

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of static balance positions and transfer my weight in order to flow from 1 position to the next with my classmates.
- **Cognitive:** I will discuss the way my body is moving as I create shapes and balances.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the positive social interactions that happen when I'm active with classmates.

TEACHING CUES

- Find your Base of Support
- Focus on Balance and Safety
- Be Creative

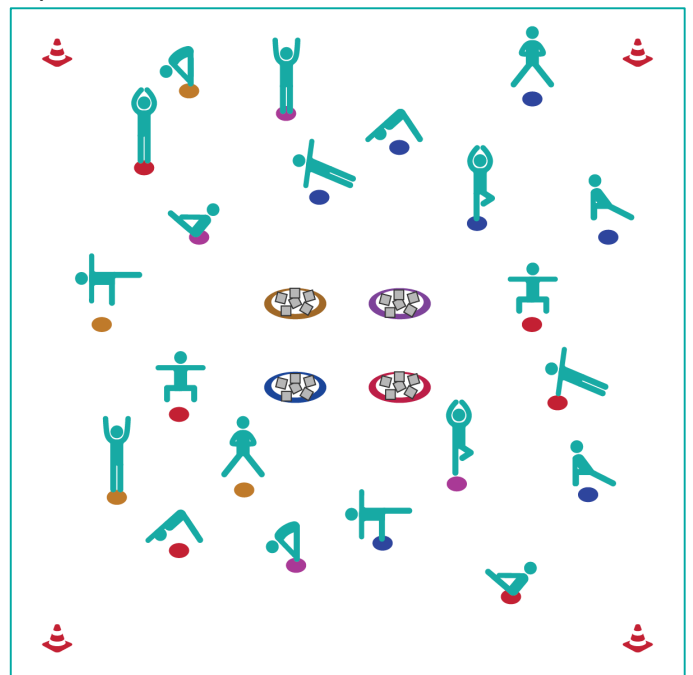
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1–2 sets of ABC Flash Cards (laminated for longevity)
- 4–6 hoops
- 4 cones
- 1 spot marker per student (optional)

Set-Up:

1. Create a large activity area using cones to mark boundaries.
2. Create a square in the center of the activity area using the hoops.
3. Divide ABC cards evenly and place them face-down in the hula hoops.
4. Scatter spot markers throughout the activity area. (Optional)



Activity Procedures:

1. Today's activity is called Make Your Shape. We will flex and extend our muscles to move through dynamic and static balances using different bases of support.
2. First, pick up a single card from 1 of the hula hoops, then find personal space inside the activity area. (Spot markers can help younger students quickly find personal space.)
3. On the start signal, create a personal balance position that looks like the letter on the ABC flash card. On the stop signal, pause and listen for the next steps.
4. Next, we'll create a circle and organize ourselves in ABC order. Don't use your voices; only use balance positions to express your letter.
5. Once we're in our circle, we'll develop a simple flow by performing the letters from A to Z as a group. We'll hold each pose for 15 seconds.
6. Teachers: If you have extra time, the class can also spell out their spelling words, 1 letter at a time as a group, to develop the classroom-to-gymnasium connection.

Grade Level Progression:

K–2: Teacher models letters 1 card at a time; students perform each letter as a group.

3–5: Students spell academic language words 1 letter at a time as a group, and then discuss the word as a class.



MAKE YOUR SHAPE

UNIVERSAL
DESIGN
ADAPTATIONS

- Use shape cards (e.g., curved lines, triangles, etc.) rather than letters. Students follow teacher demonstrations in a group activity format.

ACADEMIC
LANGUAGE

Base of Support, Demonstrate, Flow, Physical Activity, Positive, Safe Behaviors, Social Interaction, Static Balance, Transfer Weight

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E10.K-2]** Contrasts the actions of curling and stretching (K); Demonstrates twisting, curling, bending, and stretching actions (1); Differentiates among twisting, curling, bending, and stretching actions (2).
- **Standard 1 [E7.3 & 5]** Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3); Combines balance and transferring weight in a gymnastics sequence or dance with a partner (5).
- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF
QUESTIONS

Questions for Grades K–2

- **DOK 1:** How would you perform a curl with a body part? How about a stretch? Twist? Bend?
- **DOK 2:** How did you use these movements when making your letter?
- **DOK 3:** How is safety related to your movement?

Questions for Grades 3–5

- **DOK 1:** What is a base of support?
- **DOK 2:** How does your base of support affect balance?
- **DOK 3:** How is balance related to weight transfer (from one base of support to another)?
- **DOK1:** What would you include on a list about positive social interaction during physical activity?
- **DOK 2:** How does your personal attitude affect social interactions?
- **DOK 3:** How do you think a person’s social interactions in physical activity settings are related to their desire and ability to build a physical activity routine?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. This activity allows students to experience yoga-style movements in both an expressive and cooperative group setting. This shared experience, with a focus on positive social interactions, will establish the building blocks for learning for the entire Yoga and Mindfulness module.