Moving | + | 
slow speed | → | 
Leading partner
Following partner |
| 4 | 
lateral shuffle | + | 
Twisted torso | + | 
Curved path | → | 
Meeting partner
Parting partner |
| 5 | 
forward backward bend | + | 
WIDE legs | + | 
Circular path | → | 
Solo alternate with partner |
| 6 | 
2-leg jump | + | 
Moving | + | 
Lateral path | → | 
Group |
| 7 | 
cobra | + | 
slow speed | + | 
HIGH high | → | 
Matching partner |

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS



BE THOUGHTFUL WITH THANK YOU'S

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

Team Trainer

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

CAN YOU?

The Vegetable Challenge

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

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

1		+	Straight path backward /forward	+	HIGH hips	→	Mirroring partner
2		+	small range of motion	+	WIDE arms	→	Matching partner
3		+	WIDE arms/legs	+	accelerating speed	→	Meeting Parting partner
4		+	Moving	+	Diagonal path	→	Solo alternate with partner
5		+	FAST speed	+	stop & go flow	→	Leading Following partner
6		+	narrow arms/legs	+	HIGH hips	→	Group
7		+	Circular path	+	Asymmetrical arms	→	Matching partner

Fast With a Friend

MOVE TIME

10-20 SEC.
EACH EXERCISE

TRANSITION

10 SECONDS

DID YOU KNOW?

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

1		+	Strong force	+	stop & go flow	→	Mirroring partner
2		+	zigzag path	+	WIDE arms	→	Matching partner
3		+	LOW hips	+	Symmetrical arms	→	Group
4		+	FAST speed	+	Moving	→	Meeting Parting partner
5		+	HIGH arms	+	Twisted arms	→	Group
6		+	MEDIUM speed	+	Circular path	→	Leading Following partner
7		+	accelerating speed	+	LARGE RANGE OF MOTION	→	Matching partner

Buddy Blaster

MOVE TIME

10-20 SEC.
EACH EXERCISE



















TRANSITION

10 SECONDS

COLORFUL FRUIT IS YOUR ARMOR!

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

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

1		+	LARGE RANGE OF MOTION	+	 slow	→		Mirroring partner
2		+	<i>Moving</i>	+	 zigzag path	→		Matching partner
3		+	Straight path backward /forward	+	 FAST speed	→		Meeting/Parting partner
4		+	narrow legs	+	WIDE arms	→		Group
5		+	Curved path	+	 Decelerating speed	→		Leading/Following partner
6		+	HIGH hips	+	Strong force	→		Group
7		+	Lateral path	+	stop & go flow	→		Matching partner

Your Great Teammate

MOVE TIME

10-20 SEC.
EACH EXERCISE
















TRANSITION

10 SECONDS

DID YOU KNOW?

The Shoe-tie Shoot-out

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

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



C R E A T I V E DISCOVERY

Playing with Movement Variables

Learn All the Different Ways
the Body Can Move!

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

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

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

MOVEMENT SENTENCE VOCABULARY

While movements shouldn't be judged as right or wrong, or a child shouldn't be over-corrected, it is a good idea to frontload vocabulary to make sure they know what words mean before you begin.

Educators can then coach during the activity with suggestions if a child seems lost. For instance, if the word is soar talk about animals that soar high in the sky like eagles. For slither, 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 gives insight into how children interpret word sounds and see how close they come to the actual meaning. It is also a very creative way for kids to move with total freedom, as there really can't be a right or wrong way to interpret the word. Eventually, the goal is to help define the words so kids learn the vocabulary and get more and more creative each time they do that circuit.

[Click here to see the Movement Sentences in action!](#)

On the following page, there is a vocabulary chart includes for the words use in the Movement Sentence creative discovery activities. This acts as a reference for the vocabulary, emojis and different terms used in the circuits.

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

MOVEMENT KEY

SYMBOL OR WORD	WHAT DOES IT MEAN?	EXAMPLE
Single word	Do the movement for the allotted time	Roll
	Flow from one movement to the next without a break	Roll  Slither  Pounce
	Choose three of the given words in any order and flow from one movement to the next without a break	Bounce  Fly  Hurry Dash  Zip
.	Full stop	Sneak. Bounce, Zoom – Spin! Dash?
,	Slight pause	
–	Longer pause	
!	Excitement	
?	Doubt; uncertainty	

C R E A T I V E

DISCOVERY

Circuits

Level 1
ONE DIRECT ACTION WORD

Level 2
TWO TO FOUR DIRECT ACTION WORDS IN ORDER

Level 3
THREE DIRECT ACTION WORDS IN ANY ORDER

Level 4
THREE OR MORE DIRECT ACTION WORDS WITH PUNCTUATION

Advanced
ADD ABSTRACT WORDS & EMOJIS

Mixed
ANYTHING GOES!

Warm-Up for Sports



LEVEL 1 CREATIVE

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

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

Level 1 Creative

Roly Poly

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

MOVE TIME

10-20 SEC.
EACH WORD



DID YOU KNOW?

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

Peppy Pup

MOVE TIME

10-20 SEC.
EACH WORD



BLAST OFF WITH BREAKFAST!

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

What did you have for breakfast today?

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

Zippity Quick

MOVE TIME

10-20 SEC.
EACH WORD



CAN YOU?

Spin and Win

Close your eyes and turn around in a circle three times. Then turn the other way three 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!

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

Creepy Crawler

MOVE TIME

10-20 SEC.
EACH WORD



DID YOU KNOW?

The body has 206 bones

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

Bunny Jumper

MOVE TIME

10-20 SEC.
EACH WORD



READ WHAT YOU EAT!

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

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


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



LEVEL 2 CREATIVE

In Level 2, athletes 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 two to four 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

LEVEL 2 CREATIVE

Educators could start by defining, or giving a hint, for the meaning of the word that might be difficult. In this case, for “soar” 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 to 20 seconds). Alternately, prompt each word orally. Just say the word they should move to, when the next word is said they simply transition to the next word. For two to three word sentences, go through the sentence twice. For longer four to five, 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 to 20 seconds.



Sneaky Crawler

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



CAN YOU?

Holding Up The Wall

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

- 1 Crawl ➔ Roll
- 2 Crawl ➔ Roll ➔ Explode
- 3 Crawl ➔ Roll ➔ Explode ➔ Fly
- 4 Hurry ➔ Swerve
- 5 Jump ➔ Sneak ➔ Soar
- 6 Zip ➔ Trot ➔ Creep
- 7 Sneak ➔ Pounce ➔ Scamper ➔ Explode
- 8 Shake ➔ Rush
- 9 Fly ➔ Bounce ➔ Wiggle
- 10 Creep ➔ Scurry ➔ Wave ➔ Spin

Shaky Snake

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



DID YOU KNOW?

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

- 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

Bounce Pouncer

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



THE SUPERSTAR HANDSHAKE

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

Practice a good handshake!

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

Pouncing Panther

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



CAN YOU?

Count Your Heart Beats.

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

- 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

Level 2 Creative

Soaring Eagle

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE

- 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?

The upper leg muscles are the quadriceps (front) and hamstrings (back).



LEVEL 3 CREATIVE

In Level 3, kids will be able to have some say in what they do. They can choose three words out of a list of four to six 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

Educators 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 three 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 time is called. Alternately, say all four to six words out loud and have the kids pick out three from the list.

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



Level 3 Creative

Dizzy Wiggle

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

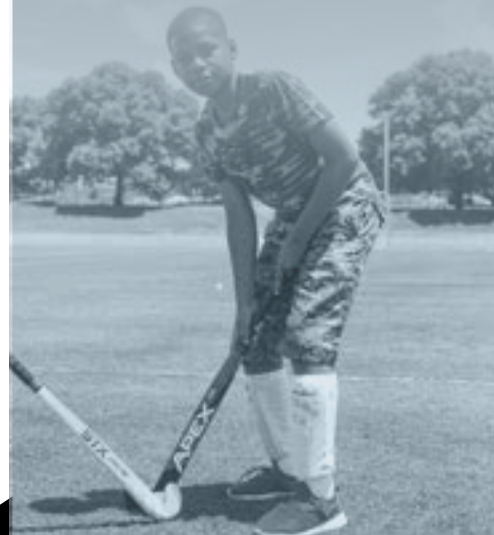
9 Soar 🔄 Scamper 🔄 Wave 🔄 Rush 🔄 Wiggle
🔄 Shrink

10 Swerve 🔄 Plummet 🔄 Dash 🔄 Pounce 🔄 Roll
🔄 Soar

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE



NICE!

Doing something nice can make you feel good.

Do five nice things daily, you think you could?

Do five nice things for five different people today.

Wiggle n' Roll

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



CAN YOU?

3 in 5

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

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

Flying High, Diving Low

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



DID YOU KNOW?

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

- 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

Wiggle Worm

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



COMPLIMENTS ARE CONTAGIOUS

A compliment is a nice that can be said to someone.

Like "I like your shoes" or "hanging out with you is fun!"

Give someone a compliment today.

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

Darting Tiger

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



CAN YOU?

The Veggie Race

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

- 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



LEVEL 4 CREATIVE

In Level 4, punctuation marks are introduced to the 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” and the dash means “a long pause”. If there is an arrow → just transition directly to the next word.

LEVEL 4 CREATIVE

Example:

For the movement sentence:

Sneak → Pounce! Explode? Slither –

Instructors could start by defining, or giving a hint, for the meaning of the word that might be difficult. In this case, for “slither” 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 time is called. For two to three word sentences, go through the sentence twice. For longer four to five 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 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 to 20 seconds.

Blast off!

MOVE TIME

10-20 SEC.

EACH MOVEMENT
SENTENCE

DID YOU KNOW?

Bodies use fat, protein and
carbohydrates for fuel.

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

Jungle Gym

MOVE TIME

10-20 SEC.

EACH EXERCISE

CLEAN UP YOUR
MESS!Messes get made and that's
perfectly okay. Just make sure
to clean it up before you go on
your wayWhat can you help clean up
today?

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

Catch the Wave

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 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?

Muscles are made out of protein.



Pounce n' Bounce

MOVE TIME

10-20 SEC.
EACH EXERCISE

- 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 one thing you could teach someone today?

Snake, Rattle n' Roll!

MOVE TIME

10-20 SEC.

EACH MOVEMENT SENTENCE



CAN YOU?

Exercise for Energy

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

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



ADVANCED CREATIVE

In the Advanced Circuits abstract words and emojis are introduced. Each emoji is listed with the actual icon image and the name of the emoji below it, such as a picture of a smiley face with “smiley face” written below.

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

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

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

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

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

Dark ➡ Spicy ➡ SOCCER BALL ➡ Lazy ➡ SMILEY FACE

In the **Level 1** Advanced Circuit, 'Hot Ice Cream', one abstract word or emoji is presented for each movement sentence.

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


In the **Level 3** Advanced Circuit, 'Spicy Hot!', they can choose three words or emojis out of a list of four to six abstract words and emojis, and put them together in any order they like.

In the **Level 4** Advanced Circuit, 'Sparky the Spider', kids will interpret each abstract word, emoji and punctuation mark flowing from one word to the next in order.

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

Advanced Creative

Hot Ice Cream

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

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



DID YOU KNOW?

Too much sitting can make you sick!

Stand up and move whenever you can.

Bumpy, Lumpy & Smooth

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 1 Lazy ➔ Rocky
- 2 Brave ➔ Perplexed
- 3 Spicy ➔ Bumpy ➔ Slimy
- 4 Cloudy ➔ ❤️ ➔ Sunny
- 5 Smooth ➔ Bumpy ➔ Shy ➔ Brave
- 6 Happy ➔ Proud ➔ Grumpy
- 7 Bright ➔ Slimy
- 8 Spark ➔ Rocky ➔ Deliberate
- 9 Perplexed ➔ 🙏 ➔ Dark ➔ Victorious
- 10 Bumpy ➔ Lazy

MOVING IS MAGIC

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

Stand up!

Spicy Hot!

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 1 Hot ➔ 🤔 ➔ Spicy ➔ Rocky ➔ 🍅 ➔ Victorious
- 2 Deliberate ➔ Shy ➔ Happy ➔ ⚡
- 3 ☁️ ➔ Bumpy ➔ Sunny ➔ Hot ➔ Slimy ➔ Stinky
- 4 Cloudy ➔ Proud ➔ Bold ➔ Secretive ➔ Bumpy ➔ Lazy
- 5 ☀️ ➔ 🧀 ➔ 🍰 ➔ 🍼 ➔ 🌸
- 6 ⚽ ➔ Shy ➔ Dark ➔ Spicy
- 7 Deliberate ➔ ⭐ ➔ Bumpy ➔ Bright ➔ Surprised
- 8 Stinky ➔ Lazy ➔ Empowered ➔ Grumpy ➔ 🌙
- 9 Surprised ➔ Proud ➔ Smooth/ Vulnerable ➔ Intelligent
- 10 Hot ➔ Shy ➔ ☕ ➔ Brave ➔ Smooth

CAN YOU?

Jumping Jack Commercial Break

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

Sparky the Spider

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



DID YOU KNOW?

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

- 1 Bumpy, Hot? Proud.
- 2 Shy! 😊 – Smooth. Spark?
- 3 Shy! Brave? Smooth! Bumpy?
- 4 Shy? Brave! Smooth? Bumpy!
- 5 👍? Lazy. Spicy! Dark,
- 6 Perplexed! Slimy, Vulnerable? Mysterious.
- 7 Cloudy, Spicy. Deliberate – Shy! Slimy?
- 8 Bright. Stinky. Dull! Grumpy, 🌙
- 9 Deliberate? Happy, 🕷️. Vulnerable!
- 10 Smooth! Shy? Lazy, Spicy? Bold –



MIXED CREATIVE

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

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

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

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

Smile a While

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



DEEP BREATHS ON DOG DAYS

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

Take three deep, slow breaths.

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

Star Traveler

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



CAN YOU?

Loud Silence

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

- 1 Shy 👉 – Bright? Stride?
- 2 🦄 ➔ Roll, Grumpy. 🍦
- 3 Lazy ➔ Victorious ➔ Swerve ➔ Dull
- 4 Wave. Mysterious! Bumpy ➔ Rush
- 5 🍰 ➔ Spicy, Shrink ➔ 🙏 ➔ Sneak
- 6 Dart, Perplexed ➔ ⚡ . Hurry
- 7 Secretive, 🌷 ➔ Spin. Slimy!
- 8 🌙 . Rocky! Cloudy? 🧀
- 9 Slither 🌀 Pounce ⭐ 🌀 Mysterious 🌀
Swerve! 🌀 😨
- 10 🍏 – Slimy ➔ Surprised. Pounce?

Grumpy Unicorn

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



DID YOU KNOW?

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

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

Braveheart

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE



CAN YOU?

Clap to the Beat

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

- 1 Secretive
- 2 Proud? Wave! Roll, 🍎
- 3 Shy ❤️ – Dull. Surprised, Spicy!
- 4 Hot ❓ Victorious ❓ Sneak ❓ Scamper
❓ Slimy
- 5 Empowered ➔ Shy! ➔ Smooth? ➔
Spark.
- 6 Lazy 🏀! Bumpy, perplexed! Intelligent
- 7 Stride?!
- 8 Bright. Wave? Brave ➔ Dull!
- 9 Spring? 🌸, spicy, Bright –
- 10 Zip! Slimy, Happy? Proud!

Shy Volcano

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE

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

DID YOU KNOW?

The body's bones are made out of calcium. Calcium comes from dairy products and even some green vegetables.

Leaping Leopard

MOVE TIME

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 1 Slither! Pounce?
- 2 Spicy, Roll! Erupt. 🙏
- 3 Spicy ? 🦄 ? Lazy ? Victorious ? Trot
- 4 Rocky ➡ Wave ➡ Happy ➡ 🌙 ➡ Scurry
- 5 Brave
- 6 Scamper! Wiggle?
- 7 Deliberate ➡ Shake ➡ Crawl ➡ Sunny
- 8 🙏 ? Smooth? ? Spark ? Erupt! ? Shake.
- 9 Mysterious
- 10 Sneak? Spicy! Dark. Slimy?

THE FEEL GOOD FRIEND

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

Tell someone else what they are good at today!



WARM-UP 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, it is suggested to use a slightly different format.

For guided discovery, 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, four Movement Variables are provided.

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 5 seconds for each fundamental movement skills.

WARM-UP FOR SPORTS

For example:



After the four guided discovery activities using Movement Variables, provided are three, three-word creative discovery movement transitions. It is recommended to prompt 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 to 15 seconds. An additional list of creative discovery words has been created 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. This option is provided with five of the workouts.

For example:



Roll ➔ Slither ➔ Pounce

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

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











Speed Demon

MOVE TIME 1-4

25 SECONDS
EACH EXERCISE

MOVE TIME 5-7

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 1  + stop & go → FAST → slow → MEDIUM
- 2  +  →  →  → 
- 3  + stop & go → FAST → slow → 
- 4  + stop & go → FAST → slow → 
- 5 Drive → Spin → Cut
- 6 Roll → Drop → Blast
- 7 Explode → Sizzle → Bounce

CHAMPIONS SAY THANK YOU

A champion says thank you, to parents, teachers, coaches and umpires. They're thankful for everyone.

That makes them their best!

Say "Thank You" to your parents, teachers coaches and umpires today!


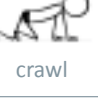
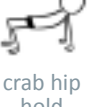

Fast and Furious

MOVE TIME 1-4

25 SECONDS
EACH EXERCISE

MOVE TIME 5-7

10-20 SEC.
EACH MOVEMENT
SENTENCE

- 1  + arms WIDE → legs narrow → legs WIDE → arms narrow
- 2  + arms WIDE → legs narrow → legs WIDE → arms narrow
- 3  + arms WIDE → legs narrow → legs WIDE → arms narrow
- 4  + zigzag path → triangle path → HIGH knees → LOW knees
- 5 Scoop → Hot → Dunk
- 6 Dive → Quick → Down
- 7 Up → Slide → Bust

DO YOU HAVE PRIDE?

Personal
Responsibility
In
Daily
Effort

Champion Challenge

MOVE TIME 1-4

25 SECONDS
EACH EXERCISE

MOVE TIME 5-7

10-20 SEC.
EACH MOVEMENT
SENTENCE

1 + → → →

2 + → → →

3 + → → →

4 + → → →

5 Around → Block → Race

6 Shrink → Stop → Grow

7 Turn → Twist → Leap

CAN YOU?

The Green Machine Challenge

Eat a green vegetable with every meal, including breakfast tomorrow!

If you can, you're a Green Machine!

Go Time

MOVE TIME 1-4

25 SECONDS
EACH EXERCISE

MOVE TIME 5-6

10-20 SEC.
EACH MOVEMENT
SENTENCE

1 + → → →

2 + → → →

3 + → → →

4 + → → →

5 Score → Split → Fake

6 Screen → Guard → Chase

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.

Breakway

MOVE TIME ODD

25 SECONDS
EACH EXERCISE

MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE

1 + → → arms/legs WIDE → arms/legs narrow

2 Shake → Loose → Tight

3 + → → → arms/legs WIDE

4 Break → Turbo → Slow Motion

5 + → backward path → →

6 Skid → Strong → Spike

7 + → → →

WHO IS YOUR FAVORITE ATHLETE?

What year were they born?
Where were they born?
What was their favorite sport growing up?
Why are they your favorite?
Look up the answers to these questions on the internet and share them with mom, dad, and/or coach!

Scoring Machine

MOVE TIME ODD

25 SECONDS
EACH EXERCISE

MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE

1 + → Random Path → → hips

2 Bust → Around → Shrink

3 + → → arms WIDE → arms narrow

4 Explode → Turn → Dive

5 + → → "B" Path → "K" Path

6 Screen → Drop → Roll

7 + → → legs WIDE → legs narrow

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.

You Got Game

MOVE TIME ODD

25 SECONDS
EACH EXERCISE





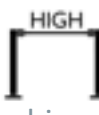


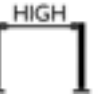
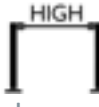



MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE

ELEVATE YOUR TEAM

Winning takes effort from everyone on the team.

Tell a teammate one thing they did well today.

- 1  + Around something →  Lateral → arms **WIDE** → arms **narrow**
- 2 Bounce → Cut → Drive
- 3  + arms **WIDE** → arms **narrow** →  **LOW** hips →  **HIGH** hips
- 4 Race → Stop → Dunk
- 5  +  **LOW** arms → arms **WIDE** →  **HIGH** arms →  **HIGH** knees
- 6 Scoop → Turbo → Spike
- 7  +  **FAST** →  **slow** → moving → legs **WIDE**

MVP

MOVE TIME ODD

25 SECONDS
EACH EXERCISE

MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE



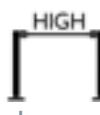




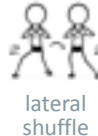







WINNERS NEVER QUIT

Sometimes you get tired.

You want to stop, pout or sit.

This is when winners work harder.

Winners never quit.

- 1  +  **LOW** knees →  **HIGH** knees →  **Strong** feet →  **Weak** feet
- 2 Down → Up → Spin
- 3  + arms/legs **WIDE** → arms/legs **narrow** → stop & go →  **FAST**
- 4 Block → Shaky → Strong
- 5  + feet **WIDE** → feet **narrow** →  **HIGH** hips →  **LOW** hips
- 6 Sizzle → Fake → Quick
- 7  +  **HIGH** hips →  **LOW** hips →  **Twisted** arms →  **Curved** arms

Can't Stop Us

MOVE TIME ODD

25 SECONDS
EACH EXERCISE




MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE




SHOW PRIDE
WHERE YOU
PRACTICE

Champions are proud of where they practice and work hard to keep it great.




Throw away three pieces of trash before you leave your field or court today!

1  +  → arms/legs **WIDE** → arms/legs **narrow** → 





2 Dive → Twist → Grind

3  +  → arms/legs **narrow** → arms/legs **WIDE** →  → stop & go

4 Spike → Chase → Drop

5  +  →  → backward path → stop & go

6 Leap → Roll → Drive

7  +  → stop & go →  → 

Undeclared

MOVE TIME ODD

25 SECONDS
EACH EXERCISE



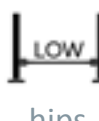
MOVE TIME EVEN

10-20 SEC.
EACH MOVEMENT
SENTENCE




CAN YOU? YOUR
NAME IN THE AIR

Try to spell your name in the air with:

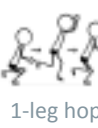




1. Your finger, both hands at the same time
2. Your right, then left foot
3. Your entire upper body above your waist (your torso)
4. Your right and left knees

1  +  →  → arms **WIDE** → arms **narrow**





2 Spin → Explode → Guard

3  +  →  → arms **WIDE** → arms **narrow**

4 Bust → Around → Slide

5  +  →  →  → 

6 Turbo → Cut → Shrink

7  +  →  →  → legs **WIDE**



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