

# SOUND BODY

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# SOUND MIND

## Exercise Curriculum

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## The CATZ learning environment

Creating an environment that encourages participation.

How do you create an environment in your classroom that will motivate your students and get them excited about physical activity? You cannot motivate students to love exercise and physical activity. However, you can create a climate that allows your students to feel safe and included. If they feel safe and included, motivation will follow.

When we talk about being SAFE, we are not discussing safety from danger or physical harm. We are talking about emotional safety. To feel safe in the classroom, the student needs to feel safe from being berated or humiliated in front of their peers. They need to feel comfortable making mistakes because mistakes are the best way to learn.

Once a student feels emotionally safe in their environment, they will develop a sense of BELONGING. They will feel that your classroom is a place where they can feel good about themselves in whatever activity you present. Your classroom will be "their" place, a place they can be themselves and feel good about themselves. So, how do you do it?

### Step 1 - The principles of a CATZ teacher

Here are the 5 practices of CATZ teacher:

1. Greet by name	Why greet by name? The student feels it is important that they are there.
2. No nicknames	Why no nicknames? You never know how a student feels about their nickname. Do not give a student a nickname and do not allow other students to give out nicknames.
3. Mistakes are good	Mistakes are practice and the brain is stimulated by mistakes. This stimulation improves the brain's ability to grow. Mistakes also improve one's ability as a skilled mover. Students need to step out of their comfort zone if they want to learn and the only way to do that is by making mistakes.
4. Never punish with exercise	This seems pretty obvious in theory, but it is rarely followed in practice. How many times have we seen students "punished" by being told to "give me 10 push-ups" or "run another lap?" We want students to love activity and to embrace exercise. This is not going to happen if we use exercise as an instrument of punishment.
5. End class together	End class together. Every class should end with a "Big Finish" - a group exercise that will establish a sense of community. When the students leave the class, you want each student to look forward to coming back next time. Bring the focus back to community.

# Templates and lessons overview

How to use this curriculum book to run a class.

On the following pages, you will find 5 templates outlining the structure of a *Sound Body Sound Mind* lesson. Within each template, you will find 6 lessons complete with specific exercises for a class.

Study the template and use the lessons attached to the template to lead students through each lesson. All layout related information can be found on the template page and all timing or exercise information can be found on the lesson page.

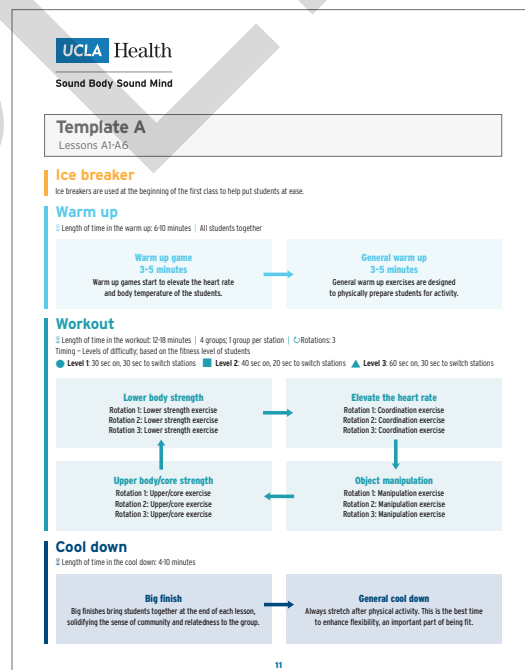
The 30 lessons are built as a progression from least difficult to most difficult. The difficulty of the lesson is indicated by the number of the lesson within the series, with “1” being the easiest and “6” being the hardest. To follow the progression, begin with lesson A1. The letter represents the layout, while the number represents difficulty. You may choose to progress through the workouts either by difficulty, or by template design.

Each page details the warm up, workout and cool down to be completed for each lesson. There are three different difficulty levels suggested, each indicated by a different shape. This symbol (↻) indicates the number of rotations within each lesson.

The arrows (→) on the lesson pages show the path of the students during the lesson. Be sure to follow the arrows while paying attention to the timing and rotation notes.

If you have questions regarding a stretch, drill, game or exercise, you can reference the corresponding page listed next to the activity.

Finally, while each lesson is designed to be led as written, feel free to adjust the lesson to best fit your student population and environment.



**Template:** The design and layout of a group of lessons.

**Lesson:** A single fitness class complete with specific exercises and activities.

**Series:** A group of lessons designed to create a similar level of difficulty (ie; series 1 = A1-E1).

**Length:** The amount of time to spend within each section of the lesson.

**Rotations:** The number of times students will participate in a group of exercises during each lesson.

**Ice Breaker:** An activity used at the beginning of class to create a comfortable environment for students.

**Warm Up:** Activities designed to elevate the heart rate of students and prepare their bodies for physical activity.

**Workout:** The main body of each lesson. Includes the majority of exercises and activities.

**Timing:** The required time intervals of work and rest for the activity or exercise. Directly related to how difficult the lesson is.

**Cool Down:** An activity and/or exercises designed to slowly lower students' heart rate and end the lesson.

**Big Finish:** An activity designed to bring students together and solidify a sense of community.

## Lesson A1

### Template A

#### Ice breaker (p. 58)

Ice breakers are used at the beginning of the first class to help put students at ease.

#### Warm up

⌚ Length of time in the warm up: 6-10 minutes | All students together

**Warm up game**  
Beach ball game (p. 72)

**General warm up**  
Warm up exercises of choice (p. 52)

#### Workout

⌚ Length of time in the workout: 12-18 minutes | 4 groups; 1 group per station | 🔄 Rotations: 3

Timing – Levels of difficulty; based on the fitness level of students

● **Level 1:** 30 sec on, 30 sec to switch stations ■ **Level 2:** 40 sec on, 20 sec to switch stations ▲ **Level 3:** 60 sec on, 30 sec to switch stations

**Lower body strength**  
Rotation 1: Squat – Square stance (p. 127)  
Rotation 2: Squat – Square stance  
Rotation 3: Squat – Square stance

**Elevate the heart rate**  
Rotation 1: Ladder drills – one in (p. 90)  
Rotation 2: Ladder drills – two in (p. 91)  
Rotation 3: Ladder drills – two-footed hops (p. 92)

**Upper body/core strength**  
Rotation 1: Push-up prep series – Level one front (p. 137)  
Rotation 2: Push-up prep series – Level one front  
Rotation 3: Push-up prep series – Level one front

**Object manipulation**  
Rotation 1: Catch and throw (p. 74)  
Rotation 2: Catch and throw  
Rotation 3: Catch and throw

#### Cool down

⌚ Length of time in the cool down: 4-10 minutes

**Big finish**  
Big finish of choice (p. 154)

**General cool down**  
Cool down exercises of choice (p. 52)

## Beach ball game | OBJECT MANIPULATION



### Technique

- Get in a group of four to eight students with one beach ball.
- The first student taps the ball in the air with their hand to another student.
- The student receiving the ball taps it in the air to another student.
- The idea of the game is to keep the ball in the air for as many touches as possible without letting the ball touch the ground.
- Keep count.

### Tips

The ball is very easy to use and can be hit by any body part including hands, head, feet and shoulder.

**If the game is too difficult:** Add one bounce to the game, allowing the ball to touch the ground once until you can progress to no bounces.

**To make it more difficult:** Take away body parts or isolate body parts (hands only or no hands).

### Focus

Cooperation

**S**

Object manipulation

**L**

**E**

### Equipment needed

One beach ball

### Appropriate for grades:

✓ K-2

✓ 3-5

✓ 6-8

✓ 9-12

## Ladder drills – One in | ELEVATE THE HEART RATE



### Technique

- Set up a ladder on the training floor.
- Have students start with both feet in front of the ladder.
- Then, have them run through the ladder with one foot landing in each rung of the ladder.
- Make sure they jog back to the beginning of the ladder.
- Repeat.
- Always return back to the start with a jog.

### Tips

Put a cone beyond the end of the ladder and have the students run to the cone and jog back to the start of the ladder. Have students wait until the person in front gets halfway through the ladder before starting the drill.

### Focus

Coordination

**S**  
**O**

Locomotion  
Elevate the heart rate

### Equipment needed

Agility ladder

**Substitution:** Ladders may also be made from tape or chalk

### Appropriate for grades:

✓ K-2

✓ 3-5

✓ 6-8

✓ 9-12



### Throw, clap and catch | GAME / OBJECT MANIPULATION



#### Technique

- Stand with your knees slightly bent and your feet shoulder-width apart.
- Choose any type of ball (or light sandbell) in front of you with both hands.
- Toss the ball (or sandbell) in the air and clap once before catching it.
- Throw it a little higher and clap twice before catching it.
- Continue to throw, clap and catch the object each time adding an additional clap. See how many claps you can do.

#### Tips

When doing this exercise with a partner, alternate turns by completing one clap each, two claps each, and so on.

**To make this exercise more difficult:** Vary this exercise by throwing different objects (i.e. a tennis ball as seen in the photos) or by throwing and catching with a single hand rather than both.

#### Focus

Competence and self-referenced success

S  
Object manipulation  
L  
E

#### Equipment needed

A beach ball, sand bell, tennis ball, wiffle ball or squishy ball

#### Appropriate for grades:

K-2      ✓ 3-5      ✓ 6-8      ✓ 9-12



## Squat – Square stance | LOWER BODY STRENGTH



### Technique

- Stand with your feet a small amount wider than shoulder width.
- Stand up straight and stick your rear end out.
- Proceed to sit back toward the ground keeping your chin up, back straight, and shoulders rolled.
- Drop as low as possible while keeping good posture and going no lower than a 90-degree bend in the knee.
- Return to the top standing position.

### Tips

**To make this exercise more difficult:** Hold a sandbell in each hand.

### Focus

Gluteals, quadriceps and hamstrings

Stability  
0  
L  
E

### Equipment needed

None; sandbell for increased difficulty

### Appropriate for grades:

K-2    ✓ 3-5    ✓ 6-8    ✓ 9-12

## Get up and Jump | BIG FINISH



### Technique

- Create two lines of students facing each other standing about five feet apart.
- The students should then get into a push-up preposition with their hands about one foot apart.
- Have the students lift their right hand, reach out and tap the right hand of their partner ten times.
- Repeat the exercise with the left hand.
- All students should then stand up and jump 10 times while giving their partner "high-fives" with both hands.
- Get back down in the push-up position and repeat the exercise only this time they should lift their right leg while using their left hand and left leg while using their right hand.

### Tips

This Big Finish works on upper body and core strength as well as balance. It is also a lot of fun!

### Focus

Relatedness to the group

### Equipment Needed

None

Stability

0

L

Elevate the heart rate

### Appropriate for grades:

K-2

✓ 3-5

✓ 6-8

✓ 9-12