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**SPIDERfit
Kids®**

60 WAYS TO PLAY



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Play-based Warm-ups and Circuits for Kids

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**Creative Discovery
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Today, many kids are overscheduled, uninspired, and drowning in electronics. They simply don't play and explore like they did years ago. As a result, many kids just don't know, or have forgotten **how** to move!



To compare physical ability to academic ability, our kids are becoming **physically illiterate**.

To top it all off, few children have access to regular physical education, recess, and movement breaks in the schools. We, as parents, classroom teachers, therapists, and fitness professionals are now being tasked with the proper physical development of our children. Unfortunately, many of us do not have the breadth of education and training to make this learning process both effective and fun.



SPIDERfit Kids' mission is to provide fun and effective youth fitness and physical literacy resources that develop the critical skills children need to create confidence and competence with physical activity for life.

Notice how FUN is at the centerpiece of the program!

The best approach to teaching youngsters how to move is to teach them how to PLAY again! As fitness mentors and professionals, it's now up to us to recreate the fields, trees, and sandlots that once occupied our youth within today's fitness facilities, playgrounds, and classrooms.



In SPIDERfit Kids' online course, **Powerful Play**, we outline how the foundational sensory awareness skills, the perceptual motor skills, are essential to building a child's ability to participate and enjoy physical activities.

The perceptual motor skills work together to tie children's senses to movement. This improves physical literacy as well as academic learning and behavior.

If you haven't had a chance to go through the Powerful Play Course (check it out at www.powerfulplaycourse.com).

On the following page is a list of 9 different perceptual motor skills children need to develop to become fit and physically literate.



BODY AWARENESS:

An understanding of the parts of the body and the various ways they can move

DIRECTIONAL AWARENESS:

The ability to differentiate between the left and right sides of the body; the ability to correctly move in all planes of motion



SPATIAL AWARENESS:

A sense of how much space one's body occupies; the ability to move comfortably around other people and objects

TEMPORAL AWARENESS:

A sense of timing and rhythm



VISUAL AWARENESS:

The ability to visually focus, track objects, and take in the broader field of view; having awareness of what is happening in the immediate vicinity

VESTIBULAR AWARENESS:

An internal sense of the head and body's position in relation to gravity



AUDITORY AWARENESS:

The ability to accurately interpret and respond to sound

TACTILE AWARENESS:

The ability to differentiate objects by size, texture, and shape; the ability to respond to touch in competitive situations to counter a move, as in wrestling; or in cooperative situations to stay with a partner, as in dance



PROPRIOCEPTIVE AWARENESS:

The ability to interpret the internal sense of where the body and specific joints are in space and in relation to each other, and what they are doing.

As you review these critical skills, you will see that they must all be addressed in order for a child to have the skills to be active for life.

We've all worked with children who appear to be uncoordinated, or not paying attention to our direction. While this may be the case, they simply may not understand how to make their body do what we are asking it to do! This makes physical activity of any sort difficult and frustrating.

The good news is, the underlying skills that create physical competence and confidence can be practiced and improved through strategic PLAY!

Now that kids aren't playing as they once did, we, as fitness professionals and mentors, may need to help teach kids how to make moving fun again.

So how do we do that?



Some may say we could just “put them outside and lock the doors.” After all, this is how many of us learned how to play in our youth. But, we live in a different time now. “Outside” isn't always safe or accessible for every child. Furthermore, many children have been so far removed from “play” culture, that without direction, they wouldn't know what to do!

Our goal must now be to help kids get back in touch with the brain/body connection through movement they enjoy.

In **60 Ways to Play** we will be sharing a simple system and program framework for you to do just that.

By employing a creative framework for strategic play, we can create a variety of fun movement challenges that allow children to reconnect with the many ways their body can move.

When children have an opportunity to develop their perceptual motor skills in a natural, non-intimidating way, the result is less frustration, more participation, and more fit children for life!

As you'll discover in **60 Ways to Play**, creating these fun and effective movement programs for kids is not a matter of dreaming up thousands of new exercises, buying expensive equipment, or becoming an academic expert. With merely a handful of the simple movement skills and vocabulary we learned as children, you can add and combine a little strategic variation and voila! – Warm-ups and exercise circuits that get kids sweating and smiling while they learn the essential skills of fitness and physical literacy.





So what's the method to this "madness?"

Using Imagination and Variation to Make Fitness Fun: Guided and Creative Discovery

The goal of any fitness educator or mentor is to not only inspire kids to move, but to help them move **better**. While we should strive to eventually teach children how to do a movement with precise accuracy, the process of learning involves quite a bit of misfires, shortcoming, and experimentation. When we stop fighting and start embracing this learning curve, the kids themselves become the best teachers. This decreases frustration for everyone involved, while actually increasing a child's ability to learn movement!

This approach does not suggest we become absent or completely passive as fitness educators when it comes to movement technique and accuracy. It's quite the opposite, actually.

With varying degrees of strategic guidance, and providing an opportunity for kids to "interpret" movement, we can provide children **just enough** coaching so they can discover the best way to move on their own.

Guided and creative discovery are two widely utilized and effective methods for doing this.

Guided Discovery:

Developing Coordination with MOVEMENT VARIABLES

During guided discovery, we provide a frame of reference for movement, but we limit our corrective interventions. Through a series of applying different "movement variables," children begin experiencing the basic constructs of a movement pattern and develop a powerful frame of reference that makes coaching and learning much easier.



For example, there is a specific technique to proper skipping. As an educator, we could recite a lengthy list of the criteria for ideal body position, rhythm, cadence, etc. to a youngster. Or, we could facilitate a child's own discovery of the most efficient way to skip by introducing a wide array of possible ways to skip. Arms and legs wide, body low, body high, feet soft on the ground, feet hard on the ground, etc.



In the latter, children become innately more aware of how their body moves and the purpose of those movements. It also facilitates critical thinking, increases interest, and enhances motivation.

Even if a child is not developmentally ready to learn the skill, guided discovery will allow a child to explore all the movement possibilities without fear of "doing it wrong."

It's important to note that during guided discovery, we do want to insure that the most fundamental constructs of a movement are present. However, more specific aspects are left to the children to discover through various movement experiences.

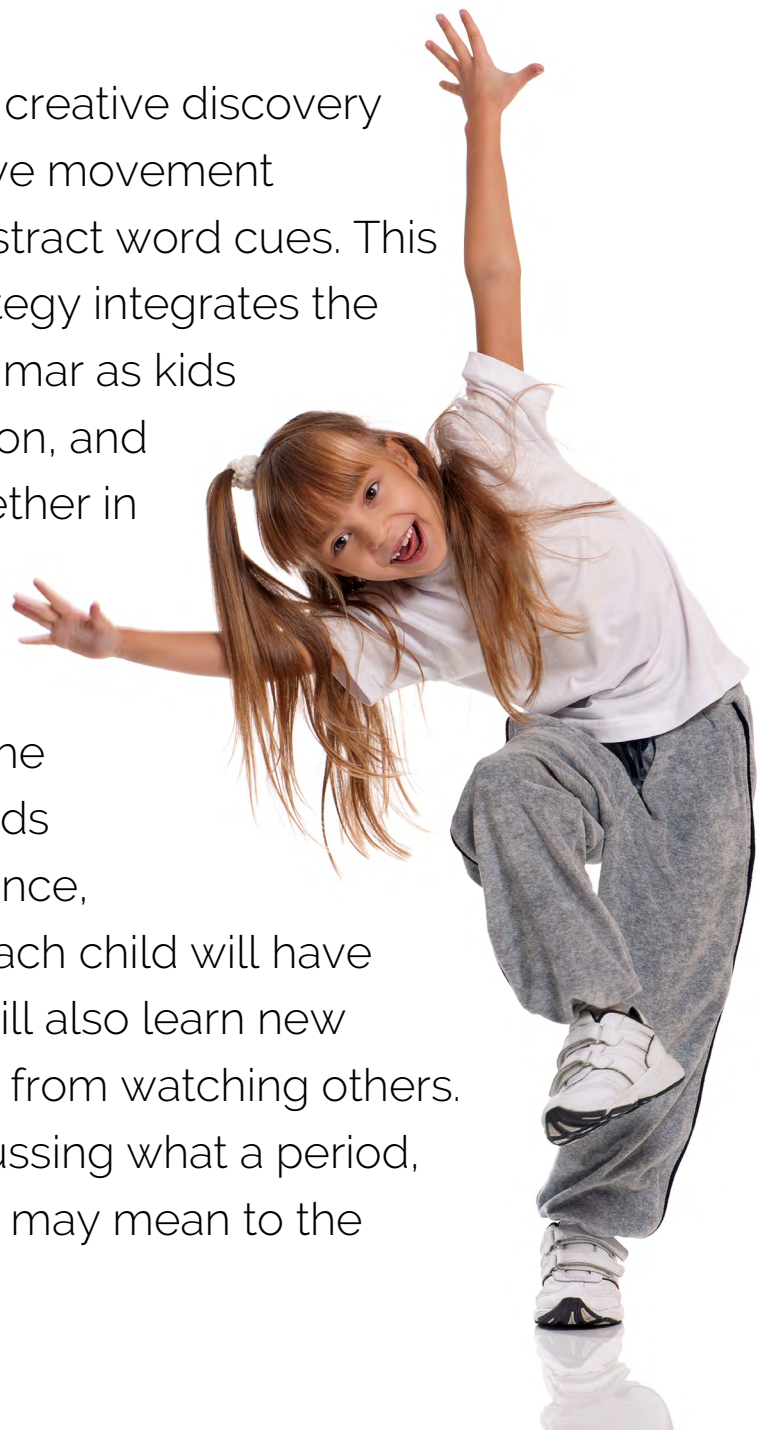
Creative Discovery:

Translating Words and Sentences to Movement

While guided discovery relies on some basic criteria for a recognized movement, creative discovery is a process where we provide no guidance, only simple prompts, allowing children the freedom to interpret these prompts as they move.

In **60 Ways to Play** we share a creative discovery strategy that allows kids to solve movement problems based on simple, abstract word cues. This fun physical development strategy integrates the worlds of movement and grammar as kids interpret new words, punctuation, and even emojis and put them together in movement "sentences."

For example, take 3 words; **hop, shake, and roll**. Instruct the children to put those three words together in a movement sequence, repeating until you say stop. Each child will have a unique interpretation. They will also learn new interpretations and possibilities from watching others. Then, add in punctuation, discussing what a period, comma, even a question mark, may mean to the movement flow.

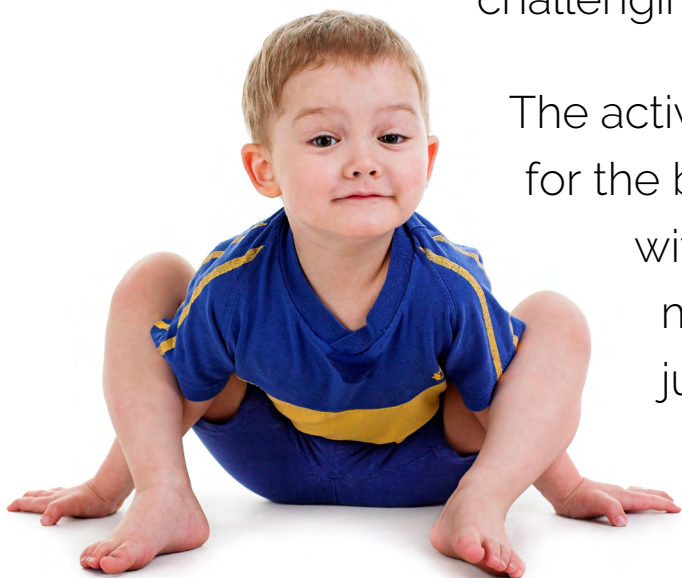


By utilizing creative discovery through MOVEMENT SENTENCES, children learn how to construct novel movements, sequences, and transitions in a natural, personalized way. This is yet another way to facilitate learning in a non-intimidating, fun, and active environment! It's time to play with a purpose!



In **60 Ways to Play**, we provide you with sixty fun, unique, and highly effective play-based warm-up and exercise circuit activities utilizing simple movements with both guided and creative discovery.

To make these fast and simple for fitness educators to set up and facilitate, we created all of the activities with NO EQUIPMENT REQUIRED! We include circuits for indoors and outdoors, as well as for individuals, partners, or groups. These circuits can be modified to last from 60 seconds to 5 minutes. Combine circuits to create fun and challenging 20-minute workouts!



The activities in **60 Ways to Play** are ideal for the beginning of an exercise session, within an exercise session, as a short movement break during school, or just for fun!

The illustrations and video links help guide fitness educators in real time, so little to no preparation time is required! We've also included a "homework" challenge at the end of every circuit. This is an opportunity for you to extend your influence beyond your time with them, increasing both your impact and value!

60 Ways to Play is your simple guide to help children develop the body awareness, movement confidence, and other essential skills they need for a lifetime of fun and fitness with physical activity.

Let's Play!





Guided Discovery

**PLAYING WITH
MOVEMENT VARIABLES**

***Learn All the Different Ways
the
Body Can Move!***

For all of the circuits in this section, combinations of movement variables are used with simple fundamental movement skills. Resist the temptation to “over-coach” these skills! Guide the children to the basic constructs of the movement, then allow them to develop their own frame of reference for more advanced execution.

See the chart on the following pages for the suggested simple fundamental movement patterns, as well as examples and descriptions of movement variables involving space, effort, and relationships with objects and people that can be applied to any fundamental movement skill.

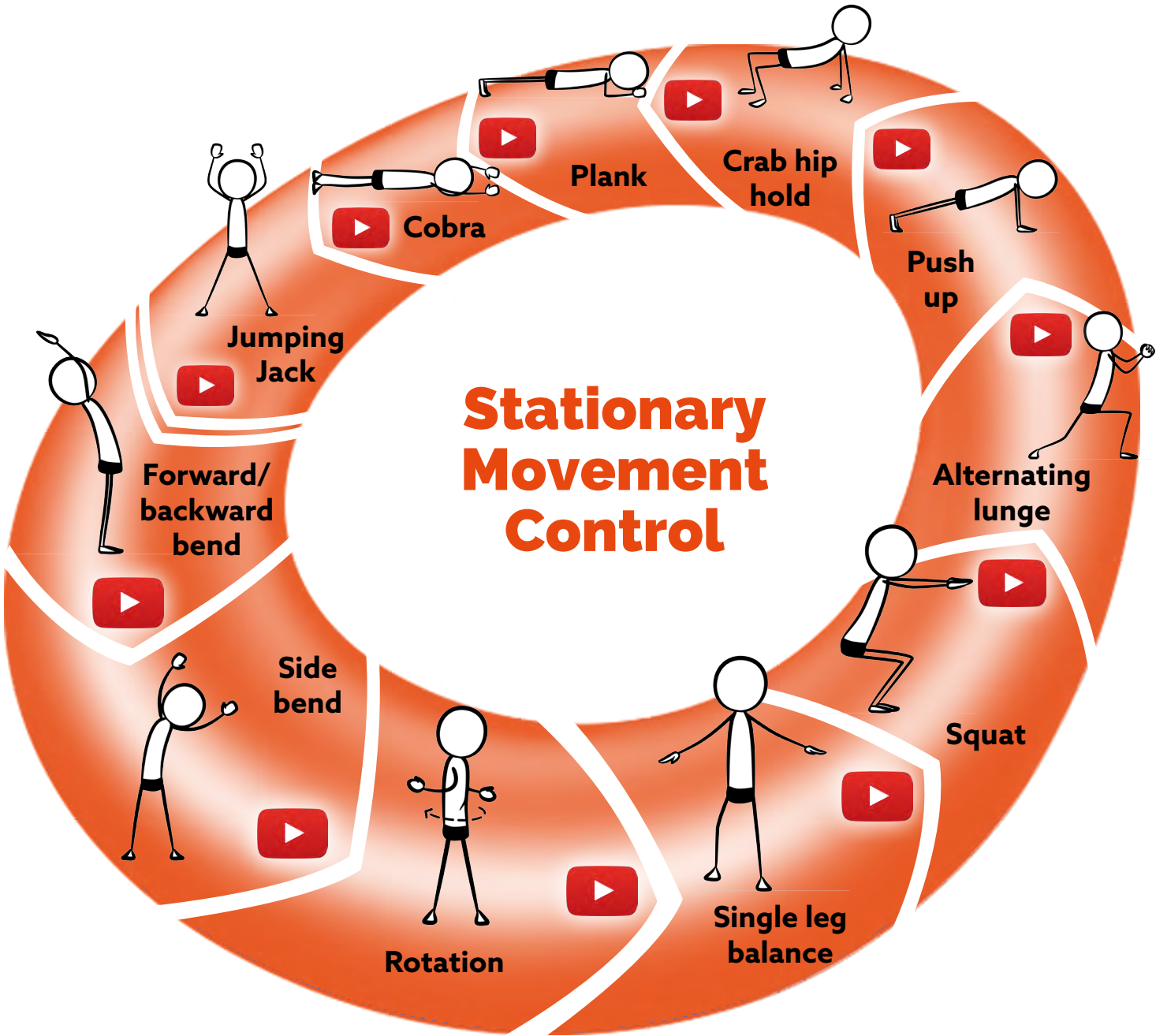
Click on each to see a short demonstration video.

References:

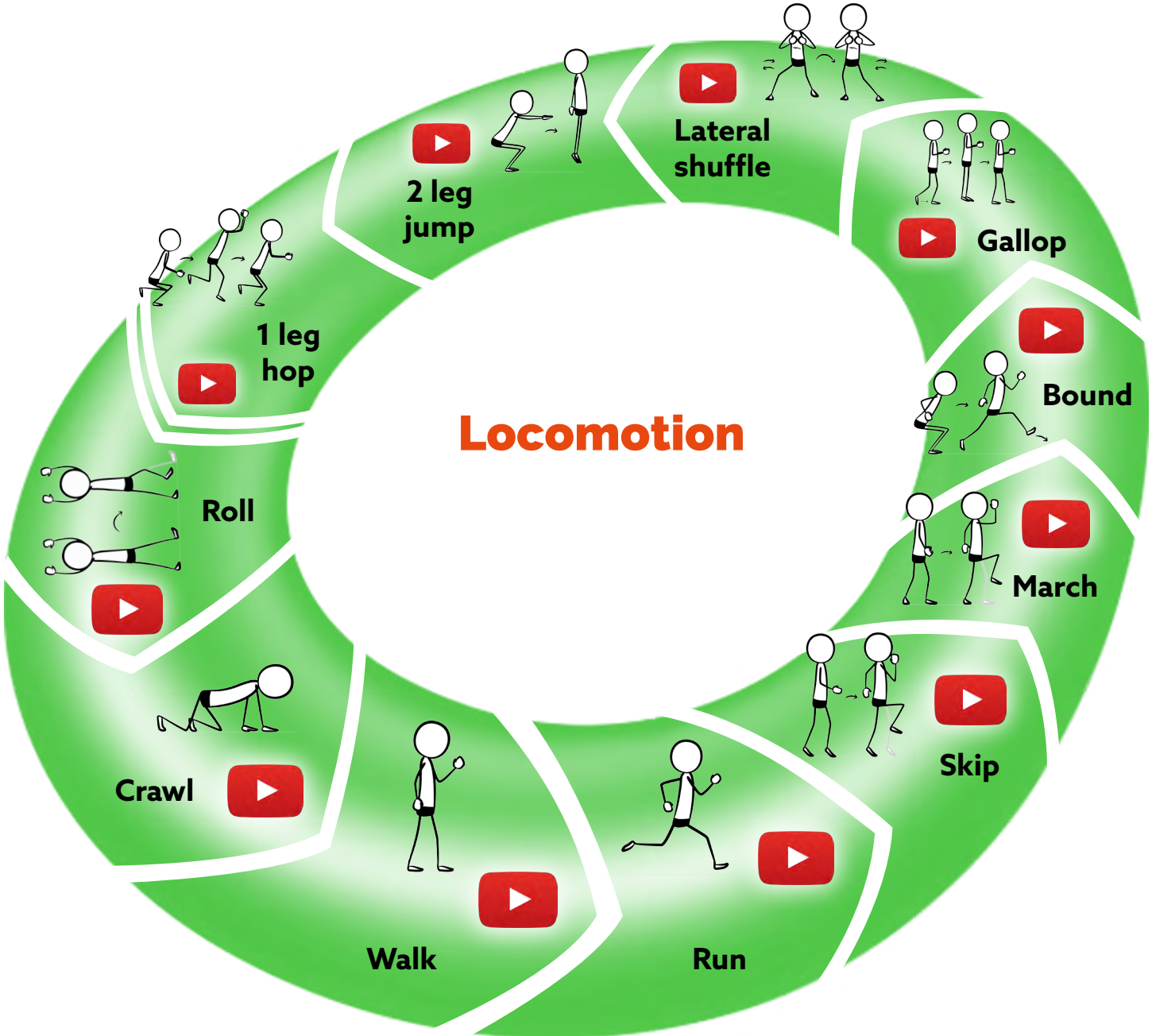
Gallahue, D., & Cleland Donnelly, F. (2003). *Developmental Physical education for all children* (Fourth Ed.). Champaign, Illinois: Human Kinetics.

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FUNDAMENTAL MOVEMENT SKILLS



FUNDAMENTAL MOVEMENT SKILLS



MOVEMENT VARIABLES

EFFORT

FORCE

These variables will allow children to exert various degrees of muscular force for the purpose of understanding the contrast of muscular tension needed for accomplishing a movement task.



Strong



Strong

Children should exert maximal force. Other words to use include: *firm or heavy*



Weak



Weak

Children should exert the minimal amount of force to achieve the movement goal. Other words to use include: *fine or light*



Moderate



Moderate

Children should exert about half of their maximal force. Other words to use include: *medium or neutral*

SPEED

These variables will allow children to explore the contrast of fast and slow actions as well as the varying gradations in between. This also includes the concepts of speeding up (acceleration) and slowing down (deceleration).



Fast

Children should move as fast as they can, NOT as fast as they can't. In other words, they should move as fast as they can while maintaining control. Other words to use include: *quick, sudden, speedy, rapid, or use analogies such as: sprint; a race car in 4th gear; or a cheetah.*



slow



Slow

Children should move as slowly and deliberately as possible. Other words to use include: *sluggish and leisurely, or use analogies such as: a turtle or snail.*



MEDIUM



Medium

Children should move at a pace halfway between fast & slow. Other words to use include: *normal and moderate, or use the analogy of: jogging as opposed to walking or sprinting.*



Accelerating

Children should begin by moving slowly, and gradually speed up. An analogy to use is stepping on the gas pedal to speed up a car. This may need to be prompted during the circuits (Faster! Faster!Faster!).



Decelerating

Children should begin by moving at a moderate or normal pace unless otherwise instructed, and gradually slow down, but not stop. An analogy to use is stepping on the brake pedal to slow down a car. This may need to be prompted during workouts (Slower! Slower! Slower!).

FLOW

These variables will allow children to explore the continuity of movement from smooth continuous movements to halting movements.



Continuous Flow

Children should move in a free flowing, smooth way without stopping. This would represent the way in which most movements are performed naturally.



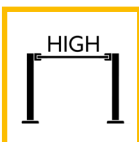
Stop-And-Go Flow

Children should move in a halting movement pattern where there are slight pauses between movements, but movement does not completely stop. Other words to use include: *bound, restrained, cautious, and jerky.*

SPACE

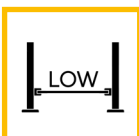
LEVELS

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



High

The designated body part is to be displaced as far from the ground as possible.



Low

The designated body part is to be as close to the ground as possible.



Medium

The designated body part is halfway between the head and the feet.

DIRECTIONS & PATHWAYS

These variables will allow children to explore various ways of moving in all 3 planes of motion, using the whole body, or parts of the body either on the ground or in the air. These movements may be done in place as stationary movement control activities with parts of the body moving in a specific direction or path, or as a locomotion activity moving the whole body in the specified direction or pathway. For example, a "squat" fundamental movement skill can be done in a zigzag path either moving or stationary.













Straight

Children will perform movements in the sagittal plane, which is a straight line, moving either forward or backward.



Diagonal

Children will perform movements that deviate at an angle from a straight path. If they are moving their whole body in a diagonal path, make sure to mark or denote the straight path so they have a frame of reference. Otherwise they are still essentially just moving straight.

		<p>Zigzag</p> <p>Children will perform movements that repeatedly angle to the left & right. Make sure the movements are sharp to distinguish them from curved movements. An example of in-place zigzag movements would be to draw angled letters, such as "Z" or "M" in the air with a limb. An example of locomotion zigzag movement patterns would be to sprint to cones arranged in a "Z" pattern.</p>
		<p>Curved</p> <p>Children will perform repeated semi-circular movements, or "S" turns with smooth rounded edges rather than sharp angled turns as in the zigzag patterns. An example of in-place curved movements would be to draw curved letters, such as an "S" or "C" in the air with a limb. An example of a locomotion curved movement patterns would be to skip around a series of cones.</p>
		<p>Lateral</p> <p>Children will perform movements in the frontal plane, which is side to side or moving to the left and right. An example of in-place lateral movements with the limbs would be jumping jacks. An example of lateral locomotion movements would be a lateral shuffle.</p>
		<p>Circular</p> <p>Children will perform movements in a complete circle either clockwise or counterclockwise. As opposed to curved movements, circular movements are complete and closed circles rather than just curves or "S" turns. An example of in-place circular movements would be arm circles or spinning the whole body in either direction. An example of a locomotion circular path would be to bear crawl completely around a cone or another person.</p>
		<p>Vertical</p> <p>Children will perform movements where they transport a limb or their whole body up and down in relation to gravity. An example of in-place vertical movements would be squats or a jump. An example of locomotion vertical movements would be to pair a locomotion activity with a specific direction or pathway, such as hopping in a circular path.</p>

RANGES

These variables will allow children to explore the size of their movements and the reach of individual limbs or their entire body. These refer to ranges of motion from the smallest detectable motion to the fullest range of motion around a joint. Exploring range can be done in-place or while performing a locomotion activity in a specific direction or pathway.



Large

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



Small

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

LOCATION

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



In place

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













Moving

The suggested fundamental movement skill is done while moving within a defined space, either indoors or outdoors. This can be done with standard locomotion activities or paired with stationary movement control activities (i.e. squats while moving through a space).

RELATIONSHIPS

OBJECTS & PEOPLE

These variables will allow children to explore the various ways to navigate around people or objects. Note that “objects” can be as simple as lines on the ground, curbs, backpacks, or other common items.

 Over		Over These movements involve transporting the body or parts of the body over the top of objects or other people. For instance, kids would be instructed to skip while moving OVER low hurdles that are placed throughout the space.
 Under		Under These movements involve transporting the body or parts of the body underneath objects or other people. For instance, kids would be instructed to bear crawl while moving & crawl UNDER any other child they come into contact with.
 Along side		Alongside These movements involve transporting the body or parts of the body on one side of an object or another person. For instance, kids would be instructed to do log rolls ALONGSIDE a row of cones, or they could skip ALONGSIDE another child (shoulder to shoulder).
 On to		Onto These movements involve transporting the body or parts of the body on top of an object or another person. For instance, kids would be instructed to jump ONTO a box & crawl off.
 Off of		Off of These movements involve transporting the body or parts of the body from of an object down to the ground or to another object. For instance, kids would be instructed to jump OFF OF a box.



In Front Of

These movements involve transporting the body or parts of the body in front of an object or another person. It is important here to define the front or back of an object if it is not obvious (the front or back of a car is obvious, but there is no front or back of a cone unless it is designated). For navigating around other people, a child would always have to be located on the front side of another person who is standing, or on the side with their head if they are lying down. The child instructed to be IN FRONT OF another child can be either looking at the person or have his back to that person. For instance, kids would be instructed to shuffle laterally IN FRONT OF a partner (facing away from them).



Behind

These movements involve transporting the body or parts of the body in back of an object or another person. It is important here to define the front or back of an object if it is not obvious (the front or back of a car is obvious, but there is no front or back of a cone unless it is designated). For navigating around other people, a child would always have to be located on the back side of another person who is standing, or on the side with their feet if they are lying down. The child instructed to be BEHIND another child can be looking at the person's back or have his back to that person's back. For instance, kids would be instructed to shuffle laterally BEHIND a partner, facing their back.















Between

These movements involve transporting the body or parts of the body through the middle of two objects or two other people. For instance, children could be prompted to hop while moving between other people who are also hopping.

BODY PARTS

These variables will allow children to explore the ways the body parts can move into various positions and shapes.

		<p>Narrow</p> <p>These movements involve bringing the arms and/or legs as close together as possible. For instance, children could be instructed to make their limbs as NARROW as possible while doing squats.</p>
		<p>Wide</p> <p>These movements involve keeping the arms and/or legs as far from the torso as possible. For instance, children could be instructed to make their limbs as WIDE as possible while galloping.</p>
		<p>Curved</p> <p>These movements involve creating rounded soft shapes with the arms, legs, or torso. For instance, children would balance on one leg while making their torso and arms into CURVED shapes. This can be prompted by saying that those shapes would look like the letters, "C," or "S."</p>
		<p>Twisted</p> <p>These movements involve rotating the torso or arms and legs about a central axis or intertwining the arms and legs to look like a "pretzel." For instance, children would be instructed to hold a front plank position with their arms, legs, or torso TWISTED.</p>
		<p>Symmetrical</p> <p>These movements involve making sure both sides of the body look the same if an imaginary line was drawn down the middle of the body from the top of the head to between the feet. For instance, children would be instructed to do SYMMETRICAL jumping jacks with the arms and legs, so both feet and arms move the same distance in the same plane from the mid-line of the body.</p>
		<p>Asymmetrical</p> <p>These movements involve making sure both sides of the body are moving differently from each other if an imaginary line was drawn down the middle of the body from the top of the head to between the feet. For instance, children would be instructed to squat with the arms asymmetrical. They would perform the movement with one arm straight out to the side of them, and the other arm bent.</p>

PEOPLE WITH PEOPLE

These variables will allow children to explore the various ways to effectively interact with other people.

Solo



Solo

This situation is where we have one person at a time move while the group (or partner) watches. If kids are partnered up, or in multiple small groups, then only one would do the movement task at a time. This gives children a chance to get direct feedback from others and allows those watching to visually learn how other kids interpret movement variables. For instance, each child would take a turn doing a SOLO side shuffle in a curved path and making their arms and legs as wide as possible.

Independent



Independent

This situation is where we have the children moving on their own around others simultaneously. This will help improve spatial awareness as they have to avoid bumping into the other children. They can either all be doing the same movement patterns or they could each choose their own fundamental movement skill to modify. For instance, each child would move INDEPENDENTLY as they choose from doing either a skip, crawl, or roll, with the body low, in a zigzag pattern.

Partner



Partners

This situation is where kids are paired up and doing the same, or complementary, movement patterns. For instance, two kids would be PARTNERED and both march alongside each other going forward and back. Or two kids could be PARTNERED and one do a single leg balance with limbs wide, while the other gallops around her in a circle.

Group



Groups

This situation involves one or more groups of 3 or more kids each interacting competitively or cooperatively. For instance, there would be two GROUPS of kids, each in a circle formation facing outward and rotating clockwise trying to get to the other side. To make this competitive this could be a race to be the first group to reach the other side.



Mirroring



Mirroring

This situation involves partners or groups facing each other, with one leading and one following. Those following would do the same movements as the leaders, as if looking in a mirror. This would mean that if the leaders shuffle to their left, the followers would shuffle to their right so they are always in front of each other moving the same way. If the leaders move their left arms up, the followers move their right arms up.



Matching



Matching

This situation involves partners or groups facing each other, with one leading and one following. Those following would do the movements moving the same limbs in the same direction as the leaders. This would mean that if leaders shuffle to their left, the followers would shuffle to their left so they are moving in opposite directions. If the leaders move their left arms up, the followers also move their left arms up.



Leading



Leading

This situation involves one person leading while others standing behind the leader follows his or her lead either in a stationary activity or a locomotion activity. For instance, the LEADER would bound in a curved path with accelerating speed. The followers would follow behind and keep up with those movements.



Following



Following

This situation involves one person leading while others standing behind the leader follows his or her lead either in a stationary activity or a locomotion activity. For instance, the leader would balance on one leg, while moving the arms in asymmetrical patterns while the FOLLOWERS would do the same.



Meeting



Meeting

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



Parting



Parting

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

Using this chart along with the “cheat sheet” we provide you in this text, the combinations are nearly endless!

The Starter Circuits
Walkin' and Rollin'
 SPIDERfit Kids

1	Roll		+	Straight path
2	Forward/backward bend		+	LARGE RANGE OF MOTION
3	Walk		+	Diagonal path
4	Alternating lunge		+	small range of motion
5	Roll		+	Curved path
6	Forward/backward bend		+	Legs W I D E
7	Walk		+	Lateral path
8	Alternating lunge		+	Arms narrow
9	Roll		+	Circular path
10	Forward/backward bend		+	Arms
11	Walk		+	Straight path (forward)
12	Alternating lunge		+	Arms
13	Roll		+	In place

10-20 seconds each exercise
 Transition time AS NECESSARY

Can You???
The Happy Heart Hop
 Try this when a commercial comes on TV:
 • Stand up, sit down, stand up
 • Reach up to the sky, reach down to your toes, reach up to the sky
 • Hop on your right foot 10 times
 • Hop on your left foot 10 times
 Invite a friend or family member to join you!

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In each of the guided discovery circuits we have designed for you, you will see a fundamental movement skill in the left column with one or more Movement Variables next to it. The child repeats the movement or combination of movements for the designated amount of time, then transitions to the next combination. In some instances, the workout prompts the child to change the variable midway through the exercise. Most circuits take about 3-5 minutes.



There are 5-10 different circuits each for different


skill levels, facilities, and number of children involved, for a total of 30. These have been divided into mini-sections with any specific instructions necessary. All workouts are given a name to get the kids engaged. It is recommended that a short “vocab” review of the necessary terms, i.e. “accelerating, asymmetrical, etc.” is done prior to a circuit.

We recommend beginning with the “Starter Circuits” to familiarize both you and the children with the process and flow of the activities.

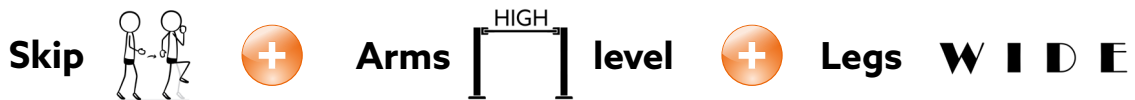
Feel free to utilize 1-2 combinations from any circuit just to get kids up and moving after they've been inactive. This can take less than a minute. Just choose your favorite combos and do them for a quick “movement break” between other activities or during any other part of the day. Add music to create an even more engaging environment!

Individual and combinations of circuits can be done every day, even multiple times per day. They can also be spread out through a week.


You will see that each movement or variable in the circuit is linked together with a plus  sign, or an arrow .

The  sign is like an “and”. Everything after a plus sign is added to the original movement and the combination is done for the entire duration of time.

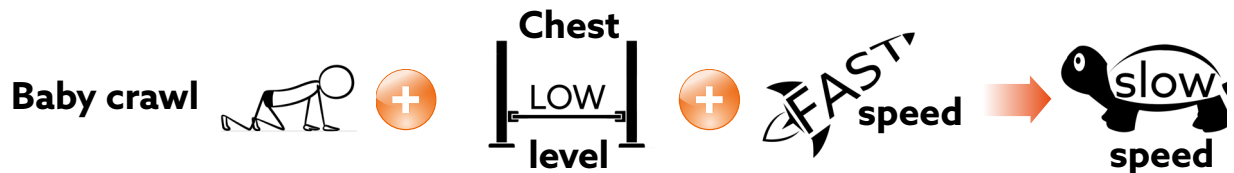
For example:





would mean that the child would skip for 10-20 seconds with her arms high and her legs wide, then she would transition to the next combination.

When there is an arrow , instruct the child to switch to that movement roughly halfway through the circuit time.

For example:



would mean that the child begins in a baby crawl with his chest low, moving fast, then 5-10 seconds into the movement, he would switch to slow speed.

If the  designates an “and”, the  designates a “then”.

Click here to see guided discovery in action!

Again, prior to beginning a circuit, familiarize the children with any new vocabulary. It may also be necessary to read through the circuits to determine which best suits your needs in regards to facilities, number of children, and ability level. Don't forget to refer to the **movement variable chart** for clarification.

In any case, if you forget the definition of any Movement Variable, there really is no “wrong answer” as long as the notions of common sense and safety are followed. Most of the combinations can be done either moving or in place (limited space). Depending on the amount of room you have available, feel free to adapt the exercises to fit your needs.

For Movement Variables like “over,” “under,” “on to,” “off of,” or others that would suggest objects or equipment, consider that other children, desks, benches, walls, and even lines on the ground can still reinforce these concepts of orientation.

For example:

- ✓ Children can step onto and off of a line.
- ✓ They can do a plank over a pencil
- ✓ They can move alongside a wall.

Once the children understand these concepts, let them get creative in finding ways to interpret the variable.

Beginning a program like this, the fundamental movement patterns are going to appear awkward. Remember, we are merely guiding children on a journey of discovering how to move. With patience and just enough guidance, they will develop high level skills that last a lifetime.

On the following page, you will find a “cheat sheet” for guided discovery activities. This guide can be folded up and kept with you as a quick reference for designing your own circuits!

Just print the page and fold it on the dotted line. Chose one of the fundamental movement skill from the front page and apply 1 or more Movement Variables to it and do each combination for 10-20 seconds. Repeat for different fundamental movement skill and Movement Variable combinations!

SPACE SUBCATEGORIES	MOVEMENT VARIABLES	EXPLANATIONS	
Levels The horizontal positions of the body	High	Above the shoulders	
	Low	Below the knees	
	Medium	Between the knees & shoulders	
	Shape	Any suggested shape, i.e. geometric, letter, number, etc.	
	Straight	Forward & backward	
	Diagonal		
	Zigzag		
	Curved		
	Lateral	Left to right; side to side	
	Circular	Clockwise; counterclockwise	
Directions & Pathways The various ways in which the body can move on a surface or in the air	Vertical	Up & down	
	Random	Any guided or creative pathway not following a symmetrical path	
	In place	Moving within the confines of the extensions of the body	
	Moving	Moving throughout a defined or open space in a specified pathway	
	Location Movements in a stationary position or moving throughout a defined space		

Location of movement
SPACE

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- SPIDERfit Kids**

EFFORT SUBCATEGORIES	MOVEMENT VARIABLES	EXPLANATIONS
Force The contrast of muscular tensions	Strong	Firm; heavy
	Weak	Fine; light
	Moderate	Neutral
Speed The contrast of fast & slow actions & the gradations in between; Acceleration & deceleration	Fast	Quick; sudden
	Slow	Sustained
	Medium	
	Accelerating	Speeding up
	Decelerating	Slowing down
Flow The contrast of movement continuity	Continuous	Free; continuous; flowing Examples: running downhill; swinging a bat; leaping
	Stop & Go	Bound; restrained; cautious; Slow; jerky Examples: pushing a heavy object; lateral bounding; marching

Dynamics & qualities of movement
EFFORT

RELATIONSHIPS

Interactions with objects, body parts, or other people.

RELATIONSHIPS SUBCATEGORIES	MOVEMENT VARIABLES	EXPLANATIONS
Objects Successfully navigate around objects	Over	
	Under	
	Alongside	
	On to	
	Off of	
	In front of	Between two objects
	Behind	
	Between	
Body Parts How body parts can move; the ability to get into various positions and form shapes	Narrow	
	Wide	
	Curved	
	Twisted	
	Symmetrical	
	Asymmetrical	
People The ability to effectively interact with other people	Shaped	Assume any prescribed shape with body parts, i.e. geometric, letter, number, etc.
	Solo	1 moves, others watch
	Independent	Each moves independently
	Partner	
	Group	2 or more moving together
	Mirroring	Facing one another, mirroring opposite limb movement.
	Matching	Facing one another, matching same limb movement.
	Leading	
	Following	
	Meeting	
Parting		



THE ULTIMATE YOUTH WARM-UP CHEAT SHEET

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

FUNDAMENTAL MOVEMENT SKILLS

Stationary Movement Control (SMC)	Locomotion
Forward bend/ Backward bend	Roll Gallop
Rotation	Crawl Lateral Shuffle
Single leg balance	Walk 2 leg Jump
Squat	Run 1 leg hop
Alternating lunge	Skip
Push Up/plank	March
Crab hip hold	Bound
Superman	

The Guided Discovery Circuits

The Starter Circuits

Anywhere Circuits

Indoor Circuits

Partner Circuits

The Starter Circuits

Have fun learning how to use the Movement Variables!

The five starter circuits are designed to introduce the contrasts of the different fundamental movement skills and Movement Variables for effort, space, and relationship to objects and other people.

These circuits include only 4 fundamental movement skills each, so children are able to learn and get familiar with them without being overwhelmed. The Movement Variables are presented in contrasting manner in subsequent exercises, so it helps children create a frame of reference for effort, space, and relationships to people and objects. The Starter Circuits have 13 movement combinations, while the other circuits have only 7.










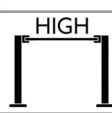

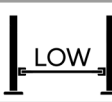


While the instructor can modify the exercise and transition time as needed, it is recommended that each fundamental movement skill and movement variable combination is performed for 10-20 seconds with enough transition time to allow for any explanation, demonstration, or further clarification.



The Squatalot

seconds
each exercise

Transition time
AS NECESSARY

1	Push up		+		speed
2	Baby crawl		+		speed
3	Squat		+		speed
4	Skip		+		speed
5	Push up		+		speed
6	Baby crawl		+		flow
7	Squat		+		flow
8	Skip		+		force
9	Push up		+		force
10	Baby crawl		+		force
11	Squat		+	Arms 	level
12	Skip		+	Hips 	level
13	Push up		+	Hips 	level



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Vegetables Give You Vroom!

When you want rocket fuel so you can be great, make sure there's lots of vegetables stacked on your plate!
Try two different veggies tonight!

Walkin' and Rollin'

1	Roll		+	<u>Straight</u> path
2	Forward/backward bend		+	LARGE RANGE OF MOTION
3	Walk		+	Diagonal path
4	Alternating lunge		+	small range of motion
5	Roll		+	Curved path
6	Forward/backward bend		+	Legs W I D E
7	Walk		+	Lateral path
8	Alternating lunge		+	Arms narrow
9	Roll		+	Circular path
10	Forward/backward bend		+	Arms Asymmetrical
11	Walk		+	<u>Straight</u> path (forward)
12	Alternating lunge		+	Arms Symmetrical
13	Roll		+	In place

10-20 seconds each exercise

Transition time AS NECESSARY



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Can You???

The Happy Heart Hop

Try this when a commercial comes on TV:

- Stand up, sit down, stand up
- Reach up to the sky, reach down to your toes, reach up to the sky
- Hop on your right foot 10 times
- Hop on your left foot 10 times

Invite a friend or family member to join you!

The Crab Shuffle

- 1** Side to side bend  + **Arms**  Twisted
- 2** Lateral shuffle  + **Torso**  Curved
- 3** Crab hip hold  +  Under **or**  Over something
- 4** 1-Leg hop (left)  +  On to Off of something
- 5** Side to side bend  +  Mirroring **the instructor**
- 6** Lateral shuffle  +  Matching **the instructor**
- 7** Crab hip hold  +  Along side **a line or cone**
- 8** 1-Leg hop (right)  +  Following /  Leading a  Partner
- 9** Side to side bend  +  Meeting **and**  Parting **with**  Partner
- 10** Lateral shuffle  + **Around a**  Partner **(alternate)**
- 11** Crab hip hold  +  In front of /  Behind  Partner **(also crab hold)**
- 12** 2-Leg jump  +  Between **people**
- 13** Side to side bend  + **As a**  Group

seconds
each exercise

10-20





















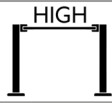

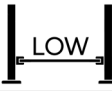


Transition time
AS NECESSARY



Did You Know???

The strongest muscle in your body is your jaw muscle.

The Roto-Runner

1	Rotation		+		speed
2	Run		+		speed
3	Single leg balance (right)		+	Arms/legs W I D E	
4	Gallop		+		speed
5	Rotation		+		speed
6	Run		+	 Strong	force
7	Single leg balance (left)		+	Arms  Curved	
8	Gallop		+	 Moderate	force
9	Rotation		+	 Continuous	flow
10	Run		+	stop & go 	flow
11	Single leg balance (right)		+	Arms 	
12	Gallop		+	Arms 	
13	Jumping Jacks		+	Hips 	

seconds
each exercise
10-20

Transition time
AS NECESSARY















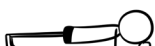







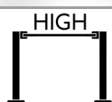


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Water Gives You Wings!

If you want to run faster and jump higher every day, drink lots of water when you work or play!
Drink a whole glass of water when you get home today.

Jump the Plank!

1	Plank		+	Legs W I D E
2	1-leg hop (right)		+	zigzag path 
3	Cobra		+	Arms/legs narrow
4	Jumping Jacks		+	Arms  Symmetrical
5	Plank		+	Arms  Asymmetrical
6	1-leg jump (left)		+	Torso  Curved
7	Cobra		+	LARGE RANGE OF MOTION 
8	Bound		+	<i>Diagonal</i> path 
9	Plank		+	Arms W I D E
10	2-Leg jump		+	 Circular path
11	Cobra		+	 Continuous flow
12	Bound		+	 In place
13	Plank		+	Hips  HIGH

seconds
each exercise
10-20

Transition time
AS NECESSARY



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Can you???


Breathe With Your Belly

1. Put one hand on your chest and the other across your belly button.
2. Take in a deep breath through your nose and see if you can make your belly expand for 5 seconds without your chest lifting up too high.
3. Breath out.
4. Try doing this 5 times in a row!
5. Challenge a friend or family member to do the same!

Anywhere Circuits

Have fun with the Movement Variables Anywhere!

These are designed to be done indoors or outdoors with a small amount of space to allow children to move across a room, field, or small grid designated by cones. If space is not available, the instructor can modify the activities to be done in place, which will encompass a small area around each child marked by the space occupied by the arms and legs fully extended.

Perform the fundamental movement skill in combination with the suggested Movement Variables. Note that when there is an  symbol, instruct the child to switch to an opposing movement variable roughly halfway through the circuit.



Round and Round

1	Forward backward bends 	+	Continuous flow 	+	Circular path
2	Roll 	+	In place 	+	slow speed
3	Push up 	+	narrow hands 	+	stop & go flow
4	Baby crawl 	+	Strong force 	+	Body LOW level
5	Rotation 	+	FAST speed 	+	Arms WIDE
6	Walk 	+	MEDIUM speed 	+	Straight (Backward)
7	Crab hip hold 	+	Hips HIGH level 	+	Strong force

10-20 seconds each exercise combination

10 seconds transition time








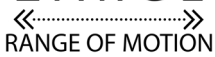

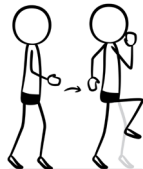





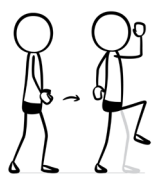







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Did You Know???

Playing outside makes your eyes, bones, muscles, heart and lungs strong!

The Flying Robot

1	Squat 	+	stop & go flow 	+	Arms  Asymmetrical
2	Run 	+	Knees HIGH level 	+	zigzag path 
3	Side to side bend 	+	LARGE RANGE OF MOTION 	+	FAST speed 
4	Skip 	+	In place 	+	Knees HIGH level 
5	Jumping Jacks 	+	Arms WIDE 	+	force Strong 
6	March 	+	flow Continuous 	+	Curved path 
7	Cobra 	+	slow speed 	+	Arms HIGH level 

10-20 seconds each exercise combination

10 seconds transition time



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3 Cheers for the Champ!

What makes you special? What can you do that makes you proud? What are the special things that make you stand out in the crowd?

Write down three things you are good at!

Neat Fast Feet

1	<p>Alternating lunge</p>	+	<p>Arms W I D E</p>	+	<p>FAST speed</p>
2	<p>Bound</p>	+	<p>force Strong</p>	+	<p>accelerating speed</p>
3	<p>Single leg balance (right)</p>	+	<p>Arms narrow</p>	+	<p>Torso Twisted</p>
4	<p>Single leg balance (left)</p>	+	<p>Arms W I D E</p>	+	<p>Torso curved</p>
5	<p>Gallop</p>	+	<p>MEDIUM speed</p>	+	<p>Diagonal path</p>
6	<p>Forward/backward bend</p>	+	<p>force Strong</p>	+	<p>stop & go flow</p>
7	<p>Lateral shuffle</p>	+	<p>Weak force</p>	+	<p>Circular path</p>

10-20 seconds each exercise combination

10 seconds transition time



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Can You???

50 Jumping jacks, 20 push up challenge

Challenge a friend or family member to see how long it takes them to do 50 Jumping jacks and 20 push ups.

See if you can beat their record!

Get Up, Get Down

1	 Push up	+	Hands W I D E	+	 slow speed
2	 2-Leg jump	+	 In place	+	Arms H I G H level
3	 Rotation	+	Arms n a r r o w	+	small ».....« range of motion
4	 1-Leg hop (right)	+	 In place	+	 F A S T speed
5	 Crab hip hold	+	Hips H I G H level	+	 Strong force
6	 1-Leg hop (left)	+	 In place	+	 slow speed
7	 Squat	+	Hips L O W level	+	Arms W I D E

10-20 seconds each exercise combination

10 seconds transition time



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Did You Know???

Your muscles are attached to your bones by tendons.

The Backward Bear

1	Side to side bend 	+	LARGE RANGE OF MOTION	+	slow speed
2	Roll 	+	Moving	+	zigzag path
3	Plank 	+	Arms/legs WIDE	+	force Strong
4	Bear crawl 	+	Hips HIGH level	+	Straight path (backward)
5	Alternating Lunge 	+	stop & go flow	+	Knees HIGH level
6	Walk 	+	Knees LOW level	+	FAST speed
7	Jumping Jacks 	+	force Strong 	+	MEDIUM speed

10-20 seconds each exercise combination

10 seconds transition time



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Look While You're Listening

When someone is talking, no matter their size, let them know you're listening by looking at their eyes!

Practice by listening to a friend tell you about their favorite thing to do!

The Tough Tree

1	Single leg balance (right)		+	Arms HIGH level	+	Torso curved	+	Arms Twisted
2	1-Leg hop (right)		+	accelerating speed	+	Arms LOW level	+	Hips HIGH level
3	Single leg balance (left)		+	Hips LOW level	+	Arms WIDE	→	Arms narrow
4	1-Leg hop (left)		+	Strong force	+	LARGE RANGE OF MOTION	→	small range of motion
5	Squat		+	Legs narrow	+	FAST speed	→	slow speed
6	Bear crawl		+	Arms/legs WIDE	+	Lateral path	→	path Circular
7	Push up		+	Feet WIDE	+	stop & go flow	→	flow Continuous

20-30 seconds each exercise combination

10 seconds transition time



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Can You???

The Get Up Challenge

1. Sit cross-cross apple sauce on the floor with your arms folded across your chest.
2. Try to stand up and sit down 5 times in a row without using your arms.
3. Challenge a friend or family member to do the same!

The Break Dancer

1	Roll		+	In place	+	Arms HIGH level	+	Arms Twisted
2	Crab hip hold		+	Hands narrow	+	Hips HIGH level	→	Hips MEDIUM
3	Skip		+	Legs WIDE	+	Circular path	→	Legs narrow
4	Cobra		+	Continuous flow	+	slow speed	→	FAST speed
5	Lateral shuffle		+	Legs narrow	+	Diagonal path	→	Legs WIDE
6	Forward backward bends		+	Arms WIDE	+	slow speed	→	Arms narrow
7	2-Leg jump		+	In place	+	Strong force	→	Weak force

20-30 seconds each exercise combination

10 seconds transition time

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Did You Know???

You take about 10 thousand breaths every day!

Crazy Legs

1	March		+	Knees HIGH level	+	Straight path (backward)	→	Straight path (forward)
2	Side to side bend		+	FAST speed	+	small range of motion	→	LARGE RANGE OF MOTION
3	Gallop		+	flow Continuous	+	zigzag path	→	accelerating speed
4	Alternating lunge		+	Hips LOW level	+	FAST speed	→	Hips HIGH level
5	Run		+	Arms WIDE	+	Curved path	→	Circular path
6	Plank		+	Feet WIDE	+	Hips MEDIUM level	→	Hips HIGH level
7	2-Leg jump		+	Moving	+	Weak force	→	Strong force

20-30 seconds each exercise combination

10 seconds transition time



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Carbohydrates are Cool

Carbohydrate's a long word, but these foods make you a winner. They give you awesome energy after breakfast, lunch and dinner.

What are some types of carbohydrates?

The Backward Baby

1		+	Arms/legs W I D E	+	Straight path (backward)	→	Straight path (forward)
2		+	stop & go flow	+	slow speed	→	FAST speed
3		+	Lateral path	+	Weak force	→	Strong force
4		+	Arms/legs W I D E	+	MEDIUM speed	→	zigzag path
5		+	<i>Moving</i>	+	Arms narrow	→	Curved path
6		+	Arms In front of body	+	<i>accelerating</i> speed	→	Arms HIGH level
7		+	Strong force	+	stop & go flow	→	flow Continuous

20-30 seconds each exercise combination

10 seconds transition time

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Did You Know???

Bones are attached to other bones by ligaments.

Big Time Balance

1	Lateral shuffle		+		+	zigzag path	→	
2	Single leg balance (left)		+	Arms Asymmetrical	+	Hips HIGH level	→	Hips LOW level
3	Run		+		+	Arms/legs narrow	→	Arms/legs WIDE
4	Single leg balance (right)		+	Hips LOW level	+	Weak force	→	Hips HIGH level
5	Skip		+		+	Knees LOW level	→	Knees HIGH level
6	Jumping Jacks		+		+	small range of motion	→	LARGE RANGE OF MOTION
7	March		+		+	Straight path (backward)	→	Straight path (forward)

20-30 seconds each exercise combination

10 seconds transition time



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Gotta Get Goals


A goal is like a map of where you want to go, or what you want to do, or what you want to know.

Write down three goals for this week.

The Indoor Circuits





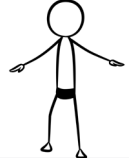

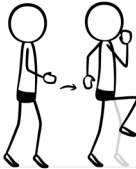


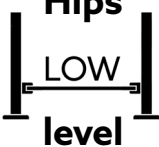
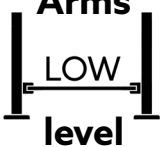





Have fun with movement when you're indoors!

While all circuits in *60 Ways to Play* can easily be modified to accommodate any amount of space, we have created 10 circuits ideal for indoors. You will notice the primary difference is that we include many "in place" activities. Note that "in place" does allow for a small degree of movement. For example, rolling on the ground can be done back and forth, as can a movement like the lateral shuffle.

As with all other circuits, perform the fundamental movement skill in combination with the suggested movement variables. Note that when there is an  symbol, instruct the child to switch to an opposing movement variable roughly halfway through the circuit.



Skip, Don't Trip!

1	Forward backward bend 	+	Arms/legs W I D E	+	 slow speed
2	2-Leg jump 	+	 In place	+	small ».....« range of motion
3	Single leg balance (right) 	+	Arms HIGH  level	+	Hips HIGH  level
4	Skip 	+	 In place	+	Legs W I D E
5	Single leg balance (left) 	+	Hips LOW  level	+	Arms LOW  level
6	Run 	+	 In place	+	 FAST speed
7	Crab hip hold 	+	Legs narrow	+	Hips HIGH  level

seconds each exercise combination
10-20

seconds transition time
10



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Can You???

The Blind Balance Challenge

- Close your eyes. Stand on one foot.
- 1) How long can you stand on that foot with your eyes closed without losing your balance?
 - 2) Try to beat your time on the other foot. Challenge a friend or a family member!

The Big Bend-a-Roony

1	Side to side bend 	+	Arms Asymmetrical 	+	Legs W I D E
2	2-Leg jump 	+		+	<i>accelerating</i> speed
3	Push up 	+	force Strong	+	Hips HIGH level
4	Bear crawl 	+	Under something	+	<i>slow</i> speed
5	Squat 	+	Legs narrow	+	Arms W I D E
6	Bound 	+		+	Knees HIGH level
7	Cobra 	+	Head LOW level	+	FAST speed

10-20 seconds each exercise combination

10 seconds transition time



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Did You Know???

More than half of your body is made up of water.

The Faster Blaster!

1	 <p>Alternating lunge</p>	+	 <p>slow</p>	+	<p>speed</p>	+	 <p>force Strong</p>
2	 <p>1-Leg hop (right)</p>	+	 <p>In place</p>	+	 <p>Circular path</p>		
3	 <p>Rotation</p>	+	 <p>force Strong</p>	+	 <p>Arms In front of body</p>		
4	 <p>1-Leg hop (left)</p>	+	 <p>In place</p>	+	 <p>FAST speed</p>		
5	 <p>Crab hip hold</p>	+	 <p>Hips HIGH level</p>	+	<p>Legs narrow</p>		
6	 <p>Skip</p>	+	 <p>Along side a person or object</p>	+	 <p>Knees LOW level</p>		
7	 <p>Plank</p>	+	<p>Arms/legs WIDE</p>	+	 <p>force Strong</p>		

10-20 seconds each exercise combination

10 seconds transition time



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Helpers Are Heroes

Helping is the best way to show that you're strong, because helpers are heroes, they help others along!

Help 5 people do something today.

The Crazy Cobra

1	Forward backward bend		+	stop & go flow	+	Circular path
2	Run		+	In place	+	Strong force
3	Cobra		+	Continuous flow	+	Arms HIGH level
4	2-Leg jump		+	In place	+	Knees HIGH level
5	Squat		+	Arms/legs narrow	+	slow speed
6	Skip		+	In place	+	Arms/legs WIDE
7	Jumping Jacks		+	slow speed	+	Strong force

10-20 seconds each exercise combination

10 seconds transition time



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Did You Know???

Your body has 640 muscles.

Jumpin' Jiminy

1	 Push up	+	Legs W I D E	+	 FAST speed
2	1-leg hop (right) 	+	 In front of something	+	 accelerating speed
3	Side to side bend 	+	stop & go flow	+	 slow speed
4	1-leg hop (left) 	+	 In place	+	Arms  Symmetrical
5	 Crab hip hold	+	Hips HIGH  level	+	 Strong force
6	 2-Leg jump	+	Hips LOW  level	+	Legs W I D E
7	 Plank	+	Hips MEDIUM  level	+	 Strong force

seconds each exercise combination
10-20

seconds transition time
10



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Look While You're Listening

Proteins are like Legos that build muscles for you. Meats, nuts and dairy, and some plants have protein too!

Name 5 foods with protein power!

High, Low, Go!

1	Jumping Jacks		+	path Circular	+	slow speed	→	FAST speed
2	Lateral shuffle		+		+	Weak force	→	Strong force
3	Squat		+	Legs WIDE	+	Arms Twisted	→	Legs narrow
4	Bound		+		+	accelerating speed	→	Decelerating speed
5	Push up		+	Arms WIDE	+	Hips HIGH level	→	Hips LOW level
6	Skip		+		+	Knees HIGH level	→	Knees LOW level
7	Crab hip hold		+	Strong force	+	Hips HIGH level	→	Hips LOW level

20-30 seconds each exercise combination

10 seconds transition time







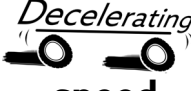
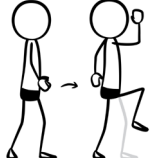

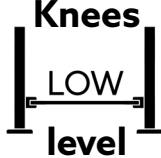
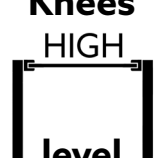

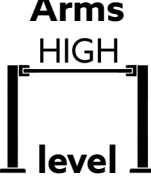

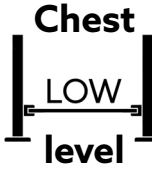







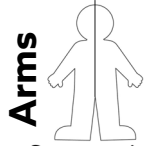
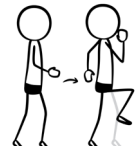

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Can You???

Jumping Jack Flash

Try to do 20 jumping jacks in 10 seconds. Challenge a friend or family member to do the same!

A Mission to Mars

1	2-Leg jump 	+	 In place	+	stop & go flow	→	 Circular path
2	Side to side bend 	+	 Decelerating speed	+	Legs W I D E	→	Legs narrow
3	March 	+	 In place	+	 Knees LOW level	→	 Knees HIGH level
4	Cobra 	+	 Arms HIGH level	+	 Chest HIGH level	→	 Chest LOW level
5	Run 	+	 In place	+	 FAST speed	→	 accelerating speed
6	Alternating lunge 	+	 Strong force	+	 Arms Asymmetrical	→	 Arms Symmetrical
7	Skip 	+	 In place	+	Arms/legs narrow	→	Arms/legs W I D E

20-30 seconds each exercise combination

10 seconds transition time

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Did You Know???

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

Race in Place

1	1-Leg balance (left)		+	Hips HIGH level	+	Hands In front of body	→	Hands Behind body
2	2-Leg jump		+	In place	+	Strong force	→	Weak force
3	1-Leg balance (right)		+	Arms Asymmetrical	+	Arms WIDE	→	Arms narrow
4	March		+	In place	+	Strong force	→	Weak force
5	Plank		+	Hips HIGH level	→	Hips LOW level	→	Hips MEDIUM
6	Walk		+	In place	+	stop & go flow	+	LARGE RANGE OF MOTION
7	Rotation		+	small range of motion	+	FAST speed	→	slow speed

20-30 seconds each exercise combination

10 seconds transition time



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Blast off with Breakfast!

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

What did you have for breakfast today?

Shuffle Your Duffle

1	Lateral shuffle		+	In place	+	Legs narrow	→	Legs W I D E
2	Crab hip hold		+	Strong force	+	Arms narrow	→	Arms W I D E
3	Skip		+	In place	+	accelerating speed	→	Decelerating speed
4	Alternating lunge		+	Legs W I D E	+	FAST speed	→	slow speed
5	1-Leg hop (right)		+	Arms HIGH level	+	In place	→	Circular path
6	Push up		+	Legs W I D E	+	Hips HIGH level	→	Hips MEDIUM level
7	1-Leg hop (left)		+	FAST speed	+	In place	→	Lateral path

20-30 seconds each exercise combination

10 seconds transition time



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Can You???

The Push Up Plankster

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

Feelin' the Beat on Your Feet!

1	Squat		+	Arms HIGH level	+	stop & go flow	→	Continuous flow
2	1-leg hop (right)		+	Arms MEDIUM level	+	In place	→	Moving
3	Forward backward bend		+	Legs WIDE	+	slow speed	→	FAST speed
4	Run		+	In place	+	MEDIUM speed	→	Decelerating speed
5	Single leg balance (right)		+	Arms Twisted	+	Hips LOW level	→	Hips HIGH level
6	1-leg hop (left)		+	Strong force	+	FAST speed	→	slow speed
7	Single leg balance (left)		+	(right) leg Behind body	+	Arms In front of body	→	Arms curved

20-30 seconds each exercise combination

10 seconds transition time

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Did You Know???

Your brain weights about 3 pounds.

The Partner Circuits

Move with a friend!

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

We have created 5 circuits to facilitate children working with and around others. In a 1-1 teaching situation, you as the instructor can be a partner! It's important that partners are established prior to beginning the circuit. For a database of partner or "grouper" activities, refer to our Powerful Play online course at www.powerfulplaycourse.com.

When using variables such as "over," "around," "in between," and other relationships, instruct the children to alternate using each other as the "object" to navigate when possible.



Partner Playtime

1	Squat		+	FAST speed	+	zigzag path	+	Mirroring partner
2	Roll		+	stop & go flow	+	Arms Over head	+	Matching partner
3	Push up		+	<i>Moving</i>	+	slow speed	+	Leading Following partner
4	Lateral shuffle		+	Torso Twisted	+	curved path	+	Meeting and Parting with partner
5	Forward backward bend		+	Legs W I D E	+	path Circular	+	Solo (Alternating with partner)
6	2-Leg jump		+	<i>Moving</i>	+	Lateral path	+	Entire Group
7	Cobra		+	slow speed	+	Chest HIGH	+	Matching partner

10-20 seconds each exercise combination

10 seconds transition time



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Be Thoughtful With Thank You's

When someone is nice, or does something good for you, let them know they are awesome, by saying, "Thank You". Say "Thank You" to 10 different people today.

The Team Trainer

1	Skip	+	Straight path (backward/forward)	+	Hips HIGH level	+	Mirroring partner
2	Rotation	+	small range of motion	+	Arms WIDE	+	Matching partner
3	Bear crawl	+	Arms/legs WIDE	+	accelerating speed	+	Meeting and Parting with partner
4	Alternating lunge	+	Moving	+	Diagonal path	+	Solo (Alternating with partner)
5	Run	+	FAST speed	+	stop & go flow	+	Leading and Following partner
6	Plank	+	Arms/legs narrow	+	Hips HIGH level	+	Entire Group
7	2-Leg jump	+	path circular	+	Arms Asymmetrical	+	Matching partner

10-20 seconds each exercise combination

10 seconds transition time



Can You???

The Vegetable Challenge

Next time you're at the store with Mom or Dad, select a vegetable or fruit from each color of the rainbow. See if you can eat the entire rainbow in 1 day! Challenge a friend or family member to do the same!

Fast With a Friend

1	Side to side bend		+	Strong force		+	stop & go flow		+	Mirroring partner	
2	Gallop		+	zigzag path		+	Arms/legs WIDE		+	Matching partner	
3	1-Leg balance (left)		+	Hips LOW level		+	Arms Symmetrical		+	Entire Group	
4	Roll		+	FAST speed		+	Moving		+	Meeting and Parting with partner	
5	1-Leg balance (right)		+	Arms HIGH level		+	Arms Twisted		+	Entire Group	
6	Walk		+	MEDIUM speed		+	Circular path		+	Leading and Following partner	
7	Push up		+	accelerating speed		+	LARGE RANGE OF MOTION		+	Matching partner	

10-20 seconds each exercise combination

10 seconds transition time



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Did You Know???

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

The Buddy Blaster

1	Bound		+ LARGE RANGE OF MOTION +	slow speed	+ Mirroring partner
2	Squat		+ Moving +	zigzag path	+ Matching partner
3	March		+ Linear path (backward/forward) +	FAST speed	+ Meeting and Parting with partner
4	Rotation		+ Legs narrow +	Arms WIDE +	Entire Group
5	Lateral shuffle		+ Curved path +	Decelerating speed	+ Leading and Following partner
6	Crab hip hold		+ Hips HIGH level +	Strong force	+ Entire Group
7	2-Leg jump		+ Lateral path +	stop & go flow +	+ Matching partner

10-20 seconds each exercise combination

10 seconds transition time



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Colorful Fruit is Your Armor!

Keep the sniffles away, make coughs afraid to come near, by eating colorful fruits all the days of the year.
Can you name a fruit for every color of the rainbow?

Your Great Teammate

1	Cobra	+ small range of motion +	slow speed +	Matching partner
2	Baby crawl	+ Straight path (backward/forward) +	Strong force +	Meeting and Parting with partner
3	Alternating lunge	+ Torso curved +	Arms HIGH level +	Solo (Alternating with partner)
4	Bound	+ Strong force +	FAST speed +	Matching partner
5	Jumping Jacks	+ Arms W I D E +	Legs narrow +	Entire Group
6	Skip	+ Lateral path +	Hips LOW level +	Leading and Following partner
7	Forward backward bend	+ LARGE RANGE OF MOTION +	stop & go flow +	Matching partner

10-20 seconds each exercise combination

10 seconds transition time



Can you???

The Shoe-tie Shoot-out

While balancing on one foot, lift the other foot and untie, then tie your shoe. Repeat on the other foot. Can you do it without losing balance? Challenge a family member or friend to do the same!



Creative Discovery

THE MOVEMENT SENTENCES

*Improve Physical Literacy
with
Creative Movement Expressions!*

Total Physical Response (TPR) is a technique that has been used in the classroom for years to successfully improve language acquisition. Whether in a classroom or any other venue for physical activity, it's a fun and effective way to link movement and learning!

By having kids interpret words and punctuation marks with their bodies, the Movement Sentences allow kids to get the best of both worlds, developing language skills and physical literacy with creative exploration!

The Movement Sentence circuits consist of 4 skill levels, as well as advanced circuits, and mixed circuits. All the levels build on the previous level and allow kids the opportunity to start with simple movement expressions based on one direct action word at a time in level 1 until they are ready to string together direct and abstract words as well as punctuation marks and emojis in the most advanced levels.

While we don't want to ever judge a movement as right or wrong, or over-correct a child, it is a good idea to frontload vocabulary to make sure they know what words mean before you begin.

You can then coach during the activity with suggestions if a child seems lost. For instance, if the word is *soar* you can talk about animals that soar high in the sky like eagles. For *slither*, you might mention snakes.

Some words like *zip*, *scamper*, *brave*, or *perplexed* may be a bit too hard of a concept to grasp, so rather than just give an example like a dog scampering along, ask them to do whatever that word sounds like. This will give you great insight into how they can interpret word sounds and see how close they come to the actual meaning. It is also a very creative way for kids to move with total freedom, as there really can't be a right or wrong way to interpret the word. Eventually, the goal is to help define the words so kids learn the vocabulary and get more and more creative each time they do that circuit.









Click here to see the movement sentences in action!

On the following pages, we have included a vocabulary chart for the words used in the Movement Sentence creative discovery activities. This acts as a reference for the vocabulary, emojis, and different terms used in the circuits.

Movement Sentence Vocabulary

Direct Action Words	Abstract Words	Punctuation		Emojis
Roll	Hot	Period (.)	Full stop	 Smiley face
Jump	Sunny	Comma (,)	Slight pause	 Frightened face
Crawl	Lazy	Dash (-)	Longer pause	 Heart
Explode	Smooth	Exclamation point (!)	Excitement	 Praying hands
Sneak	Bumpy	Question mark (?)	Doubt/ uncertainty	 Thumbs up
Pounce	Spicy			 Spider
Creep	Victorious			 Unicorn
Shrink	Rocky			 Moon
Slither	Deliberate			 Sun
Wave	Vulnerable			 Lightning bolt
Erupt	Shy			 Cloud
Shake	Brave			 Star
Wiggle	Spark			 Apple
Scamper	Dark			 Ice cream cone
Rush	Bright			 Birthday cake
Scurry	Cloudy			 Cheese wedge
Soar	Happy			 Coffee cup
Spring	Slimy			 Baby bottle
Stride	Stinky			 Soccer ball
Zip	Proud			 Basketball
Zoom	Perplexed			 Flower
Bounce	Surprised			
Dart	Bold			
Dash	Mysterious			
Fly	Secretive			
Hurry	Dull			
Plummet	Empowered			
Spin	Intelligent			
Trot	Grumpy			
Swerve	Overwhelmed			

KEY

Symbol or word	What does it mean?	Example
Single word	Do the movement for the allotted time	Roll
	Flow from one movement to the next without a break	Roll  Slither  Pounce
	Choose three of the given words in any order and flow from one movement to the next without a break	Bounce  Fly  Hurry  Dash  Zip
.	Full stop	Sneak. Bounce, Zoom - Spin! Dash?
,	Slight pause	
-	Longer pause	
!	Excitement	
?	Doubt; uncertainty	

Choose a Level to Get Started

Level 1

One direct action word

Level 2

Two to four direct action words in order

Level 3

Three direct action words in any order

Level 4

Three or more direct action words with punctuation

Advanced

Add abstract words & Emojis

Mixed

Anything goes!

Warm Ups for Sports

Level 1

In this beginner level, each circuit consists of just one direct action word such as *roll*, *crawl*, or *explode*. Say the word and allow kids 10 to 20 seconds to move in any way that expresses this word. Make sure the kids understand that once they interpret the word with movement they are to do it over and over until time is up for that circuit.

In each circuit move in any way that best characterizes each direct action word for 10 - 20 seconds.



Roly Poly

1

Roll

2

Explode

3

Shrink

4

Spin

5

Spring

6

Pounce

7

Erupt

8

Wiggle

9

Soar

10

Slither

10-20
seconds
each word

Did You Know???

Good vegetables, proteins, and grains can give you 4 hours of energy. Sugar usually can give you about an hour or less of energy.



The Peppy Pup

1

Scamper

2

Rush

3

Swerve

4

Hurry

5

Pounce

6

Stride

7

Scurry

8

Crawl

9

Sneak

10

Zoom10-20
seconds
each wordwww.spiderfitkids.com

Blast off with Breakfast!

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

What did you have for breakfast today?

Zippity Quick

1

Zip

2

Creep

3

Roll

4

Bounce

5

Dash

6

Trot

7

Erupt

8

Explode

9

Fly

10

Plummet

10-20
seconds
each word

Can You???

Spin and Win

Close your eyes and turn around in a circle 3 times. Then turn the other way 3 times. Now, with your eyes closed, try to stand on one leg and count to 10. Challenge a friend or family member to do the same!



The Creepy Crawler

1

Dart

2

Rush

3

Creep

4

Crawl

5

Soar

6

Wiggle

7

Spring

8

Spin

9

Explode

10

Wave10-20
seconds
each wordwww.spiderfitkids.com**Did You Know???**

Your body has 206 bones.



The Bunny Jumper

1

Spring

2

Scamper

3

Shake

4

Sneak

5

Dash

6

Trot

7

Swerve

8

Wave

9

Slither

10

Bounce

10-20 seconds each word



Read What you Eat!


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

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

Level 2

In level 2, they are now ready to string together a movement sentence! The same direct action words they learned in level 1 will be linked together here in sentences from 2 to 4 words long. This level now introduces the concept of transitions which will reinforce the development of movement efficiency.

In level 2 it starts to look like a dance! For each circuit simply say or write the words in the sentence first and frontload any unfamiliar vocabulary. They must perform the words in order, transitioning from one to the next and repeating the sequence for the allotted amount of time. It is helpful to say each word in the sentence to prompt them to transition as they move. Older or more experienced kids may not need the prompts and they can choose when to transition.

The arrow  between each word means that they are to move to the next word in order.

Example: *For the movement sentence:*

"Jump  Sneak  Soar".

You could start by defining, or giving a hint for the meaning of the word that might be difficult. in this case, for "soar" you might say, "birds can SOAR high in the sky". Either write the sentence on chart paper, a large board, or project it on a screen. Tell the kids to act out each word in order and repeat the sequence until you call time (10-20 seconds). Alternately, you can prompt each word orally. Just say the word they should move to, when you say the next word they simply transition to the next word. For 2 to 3 word sentences, you could go through the sentence twice. For longer 4 to 5 sentence words. One time through will probably be enough.

In each circuit, link the direct action words together that are separated by an arrow, in order to create a smooth movement sentence. Do each movement sentence for 10 - 20 seconds.





The Sneaky Crawler

1 Crawl ➔ Roll

2 Crawl ➔ Roll ➔ Explode

3 Crawl ➔ Roll ➔ Explode ➔ Fly

4 Hurry ➔ Swerve

5 Jump ➔ Sneak ➔ Soar

6 Zip ➔ Trot ➔ Creep

7 Sneak ➔ Pounce ➔ Scamper ➔ Explode

8 Shake ➔ Rush

9 Fly ➔ Bounce ➔ Wiggle

10 Creep ➔ Scurry ➔ Wave ➔ Spin

10-20 seconds each movement sentence



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Can You???

Holding Up The Wall

Sit with your back against the wall and bend your knees until you can rest a book on your lap without using your hands. See if you can hold that for 1 minute! Challenge a friend or family member to do the same!



The Shaky Snake

1

Scamper ➔ Zip

2

Scamper ➔ Zip ➔ Bounce

3

Scamper ➔ Zip ➔ Bounce ➔ Pounce

4

Slither ➔ Wave ➔ explode

5

Shake ➔ Spin

6

Spin ➔ Shake ➔ swerve ➔ Soar

7

Trot ➔ Roll ➔ Jump

8

Roll ➔ Shrink ➔ Erupt ➔ Shrink

9

Plummet ➔ Jump

10

Pounce ➔ Slither

10-20 seconds each movement sentence



Did You Know???

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



The Bounce Pouncer

- 1 Crawl ➔ Explode
- 2 Sneak ➔ Pounce
- 3 Swerve ➔ Bounce
- 4 Roll ➔ Slither ➔ Pounce
- 5 Creep ➔ Scurry ➔ Shake
- 6 Trot ➔ Spin ➔ Plummet
- 7 Sneak ➔ Erupt ➔ Shake
- 8 Slither ➔ Wiggle ➔ Dart
- 9 Wave ➔ Sneak ➔ Jump
- 10 Fly ➔ Shrink ➔ Scamper

10-20 seconds each movement sentence


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The Superstar Handshake

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

Practice a good handshake!



The Pouncing Panther

1 Crawl ➔ Explode ➔ Sneak

2 Shrink ➔ Wave

3 Shake ➔ Erupt ➔ Pounce

4 Stride ➔ Spring ➔ Wave ➔ Shrink

5 Sneak ➔ Roll ➔ Soar

6 Creep ➔ Pounce

7 Bounce ➔ Wave ➔ Spin

8 Shrink ➔ Spring ➔ Rush ➔ Wiggle

9 Slither ➔ Pounce ➔ Roll

10 Sneak ➔ Wiggle ➔ Crawl

10-20 seconds each movement sentence



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Can You???

Count Your Heart Beats.

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



Soaring Eagle

1

Soar ➔ Roll

2

Roll ➔ Creep

3

Wave ➔ Erupt ➔ Crawl ➔ Slither

4

Shrink ➔ Explode ➔ Scamper

5

Spring ➔ Stride

6

Zip ➔ Zoom ➔ Wiggle

7

Shake ➔ Dart ➔ Fly

8

Rush ➔ Sneak

9

Scurry ➔ Wave ➔ Pounce ➔ Roll

10

Spring ➔ Plummet

 10-20 seconds
each movement sentence

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Did You Know???

Your upper leg bones are your quadriceps (front) and your hamstrings (back).

Level 3

In level 3, kids will be able to have some say in what they do. They can choose 3 words out of a list of 4 to 6 direct action words, and put them together in any order they like.

The words will be separated by a SQUIGGLY SLASH 

Having this choice fosters autonomy, which gives kids a sense of ownership. When they feel like they are helping to construct an activity and can freely interpret the words, they begin to feel competent with movement and this helps them develop more self-confidence.

Autonomy and competence, along with the sense of community they get doing these activities as a group, have been shown in studies to increase a child's motivation and desire to move more and stay engaged in physical activity for a lifetime.

Example: *For the movement sentence:*

"Roll  Sneak  Shrink  Wiggle  Rush".

You could start by defining, or giving a hint for the meaning of the words that might be difficult. In this case, the words are all simple so it might not be necessary to define any. Either write the words separated by a slash on chart paper, a large board, or project it on a screen. Tell the kids to choose 3 words they want to interpret. Let them know that they can act out each word they choose in any order and repeat the sequence until you call time. Alternately, you can say all 4 or 6 words out loud and have the kids pick out 3 from your list.

In each circuit, choose 3 direct action words in any order and link them together to create a smooth movement sentence. Do each movement sentence for 10 - 20 seconds.





The Dizzy Wiggle

1 Swerve ↻ Spin ↻ Plummet ↻ Hurry ↻ Trot

2 Roll ↻ Sneak ↻ Shrink ↻ Wiggle ↻ Rush

3 Stride ↻ Soar ↻ Wiggle ↻ Shake ↻ Pounce

4 Crawl ↻ Pounce ↻ Explode ↻ Slither ↻ Spring

5 Bounce ↻ Fly ↻ Hurry ↻ Dash ↻ Zip

6 Swerve ↻ Trot ↻ Spin ↻ Crawl ↻ Jump ↻ Roll

7 Wave ↻ Wiggle ↻ Rush ↻ Shrink ↻ Slither ↻ Sneak

8 Jump ↻ Pounce ↻ Creep ↻ Slither ↻ Soar ↻ Stride

9 Soar ↻ Scamper ↻ Wave ↻ Rush ↻ Wiggle ↻ Shrink

10 Swerve ↻ Plummet ↻ Dash ↻ Pounce ↻ Roll ↻ Soar

10-20 seconds each movement sentence



Nice!

Doing something nice can make you feel good.
Do 5 nice things daily, you think you could?

Do 5 nice things for 5 different people today.



Wiggle n' Roll

1 Roll → Jump → Crawl → Explode

2 Sneak → Pounce → Creep → Shrink → Slither

3 Wave → Erupt → Shake → Wiggle

4 Scamper → Rush → Scurry → Soar → Spring

5 Stride → Zip → Zoom → Bounce

6 Dart → Dash → Fly → Hurry

7 Plummet → Spin → Trot → Swerve

8 Scamper → Roll → Swerve → Wave → Shake

9 Creep → Explode → Jump → Swerve

10 Wiggle → Pounce → Bounce → Sneak → Spring

10-20 seconds each movement sentence



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Can You???

3 in 5

Do 2 push ups, 2 sit ups, and 2 jumping jacks in 5 seconds. Challenge a friend or family member to do the same!



Flying high, Diving Low

1 Scamper ↻ Hurry ↻ Soar ↻ Shrink ↻ Crawl

2 Roll ↻ Swerve ↻ Jump ↻ Trot

3 Trot ↻ Spin ↻ Bounce ↻ Rush ↻ Shrink

4 Jump ↻ Pounce ↻ Slither ↻ Scamper ↻ Wave

5 Erupt ↻ Shake ↻ Slither ↻ Shrink

6 Fly ↻ Zoom ↻ Spring ↻ Shrink ↻ Sneak

7 Pounce ↻ Roll ↻ Swerve ↻ Bounce ↻ Rush

8 Soar ↻ Wiggle ↻ Wave ↻ Explode

9 Dash ↻ Zoom ↻ Spring ↻ Slither ↻ Trot

10 Rush ↻ Sneak ↻ Shrink ↻ Slither

10-20 seconds
each movement sentence

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Did You Know???

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



Wiggle Worm

- 1 Scamper ↻ Soar ↻ Spring ↻ Wave
- 2 Shrink ↻ Sneak ↻ Pounce ↻ Crawl ↻ Explode
- 3 Roll ↻ Swerve ↻ Shake ↻ Pounce ↻ Creep
- 4 Jump ↻ Sneak ↻ Erupt ↻ Fly
- 5 Trot ↻ Dart ↻ Zoom ↻ Zip ↻ Slither
- 6 Stride ↻ Wiggle ↻ Creep ↻ Crawl ↻ Dart
- 7 Dart ↻ Sneak ↻ Fly ↻ Soar ↻ Stride
- 8 Shrink ↻ Slither ↻ Pounce ↻ Explode
- 9 Scurry ↻ Shake ↻ Erupt ↻ Zip ↻ Soar
- 10 Jump ↻ Bounce ↻ Dash ↻ Wiggle ↻ Rush

10-20 seconds each movement sentence


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Compliments are Contagious

A compliment is a nice thing we say to someone. Like "I like your shoes", or "hanging out with you is fun!"

Give someone a compliment today.



Darting Tiger

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

10-20 seconds each movement sentence

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Can You???

The Veggie Race

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



Level 4

In level 4, we introduce punctuation marks to our movement sentences. Now kids are going to inject some emotion into each word! It is important to frontload the meanings of the punctuation marks, such as a question mark (?) means doubt or uncertainty.

This is definitely more advanced as kids must be able to provide more levels of nuance for each word. In some instances the same words will be listed in the same order in more than one circuit. The only difference is that each word will have a different punctuation mark. This will help them create a more clear contrast of how to interpret the word based on the punctuation.

Example: *Before starting any level 4 circuit, begin by going over the meaning of all punctuation marks. For instance, The exclamation point means "excitement," the question mark means "doubt" the dash means "a long pause". If there is an arrow → just transition directly to the next word. For the movement sentence:*

"Sneak → Pounce! Explode? Slither--".

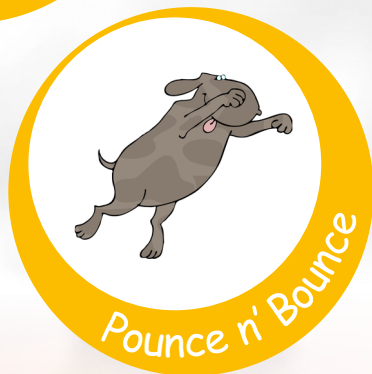
You could start by defining, or giving a hint for the meaning of the word that might be difficult. In this case, for "slither" you might say, "think of an animal that might slither on the ground like a snake". Either write the sentence on chart paper, a large board, or project it on a screen. If this is not an option, simply say each word and punctuation mark in the sentence to prompt them to move to the next word. Tell the kids to act out each word, in order, as modified by the punctuation mark. and repeat the sequence until you call time. For 2 to 3 word sentences, you could go through the sentence twice. For longer 4 to 5 sentence words, one time through will probably be enough.

Following are examples of how the exclamation point and question mark might be used:

"Explode!" might be a huge, quick jump in the air with both arms and legs extended fully. "Explode?" might be a timid, slow extension of the whole body without jumping and arms and legs only partially extended. An arrow, comma, period, or dash after a word will indicate how long to pause

before moving to the next word. For instance, if there is an arrow ➡, they should just flow into the next word. For a comma, there is a slight pause; for a dash, a longer pause, and for a period there should be an even longer pause. This should be seen as a full stop, where their body goes back to a neutral position. With a comma or dash, they may remain in the previous position before transitioning to the next word. If a word ends with an exclamation point and the next word ends with a question mark (or vice versa) there is no pause. They should just flow into the next word.

In each circuit, move in any way that best characterizes each direct action word and punctuation mark in order. Do each movement sentence for 10 - 20 seconds.





Blast off!

- 1 Swerve - spin! Crawl.
- 2 Roll, hurry? Bounce!
- 3 Explode? Spin!! Dart, spring.
- 4 Fly, slither. Hurry? Zoom -
- 5 Sneak? - bounce. Zoom!
- 6 Wave ➡ fly!! Spin?
- 7 Swerve - soar, bounce! Scamper
- 8 Sneak ➡ pounce! Explode? Slither -
- 9 Erupt. Spring. Creep. Roll!
- 10 Dash, scamper, swerve, wiggle?

 10-20 seconds
each movement sentence

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Did You Know???

Our bodies use fat, protein, and carbohydrates for fuel.





Jungle Gym

- 1 Spring? Roll. Swerve, spin!
- 2 Sneak! Explode? Roll -
- 3 Scurry, fly. Jump?
- 4 Crawl? Rush ➡ Wiggle? Roll!
- 5 Jump, explode - shrink ➡ Pounce?
- 6 Soar! Scurry? Scamper - Spring, stride!
- 7 Fly ➡ Hurry ➡ Spin! Trot?
- 8 Sneak? Shrink? Slither!
- 9 Erupt! Wave. Scamper, Zip. Zoom?
- 10 Slither, rush, stride, shake? Bounce!

10-20 seconds
each movement sentence



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Clean Up Your Mess!

We all make a mess, and that's perfectly OK. Just make sure to clean it up before you go on your way

What can you help clean up today??



Catch the Wave

- 1 Slither ➡ Shrink, Wiggle - Soar!
- 2 Zoom. Stride. Swerve, Dash!
- 3 Scurry, Creep, pounce?
- 4 Rush, sneak ➡ Spring. Bounce?
- 5 Scamper, Pounce. Roll! Fly?
- 6 Dart. Trot, wiggle - Shrink!
- 7 Soar? Scamper ➡ Hurry? Wave!
- 8 Wave. Roll, Sneak!
- 9 Plummet! Shrink! Creep. Wave? Bounce,
- 10 Spring, Wiggle? Zip! Soar, Erupt. Hurry,

10-20 seconds
each movement sentence



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Did You Know???

Your muscles are made out of protein.



Pounce n' Bounce

- 1 Roll, pounce. Explode - Shrink
- 2 Roll - pounce, Explode. Shrink?
- 3 Roll? Pounce - explode? Shrink!
- 4 Zip? Sneak! Wave?
- 5 Zip! Sneak? Wave!
- 6 Dart? Wave! Sneak, Erupt. Slither -
- 7 Shake, sneak! Roll.
- 8 Creep! Jump? Spin, Rush
- 9 Pounce! Bounce? Pounce? Bounce!
- 10 Fly? Crawl! Fly! Crawl?

10-20 seconds
each movement sentence

Time to Teach

Others want to know how you can do the things you do. When you take time to teach them, you get better at these things too!

What is 1 thing you could teach someone today?



Snake, Rattle n' Roll!

- 1 Wave! Shrink? Roll, Explode!
- 2 Wave? Shrink! Roll - Explode.
- 3 Slither, Scurry? Soar!
- 4 Slither! Scurry, Soar?
- 5 Rush ➡ Zip ➡ Spring ➡ Fly ➡ Plummet
- 6 Rush. Zip? Spring - Fly, Plummet!
- 7 Trot, Slither! Erupt?
- 8 Trot. Slither? Erupt! Soar?
- 9 Trot - Slither. Erupt, Soar! Wave.
- 10 Trot! Slither, Erupt. Soar - wave! Swerve?

10-20 seconds
each movement sentence

Can You???

Exercise for Energy

Write down 10 exercises that you can do in your living room. When you get home tonight, do each one of the exercises for 30 seconds. Invite a friend or family member to do the same!

Advanced

In the advanced circuits we introduce abstract words and emojis. Each emoji is listed with the actual icon image and the name of the emoji below it, such as a picture of a smiley face with "smiley face" written below.

In levels 1-4 the words directly suggest actions that most kids will be familiar with such as shrink, wiggle, or roll. Some of the words are more advanced for older kids, yet are still a direct action, such as plummet, scurry, or stride.

In the advanced level circuits, in addition to emojis, all words used will be abstract, so as to suggest a feeling that can be freely interpreted, such as hot, victorious, or shy. Of course, it is a good idea to frontload vocabulary that may be new to kids and always let them know that if they forget a word's meaning, or just don't know it, to simply move in any way that the word "sounds" to them. For instance, words with hard consonant sounds, such as deliberate, might make kids move with more force, whereas words with softer letter sounds, like sunny, might evoke smoother movement.

Each of the four Advanced circuits are presented in order with the first circuit as a level 1 advanced circuit and the fourth circuit as a level 4 advanced circuit. The only difference from the level 1 through 4 circuits described previously is the exclusive use of abstract words in place of direct action words, and the addition of emojis.

EMOJIS: *When writing advanced circuits, either draw the emoji or write the word that appears below each emoji. If writing the emoji word description it might be helpful to capitalize or circle the words to show they are part of an emoji. If you are just saying the words and emojis out loud, just say the description below each emoji. For example, you might say the following sentence with emojis as:*
"Dark 🏠 Spicy 🌶️ SOCCER BALL ⚽ Lazy 😴 SMILEY FACE"

In the **level 1** advanced circuit, **Hot Ice Cream**, one abstract word or emoji is presented for each movement sentence.

In the **level 2** advanced circuit, **Bumpy, Lumpy, & Smooth**, The same type of abstract words and emojis they learned in advanced level 1 will be linked together here in sentences from 2 to 4 words long. For each circuit simply say or write the words in the sentence first and frontload

any unfamiliar vocabulary. They must perform the words in order. It is helpful to say each word in the sentence to prompt them to move to the next word.

In the **level 3** advanced circuit, *Spicy Hot!*, they can choose 3 words or emojis out of a list of 4 to 6 abstract words and emojis, and put them together in any order they like.

In the **level 4** advanced circuit, *Sparky the Spider*, kids will interpret each abstract word, emoji, and punctuation mark flowing from one word to the next in order.

In each circuit, move in any way to best characterize the following combinations of abstract words, EMOJIS, and/or punctuation marks. Do each movement sentence for 10 - 20 seconds.





Hot Ice Cream

1 Hot

2



Thumbs up

3 Victorious

4 Shy

5 Dark

6 Bright

7 Stinky

8 Proud

9



Ice cream cone

10 Sunny

10-20 seconds
each word

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Did You Know???

Too much sitting can make you sick!
Stand up and move whenever you can.

Bumpy, Lumpy, & Smooth

1 Lazy → Rocky

2 Brave → Perplexed

3 Spicy → Bumpy → Slimy


4 Cloudy →  → Sunny
Heart

5 Smooth → Bumpy → Shy → Brave

6 Happy → Proud → Grumpy

7 Bright → Slimy

8 Spark → Rocky → Deliberate

9 Perplexed →  → Dark → Victorious
Praying hands

10 Bumpy → Lazy

10-20 seconds
each movement sentence



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Moving is Magic

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

Stand up!

Spicy Hot!

1 Hot    Spicy  Rocky    Victorious

Frightened face

Apple



2 Deliberate  Shy  Happy  
 Lightning bolt

Lightning bolt

3   Bumpy  Sunny  Hot  Slimy  Stinky

Cloud

4 Cloudy  Proud  Bold  Secretive  Bumpy  Lazy

5         
 Sun Cheese wedge Birthday cake Baby bottle Flower

Sun

Cheese wedge

Birthday cake

Baby bottle

Flower

6   Shy  Dark  Spicy

Soccer ball

7 Deliberate    Bumpy  Bright  Surprised

Star

8 Stinky  Lazy  Empowered  Grumpy  
 Moon

Moon

9 Surprised  Proud  Smooth/ Vulnerable  Intelligent

10 Hot  Shy    Brave  smooth

Coffee cup

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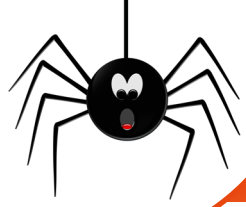
Can You???

Jumping Jack Commercial Break

When you're watching TV and a commercial break happens, see if you can do jumping jacks for the entire commercial break without stopping. Challenge a friend or family member to do the same!



10-20 seconds each movement sentence



Sparky the Spider

1 Bumpy, Hot? Proud.

2 Shy! 😊 - smooth. Spark?
Smiley face

3 Shy! Brave? Smooth! Bumpy?

4 Shy? Brave! Smooth? Bumpy!

5 👍? Lazy. Spicy! Dark,
Thumbs up

6 Perplexed! Slimy, Vulnerable? Mysterious.

7 Cloudy, Spicy. Deliberate - Shy! Slimy?

8 Bright. Stinky. Dull! Grumpy, 🌙
Moon

9 Deliberate? Happy, 🕷️. Vulnerable!
Spider

10 Smooth! Shy? Lazy, Spicy? Bold -

10-20 seconds
each movement sentence



Did You Know???

There are 100,000 miles of blood vessels in your body.

Mixed

In the six Mixed circuits anything goes! Everything presented in all levels up to this point will be mixed together in each circuit. This means that the first movement sentence could be one abstract word, and the next sentence might be a mix of direct action and abstract words strung together with punctuation.

Each of these circuits require that the kids (and instructor!) be very familiar with all the symbols, words, and rules that apply to all the other levels. The mixed level is fast paced and is a culmination of all the work they have done with the other levels.

Successful and smooth completion of mixed level circuits is a sign of mastery of this creative discovery activity. Mixed circuits, therefore, should only be done with older or more experience students or the result could be frustration both for kids and the instructor.

In each circuit, move in any way to best characterize the following combinations of direct action words, abstract words, EMOJIS, and/or punctuation marks.

Do each movement sentence for 10 - 20 seconds.



Smile a While

1 Bumpy

2 Spark

3 Roll, cloudy

4 Spin → lazy

5 Vulnerable, wiggle!

6 Crawl, spicy! Pounce

7 Bold, mysterious → grumpy

8 Empowered - overwhelmed, jump?

9 Stinky! Happy? Soar.

10  → shrink, cloudy

Smiley face

10-20 seconds
each movement sentence

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Deep Breaths on Dog Days

When you're grouchy or slouchy or grumpy or glum, try taking a deep breath, then you'll feel ready for fun.

Take three deep, slow breaths.



Star Traveler

1 Shy  - bright? Stride?

Thumbs up

2  ➔ roll, grumpy. 

Unicorn

Ice cream cone

3 Lazy ➔ victorious ➔ swerve ➔ dull

4 Wave. Mysterious! Bumpy ➔ rush

5  ➔ spicy, shrink ➔  ➔ Sneak

Birthday cake

Praying hands

6 Dart, perplexed ➔  . Hurry

Lightning bolt

7 Secretive,  ➔ spin. Slimy!

Flower

8  . Rocky! Cloudy? 

Moon

Cheese wedge

9 Slither  Pounce   Mysterious  Swerve! 

Star

 Frightened face

10  - slimy ➔ surprised. Pounce?

Apple

10-20 seconds each movement sentence

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Can You???

Loud silence

Close your eyes and listen until you hear 10 things you have never heard before. Challenge a friend or family member to do the same!



The Grumpy Unicorn

1 Shy ➔ Spicy

2 Cloudy, Bumpy! Roll

3 Hot! Shrink. Grumpy



Unicorn

4 Deliberate



Smiley face

5 Vulnerable, Erupt? Wiggle. Stinky!

6 Bounce ➔ Cloudy ➔ Roll ➔ Mysterious!

7 Hot ? Overwhelmed ? Bold ? Shy ? Brave ? Dark

8 Crawl , Perplexed! Spin ➔ Plummet



Coffee cup

9 Sneak, Rocky, Shake, Happy

10 Bounce - dark. ⚡ ➔ Roll, stinky!

Lightning bolt

10-20 seconds
each movement sentence

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Did You Know???

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



Braveheart


1 Secretive

2 Proud? Wave! Roll, 
Apple

3 Shy  - Dull. Surprised, Spicy!
Heart

4 Hot  Victorious  Sneak  Scamper  Slimy

5 Empowered  Shy!  Smooth?  Spark.

6 Lazy ! Bumpy, perplexed! Intelligent
Basketball

7 Stride?!

8 Bright. Wave? Brave  Dull!

9 Spring? , spicy, Bright -
Flower

10 Zip! Slimy, Happy? Proud!

10-20 seconds
each movement sentence

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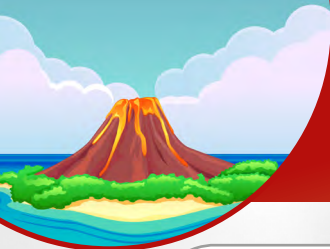
Can You???

Clap to the beat

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



The Shy Volcano



1 Shy  → Brave. Erupt?
Spider

2 Roll! Crawl? Smooth, bumpy

3 Deliberate    Dull  Zoom  Intelligent!
Ice cream cone

4 Shake? Hot. Lazy!

5 Perplexed

6 Bounce, roll, empowered, grumpy

7 Smooth →  → Shy → Rocky
Coffee cup

8 Wave? Victorious. Spicy, Stinky

9 Slither - Brave! Dark. Happy?

10 Dart , Spicy. Explode → shrink!
Frightened face

10-20 seconds
each movement sentence

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Did You Know???

Our bones are made out of calcium. We get calcium from dairy products, and even some green vegetables.



The Leaping Leopard

1 Slither! Pounce?

2 Spicy, Roll! Erupt.



Praying hands

3 Spicy ? Unicorn ? Lazy ? Victorious ? Trot



Unicorn

4 Rocky → Wave → Happy → Moon → Scurry



Moon

5 Brave

6 Scamper! Wiggle?

7 Deliberate → Shake → Crawl → Sunny

8 Praying hands ? Smooth? ? Spark ? Erupt! ? Shake.



Praying hands

9 Mysterious

10 Sneak? Spicy! Dark. Slimy?

10-20 seconds each movement sentence



The Feel Good Friend

The best way to show that you're really a star, is to make someone else smile whoever they are.

Tell someone else what they are good at today!

The Starter Circuits

Youth sports teams often need a quick general warm up before they move on to more tactically related movement skills.

Both the guided and creative discovery strategies work perfectly for young sports teams. To accommodate time limitations to allow for more tactical work, we suggest a slightly different format.

For guided discovery, we combine two stationary movement control activities and two locomotion activities for a total of four fundamental movement skills utilized each day. For each of these, we provide four Movement Variables.

Most of these Movement Variables are placed contrasting pairs. For example, "fast" then "slow". This helps each child immediately develop a reference for movement. Each movement variable should be performed for about five seconds for each fundamental movement skills.

For example

Push Ups ➡ **Wide Arms (5 seconds)** ➡ **Narrow Arms(5 seconds)** ➡
Wide Legs (5 seconds) ➡ **Narrow Legs (5 seconds)**

After the four guided discovery activities using Movement Variables, we provide three, three-word creative discovery movement transitions. We recommend prompting the kids to perform each of the creative words as a single movement a few times before combining all three.

For creative discovery, children should continue each pairing of three movements for a total of 10-15 seconds. We have created an additional list of creative discovery words for sports teams.

Another organizational option that kids enjoy is to alternate between guided and creative discovery. After one of the fundamental movement skills combine with Movement Variables, the next movement series

would be the creative discovery movement transitions. We provide this option with 5 of the workouts.

For example:

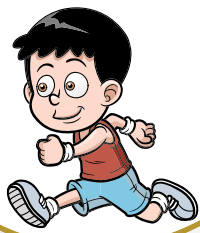
1. Skip ➡ Arms/Legs Wide ➡ Arms/Legs Narrow ➡ Fast ➡ Slow

2. Dive, Scoop, Spike

For the guided discovery activities, perform each movement variable for about 5 seconds.

For each series of 3 creative discovery movement transitions, continue for about 10-15 seconds.





Speed Demon

1

Forward
backward
bend

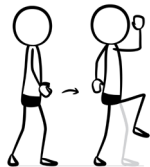


stop & go



2

March



Strong



Weak



accelerating



Decelerating

3



Push up



stop & go

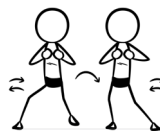


slow



accelerating

4



Lateral shuffle



stop & go



slow



Decelerating

5

Drive



Spin



Cut

6

Roll



Drop



Blast

7

Explode



Sizzle



Bounce

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Champions Say Thank You

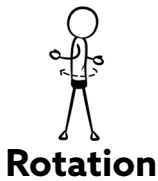
A champion says thank you,
To parents, teachers, coaches, and refs.
They're thankful for everyone.
That makes them there best!

Say "Thank You" to your parents, teachers, coaches
and refs today!

Fast and Furious



1



⊕ Arms **W I D E** → Arms narrow ⊕ Legs **W I D E** → Legs narrow

2



⊕ Arms **W I D E** → Arms narrow ⊕ Legs **W I D E** → Legs narrow

3



⊕ Arms **W I D E** → Arms narrow ⊕ Legs **W I D E** → Legs narrow

4



⊕ zigzag path → Triangle Path ⊕ **HIGH** Knees → **LOW** Knees

5

Scoop → Hot → Dunk

6

Dive → Quick → Down

7

Up → Slide → Bust





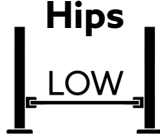


Do You Have P.R.I.D.E?

Personal
Responsibility
In
Daily
Effort




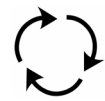

Champion Challenge

1  +  →  +  → 

Gallop

2  + Arms narrow → Arms W I D E + Legs narrow → Legs W I D E

Cobra

3  + stop & go →  + Triangle Path → 

2-Leg jump

4  + Arms/Legs W I D E → Arms/Legs narrow +  → 

Squat

5 Around → Block → Race

6 Shrink → Stop → Grow

7 Turn → Twist → Leap

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Can You???

The Green Machine Challenge

Eat a green vegetable with every meal, including breakfast tomorrow!

If you can, you're a Green Machine!



Go Time

1 **Lateral shuffle** + **Behind something** → **Alongside something** → **Diamond Path** → **Hips LOW**

2 **Alternate Lunge** + **stop & go** → **Continuous** + **Arms WIDE** → **HIGH Arms**

3 **Run** + **slow speed** → **FAST speed** → **Circular path** → **Lateral path**

4 **Single Leg Balance** + **Hips HIGH** → **Hips LOW** + **Torso curved** + **Arms/Legs WIDE**

5 **Score** → **Split** → **Fake**

6 **Screen** → **Guard** → **Chase**



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Always Get Better

You won't always win.
 You will lose and get bruised.
 But you'll work hard and get better,
 Because that's what champions do.



The Breakaway

1 **Skip** + *accelerating* → *Decelerating* + **Arms/Legs WIDE** → **Arms/Legs narrow**

2 **Shake** → **Loose** → **Tight**

3 **Push up** + **Hips HIGH** → **Hips LOW** → **Hips MEDIUM** + **Arms/Legs WIDE**

4 **Break** → **Turbo** → **Slo-Mo**

5 **1 Leg Hop** + **Diagonal path** → **Backward Path** + **Arms Symmetrical** → **Arms Asymmetrical**

6 **Skid** → **Strong** → **Spike**

7 **Forward backward bend** → **Hips LOW** → **Hips HIGH** → **Arms Curved** → **Arms Twisted**



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Who is your favorite athlete?

- ✓ What year were they born?
- ✓ Where were they born?
- ✓ What was their favorite sport growing up?
- ✓ Why they your favorite?

Look up the answers to these questions on the internet and share them with mom, dad, and/or coach!



Scoring Machine

1 Gallop + Matching Someone → Random Path → Circular path + Hips LOW

2 Bust → Around → Shrink

3 Crab hip hold + Hips LOW → Hips HIGH + Arms WIDE → Arms narrow

4 Explode → Turn → Dive

5 Crawl + Hips LOW → Hips HIGH + «B» Path → «K» Path

6 Screen → Drop → Roll

7 Squat + FAST → slow + Legs WIDE → Legs narrow

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Can You??? Knee-Jump Challenge

1. Start by sitting on your knees so your heels are on your rear end.
2. As fast as you can, try to jump from your knees to your feet without putting your hands on the ground.



You Got Game

1 Skip + Around something → Lateral path → Arms W I D E → Arms narrow

2 Bounce → Cut → Drive

3 Rotation + Arms/Legs W I D E → Arms/Legs narrow + Hips LOW → Hips HIGH

4 Race → Stop → Dunk

5 2-Leg jump + Arms LOW → Arms W I D E → Arms HIGH + Knees HIGH

6 Scoop → Turbo → Spike

7 Alternate Lunge + FAST → slow + Moving + Legs W I D E

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Elevate Your Team

Winning takes effort from everyone on the team.

Tell a teammate one thing they did well today.



MVP

1 Bound Strong Weak

2 Down Up Spin

3 Push up Arms/Legs WIDE Arms/Legs narrow stop & go FAST

4 Block Shaky Strong

5 Lateral shuffle Feet WIDE Feet narrow Hips HIGH Hips LOW

6 Sizzle Fake Quick

7 Single Leg Balance Hips HIGH Hips LOW Twisted Arms Curved

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Winners Never Quit

Sometimes you get tired. You want to stop, pout, or sit. This is when winners work harder. Winners never quit.



Can't Stop Us

1 Run + zigzag path + Arms/Legs W I D E → Arms/Legs narrow + *Decelerating*

2 Dive → Twist → Grind

3 Forward backward bend + Arms/Legs narrow → Arms/Legs W I D E + FAST → stop & go

4 Spike → Chase → Drop

5 Crawl + accelerating + zigzag path → Backward Path + stop & go

6 Leap → Roll → Drive

7 Squat + Hips LOW + stop & go + Arms Symmetrical → Arms Asymmetrical

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Show PRIDE Where You Practice

Champions are proud of where they practice and work hard to keep it great.
 Throw away 3 pieces of trash before you leave your field or court today!

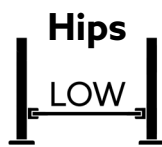


Undefeated

1



Skip



Arms
W I D E



Arms
narrow

2

Spin



Explode

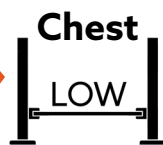
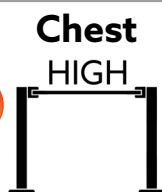


Guard

3



Cobra



Arms
W I D E



Arms
narrow

4

Bust



Around



Slide

5



1 Leg Hop



Matching
a Partner



6

Turbo



Cut

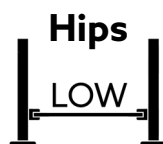


Shrink

7



Push up



Twisted



Legs
W I D E

www.spiderfitkids.com



Can You??? Your Name in the Air

Try to spell your name in the air with:

1. Your finger, both hands at the same time
2. Your right, then left foot
3. Your entire upper body above your waist (your torso)
4. Your right and left knees