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Exercise Your Brain
Unit One Guidelines

Getting Started
Grade Level: Pre K-2

Time Frame: 5 lessons (30 minutes each), If using program in a twice a week time frame repeat each lesson twice to reinforce concepts and increase rate of automaticity.

Unit Goal: Combining fitness and physical movement with academic content prepares the brain to assimilate new information.

Essential Questions:
• How does moving help me learn?
• How does fitness affect all other parts of our life?

Key Vocabulary Words:
Circle, Down, Freeze, Gallop, Go, Hop, Midline, Opposition/Opposites, Run, Signal Word, Space, Straight Line, Switch, Top, Up, Walk

Teacher Responsibilities:
Physical Education Teacher:
Understand the concepts and deliver the content of the unit on a consistent basis
• Read lesson introduction
• Follow lesson format for delivery
• Collaborate with Classroom Teacher
• Use ongoing assessments to monitor and adjust instruction

Classroom Teacher:
Understand the concepts taught in the lessons and reinforce them through transition activities
• Read lesson introduction and lesson variations for ideas on reinforcing concepts in the classroom
• Provide assistance as needed during lesson delivery
• Practice transitions and reinforce concepts daily using FAB 5 DVD
• Collaborate with Physical Education Teacher
• Use ongoing assessments to monitor and adjust instruction

Lessons:
A detailed lesson plan for each day follows this Unit Guideline.

Student Assessment:
Reflective Questioning

continued…
Subject Integration (Math, Reading, Writing):
- Crossing the Midline Exercises
- Math – Patterns, Counting
- Reading and Writing – Print direction, Processing information efficiently, Eye fitness
- Whole Body Handwriting
- Writing – Proper letter formation, Helps with automatic and fluent writing
- Calming and Focusing Exercises
- Reading and Writing – Processing information efficiently, Eye fitness, Attention
- Kinesthetic, Auditory and Visual integration for whole body development

SHAPE Standards:
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: Exhibits responsible personal and social behavior that respects self and others.
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core State Standards (CCSS) Alignment:
English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

Anchor Standards for Reading:
3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Anchor Standards for Speaking and Listening:
2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language:
1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Safety:
- Review the following safety cues before beginning an activity:
  - Check your personal space before starting an activity
  - Maintain control of your body at all times
  - Respect equipment, others and yourself
  - Always follow directions

Equipment Needed:
- Music CDs from Equipment List (see Resource CD)
- Crayons
- Copies of letters for Whole Body Handwriting (see Resource CD)
- If painted lines and circles on a gym floor are not available, poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes to create lines and circles may be used.
- “I Can” Statements for each lesson (see Resource CD)
Goal: Combining fitness and physical movement with academic content prepares the brain to assimilate new information.

Introduction/Warm-Up:
- Finding a straight line and a circle (8 min)
- Introducing center circle (2 min)

Lesson Focus:
- Introducing First 3 Crossing the Midline Exercises (10 min)
- Big Motor Movements with teacher selected song from the Music CDs from Equipment List (see Resource CD) (5 min)

Wrap-Up/Cool Down:
- Meeting back at center circle
- Dots, Squeezies and Pretzel Arms for calming (5 min)

Key Vocabulary Words:
Circle, Freeze, Gallop, Go, Hop, Jump, Midline, Opposite, Opposition, Run, Straight Line, Transitions, Walk

Method of Assessment: Reflective Questions
- How many circles did you find in the gym?
- Were you able to find a straight line?
- What is one exercise you can do to exercise your brain? Calm your body?

Equipment:
- Music CDs from Equipment List (see Resource CD)
- If painted lines and circles on a gym floor are not available poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes may be used.
Content Introduction to Students:
Exercise is important to maintain a healthy lifestyle, but it is also important for your brain. Certain exercises or activities can help your brain focus better and calm your body so you will be ready to learn. They can also help train your body and your brain to work together.

Crossing the Midline Exercises – The midline is the imaginary line that splits your body in half. These exercises will help the right side of your body and the left side of your body work together.

Calming and Focusing Exercises – These exercises will help your body slow down so your brain can focus and be ready to learn new information or a new skill.

Instructions to Teacher (To do prior to lesson):
• Choose an appropriate song based on students’ age and skill development from the Music CDs from Equipment List (see Resource CD)
• Post student-friendly “I Can” Statements for today’s lesson
• Set up circles and lines, if they are not pre-painted

Management Tips:
• Consistency and vocabulary are important. Constantly remind students to “slow down and train their brains.” Vocabulary should be consistent in both the classroom and the gym.
• In order to help students move safely during transitions use “Freeze” and “Go.” Teach the students when you say “Freeze” the expectations are they will stop, sit down, and look at the speaker. They need to stay “frozen” until they hear the signal word. The signal word is “Go.” When giving directions start by saying, “When I say go…” This may need to be practiced several times to ensure all students understand the expectations.
• To ensure students are moving safely from space to space tell students how you want them to move. For example, “When I say go, I want you to walk (gallop, skip, hop) to the center circle.”
• To help students understand learning expectations for the day post “I Can” Statements and refer to them during the lesson. A whiteboard with key vocabulary words can also be used.

CCSS:
SL.2
Gr K, 1, 2
Straight Lines and Circles

“I Can” Statements:
• I can find a straight line.
• I can find a circle.
• I can freeze.

Equipment: If painted lines and circles on a gym floor are available no equipment is needed. If no lines are available use poly spots, agility rings, hula-hoops, poly lines, floor tape, or jump ropes.

Explanation: When surrounded by others it is important to move safely, while keeping enough space between you and another so no one gets hurt. You always need to be aware of your body and where it is in space.

Directions:
1. Before entering the gym, teach what a circle looks like by using the Shape Card.
2. Direct students to sit inside any circle in the gym.
3. Ask them how many circles they found.
4. While the students are still sitting teach the “Freeze” and “Go” signals. When they hear “Freeze” they stop, sit down, and look at the teacher and do not move until they hear “Go.”
5. Teach students how to recognize a straight line.
6. On “Go” students find a straight line and walk on it until they hear “Freeze.”
7. Practice this several times or until the majority of the students respond quickly to the signal words.
8. On “Go,” students find the big center circle.
9. Teach the students safe spacing by having them put their toes on the curved line of the center circle and then step back three big steps.
10. Students should have enough room to spread their feet apart and have their arms stretched out without touching the students next to them. (This is also called the “Ready Position.”)

Variation/Teaching Tip:
Based on age and skill development add hop, skip, and gallop as movements to do along straight lines.

Reflective Question:
What could happen if you didn’t have safe spacing during fitness and physical movement activities?
### Crossing the Midline – Brain Exercises

**“I Can” Statements:**
- I can gallop.
- I can hop.
- I can show I know opposite.
- I can move safely in a large space.

**Equipment:** Song selection from Music CDs from Equipment List (see Resource CD)

**Explanation:** Your muscles and your brain work together to help you perform a task correctly. Slowing your body down and thinking about what you are doing helps you learn the task more quickly.

**Directions:**
1. The students should be in “Ready Position” 3 big steps away from the center circle with safe spacing before beginning crossing the midline exercises.
2. Use a slow controlled rhythm that emphasizes the act of crossing the midline. The goal is to stay with the teacher. Count the repetitions by saying, “ready, 1, ready, 2, ready, 3, ready, 4…”
   a. **Toe Touches** – Begin at the “Ready Position”. Using your right hand, bend down at the waist and touch your left toe. Return to the “Ready Position”. Now using your left hand, bend down at the waist and touch your right toe. Do ten repetitions.
   b. **Knee Taps** – Begin at the “Ready Position”. Lift your left leg, bending at the knee. Using your right hand, tap your left knee with leg still raised. Return to the “Ready Position”. Now raise your right leg, bending at the knee. Using your left hand, tap your right knee with leg still raised. Do ten repetitions.
3. On “Go,” students find a straight line with safe spacing for the song.
4. Play the selected song. Students move according to the directions in the song.
5. Students meet back at the center circle sitting with their legs crossed.

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**Lesson Focus**

**Grade:** Pre K-2  
**Objectives:**  
- Students will understand safe spacing in a circular formation.  
- Students will be able to perform 3 basic crossing the midline exercises (possibly with support) following a rhythmic pattern.

**CCSS:**  
- RI.4 Gr K, 1, 2  
- SL.2, 6 Gr K, 1, 2  
- L.5 Gr K, 1, 2
Crossing the Midline – Brain Exercises (continued)

Variations/Teaching Tips:
1. Language is important during crossing the midline exercises. Stress the phrases “opposite” and “slow down and train your brain” as you are introducing the exercises as well as when doing them.
2. Some students may be unable to cross their midline without physical assistance and modeling by an adult. Do not let them practice the exercises wrong. If they cannot perform the movement they should be corrected to ensure proper brain development.
3. There is usually a developmental reason why students cannot cross the midline; however, if students are struggling and to insure they understand the vocabulary, you can have a specific lesson that is designed to teach them the vocabulary words “opposite” and “same”. Have the students sit on the floor with their legs out in front of them in a “V”. Using their right hand students reach down and touch their right leg saying “same” then still using the right hand students reach across their body to touch their left leg and say “opposite”. Repeat this several times using both hands.
4. Crossing the midline exercises can be performed in the classroom around a carpet or in an area large enough to provide safe spacing.
5. If there is no center circle for the students to stand on, teach them to form a circle by having them all grab hands and step out until they can barely hang on to one another’s hands. From this position they can release their hands and take 2 big steps backwards.
6. To stress academic concepts counting from one to ten can be varied. Counting starting from a different number, counting backwards, skip counting or counting in a different language are examples of different academic concepts that can be reinforced during crossing the midline exercises.

Reflective Questions:
• What could happen if you didn’t have safe spacing during fitness and physical movement activities? During crossing the midline exercises?
• How did slowing down help you during the crossing the midline exercises?
• How does slowing down help train your brain to learn and practice a new skill?

Diagram:
Crossing the Midline – Brain Exercises (continued)

Diagram:

TOE TOUCHES:

- Ready
- Left
- Ready
- Right

KNEE TAPS:

- Ready
- Left
- Ready
- Right

STANDING OPPOSITES CRUNCHES:

- Ready
- Left
- Ready
- Right
Wrap-Up/Cool Down

Grade: Pre K-2

Objectives:
Students will be able to locate the center circle and have safe spacing during calming and focusing exercises.

Students will be able to follow teacher directions to correctly perform calming and focusing exercises.

CCSS:
RI.4  
Gr K, 1, 2  
SL.2, 6  
Gr K, 1, 2  
L.5  
Gr K, 1, 2

Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises

“I Can” Statement:
• I can use exercise as a strategy to calm and focus myself.

Equipment: no equipment is needed

Explanation: There will always be times when we feel wiggly or like a volcano about ready to explode. We can use exercises to help calm our bodies and focus our minds.

Directions:
1. Students sit around the center circle with their legs crossed for calming and focusing exercises.

2. Teach students to put the tip of their tongue on the roof of their mouth. This will help with focus as well as create a quiet environment. Do the following exercises in order at a slow, steady pace.

   a. Dots – Students put their left hand out palm facing up. Using their right thumb students push dots into their palm slowly in a circular formation. The teacher can count slowly to 10 as the students are pushing into their palm, but the students should remain silent with their tongue on the roof of their mouth.

   Repeat with the other hand.

   b. Squeezies – Students use their right hand to squeeze slowly ten times up their left arm starting from their wrist and going all the way up to their shoulder. Then using the same slow, controlled motion they squeeze their arm ten times on the way back down to their wrist. Again, the teacher can count slowly to 10 as the students are squeezing, but the students should remain silent with their tongues on the roof of their mouths.

   Repeat with the other arm.

   c. Trap Squeezies – Students grab and squeeze their left trapezius (trap), the muscle that runs from your neck to your shoulder with their right hand. Their arm should be across their body. While squeezing the trap muscle, the teacher leads the students by slowly saying in a melodic tone, “look over your right shoulder, look over your left shoulder, look up and look down.” Repeat with the other hand.

   d. Pretzel Arms – Students stretch both arms out in front of themselves with their thumbs facing down. Then students make an “X” with their arms keeping their thumbs facing down. Students then clasp their hands together and bring their hands down and towards their body turning them inside out. Keeping their hands clasped the students bring their hands into their chest and rest their chin on their hands as they take 3 slow, big deep breaths.

continued…
Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises (continued)

Variations/Teaching Tips:
1. Calming and focusing exercises can be performed in the classroom around a carpet or in an area large enough to provide safe spacing.
2. Calming and focusing exercises can be used at anytime during the school day when the need arises.
3. For younger students who may not know their left and right, use the words, “Look over your opposite shoulder, look over your same shoulder.” This will reinforce vocabulary as well as ensure they are not learning their left and right incorrectly.
4. As students become proficient at the calming and focusing exercises they may be cued to use these exercises when needed.

Reflective Questions:
• How does your body feel after doing “Dots, Squeezies and Pretzel Arms?”
• What other times during the day might you use “Dots, Squeezies and Pretzel Arms” to help calm and focus yourself?

Diagram:
DOTS: SQUEEZIES:

TRAP SQUEEZIES:
Opposite Same Up Down

PRETZEL ARMS:
Thumbs Down Cross and Grab Twist to the Inside
Wrap-Up/Cool Down

Grade: Pre K-2

Objectives:
Students will be able to locate the center circle and have safe spacing during calming and focusing exercises.

Students will be able to follow teacher directions to correctly perform calming and focusing exercises.

Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises

“I Can” Statement:
I can use exercise as a strategy to calm and focus myself.

Equipment: no equipment is needed

Explanation: There will always be times when we feel wiggly or like a volcano about ready to explode. We can use exercises to help calm our bodies and focus our minds.

Directions:
1. Students sit around the center circle with their legs crossed for calming and focusing exercises.
2. Teach students to put the tip of their tongue on the roof of their mouth. This will help with focus as well as create a quiet environment. Do the following exercises in order at a slow, steady pace.
   a. Dots – Students put their left hand out palm facing up. Using their right thumb students push dots into their palm slowly in a circular formation. The teacher can count slowly to 10 as the students are pushing into their palm, but the students should remain silent with their tongue on the roof of their mouth. Repeat with the other hand.
   b. Squeezies – Students use their right hand to squeeze slowly ten times up their left arm starting from their wrist and going all the way up to their shoulder. Then using the same slow, controlled motion they squeeze their arm ten times on the way back down to their wrist. Again, the teacher can count slowly to 10 as the students are squeezing, but the students should remain silent with their tongues on the roof of their mouths. Repeat with the other arm.
   c. Trap Squeezies – Students grab and squeeze their left trapezius (trap), the muscle that runs from your neck to your shoulder with their right hand. Their arm should be across their body. While squeezing the trap muscle, the teacher leads the students by slowly saying in a melodic tone, “Look over your right shoulder, look over your left shoulder, look up and look down.” Repeat with the other hand.
   d. Pretzel Arms – Students stretch both arms out in front of themselves with their thumbs facing down. Then students make an “X” with their arms keeping their thumbs facing down. Students then clasp their hands together and bring their hands down and towards their body turning them inside out. Keeping their hands clasped the students bring their hands into their chest and rest their chin on their hands as they take 3 slow, big deep breaths.
Dots, Squeezies, and Pretzel Arms – Calming and Focusing Exercises (continued)

Variations/Teaching Tips:
1. Calming and focusing exercises can be performed in the classroom around a carpet or in an area large enough to provide safe spacing.
2. Calming and focusing exercises can be used at anytime during the school day when the need arises.
3. For younger students who may not know their left and right, use the words, “Look over your opposite shoulder, look over your same shoulder.” This will reinforce vocabulary as well as ensure they are not learning their left and right incorrectly.
4. As students become proficient at the calming and focusing exercises they may be cued to use these exercises when needed.

Reflective Questions:
• How does your body feel after doing “Dots, Squeezies and Pretzel Arms?”
• What other times during the day might you use “Dots, Squeezies and Pretzel Arms” to help calm and focus yourself?

Diagram:
DOTS:  SQUEEZIES:

TRAP SQUEEZIES:
Opposite  Same  Up  Down

PRETZEL ARMS:
Thumbs Down  Cross and Grab  Twist to the Inside
Lesson Focus Four

Grade: Pre K-2

Objectives:
Students will be able to move in a circular pattern using a two feet jump.
Students will understand the safety and performance expectations when doing the Sight Word Circle.

Sight Word Circle

“I Can” Statements:
- I can do a two feet jump.
- I can move slowly and concentrate while jumping around the Sight Word Circle.
- I can show the definition of Flexibility.

Word of the Day: Flexibility

Definition in Motion: Flexibility is bending (bend down at the waist), twisting (twist body from the waist left to right and then back), and stretching (stretch both arms up in the air as high as they will go).

Equipment:
- Poly spots

Explanation: When your brain and your body are asked to do two separate skills your brain is challenged! By doing two tasks at once you will learn both tasks quicker and they will both become automatic.

Directions:
1. Prior to the students coming into the gym, create a circle with multi-colored poly spots.
2. Ask the students to sit in front of the circle you have created.
3. Demonstrate using a two feet jump and jumping around the circle. Model jumping with legs spread apart, feet landing on either side of the poly spot and saying the color of the poly spot.
4. Instruct the students to practice moving safely around the Sight Word Circle and saying the colors of the poly spots while doing a two feet jump.
5. Remind the students to go slowly, stop at each poly spot and concentrate on saying the colors.
6. When the students get to the last poly spot, they exit the Sight Word Circle and skip back to the end of the line.
7. If time permits have students go through the Sight Word Circle two times.
8. On the signal “Word of the Day”, students return to the center circle.

Variations/Teaching Tips:
1. This station is name Sight Word Circle because during subsequent lessons sight word cards will be added. To begin, you will just want to teach the routine and ensure all students can do a two feet jump.
2. Some students may not be able to do a two feet jump and focus on saying the colors of the poly spots. If they are unable to focus on both tasks or do not know their colors, at first have them only focus on using proper form to do a two feet jump.
3. Students will tend to want to rush around the Sight Word Circle. The key here is to have them go slowly. Do not let them rush!
Sight Word Circle (continued)

4. If the circular pattern is too difficult or for younger students, you may want to set the poly spots up in a line at first.
5. For additional variations and adaptations see Unit 4.

Reflective Questions:
• What did you have to do to stay balanced while saying the colors of the poly spots?
• What helped you to do a two feet jump and say the colors of the poly spots at the same time?
• What made this task hard or easy for you?

Diagram:
Lesson Focus Five

**Grade:** Pre K-2

**Objectives:**
- Students will understand the safety and performance expectations when doing the Balance Challenges.
- Students will be able to self-monitor in order to maintain balance.

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### Balance Challenges

**“I Can” Statements:**
- I can safely bring both feet back to the floor when I lose my balance.
- I can adjust my body in order to maintain balance.
- I can show the definition of Flexibility.

**Word of the Day:** Flexibility

**Definition in Motion:** Flexibility is **bending** *(bend down at the waist)*, **twisting** *(twist body from the waist left to right and then back)*, and **stretching** *(stretch both arms up in the air as high as they will go)*.

**Equipment:**
- Balance Challenge Station Cards

**Explanation:** Your muscles and your brain work together to help you perform a task correctly. Slowly your body down and thinking about what you are doing helps you learn the task more quickly. Being aware of how your body is moving helps you adjust your body and maintain balance.

**Directions:**
1. Prior to the students coming into the gym, print off selected Balance Challenge Station Cards (see Resource CD).
2. Have the students put their toes on the curved line of the center circle and then step back three big steps.
3. Show the students the selected Balance Challenge Station Card. Demonstrate the Balance Challenge. Model losing your balance and softly returning both feet to the ground and then attempting to complete the Balance Challenge again. At this time you may also want to teach students how to chose a focal point in front of them and to engage their core muscles in order to maintain balance.
4. Have students practice the Balance Challenge. They should try to maintain a still pose for as long as they can.
5. Repeat with 2 or 3 more Balance Challenge Station Cards.
6. On the signal “Word of the Day”, students return to the center circle.

**Variations/Teaching Tips:**
1. Students who struggle with balance will try to rush through these challenges. It is important to remind them to slow down and keep their bodies as still as possible.
2. Do not let them hop around. If they lose their balance, they should place both feet safely on the ground to regain it.
3. If Balance Challenges are too difficult, modify them for safety reasons. For example, instead of standing on one leg, a child can place more weight on one foot and slightly lift up the other or stand...
Balance Challenges (continued)

on toes with the non weight bearing foot.

4. Because you want the students to focus on their balance and work towards being able to balance for longer periods of time, never have more than 2 or 3 Balance Challenges at one time.

5. For additional variations and adaptations see Unit 4.

Reflective Questions:

- What strategies did you use to help yourself maintain balance?
- What strategies did you use to safely regain balance when you lost it?
- What made the Balance Challenges hard or easy for you?

Diagram:

![Diagram of a circle with students icons]
Lesson Focus Two

Grade: Pre K-2

Objectives:
Students will be able to move safely through the Over Under obstacle course.

Students will be able to recognize and state the pattern while moving through the Over Under obstacle course.

Students will be able to Army Crawl under and jump or leap over.

Students will be aware of their whole body when moving through the obstacle course without touching the obstacles.

Over Under

“I Can” Statements:
- I can concentrate and move slowly through the Over Under obstacle course.
- I am aware of where my body is so I do not touch any of the obstacles.
- I can Army Crawl.
- I can jump over an obstacle.
- I can show the definition of Muscular Endurance.

Word of the Day: Muscular Endurance

Definition in Motion: Muscular Endurance is the muscles (point to your bicep) moving over and over and over (pretend to do repeated bicep curls) for a long time (point to wrist where a watch would be worn).

Equipment:
- 2-3 hurdles
- 2-3 high cones (18” high)
- 2-3 short jump ropes

Explanation: Your muscles and your brain work together to help you perform a task correctly. Movement through space at different levels promotes core strength, balance, and coordination which aids with spatial and body awareness and body control. Your brain seeks patterns; being able to recognize patterns helps you learn information more easily and more quickly.

Directions:
1. Prior to the students coming into the gym set up the Over Under obstacle course in a straight line starting with a hurdle low enough to jump over (two foot jump is best), followed by a hurdle high enough to Army Crawl under. Continue setting up hurdles in a pattern: high hurdle, low hurdle, high hurdle, low hurdle (see diagram). The number of hurdles you set up may depend on space. It is important to set up at least 4 hurdles.
2. Students meet at the center circle.
3. Tell students today you added a new station to the rotation. Show the students the Over Under obstacle course. Ask students if they notice which station is missing (Pattern Rings). Tell them at the Over Under station, they will be working on the same skill of patterning they did with the Pattern Rings, but they will also be working on developing body awareness.
4. Model moving safely through the Over Under obstacle course. Model doing the Army Crawl to go under and model jumping with two feet to go over the hurdles.
Over Under (continued)

5. Model using a leap to go over the hurdle if students are unable or anxious about doing a two foot jump over the high hurdles.
6. Ask students if they can identify the pattern in the Over Under obstacle course.

Variations/Teaching Tips:
1. If students are unable to use a two foot jump over the hurdles, use a leap. However, they should be trying to work up towards using a two foot jump.
2. For additional variations and adaptations see Unit 4.

Reflective Questions:
- What strategies did you use to help yourself be aware of your body so you did not touch any of the obstacles?
- Why is it important to have body awareness?
- What would be another activity where it would be important to have body awareness?
- What made the Over Under obstacle course difficult? Easy?

Diagram: