



Lesson Plan 2 Pea - Who Let a Zoo Loose

Social Theme

Who Let a Zoo Loose

Date _____

Educational Focus

Brown, Black, Gray
Square, Cylinder, Trapezoid
Counting 1-5
Types of animals

Class Age - 2 years

Class Length 45 mins

Gymnastics Focus

Fine motor skills - hands
Swings
Hangs
Inversion Skills
Blocking
Rebounds

Developmental Focus

Bilateral integration
Motor Planning

Gymnastics Terms

Swing
Hang
Forward roll
Donkey kick
Forward walk
Incline



Suggested Resources

1. Music/songs listed in Lesson Plan.
2. Cut Out numbers 1-5
3. 10 clothes pins numbered 1-10
4. Tiny monkey face print out - cut out and tape monkey faces to clothes pins
5. Make a small monkey bed out of a box to clip the monkey clothes pins to. See photo in Station Set Up section of lesson plan.
6. Ribbon or twine to affix monkey clothes pins to bar.
7. Several plush monkeys (long arms are helpful). Or make your own felt or fabric cut out monkeys. Anything you can stick or tie to a child's back so they have a monkey on their back.
8. Print and cut out Barrel of Monkeys monkeys. Educational Resources.
9. Dark paper to tape to top of barrel mat. You will be making your barrel mat look like a barrel of monkeys with cute cut out monkeys set on top.
10. Plush bananas or toy bananas or pretend noodles cut up or bean bag bananas (should be 3 dimensional)
11. Print out 7 Habitat posters (choose standard legal size OR if you have a larger printer or access to one, print out the standard larger B2 size (20.28 x 28.66)
12. Elephant in the room poster (24 x 36) Reduce file if necessary. You can use ANY elephant toy, stuffed elephant, drawing, etc.
13. Bird print outs from Learning Resources (beam)
14. Frisbee or plastic disc.

We prefer a combination of making some of our props and purchasing others. The tangible props help carry the activities for the instructor and make the lesson more fun for the kids. You can adjust your lesson plan at any time to eliminate or change up a prop and instead just "pretend" to do an activity. Do be aware that every "pretend" action may require re-instruction by the teacher as to what the student is supposed to be doing, whereas a



Bars

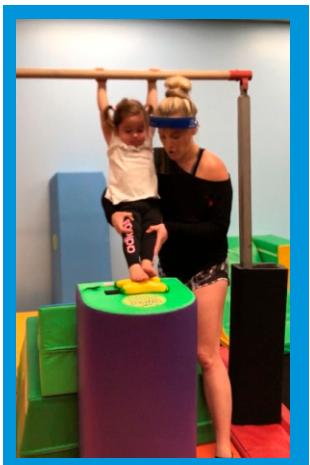
Station Set Ups



Bars General Set Up



Station 1 - Single low bar - "5 lil' monkeys station" Fine motor and balance station



Station 2 - High bar 1: Swing practice - Use feet to pull bananas off mat.



Station 3 - High Bar 1 (other side of bar from station 3) Hang like a monkey - Hang from rings



Station 4 - Uneven Bars
Monkey around - Swing practice



Station 5 - High Bar 2
Stick swings



Station 6 - Funny as a barrel of monkeys - Working on timing and balance

TWO pea

Floor



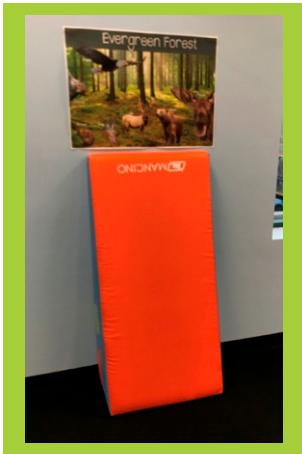
Floor general set up



Stop 1 - Skunk sprays - Donkey kicks



Stop 1 - Post Seasonal Forest Habitat



Stop 2 - Moose Headbutt
Blocking practice - Post
Evergreen Forest Habitat



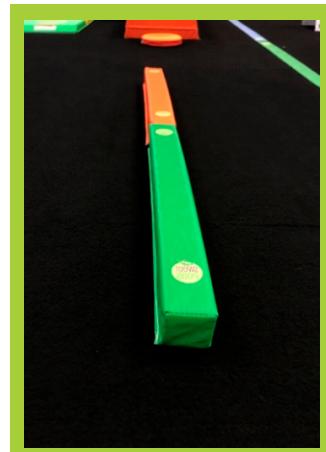
Stop 3 - Wedge or floor - Chinchilla roll
Forward roll down incline, finish in tuck sit



Stop 3 - Post Polar/Tundra Habitat



Stop 4 - Gorilla climbs sideways
across upright stairs



Stop 5 - Camel Walks (aka bear
crawls) over velcro sticks



Stop 5 - Post Desert Habitat

Station Set Ups

Floor (cont.)

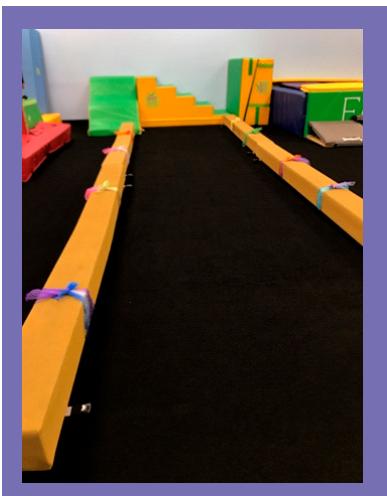


Stop 6 - Dolphin Tails - Candlestick rocks



Stop 6 - Post Ocean Habitat

Beam



Beam - General set up



Close up of scarf tied to beam

Vault

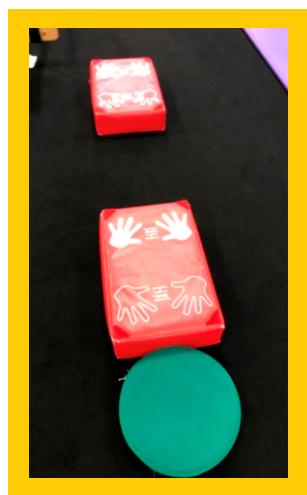


Station Set Ups (cont.)

Vault (cont.)



Stop 1: Frisbee Push- Building core strength and coordination



Stop 2 and 3: Donkey kicks



Stop 4: Step over elevated ladder (or ropes strung across cones)

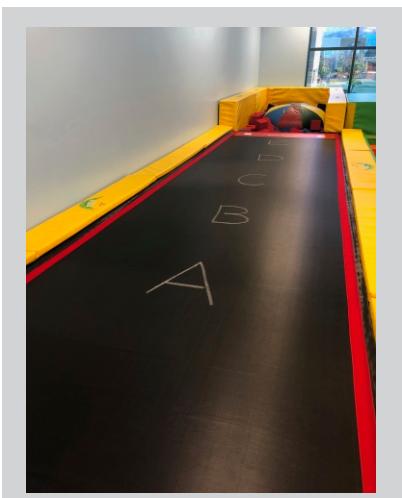


Stop 5: Run drill



Stop 6: "Feed our elephant" station

Tumbltrak/Trampoline



Write select letters on bed each week



MY SON JUST SHOWED ME SOMETHING HE MADE AND ASKED, "DO YOU LIKE IT, OR DO YOU LOVE IT?" AND THESE ARE THE ONLY OPTIONS I AM GIVING PEOPLE FROM NOW ON.



Class Structure (45 minutes)

Welcome (1-2 mins). It's great to see you!

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Introduce Educational Theme: Who Let a Zoo Loose! This theme focuses on wild animals, their special characteristics and their habitats. Animals provide a strong, developmentally appropriate theme for preschoolers. Animals are a tangible, (truly living and breathing) subject that is relevant and interesting to children. Learning about animals helps children learn about how other creatures look, move and live. This lesson plan provides comparative thinking opportunities as our Sweet Peas will see pictures of animals, do activities that compare what animals eat and how they care for their babies. Our Sweet Peas will have fun flapping their wings like birds, rolling like an alligator, flexed arm hanging like a monkey and passé-ing like a flamingo. Our Sweet Pea zoo is busy, active, educational and fun!

Coaches should implement social distancing measures. Use floor markers. We've given our students hula hoops as they migrate from station to station.

Warmup song(s) (4-5 mins)

- Let's Go to the Zoo – Super Simple Learning
- Peek a Zoo – Pinkfong
- Animals Action - Pinkfong
- I Like to Move It - Will.I.Am
- Animals Freeze Game – The Kiboomers
- The Monkey Dance – Just Dance Kids
- Listen and Move – The Kids Cartoon
- Five Little Monkeys
- Dance Monkey - Kidz Bop Kids

Spotify Playlist Link:

<https://open.spotify.com/playlist/1KhHlbL110zs3GBwQZmixV?si=7bCzpr3pTFeMRZqQBBFcgw>

Warmup song(s) (4-5 mins)

Stretches (5 mins)

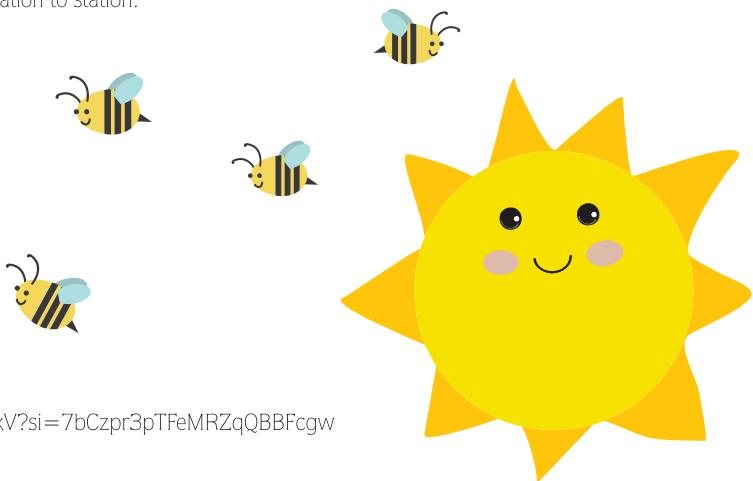
Roll Call and Lineup (1 minutes)

Rotation 1 (10-12 mins) Bars or Floor

Rotation 2 (10-12 mins) Beam or Vault

Rotation 3 (10-12 mins) Tumbletrak/trampoline

Final Touches (1-2 mins) Class review and something nice to say!



elle
A *child's*
imaginary playmate
might actually
BE THERE
elle



Rotation 1: Bar Circuit (10-12 mins) (Use Bars or Floor as the primary rotation each week.)

Station 1 - Single low bar - 5 lil' monkeys station - Fine motor and balance station

Set Up: Place upside down tunnel under bar, as shown. Decorate small box as "the bed" and place it on block on opposite side of bar. Secure monkey clothes pins to bar.

What to do: Student starts standing on upside down tunnel, gripping bar with both hands. Student uses leg muscles to rock tunnel side-to-side. Student then uses fine motor skills to pull clothes pins off one-at-a-time and place them inside the monkey bed.

- Too hard? Set monkey clothes pins to the side and focus on gripping bar and rocking side-to-side.
- Too easy? Use fine motor skills to clip clothes pins onto bed

Educational theme: Identifying the colors of the month (brown, black, and gray). Also, identifying the numbers on the clothes pins.



Talking Point: This activity promotes balance and body awareness as the student must generate an unstable yet controlled rocking motion on the tunnel. Students are also processing body awareness cues as they assess where their hands and feet are and how they are going to unclip and clip clothes pins.

Station 2 - High bar 1: Swing practice - Use feet to pull bananas down off mat.

Set Up: Place barrel/block about 2 feet in front of high bar. Place banana toys on top of barrel. Set trapezoid or small block under high bar so student can reach bar. Set incline mat on top of trapezoid. Velcro monkey to student's back or on bar to the side of student (we use stuffed monkey with velcro hands and feet.)

What to do: Holding on to bar, student lifts both legs up and forward and then brings both feet down on top of first banana. Student swoops feet back to roll banana off barrel and down incline. Student repeats with other bananas. After student gets all bananas off barrel, they collect them and pretend to feed baby monkey.

- Too hard? Use one foot at a time to scoop the bananas while holding bar.
- Too easy? Swing both feet forward simultaneously while pointing toes.

Educational Theme: Mommy monkeys will carry their babies on their back for up to five years. They do this to help protect, feed, and transport their babies.



Station 3 - High Bar 1 (other side of bar from station 3) - Hang like a monkey - Hang from rings

Set Up: Secure rings to bar or use existing ring set if available. Rings should be set slightly over student's head so student can easily hold rings while standing. It is better to set rings slightly too high and add a panel mat under the bar, then to set them too low and have to constantly be adjusting the bar or rings to accommodate the different heights of students.

What to do: Student grips rings and squats down towards floor so arms are straight. Student then lifts both feet off floor and gently swings forward while supporting body weight in hang.

- Too hard? Lift feet for 1-2 seconds and place them back on floor.
- Too easy? Pull ears to rings for a flexed arm hang.



Educational theme? Monkey fact: Even though people and monkeys have a lot in common (including our thumbs), we wouldn't want to have a hanging contest with a monkey. Some types of monkeys spend their entire lives in trees, never touching the ground at all.

Talking Point: Muscular strength and endurance enable children to perform many daily fine motor skills such as holding a pencil, tying a shoelace and brushing teeth and many gross motor skills such as walking, running, climbing and carrying toys and school bags. Muscular strength and endurance enable children to participate in activities such as swimming, throwing a ball and riding a bike. Muscular endurance also helps kids maintain proper posture throughout the day and allows them to keep up with the running and playing and learning opportunities that come their way.

Improving strength and endurance contributes to a higher metabolism, which increases caloric use both while at work and rest, which in turn reduces the risk of obesity. Also, good strength lends to stronger tendons, ligaments and general joint health which reduces the risk of serious injury.



Bars (cont.) (Use Bars or Floor as the primary rotation each week.)

Station 4 - Uneven Bars - Monkey around - Swing practice

Set Up: Set first bar just over head height. Hang velcro monkeys on the second bar. Velcro two monkeys together to make it easier for Two Pea to grab.

What to do: Student stands on outside of bar, holding on to swinging bar and facing both bars. Student squats down if necessary in order to start with straight arms. Do not start with bent arms. Student lifts both legs in air and swings forwards. Student grab a hanging monkey with both feet and pulls it off bar. Repeat.

- Too hard? Add swing to first bar. Student can sit in swing and swing forward to grab monkeys with feet.
- Too easy? Place monkeys on bar individually instead of velcroed together.

Educational theme: Count how many monkeys are "hanging in the tree."



Station 5 - High Bar 2 Stick swings

Set Up: Place trapezoid under bar so student can reach bar. Place two blocks side-by-side in front of bar with small gap between. Place velcro stick or pool noodle on top/across the two upright blocks. Lower bar for Two Peas or add panel mat on top of trapezoid so student can reach.

What to do: Student starts standing on trapezoid and holding bar with forward facing grip. Student lifts both feet up and swings forward to kick the stick up into the air. Once student kicks stick off block, they hop down off trapezoid and reset stick on top/across upright blocks.

- Too hard? Take side blocks and turn them to side so they are shorter. Place the "stick" noodle across the shorter blocks so it is easier for students to reach with feet.
- Too easy? Swing both feet up and together.

Educational Theme: Baby monkeys use sticks as toys. They carry them around the same way humans carry around baby dolls.



Station 6 - Funny as a barrel of monkeys - Working on timing and balance

Set Up: Set barrel on floor next to bars. Set a higher mat in front of barrel for student to push off with hands.

What to do: Student lays on tummy on barrel and pushes off feet to rock forward toward block. Student uses hands to reach for higher block and pushes off to return to feet. Teacher or parent assists in rocking. If student is independent, teacher can add a panel mat on the other side of barrel to help them initiate rock.

- Too hard? Place panel mat on other side of barrel to help them get over barrel for the rock.
- Too easy? Demonstrate independently

Educational Theme: Student walks to side and counts how many monkeys are "in the barrel."



Orangutans are red.

- Their name hints that they are orange but orangutans are really more red than orange.
- Orangutans are said to be the smartest creature - after humans.
- Orangutans are the heaviest tree-dwelling animal.
- They've got long arms - with an arm span up to 6.5 feet!
- Orangutans use both their hands and their feet to eat.
- Orangutans spend most of their time up in trees but they come down at night to sleep.
- They like a comfy bed and build nests to sleep in.
- They mostly eat fruit and leaves – but they also eat nuts, bark, insects and, once in a while, bird eggs.
- Some orangutans use tools.
- Orangutans are noisy! Their howls and bellows can be heard for miles.



Rotation 1: Floor - (10-12 minutes) (choose Bars or Floor each week)

Educational Theme: Learning about the different Habitats and what kind of animals live in those habitats. Students will practice skills that embody one animal from each Habitat.

Stop 1 - Skunk Sprays - Donkey Kicks

Set Up: Square jumping mat and dots set to the side (lined up with the crack between square mats.) Post picture of the Seasonal Forest Habitat where the student can see it.

What to do: Student starts by standing on the first dot or spot marker. Student places one hand on the orange square and the other hand on the second square (hands on either side of the crack. Student keeps hands on squares while jumping feet off floor. Student lands back on feet on spot marker and then moves to next spot marker to repeat.

- Too hard? Squat down and touch squares with hands, move to next spot marker and repeat squat.
- Too easy? Finish with arms up in ta-da.

Educational theme: Identifying animals that live in the seasonal forest.

Did you know? A seasonal forest (known as a deciduous forest) consists of trees that lose their leaves in the fall. Seasonal forests have distinct seasons. Many wildlife species rely on seasonal forests and trees as their primary source of food and shelter. Maple, beech and oak are common trees in the seasonal forest.



Stop 2 - Moose Headbutt Blocking practice - Post Evergreen Forest Habitat

Set Up: Incline against wall. Post Evergreen Forest picture where student can see it.

What to do: Student stands facing wall (1-2 feet away.) Student straightens arms above head, leans forward and reaches hands towards wall. When hands make contact with wall, student immediately pushes back off wall to stand. Student works on timing and keeping arms straight, trying to use hands and shoulder muscles to push off wall. Student repeats two times.

- Too hard? Just push off wall without keeping arms straight
- Too easy? Work on straight arms and timing of blocking off wall

Educational theme: Identifying animals that live in the evergreen forest.



Stop 3 - Wedge or floor - Chinchilla roll - forward roll down incline, finish in tuck sit

Set Up: Incline mat. Post picture of the Tundra/Polar Habitat where student can see it.

What to do: Student starts at top of incline. Student reaches arms high in the sky and then places hands on mat next to feet. Student initiates roll by tucking chin to chest and lifting bottom in air. Student rolls to shoulders and then to back. Student finishes by sitting up in tuck.

- Too hard? Teacher can spot through roll. Alternatively, break the roll down into two achievable steps. Step 1: Student stands at top of incline and touches hands down to mat and tucks head. Step 2: Student walks to bottom of incline and practices rolling to back and sitting back up into tuck. Teacher should celebrate these two steps before encouraging student to complete the rotation part of the roll.
- Too easy? Stand up from roll and finish in stretch



IT'S UP TO YOU
HOW FAR YOU'LL GO.
IF YOU DON'T TRY,
YOU'LL NEVER KNOW.



Merlin, the Sword in the Stone

Rotation 1 Floor (cont.) (Use Bars or Floor as Rotation 1)

Stop 4 - "Gorilla climbs" sideways across upright stairs

Set Up: Upright stairs against wall - small gap between stairs that they have to get across. Rainforest picture where students can see it.

What to do: Student climbs up one or two steps of stairs and then climbs across stairs sideways. Students have to use strength to gorilla climb across the gap without falling.

- Too hard? Only take one step up stairs
- Too easy? Try it with back facing stairs instead of tummy

Educational theme: Identifying animals that live in the rainforest habitat.



Stop 5 - Camel Walks (aka bear crawls) over velcro sticks

Set Up: Velcro sticks in straight line or zig zag. Desert picture where students can see it.

What to do: Student places left hand and foot on one side of velcro sticks and right hand and foot on the other side of velcro stick. Student then crawls over sticks on hands and feet (not on knees.) Student tries to stick their bottom high in the air and crawl with their legs straight.

- Too hard? Cat crawl over sticks on hands and knees
- Too easy? Straight arms and legs

Educational theme: Identifying animals that live in the desert regions.

Talking Point: This skill promotes bilateral (reciprocal) coordination as the arms and legs are doing the same motion in an alternating fashion. Good bilateral integration/ coordination is an indicator that both sides of the brain are communicating effectively and sharing information. There are 3 types of bilateral integration. Symmetrical integration is when both arms or legs are doing the same motion at the same time. Reciprocal integration is when both arms/legs are doing the same motion in an alternating manner. Asymmetrical integration is when each side of the body learns to perform a different and separate task, but both sides cooperate on the same activity.



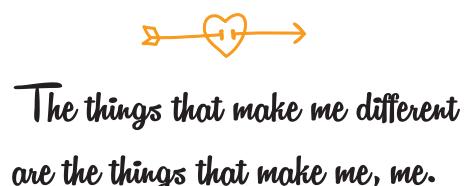
Stop 6 - Dolphin Tails - Candlestick rocks

Set Up: Trapezoid or panel mat

What to do: Standing with back to trapezoid, student sits back on to trapezoid, lays down, and lifts both feet in air. Student then tries to sit back up.

- Too hard? Do donkey kicks instead ("Dolphin tail" kicks)
- Too easy? Work on timing of candlestick. Two Peas work on sitting back to candlestick and sitting back up with fluidity.

Educational theme: Identifying animals that live in the Ocean habitat.



Piglet



Rotation 2 Beam (10 - 12 mins) (Use Beam or Vault as Rotation 2)

Educational Theme: Learning about the different ways birds move.

Set Up: Set beams in "U" shape with connector mat at the far end. Print out bird pictures from Learning Resources and post on wall. Tie 8 scarves or ribbons to beam to serve as spot markers.

Pass 1: Forward walks - Chicken walks

What to do: Student places hands on hips and walks forward while flapping their "chicken wings" (elbows). Student steps over every scarf along the way.

- Too hard? Allow student to shuffle feet before focusing on alternating feet during walks.
- Too easy? Add turn on each scarf.

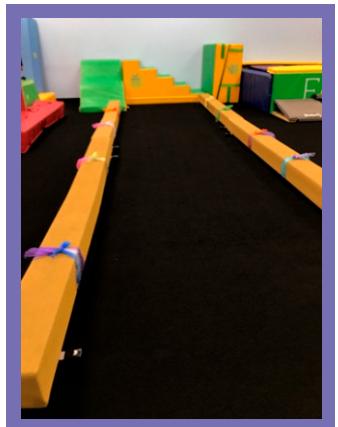
Educational Theme: Bird fact - Chickens can turn on a dime. They are the fastest turners in the bird world!

Pass 2: Forward walks with big step over scarves - Working towards Emu Kicks

What to do: Student walks forward on beam, doing a small kick over each scarf.

- Too hard? Eliminate kicks.
- Too easy? Focus on bringing kick leg up and straight and bringing kicking leg back down with control.

Educational theme: Bird fact - Emus are basically feathery ninjas, with a kick so strong it can kick through a steel fence.



Rotation 2 Vault (10 - 12 mins) (Use Beam or Vault as Rotation 2)

Vault - Feeding our elephant in the room.

Educational theme throughout vault circuit: Elephant Fact - elephants eat 300-600 pounds of food per day! Students will take their plates (frisbees) through the circuit to feed our elephant in the room.

Stop 1: Frisbee Push- Building core strength and coordination

What to do: Student puts Frisbee on the floor places hands inside Frisbee. Student then pushes Frisbee through the designated path.

- Too hard? Teacher or parent helps student keep Frisbee properly spaced from body for the push.
- Too easy? Have student place feet in Frisbee and place hands on floor and then walk hands forward while dragging Frisbee behind body.

Stop 2: Donkey Kicks

What to do: Student places frisbee on top of block and places hands inside frisbee. Student keeps hands in frisbee while jumping their feet on floor. Student tries to jump both feet up at same time.

- Too hard? Run feet while hands stay in place.
- Too easy? Push through legs during donkey kicks so hips elevate and legs straighten in air (toes still point toward floor.)

Stop 3: Repeat Donkey Kicks



Rotation 2 Vault (10-12 mins) (Use Beam or Vault each week as Rotation 2)

Stop 4: Step over elevated ladder (or ropes strung across cones)

What to do: Student carries Frisbee while taking large steps over elevated ladder.

- Too hard? Can use side rails of ladder for balance
- Too easy? Alternating feet

Talking Point: This activity challenges the Two Pea to motor plan! Motor planning is the brain's ability to determine what actions are needed to complete a task and in what sequence those actions need to be organized and executed. Motor planning also requires assessment of how much force or power is needed. Having the Two Pea hold a Frisbee adds complexity to the motor planning needed as the student steps over each rung in the ladder.



Stop 5: Run drill - hands on wedge - march feet in place while pushing against wall, block, or incline.

What to do: Student places Frisbee up against wall and places hands inside frisbee. Student then pushes into wall and marches feet as they push against wall - working on alternating feet.

- Too hard? Put Frisbee on ground instead of holding it in place against wall.
- Too easy? Ensure arms are straight.

Talking Point: The Two Pea is again called upon to engage in some motor planning. Placing the Frisbee against the wall requires the Two Pea to (constantly) plan for the amount of pressure to maintain to keep the Frisbee in place against the wall. The hands are engaged in a bilateral symmetrical activity while the marching of the legs adds a bilateral reciprocal task to the activity. This is an excellent motor planning exercise for two year olds!



Stop 6: "Feed our elephant" station - learning to push through legs for jumping.

What to do: Student lays down on trapezoid and holds frisbee on chest. Student bends legs toward chest and then pushes them straight (3 x's). Then pretend to feed elephant.

- Too hard? Lay on back and pretend to run feet in air.
- Too easy? Put Frisbee on feet and push frisbee off feet towards elephant poster



Rotation 3 TumblTrak (10 - 12 mins)

TumblTrak and Trampoline - ABC Animals on the TumblTrak

Note: Two Peas will not be able to execute every jump on the ABC list. Go through full ABC's but only have Two Peas demonstrate the jumps they are capable of doing.

Set up: Use chalk to write ABC's down center of TumblTrak.

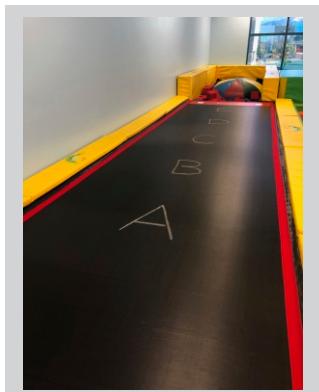
What to do: Choose a handful of letters each week. Skip any jumps that are too challenging for the younger Sweet Peas, but still acknowledge the letters and animals associated with them. Note: Some animals will have the same or similar actions.

Educational Theme: 1) Practicing the Alphabet 2) Phonemic Awareness. 3) Learning how different animals move

What to do: Teacher goes through the alphabet and students act out the animal move associated with each letter.

A - Alligator rolls - Log rolls

What to do: Lay across TumblTrak with straight body and rolls sideways down TumblTrak.



B - Bear scoots - hop hands forwards and then hop feet forwards

What to do: Student starts in bear position on TumblTrak (on hands and feet). Student first hops hands forward and then hops feet forward. Repeat down TumblTrak.

C - Cow jumping over the moon - Tuck jump

What to do: Student jumps forward and brings knees up to chest. Student should try to kick chest up and bring knees forward and up and not behind body.

Rotation 3 Tumbltrak (cont.)

D - Doggy jumps - Jump on hands and knees

What to do: Student starts on hands and knees. Student jumps down Tumbltrak on hands and knees at same time

E - Elephant Jumps - Straight jumps with "trunk"

What to do: student jumps forward with arms held high above head and hands clasped together to form "elephant trunk"

F - Flea Jumps - Side-to-side jumps with hands on hips

What to do: Jump like a flea with hands on hips and feet together. Jump side-to-side down Tumbltrak.

G - Gazelle - Run with big strides

What to do: Run forwards with big strides

H - Hammerhead shark jumps - Jump with hands over ears to make hammerhead shark head

What to do: Jump forward with hands over ears to make triangles with arms. Hands over ears to make "hammerhead"

I - Impala (like a big antelope) - Gallop

What to do: Gallop forward down TumblTrak

J - Jackrabbit - Jump with rabbit ears

What to do: Hold arms up straight (big jackrabbits ears) and jump forward down Tumbltrak

K - Kangaroo Jumps - Big forward jumps (with tick-tock arm swing for Four and Five Peas).

What to do: Big forward jumps, working on power and both feet together.

L - Lobster Swim Jumps - Fast backwards jumps

What to do: Jump backwards with hands pretending to be "Lobster pincers"

M - Monarch Butterfly - Open&Close Jumps (Straddle Jumps for Four and Five Peas)

What to do: Jump legs open and then jump them closed down Tumbltrak. Legs are the "butterfly wings."

N - Nurse Shark - Jump forward with "shark fin"

What to do: Jump forward with feet together. Press hands together and overhead to look like "shark fin"

O - Owl - Jump and bring arms up and down like wings

What to do: jump forward and swing arms up and down like and owl flying

P - Pony Jumps - Gallop down TumblTrak

What to do: Gallop forwards down TumblTrak

Q - Quail runs - Run with short fast strides

What to do: Run with short, fast strides down Tumbltrak aith hands squeezed to sides

R - Rabbit Jumps with hands on hips

What to do: jump forward with legs tight and together, and hands on hips.

S - Skunk spray jumps

What to do: Student places hands on Tumbltrak and kicks feet into air to "Spray like a skunk." student lands feet back on Tumbltrak and then stands up and takes big jump forwards. Repeat.

"Young children are naturally egocentric, focusing on their immediate environment and their own lives. Learning about animals helps children to understand emotions, develop empathy and learn how to care for others. Seeing animals up close enables children to see how they eat, play, fight, interact, move and communicate and compare this with other animals as well as humans."

Dr. Amanda Gummer, Dr. Gummer's Good Play Guide

Rotation 3 Tumbltrak (cont.)

T - Tasmanian Devil Jump - Spin Jumps

What to do: Student jumps two times forwards and then spins on third jump.

U - Backwards Unicorn Jumps with hands like "horn"

What to do: Jump backwards with hands clasped together overhead like a "Unicorn horn"

V - Viper Snake - Slither like a snake down TumblTrak

What to do: student lays on tummy and slithers like snake down TumblTrak

W - Wolf jump - Pike jump with one leg bent and one leg straight.

What to do: Pike jump with one leg bent and one leg out straight in front of body (this one might be too challenging for the two and three peas so work on jumping with one leg up and landing with both feet on trampoline)

X - X-Ray fish - Forward straight jumps with "X-ray eyes"

What to do: Use fingers and thumbs to make circles; put hands against eyes to look like binoculars. Jump forward with hands like X-ray eyes.

Y - Yellowjacket jumps backwards (or forwards for younger Sweet Peas)

What to do: Hold hands in front of tummy with hands clasped and pointer fingers sticking out as "stinger." Jump backwards and push hands forwards as stinger fingers forward pretending to "sting."

Z - Zebra gallops

What to do: Gallop down TumblTrak

Childhood

is the most
beautiful
of all
life's seasons.

