



CREATE A **CLASSROOM** THAT **MOVES!**



Join the movement!

Classroom-based physical activity is an instructional tool teachers can use to improve mood, energy levels, and facilitate student learning. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on-task, and concentration levels (Centers for Disease Control & Prevention, 2010). Activity-friendly environments also promote positive attitudes toward fitness and other health-enhancing behaviors. Activity can be introduced into existing routines and transitions, into academic lessons, or introduced as a 'brain break.' You choose!

Create a Classroom that Moves! consists of three core classroom tools:

- ▶ Grade-level nutrition lessons
- ▶ Physical activity breaks
- ▶ My Classroom Physical Activity Pyramid

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Physical Activity Fact Sheets



Physical Activity & Fitness

WHAT IS PHYSICAL ACTIVITY (PA)?

Physical activity is any body movement using the large muscle groups. Body movements can include sport, dance, play, and everyday activities at home or at work. Children should engage in at least 60 minutes of moderate to vigorous physical activity everyday (USDHHS, 2008).

WHY PHYSICAL ACTIVITY?

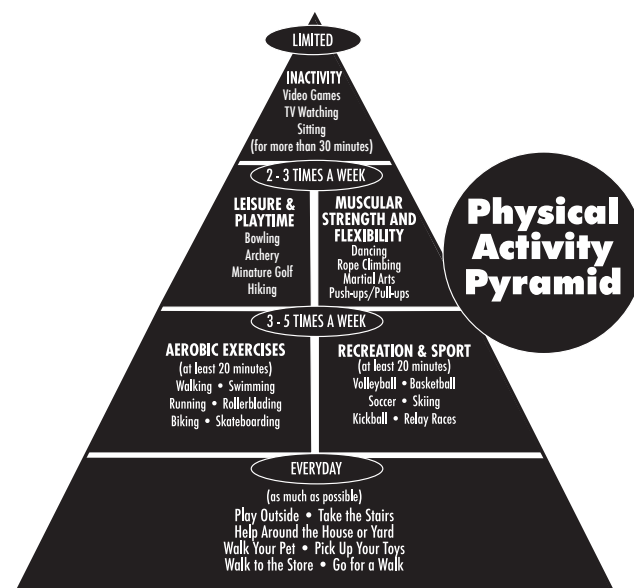
Physical activity promotes health and reduces the risk for many cardiovascular, metabolic, and musculoskeletal diseases. Adults and children choose to engage in physical activity, though, more often for short-term benefits. These short-term benefits include social interaction, enjoyment, challenge, and self-expression. It is important for children to explore the variety of reasons for engaging in physical activities.

WHAT IS THE PHYSICAL ACTIVITY PYRAMID?

The physical activity pyramid is a teaching tool to help students understand the variety of activities that are considered physical activity, and how often a person should engage in each of these activities. The physical activity pyramid is also an assessment tool within the Ohio Physical Education Standards. The pyramid includes the following categories: everyday activities, aerobics, recreation and sport, strength and flexibility, and leisure and playtime.

- **Everyday** – Everyday activities are tasks and routines of a daily life. These activities include yard work, stair climbing, and walking for transportation.
- **Aerobics** – These moderate to vigorous intensity activities raise the heart rate and increase breathing. Examples include biking, jogging, swimming or climbing a hill.

- **Recreation & Sport** – Sport and play activities can be low, moderate, or vigorous level activities and are perceived as fun! They can include basketball, tennis, tag, and relay races at a moderate to vigorous level for at least 20 minutes.
- **Strength & Flexibility** – Strength and flexibility activities tax and lengthen muscles. These low intensity activities improve posture, performance, and reduce the risk of injury. Examples include weight training, yoga, and gymnastics.
- **Leisure & Playtime** - Moderate intensity activities such as bowling, archery, miniature golf, and hiking that contribute to physical activity but not fitness.
- **Inactivity/sedentary living** – Sedentary activities involve low levels of body movement, where one is often sitting for periods of time. Children should minimize time spent in inactive play to no more than 30 minutes a day.



Physical Activity & Fitness

HOW TO USE THE PHYSICAL ACTIVITY PYRAMID IN THE CLASSROOM?

Use the physical activity pyramid (see Appendix) to set goals and track progress towards the goals. Students shade one block for 10 minutes of activity. The goal is for each student to participate in 60 minutes of physical activity everyday, and a goal for Ohio schools is for students to accumulate 30 minutes during the school day.

WHAT IS FITNESS?

Fitness is the ability of the body systems to work together efficiently. Fitness is a specific outcome from exercise. Physically fit children feel better and have more energy for work and leisure. There are two types of fitness skill-related and health-related fitness.

COMPONENTS OF HEALTH-RELATED FITNESS

Overall health-related fitness is built through the five components of fitness: cardiorespiratory (heart and lungs), muscular strength, muscular endurance, flexibility, and body composition.

To build the components of fitness, particular types of activities must be completed for minimum amounts of time. The FITT principle is an acronym of this principle.

- **Frequency** – How often or sessions per week?
- **Intensity** – How hard?
- **Time** – How long?
- **Type** – What type of activity to meet your goal?

WHAT IS THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING FITNESS AND PHYSICAL ACTIVITY?

Physical education is focused on providing the knowledge, skills, behaviors, and attitudes that will lead to a physically active lifestyle. The Ohio Physical Education Academic Content Standards outline specific outcomes for students to achieve:

- Standard 1:** Performance of motor skills and movement patterns.
- Standard 2:** Understanding movement concepts, principles, strategies and tactics.
- Standard 3:** Participate regularly in physical activity.
- Standard 4:** Achieve and maintain a health-enhancing level of fitness.
- Standard 5:** Demonstrate personal and social responsibility.
- Standard 6:** Students will advocate and encourage others to participate in physical activity.

While the standards will be assessed in physical education, classroom teachers can introduce, revisit, and integrate some of these outcomes. Assessments for Standards 2, 3, 4, and 6 can be implemented in classroom activities.

AS A TEACHER, WHAT'S MY ROLE IN PHYSICAL ACTIVITY?

Physical activity is a tool classroom teachers can use to improve mood, increase energy and facilitate learning (Centers for Disease Control and Prevention, 2010). Classroom-based activities can also reinforce knowledge and skills, promote positive attitudes toward movement, and help establish a strong base of everyday activities. Activities can be integrated into classroom routines and academic lessons, and they provide energizing breaks throughout the day.

FOR MORE INFORMATION

www.health.gov/paguidelines/

www.cdc.gov/HealthyYouth/health_and_academics/

www.education.ohio.gov (click 'Academic Content Standards', then 'Physical Education Standards')

www.pecentral.org/

Teaching & Leading Activities

INTRODUCE THE ACTIVITY

Start with a Bang & Setting: Introducing the activity should capture students' attention as well as provide information about the lesson's usefulness. In some instances, a story or creative context is useful in creating student enthusiasm. For example, connect the skills and activity to a story, or a problem to be solved. Teachers should deliver this instruction with a **bang** – both energy and enthusiasm. An introduction should last no more than one minute; anything longer takes away from movement time.

Demonstrate: The demonstration and explanation provide students a chance to both see the activity and hear instruction. Without a demonstration, students might get confused, practice the activity incorrectly, talk to a classmate for clarification, or look around wondering what to do. Teachers can demonstrate the skill or use students and pictures. Equipment should be in ready position prior to starting the demonstration and students should be in a formation that allows all students to see and hear the demonstration.

Movement Cues: Movement cues, often called teaching cues, are short, easy to remember phrases that represent the basic elements of the skill. Cues create a mental picture of a movement for a student and are particularly important in the early stages of learning. Movement cues also keep students on task by focusing their attention on specific actions. For example, "squat like a frog and hold it". Lastly, cues provide a structure for giving peer and teacher specific feedback.

MOVEMENT CUES

Short easy to remember

Basic elements of movement

Mental picture

Structure for specific feedback

ACTIVELY MONITOR PRACTICE

Check on Each Student:

Teachers need to get a sense as to how students are performing. Moving throughout the room and visiting each student or group can accomplish this. Show-n-tell is one strategy to check for understanding. The 'show' technique requires the students to demonstrate the key aspects of the skill. A 'show' example could be "When I say go, I want you to show me how you would throw the ball if you had an imaginary ball in your hand. Ready, Go!". The 'tell' technique requires the students to respond to a specific question about the key aspects.

A variation of the 'tell' strategy is thumbs up or thumbs down. The teacher or a student models the activity and observing students give a "thumbs up" if the demonstration is correct and a "thumbs down" for an incorrect demonstration. Teachers may also monitor nonverbal cues such as facial expressions.

Provide Specific Feedback: The purpose of specific performance-based feedback is to positively reinforce, to correct, to challenge, and to simplify the movement. Movement cues provide the foundation for providing this purposeful feedback. The cues are familiar to the student and thus, provide a structure for incorporating new information.

Introduce The Activity

Quickly and with a bang!

Provide feedback to keep students on task.

Challenge students.

Teaching & Leading Activities

CHALLENGE STUDENTS

Students will master activity tasks at varying rates. Modifying instruction and keeping students challenged will not only enhance skill development but will also be critical to keeping students on-task. Bored students move off-task quickly.

Easy/Hard modifications generally alter force, speed, level, direction, and body parts. Teachers can use these categories to modify instruction and feedback based upon the student level. For example, in a yoga activity, a student with an advanced skill level may be instructed to balance on one point of contact, while a student newer to balance poses may be asked to balance on two points of contact.

To keep students interested, whole activities also need to be modified. Progressions build upon the base activity but add a new twist. Progressions increase the complexity of the activity and can be as simple as switching throwing hands or increasing the number of matched items. Variations alter the activity but not necessarily the degree of difficulty. Activities can be varied by alterations in the activity goal or the process.

FOOD FOR THOUGHT

Remember.... physical activity is a classroom tool to improve mood, increase energy, and facilitate learning. Use routines and movement cues to maximize activity time. Individual modifications and activity progressions keep all students engaged and learning.

USING MOVEMENT CUES IN FEEDBACK

Positive Reinforcement

Belly button to target – perfect!

Corrective Feedback

When you are done, remember to have your belly button face the target.

Challenge

Great throw – now aim at the smaller target.

Simplify

Chris, practice your follow-through without using a bean bag

EASY/HARD MODIFICATIONS

Force

Speed

Level

Direction

Body Parts

Managing Activity in a Classroom

Teaching and managing go hand in hand. A teacher's goal is to maximize activity time and minimize management time. Successful management is accomplished through organizing students and equipment, keeping students on task, and operating under clear and consistent activity rules. Successful activity instruction occurs through introducing the activity, actively monitoring performance, providing specific feedback, and adjusting the teaching plan.

Successful classroom-based physical activity requires a plan. Many of the activities within Moves! provide ideas or a basic plan for implementation. Teachers should modify the activities to address the characteristics of the classroom, equipment, and students.

ORGANIZE STUDENTS & EQUIPMENT

Routines: Routines are implemented around tasks that are frequently repeated, such as group formations, distributing equipment, activity transitions, start and stop procedures, and activity time as a whole.

Routines save time because students know what to do and when to do it without repeated instructions from the teacher. To implement a routine, teachers should demonstrate the desired behavior, explain pieces of the desired behavior, and practice the routine. Repetition and providing feedback are critical to standardizing the routine and maximizing its impact. Variations to routines can reenergize a routine but should not be used until the routine is well established.

Stop & Start Signals: Clear and distinct signals quickly gain students' attention and give instructions. The Stop signal is used to freeze the activity and stop the use of equipment. Ideally, the signal should be

auditory and visual. The Start signal is used to tell students when to begin an activity. The most common start signal is "Go." Teachers will also need to incorporate a prompt of "on my 'Go,'" otherwise students may begin the task without listening to the activity instructions.

Efficient Distribution and Collection of Equipment:

Equipment must be organized and managed effectively to maximize activity time, to ensure safety, and to minimize disruptions. There must be one piece of equipment for every individual, pair, or group of students. When equipment is limited, consider modifying the activity or incorporating additional activity stations. For safety and disruption minimization, there should be multiple locations for the equipment bags. Otherwise, lines and disruptions occur. Clear expectations must also be communicated for how and when to use the equipment. One easy strategy is to tell students to place the bean bag or equipment on the floor between their legs during instruction.

ACTIVITY MANAGEMENT

Organize Students & Equipment

Routines

Stop & start signals

Efficient distribution & collection of equipment

Keep Students on Task

Reward the good

Challenge each student

Speed up transitions

Rules

Clear & consistent activity rules

Consequences

Auditory Signals

Words – "Freeze"
Rhythmic/Clap
Whistle

Visual Signals

Hand above head
Yarnball above head
Turn lights on and off

Managing Activity in a Classroom

KEEP STUDENTS ON TASK

Reward the Good: Positive statements reinforce on-task behavior and can redirect nearby off-task behavior. "I like the way Erin and David froze as soon as I said 'Freeze,'" is a powerful statement to reinforce freezing quickly. This praise statement also highlights the desired behavior to other students and motivates those students to perform that behavior. General praise is good for motivation; specific feedback is necessary to improve behavior.

Challenge each Student: When students are not challenged, they become bored and quickly move off-task. This can occur when a task is too difficult or too easy. As teachers monitor student performance, they should issue individual challenges to appropriately modify the task. Easy/Hard modifications generally alter force, speed, level, direction and body parts.

Transitions: During activity time, there will be a need to shift students and equipment to another task or location. Slow transitions can lead to too much down time. Standing around and waiting to be active can quickly lead to disruptive or off-task behavior. A smooth, quick transition begins with an attention signal and is followed by clear and specific directions on what to do and where to go. Establishing a time goal is an effective transition speed up strategy. Praise for successful performance and developing a transition routine also aids in establishing quick transitions.

RULES

Effective activity rules are clear, consistent and purposeful. With activity rules, it is important to consider safety, equipment use, classroom management, and behavior expectations. Rules should also be easy for the teacher and student to remember. Teachers may apply regular classroom rules to the movement activities or adopt specific activity rules, like the MOVES rules on the right.

STUDENT REINFORCEMENT

General Feedback

That's better
Good effort
Very nice

Specific Feedback

Good eye contact
I like the way this group is in starting formation
Great, now try balancing on one foot

Nonverbal Positive Feedback

Clap hands
Thumbs-up

Corrective Feedback

Chris, try skipping without the arm movements

Ashton, remember to keep the bean bag on the ground until I say Go.

Signal Freeze!

Directions When I say Go, I want you to return your bean bags to the side of the room; then return to your polypot and strike a balance pose.

Goal Let's try and do it in 10 seconds

Praise That was great, 9 seconds!

MOVES RULES

Motion is on command and under control

Observe the start & stop signals

Volume is considerate of others

Equipment use follows directions

Safe – Safety first

My Classroom Physical Activity Pyramid



Join the movement! Classroom-based physical activity is an instructional tool teachers can use to improve mood, energy levels, facilitate student learning and meet select common core standards. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on-task, and concentration levels (Centers for Disease Control and Prevention, 2010). Activity-friendly environments also promote positive attitudes toward fitness and other health-enhancing behaviors.

Over the course of a school day, there are multiple opportunities to integrate and reinforce physical activity. Ideally, classroom activities, physical education, recess, and extracurricular activities, work together synergistically to ensure that children are active in their place of learning.

WHY PHYSICAL ACTIVITY?

Physical activity produces many short-term benefits that may aid in the learning process. Physiological responses to activity that may aid school performance including the following:

- Increase blood flow and oxygen to the brain.
- Increase norepinephrine and endorphins that can decrease stress levels and improve mood.
- Increase use of stored glycogen, which improves future energy production and use.
- Increase growth factors that help create new nerve cells and support synaptic plasticity.

WHAT IS THE CLASSROOM PHYSICAL ACTIVITY PYRAMID?

The My Classroom Physical Activity Pyramid is a teaching tool developed specifically for Ohio classroom teachers. The classroom pyramid outlines five different means for integrating physical activity into existing classroom routines. Activity categories are based on suggestions by the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, and others (CDC, 2011; NASPE 2011; Trost, 2009). Lastly, the format and assessment grid of My Classroom Physical Activity Pyramid purposefully aligns to the physical activity pyramid within the Ohio Physical Education Standards (Standard 3).

- **Everyday** – Everyday activities are tasks and routines of a daily life. Everyday school day activities include recess, walking to and from school, active classroom transitions, and organized sport or recreation.
- **Activity Breaks** – Activity breaks are brief 10 to 15 minute activities that aim to energize and refocus students. Activity breaks can take various forms and can be completed in any amount of space. Examples include a series of yoga poses or a game of Quick Hands. Activity breaks are a great mechanism for introducing activities that can then be used in integrated lessons.
- **Integrated Lessons** – Physical activity can also be integrated into existing academic lessons. For example, teachers can incorporate movements into math problems, letter and word recognition, reading, as well as learning stations.

My Classroom Physical Activity Pyramid

- **Active Games & Celebrations** – Games are separate events provided as a break from academic lessons and work. All games can be modified to include or increase the movement involved. Similarly, classroom celebrations can be modified to incorporate special active games or holiday dances.
- **Physical Education** - Physical education is defined as the curricular area, taught by professionals, which develops the skills and knowledge to establish and maintain an active lifestyle (National Association for Sport and Physical Education, 2010).
- **Inactivity** – Sedentary activities involve low levels of body movement, where one is often sitting for periods of time. Children should minimize time spent in inactive instruction and learning.

HOW TO USE THE PHYSICAL ACTIVITY PYRAMID IN THE CLASSROOM

The goal for Ohio schools is that students accumulate 30 minutes of physical activity during the school day (Ohio Revised Code 3313.6016). Use the My Classroom Physical Activity Pyramid to set goals and track progress toward classroom activity goals. Students shade one block for 10 minutes of activity.

For more information:

www.cdc.gov/HealthyYouth/health_and_academics/

www.education.ohio.gov

(click 'Academic Content Standards', then 'Physical Education Standards')

http://cspinet.org/new/pdf/healthy_school_celebrations.pdf

www.eatsmartmovemorenc.com/Energizers/Elementary.html



10 PHYSICAL ACTIVITY BREAKS

Physical activity can be introduced as an activity break or integrated into an academic lesson. Both forms of activity in the classroom aim to energize and refocus students. Activity breaks are a great mechanism for introducing specific activities to students that can later be used in integrated lessons. Students are introduced to a general activity and eventually move through activity

variations and progressions. Having students familiar with the general activity will allow them to focus on the content integration piece when that time arrives. Below are 10 activity breaks that are simple enough to complete in the classroom, and also flexible enough to be used in countless academic content lessons.

KINDERGARTEN – GRADE 2 BASIC ACTIVITY TOOLS

See Spot — Each student should have a poly spot or a marked square on the floor. Teacher calls out a variety of combinations from easy to hard; students hold the position for 3 seconds. Examples include two feet; one hand, one foot; one knee and a pinky. Introduce new movements and include sequences.

Order Up — Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat. Alter the size of pairings or change the manner in which students pair up.

Freeze Frame — Students move freely around the classroom or in a track pattern. Teacher gives various random instructions: march forward, slide sideways, touch your nose. When students hear the word “freeze” – they freeze. Teacher gives a signal to become unfrozen.

When I Go on Vacation — Students stand in a circle, follow a prompt and work together to build a list of items. “When I go on vacation, I will” Student one states a response; student two states the first item and then adds a second item to the list. The list continues. Build a movement sequence that the class completes together.

Make it Count! — Everything is more fun when you’re counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:

- March with high knees (but quiet feet) – count the knee touches.
- 1 foot hops - in place, side to side, forward and back.
- Sit & stand – squat like you are sitting in your chair and count the seconds.
- Fast claps – quietly clap your hands as fast as possible. Can you count that fast?
- Plank – hold the push-up position and count.

Red Light - Green Light — Students stand on a starting line. When the teacher calls out “green light”, students step forward. When teacher calls out “red light” students stop moving. If a student moves on red lights, he/she returns to the starting line. Activity can begin with teacher calling random colors.

Give One - Get One (GO - GO) — Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

Yoga - Try 3 — Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed. Students hold a pose for 5 to 60 seconds.

- *Beginning Poses:* mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.
- *Advanced Poses:* eagle; up dog; reverse triangle; plank; lunge.

Quick Hands — Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls “ready”; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: “right,” “left” or “both”; students react quickly by reaching for the bags using the hand(s) called by the teacher.

Let’s Move BINGO — Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in five boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers. Can play as a class with one BINGO card posted on the board with teams of students are assigned to a column.

GRADE 3 – GRADE 5 BASIC ACTIVITY TOOLS

Order Up — Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat. Alter the size of pairings or change the manner in which students pair up.

IF... — Students stand behind their desk and march or jog in place. IF students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

Circle Up — Students form a circle and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheroes, presidents and the like.

Make it Count! — Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

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Hit the Deck — Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use the movement cues to introduce and reinforce the critical elements of the movement. Roll dice and perform the movement the number of times indicated by the dice.

Shoot, I know that! — Students shoot bean bags at poly spots, or other targets, placed throughout the room. Shoot from different distances to the target. Curl Up Shoot Out - from a sit up position, students curl up and shoot at a poly spot.

Let's Move BINGO — Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in five boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers. Can play as a class with one BINGO card posted on the board with teams of students are assigned to a column.

K-2

Physical Activity Breaks

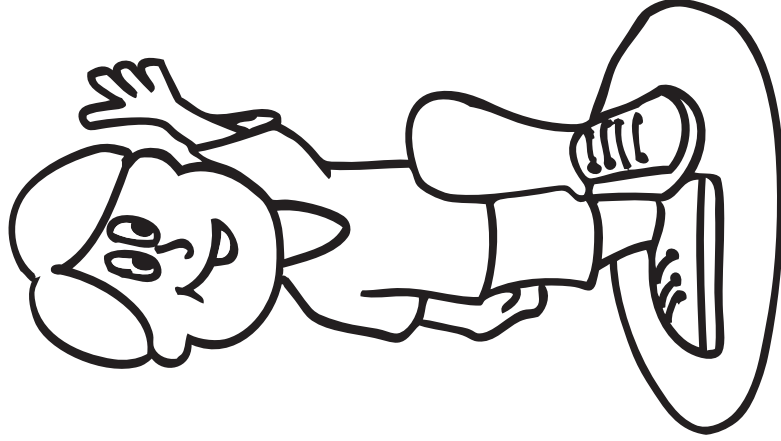


SEE SPOT

INTRODUCTION “How many of you have played Twister? We’re going to play a listening game that is similar to Twister, but we’re only going to stay on your own spot.” Each student should have a poly spot, or a marked square, on the floor. Teacher calls out a variety of combinations from easy to hard; students hold the position for 3 seconds.

Examples

- two feet
- one hand, one foot
- one knee, one pinky.



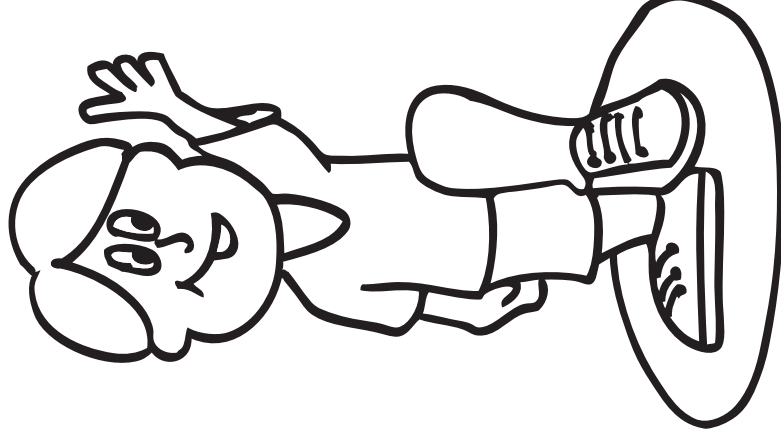
VARIATIONS	PROGRESSIONS
Add additional challenges to the sequence: left foot balance, then reach as high as you can, wink after 3 seconds.	Include movement into the sequence such as: right foot, clap hands three times, left foot.
Introduce new movements from the movement cards.	Theme the combinations, such as actions of a dog or cat.
Give open-ended prompts to movements such as one large body part and one small body part.	Musical spots – have students move to spots and perform sequence once music stops.

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Introduce new movements from the movement cards.	Theme the combinations, such as actions of a dog or cat.
Give open-ended prompts to movements such as one large body part and one small body part.	Musical spots – have students move to spots and perform sequence once music stops.

SEE SPOT

SEE SPOT COUNT

Teacher shows a number to the students. Students call out the number and a movement, "six toe touches", and then perform that many movements on the spot.

Variations

- Begin with the number one and follow the number sequence: one foot balance; two toe touches; three wiggles...
- Hold challenging poses for that number of seconds, with students counting out loud.

Progressions

- Build counts into a sequence: three twists and four side bends.
- Build sequences of even and/or odd numbered movements.
- Use addition, subtraction, and multiplication flash cards for the numbers.

PURPLE SPOTS

Teacher calls out a color. On teacher's "go", students leave spot, touch an item in the room of that color and return to spot.

Variations

- Ask one student to call out a color. On "go", students must go to a spot of that color. Multiple students can be on one spot.

- Share pictures of different foods. Students will make a shape with their bodies that matches the shape of the food: banana – curved shape; carrot – long & skinny; baby carrot – small and skinny; apple – round, slice of bread – flat.
- Teacher gives clues to the color: begins with the letter "G" or the color of grapes.

Progressions

- Build color spots into a sequence of color items and or add in a shape: a red item and a square item.
- Use reading flash cards with colors and shapes on the cards.
- After touching an item, students may return to a different spot.

SEE SPOT SIT

Teacher calls out verb words, and students perform that action. Incorporate other types of language arts words (adverbs or sight words) into the directions for spot movements.

Variations

- Call on one student to read a sight word card. That student gives instructions for movement on the spot using the sight word.
- As students learn prepositions, incorporate the prepositions into their spot movement: in, out, off, under, and the like.

Progression

- Read sentences or short stories. Students listen for pieces of designated speech, such as verbs or adverbs. When they hear that form of speech, they complete a corresponding movement.

SEE SPOT EAT MYPLATE

Teacher uses spot movements to help students sort and categorize food groups. Teacher selects a food group for the day, like fruits. Teacher draws food cards from the deck and shares them with students. If the food is in the designated food group, students jump upward.

Variations

- Students jump upward when they have eaten that food in the past week. One of the students is then asked to place the food in the correct category.
- Many foods originate from seeds (fruits, vegetables, grains). Ask students to pick their favorite food from one of those categories and get small like a seed. With teacher prompts, the seeds grow until the plant is full.

Progression

- Students identify multiple food groups: fruits (twist), vegetables (power punches) and dairy (tip toes).

SEE SPOT

SEE SPOT COUNT

Teacher shows a number to the students. Students call out the number and a movement, "six toe touches", and then perform that many movements on the spot.

Variations

- Begin with the number one and follow the number sequence: one foot balance; two toe touches; three wiggles...
- Hold challenging poses for that number of seconds, with students counting out loud.

Progressions

- Build counts into a sequence: three twists and four side bends.
- Build sequences of even and/or odd numbered movements.
- Use addition, subtraction, and multiplication flash cards for the numbers.

PURPLE SPOTS

Teacher calls out a color. On teacher's "go", students leave spot, touch an item in the room of that color and return to spot.

Variations

- Ask one student to call out a color. On "go", students must go to a spot of that color. Multiple students can be on one spot.

- Share pictures of different foods. Students will make a shape with their bodies that matches the shape of the food: banana – curved shape; carrot – long & skinny; baby carrot – small and skinny; apple – round, slice of bread – flat.
- Teacher gives clues to the color: begins with the letter "G" or the color of grapes.

Progressions

- Build color spots into a sequence of color items and or add in a shape: a red item and a square item.
- Use reading flash cards with colors and shapes on the cards.
- After touching an item, students may return to a different spot.

SEE SPOT SIT

Teacher calls out verb words, and students perform that action. Incorporate other types of language arts words (adverbs or sight words) into the directions for spot movements.

Variations

- Call on one student to read a sight word card. That student gives instructions for movement on the spot using the sight word.
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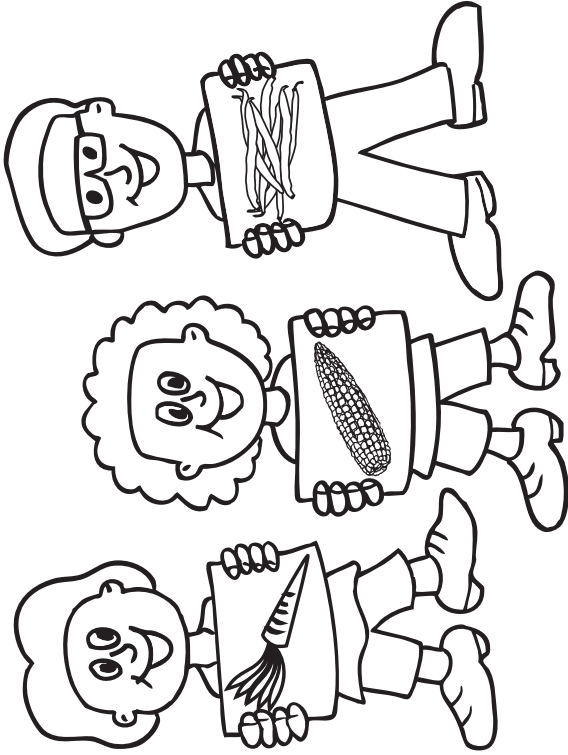
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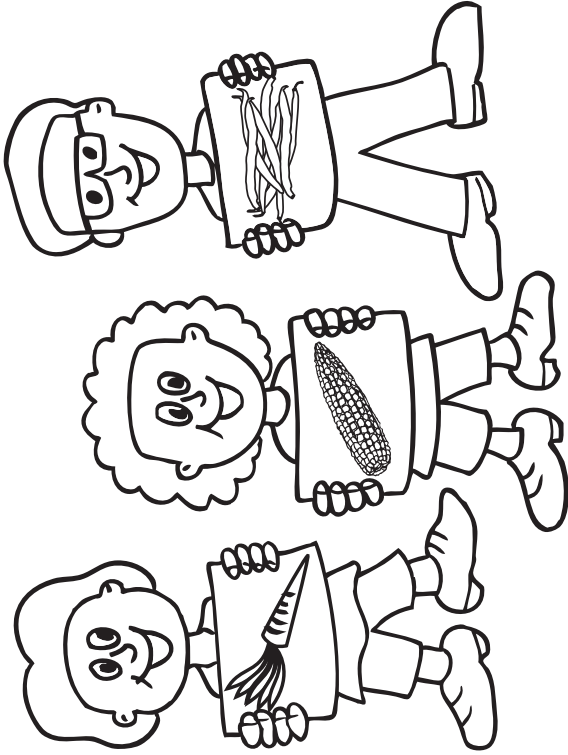
ORDER UP



INTRODUCTION Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

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Order Up

ORDER UP NUMBERS

Students form groups that correspond in size to a number called out by the teacher.

Variations

- Students form pairs and complete math problems written on the board.
- Begin with groups of one and progress to the highest number of students. Then count backwards - form groups of five; groups of four; groups of three.

Progressions

- Use addition, subtraction and multiplication flash cards for the numbers.
- Students have cards or slips of paper with one number (0-10) written on it. After the Order Up, students share their number within the Order Up group and then work together to add up the numbers. Teacher checks math of one or two groups. Students exchange number cards. Teacher gives signal to move. Repeat.

- Write a number on the board, '4'. Give students a prompt, either verbally or on a flashcard, of a math symbol: equal to, less than, or greater than. If the > symbol is shown, students form groups of less than four students.

ORDER UP COLORS

On signal, students pair up with a student of a similar shirt color. Teacher then calls on a pair to share the color of their shirts.

Students can also Order Up by eye color, hair color, sock color, or other visible trait.

Variations

- Students Order Up by favorite colors.
- Students Order Up and form shapes.

Progressions

- After pairs Order Up by a color, on the next signal, that pairing Order Up's with another pairing of the same color. This forms a group of four of the same color.

- Use reading flash cards with colors and shapes on the cards.

- Students Order Up in the sequence of a rainbow: red, orange, yellow, green, blue, indigo and violet.

ORDER UP WORDS

Select and announce a theme for the Order Up activities of the day. For example, the theme is "adverbs," explain that adverbs are words that modify a verb. The teacher calls out (or writes) an adverb, and students are to Order Up in that manner: slowly, quietly, quickly, and the like.

Variation

- Use directions as a prompt: in a corner, near a desk, in a line.

Progressions

- After groups Order Up, teacher gives three clues for the "What am I?" game. When groups agree upon the answer, they strike a pose.

- As students learn prepositions, incorporate the prepositions into their Order Up: in, out, off, under and the like.

ORDER UP MYPLATE

Students draw a food card from the food deck. The teacher calls out one food group, like fruits. On signal, the fruits form a group at the front of the room. All other food groups march in place. Fruits then share their cards with the class. Repeat with all food categories.

Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.

Progression

- Students form groups where half the group (like half the plate) is fruit and vegetables.

Order Up

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- Students form groups by food color.

Progression

- Students form groups where half the group (like half the plate) is fruit and vegetables.

FREEZE FRAME

INTRODUCTION

Students move freely around the classroom or in a track pattern. Teacher gives various random instructions: march forward, slide sideways, touch your nose. When students hear the word "freeze" – they freeze. Teacher gives a signal to become unfrozen.



VARIATIONS	PROGRESSIONS
Introduce with a story about freezing. "It's so hot out today, but I found a spell that can make you cold, so cold you will freeze immediately during our game today. Who wants to play?"	Students walk along a path of poly spots. When signal is given, only students standing on a particular color freeze (freeze – red).
If classroom space is limited, have students march in place or move around a designated spot.	Teacher calls out a food category. When a food is announced that does not fit into that category, students freeze.
Change the 'freeze' command to a 'quiet clap' or 'touch your nose'.	Student choice – freeze or complete 10 jumping jacks.

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FREEZE FRAME

FROZEN FOOD

Students collect food cards to build a MyPlate. Food cards are placed, face down, around the classroom. Students walk around the room and collect one food card at a time. If a student picks up an extra, they become frozen. To become unfrozen, the student receives a healthier choice food card from a team member. If a team picks up a card that is not needed, they flip it over and leave it for a classmate.

Variations

- For young students, use a hula hoop in the center of the room, and work together to collect all the food cards, and place cards in the one MyPlate (hula hoop). Teacher helps students place their card in the plate.
- Teams are assigned a color and they work together to collect as many food cards of that color as possible. If they pick up another team's color, they become frozen.

Progressions

- Students work individually to build a MyPlate on their desk. Teacher checks completed student work.
- Teams select a color and work together to collect food cards of that particular color. The twist is that the teams do not know the colors the others are collecting! This progression works best with a time limit.

SNACK ATTACK!

Students move freely around the classroom or in a track pattern. When teacher says "snack attack!" students move to the nearest poly spot and freeze. Teacher calls on a student to suggest a healthy snack. If it is a healthy snack, students resume movement. Repeat.

Variations

- The first student to a poly spot suggests a healthy snack.
- Students return to a spot behind their desk chair.

Progressions

- After students state a healthy snack, a second student tells which food category the snacks belongs to.
- Ask a second student to offer a variation on the suggested healthy snack. For example, variations on an apple include sliced, sliced with peanut butter, applesauce, in a fruit salad, and with some cheese.

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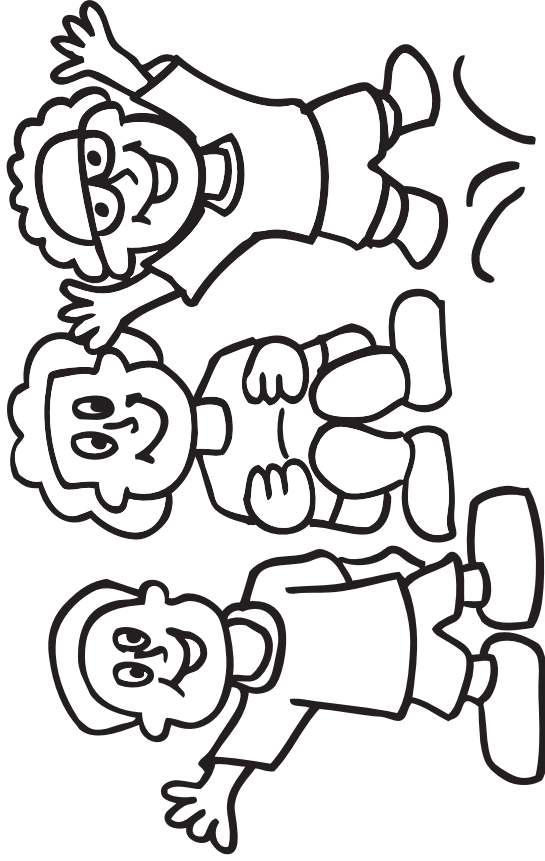
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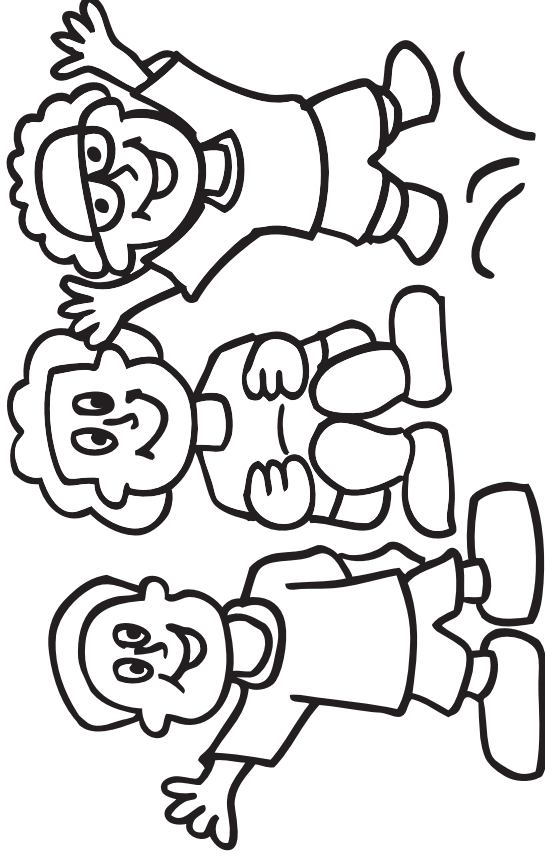
WHEN I GO ON VACATION...



INTRODUCTION Students stand in a circle, follow a prompt and work together to build a list of items. "When I go on vacation, I will" Student one states a response; student two states the first item and then adds a second item to the list. The list continues.

VARIATIONS	PROGRESSIONS
Build a list of three items and then restart.	Build a movement sequence without speaking.
The entire class completes the movements together.	Incorporate a yarn ball into the sequence. Students incorporate the yarn ball into a movement.
When it is a student's turn - he or she takes two steps into the circle.	

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WHEN I GO ON VACATION...

WHEN I GO TO RECESS...

Students stand in a circle and build a list of movements they can do at recess. As they say the movement, they also do the movement.

Variations

- Theme the movements – activities good for the heart; activities that involve a ball; yoga poses.
- Students are organized into small teams (like table mates) and build a sequence.

Progressions

- Add in the sequence of numbers. Student one does 'one' movement; student two does 'two' of their movement, as so forth: "When I go to recess, I'll do one jumping jack, two twists, three passes..."
- Start with a set number and count backwards. "When I go to recess, I'll do five jumping jacks, four twists, three passes..."
- Students stand behind their desk. One at a time, students do a movement, then move to the recess line. The next student does the first movement, adds a movement to the sequence and then joins the line. Repeat until all students are in line.

IN THE BEGINNING...

After reading a story, students are asked to recall an action of that story. All students complete that action. The teacher should prompt students with the storyline of the book "When Little Red Riding Hood went for a walk..."

Variation

- Teacher includes more specific prompts about the story: "In the beginning..." "In the middle" and "Toward the end..."

Progressions

- After reading a story, students can add twists to their versions of the story. "When Little Red Riding went for a walk, she should have ..."

WHAT'S IN A NAME?

Students complete a movement that starts with the same first letter of their name. The class guesses the movement, and then the student introduces him/herself. The class then repeats the student name and the movement: "march with Mary". Build a row of names/movements and then all students do the activities and names of that row: "march with Mary, kick with Kevin, twist with Tracy, and swing with Sue".

Variations

- Students may share any activity: "I'm Mary, and I like to jump".
- In later versions, add in pet's names.

Progressions

- Complete the entire class of names/movements in one sequence.

WHEN I EAT A SNACK...

Students stand in a circle and build a list of snacks that correspond to the MyPlate food categories. After five snacks are selected, walk in a circle for one minute, restart the list.

Variations

- Students select foods from the food card deck. If the food is an extra, the circle of students takes five steps backwards.
- Change the prompt: lunch, dinner, my favorite fruits, build a smoothie or others.

Progression

- Build a MyPlate of the five food categories, then restart.

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MAKE IT COUNT!



INTRODUCTION

Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:

March with high knees (but quiet feet) – count the knee touches.

1 foot hops - in place, side to side, forward and back.

Sit & stand – squat like you are sitting in your chair and count the seconds.

Fast claps – quietly clap your hands as fast as possible.

Can you count that fast?

Plank – hold the push-up position and count.

VARIATIONS

Teacher calls on a student to pick a number and then draw a fitness card. Class counts out the movement.

Complete one activity for a 10 count; switch to a second activity for an additional 10 count.

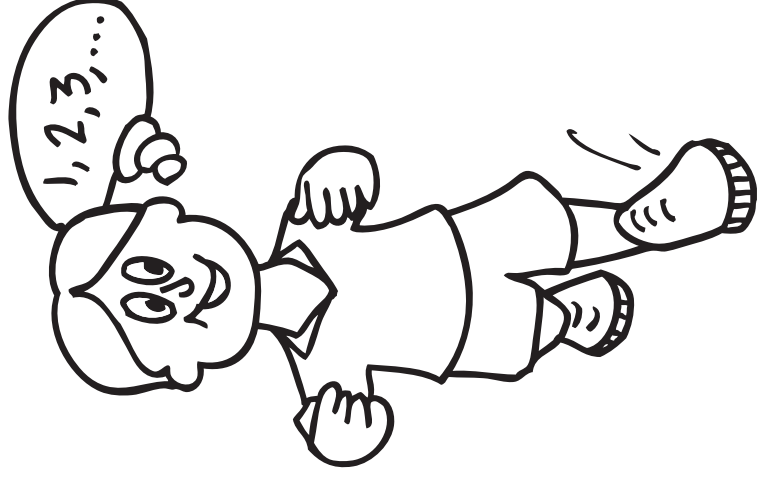
Students only say the even numbers or odd numbers. Student skip count by '10's'.

PROGRESSIONS

Students move to numbered stations and draw a fitness card. They perform the action the number of times that corresponds to the station number.

Include objects, such as bean bag tosses, or travel movements like skipping.

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MAKE IT COUNT!

MATH IN MOTION

Give math worksheets a facelift by including movements into math problems. Addition, subtraction, multiplication, and division sheets become more interesting when you count out the answer. Ask students to balance for $3 + 5$ seconds; hop on one foot for 10 – 7 times.

Variations

- When reviewing worksheet answers, ask a student to provide the answer and then lead the group in counting it out with movement.
- After completing a math worksheet, students write a movement beside his or her answer. To check math, or reinforce concepts, they count out the answer on their own. Teacher can write one to four movement options on the board.

Progression

- Create math stations where students travel to various stations and complete math problems.

MY FOOD COUNTS!

Record the total number of vegetables eaten by students at lunch. Make vegetables count by completing the corresponding number of jumping jacks. See MyPlate tracker in appendix for tracking sheet.

Variations

- Teacher flips through food cards. Students jump for joy for fruits and vegetables; fast clap for dairy; flex muscles for protein; and sway like wheat for grains.
- Students can add in an extreme or silly movement for extras: take a lap around the room; complete a jump star (which also looks like an X, or perform a sidekick).

Progressions

- Record multiple food category items on the board: fruits, vegetables, and dairy. Each category is associated with a separate movement.
- Record student dinner or lunch beverages (water, milk, flavored milk, soda or juice) on the board. Class then takes laps for each category of beverages. Water and milk represent one lap; flavored milk represents two laps, soda and all other sugary beverages represent three laps. To keep it interesting, change the mode of traveling: big steps, tiny steps, slide, skip, crab crawl or hop.
- Teacher may want to keep food intake logs and compare values later in the year.

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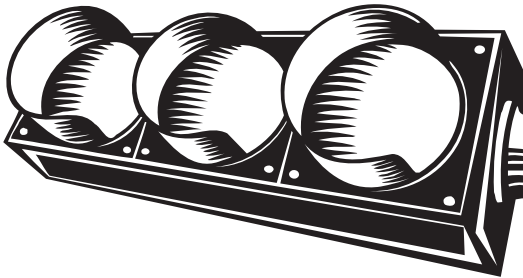
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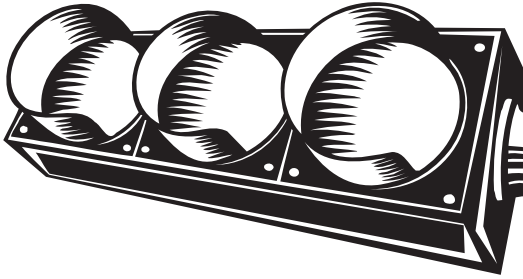
RED LIGHT - GREEN LIGHT



INTRODUCTION Students stand on a starting line. When the teacher calls out “green light”, students step forward. When teacher calls out “red light” students stop moving. If a student moves on red lights, he/she returns to the starting line. Activity can begin with teacher calling random colors.

VARIATIONS	PROGRESSIONS
Stand in a line and walk collectively through the room, like a snake. When the line reaches a designated point (red light), the first person in line moves to the back of the line. Continue until all students have been the line leader.	Students may take up to three steps for green lights.
Perform the activity in a circle. Begin with an arms length between each student. Take one step in for green light items, and two steps back for ‘red light’ items.	Place poly spots in a circle or track pattern. Teacher calls out numbers that represent the number of steps a pair of students take. If a pair ends on a red spot, they move inside the circle and perform jumping jacks.

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RED LIGHT - GREEN LIGHT

RED LIGHT - GREEN LIGHT WORDS

Students listen and step forward when they hear rhyming words. Teacher states the starting word, like "cat". If the next word rhymes with "cat", students take two steps forward. If the word does not rhyme with "cat", students remain in place. If a student moves on red lights, a non-rhyming word, he/she returns to the starting line.

Variation

- Green light words begin with a particular letter.

Progressions

- Call on students to state the rhyming/non-rhyming words.
- Place students in small teams. The team moves forward when they state a rhyming word.

SHAPES/COLORS

Students begin in a circle. A color is designated as the "go" color. Teacher holds up a picture card. If the picture card has the color on it, students take a step inward. The goal is to get the circle as small as possible.

Variations

- Reverse the direction. Students step out for the "go" color. The goal is to get the circle as large as possible.
- Include a second "go" color.

GREEN LIGHT SNACK ATTACK!

Students stand on a starting line. Teacher calls a snack item. Students take a step forward for items that belong in any of the MyPlate food categories: fruit, vegetables, protein, grains, and dairy. If an extra is called, students take three steps in a backward direction. Repeat. The first student to reach the front of the room, conquers "snack attack!"

Variations

- Teacher draws cards from the food deck and calls out those items.
- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward when a food item from their category is called. Teacher can include combination foods (toast with peanut butter) and multiple teams step forward. All teams take three steps backwards when an extra is called.

Progressions

- Theme the green light items: move forward for fruits and vegetables; take three steps back for extras and stay in place for all other items.

RED LIGHT - GREEN LIGHT

RED LIGHT - GREEN LIGHT WORDS

Students listen and step forward when they hear rhyming words. Teacher states the starting word, like "cat". If the next word rhymes with "cat", students take two steps forward. If the word does not rhyme with "cat", students remain in place. If a student moves on red lights, a non-rhyming word, he/she returns to the starting line.

Variation

- Green light words begin with a particular letter.

Progressions

- Call on students to state the rhyming/non-rhyming words.
- Place students in small teams. The team moves forward when they state a rhyming word.

SHAPES/COLORS

Students begin in a circle. A color is designated as the "go" color. Teacher holds up a picture card. If the picture card has the color on it, students take a step inward. The goal is to get the circle as small as possible.

Variations

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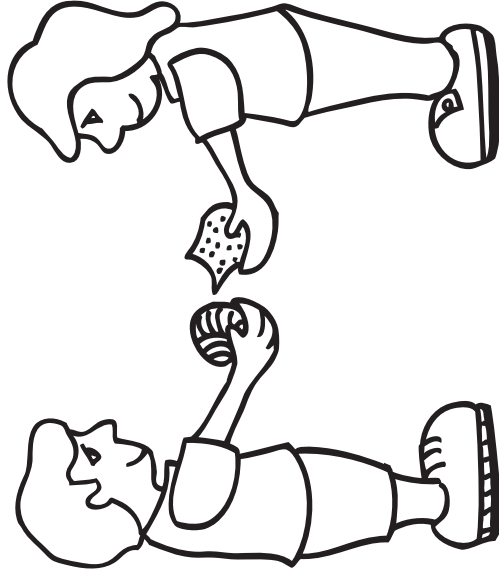
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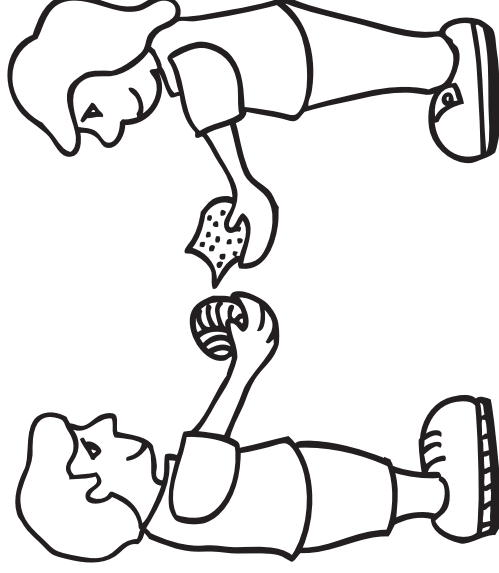
GIVE ONE-GET ONE (GO-GO).....



INTRODUCTION Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

VARIATIONS	PROGRESSIONS
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Incorporate a signal (two quick whistles) to switch directions.
Mark a bean bag or index card as the line leader. The student who ends the round with the marked object is the leader for tomorrow.	Use colored objects. At the end of the round, teacher randomly draws a color. Students with that color of object are the winners.
Students begin with two objects or cards. They trade cards in order to build a pair of similar items (two yellow bean bags; two cards with the number 4; two fruit cards).	

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GIVE ONE-GET ONE (GO-GO)

GO-GO NUMBERS

Students exchange numbered cards. They perform a designated movement that many times before they begin moving again. Cards from a deck of playing cards can be used, or the numbered cards in appendix can be copied.

Variations

- Class reviews balance poses. After students exchange numbered cards, each student strikes a yoga or balance pose and holds for that many seconds.
- Class reviews muscular strength and endurance activities. After students exchange numbered cards, each student performs a strength activity (push-ups, plank, sit-ups) for that many seconds or times.

GO-GO LETTERS

Use bean bags or index cards marked with letters. At the end of a round, students order up in a line, following the sequence of the alphabet.

Variations

- After students make a trade, teacher asks questions about the letters; "If you have a vowel, hold it above your head". "Give me an 's'?"
- Ask students to form phonic blends in the front of the room. Teacher calls the "b and l" and "f and r" to the front of the room. All students repeat "bl" and "fr". Repeat with other blends.
- Ask students to form digraphs (ch, ck, ff, and more) and trigraphs (chr, dge, tch) in the front of the room.
- Call on a student to share his/her letter. Ask the group to state words that could begin with that letter.

Progressions

- Students return to their desk and write words that begin with their letter.
- Students pair up with another student during the last round and work together to write words using both letters.

GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

Progression

- Build a life-size MyPlate. First, have students match with another like food item. Instruct pairs to stay together, and resume moving freely around the room. Give signal of match again until all fruit, vegetable, protein, dairy, and grain are grouped. Ask students how they would organize to form a MyPlate, then give prompt of "MyPlate". Ideally, the food cards with extras (like cookies and chips) are not used in this game.

GO-GO FITNESS

Students exchange movement cards.

After exchanging the card, each student performs the new movement. On command, students move freely around the room.

Variation

- Students can keep the movement card. Instead of moving freely on command, that student may keep the movement card by continuing to do the movement.

Progression

- Students trade movements, but without cards. Before the first round, students think about a movement. When it comes time to exchange, students show their movement to the other student. The other student adopts that movement.

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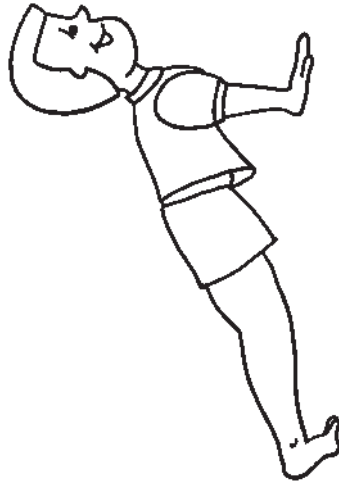
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Yoga — Try 3



INTRODUCTION Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed. Students hold a pose for 5 to 60 seconds.

Beginning Poses: mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

Advanced Poses: eagle; up dog; reverse triangle; plank; lunge.

Sample sequences:

Mountain — tree — proud warrior.

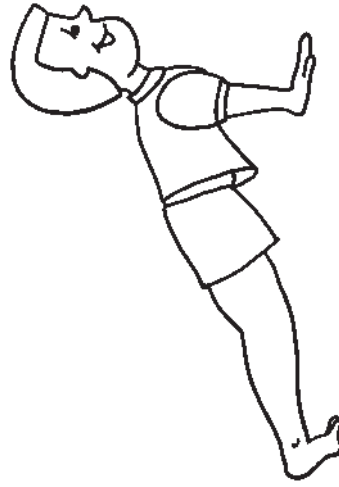
Mountain — standing forward bend — lunge — repeat.

Plank — down dog — jump up.

Proud warrior - triangle — mountain.

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank — lift one foot off ground; mountain — lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

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Yoga — Try 3

YOGA SHAPES

Show students a shape: circle, oval, square, rectangle, triangle, diamond, heart, line, and others. Students strike a pose that incorporates the shape. Encourage students to be creative; a triangle can be formed with the hands as a base.

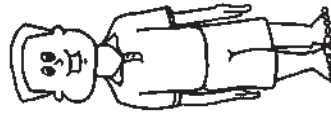
Variations

- Include descriptors into the shapes: small, big, wide, narrow.
- Ask students to work with a partner.

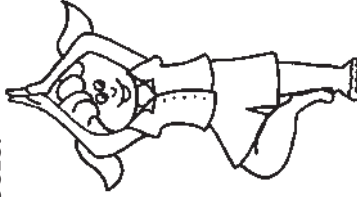
Progression

- Challenge students to incorporate two shapes into one pose.

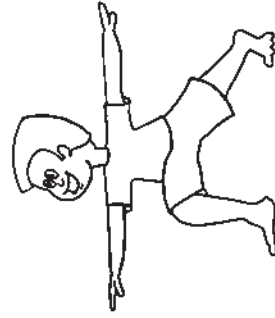
BEGINNING POSES:



mountain



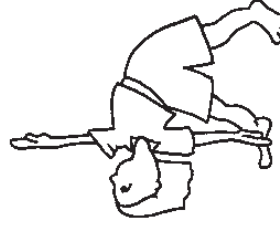
tree



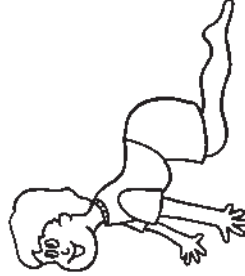
proud warrior



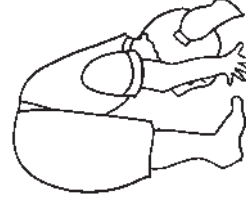
down dog



triangle



cat stretch



standing forward bend

ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

Yoga — Try 3

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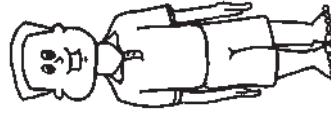
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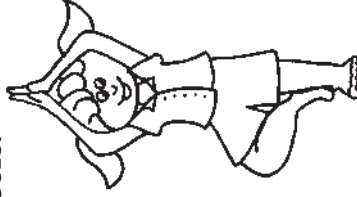
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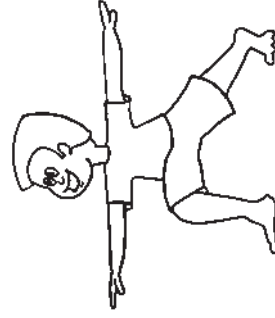
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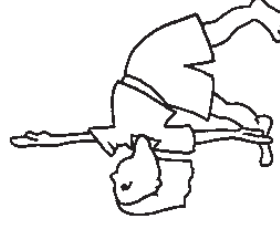
tree



proud warrior



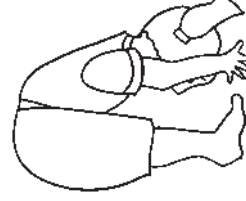
down dog



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cat stretch



standing forward bend

ADVANCED POSES:

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MY BALANCE

Balance is a concept referenced throughout healthy eating and physical activity education. As students strike poses, encourage reflection on the following principles of balance:

1. Center of gravity over the base of support.
2. Equal weight on each side of the base.
3. The wider the base, the easier it is to balance.
4. The more the points of contacts, the easier it is to balance.

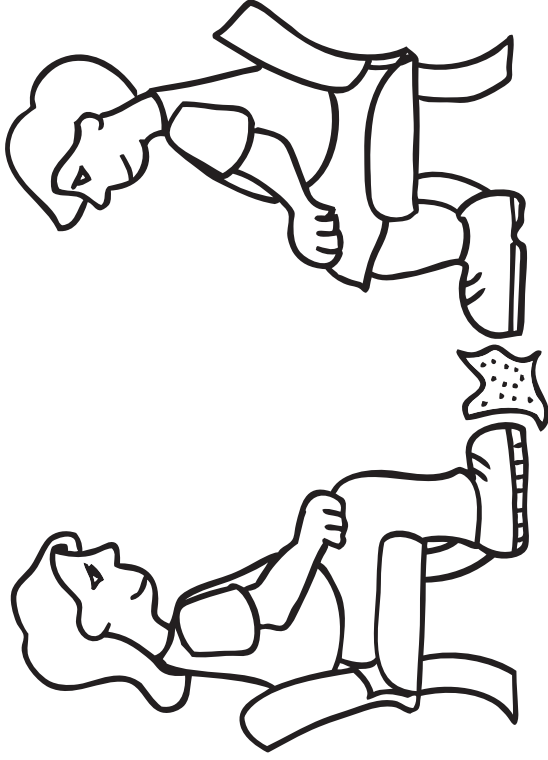
Extend these same principles to specific types of dietary balance: food group

balance, color balance, and snack balance. MyPlate is the center of gravity; we want distribution among the food groups. We can eat 'extras', but need a strong dietary base.

Variation

- Give students three yoga poses. Ask them to sort poses from easy to most difficult. Ask students why some poses are easy/difficult.

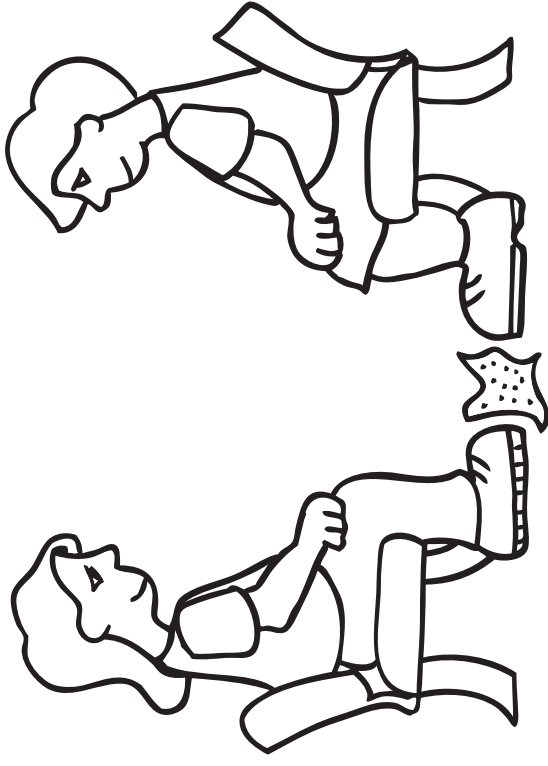
QUICK HANDS



INTRODUCTION Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: "right," "left" or "both"; students react quickly by reaching for the bags using the hand(s) called by the teacher.

VARIATIONS	PROGRESSIONS
A group of three students sit in a triangle.	Twist – students begin with backs facing one another. On prompt, they twist to retrieve the bean bag.
Play seated at desks or a table.	Points – students grab the bean bag with fingers.
Students play on their own in groups of three: a caller and two players.	Duck, Duck, Goose - include prompts that require no action. Pairs act only on the designated prompts.

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QUICK HANDS

QUICK COUNTS

After one player retrieves the bean bag, the pair toss the bag back and forth 5 times, then return the bag to its original position.

Variation

- The holder of the bean bag completes a movement of choice for 5 times. The pairs may work together and share the movement.

Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 5 times, then they slide it back and forth 5 times.

QUICK COLORS

Use bean bags, yarn balls, or other soft objects of two different colors. Teacher calls one color and students retrieve the object of that color.

Variation

- Some pairs may not have an object of the called color. They remain seated in the ready position.

Progression

- Winners move to another pair.

QUICK WORDS

A letter is written on the board. After a round of Quick Hands, the teacher calls on one pair. The holder of the bean bag states one word that begins with that letter. If correct, the team earns a point.

Variations

- A word is written on the board and pairs state a word that rhymes with written word. The rhyming word can be changed throughout the game.
- Pairs progress through the alphabet. To limit the length of the game, after a set number of rounds, the teacher asks students how far they got in the alphabet.

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Progressions

- Students spell out a particular word. When they win a round of Quick Hands, they earn a letter. After the word is spelled by one student, the pair take a fast lap.

- Students spell multiple words and take a lap together after each completed word.

FAST FOODS

Each time a student wins a round, he/she places a token or shades in an area of MyPlate.

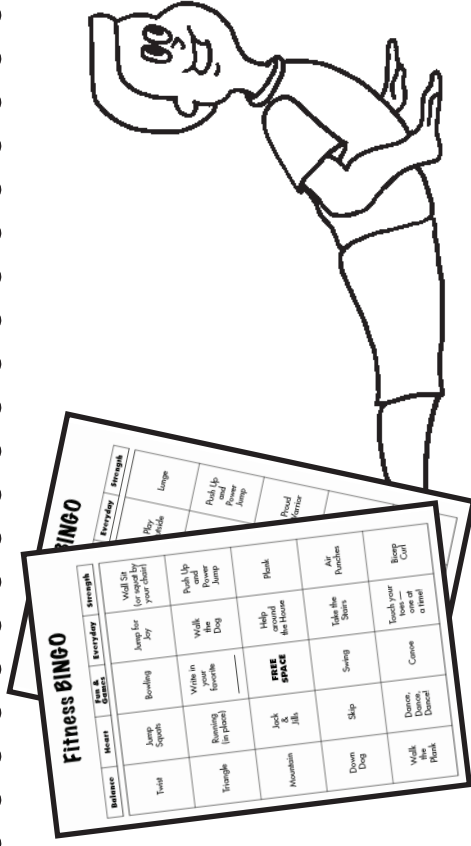
Variations

- Each time a student wins a game, he/she states a food of the particular food category.
- Teams build a fast snack plate. The first team to retrieve the bean bag states a fast healthy snack. When a team has three snacks, they take a fast lap.

Progressions

- Before marking a category of MyPlate, students state a specific food from that identified food category. A player "wins" when they fill their plate.
- A round of Quick Hands is named for a food category of MyPlate. Teacher slowly draws and reads cards from the food deck. If the food called fits into the designated category, students act quickly and retrieve the bean bag.

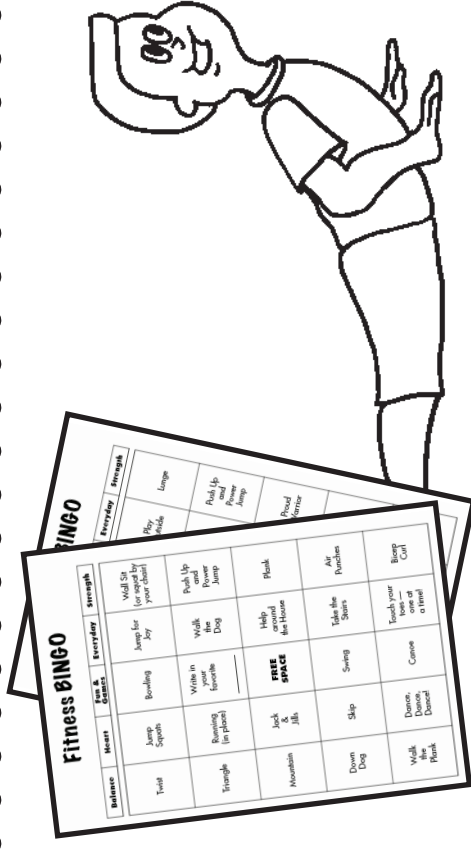
LET'S MOVE BINGO



INTRODUCTION Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers.

VARIATIONS	PROGRESSIONS
Play as a class. Teacher posts one BINGO card, and the class plays along.	Play as a class. Students guess the number of words that will need to be called in order to have a BINGO.
Play as a class. Teacher posts one BINGO card, but teams of students are assigned a column.	Progressive – each student has a posted BINGO card, and during the week, they have the opportunity to earn fitness cards. At the end of the week, students with a BINGO lead the class in their BINGO movements.
Teacher does not say the movement word, but acts it out.	Teacher randomly calls on students. Students call a movement off their BINGO card. Any student with that movement can cover the spot.

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LET'S MOVE BINGO

MYPLATE BINGO

Students draw a MyPlate graphic and list three foods in each category. The teacher then draws cards from the food deck.

When a student has one food item from each food category, they have MyPlate BINGO.

Variations

- Each student selects a food category. The teacher then draws cards from the food deck. When three items from a particular food category have been called, students who selected that food category have MyPlate BINGO.
- If an extra food item is called, like cookies or sugar-sweetened beverages, the group completes 10 jumping jacks.

Progressions

- Quick Hands BINGO – the student (in each pair) that wins the round of Quick Hands gets the card that the teacher calls. The goal is to build a MyPlate, with one food item from each food category.
- Students build a plate to meet particular food group challenges: 3 milks/dairies or 5 fruits and vegetables.

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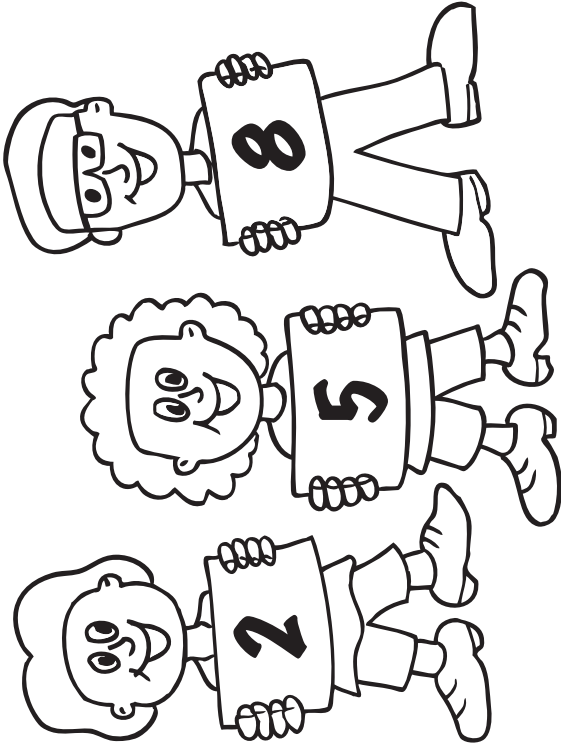
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3-5

Physical Activity Breaks



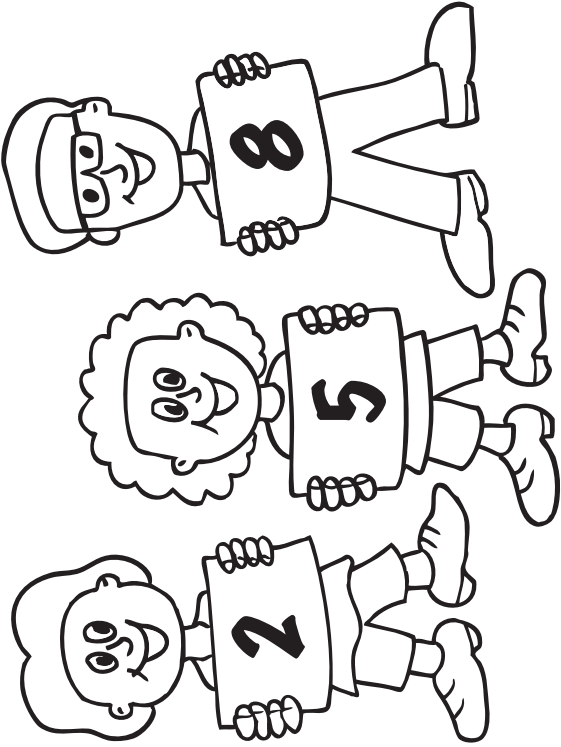
ORDER UP



INTRODUCTION Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

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INTRODUCTION Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

Order Up

MYPLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, like fruits. On signal, the fruits form a group at the front of the room. All other food groups march in place. Fruits then share their cards with the class.

Repeat with all food categories. There will be cards that do not fit into the fruit, vegetable, grain, protein, or dairy group. They are called extras, and they will Order Up as a group.

Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.
- Students Order Up into MyPlate groups: one fruit, one vegetable, one protein, one grain, and one dairy.

Progressions

- Allow students to switch cards. After a round of extras to the front, the extras can switch cards with another student.

- Students form groups where half the group (like half the plate) is fruit and vegetables.

- Teacher calls combination foods to the front, like taco, spaghetti with meat sauce, and fruit salad.

SNACK PLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, "snack attack – fruits". On signal, the fruits form a group at the front of the room. Repeat with other food groups.

Variations

- Students form groups by snack properties: sweet, sour, crunchy, and salty. Teacher might cue students with phrase "snack attack – sweet!"
- Students pair up with another student and create a combination snack, like apples and peanuts.

Progressions

- Students Order Up into MySnack group: one fruit, one vegetable, one protein, one grain, and one dairy.
- Students stand behind the food item that is a) favorite, b) never tried c) good choice of sweetness, crunchiness, or other quality.
- Students Order Up by food category. Once in food groups, they discuss the favorite snack in their group. For example, in the vegetable group, carrots might be the most popular. Groups share the most popular snack with other teams.

ORDER UP BEVERAGES

Students begin with a beverage information card or an empty beverage container. The teacher calls out one type of beverage: milk, water, juices, other. On signal, those beverages form a group at the front of the room. Repeat with other beverage types.

Variations

- Pre-assign teams. When the signal is given, teams return to their designated team space and Order Up to meet the teacher's challenge.
- Beverages with added sugar to the front of the room.
- Beverages with zero calories to the front of the room.
- Form groups with at least one beverage that is a good source of calcium (or other nutrient).
- Form groups with no more than one beverage with 50% of calories from fat.

Progressions

- Students form groups of three. Within the group, students Order Up by highest to lowest amount of added sugar. Repeat, but in order of highest to lowest calories. Ask students if the order changed – why or why not?
- Order Up to form groups that have no more than 250 calories. Challenge students to see how large the groups can get without going over 250 calories.

Order Up

MYPLATE ORDER UP

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Repeat with all food categories. There will be cards that do not fit into the fruit, vegetable, grain, protein, or dairy group. They are called extras, and they will Order Up as a group.

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SNACK PLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, "snack attack – fruits". On signal, the fruits form a group at the front of the room. Repeat with other food groups.

Variations

- Students form groups by snack properties: sweet, sour, crunchy, and salty. Teacher might cue students with phrase "snack attack – sweet!"
- Students pair up with another student and create a combination snack, like apples and peanuts.

Progressions

- Students Order Up into MySnack group: one fruit, one vegetable, one protein, one grain, and one dairy.
- Students stand behind the food item that is a) favorite, b) never tried c) good choice of sweetness, crunchiness, or other quality.
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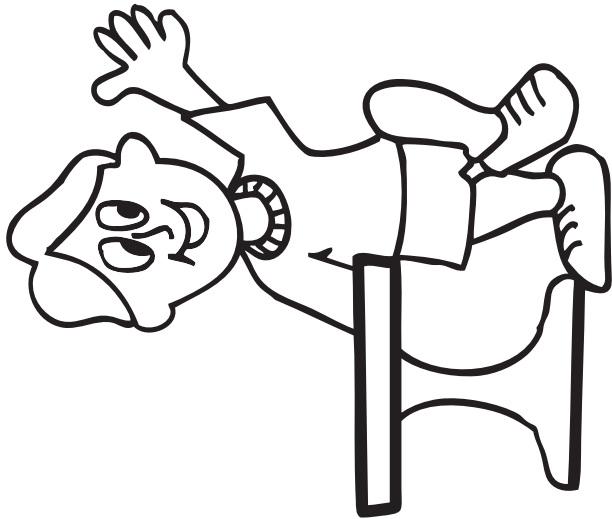
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Grades 3-5 Physical Activity Breaks

IF...

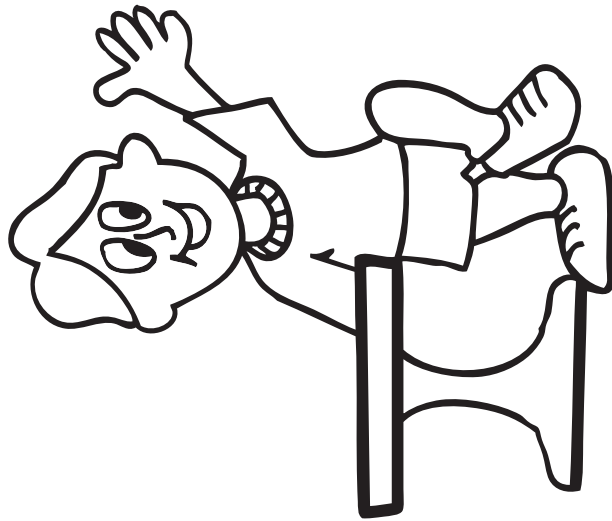


INTRODUCTION Students stand behind their desk and march or jog in place. If students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

VARIATIONS	PROGRESSIONS
Change the arm movements: bicep curls, punches, arm circles and the like.	Use two movements to distinguish between types of items, such as wave arms for a fact and arm circles for an opinion.
Use various flash cards. Flip and read the cards.	Use two movements to distinguish between true and false statements: wave arms for a true and punches for false.

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If...

IF THE FOOD ON MYPLATE

Students use movements to indicate healthy and unhealthy choices. Teacher shows pictures or calls out food names; if the choice is a healthy choice, students jump up and down. If the choice is not a healthy choice, students jump from side to side. After three or four pictures, stop and debrief choices with students. Repeat.

Variation

- Designate movements for all the MyPlate food categories: star jumps (dairy); hop on one foot (fruits and vegetables); twist (grains), and toe touches (proteins). Students sit on the ground for all extras.

IF SNACKS

If I had a snack attack – what would I eat? Teacher calls out food items. If the snack item fits into a designated MyPlate food category, students wave their arms.

Variation

- Teacher changes the prompt to highlight snack properties: If I wanted a sweet snack... if I wanted to build healthy bones...

IF ACTIVITY

Teacher gives different prompts about an activity: If I wanted to raise my heart rate; If I wanted to work on balance; If I wanted to strengthen my muscles; If I wanted to have fun with friends; If it were raining outside and the like. Students then complete a movement that meets the criteria in the prompt.

Progressions

- Reserve the if-then order: draw a movement from the movement deck of cards. Students do the movement. Call on one student to state a fact about the movement.
- Students walk around the classroom freely or in a track pattern. When teacher gives the prompt, they return to a designated spot to complete the movement.

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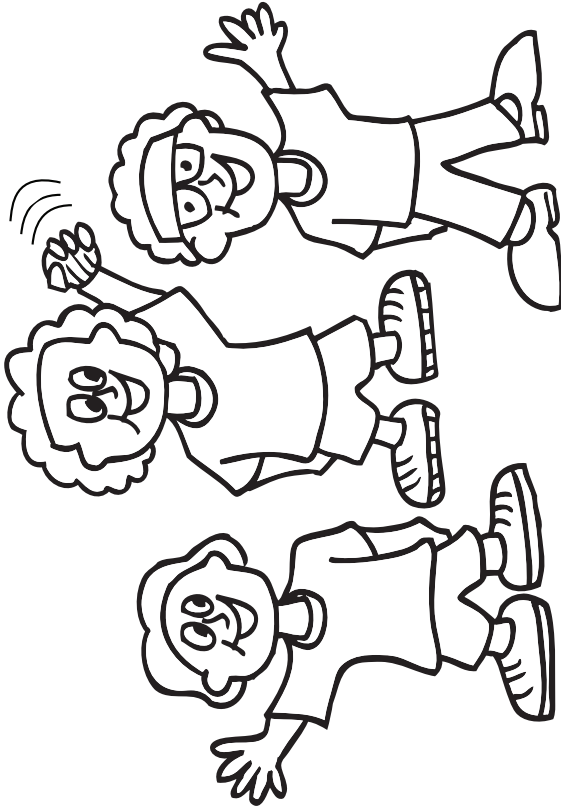
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Progressions

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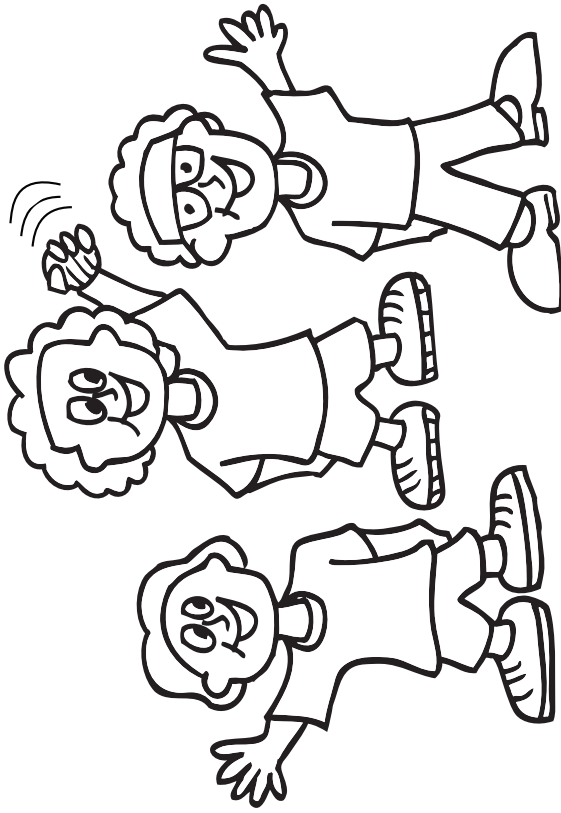
CIRCLE UP



INTRODUCTION Students form a circle, and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheroes, presidents and the like.

VARIATIONS	PROGRESSIONS
Students pass the bean bag or object to the person standing next to them.	Build to five responses and then the next person recalls the five previous responses.
Add movement: students march in place or slide in a circle pattern while tossing the ball.	Add in a second bean bag or object.
	Add movement: after tossing the bean bag, the thrower moves to the spot of the catcher.

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CIRCLE UP

CIRCLE UP FAVORITES

One student stands in the middle of the circle. He/she says her name and states a favorite fruit or vegetable: "I'm Sydney and I like carrots." Students who also like carrots as a favorite leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.

Variations

- The last student to find a spot in the circle moves to the middle of the circle.
- Limit favorites to one food category.

Progressions

- Add a celebration to student choices. "I'm Sydney and I like carrots. Give me a thumbs up [or high five] if you too like carrots." Students move to a new spot after celebrating their choices.
- Students travel to a new spot in the circle via a specific movement: slide, hop, skip, crab crawl.

CIRCLE UP SNACKS

Students toss around ideas for snacks. When a student receives the object, he/she calls out a snack from one of the MyPlate food categories.

Variation

- Change the prompts to snacks that students like to eat.

Progressions

- One student stands in the middle of the circle. He/she says her name and states a snack: "I'm Morgan and I like to snack on carrots." Students who also like carrots as a snack leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.
- If the student in the middle says a snack that is an extra, students in the circle squat as they say "Oh no!"

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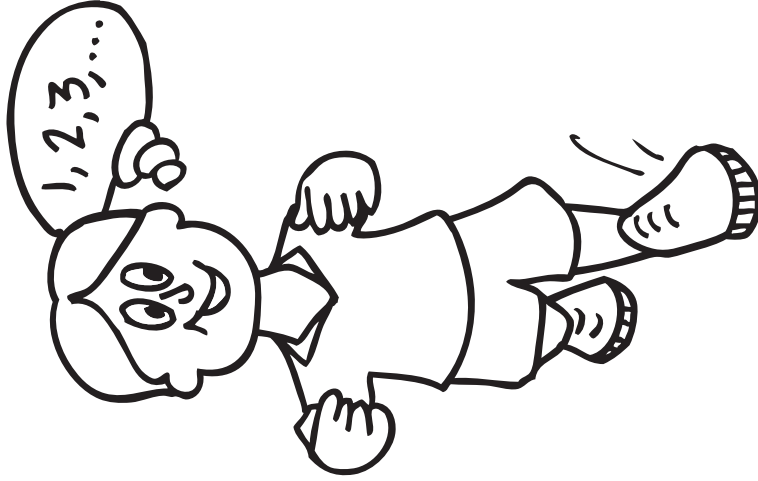
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MAKE IT COUNT!



INTRODUCTION

Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:

March with high knees (but quiet feet) – count the knee touches.

1 foot hops - in place, side to side, forward and back.

Sit & stand – squat like you are sitting in your chair and count the seconds.

Fast claps – quietly clap your hands as fast as possible. Can you count that fast?

Plank – hold the push-up position and count.

VARIATIONS

Teacher calls on a student to pick a number, and then draw a fitness card.

Complete one activity for a 10 count; switch to a second activity for an additional 10 count.

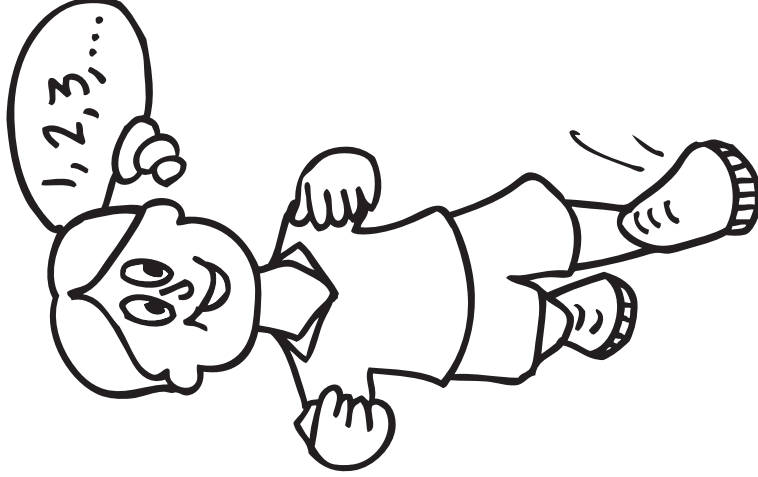
Students only say the even numbers or odd numbers. Student skip count by "10's".

PROGRESSIONS

Students move to numbered stations and draw a fitness card. They perform the action the number of times that corresponds to the station number.

Include objects, such as bean bag tosses, or travel movements like skipping.

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MAKE IT COUNT!

COUNT MYPLATE

After students fill out the MyPlate tracker (as described in the unit assessment procedures or similar), on signal, they count the number of servings eaten in a specific food category.

Variations

- Students count out the total number of servings of all foods eaten in a day.
- Students take a victory lap if they ate a food from each MyPlate food category.

Progressions

- Teacher rolls dice. Students multiply their servings by the number on the dice. The multiplied number is counted out with movement.
- Alternate movements in one counting sequence:
 - one (jumping jack), two (toe touches), three (jumping jack), four (toe touches).

COUNT MY SNACKS

After students fill out the MySnack tracker (as described in the unit assessment procedures or similar), on signal, they count the number of snacks eaten in a specific food category.

Variation

- Students count out the total number of servings of all snacks eaten in a day.

Progressions

- Students multiply their total number of snacks from the extra category by 10. The multiplied number is counted out with movement.
- Students multiply their total number of healthy snacks by 5, and multiply unhealthy snacks by 10. The multiplied number is counted out with movement.

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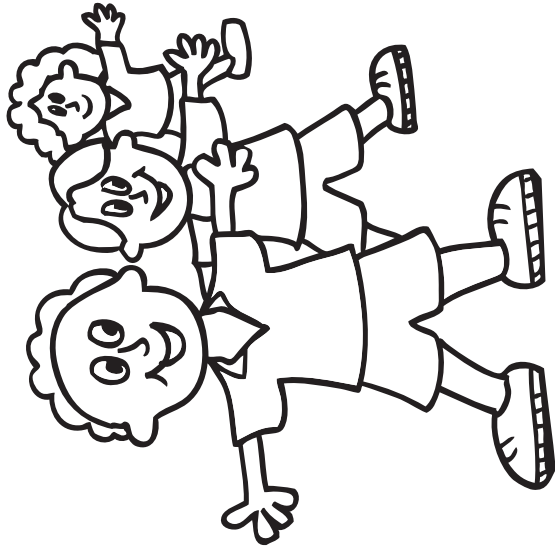
COUNT MY BEVERAGES

After students fill out the MyBeverages tracker (as described in the unit assessment procedures or similar), on signal, they count the number of beverages recorded.

Progression

- Students count out values on nutrition label and or ingredient list: calories, grams of sugar, number of added items.

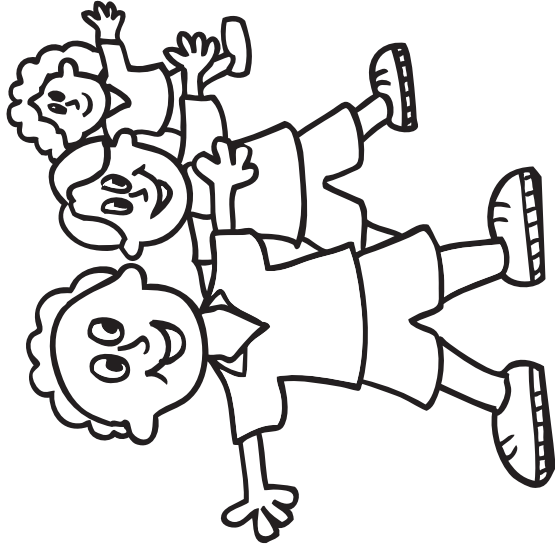
RIGHT ON RELAY



INTRODUCTION Teams travel in a line toward a designated spot or marker. Upon return to the start, the first person in line person moves to the end of the line. The second person in line becomes the new line leader. Repeat the sequence until all team members lead the line.

VARIATIONS	PROGRESSIONS
Only one team member at a time travels. On signal, the second person in line travels. Repeat.	Each line leader travels via a different movement.
Small space variation: teams stand in a line; the leader leads the team in a movement for a count or set period of time. The second student then leads the line in a new movement for a count or set period of time. Repeat the sequence until all team members lead the line.	Teams draw numbers from the basket. When they return to the start line, the team performs that number of jumping jacks.
	Students draw a letter from the basket, and repeat process. After all members have drawn a letter, team spells out word(s).

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RIGHT ON RELAY

RIGHT ON RELAY MYPLATE

All food item cards are in the baskets.

Students build a balanced plate with one food item from each of the MyPlate food categories.

Variations

- Teams collect food cards from one category: vegetable, fruit, grain, protein, and dairy.
- Teams build a plate with at least 2 fruits and 2 vegetables.
- Teams build a rainbow of fruits and vegetables. After a team collects five colors, they strike a balance pose.
- Teams build breakfast, lunch, and or dinner plates.

Progressions

- Teams must use all their cards. They can include one snack or extra item. If a team collects more than one extra, they can return it to the basket, or complete 10 squats.
- One student from each team retrieves a card; if the student draws a grain, dairy, protein, fruit or vegetable, he/she completes one lap on a designated pattern and then returns to the group. Students complete three laps for an extra.

RIGHT ON RELAY SNACKS

Students build a balanced snack plate.

Variation

- Teams complete the relay and collect one food card per team member. Teams are then given one minute to organize snack cards into categories, and create a list of food items they would add to make it a balanced snack plate.

Progression

- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward (one step) when a food item from their category is called. Teacher can include combination foods (toast with peanut butter) and multiple teams step forward. All teams take three steps backwards when an extra is called.

RIGHT ON RELAY BEVERAGES

Students collect a set of balanced beverages: 10 cards, which must include 5 waters and 3 milks. The final 2 cards are a free choice. After retrieving a card, students complete one lap for water and milk, two laps for vegetable or fruit juice, yogurt, or milkshake, and 3 laps for pop or sugary beverages. The team who collects 10 cards first wins.

PHYSICAL ACTIVITY PYRAMID RELAY

Place movement cards in the baskets. Using the categories of the physical activity pyramid, teams build a pyramid of activities.

Variation

- Each team member has a card from a separate category. They demonstrate the activities.
- Use different locomotor skills to move around the room: skip, gallop, hop, slide or crabwalk.

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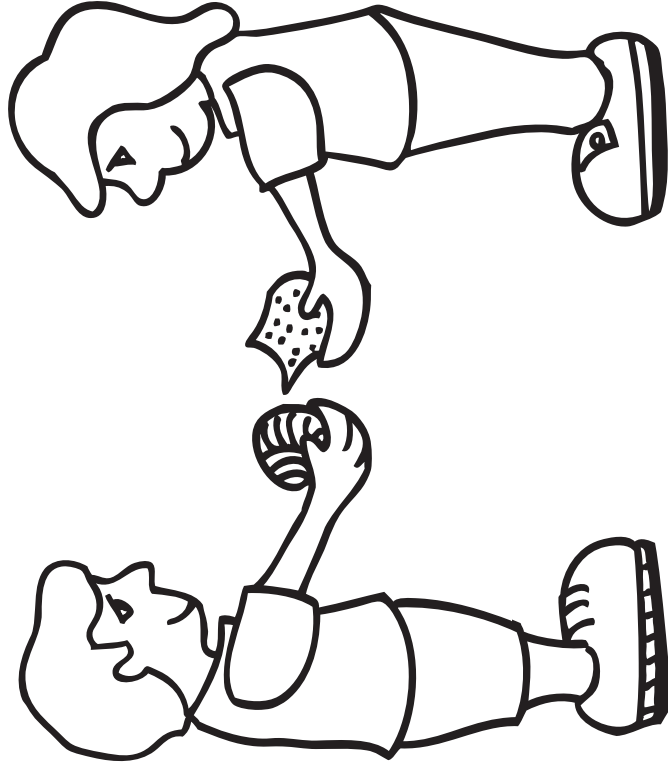
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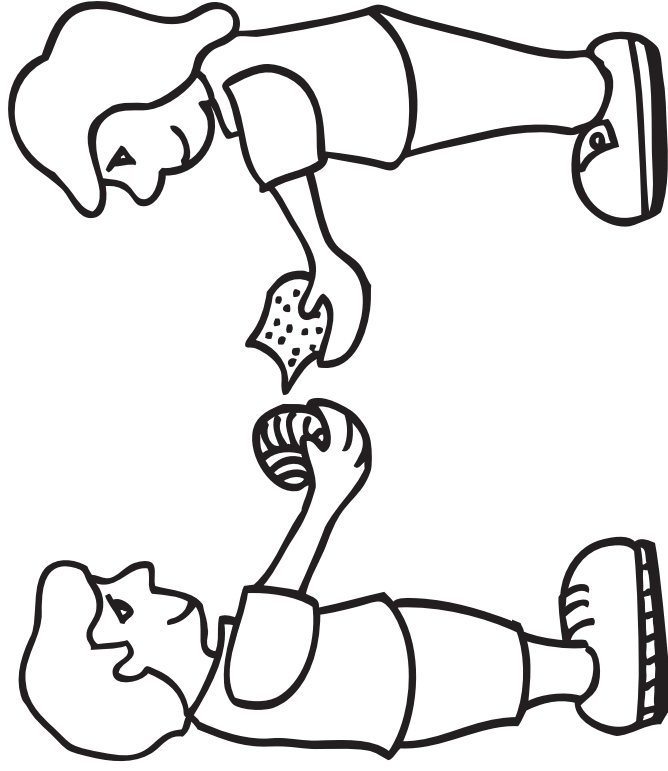
GIVE ONE-GET ONE (GO-GO).....



INTRODUCTION Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

PROGRESSIONS	
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Students use this process to brainstorm lists in academic subjects. Students create a list in the give one column, and then circulate to get one idea to add to their get one list from other students.
Students exchange specific information: their favorite color, their middle name, a pet, and the like.	

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GIVE ONE-GET ONE (GO-GO)

GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

Progression

- Designate a spot in the room (four corners and the center) for each of the MyPlate food categories. After 3 to 5 rounds of exchanging cards, give the command of "home". Students go to the spot designated for the food item card they are holding. Extras keep moving around the room.

GO - GO SNACKS

Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one'. For 1 minute, students list snacks in the 'give one' column that they personally eat or someone they know eats. Students go around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes). Use the list in snack lessons or to select a snack goal for the day.

Variation

- Students think of three favorite snacks. They move freely around the room and exchange one snack idea with up to three other students. Teacher then polls favorite healthy snacks.

Progressions

- Students write their favorite snack on a sticky note. Students come up to the board and put up their sticky note. Teacher uses these snacks to brainstorm sensory words for the snack lesson.
- Students pick a sticky snack note, other than the one they posted, that they will try. Students take the note home. After trying the snack, students write a note (or their name) on the sticky note and return it to class.

GO - GO BEVERAGES

Students list up to five beverages that they drink in the 'give one' column. Students walk around to their classmates and ask for one beverage idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column. Students review their lists and number the beverages from healthiest (given #1) to the least healthy (last on the list).

Variation

- Each student begins with one empty beverage container. Students move freely around the classroom. On signal, students exchange their beverage container with the student nearest to them. Repeat. After 1 minute, the student holding the beverage with the highest number of sugar grams completes 10 jumping jacks.

Progression

- Each student begins with one empty beverage container. Students record nutritional information about the beverage. On signal, students exchange their beverage container with the student nearest to them. Use this information in the beverage lesson or other academic lessons.

GIVE ONE-GET ONE (GO-GO)

GO - GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

Progression

- Designate a spot in the room (four corners and the center) for each of the MyPlate food categories. After 3 to 5 rounds of exchanging cards, give the command of "home". Students go to the spot designated for the food item card they are holding. Extras keep moving around the room.

GO - GO SNACKS

Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one'. For 1 minute, students list snacks in the 'give one' column that they personally eat or someone they know eats. Students go around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes). Use the list in snack lessons or to select a snack goal for the day.

Variation

- Students think of three favorite snacks. They move freely around the room and exchange one snack idea with up to three other students. Teacher then polls favorite healthy snacks.

Progressions

- Students write their favorite snack on a sticky note. Students come up to the board and put up their sticky note. Teacher uses these snacks to brainstorm sensory words for the snack lesson.
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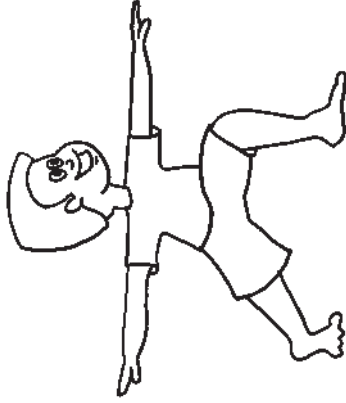
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Yoga — Try 3



INTRODUCTION Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed.

Students hold a pose for 5 to 60 seconds.
Beginning Poses: mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

Advanced Poses: eagle; up dog; reverse triangle; plank; lunge.

Sample sequences:

Mountain — tree — proud warrior.

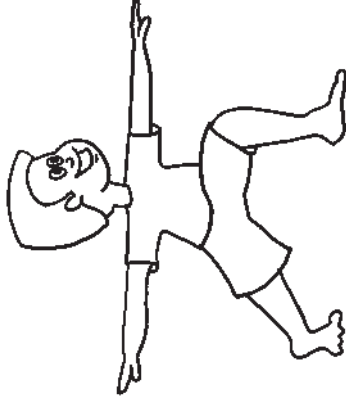
Mountain — standing forward bend — lunge — repeat.

Plank — down dog — jump up.

Proud warrior — triangle — mountain.

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank — lift one foot off ground; mountain — lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

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Mountain — standing forward bend — lunge — repeat.

Plank — down dog — jump up.

Proud warrior — triangle — mountain.

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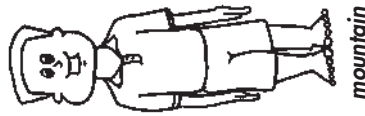
Yoga — Try 3

MY BALANCE

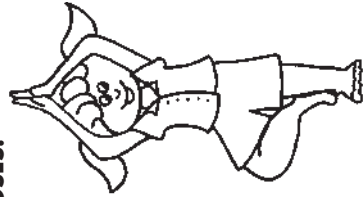
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1. Center of gravity over the base of support.
2. Equal weight on each side of the base.

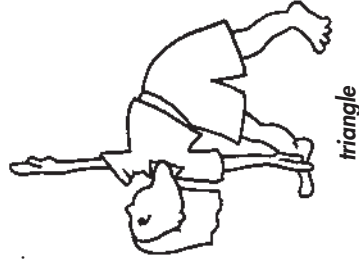
BEGINNING POSES:



mountain



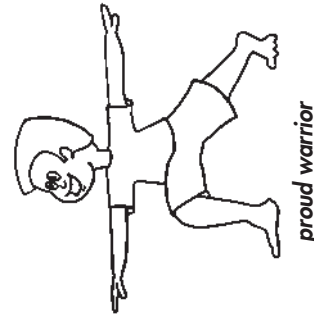
tree



triangle



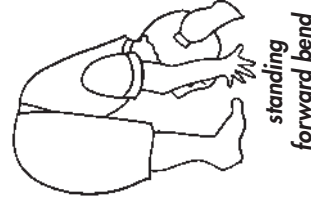
down dog



proud warrior



cat stretch



standing forward bend

Yoga — Try 3

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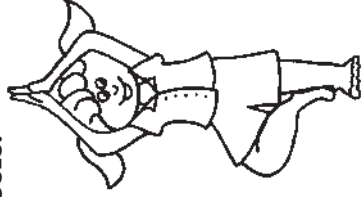
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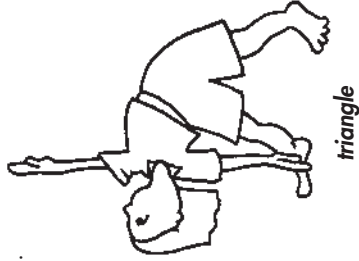
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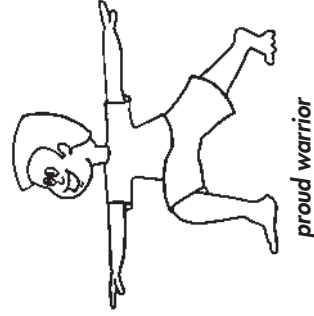
tree



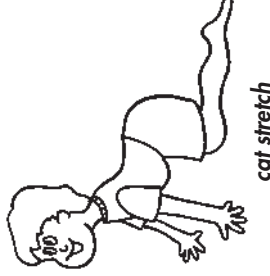
triangle



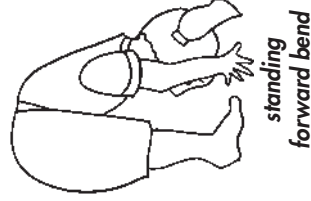
down dog



proud warrior



cat stretch



standing forward bend

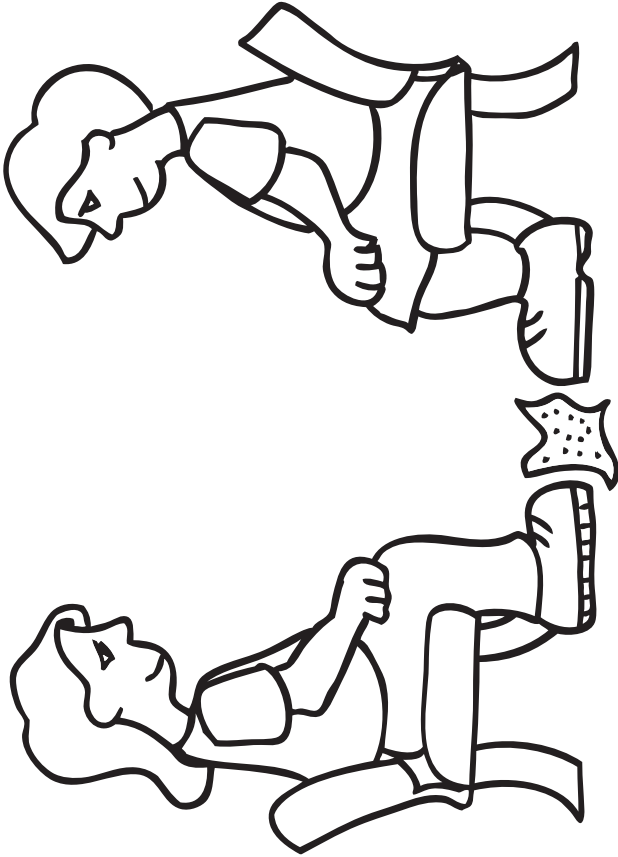
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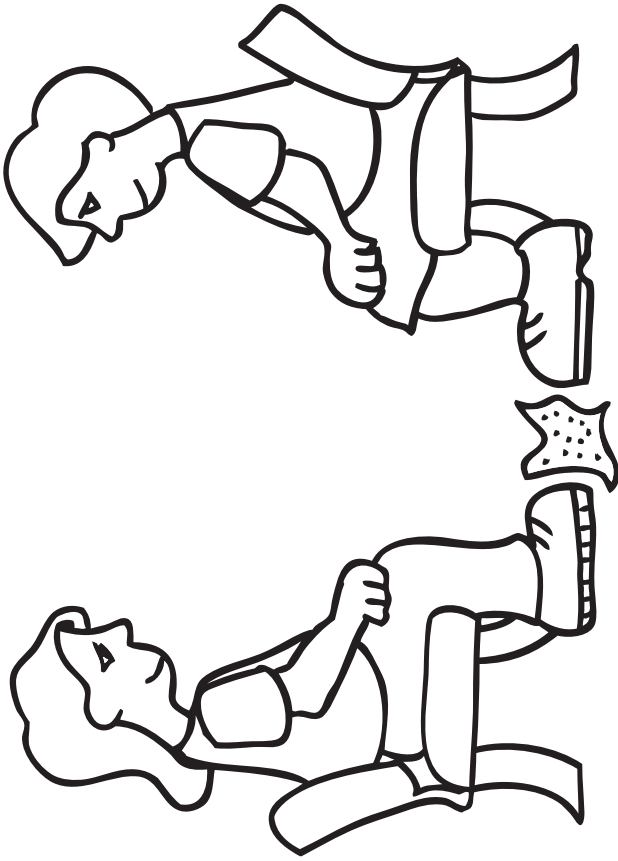
QUICK HANDS



INTRODUCTION Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls “ready”; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Call out either: “right,” “left” or “both”; students react quickly by reaching for the bags using the hand(s) called by the teacher.

VARIATIONS	PROGRESSIONS
A group of three students sit in a triangle.	Twist – students begin with backs facing one another. On prompt, they twist to retrieve the bean bag.
Play seated at desks or a table.	Planks – begin in a plank position.
Students play on their own in groups of three: a caller and two players.	Winners move to a new location, and a new competitor.

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QUICK HANDS

QUICK SERVINGS

After one player retrieves the bean bag, the pair toss the bag back and forth 3 times, then return the bag to its original position. The number three represents the number of milk servings a student is to consume a day. Vary the number to correspond to other dietary servings (4 fruits & vegetables, 5 ounces of protein, 5 waters, 5 food categories) or behavioral recommendations (1 hour of physical activity, 8-9 hours of sleep). Remind students of the significance of the number.

Variation

- The holder of the bean bag completes a movement of choice for 3 times. The pairs may work together and share the movement.

Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 3 times, then they slide it back and forth 3 times.

QUICK STRENGTH

A group of three students sit in a triangle. Three bean bags are placed on the floor in the center between the three students. Teacher calls "ready"; students assume the down part of a sit up. On signal, students react quickly by completing the sit up and reaching for one bean bag. Repeat.

Variations

- Students play in pairs.
- Place three different soft items in the center: bean bag, rubber chicken, yarn ball, paper ball, scarf and the like.

Progressions

- Vary the strength-building movement: squat, push up or plank.
- After grabbing the bean bag, students complete the same movement that began the game.

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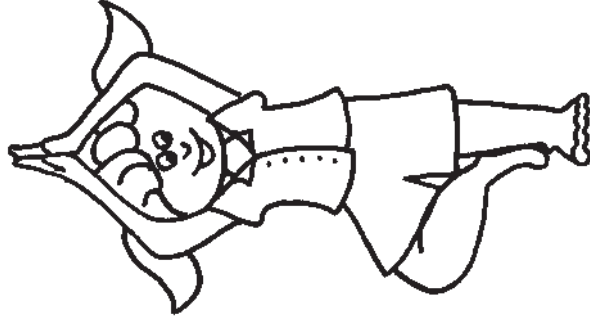
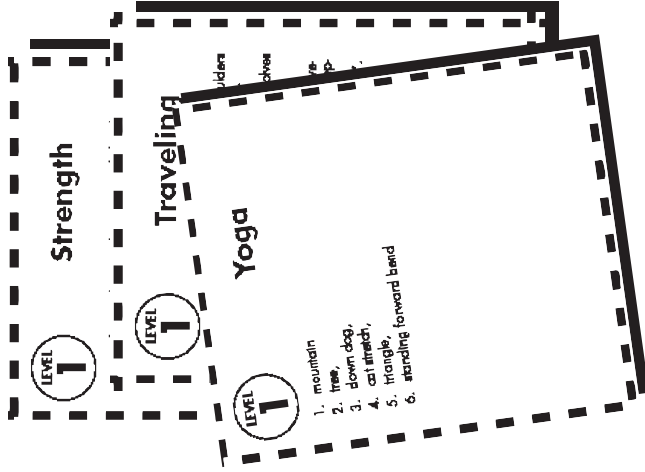
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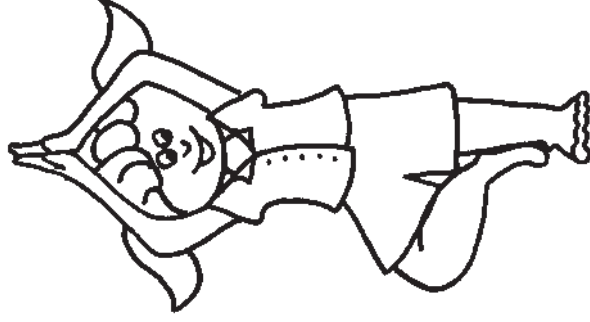
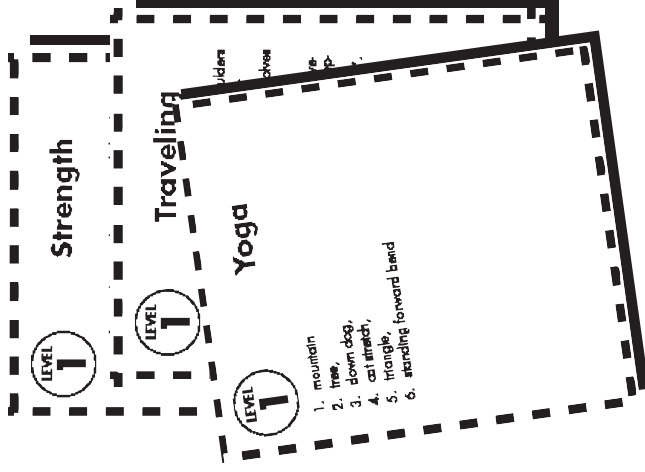
HIT THE DECK



INTRODUCTION Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use movement cues to introduce and reinforce the critical elements of the movement.

VARIATIONS	PROGRESSIONS
Introduce a new movement while students stand in line.	Roll dice and perform the movement the number of times indicated by the dice.
Introduce a new movement during a transition to a new subject.	Build a sequence of new movements, and then add upbeat music.
Ask a student to draw a card from the deck to use as a classroom energizer.	Using index cards, students create their own movement cards.

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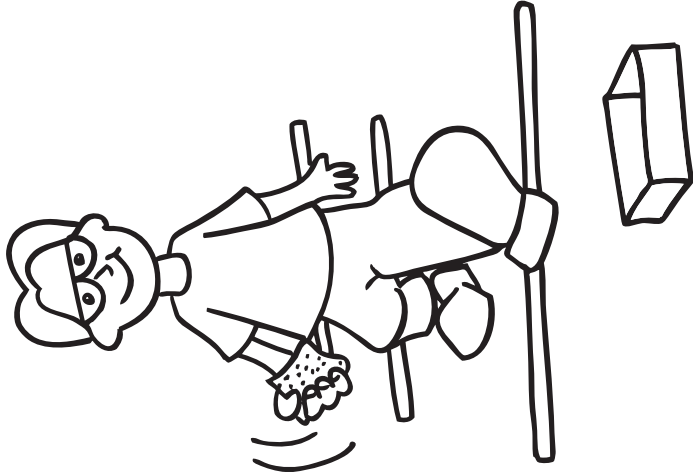
HIT THE DECK

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	Level 1 Movements	Level 2 Movements
Yoga	mountain tree down dog cat stretch triangle standing forward bend	reverse triangle eagle up dog plank proud warrior lunge
Traveling	walk run skip slide hop jump	leap crab crawl bear walk
Strength	push up wall sit squat sit-up bicep curl fly trap	tripod sit up with bicycle legs spades shoulder O's bridge crane
Heart	fast claps scissors high knees jump rope fast toes windmills	jack & jills star jumps high knees squat jumps traveling lunges burpees
Just for fun	shake like a dog the worm popcorn airplane hula the twist	the robot moonwalk leap frog Superman surf

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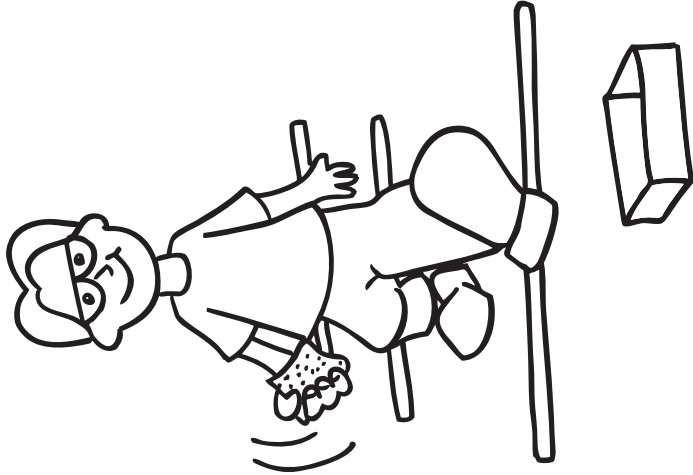
SHOOT, I KNOW THAT!



INTRODUCTION Students shoot bean bags at poly spots, or other targets, placed throughout the room.

VARIATIONS	PROGRESSIONS
Shoot from different distances to the target.	Targets are designated to represent specific points. Students track their point totals.
Change the base of support of the shooter.	Curl Up Shoot Out: From a sit up position, students curl up and shoot at a poly spot.
Change the hand or method of shooting at the target.	

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SHOOT, I KNOW THAT!

SHOOT MYPLATE

Each poly spot or designated target represents a MyPlate food group. Students shoot to build a balanced MyPlate. A balanced plate is achieved by making a shot for each food category.

Variation

- Include a “free choice” basket.

Progression

- Students move in a sequence through the targets.

SHOOT MY SNACKS

Played like the basketball game of horse, students spell out healthy snack words.

If student one makes a shot, student two must make the same shot. If only one person makes the shot, that shooter earns the first (or next) letter in the snack word. The player to spell out the snack word first is the winner.

Variation

- Use spelling words in the game.

Progression

- Students work in teams to spell out as many snack words in a set time period.

SHOOT MY BEVERAGES

Each poly spot or designated target represents a type of beverage: water, soda, juice, milk and others. Each drink target is worth a set number of points: water (5 points), soda (2 points), juice (3 points), milk (5 points) and others (2 points). The first student to accumulate 21 points is the beverage champion.

Variation

- Each beverage target is worth 1 serving. Students shoot to meet dietary guidelines of 5 waters, 3 milks and no more than 2 extras.

Progression

- Speed round - students shoot for 1 minute. The student with the most points wins!

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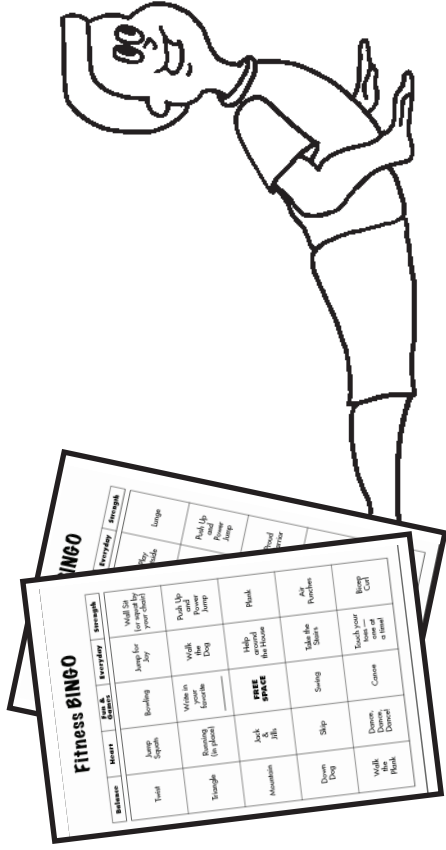
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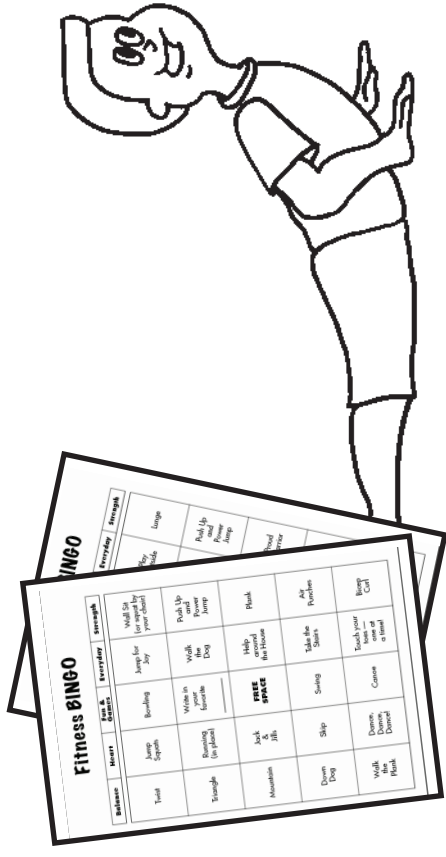
LET'S MOVE BINGO



INTRODUCTION Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers.

VARIATIONS	PROGRESSIONS
Play as a class. Teacher posts one BINGO card, and the class plays along.	Play as a class. Students guess the number of words that will need to be called in order to have a BINGO.
Play as a class. Teacher posts one BINGO card, but teams of students are assigned a column.	Progressive – each student has a posted BINGO card and during the week, they have the opportunity to earn fitness cards. At the end of the week, students with a BINGO lead the class in their BINGO movements.
Teacher does not say the movement word, but acts it out.	Teacher randomly calls on students. Students call a movement off their BINGO card. Any student with that movement can cover the spot.

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LET'S MOVE BINGO

MYPLATE BINGO

Students draw a MyPlate graphic and list three foods in each category. The teacher then draws cards from the food deck. When a student has one food item from each food category, they have MyPlate BINGO.

Variations

- Each student selects a food category. The teacher then draws cards from the food deck. When three items from a particular food category have been called, students who selected that food category have MyPlate BINGO.
- If an extra food item is called, like cookies or sugar-sweetened beverages, the group completes 10 jumping jacks.

Progressions

- Quick Hands BINGO – the student (in each pair) that wins the round of Quick Hands gets the card that the teacher calls. The goal is to build a MyPlate, with one food item from each food category.
- Students build a plate to meet particular food group challenges: 3 milks/dairies or 5 fruits and vegetables.

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[illegible]

NAME: _____

[illegible]

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Jump Squats	Bowling	Jump for Joy	Wall Sit (or squat by your chair)
Triangle	Running (in place)	Write in your favorite _____	Walk the Dog	Push Up and Power Jump
Mountain	Jack & Jills	FREE SPACE	Help around the House	Plank
Down Dog	Skip	Swing	Take the Stairs	Air Punches
Walk the Plank	Dance, Dance, Dance!	Canoe	Touch your toes — one at a time!	Bicep Curl

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Skip	Skateboard	Play Outside	Lunge
Stork Stand	Jump Squats	Write in your favorite _____	Run a Race	Push Up and Power Jump
Tree	Jack & Jills	FREE SPACE	10,000 Steps	Proud Warrior
Up Dog	Swim	Pogo	Take the Stairs	Sit Ups
Triangle	Fast Claps	Canoe	Walk to School	Bicep Curl

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Reverse Triangle	Star Jumps	Dribble	Leap	Wall Sit (or squat by your chair)
Mountain	Fast Walk	Write in your favorite _____	Walk to School	Plank
One Foot Stance	Slide	FREE SPACE	Clean Your Room	Rope Climbing
Walk the Plank	Dance, Dance, Dance!	Soccer	Play Outside	Karate
Tripod	Bike	Hide and Seek	Touch your toes — one at a time!	Push Up and Power Jump

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Down Dog	Jack & Jills	Golf	Play Outside	Proud Warrior
Triangle	Fast Clasps	Write in your favorite _____	Hop	Lunge
Cat Stretch	Fast Walk	FREE SPACE	Help Around the House	Push Up
Twist	Skip	Kickball	Walk the Dog	Air Punches
Tripod	Running (in place)	Bowling	10,000 Steps	Karate

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
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Triangle	Fast Clasps	Write in your favorite _____	Hop	Lunge
Cat Stretch	Fast Walk	FREE SPACE	Help Around the House	Push Up
Twist	Skip	Kickball	Walk the Dog	Air Punches
Tripod	Running (in place)	Bowling	10,000 Steps	Karate

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Balance	Heart	Fun & Games	Everyday	Strength
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Triangle	Fast Walk	Write in your favorite _____	Leap	Air Punches
Stork Stand	Swim	FREE SPACE	Hop	Wall Sit (or squat by your chair)
Twist	Slide	Ski	Take the Stairs	Rope Climbing
Tree	Bike	Pass	Touch your toes — one at a time!	Sit Ups

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
		FREE SPACE		

Fitness BINGO

Balance	Heart	Fun & Games	Everyday	Strength
		FREE SPACE		

Cards/Slips for BINGO

Balance	Heart	Fun & Games	Everyday	Strength
Twist	Running	Bowling	Play Outside	Wall Sit
Triangle	Jack and Jills	Swing	Walk the Dog	Push Up and Power Jump
Mountain	Squat Thrusts (jumps)	Canoe	Help Around the House	Plank
Down Dog	Skip	YOUR FAVORITE	Take the Stairs	Proud Warrior
Up Dog	Dance, Dance, Dance!	Skateboard	Toe Touches	Air Punches
Walk the Plank	Fast Walk	Pass — Foot or Throwing	Leap	Biecep Curl
One Foot Stance	Slide	Kickball	Walk to School	Rope Climbing
Cat Stretch	Swim	Hide and Seek	10,000 Steps	Sit Ups
Tree	Crab Crawl	Soccer	Hop	Lunge
Reverse Triangle	Bike	Golf	Clean Your Room	Karate
Tripod	Star Jumps	Water or Snow Ski	Run a Race	
Stork Stand	Fast Claps	Ice or Roller Skate	Jump for Joy	
		Dribble		
		Pogo		

Book List

KINDERGARTEN

Eating the Alphabet by Lois Ehlert
(Voyager Books, ISBN 978-0-152244354)

The Fruit Group by Helen Frost
(Capstone Press, ISBN 0-7368-0537-0)

Green Beans, Potatoes, and Even Tomatoes:
What Is In The Vegetable Group?
by Brian P. Cleary and Martin Goneau
(Millbrook Press, ISBN 978-0-76-136338-5)

Gregory, the Terrible Eater by Mitchell Sharmat
(Scholastic, ISBN 978-0-54-512931-2)

How Do Dinosaurs Eat Their Food?
By Jane Yolan and Mark Teague
(Scholastic, ISBN 978-0-439241021)

Huggles Breakfast by Joy Cowley
(The Wright Group, ISBN 978-0-780248748)

Jamie O'Rourke and the Big Potato by Tomie dePaola
(Penguin, ISBN 978-0-698116030)

Rah, Rah, Radishes! A Vegetable Chant by April
Sayre (Beach Lane Books, ISBN 978-1-442421717)

Sid the Science Kid: Why Can't I Have Cake for
Dinner? by Jodi Huelin
(Harper, ISBN 978-0-061852664)

We Like Fruit by Cynthia Swain (Benchmark Educa-
tion, My First Readers' Theatre Science)

FIRST GRADE

Anno's Magic Seeds by Kenneth Grahame
(Penguin, ISBN 978-0-698116184)

Apple Fractions by Jerry Pallotta
(Scholastic, ISBN 978-0-439389013)

Blueberries for Sal by Robert McClosky
(Penguin, ISBN 978-0-140501698)

Eat Green by Jean Feldman and Holly Karapetkova
(Rourke Publishing, ISBN 978-1-615901890)

How Do You Feed a Hungry Giant?
By Caitlin Friedman (Workman Publishing Company,
ISBN 978-0-761157526)

Stone Soup by Marcia Brown
(Aladdin, ISBN 978-0-689711039)

Sweet Tooth by Margie Palatini
(Simon and Schuster, ISBN 978-0-689851599)

The Matzah Man by Naomi Howland
(Houghton Mifflin Harcourt, ISBN 978-0-
618117505)

The Vegetable Alphabet Book by Jerry Pallotta
(Charlesbridge, ISBN 978-0-881064698)

What Should I Put on My Plate by Cathy Torrisi
(Abrams Learning Trends, ISBN 978-0-766419872)

SECOND GRADE

Cloudy with a Chance of Meatballs by Judi Barrett
(Atheneum, ISBN 978-0-689707490)

Food by Laura Byller
(DK Publishers, ISBN 978-0-756611729)

Food Fight by Carol Shields
(Chronicle Books, ISBN 978-1-929766291)

June 29, 1999 by David Wiesner
(Clarion, ISBN 0-395-59762-5)

Macaroni and Rice and Bread by the Slice: What's
In the Grain Group? By Brian Cleary
(Millbrook Press, ISBN 978-0-761363866)

Math Potatoes: Mind-Stretching Brain Food
by Greg Tang (Scholastic, ISBN 978-0-439443906)

Lousy Rotten Stinkin' Grapes by Margie Palatini
(Simon and Schuster, ISBN 978-0-689802461)

One Grain of Rice by Demi
(Schoastic, ISBN 978-0-590939980)

The Yummy Alphabet Book by Jerry Pallotta and Lane
Evans (Charlesbridge, ISBN 978-0-881068986)

Tops and Bottoms by Janet Stevens
(Harcourt Brace, ISBN 978-0-15-2928510)

Classrooms that Move!

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