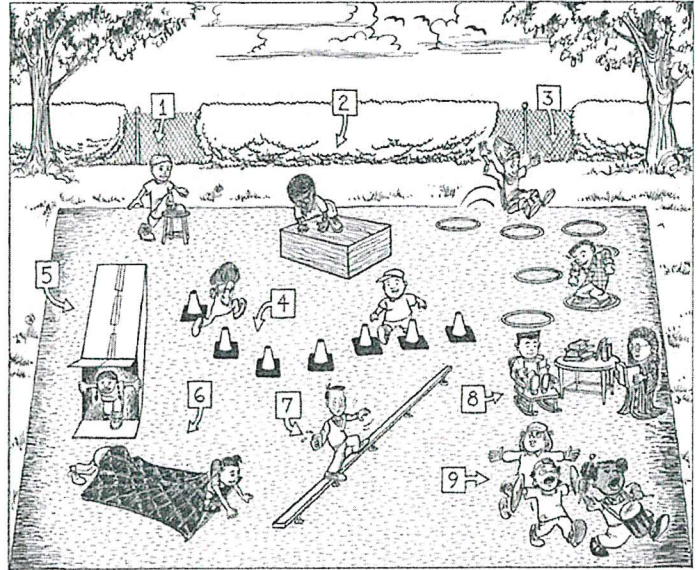


Pathfinder Elementary Physical Education

Together we face new and uncertain times. Helping children with a daily schedule that includes physical activity and active play is something we can control. Research supports 60 minutes per day of movement. Our expectation for families right now is 15 minutes per day of physical education time. This plan will provide ways for your family to move together.

This is to offer suggestion to plan and create your own family obstacle course(s). Start with something that is easy and add elements to the course to make it more challenging, interesting and fun. It can be designed using things you already have at home. Here are some suggestions to get you started.

Your course could include ***moving with or without a ball, over, under, around and through a path*** that you and your siblings and parents help you design and build in your back yard, around the house, or somewhere in your house (with parent approval). **Design it. Build it. Practice moving through it. Time yourself. Try to do it faster.** Siblings working together adds to the fun! Once it is set up and practiced, children can perform and practice with little or no supervision. Online search of "obstacle course for kids" will provide many ideas.



In Pathfinder Physical Education we have learned and practiced

Walking, running, skipping, sliding, hopping, galloping, leaping and jumping. These actions use lots of big muscles that are important to being strong and fit. Your obstacle course can include some, or all, of these movements.

Moving objects with our hands, tossing and catching, bouncing and catching, throwing to the wall and catching the returning ball. We have dribbled the ball, kicked balls and chased after them. We have aimed the ball at targets, including throwing and kicking balls at targets. Your obstacle course can include these movements.

Materials for building your own obstacle course might include;

- existing play equipment (swing or slide), trees, fences and walls (for throwing or kicking balls to)
 - plastic buckets, empty soda bottles with sand inside to weight them down as position markers for a zig-zag path, 2x4" or other lumber can be a balance beam,
 - Hoops can be rolled, thrown, or hung up as targets or spaces to move through.
 - A ladder laid flat on the ground for stepping on or between the rungs.
 - A strong rope with sturdy dowel for hand hold can be used for holding and swinging.
 - Sidewalk chalk can be used on paved drive or walks for marking hopping and jumping targets.
 - Balloons or small balls can be hung from low branches or play equipment for vertical jump.
 - Riding your bike around a marked path around the driveway, or around the house.
(Be sure to wear your helmet!)
 - String or twine can be used to make a "spider web" for moving through or under.
 - Swim noodles can be used as obstacles or as things to throw and/or catch.
 - Balls can be made of paper compressed into a ball with tape (masking, duct, or packaging tape) around them, or bean bags made with old socks holding sand or dry beans.
 - Cardboard boxes can become obstacles for jumping or hurdling, or when combined can make a tunnel. They can also be used as targets into which you throw or kick balls. Flying discs can also be used.
- Your course will be unique!

Pathfinder Elementary Physical Education

2-Week Physical Activity Log of _____ (name)

Use this activity log to track your physical activity minutes for 2 weeks. Have an adult sign their initials next to each day that you complete 15 minutes. Take a picture or return this form with your packet. Also, send a photo, video, or drawing of your obstacle course to me at helindsay@fremont.net I look forward to hearing from you!

Week 1:

Day	Activity 1 (Expected Time)	Bonus Activities: Let Me know how else you are moving!	Total
Sample Day	Obstacle Course 15 Mins	Walk with Family 15 Mins	30 minutes
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

Week 2:

Day	Activity 1 (Expected Time)	Bonus Activities: Let Me know how else you are moving!	Total
Sample Day	Obstacle Course 15 Mins	Walk with Family 15 Mins	30 minutes
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

First Grade Music Bingo

Try to complete 1 square each day or 5 squares each week. You can repeat any square that you like!

Sing and play the game for A Tisket, A Tasket	Make your own drum out of things you find in your home.	Draw different lines, and walk that path on the floor.	Compose a pattern using ducks and rabbits.	Use any device to record yourself singing a song.
Perform a song using all four voices: sing, whisper, speak, shout.	Use a stuffie as a Buddy and perform motions while you listen to a song.	Teach your family about the musical opposites. Like loud and soft.	Sing the Bees song and make high and low Bzzz sounds.	Create new movements to one of our songs.
Make up new versions of Down By the Bay using rhyming words.	Listen to music and march around the room. Freeze in different shapes.	Fill each circle on the back with ta & ti ti 	Sing a song while balancing on one foot	Sing to your stuffed animals.
Sing a song to yourself in a mirror.	Draw ocean animals and sing Charlie Over the Ocean.	Ask your family to share their favorite songs with you.	Find objects in your home that make high sounds and low sounds.	Teach your family to do our partner game: forward, pat, back, clap, bow...
Dance with just one part of your body: finger, elbow, eyebrow, etc	Go outside and sing a few songs.	Draw a xylophone and practice playing the steady beat to a song.	Draw a new kind of instrument and name it.	Listen to slow music and practice moving slowly.

Selected Youtube Playlist:

https://www.youtube.com/playlist?list=PLo4JD0tI-_SkZEqmQCIHqTgE2QqALxf9

Musical Opposites: High & Low, Loud & Quiet, Fast & Slow

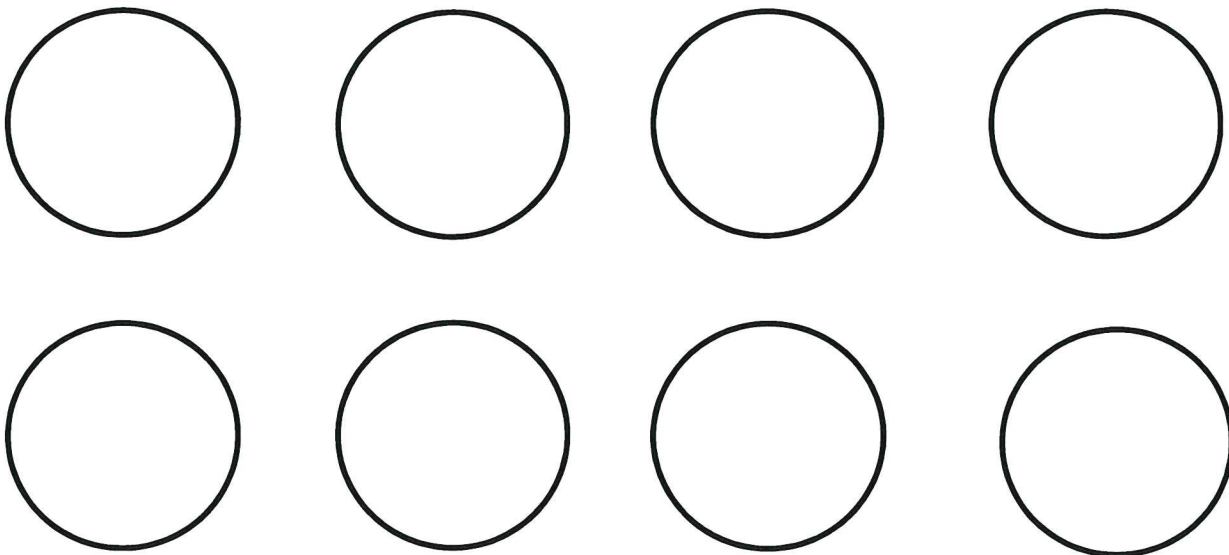
Partner Game:

Forward forward forward, pat pat pat, Back back back, clap clap clap

Forward forward forward, pat pat pat, Back back back, and then bow.

Slowly turn around your partner, then you end up at your spot.

Skip with your partner to a new spot in the room.



Zones of Regulation and Calming Strategies

Parents,

Here are some resources that we use at Pathfinder Elementary to help children understand their emotions and to learn ways to manage themselves. The Zones of Regulations help us have a common language with children throughout the building and I thought it would be a helpful resource for you to talk with your child(ren) about emotions. Here is link to a YouTube video that may help you review these zones with your child:

<https://youtu.be/D6k1SYuPe78> It is also available on our website under the Pathfinder portion of "Extended Learning Opportunities."

Our staff uses the Zones to help students learn to manage sensory input from their environment so they can process and respond in appropriate ways. For example: If they struggle when they are asked to complete a difficult task, when their peers are annoying them, when they are overwhelmed by noise, or completing a required task.

I have included some helpful Calming suggestions for you to use with your child when he/she is in the Yellow or Red Zone. These are helpful when they are becoming frustrated, feeling stressed, are having a hard time focusing, or feeling sad.

I encourage you to practice with your child the Calming activities, they use some of these in their classrooms. We practice, so that when they are having big feelings, they know how to use activities like Balloon Breathing.

When discussing the Zones of Regulation, it is fun to talk with your child about the different zones, how they feel, when was the last time they were in the _____ zone, and what was that like for them. This helps them understand more about their feelings and how they manage those feelings. Take time to share with your child how you manage when you are in a zone and what helps you to calm down.

Over the next several weeks, I will be sharing other ways to help your child learn how to manage their emotions.

If I can help you in any way, please email me at ewosinski@fremont.net.

Thanks

Ed Wosinski

Behavior Interventionist

Balloon Breathing Posters

self-management

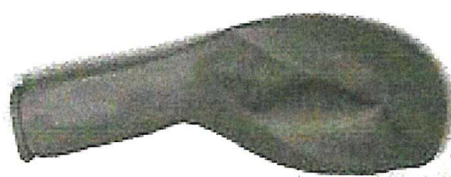
BALLOON breathing



1. Think of your belly as a balloon.
 2. Put your hand on your belly to feel it rise and fall.
 3. Take a deep breathe in through your nose to fill your balloon.
 4. Hold your breathe for 2 seconds.
 5. Breathe out through your mouth slowly to deflate your balloon.
 6. Repeat balloon breathing 5 times.
- *Follow your own breathing rhythm.

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mind+heart FREEBIE by "Proud to be PRIMARY

How do you feel?



Proud



Angry



Confused



Shy



Surprised



Content



Sad



Excited



Embarrassed



Happy



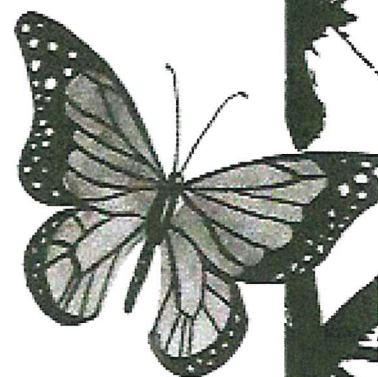
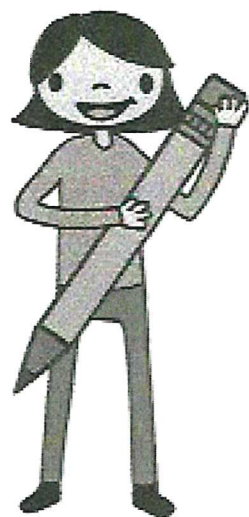
Scared



Worried

10 WAYS

to Calm Down



1. Breathe in and out slowly 10 times.

2. Squeeze a stress ball.

3. Take a break and get a drink of water.

4. Talk to a grown-up.

5. Hug someone.

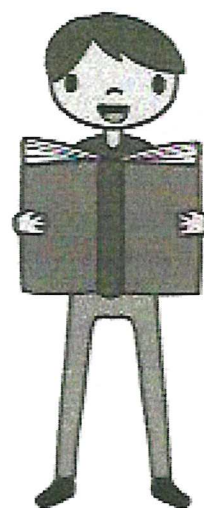
6. Draw a picture about it.

7. Write about your feelings.

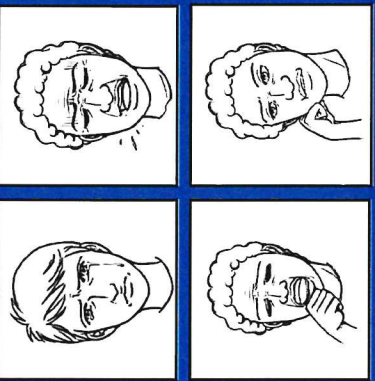
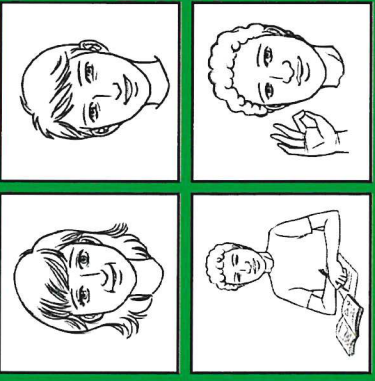
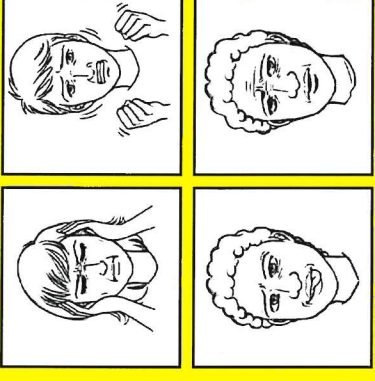
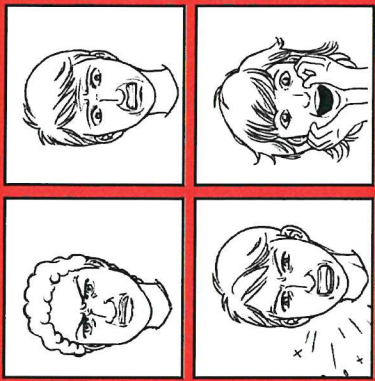
8. Do some stretches.

9. Think of something happy.

10. Read a magazine or book.



The **Zones** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>