

Location	Rhythm	Nutrition	Equipment
In/Out	No	No	Chalk, floor tape, or poly spots

## Get Ready:

- Use chalk, poly spots, or floor tape to create a river (i.e. two sides of the shore), at least 20 feet apart.
- Draw with chalk, use floor tape, or use poly spots to depict rocks (~24) in the river for students to jump on.
- Split students into 2 equal groups. One group starts on each side of the river.

## Directions:

- When I say “GO”, you will hop from rock to rock and try to get across the river without falling in!
- If you fall in, you must go back to shore and start over.
- Use **one- and two-footed hops** to cross (I’ll call these out).
- Work together if two of you are approaching the same rock.
- When I say “freeze”, you should stop and try to **balance** on the rock.
- See how quickly everyone can get across! High five a classmate when they finish!

## Tips:

- You can add more or less “rocks” to increase or decrease the challenge.
- You can play it like musical chairs and take away rocks with each attempt.
- You can create a separate sensory-friendly river for students who would like to move at their own pace.
- Allow the students to pick how they would like to cross the river.

## Adjustments for Physical Distancing:

**Equipment:** Chalk or tape and 24-48 poly spots

- Create 2 rivers to minimize waiting time.
- Mark out physically distanced places 6 feet away from and parallel to the “riverbank” for students to stand on while they wait to cross. While they are waiting, encourage them to squat in place, do calf raises, or jumping jacks.
- Have one student cross the river and return. Students will walk along the “riverbank” to travel to their original starting place.
- The next student can begin when the previous student returns to their place.

## Standard Connections

### Did You Know?

- You had to use **balance** and **strength** to make your way across the river. You are always using **strength** and **balance** to get you moving and keep you from falling!

### Show and Tell!

- ✓ **Grades K-2:** *Show me* how you move your body to keep your **balance!** *Tell me* other times you have to work to keep your **balance.**
- ✓ **Grades 3-5:** *Show me* other physical activities you do that require **balance.** *Tell me* if you think people naturally have good **balance,** or do you think kids need to practice **balance?** *Tell me* why you think that.

### Try This at Home

- Next time you have to wait in line, try **balancing on one foot** while you wait. Count how long before you lose **balance!** Are you better at **balancing on your right or left foot?**

