



MOVEMENT AT HOME Activity Resource

Children who MOVE are happy, healthy and ready to learn!

The Movement at Home Program offers movement activities and lesson plans with minimal equipment that can be delivered in the home setting by parents or teachers. It includes activities for:



Fundamental Movement Skills Activities

Use to teach and to build the Fundamental Movement Skills from the Physical Education curriculum that form the base of all physical activity.



Cross-Curricular Activities

Used to teach classroom subjects through movement. These activities incorporate concepts into the rules and/or design of the activity so that students learn while they move.



Self-Regulation

Used to help students refocus and prepare for learning. These short activities can be used as energizers or calmers to help regulate emotions.

All of these activities can also be used as a quick **Movement Boost** for when your child needs to get out the wiggles, re-energize, or re-focus!

Weekly Lesson Plan	Page 2
Running	Page 4
Jumping	Page 6
Throwing	Page 8
Rolling	Page 9
Striking	Page 11
Catching	Page 12
Agility	Page 14
Wacky Workout	Page 17
Self-Regulation	Page 19
Appendix A: Strategies	Page 22
Appendix B: Exercises and Equipment	Page 23

For more activities and example lesson plans, speak to your school's Movement Ambassador or visit viaSport.ca



WEEKLY MOVEMENT PLAN

Children who MOVE are happy, healthy and ready to learn!

You can help your child focus, learn, self-regulate and learn the fundamental movement skills needed to live a healthy and active life by providing a **minimum amount of 60 minutes of physical activity a day**.

You can use the activities in this resource to structure movement into the week using a template such as the one below. Note that you can adjust how much of each activity to do per week and on which day. **As long as they get 60 minutes of physical activity a day while moving in a variety of ways!**

In a week, children can receive a combination of the following:

- **Fundamental Movement Skill** for Physical Education (choose one or two skills to focus on each week)
- **Cross-curricular Movement** to Learn while they Move
- **Movement boosts or self regulation** activity as needed to re-focus, energize, or calm
- **Sport or physical activity** (with an organized group or doing an online fitness, yoga, dance, or martial arts class)
- **Active or free play** to boost creativity and exploration of movement

Example Template:

Skill of the week: (e.g., Catch)

	Monday	Tuesday	Wednesday	Thursday	Friday
30 min a day	Skill of the Week	Cross-Curricular	Skill of the Week	Cross-Curricular	Skill of the Week
30 min a day	Sport/Activity or Active Play				
As needed	Movement Boost or Self-Regulation Activity				

For more resources as well as example weekly movement plans that include daily activities visit viasport.c

★ Indicates Cross-curricular variations where you can learn while you move

RUNNING PG 2

Rock Paper Scissors	★
Tic Tac Toe Run	★
Silly Story Relay	★
Category Relay	★
Food Group Relay	★

Adventure trail obstacle course

JUMPING PG 6

Long and Vertical Jump	
Hop Scotch	
Hop Scotch Math	★
Lily Pads	
Mind Field	
Red Light, Green Light	
Puzzle Relay	
Word Search	★

THROWING PG 8

Basket Toss	
Knock Down	★
Bingo Toss	★
Site Word or Question Toss	★

ROLLING PG 9

Rolling Golf	
Toilet Paper Roll Bowling	★

Laundry Skee Ball ★

STRIKING PG 11

Keep Up	
Slap Ball	★

CATCHING PG 12

Catching Cups	★
Take it Back	★
Towel Catch	★

AGILITY PG 14

Agility Ladder	
Agility String	
Agility Toilet Paper	
Partner Agility Tag	
Color Dash	★
Snatch	★
Word Stretch	★
animal Movement	★
Active stories	★
Skip Counting	★
Magic Soup	★
Balloon or Ball relay	
Agility Ladder	

WACKY WORKOUT PG 17

Name Workout	★
Workout Count-up	
52 pick Up card workout	
Uno card workout	
Dice workout	
song workout	
flip a coin workout	
ruler/book workout	
Math Dice	★

SELF-REGULATION PG 19

Head and Shoulders knees and Toes	
Cross Brain Challenges	
Yoga	
Breathing Exercises	
Sensory Pathways	
Weighted Movement	
Balance Board	
Mind field	
Mirror Mirror	
Mindful walks	

ROCK PAPER SCISSORS

If there is space, or in the backyard, students can face a partner (family member) in the middle of the playing area, standing just a 2-3 meters apart from each other. The pair plays rock-paper-scissors. The winning partner chases the other to the end of the playing area (endzone) behind the losing partner. If they tag them before they reach the end zone, they get a point.

Team Tag: If more than 2 players, divide players in teams. As a team, they huddle to decide which action they will choose then come back to the centre. On “rock-paper-scissors” all teammates reveal the action their team choice. The winning team chases the other team to their endzone.

Variations:

- **Human Rock Paper Scissors:** The same rules apply as traditional hand rock-paper-scissors except that you use your whole body to play: Rock is crouching in a ball, Paper is jumping to wide feet and hands (like an X), and Scissors is making crocodile hands.
- **Giants-Wizards-Elves:** Similar to human rock-paper-scissors except the actions are:
 - Giants (standing with arms straight over heads)
 - Wizards (standing with arms stretched out in front)
 - Elves (crouching)
 - Rules: Giants beats wizards, wizards beat elves, and elves beat giants (because they can run under them)

ROCK PAPER SCISSORS CATEGORIES (CROSS-CURRICULAR VARIATIONS) ★

Partners stand facing each other and instead of playing rock paper scissors, someone else calls out a category (i.e., name a fruit that is red, an animal that swims, a country in Europe). The first to name something in that category chases the other back to their endzone.

TIC TAC TOE RUN

Set up a 3x3 tic-tac-toe board. You can mark out the grid with chalk on pavement, string, or rocks. Students stand side by side about 5 – 10 meters away from the board, if more than two people, this can be done in teams.

Give each person, or team, a different set of objects (i.e., blue pieces of paper to one team and red to the other, rocks to one team, and pens to the other).

Like a relay, one teammate at a time races to lay their object in the square and back to tag their teams. If there is only one person on the team, they can race back to their start to grab another object to run again. Each time, they strategically place the object in the grid to get three in a row.

Variations:

- Use only 4 objects per team, and if teams finish all of their objects and no one has one, they can then move their objects.
- Instead of running, switch to jumping on two feet, hopping on one foot, skipping, galloping, crawling or backward running

TIC TAC TOE RUN (CROSS-CURRICULAR VARIATIONS) ★

Use paper as the objects and assign a different category to each team. For example, Team 1 is fish and team 2 are birds, and each team writes a type of fish (or bird) on their paper to identify it from the other team. Or could choose multiples of 7 for team 1 and multiples of 2 on the other team. You can choose the category based on the subject and grade they are learning.

- **Easier Variation:** Give each team a different color paper

Harder Variation: Give each team the same color paper and they must differentiate which objects is theirs in the grid based on the category that they have.

SILLY STORY RELAY ★

Place various words on sheets of papers at the end of the relay course. When students get to the other side, they grab one sheet and return to the start. After X amount of attempts, or when all are collected they make a silly story from the words.

PUZZLE RELAY

Place puzzle pieces on one end of the room/yard. Participants will start on the other end and jump on two feet to the other end, grab one piece of the puzzle and bring it back. They will keep going until they have all the pieces to put together the puzzle.

[Video demonstration](#) here (with running instead of jumping).

Variations:

- You can time them to see how fast they are, or race against someone else who also has a puzzle. Option to also be on teams of two and take turns collecting a piece of puzzle like a relay
- If you don't have a puzzle, you can print or have your child draw a picture on paper and then cut it out in the shape of puzzle pieces! Make multiple to play multiple rounds. Vary the difficulty of the puzzle pending the age group.



Instead of running, play the next round jumping on two feet, hopping on one foot (right foot up, left foot back), , skipping, or crawling!

FOOD GROUP RELAY ★

Print out photos of food from the internet, cut out photos from flyers, or have children draw or write the words of various food on paper. Participants start one side of the room/yard with a pile of food photos, and place three paper bags, or plastic cups, labelled fruits/veggies, grains, and proteins on the other side. Participants race to the bags with one photo at a time and place it in the appropriate bag.

Variations for next rounds:

- If more than one person playing, they can race!
- Place paper bags in different corners of the room/yard

Instead of running, jump with two feet, hop with one foot, gallop, skip, crawl, penguin walk etc!



CATEGORY RELAY ★

Similar to food group relay, but choose any category that the students are learning (i.e., cities, adjectives/nouns, etc). Write items pertaining to those categories on paper, and create spaces at the end of the relay to categorized them in (paper bags, buckets, etc). Students race to one side using one the balloon variations above, grab a sheet of paper, and when they come back, place it in the appropriate category.

SITE WORD MATCH ★

Write out words in chalk if outside, or on paper scattered around the room if inside. Write the same words pieces of paper to give to the students. Students look at the word and move around the room to touch the matching word.

Variations:

- Scatter the words on the floor, walls, or hide them!
- Time students to see how fast they can find all of the words.



ADVENTURE TRAIL OBSTACLE

Create a trail in your living room, or outside of various objects to balance on. Examples:

- Lay out pillows to walk across
- Lay string on the ground to balance across, walking heel to toe, or backwards for a challenge!
- Line plastic cups or other objects on the ground that students weave in and out of
- Put out chairs to climb under or over
- Place sheets of paper down that they must step on or jump to.
- If outside, you can lay out rocks for kids to walk/jump across, buckets to weave in and out of, trees to run around

Variations:

- Set up objects in a line and play as an obstacle course relay, and race to get from one side to another
- Scatter objects for students to choose their own adventure and explore their way through
- Use objects they must balance on or jump to because the Floor is Lava! and they can't touch the floor/ground.

[Click Here](#) for more information.



LONG JUMP and VERTICAL JUMP

Place a measuring tape along the floor or tape lines at various distance across the floor. Students will jump as far as they can with two feet and land on two feet.

Variations:

- Optional: They can record how far they have jumped, or place a sticker or object (i.e., stuffed toy), on the floor where they have jumped and then try again to jump further.
- Remind students to do a big knee bend and swing their hands from the floor all the way to sky
- Have students do a Double Long Jump, or a Triple long jump, i.e., jump with two feet onto two feet continuously, two or three times in a row, to see how far they land

Vertical Jump: Place tapes, shapes, or photos (i.e., hand prints, animals, or words students are learning) at various heights on the wall, or tape a measuring tape on the wall. Students will jump as high as they can to touch a photo.
Optional: They can record how high they have jumped, or place a sticker on the wall showing how high they have jumped.



HOP SCOTCH

Tape a hop-scotch pattern to the floor or draw one outside with chalk. Place either consecutive numbers in the squares or skip counts by 2's, 3's etc.

Students will count out loud as they are jumping through the hop scotch – hopping one foot in the single squares, and jumping on two feet in the double squares.

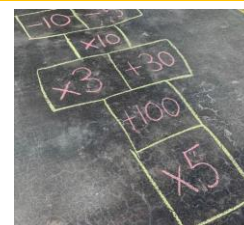
Variations:

- Students will first throw an object onto one of the squares. Hop the pattern of the squares, skip the square with the object in it and on the way up back, pick up the object while balancing on one leg.



HOP SCOTCH MATH ★

Write numbers and math functions in each square. Roll a dice, or say a number before doing the hop scotch. They throw an object or rock on the hop scotch grid. On the way back the grid, the student picks up the rock and applies the number they rolled to the function and number on that grid. i.e., if they roll a 6 and land on $\times 3$, when they pick it up they say 18. Adapt the functions based on the child's math level



LILY PADS

Scatter color papers in a space close enough to jump or hop to, or draw shapes with chalk. Students will jump (two feet) or hop (one foot) from spot to another, trying to get to the other side.

Variations:

- Challenge children to see how many jumps it takes for them to get to the other side.
- Assign colors that they are allowed to jump on. Start with rainbow and progress to three colors, two, or one.
- Place various objects (stuff toys, rocks, paper balls) on one end. Participants will race to try to jump across to grab one object and bring them back until all objects are collected, like a relay.



MIND FIELD

Scatter colored pieces of paper on the floor. The leader will choose a secret pattern (written down or in their head) that participants must use to jump (with two feet) across the mind field. The children will start on one side and work as a team to discover the pattern.

The first participant will start by guessing a spot and the leader will indicate if that is correct or not. The leader can choose a noise or word to say instead of correct and incorrect. If the spot is correct, they can take another guess and jump to another spot until they are incorrect, and return to the starting point. The next participant then attempts the pattern, remembering their teammates' guesses. If there is just one person to jump, they can return to the start. If incorrect, try again by remembering their guesses. This is a great mindful game that also helps with self-regulation.



RED LIGHT, GREEN LIGHT

One person is the traffic light, and will turned back on, and says red light or green light. Everyone else has to try to get from one side of the room/yard to the other as quick as possible by jumping on two feet. They can only jump when the traffic control says green light. When they say red light, everyone must freeze. The traffic control can turn around during red light, and if anyone is not frozen, they will go back to the starting point and restart again. If you do not have a big enough space, you can jump around the room like freeze dancing.

Variations:

- Play with green and red paper instead of saying the words for visual focus
- Switch the options so the children can think in reverse: red is go and green is stop
- Use music and stop the music for red light (freeze)



PUZZLE RELAY

Place puzzle pieces on one end of the room/yard. Participants will start on the other end and jump on two feet to the other end, grab one piece of the puzzle and bring it back. They will keep going until they have all the pieces to put together the puzzle.

[Video demonstration](#) here.

Variations:

- You can time them to see how fast they are, or race against someone else who also has a puzzle. Option to also be on teams of two and take turns collecting a piece of puzzle like a relay
- If you don't have a puzzle, you can print or have your child draw a picture on paper and then cut it out in the shape of puzzle pieces! Make multiple to play multiple rounds. Vary the difficulty of the puzzle pending the age group.
- Instead of jumping on two feet, play the next round hopping on one foot (right foot up, left foot back), or change to running, skipping, or crawling!



WORD SEARCH ★

Place letters on the ground, as chalk or on pieces of paper.

Write various words for the students to find by jumping to the letters in order or the word. When they get to each letter they can either:

- Balance on leg for 5 seconds
- Do 5 jumping jacks or frog jumps
- Do 5 squats

You can either write the words on pieces of paper so that they can see how it spells, or just tell them the word so that they spell it out. For even harder, get them to spell the word backwards!



BASKET TOSS

Place a basket 2-3 meters away from your start line (pending skill level – but start easy!). Keep the basket here until the child gets 10 points. Once they do, move it back another meter. See how far you can move the basket back!

Variations:

- If it's too hard, lower the amount of times to get the object in the basket
- If it's too easy, flip the basket over, and the child has to land the object on top.
- Instead of a basket, you can use a mat or flat square as the target for the object to land on
- For the next round, instead of moving the basket back when the child reaches 10, keep score:
 - Each time it lands in, or on, the basket = 5 points
 - If it hits the basket but bounces off = 3 points



KNOCK DOWN

Set up various targets together, or scattered them around the room. Students can practice aiming at various-sized, or same-sized targets. Targets can be plastic cups, water bottles, toilet paper rolls etc.

Variations:

- Include multiple types of target with varying heights for multiple types of throwing
- Assign points to targets for a challenge by writing, or taping points on the targets
- Students can also slide, or bowl the objects if on the ground



MATH KNOCK DOWN (CROSS-CURRICULAR VARIATION) ★

Have the child keep score of their points by adding the number.

Variation:

To make it harder, place higher numbers, more difficult numbers, fractions, or decimals (i.e., 17, 31, 5.5) and/or change the function to multiplication

BINGO TOSS ★

Lay out various targets on the floor – either buckets to throw an object in, or flat targets (mats, tape paper to the floor, draw circles with chalk) of varying sizes (optional) and distances.

Variations:

- Give the children 10 throws each to see how many points they get
- Give the children 5 minutes each to see how many points they can get in that time
- Race to see how fast they can get 50 points
- See math variation above (Math Knock Down)



SITE WORD or QUESTION TOSS ★

Site Words: Place sight words on the floor or the wall. Children aim to throw an object (i.e. bean bag, paper ball, stuff toy) at the words or in the cups and read the words they land on or closest to.

Story Toss: Place random words on the ground. Children pick up the words they land on and make a story out of those words!

Questions: Write questions pertaining to any age and subject (math equations, science definitions etc.) and have children throw the object answer the question it lands on.

Variation: Children keep the words or questions they answered correctly



ROLLING GOLF

Version 1: Target Golf

Make a golf target like the one shown on in the photo to the right. Mark points above each of the holes. Each player gets 10 tries to roll the balls in the holes and then add up their score!

- Don't have a golf ball? You can use any small ball – even a paper ball, or a ball made out of masking tape!
- If you have a something to use for a stick (a golf club, plastic rod, paper towel roll, piece of wood)



Version 2: Card Golf

Mark the holes as 1 for the outsides, 2 for the second holes, and 3 for the insides. If the players get the hole, they take the number of cards assigned to that hole from a deck of cards and keep with them until the end to keep score. At the end, instead of just counting their cards, they add up value on their cards (face cards are worth 10). In this way, the winner is not necessarily the one who got the ball in the most, but is dependent on the luck of which cards they drew!

ROLLING GOLF (CROSS-CURRICULAR VARIATION) ★

Math: Assign random numbers to each hole for students to add up. Even keeping score in the methods above helps them practice math!

Site words: Write site words that over each hole so that they see them as they are playing. They can repeat the words as they go in.

Questions: For each ball they get in, they can pick a question and get 5 points if they get the question right, and 3 points if they get it in the hole.

Categories: Write a category over each hole (i.e., countries, cities, adjectives, nouns, mammals, birds, etc). If they get the ball in, they have to name something in that category. 5 points if they get the category, 3 points if they get it in.

TOILET PAPER ROLL BOWLING ★

[Click here for video instructions](#)

Set up a pyramid (like bowling pins) with toilet paper rolls. You can also use ten plastic bottles, rolls of toilet paper, or plastic cups.

You can either use a ball, or a toilet paper roll as a ball. Start a few meters back and roll the ball towards the pins attempting to knock them down.

Scoring

- There are 10 frames. In each frame, players have two attempts to knock down all of the pins
- Take turns bowling each frame if there are more than one person
- Each pin knocked down is 1 point. Keep track of points by adding on your score to each frame.
- A strike (knocking all pins on the first turn) is worth 15!

Variations:

- **Math:** Have the students keep track of the score! To make it hard, assign each pin to be worth 2 points, or 4! Or have them assigned different points that you can write on them!



LAUNDRY SKEE BALL

Create the arcade game, skee ball, in your living room! Set up a ramp and 2-3 baskets, buckets, or cups as targets shown to the right.

[Click here](#) to see instructions on how to make a ramp out of a cardboard box.

Assign points to each target. Give a time limit to each person's turn, i.e., 2 minutes each, to see how many balls they get in the targets and add up their score!

- You can use any small balls, paper balls, or even balls made out of tape!
- Don't have many? You can have one person who sits next to the baskets to roll the balls back. Instead of providing a time limit to the game, each person can have 10 turns and keep track of their points!

Version 2: Assign the baskets as 1, 2, or 3. If the player gets it in, they take the number of cards assigned to that basket from a deck of cards and keep with them until the end to keep score. At the end, instead of just counting their cards, they add up value on their cards (face cards are worth 10). In this way, the winner is not necessarily the one who got the ball in the most, but is dependent on the luck of which cards they drew!



LAUNDRY SKEE BALL (CROSS-CURRICULAR VARIATIONS) ★

Math: Assign random numbers to each basket for students to add up. Even keeping score in the methods above helps them practice math!

Site words: Write site words on each basket so that they see them as they are playing. They can repeat the words as they go in.

Questions: For each ball they get in, they can pick a question and get 5 points if they get the question right, and 3 points if they get it in the hole.

Categories: Write a category over each basket (i.e., countries, cities, adjectives, nouns, mammals, birds, etc.). If they get the ball in, they have to name something in that category. 5 points if they get the category, 3 points if they get it in.

KEEP UP

Keep a balloon up for as long as you can. Too easy? Use a beach ball, or volleyball! Try it with a partner, hitting it back and forth, one hit at a time.

Races: Up Up Up [click here for video from Coach Pirillo](#)

Keep the balloon (or ball) up while moving it to the other side of the room and then land in a bucket. Try it in multiple ways:

- Walk, or run, and use your hand to keep the balloon up
- Walk or run and use your head to keep the balloon up
- Keep the balloon up with your knees, or feet
- Bear Crawl (walk on all fours, belly facing down) and keep the balloon up (see video)
- Crab walk (walk on all fours belly facing up) and keep the balloon up
- What other ways can you move the balloon across?



Variations:

- Counting: As students are keeping on the balloon up, skip count by any number, or try it in French

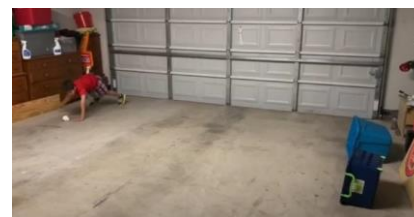
SLAP BALL

[Click here](#) for a video from Coach Pirillo

Make a hockey net (two post, a laundry basket in between) on one side of the room. From the other side, the student slaps a ball (paper ball, soccer ball, etc) to the bucket trying to get it in.

Challenge: Slap the ball by starting in a plank position (see video)

Scoring: Each time someone scores, they take a playing card, and their points are equal to the value of the card. At the end of the game, players count how many points they have. Therefore, the winner is not necessarily who had the most scores, but on luck of the draw



SLAP BALL (CROSS-CURRICULAR VARIATION) ★

Alphabet: Instead of counting your goals, each time your score, say a letter of the alphabet trying to get to the end.

Spelling: Or choose a word to spell, and say the letter each time you score. For a challenge, spell backwards!

Skip Counting: Count by 1's, 2's, 7's, 15's, etc each time you score.

CATCHING CUPS

Use a plastic cup as a “glove”, a paper ball or a ping pong ball. If there is only one person, the student can toss the ball to themselves and catch it in the cup. If there are more people, pass the ball to each other and catch it into the cup.

If you don't have a cup – you can use a glove, or simply just play catch with your hands!

Self-passes: Students can toss the ball with one hand and catch it with the cup on the other hand. They can then toss the ball caught previously in the cup and catch it with their empty hand. They can also use their non-dominant hand to toss!

Partner-passes: Students can also try partner, or group-passing - try with both hands!

You can also vary the passing by rolling the ball instead of tossing.

See how many catches you can do without dropping! Each time you make 4 successful passes, take a step back!



CATCHING CUPS SPELLING or COUNTING (VARIATIONS) ★

Alphabet: Instead of counting your passes like Catching Cups, try to follow the alphabet sequence. The person who catches it will say the next letter instead of the number. Try to get all the way to the end (A – Z)!

Spelling: Or choose a word to spell, and say the letter each time you catch it. For a challenge, spell backwards!

Skip Counting: Count by 1's, 2's, 7's, 15's, etc while passing the ball!

TAKE IT BACK

[Click here for a video from Coach Pirillo](#)

Mark a throwing line, and create 5 lines at different distance from the throwing line. Assign points ranging from 1 – 5 to each throwing line, the closest being 1 and furthest being 5.

1. Both partners start on the throwing line.
2. One runs out to the first line, and the other partner passes them the ball or the object (i.e., stuffed toy).
3. If they caught it, they get the amount of points assigned to that line and then switch position with partners. The next partner runs to the second line and tries to catch it.
4. If they miss, the partners will still switch but will stay on the same line to try to catch it again. Keep going until you make it all the way to number 5. See how fast you can do it.



Harder Variation: each time you drop it, start over at 1

TAKE IT BACK CATEGORIES ★

Version 1: Similar to take it back, except assign a category to each game (adapt based on grade) – i.e., mammals, countries, adjectives. Before they pass the ball, they must name something from that category.

Version 2: Assign a different category to each line that students must name. i.e., Line 1 = Mammals; Line 2 = Countries in North America; Line 3 = Adjectives; Line 4 = Secondary Colors; Line 5 = Protein Foods. Before they make a pass, they have to say a category. The partners can time themselves to see how fast it takes them to get through.

TOWEL CATCH



[Click here for a video from Coach Pirillo](#)

Two people will hold a towel while someone else tosses a ball to them. The partners will try to catch the ball using their towel. If they get it, rotate the catcher and see how many they can get!

Variation:

- Toss the ball with the towel and the other person catches it with their hands.

TOWEL CATCHING SPELLING or COUNTING (VARIATIONS) ★

Alphabet: Instead of counting your passes like Towel Catch, try to follow the alphabet sequence. The person who catches it will say the next letter instead of the number. Try to get all the way to the end (A – Z)!

Spelling: Or choose a word to spell, and say the letter each time you catch it. For a challenge, spell backwards!

Skip Counting: Count by 1's, 2's, 7's, 15's, etc while passing the ball!

AGILITY LADDER

Make a ladder on the floor using strings, tapes, or draw one with chalk.

Check out this [YouTube video](#) for example ladder patterns.

- Level 1: Run through, two footed jumps, frog jumps, tip toe balancing
- Level 2: Hopping in and out, side-ways quick feet, narrow-wide, hip twist



AGILITY LADDER (Cross Curricular Variation)

Place letters between the ladder spaces that spell a word. As the students jump through the ladder, they say the letters and say the word at the end. Or, place site words in each space to say as they jump through, or skip counting numbers (i.e., by 2's, 4s etc). Or you can have students spell a word, or count by 5's without having it written in the spaces for them.

AGILITY STRING

Lace a string, ruler, or tape on the floor, or use an existing line or tile on the floor. Perform each movement below for 30 seconds then switch to the next. Repeat as many times as needed.

- **Quick Feet:** Facing the line, move both feet over the line one at a time (right then left) back behind the line (right then left). E.g., "over, over, back, back" and repeat
- **Jump forward-back:** Facing the line, jump with two feet over the line to the front, and back over the line
- **Jump side ways:** Facing side-ways to the line, jump with two feet together over the line to one side and back over on the other. Continue jumping side to side over the line, moving down the line
- **Jump side to side:** Facing side-ways to the line, jump with one foot over the line, side-to-side, moving down the line. Switch to the next foot for the next one!
- **Scissors:** Standing facing the line, straddle the line with one foot in front and one in back. Quickly switch front and back foot like a scissor, then move up the line
- **Quick Hands:** Same as quick feet(a) except using hands instead of feet while in a plank position. Face the line and move one hand over the line, then the other, and then move one hand back then the other and continue

AGILITY TOILET PAPER WORKOUT

Make a line with toilet paper rolls, about a foot apart between each roll. Jump and run over, one foot between each toilet paper, or two feet between each toilet paper roll.

[Click here for a video for more ideas!](#)



PARTNER AGILITY TAG

Knee Tag: Like a Thumb War, in a small space, both partners will try to tag each other's knees with their hand while protecting their own knees. This can also be played while sitting to be inclusive of those who are unable to stand.

Toe Tag: Similar to Knee Tag, except, while standing (or sitting) both partners try to tag each other's toes with their toes (no stomping!).

Plank Tag: Students will plank across from one another in partners. Similar to Knee Tag, both partners will try to tag their partner's hands as many times as possible while avoiding their partner tagging their hands.



COLOR DASH

Scatter pieces of color paper or objects on the floor and mark a home base on the edge.

- **Round 1:** See how quickly the children can collect all pieces of paper and bring them back by running
- **Round 2:** See how quickly the children can collect all pieces and bring them back by hopping on one foot
- **Round 3:** Assign different movements to each piece of paper. I.e., The child can run to get the paper, but if they pick up a green paper they will need to jump with two feet back; If they pick red, they will crawl back. Everything else can be running back. This way they can work on their memory.

To increase the difficulty, add more colors and skills to remember.

Example: Green = Jump; Red = crawl; Yellow = Tip Toe; Orange = Penguin Waddle; Blue = Monkey Side Shuffle

For More Exercise ideas to assign to the paper see locomotor and/or animal movements, [click here](#)

QUESTION DASH (COLOR DASH VARIATION) ★

Place a question, a definition, a site word, or a math problem from a topic of choice on the back on each paper. Give the children a time limit to collect as many pieces of paper as they can and then answer the questions once they are all collected.

SNATCH

Stand with a partner about a meter apart, facing each other, with an object on the floor between partners. Someone else calls out body parts to touch (I.e., head, knees, toes, ears). The partners will touch that body part on themselves, until the leader calls "Snatch!" The partners will then try to be the first to grab the object on the floor.



Variation:

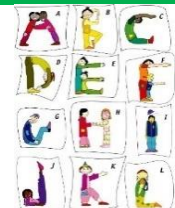
- Try starting in a plank position and then reach and grab the object on "Snatch!"

SNATCH CATEGORIES ★

Similar to Snatch, except instead of the leader calling out body parts, they will ask partners to name something in a category, i.e, "name a fruit that is red," or "name a country in Europe." The partners will name something in the category and race to grab the object. They must name something before grabbing it!

WORD STRETCH ★

By themselves, or with a partner, students will spell out the letters of the alphabet, or of a word using their bodies! Have students try spelling your name with their bodies.



ACTIVE STORIES ★

Read a story or poem and assign a movement (i.e., jump, squat, push-up, burpee) to a word. Each time the participants hears the word, they do that movement. Next round, add a different word with a different movement so they have to remember which movement is for which word.

Variations for next rounds, or different learning ages:

- Instead of words, assign movements to a rhyme that participants do each time they hear a rhyme. If you don't have a story, you can choose two words to say and participants decide if it rhymes or not.
- This can also be changed to things like an alliteration, onomatopoeia.
- Assign a different movement to each of noun, verb or adjective or pro-noun.
- Play a song and assign movements to words in the song.

SKIP COUNTING ★

Perform a movement while skip counting, e.g., skip count by 5's while hopping on one foot. Example exercises: hopping on one foot, jumping on two feet, jumping jacks, lunges, push-ups, frog jumps, etc. See movement resources for more.

ANIMAL MOVEMENT ★

Call out various animals for the participants to move like that animal in the space i.e., waddle like a penguin, shuffle like a monkey, crawl like a bear, sneak like a mouse, slither like a snake, fly like a bird. Or have them move like an animal and you can guess what it is. You can also theme it to this week's skill of jumping and ask them about animals that jump.

For a cross-curricular component, after performing the animal movement, ask the students a question about the animal. Examples: What climates does the animal live in, or what parts of the world can we find them in? What kingdom are they from? What do they eat? What color are they?

Fly like a Bird
Waddle like a Penguin
Stomp like an Elephant
Slither like a Snake
Gallop like a Horse
Crawl like a Bear
Jump like a Rabbit
Slow like a Turtle
Fast like a Cheetah
Stand like a Stork
Crawl like a Crab
Sneak like a Mouse
Shuffle like a Monkey
Slow like a Sloth
Creep like a Lion
Stretch like a Giraffe
Roll like a Pig
Strut like a Rooster

MAGIC SOUP ★

[Click here to watch video](#) from PacificSport Interior

Make a circle and pretend there's a cauldron the middle. As you go around the circle, each person can choose an ingredient to the soup – it can be any ingredient that you choose! Once all ingredients are added, everyone can use their arms to stir up the soup while singing a song (see video).

Once you eat the soup, you turn into an animal! I.e., first an elephant, then move around the yard or room like that animal! See Animal Walks above for Examples of animal movements on the side. Or get the students to be creative!

Variations:

- Pick the animal first and ask students to choose ingredients that they think the animal will eat
- Choose a tagger and assign a "homes" area in the yard. Once the soup is stirred up students try to race to one side of the room/yard before the tagger catches them.
- Select specific food groups (grains, proteins, vegetables) to select from for ingredients

BALLOON or BALL RELAY

Mark two lines. Students race from one end to the other and back to the start using the patterns below. If in teams, this can be done as a relay where when they return they tag their teammate who then goes. Can be done with a balloon or a ball

- Place a balloon between the knees and jump from one end to the other without dropping the ball/balloon
- Place the ball/balloon between the feet and jump from one end to the other
- Kick/dribble the ball/balloon across and back keeping it controlled at the feet
- Tap the balloon in the air moving across to the other side trying not to let it fall
- Push the ball/balloon along the ground with the nose/forehand
- On hands and knees, push the ball/balloon along the ground with the hands
- If more than one person: place ball/balloon between each others heads to bring it across, or between hips, backs, etc



Need a Movement Break? See below for some fun twist to your workouts! Students can complete the activities as a whole (i.e, for 15-20 min) or just do part of the activities whenever they need a movement break!

NAME WORKOUT ★



Assign a movement to each letter of the alphabet.

- **Beginner:** Complete your first name
- **Intermediate:** Complete your first and last name
- **Advanced:** Complete first, middle and last names

WORKOUT COUNT-UP

Assign a movement for numbers one through ten. (See example on side). Similar to the “12 Days of Christmas” song, add an exercise each round and do the number of exercises as indicated:

- **First round:** Do 1 Burpee
- **Second round:** 1 Burpee, 2 push-ups
- **Third Round:** 1 Burpee, 2 push-ups, 3 jumping jacks

Adapt by changing the exercise, or doing less or more rounds to make it easier or harder. For more exercise ideas, [click here](#)

1. Burpee
2. Push-Ups
3. Jumping Jacks
4. Sit-Ups
5. Frog Jumps
6. Squats
7. Toe Touches
8. Lunges
9. Bicycle Crunches
10. Star Jumps

52 PICKUP: CARD WORKOUT



Assign an exercise to each suit of the card deck (example to the left). Select a card and perform the exercise associated with that suit. The number of repetitions to be completed will be the same as the value on the card where, Jack = 11, Queen = 12, King = 13.

- **Beginner:** Complete 20 cards
- **Intermediate:** Complete 35 Cards
- **Advanced:** Complete ALL 52 Cards

Or choose your own exercise!

UNO CARD WORKOUT

Similar to the card workout above, assign an exercise to each color. Pick a card and perform that exercise. the number of repetitions you perform will be the same as the number on the card. Some examples are below:



[PE Central - With Dance Moves](#)
[UNO Workout from UNO](#)

DICE WORKOUT

Roll #1 - Exercise	Roll #2 - Time
1 = Jumping Jacks,	1 = 10 sec
2=balance on one foot,	2 =20 sec
3= squats	3 =30 sec
4= high knees	4= 40 sec
5=sit-ups	5= 50 sec
6= frog jumps	6 = 60 sec

Assign an exercise to each number of the dice. The first roll of the dice determines the exercise, the second roll determines the number of seconds to perform the exercise

- **Beginner:** 15 min
- **Intermediate:** 20 min
- **Advanced:** 30 min

SONG WORKOUTS

Follow the directions of the songs below following the listed movements. Click on links to each video:

- [Cha Cha Slide Plank Challenge](#)
- [Bring Sally Up Leg Lift Challenge](#)
- [Bring Sally Up Squat Challenge](#)
- [Roxanne Burpee Challenge](#)

FLIP A COIN WORKOUT

FLIP A COIN WORKOUT

@workouts_daily

	Heads:	Tails:
1st time	15 jump squats	25 calf raises
2nd time	:60 jog in place	25 jumping jacks
3rd time	20 kneeling pushups	10 pushups
4th time	20 jumping jacks	:50 jog in place
5th time	40 high knees	40 jumping jacks
6th time	35 crunches	20 sit-ups
7th time	10 pushups	20 kneeling pushup:
8th time	:60 jog in place	25 jumping jacks
9th time	50 crunches	20 sit-ups

Flip a coin and perform the exercise corresponding with heads or tails, moving through each round.

- **Beginner:** Once through the 9 rounds
- **Intermediate:** Twice through
- **Advanced:** Three times through

RULER/ BOOK WORKOUT

1. Students place a ruler on the floor between their feet and move with high knees as fast as possible for 1 minute. Rest for 10 s.
2. Facing the ruler, hop back and forth for 1 minute. 10 s rest.
3. Repeat standing parallel to ruler, hopping side to side.
4. Use a heavy book (or backpack) to do arm curls: 2-15 reps slowly, counting 5 on up and 5 on down.
5. Complete 3 sets.

MATH DICE ★

Similar to the Dice Workout above, except, instead of time for each repetition, the numbers on the dice will represent the number of repetitions of the movement the children will do

1. Roll the dice once to determine the exercise
2. Roll the dice two more times and add the numbers together to determine the number of repetitions. To make it harder, you can multiple the numbers of each roll

For more exercise ideas to assign to a dice, [click here](#)

HEAD, SHOULDERS, KNEES, AND TOES



Call out body parts slowly, building up or down the body and ask students to bring awareness to that part either by squeezing, tapping lightly 5 times, or gently wiggle.

- E.g. Head, shoulders, arms, elbows, wrists, hands, belly, thighs, knees, calves, ankles, toes.

CROSS BRAIN CHALLENGES

Focus the mind while connecting the right and left brain using some of the following coordination exercises such as:

- Pat your head and rub your belly.
- Rotate your arms in a circle vertically forward, backward and then in opposite directions to the other (one arm forward and one arm backward)
- Touch your nose with your left hand while touching your right hip with your right hand. Switch left hand to left hip and right hand to nose.
Variations:
 - left hand to ear while right hand to nose, and switch
 - right hand to top of head, left hand to bottom and switch
- Make two fists in front of you, knuckles facing down. Place one thumb out on one hand, and a fist in the other then switch. Increase the difficulties with other variations such as:
 - thumb out on one hand, pink up on the other and switch
 - index and middle finger up on one hand, middle finger, ring finger, and pinky up on the other and switch



YOGA

Guide students through yoga poses while focusing on deep breathing. This can be done at the side of their desk. An example routine below:

- Warm-up with some deep cleansing breathes, dim the lights, play calm music and complete 3 sun salutations
- Explain that they will be working on balancing and holding poses. Ask if anyone can demonstrate how to balance with only one part? two body parts?
- Demonstrate yoga poses such as the one to the side and explain they do not have to be perfect but to try their best. Holding each pose for 15-30 sec.



SENSORY PATHWAYS

Using string, stickers, or chalk (if outside), make a pattern on the floor or walls of shapes and lines that students must balance on, touch or jump concentrating on their movements.

If you do not have access to the floors, you can place shapes or hand prints on the walls for students to follow.



BREATHING EXERCISES

Guide students through calming breathing exercises, or have them self-guide. Examples:

- **Deep breathing:** in through the nose, out through the mouth
- **4-4-4 breathing:** breathe in for a count of 4, hold for 4, and out for 4.
- **Counting breaths:** count to a 10 while inhaling on the 1 and exhaling on the 2.
- **Infinity breathing:** breath while visualizing and tracing an infinity sign, or a side-ways figure 8. Students inhale as they complete one side and exhale as they complete the other
- **Balloon breathing:** Students visualize a balloon expanding in their bellies as they inhale, and deflating as they exhale
- **Finger tracing:** Using the index finger of one hand, trace up the outside of the pinky of the opposite hand with an inhale, and down the inside of the pinky with an exhale. Continue to the next fingers
- **Feather Keep-Up:** Use a straw to keep a feather in the air using deep breathing.
- **Cotton Ball Trace Race:** Place a cotton ball on the table, and use a straw to blow it across the table or following lines of tape on the table

WEIGHTED MOVEMENT



Students carry heavy objects (e.g., stack of books, or back pack with sand in it) from one side of the room to the other, or down the hall and back.

Alternatively, you can ask the student to bring the stack of heavy books to the office, or another classroom, and return to get them later in the day.

BALANCE BOARD

Have students balance on balance board. Examples:

- Standing on one foot or two feet with:
 - Eyes open or closed
 - Holding hands in or out
 - Holding an object to their center or stretch out to the side, or switch from side to side
- In a plank position with one hand on the board and one on the floor or both on the board. OR with:
 - Hands on the floor and feet on the board
 - One foot on the floor and one in the air
 - One foot on the floor and slowly moving the other leg into their chest and hold, then switch legs
 - One foot on the floor and tapping the other slight to their side and back to the middle a



MIND FIELD



Scatter poly spots on the floor and group students into small groups starting at one side of the poly spot and one student from each group on the other side of the spots.

A leader (teacher or student) on the far end draws a pattern on a piece of paper. The goal is for students to get to the other side following the correct pattern by jumping or hopping from spot to spot.

The first student starts by guessing a spot and the leader indicates if it is correct or not. If correct, they continue guessing until the guess incorrectly. If incorrect, they go back to the line and the next student attempts the pattern, remembering their teammates guess.

MIRROR MIRROR

Students face each other in partners, or one student in front of a group. One student makes a pose and the other student(s) try to mimic the position as if they were looking in the mirror. Challenge them to move a lot, and/or use balancing poses on one leg.

Variations:

- Provide a time limit before changing to the next pose (i.e., put on a 30 sec timer)
- Instead of moving like a mirror, students will move on the same side (which appears opposite in the mirror!)

MINDFUL WALKS AND NATURE WALKS

Have students walk around the school hallways or outside (nature walk).

Variation: Provide students with a task to help notice their surroundings, i.e., touch all things purple in the school

STRUCTURE MOVEMENT INTO YOUR DAY

- Start your day with a Movement Boost
- Structure movement into your day: Do a movement when entering a room, before asking parents or caregivers a question, going to the washroom, before meals etc. This can be as simple as 5 jumping jacks, or squat jumps. See Exercise and Equipment on the next page for ideas
- Take a break with a Movement Boost to refocus
- Do a Movement Boost to re-focus and energize when transitioning between subjects
- Do at least one cross-curricular movement activity a day
- Give students time to create their own movement activity
- Assign a movement or exercise of the day, or week to do for Movement Boost
- Use a variety of movement skills in your activities: run, hop, jump, skip, throw, catch, balance, etc.

STRUCTURE MOVEMENT INTO YOUR HOME

- Design your home and rooms with space to move and equipment that is ready to use
- Draw, tape or place an agility ladder, lines, string, or decals on the floor. Encourage students to hop, skip, walk, or balance on/ through the designs
- Write words or letters in ladders on paper to stick on the floor or wall for students to step on or touch and spell as move
- Set up 2D or 3D targets to throw at in (i.e., paper or spots on the wall or floor, ring toss, baskets, plastic cups)
- Throw using stuff toys, scarves, paper balls etc.
- Make a movement dice, stack of movement cards, or a movement jar for students to complete
- Set up a movement corner or area. Or placement movement stations (i.e., signs) around the room
- Place a measuring tape or markers on the floor or wall and challenge students to jump as far/ high as they can
- Decorate your home with photos of movement, info-graphics of movement skills or the importance of movement, or ask your students to draw themselves doing their favorite movement activity

APPENDIX B

EXERCISES and EQUIPMENT

FUNDAMENTAL MOVEMENT SKILLS (FMS)

Fundamental movement skills are the basic movements that make up all complex movements! They are the ABC's of sport and physical activity. The more fundamental movement skills a child knows, the more opportunities they will have to participate in a variety of sport and physical activity and stay healthy and active for life!

LOCOMOTOR		BODY CONTROL		OBJECT CONTROL	
Run	Walk	Balance on hands	Land	Underhand Throw	Slide
Skip	March	Balance on feet	Brace	Overhand Throw	Dribble with hands
Gallop	Crawl	Dance	Rotate		Dribble with feet
Jump (2 feet)	Tip Toe	Twirl	Extend	Kick	Send
Hop (1 foot)	Dash	Roll	Flex	Catch	Receive
Leap	Shuffle	Stop	Stretch	Bounce Pass	Juggle
Slide	Bound	Fall		Chest Pass	Push
Skate	Roll			Strike	Pull
Wheel	Dodge			Roll	Grab
Swim				Carry	Collect
				Trap	

ANIMAL MOVEMENTS

Fly like Bird	Slow like a Turtle	Shuffle like a Monkey
Waddle like a Penguin	Fast like a Cheetah	Slow like a Sloth
Stomp like an Elephant	Stand like a Stork	Creep like a Lion
Slither like a Snake	Crawl like a Crab	Stretch like a Giraffe
Gallop like a Horse	Sneak like a Mouse	Roll like a Pig
Crawl like a Bear	Jump like a Rabbit	Strut like a Rooster

EXERCISES

CARDIO		LEGS	ARMS
Run on spot	Star Jumps	Squat	Wall Push-ups
High Knees	Lunge Jumps	Lunge	Knee Push-ups
Jumping Jacks	Shuffle Scissor	Toe Touch (on two legs or one)	Toe Push-ups
Butt Kicks	Shuffle Ladder	Sitting toe touch	Wide Push-ups
Squat Jumps	Drills	Calf Raise	Triangle Push-ups
Tuck Jumps			Triceps Dips
CORE (FACING UP)		CORE (FACING DOWN)	BALANCE
Crunch		Mountain Climbers	Stork Stand
Sit-up		Plank	Balance on one leg
V-Sit: Lift legs with arms on the ground		Side Plank	Balance on one leg and one arm
V Sit: Lift legs and arms		One arm plank (hold/ alternate)	Scorpion: Walk on all fours, belly facing up, pause to lift one leg (Stinger) in the air
V-Sit with legs on the ground, move arms from one side to the other		One leg plank (hold/ alternate)	Bear Walk: Walk on all fours, back facing up
Bicycle Kicks – arms on the ground		Plank with one leg to the side (alternate)	Walk heel to toe on a line, backwards or forwards
		Plank with one leg to chest (alternate)	
		*Planks can be done on knees or on toes, with bent arms or with straight arms.	

SIMPLE EQUIPMENT SUGGESTIONS WITH ALTERNATIVES

AGILITY	THINGS TO JUMP ON/ OVER	EXERCISE STATIONS/ CARDS
Agility ladders String Paper as spots Floor Tiles Measuring tape Chalk to Draw	Poly Spots Tapes Stickers Lines on the Floor Skipping Ropes Titles on the floor Chalk to Draw	Playing Dice Flash Cards Paper in Jar Deck of Cards Poly Spot Stations Poster Stations
THROW/ CATCH OBJECTS	THROWING TARGETS	THINGS TO BALANCE ON
Bean Bags Paper Balls Scarfs Foam Balls Dodge Balls Beach Balls Balloons Stuff Toys	Cones Cups Bottles Paper Targets drawn on Poser Paper Poly Spots Agility Ladder Spacing's	String Bench Pillow Balance Board Pool Noodle
STRIKE A BALL WITH		
Badminton, Tennis or Squash Racket Hockey Stick Baseball Bat Pool Noodle Paper Towel Roll		