



Curriculum Mapping Project



ACTIVE HOME PHYSICAL EDUCATION: 6-8 Fitness Knowledge

5 Day Rotation	Day 1	Day 2	Day 3	Day 4	Day 5
Concept of Focus	I can keep an active lifestyle while staying at home from school.	I can develop my personal fitness by staying active for 60 minutes each day.	I can develop my cardiorespiratory endurance at home.	I can develop my muscular strength at home to improve overall fitness.	I can flex and extend my muscles to improve my overall fitness.
Academic Language for Today	ACTIVE LIFESTYLE A way of life which values physical activity as an essential part of living; physical activity is a part of daily routines.	FITNESS The degree to which a person is able to meet the physical, intellectual, and emotional demands for everyday living.	CARDIORESPIRATORY ENDURANCE The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.	MUSCULAR STRENGTH The maximum amount of force a muscle can produce in a single effort.	DYNAMIC STRETCHING An exercise or fitness routine in which movement and active muscular effort are used to warm up and stretch muscles.
Warm-up	RPS Victory Lap	RPS Victory Lap	RPS Victory Lap	RPS Victory Lap	RPS Victory Lap
OPEN Home Activity	Fitness Knowledge Today you're going to complete a series of 1-Minute Fitness Challenges. 1 Minute Fitness Challenges Card	AMRAP This is AMRAP Teamwork. Complete each AMRAP station. You will identify the related components of fitness. AMRAP Cards	Cupid Fitness Capacity This is Cupid Fitness Shuffle. Complete the Cupid Shuffle using fitness movements in order to feel our body's physiological response. Cupid's Fitness Capacity	Planking Hockey Score points by rolling the ball between your opponent's hands. Full Activity Plan	Fitness Knowledge It's time to continue working on our flexibility and balance with Unplugged from Darebee.com. Unplugged Workout
Daily Fitness Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar
Mindfulness	Sun Salutation #1 Follow the car to perform with family. Sun Salutation #1	Sun Salutation #2 Follow the car to perform with family. Sun Salutation #2	Sun Salutation #3 Follow the car to perform with family. Sun Salutation #3	Sun Salutation #4 Follow the car to perform with family. Sun Salutation #4	Sun Salutation Follow the car to perform with family. Full Sun Salutation
Assessment(s)	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log

Dear students and family members,

The physical education team at our school is working with resources from **OPENPhysEd.org** to help you stay physically active and healthy while our schools are closed. In order to meet physical education goals during this time students must be physically active for 60 minutes each day. Use this physical activity log to record your activity time.

Remember, activity time doesn't have to happen all at once. You can add up your total activity throughout the day to equal 60 minutes. Students, at the end of each day ask a family member to sign next to the day's total activity. Then, return the finished log to your physical education teacher when school is back in session.

If our schools are closed for more than 2 weeks, visit
www.openphysed.org/activeschools/activehome
to download and print another activity log.

Your physical education teachers would also like you to visit the file links for your grade level on the OPEN webpage. From there you'll be able to download and print physical education resources that are fun and can be done at home.

Thank you for your cooperation. Stay active and stay well.

Sincerely,
Your Physical Education Staff

By staying active and completing this physical activity log you're meeting the following **SHAPE America** National Physical Education Grade-level Outcomes:

Grades K-5 (Physical Activity Knowledge)

Standard 3 [E1.K,2,3a,5] Identifies active play opportunities outside physical education class (K); Describes physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (2); Charts participation in physical activities outside physical education class (3a); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).

Grades 6-8 (Engages in Physical Activity)

Standard 3 [M2.6-8] Participates in self-selected physical activity outside of physical education class (6); Participates in a physical activity twice a week outside of physical education class (7); Participates in physical activity three times a week outside of physical education class (8).

Grades 9-12 (Engages in Physical Activity)

Standard 3 [H6.L1] Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day (L1).

Estimados estudiantes y familiares:

El equipo de educación física de su escuela está trabajando con recursos de OPENPhysEd.org para ayudarlo a mantenerse físicamente activo y saludable mientras nuestras escuelas están cerradas. Para cumplir con los objetivos de educación física durante este tiempo, los estudiantes deben estar físicamente activos durante 60 minutos cada día. Use este registro de actividad física para registrar su tiempo de actividad.

Recuerde, el tiempo de actividad no tiene que usted suceder de una vez. Puede sumar su actividad total durante el día para que sea igual a 60 minutos. Estudiantes, al final de cada día, pida a un miembro de la familia que firme al lado de la actividad total del día. Luego, regrese el registro terminado a su maestro de educación física cuando la escuela vuelva a la sesión.

Si nuestras escuelas están cerradas por más de 2 semanas, visite
www.openphysed.org/activeschools/activehome
para descargar e imprimir otro registro de actividad.

Sus maestros de educación física también desean que visite los enlaces de archivos para su nivel de grado en la página web OPEN. Desde allí, podrá descargar e imprimir recursos de educación física que son divertidos y se pueden hacer en la casa.

Gracias por su cooperación. Mantente activo y bien.

Attentamente,
Su personal de educación física

Al mantenerse activo y completar este registro de actividad física, cumple con lo siguiente
SHAPE America National Physical Education Grade-level Outcomes:

Grades K-5 (Conocimiento de actividad física)

Standard 3 [E1.K,2,3a,5] Identifica oportunidades de juego activo fuera de la clase de educación física (K); Describe actividades físicas para participar fuera de la clase de educación física (por ejemplo, antes y después de la escuela, en casa, en el parque, con amigos, con la familia) (2); Gráficos de participación en actividades físicas fuera de la clase de educación física (3a); Grafica y analiza la actividad física fuera de la clase de educación física para conocer los beneficios físicos de las actividades (5).

Grades 6-8 (Participa en actividad física)

Standard 3 [M2.6-8] Participa en actividades físicas autoseleccionadas fuera de la clase de educación física (6); Participa en una actividad física dos veces por semana fuera de la clase de educación física (7); Participa en actividad física tres veces por semana fuera de la clase de educación física (8).

Grades 9-12 (Participa en actividad física)

Standard 3 [H6.L1] Participa varias veces a la semana en una actividad de vida, baile o actividad física autoseleccionada fuera del día escolar (L1).



Physical Education

ACTIVITY LOG

2-Week Physical Activity Log

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 30 minutes.

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	<i>Active Outside 30 Mins</i>	<i>Walk with Family 15 Mins</i>	<i>Dance Challenge 15 minutes</i>	<i>60 minutes</i>
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



Physical Education

ACTIVITY LOG

Registro De Actividad Física De 2 Semanas

Use este registro para registrar su actividad física durante las próximas dos semanas. Pídele a un adulto que verifique con su firma que hiciste las varias actividades físicas del día.

Semana 1:

Día	Actividad 1	Actividad 2	Actividad 3	Total
<i>Ejemplo:</i>	jugar afuera 30 minutos	caminar con la familia 15 minutos	desafío de baile 15 minutos	60 minutos
Día 1				
Día 2				
Día 3				
Día 4				
Día 5				
Día 6				
Día 7				

Semana 2:

Día	Actividad 1	Actividad 2	Actividad 3	Total
Día 1				
Día 2				
Día 3				
Día 4				
Día 5				
Día 6				
Día 7				

MARCH

DEAM Calendar Drop Everything And Move

BE GOOD
by being helpful

Name:	Teacher:
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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.



R,P,S VICTORY LAP

STUDENT TARGETS

- ✓ **Fitness:** I will participate and stay active in order to increase my heart rate.
- ✓ **Fitness:** I will discuss ways to improve my overall fitness.

TEACHING CUES

- ✓ Once, Twice, Throw!
- ✓ Pace Your Lap
- ✓ Win or Lose, Quickly Start Again

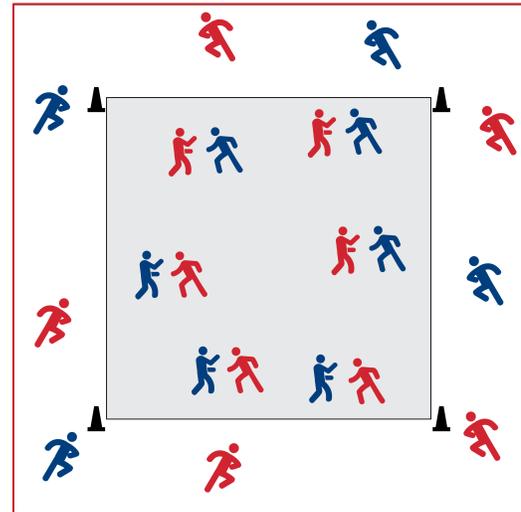
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 cones for boundaries

Set-Up:

1. Create a lap area with 4 cones.
2. Students gather in the center of the lap area.



Activity Procedures:

1. Today we're going to warm-up our bodies playing Rock, Paper, Scissor Victory Lap.
2. The object is to win as many games of RPS as possible. After each win, you'll run a victory lap around the cones to celebrate your success. Find a new partner as soon as you complete your lap and play again.
3. If you don't win, quickly find a new partner and play again.

Grade Level Progression:

Middle School: Play this game and incorporate dribbling/ball control skills from any middle school invasion game. Students dribble a basketball, soccer ball, or floor hockey ball during their victory laps.

High School: Create muscular fitness and/or flexibility stations at each cone. After each win, students jog to a cone, complete the station activity, and then return to find a new opponent.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [M1.6]** Describes how being physically active leads to a healthy body.
- ✓ **Standard 1 [H3.L1]** Demonstrates competency in one or more specialized skills in health-related fitness activities.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize an activity that helps to improve your fitness?
- ✓ **DOK 2:** How does your favorite physical activity affect your personal fitness?
- ✓ **DOK 3:** In what ways could you modify this activity in order to improve each of the 5 components of fitness? Provide details.

1 MINUTE FITNESS CHALLENGE

Name: _____ **Grade:** _____ **Class:** _____

Station #	Exercise	Challenge	#
1	Push-Ups	How many push-ups can you do?	
2	Stretch	How many muscles can you safely stretch? Hold stretches for 10 seconds each.	
3	Sit-Ups	How many sit-ups can you do?	
4	Pass and Catch	How many times can you pass and catch a foam die with a partner?	
5	Water	Remember to stay hydrated. Get 1 quick and quiet drink.	
6	Jump and Think	How many fruits can you name while jumping rope?	
7	Exercise Band Curls	How many curls can you do with the exercise band?	
8	Ball Plank	How long can you hold a plank on the exercise ball?	
9	Balance and Think	Balance on one foot. How many vegetables can you name?	
10	Jump Rope Tricks	How many different jump rope tricks can you do?	
11	Heart Rate	Take your pulse for the full minute. How many beats did you count?	
12	Fitness Knowledge	Individual Assessment Station	

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 1

AMRAP #1: Squats

AMRAP #2: Perfectly Modified Push-Ups

AMRAP #3: Side-to-Side Skier Jumps

AMRAP #4: Mountain Climbers

AMRAP #5: Hold High Plank Position

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 2

AMRAP #1: Lunges

AMRAP #2: Perfect Form Jumping Jacks

AMRAP #3: Burpees

AMRAP #4: Jog in Place High Knees

AMRAP #5: Shoulder Taps (from High Plank Position)

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 3

AMRAP #1: Raised Arm Circles

AMRAP #2: Plank Jacks

AMRAP #3: Sitting Core Twists (Tap Floor Side to Side)

AMRAP #4: Half Jacks (Legs/Feet Only)

AMRAP #5: 1-Arm Plank Supermans (Alternate Arms)

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 4

AMRAP #1: Super-Slow-Motion Push-Ups

AMRAP #2: Perfect Form Jumping Jacks

AMRAP #3: Side-to-Side Skier Jumps

AMRAP #4: Half Jacks (Legs/Feet Only)

AMRAP #5: Alternate Bird Wings (from High Plank Position)

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 5

AMRAP #1: Power Jumps (with knee tucks)

AMRAP #2: Zombie Walks (stay on spot)

AMRAP #3: Perfectly Modified Push-Ups

AMRAP #4: Mummy Jacks

AMRAP #5: Shoulder Taps (from High Plank Position)

AMRAP PARTNER WORKOUTS

AMRAP = As Many Reps As Possible

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

AMRAP Challenge Card No. 6

AMRAP #1: Scissor Arm Chops

AMRAP #2: Plank Jacks

AMRAP #3: 1-Arm Plank Supermans (Alternate Arms)

AMRAP #4: Shoulder Taps (from High Plank Position)

AMRAP #5: Perfect Form Jumping Jacks

AEROBIC CUPID CAPACITY DANCE

Music Cue	Movement
To the Right	<p>Jumping Jacks to the R 4 times, jumping on the beat. (Counts 1-&-2-&-3-&-4-&)</p>
To the Left	<p>Jumping Jacks to the L 4 times, jumping on the beat. (Counts 5-&-6-&-7-&-8-&)</p>
Now Kick	<p>Perform R/L high knees. Repeat 4 times. (Counts 1-&-2-&-3-&-4-&)</p>
Now Walk It by Yourself	<p>Take 4 shallow squats in place and make a ¼ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)</p>



ANAEROBIC CUPID CAPACITY DANCE

Music Cue	Movement
To the Right	Large vertical jumps to the R 4 times, jumping on the beat. (Counts 1-2-3-4)
To the Left	Large vertical jumps to the L 4 times, jumping on the beat. (Counts 5-6-7-8)
Now Kick	1 perfect burpee to the beat. (1-&-2-&-3-&-4-&)
Now Walk It by Yourself	Take 8 small steps in place and make a ¼ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)

PLANKING HOCKEY

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

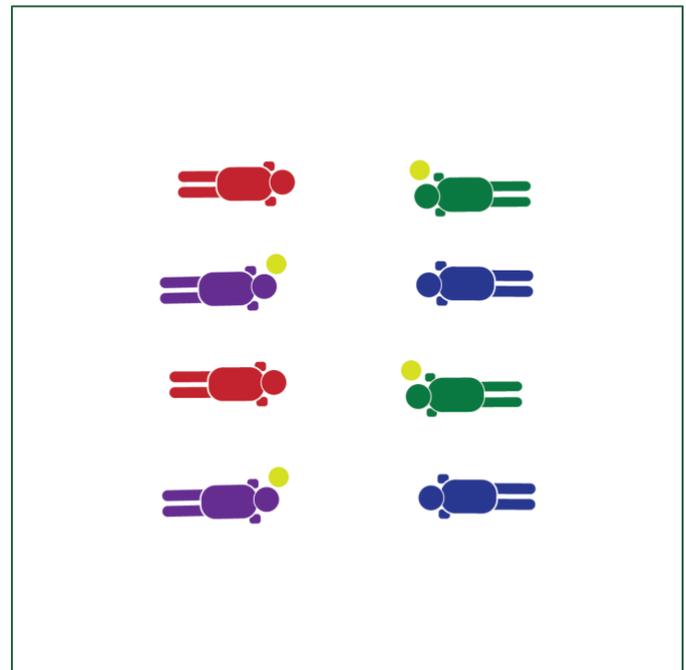
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 coated foam ball per 2 students

Set-Up:

1. Pair students, each pair with a ball.
2. Students start out facing each other in plank position with 6 feet of space between them.



Activity Procedures:

1. It's time to work on muscular fitness and endurance with Planking Hockey. The object of the activity is to score points by rolling the ball between your opponent's hands. If a point is scored, the defender must do 1 push-up and then restart play as the offense.
2. Hands must be kept shoulder-width apart. Shots on goal must roll on the floor. If the ball bounces or comes off the floor, shots do not count.
3. If the ball rolls between the hands, then a point is scored.
4. In round 1, students defending their goal must keep both hands on the floor (no defense).
5. In round 2, students can use 1 hand to defend their goal (play defense).
6. Allow students to choose full plank or modified plank position.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Play the activity in teams with teammates in plank position side-by-side. Goals can be scored between the hands of any player on the opposite team.

PLANKING HOCKEY

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)
- This activity can be played on a raised surface, like a table or desk.

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What is core strength?
- **DOK 2:** What do you know about core strength?
- **DOK 3:** How is core strength related to physical health?

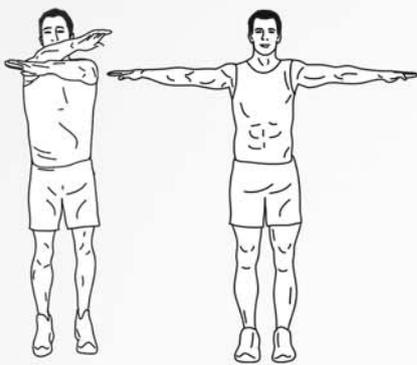
TEACHING
STRATEGY
FOCUS

Help students review content. Providing a variety of planking games and activities sets the instructional stage for content review, concept expansion, and deeper discussion as it relates to the importance of muscular fitness to enjoyable activity participation. Emphasize the importance of modifying the activity to meet the needs of all participants, as well as the progressive nature of improving personal fitness.

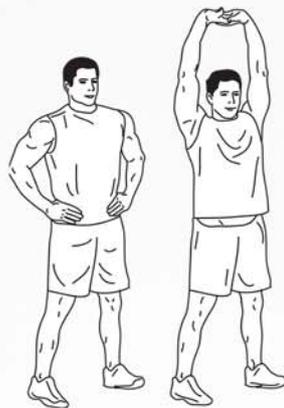
UNPLUGGED

DAREBEE WORKOUT @ darebee.com

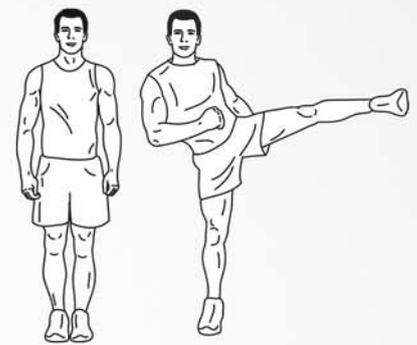
LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



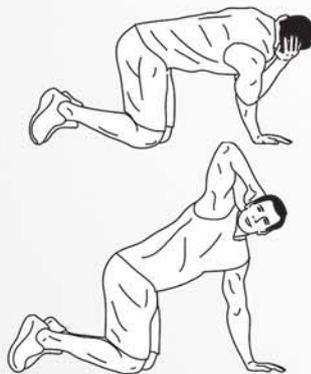
20 chest expansions



20 shoulder stretches



40 side leg raises



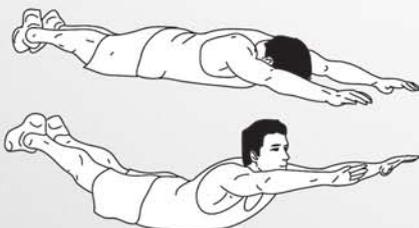
20 back rotations



20 back arches



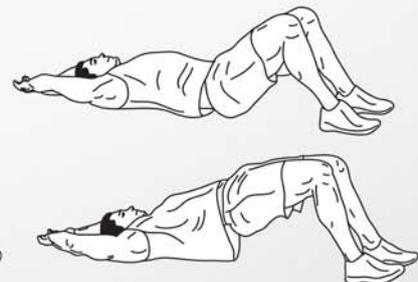
20 cat stretches



10 supermen



10 body folds



10 bridges

Peer Teaching Activity Card 1: Sun Salutations

Stand in mountain pose and inhale.



Exhale. Hands to heart center or prayer.



Inhale. Reach up and back, keeping the biceps in the line with the ears and the palms facing forward. Push the hips forward and focus on extending the spine.



Peer Teaching Activity Card 2: Sun Salutations

Exhale. Fold forward and down. Keep the arms in line with the biceps and the back flat. Line the finger tips up with the toe tips and bend the knees as much as you need in order to get your hands flat on the floor.



Inhale. Step back with the right leg, drop the back knee, and look up.



Retain the breath (hold) and step back to a plank position.



Peer Teaching Activity Card 3: Sun Salutations

Exhale. Lower the chest down between the hands and the knees to the floor. Place the chin on the mat. Keep the hips up (like an inch worm).



Inhale. Slide forward into cobra pose, keeping the knees, hands, and feet in the same spot.



Exhale. Lift the knees off the floor and shift the hips back into an inverted "V," or downward-facing dog pose.



Peer Teaching Activity Card 4: Sun Salutations

Inhale. Look between and the hands and step forward with the right foot. Place the foot between the hands, drop the back knee, and look up.



Exhale. Step forward with the left foot and bring the head to the knees.



Inhale. Reach the arms out with the hands palms-down, and begin to stretch up and back. Keep the biceps in line with ears. Lift the chest and focus on thoracic extension.



Exhale. Drop the arms by the sides, returning to mountain pose.

