



**EAU CLAIRE**  
**AREA SCHOOL DISTRICT**

# Physical Education at Home

Student Manual





# MARCH

## DEAM Calendar Drop Everything And Move

**BE GOOD**  
by being helpful

Name:

Teacher:

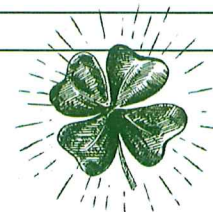
**Purpose:** This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

**Directions:** After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

### **Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



# APRIL

## DEAM Calendar Drop Everything And Move

## SPRING into action

Name:

Teacher:

**Purpose:**

*This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).*

**Directions:**

*After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).*

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



# Adapted Physical Education at Home

## Activity: Deck of Fitness

### ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

### TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

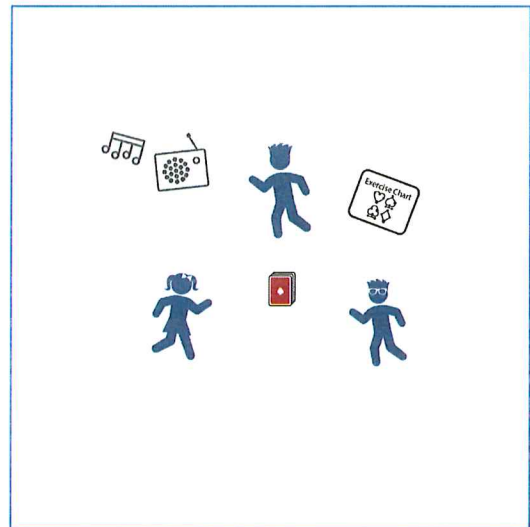
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 deck of cards
- Fun music and music player

#### Set-Up:

1. Shuffle and place the deck of cards face down where everyone can reach it.
2. Create an exercise chart using the list shown under the “Tips” section below. (It’s okay to modify your chart using different exercises.)



#### Activity Procedures:

1. Today’s friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
2. When you draw a card, you’ll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
3. Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
4. In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

#### Tips:

- Make sure you pace your activity safely. Don’t give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
  - Hearts = Jumping Jacks
  - Clubs = Push-Ups
  - Diamonds = Invisible Jump Rope Jumps
  - Spades = Squats

- **Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

# Activity: Fitness Uno

## ACTIVITY GOALS

- I will follow the rules and have fun with my friends and family.

## TEACHING TIPS

- Use Proper Form
- Increase Your Heart Rate
- Play Fairly
- Have Fun

## ACTIVITY SET-UP & PROCEDURE

### Equipment:

- 1 deck of UNO Cards
- 1 hula hoop
- 1 cone or spot marker per team
- 1 UNO Fitness Chart per team of 2 players

### Set-Up:

3. Shuffle the UNO Cards and scatter them on the floor inside the hula hoop.
4. Place 1 cone or spot marker per team 10–20 meters away from the hoop.
5. Create teams of 2 players, each team behind a cone or spot marker with an UNO Fitness Chart.



### Activity Procedures:

5. Today's friendly competition is Fitness Uno. We will be developing our personal fitness with friends and family. This game is played in 2 phases.
6. During Phase 1, your team will run in relay-race format (1 player at a time) to the hoop to grab 1 UNO card per visit. Do not look at the card when you pick it up. When you return, give your teammate a high-5, and then she/he will run to the hoop. Place the cards face-down in a pile.
7. When your team has 10 cards, it's time for Phase 2. During this phase, your team will work to return all of your cards to the hoop. To do that, flip over 1 UNO card at a time and use the UNO Fitness Chart to determine which exercise to perform. The number on the card determines the number of exercise repetitions you'll complete. Everyone on your team must complete the exercises together.
8. Once you've finished an exercise set, 1 player will return the card to the hoop. Repeat until all cards are back in the hoop.

### UNO Chart Info:

- Red = invisible jump rope; blue = jumping jacks; green = mummy jacks; yellow = stationary sprints.
- Wild card = free (no repetitions); draw 2 cards = draw 2 new cards; reverse = count 10 reps backwards; skip = free (no repetitions); wild draw 4 = give to another team—they must draw 4.

EATING  
HEALTHY  
101

- **Color Your Plate:** Different colored fruit and veggies have different health benefits. Be sure to have a colorful plate of fruits and vegetables at every meal. Eat a rainbow of fruits and veggies!

# Adapted Physical Education at Home

## JUGGLING SCARF

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Shapes & Directions	<ul style="list-style-type: none"> <li>Scarf in front of body, make giant clockwise circles.</li> <li>Scarf over head, make small counterclockwise circles.</li> <li>Scarf out to the right side, make a square.</li> <li>Scarf out to the left side, make a triangle.</li> <li>Switch hands and repeat all of the above.</li> </ul>	Understands Directions and Relationships with Objects
Locomotor Moves	<ul style="list-style-type: none"> <li>Scarf like a horse's tail, gallop in open space.</li> <li>Scarf scrunched like a rabbit's tail, jump in open space.</li> <li>Fold in half like a deer's short tail, leap in open space.</li> <li>Scarf long like a cheetah's tail, run in open space.</li> </ul>	Performs Locomotor Skills
Levels	<ul style="list-style-type: none"> <li>Waive scarf at a high level, skip in open space.</li> <li>Waive scarf at a medium level, side-slide in open space.</li> <li>Waive scarf at a low level, walk in open space.</li> </ul>	Travels Demonstrating Low, Middle, and High Levels
Pathways	<ul style="list-style-type: none"> <li>Hold scarf in front, draw a straight pathway in the air.</li> <li>Draw a curved pathway like a rainbow.</li> <li>Draw a zig-zag pathway.</li> <li>Now use each of these pathways to march in open space.</li> </ul>	Travels in 3 Different Pathways
Letters & Numbers	<ul style="list-style-type: none"> <li>The scarf is a pen. Write the letters of the alphabet in the air.</li> <li>Write words from our word wall.</li> <li>Write numbers.</li> <li>Write the answers to math questions that I ask.</li> </ul>	Academic Integration
Tail Tag	<ul style="list-style-type: none"> <li>Tuck scarf 2 or 3 inches into your belt loop or waistband. On the start signal, try to pull off others' tails without your tail being pulled. If you pull a tail, hand it right back to the person you pulled it from. They will do 5 jumping jacks and then get right back in the game. Start at a speed walk pace (can progress to a run).</li> </ul>	Demonstrates Locomotor Skills Using Mature Patterns
<b>PART 2</b>		
Toss & Catch	<ul style="list-style-type: none"> <li>Experiment with different ways of tossing and catching 1 scarf (e.g., low/high, different body parts, spin and catch). Move to the rhythm of the music.</li> </ul>	Moves in Self-Space in Response to a Rhythm
Toss Two	<ul style="list-style-type: none"> <li>Hold 1 scarf in each hand. Experiment with different ways of tossing and catching 2 scarves. Move to the rhythm.</li> </ul>	Moves in Self-Space in Response to a Rhythm
Partner Mirror	<ul style="list-style-type: none"> <li>Face a partner. One partner is a performer, the other is a mirror. Emphasize slow and controlled movements. Move to the rhythm.</li> </ul>	Differentiates Between Self and General Space
Partner Lead	<ul style="list-style-type: none"> <li>It's a 2 person parade. Line up and then follow the leader in the activity area. Waive each scarf like a flag. Move to the rhythm. On signal, change locomotor skills.</li> </ul>	Moves in General Space/Combines Locomotor Skills to a Rhythm
Partner Juggle	<ul style="list-style-type: none"> <li>Face each other. Start with 1 scarf each. Both partners toss across to each other at the same time. Progress to 2 scarves each. Move to the rhythm.</li> </ul>	Moves in Self and General Space to a Rhythm
Group Juggle	<ul style="list-style-type: none"> <li>In groups of 3 to 5, each student with 1 scarf. On start signal, toss to the student on your right. Quickly catch the scarf coming from your left, then repeat. Move to the rhythm.</li> </ul>	Moves in Self and General Space to a Rhythm

# Adapted Physical Education at Home

## BEAN BAG

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Locomotor Moves	<p>With bean bag on the floor in personal space:</p> <ul style="list-style-type: none"> <li>• Walk around the activity area and count all of the bean bags.</li> <li>• Jog in the area. On signal, freeze and point to any beanbag.</li> <li>• Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe.</li> <li>• Leap over beanbags in area.</li> <li>• Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it.</li> </ul>	Travels in Relationship with Objects
Toss and Try	<p>Toss bean bag straight up and then:</p> <ul style="list-style-type: none"> <li>• Clap 1 time before it hits the floor.</li> <li>• Clap 1 time and then try to catch it.</li> <li>• Clap as many times as you can before it hits the floor.</li> <li>• Clap as many times as you can and then try to catch it.</li> <li>• Toss with right hand only (repeat tasks above)</li> <li>• Toss with left hand only (repeat tasks above)</li> <li>• Toss and turn 360 degrees before the bean bag hits the floor.</li> <li>• Start with the beanbag on top of your foot. Flip it into the air and try to catch it.</li> </ul>	Catches a Soft Object
Super Moves	<p>With bean bag on the floor:</p> <ul style="list-style-type: none"> <li>• Stretch your body and log roll over it back and forth.</li> <li>• Start low like a frog, and then jump over it backward and forward; side-to-side.</li> <li>• Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down.</li> </ul>	Demonstrates Twisting, Bending, Stretching
<b>PART 2</b>		
Balancing Act	<p>With bean bag balancing on head, shoulders, or back:</p> <ul style="list-style-type: none"> <li>• Balance on one foot. Shift to balance on the other foot.</li> <li>• Sit and then stand again. If the beanbag falls, try again.</li> <li>• In plank position, slowly slide your feet around in a circle.</li> </ul>	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> <li>• Use your foot to slowly slide the bean bag around the activity area.</li> <li>• Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control?</li> </ul>	Differentiates between fast and slow speeds and strong and light force.
Target Practice	<p>Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to:</p> <ul style="list-style-type: none"> <li>• Hit the center of the target.</li> <li>• Hit the edges of the target.</li> <li>• Hit just above (below, to the sides) of the target.</li> </ul>	Throws Underhand Using a Mature Pattern
Partner Fun	<p>Using 1 beanbag per pair:</p> <ul style="list-style-type: none"> <li>• Toss and catch the bean bag.</li> <li>• Slide it back and forth on the ground.</li> <li>• Pass it back and forth like a soccer ball, using your feet.</li> <li>• Try all of the above using 2 bean bags</li> </ul>	Working With Others



# Adapted Physical Education at Home

## HAND SKILLS

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Toss and Try	<p>With ball in personal space:</p> <ul style="list-style-type: none"> <li>• Bounce the ball and catch it.</li> <li>• Toss the ball up and catch it.</li> <li>• Toss the ball up, clap and catch it.</li> <li>• Toss and catch with the right hand only.</li> <li>• Toss and catch with the left hand only.</li> <li>• Toss from hand to hand.</li> </ul>	Catches a soft object/ball from a self-toss.
Sorta Sporty	<ul style="list-style-type: none"> <li>• Dribble with hands and then feet, moving in different pathways.</li> <li>• Shoot like a basketball so it arcs and lands right in front of your feet.</li> <li>• Bowl (roll) the ball against the wall.</li> <li>• Toss against the wall and catch on a bounce off the floor; without a bounce.</li> <li>• Kick against the wall so it bounces straight back to you.</li> </ul>	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	<p>Standing, roll the ball around your body:</p> <ul style="list-style-type: none"> <li>• In a circle, clockwise around both feet together; counterclockwise.</li> <li>• Back and forth in front of the body; behind the body.</li> <li>• In a circle around 1 leg and then the other.</li> </ul> <p>On the floor:</p> <ul style="list-style-type: none"> <li>• In plank position, back and forth from hand-to-hand.</li> <li>• In sit-up position, between feet and then up overhead.</li> </ul>	Transfers Weight, Changes Directions and Understands Relationships with Objects
<b>PART 2</b>		
Partner Passes	<p>With a partner:</p> <ul style="list-style-type: none"> <li>• Roll the ball back and forth.</li> <li>• Bounce the ball to each other. Try light and strong bounces.</li> <li>• Toss and catch with an underhand throw.</li> <li>• Toss the ball high and jump to make a catch.</li> <li>• Toss the ball low and bend to make a catch.</li> </ul>	Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others
Double Trouble	<p>With a partner, each partner with a ball:</p> <ul style="list-style-type: none"> <li>• Roll the balls at the same time so they crash into one another.</li> <li>• Roll the balls at the same time so they pass each other and make it to the opposite side.</li> <li>• One partner bounce passes, the other tosses across.</li> <li>• Mirror: One partner moves the ball in personal space while the other mirrors the movements.</li> <li>• Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements.</li> </ul>	Differentiates Between Self and General Space, Works with Others

# Adapted Physical Education at Home

## HULA HOOP

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Puddles	Lay the hoop flat on the ground. <ul style="list-style-type: none"> <li>• Jump in and out of the hoop with a balanced landing.</li> <li>• Hop in and out of the hoop.</li> <li>• Gallop, skip, jog around the hoop.</li> </ul>	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects
Walk Around the World	Lay the hoop flat on the ground. <ul style="list-style-type: none"> <li>• Placing hands in the hoop with feet on the outside.</li> <li>• Transfer weight from hand to hand as you walk your feet around the outside of the hoop.</li> </ul>	Transfers Weight from One Body Part to Another in Self-Space
Cliff Hanger	Lay the hoop flat on the ground. <ul style="list-style-type: none"> <li>• Slowly balance on the hoop and walk all the way around the edge.</li> </ul>	Travels Demonstrating a Variety of Relationships with Objects
Blast Off	Hold the hoop over your head so you can look up and out of the hoop's center. <ul style="list-style-type: none"> <li>• Count down from 5 to 0 and then drop the hoop while holding your hands and arms together in a rocket pose. It's a successful launch if the hoop doesn't touch any part of your body.</li> </ul>	Forms Wide and Narrow Body Shapes
Musical Hoops	Everyone's hoops are laying flat on the ground. <ul style="list-style-type: none"> <li>• When the music starts, gallop (hop, jump, skip) in open space without stepping on or in any hoops. When the music stops, walk to a hoop and step inside it. It's okay to share hoops with your classmates. Teachers, play 8 rounds using all locomotor skills. Take away 1 hoop after each round to encourage students to share and cooperate.</li> </ul>	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects, Shares and Works with Others
<b>PART 2</b>		
Shuffle Around	Lay the hoop flat on the ground. <ul style="list-style-type: none"> <li>• With both feet inside the hoop, shuffle your hoop around the area. Move using different pathways.</li> </ul>	Travels in Three Different Pathways
Bus Driver	Hold the hoop out in front of you like a steering wheel. <ul style="list-style-type: none"> <li>• Safely drive around the activity area at a walking speed.</li> <li>• Listen for "Navigation Instructions" from the teacher (e.g., forward, back, right, left, clockwise, zigzag, etc.).</li> </ul>	Differentiates Between Movement in Personal and General Space, Travels in Different Pathways and Directions
Helicopter	Hold the hoop up over your head like the propellers on a helicopter. <ul style="list-style-type: none"> <li>• Safely fly around the activity area on your tip toes.</li> <li>• Slowly come in for a landing so that you're sitting with your legs crisscrossed.</li> <li>• Take off again and listen for "Navigation Instructions" from the teacher.</li> </ul>	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Lucky Coin	Spin the hoop like a coin in your own personal space.	Moves in Self Space
Balancing Act	Lay the hoop flat on the ground. <ul style="list-style-type: none"> <li>• Perform different balances inside the hoop (e.g., stand on 1 leg, switch legs, 1 foot inside and 2 hands outside, 1 hand inside and 2 feet outside, etc.)</li> </ul>	Maintains Stillness/Balances on Different Bases of Support

# Adapted Physical Education at Home

## NOODLES

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Tracks	<ul style="list-style-type: none"> <li>Be an elephant. The noodle is your trunk. Walk slowly staying in personal space – including your trunks!</li> <li>Be a dinosaur. Noodle is a snout. Jog in open space.</li> <li>Unicorns! The noodle is a horn. Use a fast-tempo gallop.</li> </ul>	Space Tempo
Move It, Move It	<ul style="list-style-type: none"> <li>Lay noodle down and skip around it. (Curved)</li> <li>Hop along the side of the noodle. (Straight)</li> <li>Leave noodle on floor. Jump to a new noodle. (Zig-zag)</li> <li>Leap over your new noodle. (large &amp; small extensions)</li> <li>Side-slide far away from your noodle (near vs. far).</li> </ul>	Locomotor Skills Pathways Extensions
Balancing Act	<ul style="list-style-type: none"> <li>Balance the noodle horizontally on any body part at a low level; medium level; high level.</li> <li>Balance the noodle on the ground horizontally to make a wide statue; balance it vertically to make a narrow statue.</li> </ul>	Levels Narrow/Wide
Motocross	<ul style="list-style-type: none"> <li>The noodles are handle-bars. Open space is your race course. Follow directions to score points.</li> <li>Travel through mud (bound), and now on dry land (free).</li> <li>Teacher says: forward/backward; right/left; up/down; clockwise/counterclockwise.</li> </ul>	Flow (bound/free) Directions
Gymnast	<ul style="list-style-type: none"> <li>With noodle laying down, transfer weight over the noodle.</li> <li>Make plank position under the noodle.</li> <li>Stretch and hold the noodle far away from your body.</li> <li>Hold the noodle near the body and twist around it.</li> </ul>	Relationships Non-Manipulative
<b>PART 2</b>		
Mirror This	<ul style="list-style-type: none"> <li>Teacher leads students through a fun “workout.” Students copy (mirror) the teacher’s movements.</li> <li>Pick 2-3 students to lead. Students match student leaders.</li> <li>Facing a partner, take turns leading and following a variety of stationary movements using the noodles.</li> </ul>	Relationships
Falling Down	<ul style="list-style-type: none"> <li>Facing a partner. One partner balance the noodle (vertically) on palm of the left hand. The other partner counts down, “3,2,1,” and then tries to catch their partner’s noodle before it falls to the ground.</li> </ul>	Relationships Cooperation
The Rocket	<ul style="list-style-type: none"> <li>Students hold noodle in a loose grip 6” from the bottom. Empty hand is open below the noodle with palm flat.</li> <li>Count down 5,4,3,2,1 and strike the bottom of the noodle to underhand volley it in the air. Student try to catch it before it hits the ground.</li> </ul>	Volley (underhand) Catching
Hockey	<ul style="list-style-type: none"> <li>The long noodles are hockey sticks and the small noodles (or fluff balls) are pucks. Skate around the floor stick-dribbling the pucks with the noodle sticks.</li> </ul>	Manipulative (long handle)
Clean the Locker Room!	<ul style="list-style-type: none"> <li>Divide class in half. One team per side.</li> <li>On “Go” each team uses hockey skills to clear all of the small noodles from their side.</li> </ul>	Manipulative (long handle)
Noodle Tag	<ul style="list-style-type: none"> <li>This is a 1v1 (no running) tagging game.</li> <li>Facing a partner, students attempt to tag their partner’s foot with the noodle. The first partner to three points wins.</li> </ul>	Responsibility