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AUTHORED BY BRETT KLIKA  |  DESIGNED BY HEATHER HUGHES
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, shortcomings 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.

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.

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:
**MOVEMENT VARIABLES**

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG</td>
<td>Children should exert maximal force. Other words to use include: firm or heavy.</td>
</tr>
<tr>
<td>WEAK</td>
<td>Children should exert the minimal amount of force to achieve the movement goal. Other words to use include: fine or light.</td>
</tr>
<tr>
<td>MODERATE</td>
<td>Children should exert about half of their maximal force. Other words to use include: medium or neutral.</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAST</td>
<td>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.</td>
</tr>
<tr>
<td>MEDIUM</td>
<td>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.</td>
</tr>
<tr>
<td>SLOW</td>
<td>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.</td>
</tr>
<tr>
<td>ACCELERATING</td>
<td>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!).</td>
</tr>
<tr>
<td>DECELERATING</td>
<td>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!).</td>
</tr>
</tbody>
</table>
**FLOW**
These variables will allow children to explore the continuity of movement from smooth continuous movements to halting movements.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTINUOUS FLOW</strong></td>
<td>Children should move in a free flowing, smooth way without stopping. This would represent the way in which most movements are performed naturally.</td>
</tr>
<tr>
<td><strong>STOP-AND-GO FLOW</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH</strong></td>
<td>The designated body part is to be displaced as far from the ground as possible.</td>
</tr>
<tr>
<td><strong>MEDIUM</strong></td>
<td>The designated body part is halfway between the head and the feet.</td>
</tr>
<tr>
<td><strong>LOW</strong></td>
<td>The designated body part is to be as close to the ground as possible.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Direction/Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRAIGHT</strong></td>
<td>Children will perform movements in the sagittal plane, which is a straight line, moving either forward or backward.</td>
</tr>
<tr>
<td><strong>DIAGONAL</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>ZIGZAG</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>CURVED</strong></td>
<td>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 locomotion curved movement patterns would be to skip around a series of cones.</td>
</tr>
<tr>
<td><strong>LATERAL</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
CIRCULAR
Children will perform movements in a complete circle either clockwise or counterclockwise. As opposed to curved movements, circular movements are complete and closed circles rather than just curves or "S" turns. An example of in-place circular movements would be arm circles or spinning the whole body in either direction. An example of a locomotion circular path would be to bear crawl completely around a cone or another person.

VERTICAL
Children will perform movements where they transport a limb or their whole body up and down in relation to gravity. An example of in-place vertical movements would be squats or a jump. An example of locomotion vertical movements would be to pair a locomotion activity with a specific direction or pathway, such as hopping in a circle.

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
These movements refer to expansive ranges of motion of the whole body where limbs and torso are extended as fully as possible within the confines of the movement skill being performed. This variable typically describes movements of the entire body working as a whole, such as making the body LARGE while running.

SMALL
These movements refer to minimal ranges of motion of the whole body where limbs and torso are flexed as fully as possible within the confines of the movement skill being performed. This variable typically describes movements of the entire body working as a whole, such as making the body SMALL while balancing on one leg.

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

IN PLACE
Movements done in place refer to all of the space the body can reach while stationary, encompassing a small area around each child with the arms and legs fully extended. For example, rolling back and forth in place.

MOVING
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).

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
These movements involve transporting the body or parts of the body over the top of objects or other people. For instance, kids would be instructed to skip while moving OVER low hurdles that are placed throughout the space.

UNDER
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.
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
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.
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.

Meeting
This situation involves two or more kids moving either their entire body, or parts of their body toward one another during a stationary movement control, or locomotion activity. Meeting is often accompanied by “parting” in the movement variables.

Parting
This situation involves two or more kids moving either their entire body or parts of their body, away from each other during a stationary movement control or locomotion activity. Parting is often accompanied by “meeting” in the movement variables. For example, two children lateral shuffle towards one another and meet, then they part, moving away from one another.

Using this chart along with the “cheat sheet” 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:
Skip + Arms [HIGH] + Legs WIDE

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:
Baby crawl + Chest [LOW] + Speed [FAST] → Speed [SLOW]

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!
**Squatalot**

<table>
<thead>
<tr>
<th></th>
<th>Movement</th>
<th>Variable</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Push up</td>
<td>speed</td>
<td>10-20 sec</td>
</tr>
<tr>
<td>2</td>
<td>Baby crawl</td>
<td>slow</td>
<td>10-20 sec</td>
</tr>
<tr>
<td>3</td>
<td>Squat</td>
<td>moderate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Skip</td>
<td>accelerate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Push up</td>
<td>speed</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Baby crawl</td>
<td>continuous</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Squat</td>
<td>stop &amp; go</td>
<td>flow</td>
</tr>
<tr>
<td>8</td>
<td>Skip</td>
<td>strong</td>
<td>force</td>
</tr>
<tr>
<td>9</td>
<td>Push up</td>
<td></td>
<td>force</td>
</tr>
<tr>
<td>10</td>
<td>Baby crawl</td>
<td>moderate</td>
<td>force</td>
</tr>
<tr>
<td>11</td>
<td>Squat</td>
<td>high</td>
<td>arms level</td>
</tr>
<tr>
<td>12</td>
<td>Skip</td>
<td>low</td>
<td>hips level</td>
</tr>
<tr>
<td>13</td>
<td>Push up</td>
<td>medium</td>
<td>hips level</td>
</tr>
</tbody>
</table>

**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.

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!
## Starter Circuits

### Walkin’ and Rollin’

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>Can You?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>roll</td>
<td>Straight path</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>forward/backward bend</td>
<td>LARGE RANGE OF ACTION</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>walk</td>
<td>path</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>alternating lunge</td>
<td>small range of motion</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>roll</td>
<td>curved path</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>forward/backward bend</td>
<td>WIDE legs</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>walk</td>
<td>path</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>alternating lunge</td>
<td>narrow arms</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>roll</td>
<td>Circular path</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>forward/backward bend</td>
<td>circular</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>walk</td>
<td>Straight path</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>alternating lunge</td>
<td>arms</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>roll</td>
<td>In place</td>
</tr>
</tbody>
</table>

### The Crab Shuffle

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>Did You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>side to side bend</td>
<td>arms</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>lateral shuffle</td>
<td>torso</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>crab hip hold</td>
<td>Over</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>1-leg hop (L)</td>
<td>Under</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>side to side bend</td>
<td>the instructor</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>lateral shuffle</td>
<td>the instructor</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>crab hip hold</td>
<td>a line or cone</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>1-leg hop (R)</td>
<td>a partner</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>side to side bend</td>
<td>Meeting or Parting</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>lateral shuffle</td>
<td>around a partner</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>crab hip hold</td>
<td>In front of</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>2-leg hop</td>
<td>between people</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>side to side bend</td>
<td>as a Group</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

The strongest muscle in your body is your jaw muscle.
### Starter Circuits

#### Roto-Runner

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>Each Exercise</th>
<th>Did You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20 sec.</td>
<td>As necessary</td>
<td>Each exercise</td>
<td>Water Gives You Wings!</td>
</tr>
</tbody>
</table>

#### Starter Circuits

#### Jump the Plank!

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>Each Exercise</th>
<th>Can You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20 sec.</td>
<td>As necessary</td>
<td>Each exercise</td>
<td>Breathe With Your Belly</td>
</tr>
</tbody>
</table>

### Instructions

1. **Starter Circuits**
   - **1.** Rotation
   - **2.** Run
   - **3.** Single leg balance (R)
   - **4.** Gallop
   - **5.** Rotation
   - **6.** Run
   - **7.** Single leg balance (L)
   - **8.** Gallop
   - **9.** Rotation
   - **10.** Run
   - **11.** Single leg balance (R)
   - **12.** Gallop
   - **13.** Jumping jacks

2. **Starter Circuits**
   - **1.** Plank + WIDE legs
   - **2.** 1-leg jump (R) + zigzag path
   - **3.** Cobra + narrow arms/legs
   - **4.** Jumping jacks + arms
   - **5.** Plank + arms
   - **6.** 1-leg jump (L) + curved torso
   - **7.** Cobra + large range of motion
   - **8.** Bound + Speed path
   - **9.** Plank + WIDE arms
   - **10.** 2-leg jump + circular path
   - **11.** Cobra + continuous flow
   - **12.** Bound + in place
   - **13.** Plank + HIGH hips

### Additional Notes

- **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!
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.

<table>
<thead>
<tr>
<th>Anywhere Circuits</th>
<th>Move Time</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Round and Round</strong></td>
<td>10-20 sec.</td>
<td>10 seconds</td>
</tr>
<tr>
<td>1. forward/backward bends + Continuous flow + Circular path</td>
<td>1. roll + In place + slow speed</td>
<td>1. push up + narrow hands + stop &amp; go flow</td>
</tr>
<tr>
<td>2. baby crawl + Strong force + low body level</td>
<td>4. rotation + speed</td>
<td>5. walk + medium speed + Straight backward</td>
</tr>
<tr>
<td>3. crab hip hold + high hips level + strong force</td>
<td>6.</td>
<td>7.</td>
</tr>
</tbody>
</table>
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**Anywhere Circuits**

**Flying Robot**

1. **MOVE TIME**
   - 10-20 sec.
   - Each exercise

2. **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!

**ANYWHERE CIRCUITS**

**1. squat**
   - stop & go
   - flow
   - Asymmetrical arms

**2. run**
   - HIGH
   - zigzag
   - path
   - knees level

**3. side to side bend**
   - LARGE RANG OF MOTION
   - AST
   - speed

**4. skip**
   - flow
   - In place
   - HIGH
   - knees level

**5. jumping jacks**
   - WIDE
   - Strong
   - force
   - arms

**6. march**
   - Continuous
   - Curved
   - path
   - flow

**7. cobra**
   - slow
   - speed
   - HIGH
   - arms level

---

**Anywhere Circuits**

**Neat Fast Feet**

1. **MOVE TIME**
   - 10-20 sec.
   - Each exercise

2. **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. alternating lunge**
   - WIDE
   - arms
   - speed

**2. bound**
   - accelerating
   - Strong
   - force
   - speed

**3. single leg balance (R)**
   - narrow
   - arms
   - Twisted force

**4. single leg balance (L)**
   - WIDE
   - curved
   - arms
   - torso

**5. gallop**
   - MEDIUM
   - Diagonal
   - path
   - speed

**6. forward/backward bend**
   - Strong
   - stop & go
   - flow

**7. lateral shuffle**
   - Weak
   - Circular path
   - arms level
   - path
### Get Up, Get Down

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Move Time</th>
<th>Transition</th>
<th>Did You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Push up</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td>Muscles are attached to the bones by tendons.</td>
</tr>
<tr>
<td>2. 2-leg jump</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>3. Rotation</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>4. 1-leg hop (R)</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>5. Crab hip hold</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>6. 1-leg hop (L)</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>7. Squat</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
</tbody>
</table>

### Backward Bear

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Move Time</th>
<th>Transition</th>
<th>Look While You’re Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Side to side bend</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td>When someone is talking, no matter their size, let them know you’re listening by looking at their eyes!</td>
</tr>
<tr>
<td>2. Roll</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>3. Plank</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>4. Bear crawl</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td>Practice by listening to a friend tell you about their favorite thing to do!</td>
</tr>
<tr>
<td>5. Alternating lunge</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>6. Walk</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
<tr>
<td>7. Jumping jacks</td>
<td>10-20 sec.</td>
<td>10 seconds</td>
<td></td>
</tr>
</tbody>
</table>
### The Tough Tree

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>10 Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>single leg balance (R)</td>
<td>level arms</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>1-leg hop (R)</td>
<td>speed</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>single leg balance (L)</td>
<td>level hips</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>1-leg hop (L)</td>
<td>wide range of motion</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>squat</td>
<td>narrow legs</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>bear crawl</td>
<td>wide arms/legs</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>push up</td>
<td>wide feet</td>
</tr>
</tbody>
</table>

### Break Dancer

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Transition</th>
<th>10 Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>roll</td>
<td>In place</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>crab hip hold</td>
<td>narrow hands</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>skip</td>
<td>wide legs</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>cobra</td>
<td>continuous speed</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>lateral shuffle</td>
<td>narrow legs</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>forward backward bends</td>
<td>wide arms</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>2-leg jumps</td>
<td>in place</td>
</tr>
</tbody>
</table>

### 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!

### DID YOU KNOW?
You take about ten thousand breaths every day!
**Anywhere Circuits**

**Crazy Legs**

**Move Time**
20-30 sec. each exercise

**Transition**
10 seconds

1. March + straight path backward + straight path forward
   - Bones are attached to other bones by ligaments.

2. Side to side bend + speed + large range of motion
   - Continuous flow + zigzag path + speed

3. Gallop + continuous flow + zigzag path + speed
   - Alternating lunge + low level hips + speed + high level hips

4. Run + wide arms + curved circular path
   - Plank + wide feet + medium level hips + high level hips

5. 2-leg hop + moving + weak + strong
   - What are some types of carbohydrates?

**Anywhere Circuits**

**Backward Baby**

**Move Time**
20-30 sec. each exercise

**Transition**
10 seconds

1. Baby crawl + wide arms/legs + straight path backward + straight path forward

2. Push up + stop & go + slow + speed
   - Lateral path + weak force + strong force

3. Walk + narrow arms + moving + curved path
   - Squat + wide arms/legs + medium speed + path

4. Roll + moving + narrow arms + curved path
   - Rotation + in front of arms/body + speed + high arms

5. Bound + strong force + stop & go + continuous flow
### Big Time Balance

**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.

**MOVE TIME**
20-30 SEC. EACH EXERCISE

**TRANSITION**
10 SECONDS

### Anywhere Circuits

<table>
<thead>
<tr>
<th>1</th>
<th>lateral shuffle + speed + zigzag - EAST + speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>single leg balance (R) + asymmetrical arms + level hips - low + level hips</td>
</tr>
<tr>
<td>3</td>
<td>run + slow + narrow arms/legs - wide + arms/legs</td>
</tr>
<tr>
<td>4</td>
<td>single leg balance (L) + level hips - high + force + low + level hips</td>
</tr>
<tr>
<td>5</td>
<td>skip + slow + low + upper body + low + high + upper body</td>
</tr>
<tr>
<td>6</td>
<td>jumping jacks + speed + small angled motion + large angled motion</td>
</tr>
<tr>
<td>7</td>
<td>march + speed + straight path backward + straight path forward</td>
</tr>
</tbody>
</table>

### INDOOR CIRCULTS

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 “opposite” symbol, instruct the child to switch to an opposing movement variable roughly halfway through the circuit.
### Indoor Circuits

#### Skip, Don’t Trip!

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Moves</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>forward/backward bend, wide arms/legs, slow speed</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>2 feet hop, in place, small range of motion</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>single leg balance (R), high arms, high level hips</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>skip, in place, wide legs</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>single leg balance (L), low level hips, low arms</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>run, in place, fast speed</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>crab hip hold, narrow legs, high level hips</td>
</tr>
</tbody>
</table>

**MOVE TIME**

10-20 sec.

**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.

---

### Indoor Circuits

#### Big Bend-a-Roony

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Moves</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>side to side bend, asymmetrical arms, wide legs</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>2-leg jump, in place, speed</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>push up, strong force, high level hips</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>bear crawl, under something, slow speed</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>squat, narrow legs, wide arms</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>bound, in place, high knees</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>cobra, low head, speed</td>
</tr>
</tbody>
</table>

**MOVE TIME**

10-20 sec.

**TRANSITION**

10 seconds

**DID YOU KNOW?**

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

**Faster Blaster!**

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

**Indoor Circuits**

**Crazy Cobra**

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

**MOVE TIME**

10-20 SEC. EACH EXERCISE

**TRANSITION**

10 SECONDS

**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.

**DID YOU KNOW?**

The body has 650 muscles.
### Jumpin’ Jiminy

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>push up + WIDE legs + FAST speed</td>
</tr>
<tr>
<td>2</td>
<td>1-leg jump (R) + In front of something + accelerating speed</td>
</tr>
<tr>
<td>3</td>
<td>side to side bend + stop &amp; go + slow speed</td>
</tr>
<tr>
<td>4</td>
<td>1-leg jump (L) + In place + Symmetrical arms</td>
</tr>
<tr>
<td>5</td>
<td>crab hip hold + HIGH level hips + Strong force</td>
</tr>
<tr>
<td>6</td>
<td>2-leg hop + LOW level hips + WIDE legs</td>
</tr>
<tr>
<td>7</td>
<td>plank + MEDIUM level hips + Strong force</td>
</tr>
</tbody>
</table>

### CAN YOU?

- **Jumping Jack Flash**: Try to do 20 jumping jacks in 10 seconds. Challenge a friend or family member to do the same.

### Indoor Circuits

#### High, Low, Go!

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>jumping jacks + Circular path + Slow speed</td>
</tr>
<tr>
<td>2</td>
<td>lateral shuffle + In place + Weak force + Strong force</td>
</tr>
<tr>
<td>3</td>
<td>squat + In place + WIDE legs + Twisted arms + Narrow legs</td>
</tr>
<tr>
<td>4</td>
<td>bound + In place + Accelerating arms</td>
</tr>
<tr>
<td>5</td>
<td>push up + WIDE arms + HIGH level hips</td>
</tr>
<tr>
<td>6</td>
<td>skip + In place + HIGH knees</td>
</tr>
<tr>
<td>7</td>
<td>crab hip hold + Strong force + HIGH level hips</td>
</tr>
</tbody>
</table>
## Indoor Circuits

### Mission to Mars

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Move</th>
<th>Transition</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 sec.</td>
<td>2-leg hop</td>
<td>In place</td>
<td>10 seconds</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>side to side bend</td>
<td>WIDE</td>
<td>2-leg jump</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>march</td>
<td>LOW</td>
<td>1-leg balance (L)</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>cobra</td>
<td>HIGH</td>
<td>1-leg balance (R)</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>run</td>
<td>In place</td>
<td>plank</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>alternating lunge</td>
<td>Strong</td>
<td>plank</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>skip</td>
<td>In place</td>
<td>walk</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>rotation</td>
<td>Small range of motion</td>
<td>rotation</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

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

### Race in Place

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Move</th>
<th>Transition</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 sec.</td>
<td>1-leg balance</td>
<td>In place</td>
<td>10 seconds</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>2-leg jump</td>
<td>Strong</td>
<td>1-leg balance (L)</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>march</td>
<td>Strong</td>
<td>1-leg balance (R)</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>cobra</td>
<td>Asymmetrical</td>
<td>plank</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>run</td>
<td>Strong</td>
<td>plank</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>alternating lunge</td>
<td>Asymmetrical</td>
<td>walk</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>skip</td>
<td>Small</td>
<td>rotation</td>
</tr>
<tr>
<td>20-30 sec.</td>
<td>rotation</td>
<td>Large range of motion</td>
<td>rotation</td>
</tr>
</tbody>
</table>

**BLAST OFF WITH BREAKFAST!**

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

What did you have for breakfast today?
### Shuffle Your Duffle

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 SECONDS</td>
<td>lateral shuffle</td>
</tr>
<tr>
<td>2</td>
<td>10 SECONDS</td>
<td>crab hip hold</td>
</tr>
<tr>
<td>3</td>
<td>10 SECONDS</td>
<td>skip</td>
</tr>
<tr>
<td>4</td>
<td>10 SECONDS</td>
<td>alternating lunge</td>
</tr>
<tr>
<td>5</td>
<td>20-30 SEC.</td>
<td>1-leg hop (R)</td>
</tr>
<tr>
<td>6</td>
<td>20-30 SEC.</td>
<td>push up</td>
</tr>
<tr>
<td>7</td>
<td>20-30 SEC.</td>
<td>1-leg hop (L)</td>
</tr>
</tbody>
</table>

### Feelin’ the Beat on Your Feet!

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-30 SEC.</td>
<td>squat</td>
</tr>
<tr>
<td>2</td>
<td>20-30 SEC.</td>
<td>1-leg jump (R)</td>
</tr>
<tr>
<td>3</td>
<td>20-30 SEC.</td>
<td>forward/backward bend</td>
</tr>
<tr>
<td>4</td>
<td>20-30 SEC.</td>
<td>run</td>
</tr>
<tr>
<td>5</td>
<td>20-30 SEC.</td>
<td>single leg balance (R)</td>
</tr>
<tr>
<td>6</td>
<td>20-30 SEC.</td>
<td>1-leg jump (L)</td>
</tr>
<tr>
<td>7</td>
<td>20-30 SEC.</td>
<td>single leg balance (L)</td>
</tr>
</tbody>
</table>

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

### DID YOU KNOW?
The brain weighs about 3 pounds.
**PARTNER CIRCUITS**

Move with a friend!

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

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.

<table>
<thead>
<tr>
<th>Circuit</th>
<th>Exercise</th>
<th>Speed</th>
<th>Path</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>squat</td>
<td>speed</td>
<td>path</td>
<td>partner</td>
</tr>
<tr>
<td>2</td>
<td>stop &amp; go</td>
<td>flow</td>
<td>arms/head</td>
<td>partner</td>
</tr>
<tr>
<td>3</td>
<td>push up</td>
<td>Moving</td>
<td>speed</td>
<td>partner</td>
</tr>
<tr>
<td>4</td>
<td>lateral shuffle</td>
<td>Twisted torso</td>
<td>curved path</td>
<td>partner</td>
</tr>
<tr>
<td>5</td>
<td>forward-backward bend</td>
<td>wide</td>
<td>Circular</td>
<td>partner</td>
</tr>
<tr>
<td>6</td>
<td>2-leg jump</td>
<td>Moving</td>
<td>Lateral</td>
<td>Group</td>
</tr>
<tr>
<td>7</td>
<td>cobra</td>
<td>slow</td>
<td>high</td>
<td>partner</td>
</tr>
</tbody>
</table>

**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!
# Partner Circuits

## Team Trainer

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Partner Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skip</td>
<td>Hip mirror</td>
</tr>
<tr>
<td>2</td>
<td>Rotation</td>
<td>Arm match</td>
</tr>
<tr>
<td>3</td>
<td>Bear Crawl</td>
<td>Speed partner</td>
</tr>
<tr>
<td>4</td>
<td>Alternating Lunge</td>
<td>Arm/leg partner</td>
</tr>
<tr>
<td>5</td>
<td>Run</td>
<td>Speed flow</td>
</tr>
<tr>
<td>6</td>
<td>Plank</td>
<td>Arm/leg/hip partner</td>
</tr>
<tr>
<td>7</td>
<td>Two-Leg Hop</td>
<td>Arm mirror</td>
</tr>
</tbody>
</table>

## Fast With a Friend

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Partner Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strong Stride</td>
<td>Stop &amp; Go flow</td>
</tr>
<tr>
<td>2</td>
<td>Zigzag Gallop</td>
<td>Arm match</td>
</tr>
<tr>
<td>3</td>
<td>1-Leg Balance</td>
<td>Hips asymmetrical</td>
</tr>
<tr>
<td>4</td>
<td>Roll</td>
<td>Speed partner</td>
</tr>
<tr>
<td>5</td>
<td>1-Leg Balance</td>
<td>Arm partner</td>
</tr>
<tr>
<td>6</td>
<td>Walk</td>
<td>Speed partner</td>
</tr>
<tr>
<td>7</td>
<td>Push Up</td>
<td>Speed partner</td>
</tr>
</tbody>
</table>

### 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!

### Did You Know?

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

**Buddy Blaster**

1. **Bound** + LARGE + SLOW → Mirroring partner
2. **Squat** + Moving + Zigzag → Partner
3. **March** + Straight + FAST + Path → Matching Partner
4. **Rotation** + Narrow + Wide + Speed → Group
5. **Lateral Shuffle** + Curved + Decelerating + Path → Leading Partner
6. **Crab Hip Hold** + HIGH + Strong + Force → Group
7. **2-Leg Hop** + Lateral + Stop & Go + Flow → Partner

**Move Time**

10-20 sec.

**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?

---

**Partner Circuits**

**Your Great Teammate**

1. **Cobra** + SMALL + SLOW → Partner
2. **Baby Crawl** + Straight + Force + Path → Partner
3. **Alternating Lunge** + Curved + High + Torso → Alternate with Partner
4. **Bound** + Strong + Force + Speed → Partner
5. **Jumping Jacks** + Wide + Arms + Narrow + Legs → Group
6. **Skip** + Flow + Hip Hold + Forward/Backward Bended → Partner
7. **Forward/Backward Bended** + LARGE + Flow → Partner

**Move Time**

10-20 sec.

**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!
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.
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.

### MOVEMENT SENTENCE VOCABULARY

<table>
<thead>
<tr>
<th>ACTION WORDS</th>
<th>ABSTRACT WORDS</th>
<th>PUNCTUATION</th>
<th>EMOJIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll</td>
<td>Hot</td>
<td>Period (.)</td>
<td>!</td>
</tr>
<tr>
<td>Jump</td>
<td>Sunny</td>
<td>Comma (,)</td>
<td>.</td>
</tr>
<tr>
<td>Crawl</td>
<td>Lazy</td>
<td>Dash (-)</td>
<td>-</td>
</tr>
<tr>
<td>Explode</td>
<td>Smooth</td>
<td>Exclamation point (!)</td>
<td>Heart</td>
</tr>
<tr>
<td>Sneak</td>
<td>Bumpy</td>
<td>Question mark (?)</td>
<td>Praying hands</td>
</tr>
<tr>
<td>Pounce</td>
<td>Spicy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creep</td>
<td>Victorious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shrink</td>
<td>Rocky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slither</td>
<td>Deliberate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wave</td>
<td>Vulnerable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erupt</td>
<td>Shy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shake</td>
<td>Brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiggle</td>
<td>Spark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scamper</td>
<td>Dark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rush</td>
<td>Bright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scurry</td>
<td>Cloudy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soar</td>
<td>Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Slimy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stride</td>
<td>Stinky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zip</td>
<td>Proud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoom</td>
<td>Perplexed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bounce</td>
<td>Surprised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dart</td>
<td>Bold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dash</td>
<td>Mysterious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fly</td>
<td>Secretive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurry</td>
<td>Dull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plummet</td>
<td>Empowered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spin</td>
<td>Intelligent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trot</td>
<td>Grumpy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swerve</td>
<td>Overwhelmed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Warm-Up for Sports

Mixed
ANYTHING GOES!
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.

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scamper</td>
<td>Rush</td>
<td>Swerve</td>
<td>Hurry</td>
<td>Pounce</td>
<td>Stride</td>
<td>Scurry</td>
<td>Crawl</td>
<td>Sneak</td>
<td>Zoom</td>
</tr>
</tbody>
</table>

**Move Time**

10-20 sec.

Each Word

### Zippity Quick

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zip</td>
<td>Creep</td>
<td>Roll</td>
<td>Bounce</td>
<td>Dash</td>
<td>Trot</td>
<td>Erupt</td>
<td>Explode</td>
<td>Fly</td>
<td>Plunmet</td>
</tr>
</tbody>
</table>

**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?

### 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!
Starter Circuits

Level 1 Creative

Creepy Crawler

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

MOVE TIME

10-20 SEC.

EACH WORD

DID YOU KNOW?
The body has 206 bones

Level 1 Creative

Bunny Jumper

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

MOVE TIME

10-20 SEC.

EACH WORD

READ WHAT YOU EAT!

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

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

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?
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

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.
**Shaky Snake**

**Level 2 Creative**

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

**Starter Circuits**

**Level 2 Creative**

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

**MOVE TIME**

10-20 SEC.

EACH MOVEMENT SENTENCE

---

**DID YOU KNOW?**

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

---

**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!
**Bounce Pouncher**

**Starter Circuits**

**Move Time**

10-20 sec.

**Each Movement Sentence**

**1.** Crawl → Explode

**2.** Sneak → Pounce

**3.** Swerve → Bounce

**4.** Roll → Slither → Pounce

**5.** Creep → Scurry → Shake

**6.** Trot → Spin → Plummets

**7.** Sneak → Erupt → Shake

**8.** Slither → Wiggle → Dart

**9.** Wave → Sneak → Jump

**10.** Fly → Shrink → Scamper

---

**Pouncing Panther**

**Level 2 Creative**

**Move Time**

10-20 sec.

**Each Movement Sentence**

**1.** Crawl → Explode → Sneak

**2.** Shrink → Wave

**3.** Shake → Erupt → Pounce

**4.** Stride → Spring → Wave → Shrink

**5.** Sneak → Roll → Soar

**6.** Creep → Pounce

**7.** Bounce → Wave → Spin

**8.** Shrink → Spring → Rush → Wiggle

**9.** Slither → Pounce → Roll

**10.** Sneak → Wiggle → Crawl

---

**The Superstar Handshake**

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

Practice a good handshake!

**Count Your Heart Beats.**

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

Level 2 Creative

DID YOU KNOW?
The upper leg muscles are the quadriceps (front) and hamstrings (back).

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

MOVE TIME
10-20 SEC.
EACH MOVEMENT
SENTENCE

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.

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.
## Flying High, Diving Low

**MOVE TIME**

10-20 SEC.

**MOVE TIME**

10-20 SEC.

**DID YOU KNOW?**

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

### Level 3 Creative

**Wiggle n’ Roll**

<table>
<thead>
<tr>
<th>1</th>
<th>Roll  ❘ Jump  ❘ Crawl  ❘ Explode</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sneak  ❘ Pounce  ❘ Creep  ❘ Shrink  ❘ Slither</td>
</tr>
<tr>
<td>3</td>
<td>Wave  ❘ Erupt  ❘ Shake  ❘ Wiggle</td>
</tr>
<tr>
<td>4</td>
<td>Scamper  ❘ Rush  ❘ Scurry  ❘ Soar  ❘ Spring</td>
</tr>
<tr>
<td>5</td>
<td>Stride  ❘ Zip  ❘ Zoom  ❘ Bounce</td>
</tr>
<tr>
<td>6</td>
<td>Dart  ❘ Dash  ❘ Fly  ❘ Hurry</td>
</tr>
<tr>
<td>7</td>
<td>Plummet  ❘ Spin  ❘ Trot  ❘ Swerve</td>
</tr>
<tr>
<td>8</td>
<td>Scamper  ❘ Roll  ❘ Swerve  ❘ Wave  ❘ Shake</td>
</tr>
<tr>
<td>9</td>
<td>Creep  ❘ Explode  ❘ Jump  ❘ Swerve</td>
</tr>
<tr>
<td>10</td>
<td>Wiggle  ❘ Pounce  ❘ Bounce  ❘ Sneak  ❘ Spring</td>
</tr>
</tbody>
</table>

### Level 3 Creative

**Flying High, Diving Low**

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

### 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!
**Wiggle Worm**

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 ☐ Scurry ☐ Pounce ☐ Explode
9. Scurry ☐ Shake ☐ Erupt ☐ Zip ☐ Soar
10. Jump ☐ Bounce ☐ Dash ☐ Wiggle ☐ Rush

**Darting Tiger**

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

**CAN YOU?**

The Veggie Race

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

**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.
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 they should flow into the next word.

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.
Starter Circuits

**Blast off!**

2. Roll, Hurry? Bounce!
5. Sneak? – Bounce. Zoom!
6. Wave ➡️ Fly!! Spin?
7. Swerve – Soar, Bounce! Scamper
8. Sneak ➡️ Pounce! Explode? Slither –
10. Dash, Scamper, Swerve, Wiggle?

**MOVE TIME**

10-20 SEC.

**DID YOU KNOW?**

Bodies use fat, protein and carbohydrates for fuel.

**Jungle Gym**

2. Sneak! Explode? Roll –
5. Jump, Explode – Shrink ➡️ Pounce?
7. Fly ➡️ Hurry ➡️ Spin! Trot?
10. Slither, Rush, Stride, Shake? Bounce!

**MOVE TIME**

10-20 SEC.

**CLEAN UP YOUR MESS!**

Messes get made and that’s perfectly okay. Just make sure to clean it up before you go on your way.

What can you help clean up today?
**Catch the Wave**

**Level 4 Creative**

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

**Pounce n’ Bounce**

**Level 4 Creative**

1. Roll, Pounce. Explode – Shrink
2. Roll – Pounce, Explode. Shrink?
4. Zip? Sneak! Wave?
5. Zip! Sneak? Wave!
7. Shake, Sneak! Roll.
10. Fly? Crawl! Fly! Crawl?

**DID YOU KNOW?**

Muscles are made out of protein.

**MOVE TIME**

10-20 SEC.

**EACH MOVEMENT SENTENCE**

**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!
3. Slither, Scurry? Soar!
4. Slither! Scurry, Soar?
5. Rush ➔ Zip ➔ Spring ➔ Fly ➔ Plummets
7. Trot, Slither! Erupt?
8. Trot. Slither? Erupt! Soar?
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.

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 → Shy → Perplexed
10. Bumpy → Lazy

**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
5. Star → Cheese → Salad → Rainbow
6. Shy → Dark → Spicy
7. Deliberate → Crown → Bumpy → Bright → Surprised
8. Stinky → Lazy → Empowered → Grumpy
9. Surprised → Proud → Smooth/Vulnerable → Intelligent
10. Hot → Shy → Coffee → Brave → Smooth

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

**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!
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.

MOVE TIME

10-20 SEC.
EACH MOVEMENT SENTENCE

DID YOU KNOW?
There are 100,000 miles of blood vessels in the body.

Advanced Creative

Sparky the Spider

2. Shy! 😊 – Smooth. Spark?
3. Shy! Brave? Smooth! Bumpy?
5. 😊? Lazy. Spicy! Dark,
8. Bright. Stinky. Dull! Grumpy, 😖
**Smile a While**

**MOVIE TIME**

10-20 sec.

**EACH MOVEMENT SENTENCE**

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?
10. 🙈 ➔ Shrink, Cloudy

**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!

**Star Traveler**

**MOVIE TIME**

10-20 sec.

**EACH MOVEMENT SENTENCE**

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 🕵️
10. 🍎 ➔ Slimy ➔ Surprised. Pounce?

**Deep Breath 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.
### Grumpy Unicorn

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Movement Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shy 🟥 Spicy</td>
</tr>
<tr>
<td>2</td>
<td>Cloudy, Bumpy! Roll</td>
</tr>
<tr>
<td>3</td>
<td>Hot! Shrink. Grumpy 🦄</td>
</tr>
<tr>
<td>4</td>
<td>Deliberate 😞</td>
</tr>
<tr>
<td>5</td>
<td>Vulnerable, Erupt? Wiggle. Stinky!</td>
</tr>
<tr>
<td>6</td>
<td>Bounce 🔄 Cloudy 🔄 Roll 🔄 Mysterious!</td>
</tr>
<tr>
<td>7</td>
<td>Hot 🍯 Overwhelmed 🍯 Bold 🍯 Shy 🍯 Brave 🍯 Dark</td>
</tr>
<tr>
<td>8</td>
<td>Crawl 🍰, Perplexed! Spin 🔄 Plummet</td>
</tr>
<tr>
<td>9</td>
<td>Sneak, Rocky, Shake, Happy</td>
</tr>
<tr>
<td>10</td>
<td>Bounce – Dark. ⚡ Roll, Stinky!</td>
</tr>
</tbody>
</table>

### Braveheart

<table>
<thead>
<tr>
<th>Move Time</th>
<th>Movement Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Secretive</td>
</tr>
<tr>
<td>2</td>
<td>Proud? Wave! Roll, 🍎</td>
</tr>
<tr>
<td>3</td>
<td>Shy 🍊 – Dull. Surprised, Spicy!</td>
</tr>
<tr>
<td>4</td>
<td>Hot 🍲 Victorious 🍲 Sneak 🍲 Scamper 🍲 Slimy</td>
</tr>
<tr>
<td>6</td>
<td>Lazy 🍌! Bumpy, perplexed! Intelligent</td>
</tr>
<tr>
<td>7</td>
<td>Stride?!</td>
</tr>
<tr>
<td>8</td>
<td>Bright. Wave? Brave 🍂 Dull!</td>
</tr>
<tr>
<td>9</td>
<td>Spring? 🌿, spicy, Bright –</td>
</tr>
<tr>
<td>10</td>
<td>Zip! Slimy, Happy? Proud!</td>
</tr>
</tbody>
</table>

### Can You? Did You Know?

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

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

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### STARTER CIRCUITS

#### Leaping Leopard

<table>
<thead>
<tr>
<th>Move</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slither! Pounce?</td>
</tr>
<tr>
<td>2</td>
<td>Spicy, Roll! Erupt. 🙏</td>
</tr>
<tr>
<td>3</td>
<td>Spicy 🐺 Lazy 🐺 Victorious 🦌 Trot</td>
</tr>
<tr>
<td>4</td>
<td>Rocky 🦌 Wave 🦌 Happy 🎉 Scurry</td>
</tr>
<tr>
<td>5</td>
<td>Brave</td>
</tr>
<tr>
<td>6</td>
<td>Scamper! Wiggle?</td>
</tr>
<tr>
<td>7</td>
<td>Deliberate 🤔 Shake 🤔 Crawl 🤔 Sunny</td>
</tr>
<tr>
<td>9</td>
<td>Mysterious</td>
</tr>
<tr>
<td>10</td>
<td>Sneak? Spicy! Dark. Slimy?</td>
</tr>
</tbody>
</table>

#### Shy Volcano

<table>
<thead>
<tr>
<th>Move</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shy 🙆ly Brave. Erupt?</td>
</tr>
<tr>
<td>2</td>
<td>Roll! Crawl? Smooth, Bumpy</td>
</tr>
<tr>
<td>3</td>
<td>Delicate 🤔 Tea 🙄 Dull 🙄 Zoom 🙄 Intelligent!</td>
</tr>
<tr>
<td>4</td>
<td>Shake? Hot. Lazy!</td>
</tr>
<tr>
<td>5</td>
<td>Perplexed</td>
</tr>
<tr>
<td>6</td>
<td>Bounce, Roll, Empowered, Grumpy</td>
</tr>
<tr>
<td>7</td>
<td>Smooth 🙆 Shy 🙆 Rocky</td>
</tr>
<tr>
<td>8</td>
<td>Wave? Victorious. Spicy, Stinky</td>
</tr>
<tr>
<td>9</td>
<td>Slither – Brave! Dark. Happy?</td>
</tr>
<tr>
<td>10</td>
<td>Dart 😨, Spicy. Explode 🙄 Shrink!</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**
The body’s bones are made out of calcium. Calcium comes from dairy products and even some green vegetables.

**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!
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 skill.

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:

- **Guided Discovery**
  - Push up (5 seconds)
  - Arms WIDE (5 seconds)
  - Arms NARROW (5 seconds)
  - Legs WIDE (5 seconds)
  - Legs NARROW (5 seconds)

- **Creative Discovery**
  - 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

1. forward/ backward bend

2. march

3. push up

4. lateral shuffle

5. Drive → Spin → Cut

6. Roll → Drop → Blast

7. Explode → Sizzle → Bounce

---

## Fast and Furious

**MOVE TIME 1-4**

- 25 SECONDS
- EACH EXERCISE

1. arms → legs → arms → legs

2. arms → legs → arms → legs

3. arms → legs → arms → legs

4. arms → legs → arms → legs

5. Scoop → Hot → Dunk

6. Dive → Quick → Down

7. Up → Slide → Bust

---

## Champions Say Thank You

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

That makes them their best!

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

**MOVE TIME 1-4**

**25 SECONDS**

**EACH EXERCISE**

**MOVE TIME 5-7**

**10-20 SEC.**

**EACH MOVEMENT SENTENCE**

**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**

**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.

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**1.** Gallop + cobra

**2.** Arms + arms

**3.** 2-leg jump + continuous

**4.** Squat + run

**5.** Around + block + race

**6.** Shrink + stop + grow

**7.** Turn + twist + leap

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**1.** Lateral shuffle + behind something

**2.** Alternate lunge + stop + go

**3.** Run + circle

**4.** Single leg balance + high + low

**5.** Score + split + fake

**6.** Screen + guard + chase
### Warm-Up for Sports

#### Breakway

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Move Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MOVE TIME ODD</td>
<td>Skip</td>
</tr>
<tr>
<td>2</td>
<td>MOVE TIME EVEN</td>
<td>Shake, Loose, Tight</td>
</tr>
<tr>
<td>3</td>
<td>MOVE TIME ODD</td>
<td>Push up, High, Low, Medium, Wide, Arms/Legs</td>
</tr>
<tr>
<td>4</td>
<td>MOVE TIME EVEN</td>
<td>Break, Turbo, Slow Motion</td>
</tr>
<tr>
<td>5</td>
<td>MOVE TIME ODD</td>
<td>1-leg hop, Path, Backward Path, Arms/Legs</td>
</tr>
<tr>
<td>6</td>
<td>MOVE TIME ODD</td>
<td>Skid, Strong, Spike</td>
</tr>
<tr>
<td>7</td>
<td>MOVE TIME ODD</td>
<td>Forward/Backward Bend, High, Curved, Arms</td>
</tr>
</tbody>
</table>

#### Scoring Machine

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Move Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MOVE TIME ODD</td>
<td>Gallop</td>
</tr>
<tr>
<td>2</td>
<td>MOVE TIME ODD</td>
<td>Bust, Around, Shrink</td>
</tr>
<tr>
<td>3</td>
<td>MOVE TIME ODD</td>
<td>Crawl, Low, High, Wide, Narrow, Arms/Legs</td>
</tr>
<tr>
<td>4</td>
<td>MOVE TIME ODD</td>
<td>Explode, Turn, Dive</td>
</tr>
<tr>
<td>5</td>
<td>MOVE TIME ODD</td>
<td>Crab Hop, Hold, &quot;B&quot; Path, &quot;K&quot; Path</td>
</tr>
<tr>
<td>6</td>
<td>MOVE TIME ODD</td>
<td>Screen, Drop, Roll</td>
</tr>
<tr>
<td>7</td>
<td>MOVE TIME ODD</td>
<td>Squat, Fast, Low, Wide, Legs/Arms</td>
</tr>
</tbody>
</table>

### 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.

### 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!
**You Got Game**

1. **Skip**
   - Around something
   - Arms: WIDE/NARROW
   - Legs: WIDE

2. **Bounce** + **Cut** + **Drive**
   - Arms: WIDE/NARROW
   - Legs: WIDE

3. **Rotation**
   - Arms: WIDE/NARROW
   - Hips: WIDE/NARROW

4. **Race** + **Stop** + **Dunk**
   - Arms: WIDE/NARROW
   - Legs: WIDE

5. **2-leg jump**
   - Arms: WIDE/NARROW
   - Hips: WIDE/NARROW
   - Arms: KNEES

6. **Scoop** + **Turbo** + **Spike**
   - Legs: WIDE

7. **Alternate lunge**
   - Moving: WIDE

**MVP**

1. **Bound**
   - Knees: WIDE/NARROW
   - Feet: WIDE/NARROW

2. **Down** + **Up** + **Spin**
   - Arms/legs: WIDE/NARROW
   - Hands: STOP-GO

3. **Push up**
   - Arms/legs: WIDE/NARROW
   - Hands: STOP-GO

4. **Block** + **Shaky** + **Strong**
   - Arms: WIDE/NARROW
   - Hips: WIDE/NARROW

5. **Lateral shuffle**
   - Feet: WIDE/NARROW
   - Hips: WIDE/NARROW

6. **Sizzle** + **Fake** + **Quick**
   - Single leg: WIDE
   - Balance: WIDE

7. **Single leg balance**
   - Twisted: ARMS

**Warm-Up for Sports**

1. **Elevate Your Team**
   - Winning takes effort from everyone on the team.
   - Tell a teammate one thing they did well today.

2. **Winners Never Quit**
   - Sometimes you get tired.
   - You want to stop, pout or sit.
   - This is when winners work harder.
   - Winners never quit.
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. **run**
   - arms/legs
   - path
   - wide

2. **Dive**
   - arms/legs
   - twist
   - grind

3. **forward/backward bend**
   - arms/legs
   - arms/legs
   - stop + go

4. **Spike**
   - arms/legs
   - chase
   - drop

5. **crawl**
   - zigzag
   - path
   - stop + go

6. **Leap**
   - roll
   - drive

7. **squat**
   - low
   - stop + go

Undefeated

**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
### Effort

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<tr>
<th>Effort Subcategories</th>
<th>Movement Variables</th>
<th>Explanations</th>
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### Movement

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### Space

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### Relationships

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### The Ultimate Youth Warm-up Cheat Sheet

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

**Fundamental Movement Skills**

- Forward bend/Backward bend
- Sideways bend
- Rotation
- Single leg balance
- Squat
- Alternating lunges
- Push up
- Crab hip hold
- Plank
- Cobra
- Jumping Jack

**Locomotion**

- Roll
- Crawl
- Lateral Shuffle
- 2 leg Jump
- Run
- 1 leg jump
- Skip
- 2 leg hop
- March
- 1 leg hop
- Bound