



WAYS TO PLAY



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INTRODUCTION



The American Development Model (ADM) is a concerted effort between the United States Olympic & Paralympic Committee and its National Governing Bodies of sport to apply long-term athlete development principles in a way that resonates with the culture of sport in the United States.

The model utilizes long-term athlete development concepts to promote sustained physical activity, participation in sport, and Olympic and Paralympic success. These concepts have been tailored to create a framework for developing American youth through sport. (From **“Rebuilding Athletes in America”**, USOC 2015)

USA Fencing has worked with the USOPC to design an ADM program that works specifically for us. The model is built around USA Fencing’s ADM Core Values, that will help create a framework for young athletes to engage in our sport and live an active healthy lifestyle.

USA Fencing ADM Core Values

- Developmentally appropriate training and competition
- Multisport or multi-activity participation – “building an athletic base”
- Fun and engaging learning environments
- Quality coaching at all age levels
- Focus on development over results, success through personal growth

USA Fencing has partnered with **Spiderfit Kids** to offer their extensive catalog of resources for USA Fencing clubs and coaches. With these tools, children of all ages and experience levels can learn fencing in a fun and challenging way. The USA Fencing ADM will help guide coaches in the developing physical literacy, athleticism, social skills, and developing a lifetime love for the sport and an active lifestyle.



USA
FENCING



SPIDERfit
Kids[®]

Guided Circuits



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

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 (feet or hands)
3	Walk	+	path
4	Alternating lunge	+	small (range of motion)
5	Roll	+	Curved path
6	Forward/backward bend	+	Legs WIDE
7	Walk	+	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

Transition time: 10-20 seconds each exercise 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!
www.spiderfitkids.com



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 .

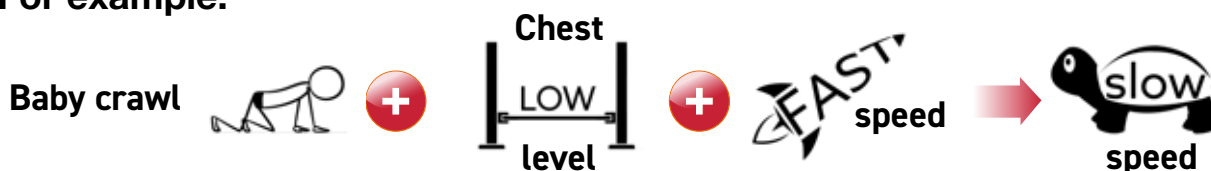
The  sign is like an “and.” Everything after a plus sign is added to the original movement and the combination is done for the entire duration of time.

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!



GUIDED CIRCUITS



Have fun learning how to use the Movement Variables!






















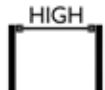




The five starter circuits are designed to introduce the contrasts of the different fundamental movement skills and Movement Variables for effort, space, and relationship to objects and other people.

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

GUIDED CIRCUITS

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



MOVE TIME

10-20
seconds
EACH EXERCISE

TRANSITION TIME

AS NECESSARY

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!

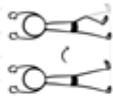
WALKIN' & ROLLIN'

GUIDED CIRCUITS



1

Roll



Straight path

2

Forward/backward bend



LARGE
RANGE OF MOTION

3

Walk



Diagonal path

4

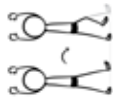
Alternating lunge



small
range of motion

5

Roll



Curved path

6

Forward/backward bend



Legs WIDE

7

Walk



Lateral path

8

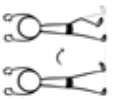
Alternating lunge



Arms narrow

9

Roll



Circular path

10

Forward/backward bend



Arms Asymmetrical

11

Walk



Straight path (forward)

12

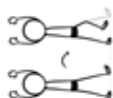
Alternating lunge



Arms Symmetrical

13

Roll



In place

MOVE TIME

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!

THE CRAB SHUFFLE

GUIDED CIRCUITS

1

Side to side bend



Arms



Twisted

2

Lateral shuffle



Torso



Curved

3

Crab hip hold



Under

or

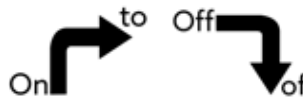


Over

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



Alongside

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

(also crab hold)

12

2-Leg jump



Between

people

13

Side to side bend



As a



Group



MOVE TIME

10-20
seconds
EACH EXERCISE

TRANSITION TIME





















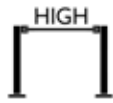

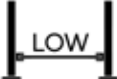

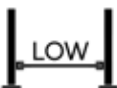
AS NECESSARY

Did You Know???

The strongest muscle in your body is your jaw muscle.

THE ROTO-RUNNER

GUIDED CIRCUITS

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		+		force
7	Single leg balance (left)		+	Arms 	
8	Gallop		+		force
9	Rotation		+		flow
10	Run		+	stop & go 	flow
11	Single leg balance (right)		+	Arms 	
12	Gallop		+	Arms 	
13	Jumping Jacks		+	Hips 	



MOVE TIME

10-20
seconds
EACH EXERCISE

TRANSITION TIME

AS NECESSARY


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!

GUIDED CIRCUITS

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  +  Diagonal 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

MOVE TIME

10-20
seconds
EACH EXERCISE

TRANSITION TIME

AS NECESSARY

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 & ROUND

GUIDED CIRCUITS

1

Forward
backward
bends



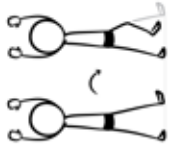
Continuous
flow



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



MOVE TIME

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS


**Did You
Know???**

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




THE FLYING ROBOT

GUIDED CIRCUITS

1

Squat  + stop & go flow  + Arms  Asymmetrical

2

Run  + Knees HIGH level  + zigzag path  path

3

Side to side bend  + LARGE RANGE OF MOTION  + FAST speed  speed

4

Skip  + In place  + Knees HIGH level  level

5

Jumping Jacks  + Arms WIDE  + force Strong  force

6

March  + Continuous flow  flow + Curved path  path

7

Cobra  + slow speed  speed + Arms HIGH level  level



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1

Alternating lunge  + Arms **W I D E** +  speed

2

Bound  +  force +  speed


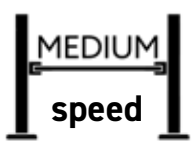
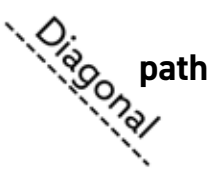
3

Single leg balance (right)  + Arms **narrow** +  Torso Twisted

4

Single leg balance (left)  + Arms **W I D E** +  Torso curved

5

Gallop  +  MEDIUM speed +  Diagonal path

6

Forward/backward bend  +  force +  stop & go flow

7

Lateral shuffle  +  Weak force +  Circular path



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1



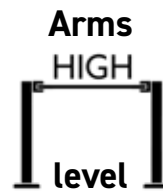
Hands
W I D E



speed

2

2-Leg
jump



MOVE TIME

3

Rotation



Arms
n a r r o w



small
».....«
range of motion

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

4

1-Leg hop (right)



10 SECONDS

**Did You
Know???**

Your muscles are attached to your bones by tendons.

5

Crab hip hold



6

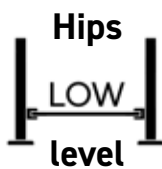
1-Leg hop (left)



speed

7

Squat



Arms
W I D E

THE BACKWARD BEAR

GUIDED CIRCUITS



1

Side to side bend  + LARGE RANGE OF MOTION +  slow speed



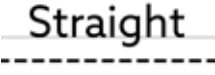
2

Roll  + Moving + zigzag path 

3

Plank  + Arms/legs WIDE +  Strong force


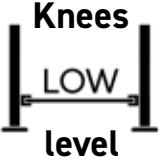

4

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  +  Strong force + MEDIUM speed 

MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Look While You're Listening

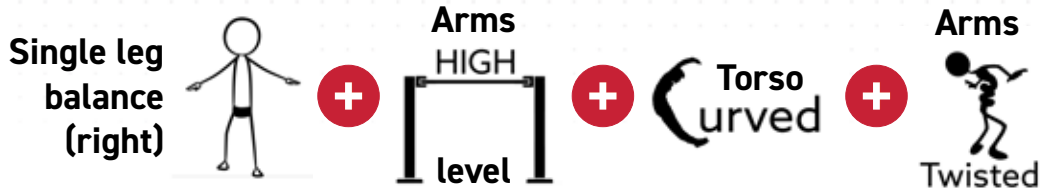
When someone is talking, no matter their size, let them know you're listening by looking at their eyes!

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

THE TOUGH TREE

GUIDED CIRCUITS

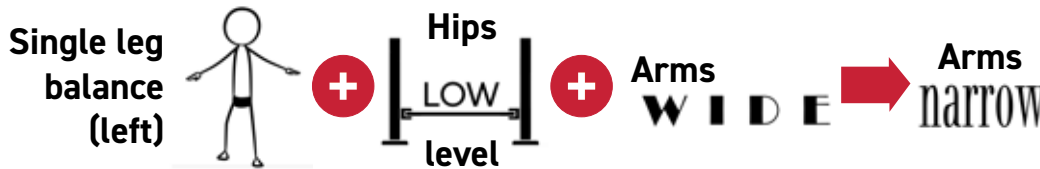
1



2



3



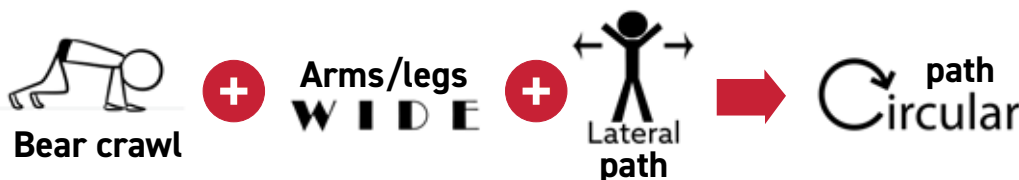
4



5



6



7



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

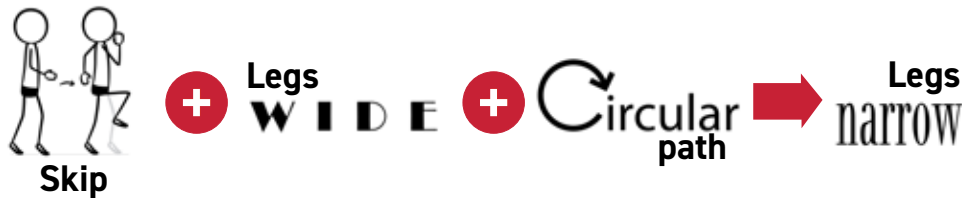
1



2



3



4



5



6



7



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Did You Know???

You take about 10 thousand breaths every day!

CRAZY LEGS

GUIDED CIRCUITS



1



2



3



4



5



6



7



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Carbohydrates are Cool

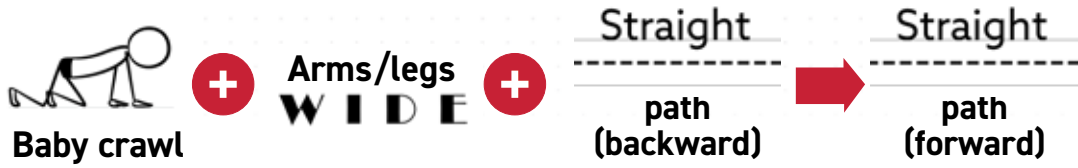
Carbohydrate's a long word, but these foods make you a winner. They give you awesome energy after breakfast, lunch and dinner.

What are some types of carbohydrates?

THE BACKWARD BABY

GUIDED CIRCUITS

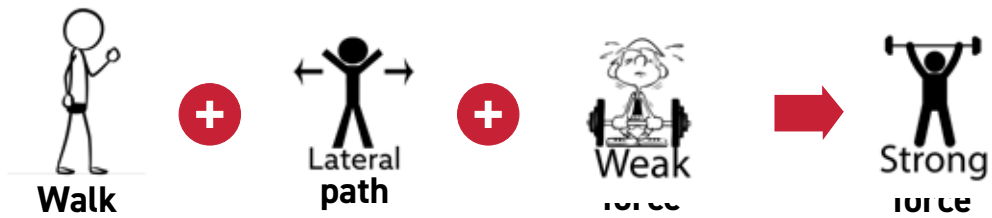
1



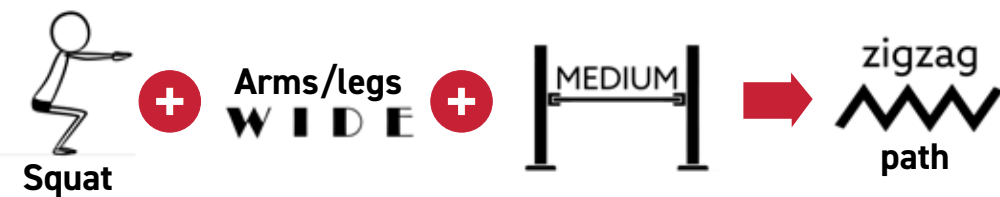
2



3



4



5



6



7



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Did You Know???
Bones are attached to other bones by ligaments.

BIG TIME BALANCE

GUIDED CIRCUITS



1

Lateral shuffle + + zigzag path →

2

Single leg balance (left) + + →

3

Run + + Arms/legs narrow → Arms/legs W I D E

4

Single leg balance (right) + + →

5

Skip + + →

6

Jumping Jacks + + small range of motion → LARGE RANGE OF MOTION

7

March + + Straight path (backward) → Straight path (forward)

MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME
10 SECONDS


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.

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!

GUIDED CIRCUITS

1

Forward
backward
bend



Arms/legs
W I D E



speed

2

2-Leg jump

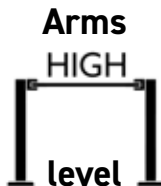


In place

small
».....«
range of motion

3

Single leg
balance
(right)



4

Skip

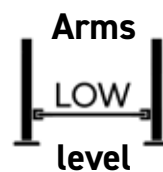
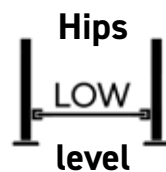


In place

Legs
W I D E

5

Single leg
balance
(left)



6

Run



In place



speed

7

Crab hip hold



Legs
narrow



MOVE TIME

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1

Side to side bend  + Arms  Asymmetrical + Legs **W I D E**

2

2-Leg jump  +  In place +  accelerating speed

3

 Push up +  Strong force +  Hips **H I G H** level

4

 Bear crawl +  Under something +  slow speed


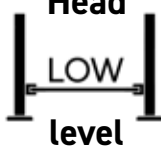

5

Squat  + Legs **n a r r o w** + Arms **W I D E**

6

Bound  +  In place +  Knees **H I G H** level

7

 Cobra +  Head **L O W** level +  **F A S T** speed



MOVE TIME

10-20
seconds

EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

**Did You
Know???**

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

THE FASTER BLASTER!

GUIDED CIRCUITS

1 Alternating lunge  +  slow speed +  force
Strong

2 1-Leg hop (right)  +  In place +  Circular path

3 Rotation  +  force
Strong +  Arms
In front of body

4 1-Leg hop (left)  +  In place +  FAST speed

5 Crab hip hold  +  Hips
HIGH
level +  Legs
narrow

6 Skip  +  Along side
a person or object +  Knees
LOW
level

7 Plank  +  Arms/legs
WIDE +  force
Strong



MOVE TIME

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS




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 



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Did You Know???
Your body has 640 muscles.

JUMPIN' JIMMY

GUIDED CIRCUITS



1



Legs
W I D E



2

1-leg hop
(right)



3

Side
to side
bend



stop & go
flow



4

1-leg hop
(left)

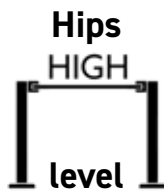


Arms



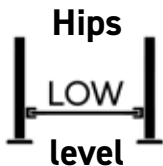
5

Crab hip hold



6

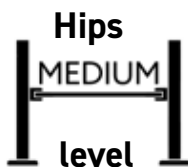
2-Leg jump



Legs
W I D E

7

Plank



MOVE TIME

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

**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!

GUIDED CIRCUITS

1  +  path Circular +  slow speed →  FAST speed
Jumping Jacks

2  Lateral shuffle +  In place +  Weak force →  Strong force

3  Squat +  Legs WIDE +  Twisted Arms →  Legs narrow

4  Bound +  In place +  accelerating speed →  Decelerating speed

5  Push up +  Arms WIDE +  Hips HIGH level →  Hips LOW level

6  Skip +  In place +  Knees HIGH level →  Knees LOW level

7  Crab hip hold +  Strong force +  Hips HIGH level →  Hips LOW level



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1





 stop & go
flow
 

 Circular path

2-Leg jump In place

2







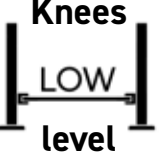

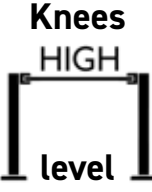


 Legs
W I D E

 Legs
narrow



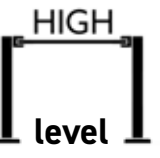

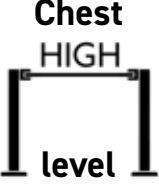

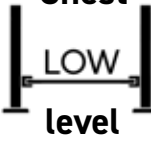
Side to side bend *Decelerating*
speed

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





 Arms/legs
narrow
 
 Arms/legs
W I D E

Skip In place Arms/legs
narrow Arms/legs
W I D E



MOVE TIME

20-30
seconds
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

**Did You
Know???**

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

RACE IN PLACE

GUIDED CIRCUITS

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



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1



2



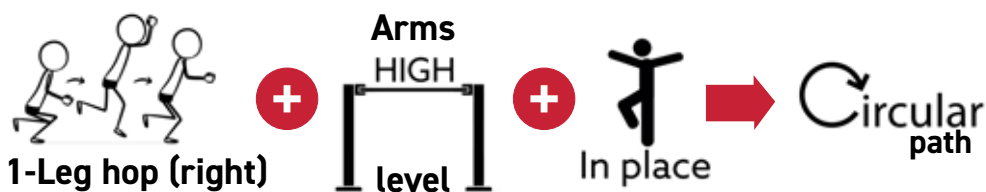
3



4



5



6



7



MOVE TIME

20-30 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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!

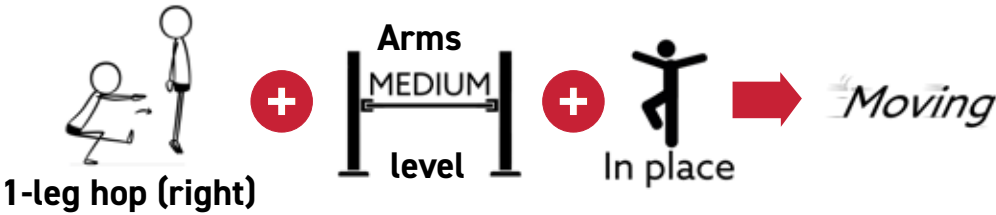
FEELIN'THE BEAT ON YOUR FEET!

GUIDED CIRCUITS

1



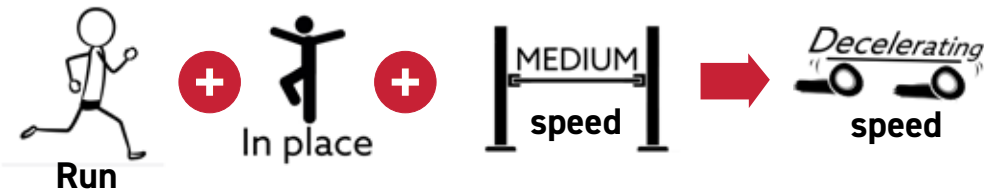
2



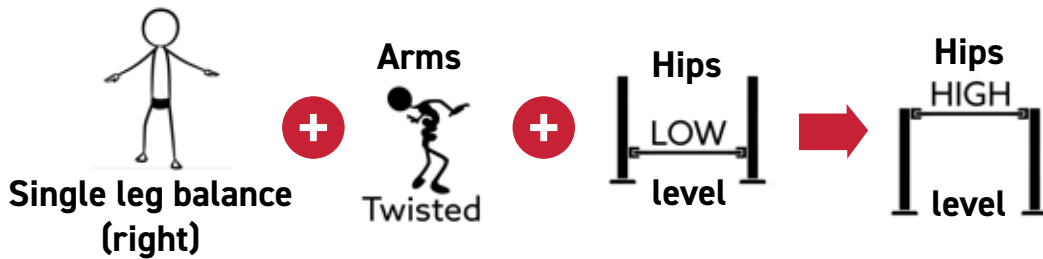
3



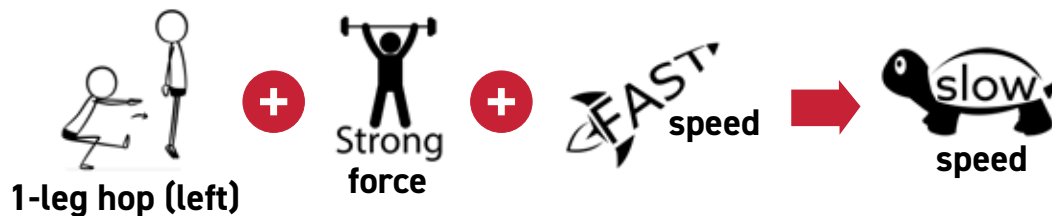
4



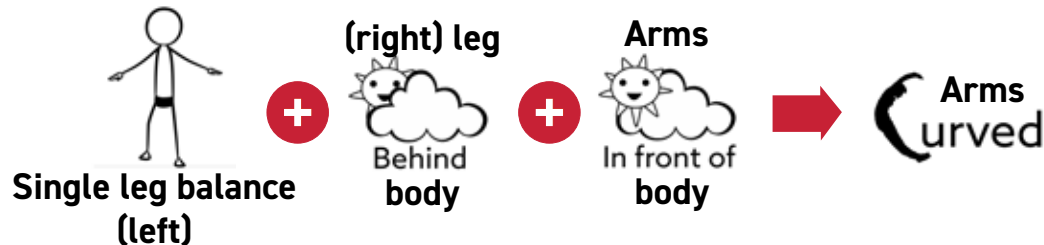
5



6



7



MOVE TIME

20-30
seconds

EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

**Did You
Know???**

Your brain weights
about 3 pounds.

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

GUIDED CIRCUITS

1

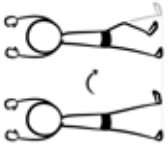


Squat

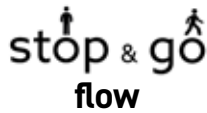


Mirroring partner

2



Roll



Matching partner

3



Push up



Leading partner

4



Lateral shuffle



Torso



Meeting and Parting with partner

5



Forward backward bend



Solo (Alternating with partner)

6



2-Leg jump

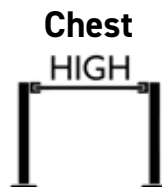


Entire Group

7



Cobra



Matching partner



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Be Thoughtful With Thank You's




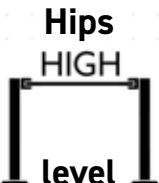


When someone is nice, or does something good for you, let them know they are awesome, by saying, "Thank You".

Say "Thank You" to 10 different people today.

THE TEAM TRAINER

GUIDED CIRCUITS

1



 Straight
 path
 (backward/
 forward)
 



 Mirroring
 partner

Skip

2



 small
 range of motion
 
 Arms
W I D E


 Matching
 partner

Rotation

3



 Arms/legs
W I D E




 Meeting and
 Parting
 with partner

Bear crawl

4



 Moving
 



 Solo
 (Alternating
 with partner)

Alternating lunge

5





 stop & go
 flow
 

 Leading
 Following
 partner

Run

6




 Arms/legs
 narrow
 




 Entire
 Group

Plank

7





 Arms
 Asymmetrical
 

 Matching
 partner

2-Leg jump



MOVE TIME

**10-20
seconds**
EACH EXERCISE
COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1


 stop & go flow 


 Side to side bend Strong force Mirroring partner



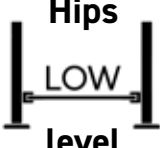



2



 zigzag path 
 Arms/legs WIDE 


 Gallop zigzag path Matching partner

3





 Arms Symmetrical 


 1-Leg balance (left) Hips LOW level Arms Symmetrical Entire Group

4



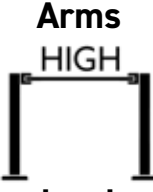








 Moving 


 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





 LARGE RANGE OF MOTION 


 Push up accelerating speed LARGE RANGE OF MOTION Matching partner



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Did You Know???

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

THE BUDDY BLASTER

GUIDED CIRCUITS

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**



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

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

GUIDED CIRCUITS

1



Cobra



small
range of motion



speed



Matching partner

2



Baby crawl



Straight
path
(backward/
forward)



Strong force



Meeting and Parting with partner

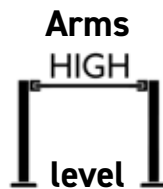
3



Alternating lunge



Torso
curved



Arms HIGH level



Solo

(Alternating with partner)

4



Bound



Strong force



speed



Matching partner

5



Jumping Jacks



Arms
WIDE



Legs
narrow



Entire Group

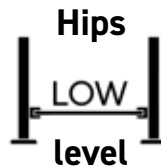
6



Skip



Lateral path



Hips LOW level



Leading and Following partner

7



Forward backward bend



LARGE
RANGE OF MOTION



stop & go
flow



Matching partner



MOVE TIME

10-20 seconds
EACH EXERCISE COMBINATION

TRANSITION TIME

10 SECONDS

Can you???

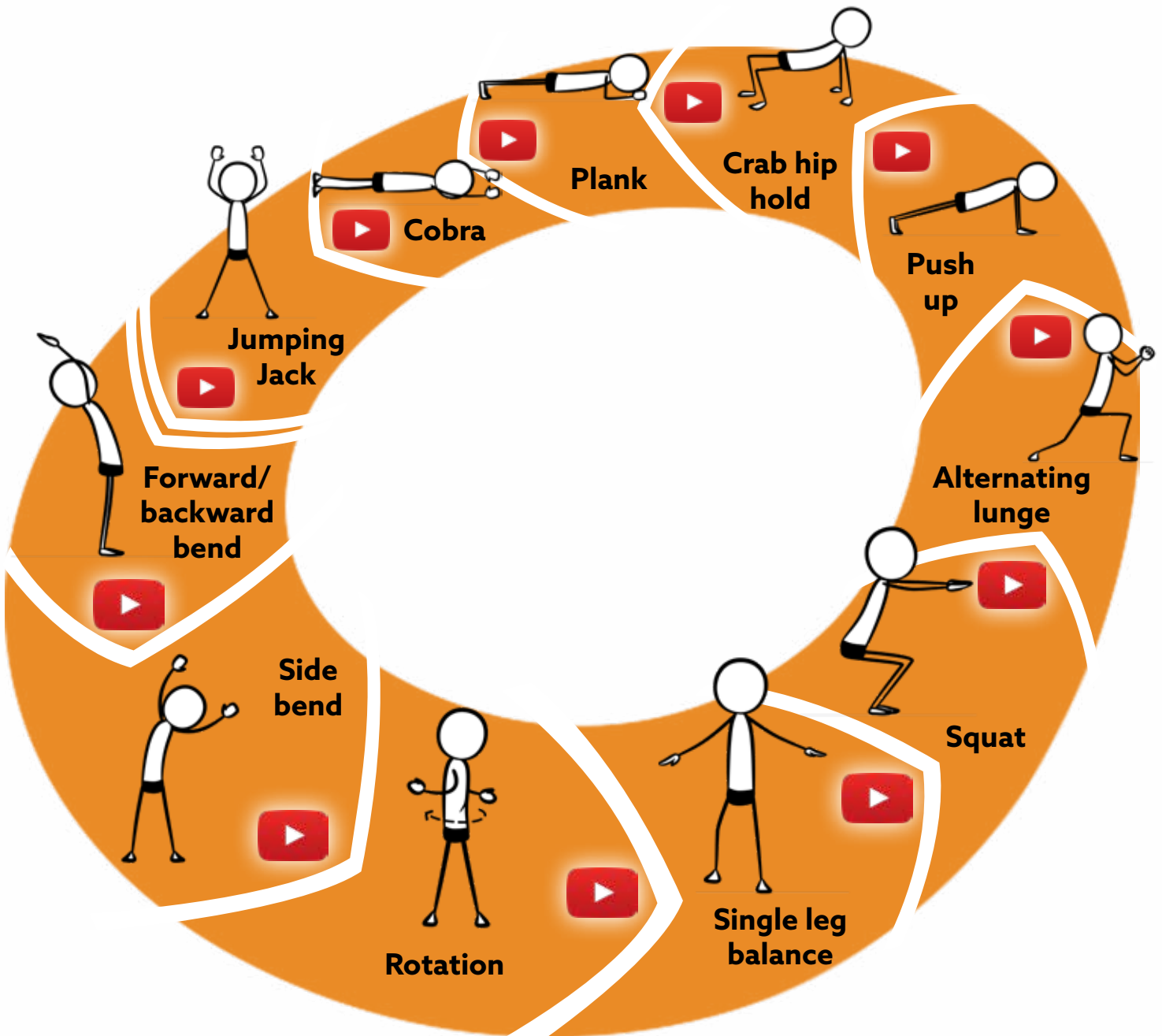
The Shoe-tie Shoot-out

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!

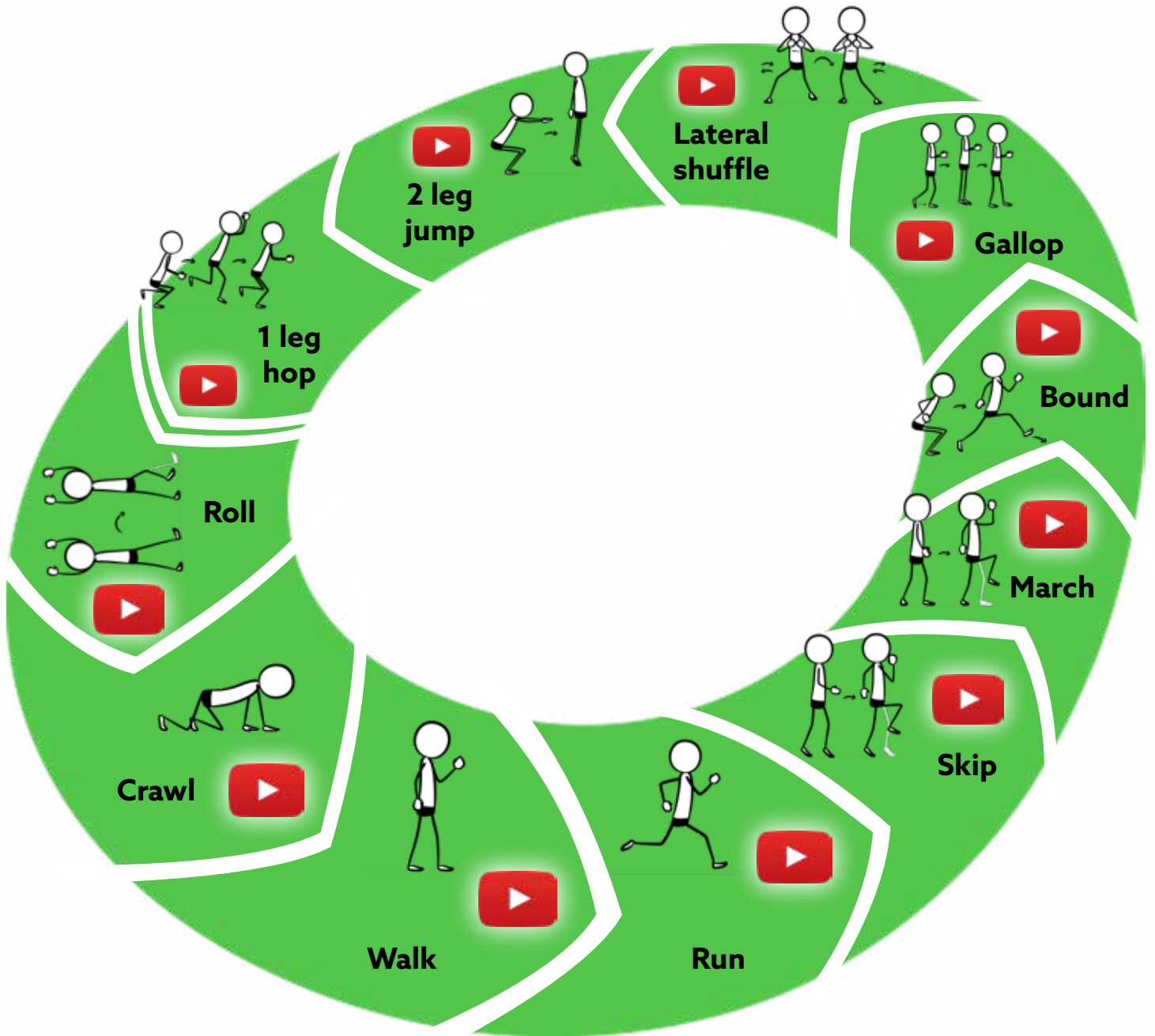
FUNDAMENTAL MOVEMENT SKILLS

STATIONARY MOVEMENT CONTROL



FUNDAMENTAL MOVEMENT SKILLS

LOCOMOTION



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

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



Weak

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



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

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

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.

MOVEMENT VARIABLES



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

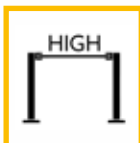
Children should move in a halting movement pattern where there are slight pauses between movements, but movement does not completely stop. Other words to use include: *bound, restrained, cautious, and jerky.*

MOVEMENT VARIABLES

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.

MOVEMENT VARIABLES

		<p>Zigzag 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 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 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 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 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>

MOVEMENT VARIABLES

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).

MOVEMENT VARIABLES

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

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

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.



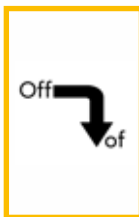
Alongside

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).



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

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.

MOVEMENT VARIABLES

 <p>In front of</p>		<h2>In Front Of</h2> <p>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).</p>
 <p>Behind</p>		<h2>Behind</h2> <p>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.</p>
 <p>Between</p>		<h2>Between</h2> <p>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.</p>

MOVEMENT VARIABLES

BODY PARTS

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



Narrow

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.



Wide

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.



Curved

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."



Twisted

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**.



Symmetrical

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.











Asymmetrical

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.

MOVEMENT VARIABLES

PEOPLE WITH PEOPLE

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

 <p>Solo</p>		<p>Solo</p> <p>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.</p>
 <p>Independent</p>		<p>Independent</p> <p>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.</p>
 <p>Partner</p>		<p>Partners</p> <p>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.</p>
 <p>Group</p>		<p>Groups</p> <p>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.</p>



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.