

SECOND EDITION

# SOUND BODY SOUND MIND

TEACHING THE BASICS OF MOVEMENT AND PHYSICAL ACTIVITY

High School & Middle School Curriculum



Sound Body



Sound Mind

powered by



# Table of Contents

## Contents

|  |      |
|--|------|
| Introduction .....                           | v    |
| Research and Theories.....                   | vii  |
| Fitness Facts.....                           | xiii |
| <b>Templates</b>                             |      |
| Template A .....                             | 2    |
| Template B .....                             | 10   |
| Template C .....                             | 18   |
| Template D .....                             | 26   |
| Template E .....                             | 34   |
| Optional Template F.....                     | 42   |
| <b>Warm Ups</b>                              |      |
| Ice Breakers.....                            | 49   |
| Locomotor Drills, Formations and Skills..... | 57   |
| Agility Ladder Drills.....                   | 61   |
| General Stretches.....                       | 73   |
| Games.....                                   | 83   |
| Object Manipulation.....                     | 93   |
| <b>Workout</b>                               |      |
| Upper Body Strength Exercises.....           | 103  |
| Lower Body Strength Exercises.....           | 115  |
| Core Exercises.....                          | 129  |
| Flexibility Exercises.....                   | 147  |
| Object Manipulation.....                     | 157  |
| Elevate the Heart Rate.....                  | 167  |
| Machine Exercises.....                       | 193  |
| <b>Cool Down</b>                             |      |
| Big Finishes.....                            | 207  |
| General Stretches.....                       | 217  |

# The CATZ Coach 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 Coach

Here are the 5 practices of CATZ Coach:

|    |                            |   |
|----|----------------------------|---|
| 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 good. Mistakes are practice and the brain is stimulated by mistakes. This stimulation improves the brains 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 | Never punish with exercise. This seems pretty obvious in theory, but 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

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. There is also an optional 6<sup>th</sup> template (Optional Template F) for schools that have Sound Body Sound Mind Fitness Centers.

Study the template and use the lessons attached to the template to lead students through each lesson. If you have questions on the layout of the lesson, refer to the template page. If you have questions regarding specific timing of exercises, refer to the lesson page.

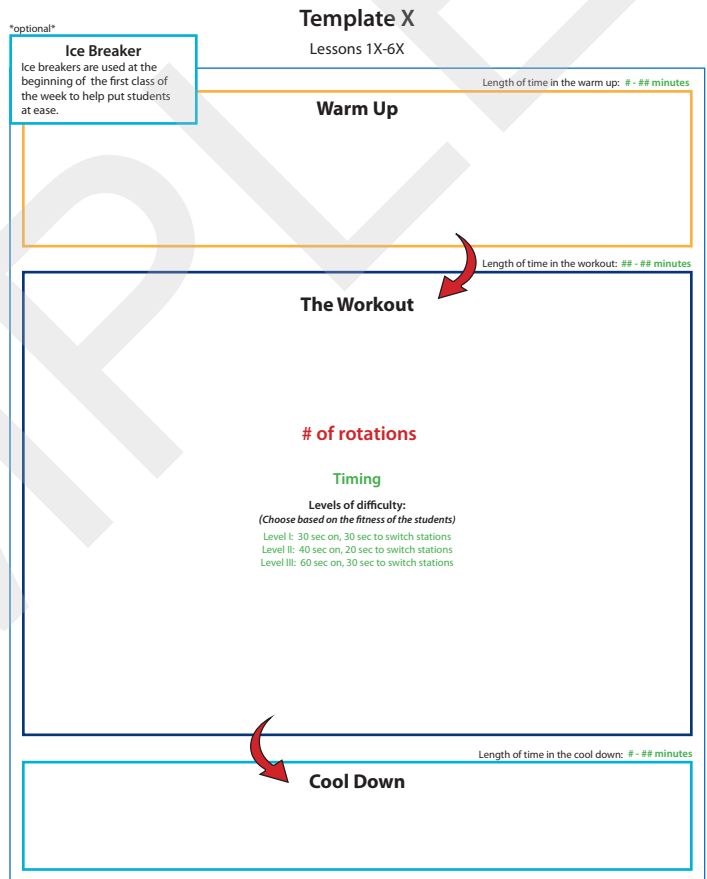
The 30 lessons are built as a progression from least difficult to most difficult. The difficulty of the lesson is indicated by the number of the lesson within the series, with "1" being the easiest and "6" being the hardest. To follow the progression, begin with lesson 1A. Continue on to Lesson 1B, 1C, etc... until you reach the end of the 1 series. Then move onto lessons 2A, 2B, etc... until you reach the end of the 2 series. Continue this pattern until you have completed all 30 lessons, concluding with lesson 6E.

Each page details the **warm up**, **workout** and **cool down** to be completed for each lesson. In **green font** you will find the appropriate **timing** for each section and exercise. In **red font** you will find information regarding 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 delivered 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 = 1A-1E).

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

**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.

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

**Cool Down:** An activity and/or stretches designed to slowly lower a student's heart rate and end the lesson.

# Lesson 2A

## Template A

\*optional\*

### Ice Breaker (p.50)

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

Length of time in the warm up: 6 - 10 minutes

### Warm Up

All students together

3 - 5 minutes

#### Warm Up Game (p.83)

Ameeba Weeva (p.84)

3 - 5 minutes

#### General Warm Up Stretches (p.73)

All general warm up stretches

Length of time in the workout: 12 - 18 minutes

### The Workout

4 groups  
1 group per station

3 rotations

#### Timing

Levels of difficulty:

(Select based on the fitness of the students)

Level I: 30 sec on, 30 sec to switch stations

Level II: 40 sec on, 20 sec to switch stations

Level III: 60 sec on, 30 sec to switch stations

#### Lower Strength

1. Reverse Lunge (p.117)
2. Reverse Lunge (p.117)
3. Reverse Lunge (p.117)

#### Coordination

Ladder Drills

1. 1 in (p.175)
2. 2 in (p.176)
3. Hopscotch (p.179)

#### Upper/Core Strength

Push-up Prep Series

1. Level 1 Front (p.130)
2. Level 1 Front (p.130)
3. Level 1 Front (p.130)

#### Object Manipulation

1. Beach Ball Game (p.159)
2. Beach Ball Game (p.159)
3. Beach Ball Game (p.159)

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

### Cool Down

1 - 5 minutes

#### Big Finish (p.208)

Big Finish of choice

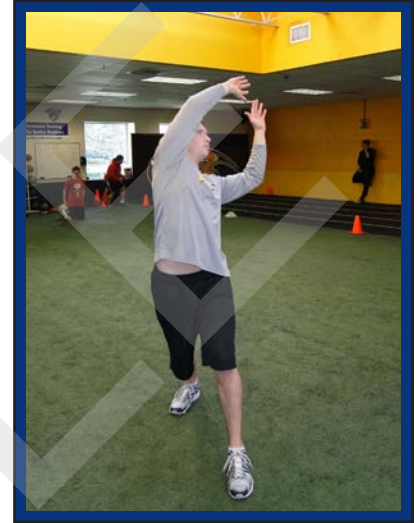
3 - 5 minutes

#### Cool Down Stretches (p.217)

Cool down stretches of choice

## 3-Way Hip Flexor Stretch

Flexibility



### Technique:

- Standing in a split stance, slightly push your weight forward until you feel a small stretch.
- Simultaneously, have both arms up overhead with your hands together.
- Start with the forward position with shoulders square and facing forward and arms directly above.
- Hold for desired amount of time.
- Proceed to turn your shoulders to the left reaching up and out with your hands. Again, hold for desired length of time.
- Switch to the right side and repeat.

\*text color indicates modifications to the exercise

### Tips:

Try to keep your head facing forward throughout the stretch.

### Focus:

Hip flexor, Trunk flexibility

Stability

O  
L  
E

### Equipment Needed:

None

### Appropriate for Grades:

✓ K-2    ✓ 3-5    ✓ 6-8    ✓ 9-12

## Ameeba Weeva

### Games



#### Technique:

- Have students move freely about performing a cued locomotor skill (ie; jog, skip, carioca, shuffle, bear crawls, etc. See page 60) on their own.
- The instructor calls out a number ("2", "3", "4")
- Then students will form groups with the specified number of people and introduce themselves to their group.
- Then, the group dissolves and students return to locomotor skills.
- The instructor calls out something interesting (month they were born, favorite season, favorite ice cream, etc.) and students form groups based on having similar answers.
- Repeat.

\*text color indicates modifications to the exercise

#### Tips:

Students are forced to communicate and will learn something about each other. This is a fun game that can be used as an ice-breaker or a regular exercise game.

#### Focus:

Relatedness to the group

S  
O

Locomotion  
Elevate Heart Rate

#### Equipment Needed:

Cones to mark the area of play

#### Appropriate for Grades:

K-2

✓ 3-5

✓ 6-8

✓ 9-12

## Reverse Lunge

### Lower Body



#### Technique:

- Stand with feet hip width apart
- Place your hands at your sides.
- Step back with one leg until your back knee is in line with your front foot.
- Lower your hips while keeping your back straight and your head up.
- Push off the rear foot and return to the initial standing position
- Repeat with the other foot.

\*text color indicates modifications to the exercise

#### Tips:

Focus on keeping your back straight and core tight. Don't let your knee move past your toe. **Hold a sandbell against your chest to add resistance and increase the difficulty level.**

#### Focus:

Gluteals, Quadriceps, Hamstrings

Stability

O  
L  
E

#### Equipment Needed:

None, **use a sand bell to add resistance.**

#### Appropriate for Grades:

K-2

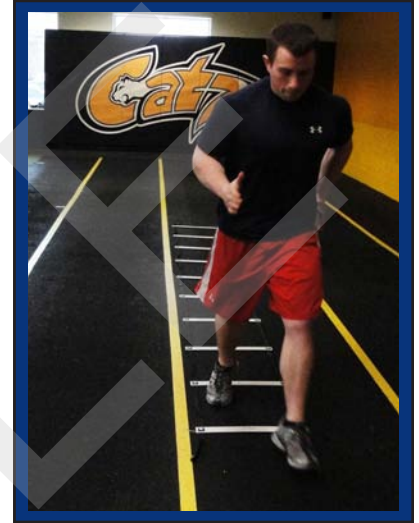
3-5

✓6-8

✓9-12

## Ladder Drills - "1 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.

\*text color indicates modifications to the exercise

### 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 Heart Rate

### Equipment Needed:

Agility ladder

### Appropriate for Grades:

✓ K-2    ✓ 3-5    ✓ 6-8    ✓ 9-12

## Beach Ball Game

### Object Manipulation



#### Technique:

- Get in a group of 4-8 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.
- If the game is too difficult, you can add one bounce to the game, allowing the ball to touch the ground once until you can progress to no bounces.

\*text color indicates modifications to the exercise

#### Tips:

The ball is very easy to use and can be hit by any body part including - hands, head, feet, shoulder. To make it more difficult you can 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 per group

#### 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 prep position 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.

\*text color indicates modifications to the exercise

#### 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

Stability

O

L

Elevate Heart Rate

#### Equipment Needed:

None

#### Appropriate for Grades:

K-2

✓ 3-5

✓ 6-8

✓ 9-12