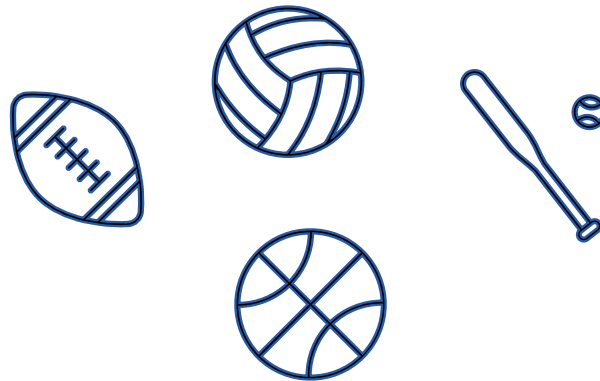


Physical Education Support Resource



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Guidance

A return to Physical and Health Education (PHE) with enhanced safety considerations is critical for students as PHE provides students with learning opportunities that cultivate well-being which in turn leads to improved social and emotional competencies. Curriculum should address the overall expectations of the Active Living and Movement strands and be conducted **outdoors** whenever possible. Based on the current literature and local epidemiology the Porcupine Health Units recommends the following to provide students a safe and meaningful return to physical education classes:

In-school learning

- Respect physical distance of 2 metres **always**.
- Use visual guides to define space and ensure physical distancing is maintained.
- Modify layouts using physical and visual guides, such as tape or stickers on floors, and signs on walls to facilitate physical distancing.
- Assign students a defined area that follows physical distancing protocols (i.e. maintaining 2m distance).
- Ensure safe, healthy equipment management.
- Incorporate proper hand washing and personal hygiene routine (before, after, and during physical activity).
- Ensure easy access to hand sanitizer in the gym, outdoors and at exit/entry points of school and classrooms.
- Use **outdoor** spaces as much as possible.
- Clearly communicate the route and rules with students ahead of every location move and transition. Review with student and show the move went and how it can be improved
- Stagger scheduling to limit mixing between cohorts (i.e., allow for 10-minute breaks between cohorts).
- Minimize the use of communal spaces such as change rooms as much as possible.
- Should change rooms be used, ensure hand sinks are equipped with liquid soap, paper towels, and a no-touch waste bin.

Equipment and gear

- Focus on activities that do not use equipment or require minimal equipment.
- If equipment must be used:
 - Avoid sharing equipment by numbering and assigning each student their own supplies.
 - Assemble individualized PHE kits that can be assigned to students.
 - Have students create their own PHE kits to use at home or school.
 - Ensure equipment has been properly cleaned and disinfected after each use and not touched after disinfection.
 - Anticipate equipment hygiene compromises and keep extra equipment on hand.
- If shared equipment is used focus on frequent hand washing and respiratory etiquette.
- Clean and disinfect teaching aids after each class.
- Encourage students to come to school in clothing that is appropriate for PHE and weather conditions to minimize the use of change rooms.

Space

- When using the gymnasium, open the doors and windows to maximize air flow.
- Match the instructional design to the available space – use stations, marked off areas, etc. to ensure separation among students.
- Maximize outdoor time when weather permits.

Non-Medical Masks

- Masks must be worn by all students while participating in indoor PHE activities.
- Masks are not necessary in outdoor spaces where physical distancing is possible and can be maintained.
- PHE Canada advises against the use of masks during intense cardiovascular endurance activities. Thus, it is recommended to lesson plan accordingly to ensure high intensity activities are held in areas where masks are not required (i.e. outdoors) and low intensity activities are held indoors when masks are required. However, it is always important to monitor how students feel while exercising with a mask (i.e. feeling dizzy, lightheaded, or short of breath). If this occurs have the student take a break with their mask on until the symptoms subside.
- If the student is feeling anxious or is unable to catch their breath with the mask on, have the student go outside and remove their mask when they are at least 2 metres away from others. Ensure the student washes their hands with an alcohol-based hand sanitizer before and after removing their mask. Once the student is breathing comfortably and feeling calm, they may put the mask back on with clean hands and return to the activity.

Additional Resources

- The information found in this guideline is based on the Ministry of Education's [COVID-19: Health, safety and operational guidance for schools \(2021 2022\)](#) and in [Physical and Health Education \(PHE\) Canada's Return to School PHE Guidelines](#).
- School personnel may refer to Physical & Health Education (PHE) Canada's resource ([Physical & Health Education \(PHE\) Canada's resource](#)) or the Ontario Physical and Health Education Association (Ophea) website ([Ontario Physical and Health Education Association \(Ophea\)](#)) for suggestions on teaching physical education in line with current public health recommendations.








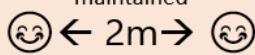
Do's and Don'ts for Physical Education

- ✓ Monitor how students feel throughout PHE while wearing a mask. If they begin feeling dizzy, lightheaded, or short of breath have the students take a break from the activity until the symptoms subside with the mask on. If the student is unable to catch their breath with the mask, have the student go outside and remove their mask at least 2 meters away from others.
- ✓ Clean and disinfect equipment before and after use.
- ✓ Enforce handwashing or sanitization before and after PHE and equipment use.
- ✓ Enforce the use of masks during indoor PHE activities when distance can not be maintained indoors.
- ✓ Provide students clear roles and responsibilities related to safety.
- ✓ Provide students with clear exit/ entrance and line-up procedures.
- ✓ Foster a sense of belonging by greeting students by name and create upbeat connections.
- ✓ Provide students verbal reinforcement and “air” high fives.
- ✓ Respect the physical distancing of 2 metres.
- ✓ Plan lower intensity activities for indoor PHE classes when distance can not be maintained, and masks are required.
- ✓ Maximize and use outdoor spaces as much as possible
- ✓ Open the doors or windows of the gymnasium to maximize air flow.

- ✗ Do not enforce the use of masks when PHE classes are held outside when 2 metre physical distancing can be maintained.
- ✗ Do not allow temporary removal of masks during indoor PHE classes.
- ✗ Do not plan close contact activities or activities that do not allow physical distancing.
- ✗ Do not allow students to share equipment.
- ✗ Do not plan activities that use a lot of equipment.
- ✗ Do not give students high fives.
- ✗ Do not plan vigorous/ high intensity activities for indoor PHE classes.






Posters

Activity Intensity

Sedentary	Light	Moderate	Vigorous	High
<ul style="list-style-type: none"> Requires little additional movement Involves sitting or lying down 	<ul style="list-style-type: none"> Does not cause noticeable change in breathing rate Can be sustained for 60 minutes Includes: Walking, dancing, etc. 	<ul style="list-style-type: none"> Can be maintained while talking Can be sustained for 30 to 60 minutes Includes: shooting a basketball, walking briskly, etc. 	<ul style="list-style-type: none"> Can not be maintained while talking Can last up to 30 minutes Includes: soccer, running, jumping rope, et. 	<ul style="list-style-type: none"> Unable to talk Completely out of breath Cannot be sustained for longer than 10 minutes Includes: sprinting 
<p>Safe to do indoors with a mask</p> <p>NOT recommended for phys. ed time</p> 	<p>Safe to do indoors with a mask</p> <p>Recommended when phys. ed can not be held outside</p> 	<p>Not recommended with a mask</p> <p>Recommended for outdoor phys. ed where masks are not required and 2m can be maintained</p> 		

Activity Exertion

This poster can be used to help students identify their exertion and how they are feeling while exercising.

Zone	Description		Action
1		I am not sweating and have lots of energy!	Keep it up! Try moving a little more!
2		I am sweating a little, but I feel good!	Keep going!
3		I am sweating more, but still feel good!	This is a good pace!
4		I am starting to feel tired!	Slow down a little!
5		I am having a really hard time, I am really tired!	Take a break and catch your breath!

Lesson Plans – Physical Education Classes

Resistance Bands

Resistance Bands for Muscle Strength

Resistance training can increase muscle strength, maintain physical function, and joint flexibility. Strength training with resistance bands has unique benefits because the bands are inexpensive, portable, and simple to use. Resistance band training can work multiple muscles and joints at one time and in more than one plane which can improve function for daily activities.

Resistance Bands Exercise Guidelines

- The following pages show how to perform different strength exercises using the elastic resistance bands.
- Posture and body alignment are very important: students should keep their shoulders back and relaxed; tighten or “engage” their stomach muscles; keep their knees slightly bent; hold their wrists straight while keeping their hand in line with their forearm.
- Perform all exercises with a slow, controlled pace (about 3 seconds to extend and 3 seconds to return).
- It is important to breathe while performing the exercises. Ensure students DO NOT hold their breath – have them breathe out while their muscles are working and breathe in when it relaxes.
- Have students start with one set of 8 to 10 repetitions of each exercise. The muscle group they are exercising should feel fatigued at the end of each set. Gradually increase the number of repetitions to 12 to 16.
- If time allows; 2 to 3 sets of an exercise can be performed. Rest 30 seconds between sets.
- Students can also progress to the next level of resistance when they are able to easily complete a set of repetitions by folding their band in half or selecting a band with a higher resistance.
- Muscle soreness may be experienced for 1 to 2 days after an exercise session. This is normal.

Resistance Band Exercise for Younger Students

Growing Flower

Students should stand on their resistance bands with their feet spread at about shoulder distance. They should stand on the middle section of the resistance band and take the handles in each hand. They will then squat down, pulling the handles to their shoulders and holding them. This is when you explain to them that they will grow like flowers. They should stand up from squatting while their hands are still holding the handles at their shoulders, then squat back down. Have them do this ten times. Warn them not to step off of the resistance band until they are all done, and the handles are safely on the floor.



Rowing a Boat

Students will stand on the resistance band the same way they did during the growing flower exercise. Instead of holding the handles at their shoulders though, they will lean forward and pull the handles up and in a circular motion as if they are rowing a boat. Remind students to set the band down before stepping off the resistance band.



Karate Chop

Have students hold the resistance band tightly and raise their arms high and straight above their head. Have them then take a deep breath. Ask students to shout “chop!” as they swing their arms down until they are straight in front of their chest. Have them start off slowly, keeping arms straight, staying in control. Once they have mastered the technique, have students begin to karate chop as quickly as they can.



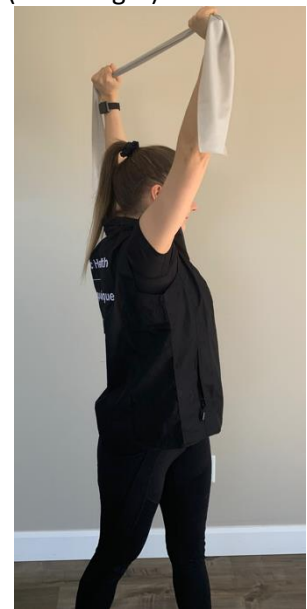
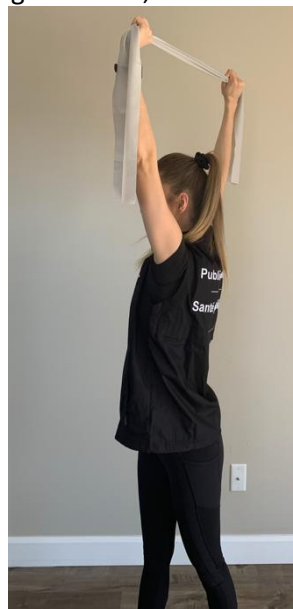
Bow and Arrow

Have students hold the resistance band, pull one arm straight and bend the opposite arm at the elbow as though they are pulling back an arrow in a bow. Have them grip the band tightly as they release the bent arm. Remind them not to let go and to avoid snapping the band. Repeat the exercise 10 times on each arm.



Helicopter

Have students hold the band slightly wider than shoulder width apart. Have them imagine they are helicopter propellers ready to fly. Have them hold the bands, raise their arms high and straight above their head. Have students take a deep breath and pick a spot on the wall to focus on. Have them keep their arms up and without moving their feet, students should twist from side to side (left to right).



Firecracker

Have student grip the band tightly and bend both elbows. Have students straighten one arm at time “popping” firecrackers all around. Have students switch arms, bending one arm as they straighten the opposing arm. Start slowly and begin increasing the speed.



Powerful pull-ups

Have students stand on the middle of their band, feet should width apart. Have students reach down and tightly grip the ends of the bands. They should have their legs straight and locked. Remind them not to bend their legs. Have them pick a spot on the wall to focus on, then have them bend their elbows pulling the band up towards their chest. Hold for a few seconds then have students slowly release. Have them repeat this 10-12 times.



Flamingo Hops

Students should hold each end of the band tightly. Have them take a deep breath, then bend both knees and jump up and down like a frog. Remind them not to let go of the band. Have them pretend they are leaping from lily pad to lily pad always landing on their feet. Once they have mastered this activity have them hop on just one foot like a flamingo.



Buckle up

Students can complete this exercise while standing or sitting (a great option for a movement break in class). Have students wrap the resistance band around their backs. Have them hold the ends of the band tightly while keeping the band around their lower back like it is a belt keeping their pants up. They should then stretch the band pushing forward until their arms are as straight as possible. Have students slowly release. Bringing their arms back by their sides. Remind them not to let the band snap.



Over the Rainbow

Have students hold the band with their hands (hands should be placed just over shoulder width apart). Have them raise their arms high and straight above their head. It should look like a rainbow. The next step is to have students lean from one side and then all the way up and over to the other side. This should be repeated about 20 times (10 bends to each side).



Fearless Warrior

Have students hold the band with their hands (hands should be placed around shoulder width apart). Have them raise their arms straight above their head, take a deep breath, and have them focus on a spot on the wall. Next, students will pull and stretch their resistance band as wide as they can, then slowly release. This should be repeated about 10 times. Remind students to grip the bands tightly and not to let the band snap.



Start your Engines

Have students sit in a chair and pretend they are in a car (a great option for a movement break in class). While holding their resistance bands (hands placed slightly under shoulder width apart). Have student stretch their arms straight in front of them like they are holding a steering wheel and have them place their feet on the “pedals”. Have them pretend they are steering by moving their hands up and down. It is okay if student’s resistance bands are loose, it is important to ensure their arms remain straight.



Train Wheels

Have students hold their resistance bands tightly (hands placed shoulder width apart) and stretch their arms out straight. Have students pretend they are moving the wheels on a train. To get the wheels on the train moving ask them to make slow and steady circular motions with their arms (elbows should bend and straighten). The band should be tight. After this is complete have student’s “reverse” the train by doing steady circular motions in the opposite direction.



Superhero

Have students hold their resistance bands tightly (hands placed shoulder width apart) and stretch their arms out ahead like a superhero ready to protect. Arms and legs should be straight and locked. Now while keeping their arms straight and locked, ask students to stretch their resistance bands out to the sides and then slowly release.



Hats Off

While sitting or standing have students carefully place their resistance bands on their head like a hat. Have them imagine they are putting on a policeman's hat, fireman's hat, a snow cap, or whatever kind of hat they would like. Once the band is placed and they are ready, have students hold their resistance bands tightly (arms should be bent) and pull down then release. Remind students to breathe deeply and to pay attention to how they feel.



The Washing Machine

In this exercise, have students pretend they are washing machines on the twist and spin cycle. Have students hold their resistance bands tightly (hands placed shoulder width apart) and stretch their arms out ahead. Have students standing up tall, legs straight and arms stretched out strong and long. While holding the resistance band have students twisting their body side to side (left to right) until they feel like they have washed their clothes clean. Each time students twist count it out loud.



Resistance Band Exercise for Older Students

Upper Body Shoulders and Rotator Cuff

Front Raises

Have students stand with one or both feet on the band, shoulder width apart. Have them grasp the ends of the band with their palms facing each other. Then have them raise their arms forward to about shoulder height, lower and repeat.



Lateral Raises

Have students stand with one or both feet on the band, shoulder width apart. Have them grasp the ends of the band with their palms facing down. Then have them raise their arms out to their sides to shoulder height, lower and repeat.



Rotator Cuff

Have students stand with one of both feet on the band, shoulder width apart. Have students grasp the ends of the band with their palms facing down. Have them cross the band at their knees while extending their arms slightly forward. Have them then raise their arms no further than shoulder height and slightly wider than shoulder width. Lower and repeat.



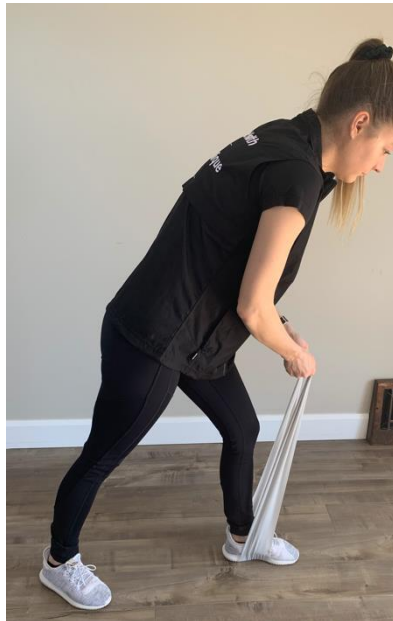
Bicep Curls

Have students stand with one or both feet on the band, shoulder width apart. Have them grasp the ends of the band with their palms facing forward and their arms held in close to the side of their body. Bending at the elbow, students should bring their hands up to their shoulder height, lower and repeat.



Triceps

Have students stand with one foot extended forward placed on one end of the band with the length of the band on the inside of the leg. Then have them lean forward and rest their hand on the extended knee to provide support for their lower back. Be sure their stomach muscles are engaged. Then have them grasp the band about mid-thigh height with the opposite hand while keeping their arm close to their side, students should then extend their shoulders backwards until the upper arm is parallel with the floor, the elbow is flexed, and the palm of their hands are facing their body. The upper arm should not move, and the movement should come from the elbow extending backward. Flex the elbow and repeat.



Wrists

Students should extend their arms in front of them. Their hands should be about shoulder width apart. Have them start in the “thumbs up” position and then turn at the wrist so that their palms are facing up. Repeat the movement.



Upper Back and Chest and Rotator

Upper Back

Students should stretch their arms in front of them leaving a slight bend in their elbows. They should then grasp the band with their palms facing down at shoulder height with their arms a little more than shoulder width apart. The next step is to have students extend their arms out and bring the band towards your body. Return and repeat.



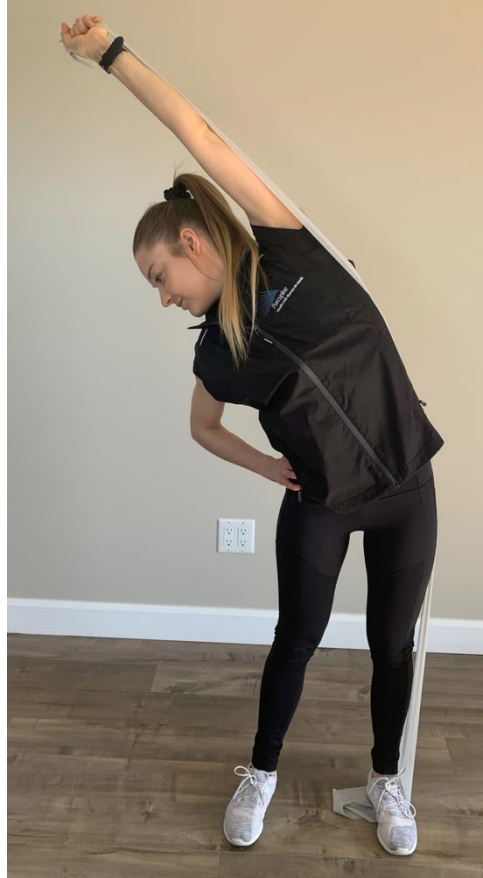
Lateral Pull Down

Students should stretch their arms upward and forward with a slight bend in their elbow, grasping the band a little more than shoulder width apart. They should keep their palms facing down. Then have them extend their arms out and bring the band down towards their body to below chest height. Return and repeat.



Side Bend

Have students stand on one end of the band. Have them then grasp the other end of the band, while extending their arm up on the side of their body. The next step is to have them bend to the side away from the band. Return and repeat. Repeat on the other side of their body.



Lower Body

Squats

This exercise can be done with or without the band. Have students stand on the band with feet shoulder width apart. Bend knees and sit back, making sure their knees are behind toes. Have them then extend their arms forward for balance. Remind students to squeeze with the muscles in their core and buttock as they return to standing.



Parallel Leg Lifts

Have students sit on the front edge of their chair with one leg bent at a 90° angle and the other leg extended parallel to the floor. Have them then flex their ankle and lift the extended leg while maintaining good form. Lower leg and repeat. Have students repeat the exercise with their other leg.

After students complete the exercise on both legs, have them return to the first leg and lift with their leg turned out, leading with the heel to strengthen their inner thigh. Have students repeat the exercise with their other leg.



Hip Flexion

Have students sit on the front edge of their chair. Have them place the band on the floor in front and place one foot on the band while holding both ends. Have them place the other foot in front of the band then take the end that is next to their foot on the band and bring it in front of their leg and cross it over their opposite leg. Have them then pull on both ends of the band so that it is tightly crossed over their leg. Have them lift and lower the leg with the band crossed over it. Repeat on the other side.



Calf Raises

This exercise is done without the band. A chair can be used for balance. Have students stand on one leg at a time and shift their weight to the ball of their foot while maintaining good posture. Return heel to the floor and repeat. Repeat with other leg.



Range of Motion Exercises

To begin, include basic movements outlined in the following table 2-3 times per week. Each exercise should be completed 3 to 10 times and the session should last no more than 15 minutes. These range of motion exercises can be done as a cool down after using the resistance bands, as a short movement break during class time, or as an indoor recess activity. Students should become comfortable with basic range of motion exercises, before progressing towards more advanced stretches.




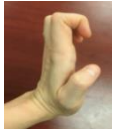

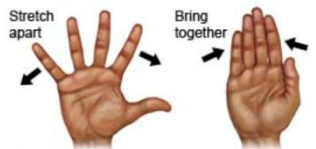




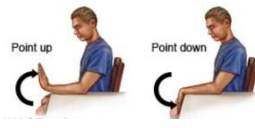


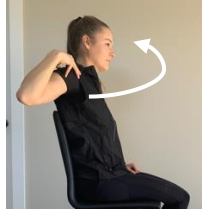


GUIDELINES

- Only have students complete exercise within their abilities:
 - Make sure that they do not push it for any of the stretches.
 - The stretches are gentle. If they hurt, they may be pushing too far.
- Ensure students maintain stable and proper posture for each stretch.
 - They should NOT bend their joints to push the stretch further or round their shoulders.
- Students should keep each movement slow and controlled:
 - Hold for 15 to 30 seconds.
 - Make sure students breathe and that they do **NOT** hold their breath.
 - They should keep a comfortable range of motion.
 - They should push the exercise until they feel a stretch/slight discomfort.

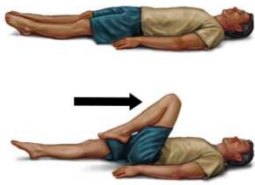
REMEMBER:

- Students should move slowly. Remind them to try not to bounce.
- They should breathe.
- Everyone should count out loud together as a reminder to breathe
- Begin exercises slowly doing each exercise a few times only and gradually build up to more.
- Students should try to achieve full range of motion by moving until they feel a slight stretch, however they should not force a movement.
- Students should STOP exercising if they have severe pain.

Exercises

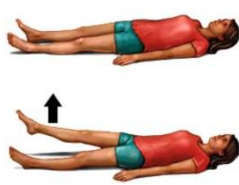
<p><input type="checkbox"/> Neck</p>  <p>Turn your head slowly to the right then to the left. Repeat two to four times.</p>	<p><input type="checkbox"/> Neck</p>  <p>Tilt your head toward one shoulder then toward the other shoulder. Repeat two to four times.</p>	<p><input type="checkbox"/> Fingers</p>  <p>Bend your fingers inward towards your palm then unbend.</p>	<p><input type="checkbox"/> Fingers</p>  <p>Next as your fingers bend inward flex your wrist. Keep fingers relaxed. Do not clench fist.</p>
<p><input type="checkbox"/> Fingers</p>  <p>Make a tight fist. Then open and relax your hand.</p>	<p><input type="checkbox"/> Finger Spread</p>  <p>Open your hand and stretch the fingers as far apart as possible. Bring your fingers together again.</p>	<p><input type="checkbox"/> Finger-to-Thumb</p>  <p>One at a time, touch each fingertip to the pad of your thumb.</p>	<p><input type="checkbox"/> Thumb-to-Palm</p>  <p>Move your thumb and rest it across your palm. Move it out to the side again.</p>
<p><input type="checkbox"/> Arms</p>  <p>Fold your arm down to rest your hand in your lap. Repeat two times unfolding to shoulder reaching to ceiling returning to lap.</p>	<p><input type="checkbox"/> Palm Up/ Down</p>  <p>Tuck your bent elbow against your side. Face your palm down. Turn your palm so that it faces up toward the ceiling. Then turn your palm so it faces down.</p>	<p><input type="checkbox"/> Wrist Bend</p>  <p>Bend your hand back toward your wrist so that your fingers point toward the ceiling. Then bend your hand down so that your fingers point down.</p>	<p><input type="checkbox"/> Wrist Rotation</p>  <p>Move your hand from side to side. Then roll your hand in circles in one direction. Roll your hand in circles in the other direction.</p>
<p><input type="checkbox"/> Arms</p>  <p>Bend your arm at the elbow bringing fingertips towards shoulder. Keep fingers relaxed. Do not clench fist.</p>	<p><input type="checkbox"/> Arms</p>  <p>Maintaining this position bring elbow up and then draw imaginary circles in space with your elbow.</p>	<p><input type="checkbox"/> Arms</p>  <p>Now unfold your arm at the elbow and reach towards the ceiling.</p>	<p><input type="checkbox"/> Wrist</p>  <p>Move forward and back at the wrists.</p>

Hip & Knee



Point your toes. Bend your knee up as close to your chest as possible. Straighten your leg and return it to a flat position on the bed.

Leg Lifts



Raise your leg so that your foot is 6 to 12 inches (15 to 31 centimeters) off the bed. Hold it in the air for a few seconds. Lower your leg back to the bed.

Legs



Flex your foot so your toes point up toward the ceiling. Move your leg out to the side as far as possible. Bring your leg back to the middle.

Legs



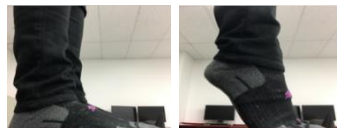
Put your leg flat on the bed. Roll your leg toward the middle so your big toe touches the bed. Then roll your leg out and try to make your smallest toe touch the bed.

Legs



Lie on your back on the bed. Bend your knee so the bottom of your foot is flat on the bed. Slide your heel towards your buttocks. Return your foot to the starting position.

Ankle Bends



Keep your toes on the floor and raise your heel as high as you can. Lower your heel. Then keep your heel on the floor and raise your toes as high as you can.

Ankle Rotation



Raise your foot slightly off the floor. Roll your ankle in circles. Then roll your ankle in circles in the other direction.

Calf Stretch



Stand with right foot back, leg straighten forward leg bent. Keeping heel on floor, turned slightly out, lean into chair (if available) until stretch is felt in calf.

Toe Spreads



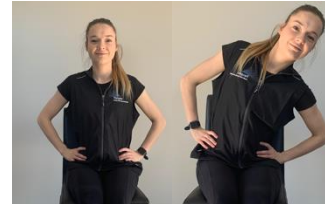
Spread your toes apart. Bring them together again.

Toe Bend








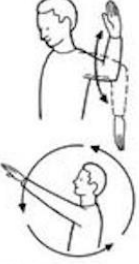


Curl your toes down toward the sole (bottom) of your foot. Straighten them. Curl them up toward the ceiling. Then straighten them again.

Chest & Torso



Sit in a chair. With hands on your waist tilt to the right, return to center, then tilt to the left and return to center. Exhale as the movement goes down; inhale as the movement comes up. Don't allow your torso (upper body) to tilt forward. Don't try to hold your head up; instead let it relax to the side.

<input type="checkbox"/> Abdominals  <p>Pelvic tilt-tighten stomach muscles and flatten the small of your back into the ground.</p>	<input type="checkbox"/> Abdominals  <p>Do pelvic tilt-hold, lift your head and shoulders, stretch hands towards your knees.</p>	<input type="checkbox"/> Shoulder  <p>Raise arms forwards and up above your head as far as you can, keeping elbows straight.</p>	<input type="checkbox"/> Shoulder  <p>Move arms out to the side. Try to bring hands together above your head, keeping elbows straight.</p>
<input type="checkbox"/> Shoulder  <p>Shrug shoulders up towards your ears then relax.</p>	<input type="checkbox"/> Shoulder  <p>Circle shoulders up and round backwards, then up and round forwards.</p>	<input type="checkbox"/> Shoulder  <p>Rotation-put hands behind neck, then behind waist, alternately.</p>	<input type="checkbox"/> Shoulder 

Workout BINGO

Use this workout bingo for inspiration to build a routine with the exercises your students enjoy.

- 👉 Remind students to go at their own pace - no one is watching.
- 👉 If students are looking to increase the intensity / difficulty they can always add on additional reps!
- 👉 Remind students that it is ok if they need to make modifications to the exercises and to take breaks.



Workout BINGO



15 MIN WALK	12 ARM CIRCLES	10 LUNGES	8 BURPEES	15 MOUNTAIN CLIMBERS
15 SQUATS	5 PUSH UPS	10 SIDE TO SIDE JUMPS	SWAP A SWEET FOR A FRUIT	30 SEC WALL SIT
20 FLUTTER KICKS	10 JUMPING JACKS		20 CALF RAISES	STRETCH TIME
20 BICYCLE SIT UPS	30 SEC STRADDLE SIT	30 SEC PLANK	10 HIGH KNEES	10 CRUNCHES
CHOOSE YOUR OWN EXERCISE	10 LEG LIFTS	10 TUCK JUMPS	DRINK 1 CUP OF WATER	10 TRICEP DIPS

Walking BINGO!



Walking BINGO!



Walking is a fun and easy way to get some exercise! While walking to school, your bus stop or around your neighbourhood, look for these items to get a BINGO!

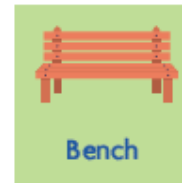
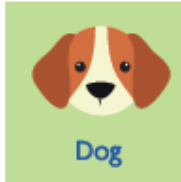
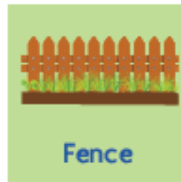
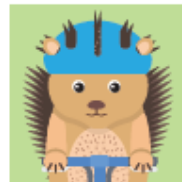
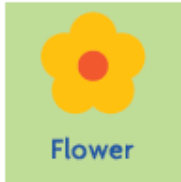
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Morning Workout Challenge



Morning Workout Challenge

20 Squats

15 Crunches

15 Sec Stretch

10 Push Ups

10 Jumping Jacks

30 Second Plank

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