BRAIN & BODY WARM-UP

COURAGE: The ability to do what’s right even though you feel fear.

Corina showed courage on the first day of school. She came to class even though she felt nervous.

MIRROR, MIRROR

• Face your partner (6’+ apart).
• One partner is the leader, the other partner is the mirror.
• The leader makes safe movements (jump, jog in place, exercise, dance, etc.).
• The mirror follows along.
• After 30 seconds to 1 minute, change roles.
MOTIVATION: A reason to do something. The desire to reach a goal.

Jenna’s motivation for wearing her mask was to keep her family healthy.

ANIMAL ACTING

• Let’s get our bodies moving with Animal Acting.
• When the music plays, jog in place.
• When the music stops, safely act like an animal.
• For example, flamingos stand on 1 leg; elephants wag their trunks. You can pick any animal you want, as long as you’re safe.
• When the music starts again, jog in place.
BRAIN & BODY WARM-UP

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing is a way to help the body and mind relax.

ELEVATOR GAME

• Let’s get our bodies moving with the Elevator Game. Stand tall with your feet shoulder-width apart.
• We’re going to go from the 10th story of a building (standing tall), down to the ground floor (squat position).
• But, as we slowly go down on the elevator, we’re going to have to stop and go back up to get things that we have forgotten.
• Follow along with my story to go up and down on the elevator.
HEALTH: The state of being free from sickness or injury.

Micha was in good **health** because he was physically active every day and always ate nutritious foods.

**RED STAR FISH, BLUE FISH**

- The object of the game is for students to complete the correct movement when a red star fish or blue fish is called.
- Play music. When music is on, march in place (jog, jumping jacks, etc…). When music stops, teacher calls Red Star Fish or Blue Fish.
  - Red Star Fish=10 star-jumps
  - Blue Fish=5 tuck-jumps
- Restart music and continue.
PURPOSEFUL PRACTICE

INDEPENDENT: The ability to think and act for yourself.

The students were independent and could safely move without teacher reminders.

LOOPY LAP STATIONS

• There are 4 loopy lap stations set up in the activity area. At each station there is a station sign with an exercise to perform for 30 seconds.

• After 30 seconds, we’ll rotate to the next station. As you rotate, perform the loopy lap locomotor activity listed on the station card.
  o For example, one card says, ”Skip to the next station.”

• We’ll continue rotating and see how many complete loopy laps we can do during our class period.
EXERCISE: Physical activity that a person does specifically to improve health and fitness.

Mr. Kline taught the students an exercise they could do at home to improve muscular strength.

RED LIGHT, GREEN LIGHT

- The object of the game is to move during green lights and stop on red lights.
- Score a point every time you stop immediately on a red light.
- Teacher starts as the leader. Call Green Light and students jog in place. Call RED LIGHT and students must freeze.
- Everyone who froze immediately gets 1 point. Keep track of your own points.
Loopy Laps
Menu Activity Cards

JUST FOR FUN (AND HEALTH)

RESOURCE: The supplies, opportunities, and support that a person can use in order to do a job or live productively.

Kendra can go to a park near her house to walk with her family. It’s a great resource that she can use to be physically active.

LAPTASTIC

• When the music plays, we’re going to jog laps around our activity area cones.
• Every time the music stops, freeze and strike a silly balance pose.
• If you hear a number between 1-4, use that number of body parts to balance.
• Also, we will change the way we move as we do our laps, so listen for different locomotor skills.
• NOTE: If play via video meet, students “jog laps” in place.
EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

BODY SHAPES

• We’re going to balance on 1 foot and slowly draw shapes in the air with our other foot.
• After a few minutes, we’re going to switch feet and draw with the other foot.
• If you have trouble balancing on 1 foot, it’s okay to get in a squat position, or with both feet together, and draw the objects in the air with your arm.