



## Week 4: Self Care

### Physical Activation



**Division: KINDERGARTEN**

**Lesson Title:**

## Stretch & Shake

**Learning Goal:**

We are learning to warm up our bodies to get our brains ready to learn.

**Student Pre-Reflection:**

How is your body feeling? Do you feel calm? Are you ready to learn? Are you sleepy?

**Learning Task/Activity:**

- Students stand in a circle.
- Direct students to stretch as tall as they can, get up on their toes, reach with their fingers, and then shake their whole body over. Call out the body parts, “Shake that head, shake your feet, shake the stomach!”
- Really get into the shake. Make it as silly as possible. Repeat the sequence at least three times.
- Change to a wide stretch. Stretch out as wide as possible, reach with the feet, reach with the toes, and then shake all over.
- Do this along with your students. Show them you’re willing to get into the silliness of it. Show students that everyone is in a safe place to do something silly.
- After setting this routine, start to add on variations.
  - Shake body parts in pairs: head and knees, shoulder and torso, legs and head.
  - Have the group shake their body in a high space (reaching to the ceiling), a medium space, and a low space (as low to the floor as they can get).
  - Vary the speed: How slow can they shake? How fast (while remaining safe and not hitting anyone with their shake)?
  - Start shouting FREEZE as they shake their whole body. Emphasize that they should form a shape when they freeze. You can take this a step further by having students think of a character based on the frozen shape and then move around the space in that character.

**Ideas for Follow up / Discussion:**

How is your body feeling now? Do you notice any changes?

## Further Resources:

This activity has been adapted from Games for the Drama Classroom by Lindsay Price at Theatrefolk.

## The Kindergarten Program (i.e., 4.3.1: communicate with others in a variety of ways ...)

Belonging and Contributing:	1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts
Self-Regulation and Well-Being:	1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts  8.1 demonstrate spatial awareness in activities that require the use of large muscles
Demonstrating Literacy and Mathematics Behaviours:	1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts
Problem Solving and Innovating:	1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts

The resources in this series contain links to sources external to HWDSB such as YouTube and Ted Talks. The written content also relies on information from external sources such as School Mental Health Ontario, Ophea and others.



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