



# BALANCE & COORDINATION



PHYSICAL & EMOTIONAL



Physical Education Resources for Grades K-2



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Learning Module: **BALANCE & COORDINATION**  
Primary Grades K – 2

### Healthy Body

I will learn how to move with balance and coordination.



### Healthy Mind

I will learn about emotional balance and coordination.

### Enjoyment & Challenge

I will participate in activities that I enjoy.

### Building Skills

I will learn how to participate safely in physical education activities with a focus on self-improvement.

## Why are we learning this?

**Balance & Coordination** introduces 2 of the 6 components of skill-related fitness while also focusing on social and emotional learning.

It is important because it will teach us:

- how to practice skills and activities that are challenging
- how to use mindful breathing to find emotional balance
- how to empathize with my classmates as well as my family and friends



# BALANCE & COORDINATION

## PHYSICAL EDUCATION CHECKLIST

### Students and families:

During the next 6 weeks, we will be focused on the skill-related fitness components of balance and coordination. We will encourage students to embrace practice activities that may be challenging and help them recognize the joys of improving new skills. We will also focus on mindful breathing and empathy as social and emotional learning targets.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 6-week *Balance & Coordination* learning module. If there is a time when you need a copy of our learning materials, visit [www.OPENPhysEd.org/penow](http://www.OPENPhysEd.org/penow) to download documents and watch video demonstrations of the activities in this module.

Thank you for being physically active every day.

**Go Be Great!**

### Grades K-2 Physical Education Checklist

CHECK	WEEK 1
	Attend physical education class, have fun, and stay healthy and safe.
	Play <i>Odd &amp; Even Balance Roller</i> with a family member.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).
	WEEK 2
	Attend physical education class, have fun, and stay healthy and safe.
	Practice the Balloon Bop Challenge for at least 5 minutes per day.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).
	WEEK 3
	Attend physical education class, have fun, and stay healthy and safe.
	Play <i>Balance Pathway</i> with a family member.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).
	WEEK 4
	Attend physical education class, have fun, and stay healthy and safe.
	Practice the Balloon Bop Challenge for at least 5 minutes per day.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).
	WEEK 5
	Attend physical education class, have fun, and stay healthy and safe.
	Play <i>Balance Flow Challenge</i> with a family member.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).
	WEEK 6
	Attend physical education class, have fun, and stay healthy and safe.
	Practice the Balloon Bop Challenge for at least 5 minutes per day.
	Complete Weekly Physical Activity Log (60 minutes of daily activity).





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 1 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will define balance and talk about why it's important for movement.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will define emotional balance and talk about mindful breathing as a way to stay emotionally balanced.
- I will talk about things that could make me lose my emotional balance.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: PERSONAL Challenge

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(K)** Acknowledges that some physical activities are challenging/difficult.
- **(1)** Recognizes that challenges can lead to success.
- **(2)** Participates in physical activities that bring confidence and challenge.

#### Social and Emotional Learning Priority Outcomes:

##### SOCIAL AWARENESS: SAFETY

- **(Elementary)** Defines emotions and discusses both their causes and impacts on personal behaviors and health.





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 2 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will define coordination and talk about why it's important for movement.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will define emotional coordination.
- I will talk about what empathy is and why it's important.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: PERSONAL Challenge

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(K)** Acknowledges that some physical activities are challenging/difficult.
- **(1)** Recognizes that challenges can lead to success.
- **(2)** Participates in physical activities that bring confidence and challenge.

#### Social and Emotional Learning Priority Outcomes:

##### SOCIAL AWARENESS: SAFETY

- **(Elementary)** Defines emotions and discusses both their causes and impacts on personal behaviors and health.





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 3 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will perform balance activities with a focus on improvement.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing as a way to stay emotionally balanced.
- I will talk about times when mindful breathing will be helpful for keeping emotionally balanced.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Maintains momentary stillness on different bases of support.
- **(1)** Transfers weight from one body part to another in self-space.
- **(2)** Combines balances and transfers in purposeful movement sequences.

#### Social and Emotional Learning Priority Outcomes:

##### SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 4 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will perform balloon bop activities with a focus on improving my coordination.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk about ways to show empathy for others.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### MOVEMENT SKILLS & CONCEPTS: MANIPULATIVE SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self-space and general space.

#### Social and Emotional Learning Priority Outcomes:

##### SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 5 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will perform balance activities with a focus on improvement.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing as a way to stay emotionally balanced.
- I will talk about times when mindful breathing will be helpful for keeping emotionally balanced.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Maintains momentary stillness on different bases of support.
- **(1)** Transfers weight from one body part to another in self-space.
- **(2)** Combines balances and transfers in purposeful movement sequences.

#### Social and Emotional Learning Priority Outcomes:

##### SOCIAL AWARENESS: SAFETY

- **(Elementary)** Defines emotions and discusses both their causes and impacts on personal behaviors and health.

##### SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.





# BALANCE & COORDINATION

## Weekly Targets

### WEEK 6 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will perform balloon bop activities with a focus on improving my coordination.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk about ways to show empathy for others.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education activity log.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### MOVEMENT SKILLS & CONCEPTS: MANIPULATIVE SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely manipulates objects using underhand volleys/strikes.
- **(1)** Manipulates and controls objects using underhand volleys/strikes.
- **(2)** Demonstrates control while combining locomotor and manipulative skills in self-space and general space.

#### Social and Emotional Learning Priority Outcomes:

##### SOCIAL AWARENESS: SAFETY

- **(Elementary)** Defines emotions and discusses both their causes and impacts on personal behaviors and health.

##### SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.





# OPEN<sup>®</sup> HOME & SCHOOL MOVEMENT MENU



**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

*Lesson 1*

**EMOTIONAL BALANCE:** The ability to keep emotions under control in unsteady social & emotional situations.

*On the first day of class, Juan used High-5 breathing to help him stay relaxed.*

**High-5 Breathing:** [\[YouTube\]](#)

We're going to practice High-5 Breathing as a way to keep our emotions and our heart rate balanced. Hold out your hand like you're giving a high-5. With the pointer finger of your opposite hand, slowly trace up all of your fingers starting at the outside bottom of your pinkie or thumb.

As you trace up, inhale slowly. As you trace down, exhale slowly. Continue breathing and tracing all 5 fingers.

## Purposeful Practice

*Lessons 1*

**PHYSICAL BALANCE:** The ability to adjust your body's weight in order to remain upright and/or steady.

*Caitlin used her arms to help her find her physical balance as she walked on the sidewalk lines.*

**Odd & Even Balance Rollers:**  
[\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member. The object is to move your game piece from start to finish.

Roll the die. If you land on an odd number balance on 1 body part. If you land on an even number balance on 2 body parts. Continue rolling and moving your game piece from start to finish.

## Just for Fun (and health)

*Lessons 1*

**ENJOY:** To have a fun time.

*We enjoy playing balance and activity games in physical education class.*

**Jumping Jello:** [\[YouTube\]](#)

Make a circle with a jump rope (or a couple of shoelaces). The circle is a big bowl of fruity Jello! Jump into the bowl of fruity Jello and bounce 5 times before you jump out of the bowl.

Next, try to create new ways of jumping in the Jello. Can you jump high and low? Soft and quiet? How many different ways can you jump?

Every time you jump, say the name of a food that is good for you.





**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

### Lesson 2

**EMOTIONAL COORDINATION:** The ability to understand what another person is feeling and act in a way that's helpful and supportive.

*Mr. Johnson demonstrated emotional coordination when he helped Jonah feel better after his fish died.*

**Red Star Fish, Blue Fish:** [\[YouTube\]](#)

The object is for students to complete the correct movement when a red star fish or blue fish is called.

Play music. When the music is on do jumping jacks. When music stops, teacher calls Red Star Fish or Blue Fish.

- Red Star Fish=10 star-jumps
- Blue Fish=5 tuck-jumps

Restart music and continue.

## Purposeful Practice

### Lesson 2

**PHYSICAL COORDINATION:** The ability to move different parts of the body together for a purpose or task.

*Jumping jacks help us improve physical coordination because we have to move our legs and arms at the same time.*

**Balloon Bop Level 1:** [\[YouTube\]](#)

The goal is to keep the balloon in the air for as long as you can. You can only use your hands. You can count the number of bops you get, or you can have someone time how long you can go before the balloon hits the ground.

If the balloon does hit the ground, pick it up and keep on practicing. Practice for at least 5 minutes every day for 5 days. Have fun!!!

## Just for Fun (and health)

### Lesson 2

**HEALTH:** Free from sickness & injury. Physical, mental, and social well-being.

*Physical activity and nutritious foods help to protect our health.*

**Nutrition Fortune Tellers:** [\[YouTube\]](#)

Let's learn about nutrition using fun Nutrition Fortune Tellers.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.





**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

### Lesson 3

**EMOTIONAL BALANCE:** The ability to keep emotions under control in unsteady social & emotional situations.

*On the first day of class, Juan used High-5 breathing to help him stay relaxed.*

**Equal Breathing:** [\[YouTube\]](#)

We're are going practice Equal Breathing as a way to keep our emotions and our heart rate balanced.

Sit or stand comfortably. Focus on breathing. As you take a deep breath into your lungs, count slowly to 5.

As you slowly let the air out with an exhale, slowly count to 5. Take 5 equal breaths with a 5-count inhale and a 5-count exhale.

## Purposeful Practice

### Lesson 3

**PHYSICAL BALANCE:** The ability to adjust your body's weight in order to remain upright and/or steady.

*Caitlin used her arms to help her find her physical balance as she walked on the sidewalk lines.*

**Balance Pathway:** [\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member. The object is to move your game piece from start to finish.

Roll the die. Move and complete the challenge shown on the pathway stone. Balance on the foot, hand, or combination shown for 10 seconds. Celebrate with 10 jumping jacks before rolling again. Continue from start to finish.

## Just for Fun (and health)

### Lesson 3

**RESPECT:** A feeling of honor for the feelings and rights of others.

*We respect the health of our classmates, so we wear our masks while we're together.*

**Red Light, Green Light:** [\[YouTube\]](#)

The object of the game is to move during green lights and stop on red lights. Score a point every time you stop immediately on a red light.

Teacher starts as the leader. Call Green Light and students jog in place. Call RED LIGHT and students must freeze. Everyone who froze right away gets 1 point. Keep track of your own points.





**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

### Lesson 4

**EMOTIONAL COORDINATION:** The ability to understand what another person is feeling and act in a way that's helpful and supportive.

*Mr. Johnson demonstrated emotional coordination when he helped Jonah feel better after his fish died.*

### Foot Fire: [\[YouTube\]](#)

We're jogging over a hot stove. When the temperature is low, we can jog in place slowly. When the temperature gets warmer, we'll jog in place faster. When the temperature is on Foot Fire, we'll sprint in place as fast as we can.

The leader will call out the temperature (cooler, warmer, foot fire). The class will follow the leader's instructions.

## Purposeful Practice

### Lesson 4

**PHYSICAL COORDINATION:** The ability to move different parts of the body together for a purpose or task.

*Jumping jacks help us improve physical coordination because we have to move our legs and arms at the same time.*

### Balloon Bop Level 2: [\[YouTube\]](#)

The goal is to keep the balloon in the air. But this time, you can't use your hands. You can use your elbow, knee, head, and toes, but not your hands.

Count the number of bops you get, or you can have someone time you.

If the balloon hits the ground, pick it up and keep on practicing. Practice for at least 5 minutes every day for 5 days. Have fun!!!

## Just for Fun (and health)

### Lesson 4

**IMPROVE:** To become better.

*Finn worked to improve his coordination so he could easily do perfect jumping jacks.*

### Fun Fruit BINGO: [\[YouTube\]](#)

Let's play Fun Fruit BINGO!

[\(Get BINGO Cards Here\)](#)

When the teacher picks a fruit card, mark that fruit on your BINGO card – if you can find it.

Before each card is drawn, we'll work on our coordination by doing 5 jumping jacks.

If you mark all of the fruit in one row (side-to-side), column (up-and-down), or diagonal, call out "BINGO!"





**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

Lesson 5

**EMOTIONAL BALANCE:** The ability to keep emotions under control in unsteady social & emotional situations.

*On the first day of class, Juan used High-5 breathing to help him stay relaxed.*

**Equal Breathing:** [\[YouTube\]](#)

We're going to practice Equal Breathing as a way to keep our emotions and our heart rate balanced.

Sit or stand comfortably. Focus on breathing. As you take a deep breath into your lungs, count slowly to 5.

As you slowly let the air out with an exhale, slowly count to 5. Take 5 equal breaths with a 5-count inhale and a 5-count exhale.

## Purposeful Practice

Lesson 5

**PHYSICAL BALANCE:** The ability to adjust your body's weight in order to remain upright and/or steady.

*Caitlin used her arms to help her find her physical balance as she walked on the sidewalk lines.*

**Balance Flow Challenge:** [\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member. The object is to move your game piece from start to finish.

Roll and move your game piece from start to finish. As you land on different Balance Squares, complete the balance pose and hold it for 15 seconds. If you land on a Breathing Square, practice equal breathing for 3 deep breaths.

## Just for Fun (and health)

Lesson 5

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

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

**Body Shapes:** [\[YouTube\]](#)

We're going to balance on 1 foot and slowly draw shapes in the air with our other foot. After a few minutes, we're going to switch feet and draw with the other foot.

As you balance, focus on your breathing and practice equal breathing while you draw the shape.

If you have trouble balancing on 1 foot, it's okay to get in a squat position, or with both feet together, and draw the objects in the air with your arm.





**BALANCE & COORDINATION**  
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## Brain & Body Warm-Ups

Lesson 6

**EMOTIONAL COORDINATION:** The ability to understand what another person is feeling and act in a way that's helpful and supportive.

*Mr. Johnson demonstrated emotional coordination when he helped Jonah feel better after his fish died.*

**Mirror, Mirror:** [\[YouTube\]](#)

Teacher starts as the leader. Students mirror teacher's movements.

Next, students face a partner (6'+ apart). One partner leads and the other mirrors. The leader makes safe movements. The mirror follows along.

NOTE: If playing via video meet, the teacher starts as the leader, the students mirror. Freeze the game and assign a student as the leader.

## Purposeful Practice

Lesson 6

**PHYSICAL COORDINATION:** The ability to move different parts of the body together for a purpose or task.

*Jumping jacks help us improve physical coordination because we have to move our legs and arms at the same time.*

**Balloon Bop Level 3:** [\[YouTube\]](#)

Keep the balloon in the air! This time, you can't use your hands, elbows, or any other body parts. You can only use a plastic spatula or wooden spoon. (Or any other safe paddle-type object.)

Count the number of bops you get, or you can have someone time you.

If the balloon hits the ground, pick it up and keep practicing. Practice for at least 5 minutes every day for 5 days. Have fun!!!

## Just for Fun (and health)

Lesson 6

**MOTIVATION:** A reason to do something. The desire to reach a goal.

*Olaf's motivation for staying activity with his family was the enjoyment he received from the fun they had together.*

**Student / Teacher Choice:** [\[YouTube\]](#)

Choose any activity from this module. Focus on fun! This activity is your reward for working to complete all of the challenges over the past 6 weeks!



# BALANCE & COORDINATION

## TEACHER TALK

### [Lesson 1 Sample Script]

#### **Brain & Body Warm-Ups**

Today is the first lesson in our Balance & Coordination unit and we're going to start by talking about Emotional Balance. Sometimes we get scared, mad, or just too excited about something and we need to get our minds and our hearts back to a good balance. When we have good balance we can stay in control of our actions and our words. It's helpful for everyone around us.

High-5 Breathing is a way for us to find emotional balance. As we breathe in and out, our minds and our hearts come back into balance. Let's give it a try now.

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#### **Purposeful Practice**

Now that we've talked about Emotional Balance, it's time to talk about Physical Balance. Balance is 1 of the 6 components of skill-related fitness. That's right, it's a skill that we can practice and improve.

In order to find physical balance, we have to focus on how our weight is spread out over our bodies. That's why sometimes it's helpful to hold our arms out to the side as we try to balance on our feet or on 1 foot. By spreading out our arms, we can slowly adjust our weight from one side to the other. Let's try balancing on 1 foot and using our arms to help us stay steady.

Now that we understand what balance is, let's play a board game that will help us practice and improve our physical balance. Today's Purposeful Practice game is called Odd & Even Balance Rollers.

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#### **Just for Fun (and health)**

Now that we've practice High-5 Breathing for our emotional balance and played a game for our physical balance, it's time to play a game for fun AND health.

Balancing while we're still is really important. But, balancing while we move is also important. We're going to play a game of Jumping Jello. As you jump, focus on your balance as you land. That means that when you land you should stay on your feet. If you're having trouble, try making sure your feet are about shoulder-width apart when you jump and land. You can also hold your arms out to your sides as a way to adjust your weight and improve your balance.

OK, move your jump ropes onto the floor in a circle. That circle is now a big bowl of Jello. Let's jump!





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## BRAIN & BODY WARM-UP

### High-5 Breathing

[\[YouTube\]](#)

We're are going practice High-5 Breathing as a way to keep our emotions and our heart rate balanced.

Hold out your hand like you're giving a high-5. With the pointer finger of your opposite hand, slowly trace up all of your fingers staring at the outside bottom of your pinkie or thumb.

As you trace up, inhale slowly. As you trace down, exhale slowly. Continue breathing and tracing all 5 fingers.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## BRAIN & BODY WARM-UP

### Red Star Fish, Blue Fish

[\[YouTube\]](#)

The object is for students to complete the correct movement when a red star fish or blue fish is called.

Play music. When the music is on do jumping jacks. When music stops, teacher calls Red Star Fish or Blue Fish.

Red Star Fish = 10 star-jumps

Blue Fish = 5 tuck-jumps

Restart music and continue.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## BRAIN & BODY WARM-UP

### Equal Breathing

[\[YouTube\]](#)

We're are going practice Equal Breathing as a way to keep our emotions and our heart rate balanced.

Sit or stand comfortably. Focus on breathing. As you take a deep breath into your lungs, count slowly to 5.

As you slowly let the air out with an exhale, slowly count to 5. Take 5 equal breaths with a 5-count inhale and a 5-count exhale.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## BRAIN & BODY WARM-UP

### Foot Fire

[[Vimeo](#)]

We're jogging over a hot stove. When the temperature is low, we can jog in place slowly.

When the temperature gets warmer, we'll jog in place faster. When the temperature is on Foot Fire, we'll sprint in place as fast as we can.

The leader will call out the temperature (cooler, warmer, foot fire). The class will follow the leader's instructions.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## BRAIN & BODY WARM-UP

### Mirror, Mirror

[[Vimeo](#)]

The teacher starts as the leader. All students mirror the teacher's movements.

Next, students work in pairs and face a partner (6'+ apart). One partner leads and the other mirrors. The leader makes safe movements. The mirror follows along.

NOTE: If playing via video meet, the teacher starts as the leader, the students mirror. Freeze the game and assign a student as the leader.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Odd & Even Balance Rollers

[\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member.

The object is to move your game piece from start to finish.

Roll the die. If you land on an odd number balance on 1 body part. If you land on an even number balance on 2 body parts.

Continue rolling and moving your game piece from start to finish.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Balloon Bop Level 1

[\[YouTube\]](#)

The goal is to keep the balloon in the air for as long as you can. You can only use your hands.

You can count the number of bops you get, or you can have someone time how long you can go before the balloon hits the ground.

If the balloon does hit the ground, pick it up and keep on practicing.

Practice for at least 5 minutes every day for 5 days. Have fun!!!





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Balance Pathway

[\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member.

The object is to move your game piece from start to finish.

Roll the die. Move and complete the challenge shown on the pathway stone.

Balance on the foot, hand, or combination shown for 10 seconds.

Celebrate with 10 jumping jacks before rolling again. Continue from start to finish.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Balloon Bop Level 2

[[YouTube](#)]

The goal is to keep the balloon in the air for as long as you can. But this time, you can't use your hands.

You can only use your elbow, knee, head, and toes, but not your hands.

Count the number of bops you get, or you can have someone time you.

If the balloon does hit the ground, pick it up and keep on practicing.

Practice for at least 5 minutes every day for 5 days. Have fun!!!





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Balance Flow Challenge

[\[YouTube\]](#)

Use the game board to play by yourself or with a friend or family member.

The object is to move your game piece from start to finish.

Roll and move your game piece from start to finish. As you land on different Balance Squares, complete the balance pose and hold it for 15 seconds.

If you land on a Breathing Square, practice equal breathing for 3 deep breaths.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

## PURPOSEFUL PRACTICE

### Balloon Bop Level 3

[\[YouTube\]](#)

The goal is to keep the balloon in the air for as long as you can. This time, you can't use your hands, elbows, or any other body parts.

You can only use a plastic spatula or wooden spoon. *(Or any other safe paddle-type object that your family will allow.)*

Count the number of bops you get, or you can have someone time you.

If the balloon does hit the ground, pick it up and keep on practicing.

Practice for at least 5 minutes every day for 5 days. Have fun!!!





# BALANCE & COORDINATION MENU ACTIVITY CARDS

**JUST FOR FUN (AND HEALTH)**

## **Jumping Jello**

[\[YouTube\]](#)

On the floor, make a circle with a jump rope (or a couple of shoelaces). The circle is a big bowl of fruity Jello!

Jump into the bowl of fruity Jello and bounce 5 times before you jump out of the bowl.

Next, try to create new ways of jumping in Jello.

- Can you jump high and low?
- Soft and quiet?
- How many different ways can you jump?

Every time you jump, say the name of a food that is good for you.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

**JUST FOR FUN (AND HEALTH)**

## **Nutrition Fortune Tellers**

[\[YouTube\]](#)

Let's learn about nutrition using fun Nutrition Fortune Tellers. ([Get More Fortune Tellers Here](#))

Start by picking the number that matches the picture of a super food.

Open and close the fortune teller while counting to that number.

Next, choose the name of the food on the inside of the fortune teller.

Open and close while spelling the name of the fruit.

Next, open the flap, read the fun fact and complete the activity.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

**JUST FOR FUN (AND HEALTH)**

**Red Light, Green Light**  
[[YouTube](#)]

The object of the game is to move during green lights and stop on red lights.

Score a point every time you stop immediately on a red light.

Teacher starts as the leader. Call Green Light and students jog in place. Call RED LIGHT and students must freeze.

Everyone who froze right away gets 1 point. Keep track of your own points.





# BALANCE & COORDINATION MENU ACTIVITY CARDS

**JUST FOR FUN (AND HEALTH)**

**Fun Fruit BINGO**

[\[YouTube\]](#)

Let's play Fun Fruit BINGO! ([Get BINGO Cards Here.](#))

When the teacher picks a fruit card, mark that fruit on your BINGO card – if you can find it.

Before each card is drawn, we'll work on our coordination by doing 5 jumping jacks.

If you mark all of the fruit in one row (side-to-side), column (up-and-down), or diagonal, call out "BINGO!"





# BALANCE & COORDINATION MENU ACTIVITY CARDS

**JUST FOR FUN (AND HEALTH)**

## **Body Shapes**

[\[YouTube\]](#)

We're going to balance on 1 foot and slowly draw shapes in the air with our other foot.

After a few minutes, we're going to switch feet and draw with the other foot.

As you balance, focus on your breathing and practice equal breathing while you draw the shape.

If you have trouble balancing on 1 foot, it's okay to get in a squat position, or with both feet together, and draw the objects in the air with your arm.





# ODD & EVEN BALANCE ROLLERS



Start



Finish



# B A L A N C E P A T H W A Y



Move from start to finish by completing the balance challenge on each stepping stone.

**Balance on the foot, hand, or combination shown for a count of 10.**

Then celebrate with 10 jumping jacks. Take turns with a friend or finish the board on your own.



# ★ Balance Flow Challenge ★



Roll and move your game piece from start to finish.  
Complete the balance pose and hold it for 15 seconds.  
If you land on a Breathing Square, practice equal  
breathing for 3 deep breaths.



# BALANCE & COORDINATION CHOICE BOARD

Hang this choice board near your safe physical activity space.  
Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
<p><b><u>High-5 Breathing</u></b> Hold out your hand like you're giving a high-5. Trace up, inhale slowly. Trace down, exhale slowly. Continue with all 5 fingers.</p>	<p><b><u>Odd &amp; Even Balance Rollers</u></b> The object is to move from start to finish. Roll the die. Land on an odd number, balance on 1 body part. Land on an even number, balance on 2 body parts.</p>	<p><b><u>Jumping Jello</u></b> Make a circle on the floor with a rope. The circle is a bowl of Jello! Jump into the bowl and bounce 5 times before you jump out. Next, try new ways of jumping in Jello.</p>
<p><b><u>Red Star Fish, Blue Fish</u></b> When music is on, do jumping jacks. When music stops, call Red Star Fish or Blue Fish. Star Fish=10 star-jumps Blue Fish=5 tuck-jumps</p>	<p><b><u>Balloon Bop</u></b> Keep the balloon in the air as long as you can. Count the number of bops you get. If the balloon hits the ground, pick it up and keep on practicing.</p>	<p><b><u>Nutrition Fortune Tellers</u></b> Pick a number and a picture. Open/close the fortune teller while counting. Choose a food on the inside. Open/close and spell the name. Open the flap and do the activity.</p>
<p><b><u>Equal Breathing</u></b> As you take a deep breath, count to 5. As you exhale, count to 5. Take 5 equal breaths (5-count in and 5-count out.)</p>	<p><b><u>Balance Pathway</u></b> Move from start to finish. Roll the die. Move and balance on the foot, hand, or combination shown for 10 seconds. Do 10 jumping jacks before rolling again.</p>	<p><b><u>Red Light, Green Light</u></b> Move during green lights and stop on red lights. Score a point every time you stop on a red light. The leader calls "Green Light" and you jog in place. On "RED LIGHT!" stop and freeze.</p>
<p><b><u>Foot Fire</u></b> The leader calls out the temperature (cooler, warmer, foot fire). The class follows the leader's instructions (slow, faster, super-fast).</p>	<p><b><u>Balance Flow Challenge</u></b> Move from start to finish. As you land on different Balance Squares, hold the pose for 15 seconds. If you land on a Breathing Square, practice equal breathing for 3 deep breaths.</p>	<p><b><u>Fun Fruit BINGO</u></b> The <i>Caller</i> picks a fruit card. Mark that fruit on a BINGO card – if it's there. Do 5 exercises before each card is drawn. Mark fruit in a row, column, or diagonal, call out "BINGO!"</p>





# BALANCE & COORDINATION

## PHYSICAL EDUCATION VOCAB

**Important words for us to understand and use.**

**EMOTIONAL BALANCE:** The ability to keep emotions under control in unsteady social & emotional situations.

*On the first day of class, Juan used High-5 breathing to help him stay relaxed.*

**EMOTIONAL COORDINATION:** The ability to understand what another person is feeling and act in a way that's helpful and supportive.

*Mr. Johnson demonstrated emotional coordination when he helped Jonah feel better after his fish died.*

**ENJOY:** To have a fun time.

*We enjoy playing balance and activity games in physical education class.*

**HEALTH:** Free from sickness & injury. Physical, mental, and social well-being.

*Physical activity and nutritious foods help to protect our health.*

**IMPROVE:** To become better.

*Finn worked to improve his coordination so he could easily do perfect jumping jacks.*

**MOTIVATION:** A reason to do something. The desire to reach a goal.

*Olaf's motivation for staying active with his family was the enjoyment he received from the fun they had together.*

**PHYSICAL BALANCE:** The ability to adjust your body's weight in order to remain upright and/or steady.

*Caitlin used her arms to help her find her physical balance as she walked on the sidewalk lines.*

**PHYSICAL COORDINATION:** The ability to move different parts of the body together for a purpose or task.

*Jumping jacks help us improve physical coordination because we have to move our legs and arms at the same time.*

**RESPECT:** A feeling of honor for the feelings and rights of others.

*We respect the health of our classmates, so we wear our masks while we're together.*





# BALANCE & COORDINATION

## DISCUSSION QUESTIONS

### Physical Activity & Personal Health

#### Question Set 1

- 1) What would you include on a list about physical balance?
- 2) How does balance affect the way that you move and play?
- 3) What are some ways that you can work to improve your balance?

#### Question Set 2

- 1) What do you know about physical coordination?
- 2) When do you use your coordination?
- 3) How does coordination help you do everyday activities and jobs?

#### Question Set 3

- 1) What does it mean when you hear that someone has improved at something?
- 2) How does practice affect a person's improvement?

### Social & Emotional Health

#### Question Set 1

- 1) How would you describe emotional balance?
- 2) How can you apply mindful breathing to help you improve emotional balance?
- 3) How is emotional balance related to your behavior?

#### Question Set 2

- 1) What is emotional coordination?
- 2) How does emotional coordination affect the way that you treat other people?
- 3) How is emotional coordination helpful in building friendships?

#### Question Set 3

- 1) What can you recognize respect?
- 2) How would you describe self-respect?
- 3) How is emotional balance related to self-respect?
- 4) How is emotional coordination related to respect for others?





# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 1:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 2:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 3:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 4:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 5:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## WEEKLY ACTIVITY LOG

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 6:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**



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# BALANCE & COORDINATION

## UNIVERSAL DESIGN FOR LEARNING

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

*The table below offers UDL adaptations and suggestions.*

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>Use objects that can visually demonstrate balance and that students can work with to learn about weight distribution.</li> <li>Use large, brightly colored organizational markers to help students maintain safe distances from their peers.</li> <li>Use different colored cones or spots to identify a home base for each student.</li> <li>Use spot markers to create movement or travel routes.</li> </ul>	<ul style="list-style-type: none"> <li>Change rules to reflect equity of skill acquisition, mobility, and fitness level.</li> <li>Vary movement expectations to increase equity. For example, allow different locomotor movements or the use of assistive equipment.</li> <li>Adapt body positioning to student needs. For example, modify balance poses for sitting, lying, or prone positions.</li> </ul>	<ul style="list-style-type: none"> <li>Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues.</li> <li>Adjust lighting (e.g., brighter or lighter).</li> <li>Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible. Adjust as needed. One size doesn't fit all.</li> <li>Establish consistent, predictable routines.</li> <li>Be concise. Speak slowly &amp; clearly with a well-defined beginning &amp; end.</li> <li>Give 1-step vs multiple-step directions.</li> <li>Provide time for students to process instruction.</li> <li>Give choice to motivate students.</li> <li>Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.</li> </ul>

*When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.*

