

# Let's Move

West Virginia

Active Schools





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2011-2012**

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*Click for a Message From Dr. Joreia Marple  
State Superintendent of Schools*

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## **“Let’s Move!” WV**

In alignment with “Let’s Move!”, America’s campaign to raise a generation of healthier kids, the West Virginia Department of Education supports and promotes the participation of students in daily physical activity, and is committed to supporting a healthy school environment. Let’s Move! WV is dedicated to solving the challenge of childhood obesity within a generation so that children born today will grow up healthy and able to pursue their dreams. Combining comprehensive strategies with common sense, Let’s Move! WV is about putting children on the path to a healthy future.

### **Active Schools as part of the “Let’s Move! WV” Campaign**

**Active Families:** Engage in physical activity each day: a total of 60 minutes for children, 30 minutes for adults.

**Active Schools:** A variety of opportunities are available for schools to add more physical activity into the school day, including physical education classes, before–and afterschool programs, recess, action–based classroom activities and opening school facilities for student and family recreation in the late afternoon and evening.

**Active Communities:** Mayors and community leaders can promote physical activity by working to increase safe routes for kids to walk and ride to school; by revitalizing parks, playgrounds and community centers; and by providing fun and affordable sports and recreation programs.

Given the significant amount of time students spend at school, it is a key place for kids to get a portion of the recommended 60 minutes of moderate to vigorous activity each day. Schools serving pre-K through eighth grade can undertake a combination of strategies and approaches to help students be more physically active, including:

- Creating infrastructure within schools that increases access to and encourages physical activity for all students.
- Maintaining strong physical education (PE) programs that engage students in moderate to vigorous physical activity for at least 50% of PE class time;
- Providing a variety of activities and specific skills so that students can be physically active not just during PE class but throughout the day and year.

### **Expectations for Let’s Move! WV – Active Schools**

Let’s Move! WV – Active Schools is an initiative for grades pre-K through eight to accumulate an additional 15 minutes of daily physical activity. Short physical activity breaks are easily implemented by integrating movement, music and academic lessons. Teachers need to work together to plan intentional activity breaks that best utilize the interests of students as well as the available space and materials that exist within their school.



### **Expectations:**

- accumulate at least 15 minutes daily of moderate to vigorous physical activity (intensity that increases heart rate and produces heavier than normal breathing);
- schedule during instructional time (in addition to physical education and recess);
- plan for implementation in a variety of locations, including classrooms, hallways, outdoors, gymnasium and multipurpose rooms (this guide is tailored for use in the classroom);
- encourage use of individual and/or classroom activity logs showing minutes of daily participation (available online activity tracker - The President's Challenge)

### **Benefits of Daily Physical Activity**

According to National Association for Sport and Physical Education (NASPE), benefits of daily physical activity include:

- Reduces the risk for overweight, diabetes, and other chronic disease
- Helps children feel better about themselves
- Reduces the risk for depression and the effects of stress
- Helps prepare children to be productive, healthy members of society and improves overall quality of life.

In addition to the health benefits, emerging research suggests physical activity (PA) can improve academic performance. It has been shown that classroom-based physical activity provides beneficial amounts of PA for children (Erwin, Abel, Beighle, & Beets, 2009; Oliver, Schofield, & McEvoy, 2006; Stewart, Dennison, Kohl, & Doyle, 2004) and that PA can occur in the classroom without compromising learning (Ahamed, Macdonald, Reed, Naylor, Liu-Ambrose, & McKay, 2007; Della Valle, Dunn, Dunn, Sinatra, & Zenhausern, 1986; Maeda & Randall, 2003). In addition, a handful of studies have revealed a positive relationship with PA and specific facilitators of learning such as on-task behavior (Mahar, Murphy, Rowe, Golden, Shields, & Raedeke, 2006; Molloy, 1989), concentration (Lowden, Powney, Davidson, & James, 2001; Norlander, Moas & Archer, 2005), memory (Della Valle et al., 1986), comprehension (Ulrich & Swalm, 2007), and specific reading and math skills (Fredericks, Kokot, & Krog, 2006). Research also indicates a trend toward PA and increased academic achievement in children (Coe, Pivarnik, Womack, Reeves, & Malina, 2006; Sallis, McKenzie, Kolody, Lewis, Marshall & Rosengard, 1999).

Nationally recognized research from Wood County Schools in Parkersburg WV recently highlighted by both the Centers of Disease Control and the American Heart Association, has clearly shown the positive connections between healthier children, daily physical activity and academic performance. This research was conducted by Lesley A. Cottrell Ph.D – WVU, Co-authors Richard Wittberg, Ph.D., and Karen Northrup, M.S.N.

## **Roles of the Principal and Staff**

The Principal, physical education teacher, and staff play essential leadership roles in planning and implementation of intentional physical activity opportunities. Therefore, it is important that they be actively engaged in and supportive of Let's Move! WV - Active Schools. The principal and staff are ultimately responsible for ensuring all students, including students with special needs, are able to participate in a safe manner. It is also important for the principal to verify that daily physical activity is planned for all students at some point during each instructional day.

Principals should use the following suggestions to establish a supportive environment:

- Provide flexibility in the framework for implementing daily physical activity through the school schedule.
- Encourage staff to approach daily physical activity with a positive attitude.
- Motivate teachers to provide input regarding the ultimate framework and the implementation plan for activities used within the school.
- Support teachers in attending in-service training throughout implementation and share in professional learning communities related to the implementation progress.
- Ensure appropriate school personnel communicate health related issues (IEP modifications, 504 Plans, etc.) with staff members.

## **Motivating Students to Participate**

If physical activities are structured to be enjoyable, short in length and delivered with enthusiasm, students are more likely to participate. Within this document staff members will find a variety of enjoyable activities which can be individually tailored for use in grades pre-K through eight.

## **Planning for Daily Physical Activity**

To fully establish Let's Move! WV - Active Schools, it is recommended that schools implement the following steps:

1. Appoint a committee to provide guidance. This committee, perhaps a sub-committee of the School Wellness Team, should be comprised of (but not limited to) administrator, physical educator, health teacher, classroom teachers, staff and volunteers who can help facilitate the school's plan.
2. Conduct a baseline assessment (Let's Move! WV School Physical Activity Survey) of PA components as they currently exist in the school.
3. Create an action plan that is school specific.
4. The action plan should include the baseline assessment, objectives and activities to meet the goal of accumulating an additional 15 minutes of physical activity daily. This is in addition to physical education, recess and other physical activity opportunities.
5. Implement the Action Plan

Implementation of the Let's Move! WV - Active Schools requires careful and creative planning to ensure that every student has access to daily physical activities that are safe, of high quality and which promote positive health behaviors students will draw upon for a lifetime. Surveying the current physical activity levels in the school will provide a starting point. The following survey will be available online at the beginning of school.

### **Let's Move! WV School Physical Activity Survey**

Information provided will determine the current status of daily physical activity in your school.

When determining percentage of "physical activity breaks", do not include physical education or recess.

It is recommended that survey be completed collaboratively by Principal and Physical Education teacher.

1. School Name

2. County

3. Principal's Name

4. Survey completed by

- ☐ Survey completed by Principal  
☐ Physical Education teacher  
☐ Principal and Physical Education teacher

5. On average, how many minutes per week of physical education does each student in your school receive?

6. What percentage of teachers offer physical activity breaks on a daily basis?

7. Of the teachers who offer physical activity breaks, on average, how many total minutes are offered per day?

8. On average, how many minutes of recess do students receive per day?

9. Does your school offer supervised physical activity opportunities before and/or after school?  
(e.g. intramurals, running or walking clubs)  
If so, provide examples and indicate if they are free or for a fee.

Once the baseline amount of physical activity is established, the committee should develop an action plan to achieve the desired 15 minutes per day (in addition to physical education and recess). The physical educator will play an important role as the physical activity director to lead this effort. Activities in this resource guide should be introduced in physical education class by the physical education teacher at the beginning of the school year. After the introduction of the activities, the classroom teacher will facilitate student participation with the Let's Move! WV-Active Schools Resource Guide Activities and any other activities determined by the committee. Additional physical activities are provided in the resource section for classroom teachers to utilize.

### **Sample Schedules**

The following sample schedules illustrate just three of many ways in which daily physical activity can be incorporated into the instructional day. Schedules may be on a school-wide basis, as a combination of school-wide planned activity or planned by individual classroom teachers. Principals and teachers are encouraged to explore additional ways in which the cumulative minimum of fifteen minutes of physical activity may be scheduled at their individual schools.

While the primary location for scheduling these activities is the classroom, it is important to remember daily physical activity may take place in any area of the school which is safe and appropriate for student participation. Many schools, especially in Pre-K through five and within the middle grades, practice block scheduling. In such cases, schedules would not involve the subject-by-subject breakdown shown in the samples. Instead, individual teachers would determine how to integrate daily physical activity time into the blocks of time they have available for instruction in various subject areas.

**Sample Schedule 1**  
**Daily Physical Activity Planned on a School-Wide Basis**

Period	Day 1	Day 2	Day 3	Day 4	Day 5
<b>First 15 minutes</b>	<i>Daily Physical Activity</i>	<i>Daily Physical Activity</i>	<i>Daily Physical Activity</i>	<i>Daily Physical Activity</i>	<i>Daily Physical Activity</i>
<b>1</b>	Reading/English	Reading/English	Reading/English	Reading/English	Reading/English
<b>2</b>	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
<b>Recess</b>					
<b>3</b>	The Arts	The Arts	The Arts	The Arts	The Arts
<b>4</b>	Science	Science	Science	Science	Science
<b>Lunch</b>					
<b>5</b>	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<b>6</b>	Wellness	Social Studies	Wellness	Social Studies	Wellness
<b>Recess</b>					
<b>7</b>	Technology	Technology	Social Studies	Technology	Technology

In this example, the entire student population participates in daily physical activity at the same time, in the classroom, the gymnasium, or outdoors, if weather permits. Each grade could be responsible for organizing and leading the school in the activities each week.

**Sample Schedule 2**  
**Combination of School-Wide Activity and Activity Planned by**  
**Individual Classroom Teachers**

Period	Day 1	Day 2	Day 3	Day 4	Day 5
9 a.m. - 10:15 a.m.	<b>Whole-School PA*</b>	Reading/English Language Arts	<b>Whole-School PA*</b>	Reading/English Language Arts	<b>Whole-School PA*</b>
	Reading/English Language Arts		Reading/English Language Arts		Reading/English Language Arts
<b>Recess</b>					
10:30 a.m. - 11:30 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
				<b>Classroom PA led by teacher</b>	
11:30 a.m. - 12:20 p.m.	Wellness		Wellness	Wellness	
<b>Lunch</b>					
1 p.m. - 1:40 p.m.	Science & Technology	Science & Technology	Science & Technology	Science & Technology	Science & Technology
		<b>Classroom PA led by teacher</b>			
1:40 p.m. - 2:20 p.m.	The Arts	The Arts	Social Studies	The Arts	The Arts
<b>Recess</b>					
2:30 p.m. - 3:10 p.m.	Reading/English Language Arts	Social Studies	Reading/English Language Arts	Social Studies	Social Studies

**\*School-wide activity occurs on a rotating schedule. For example:**

Week 1 – Period 1 on Monday, Wednesday, and Friday

Week 2 – Period 2 on Tuesday and Thursday

Week 3 – Period 3 on Monday, Wednesday, and Friday

Week 4 – Period 4 on Tuesday and Thursday

Individual classroom teachers schedule lead daily physical activity with their classes on the days when school-wide activity is not planned.

### Sample Schedule 3

#### Daily Physical Activity Planned by the Classroom Teacher

Period	Day 1	Day 2	Day 3	Day 4	Day 5
1	Reading/English Language Arts	Reading/English Language Arts	Reading/English Language Arts	Reading/English Language Arts	Reading/English Language Arts
	Daily Physical Activity				
2	Reading/English Language Arts				
Recess					
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
		Daily Physical Activity			
4		Mathematics	Wellness		Wellness
Lunch					
5	Wellness	Science & Technology/ Social Studies	Science & Technology/ Social Studies	Science & Technology/ Social Studies	The Arts
				Daily Physical Activity	
6				Science & Technology/ Social Studies	
	Daily Physical Activity				
Recess					
7	World Language	World Language	World Language	World Language	World Language
					Daily Physical Activity

In this example the classroom teachers incorporate daily physical activity on one day of the week. On other days of the week, to avoid having physical activity affect instruction in the same subject every day, the teachers coordinate responsibility for this activity at different times of the day.

The teacher determines when daily physical activity can most effectively be integrated into content area instruction and when it is more appropriate to conduct physical activity independent of instruction in any other subject. **If the individual teacher chooses, he/she can intersperse three five minute periods of physical activity throughout the instructional period.**



## **Safety in Physical Activity**

Daily age-appropriate physical activity time should challenge the innate desire of each child to explore, experiment, and be creative. It should provide students with a safe and supportive environment in which they can all be physically active participants and benefit from opportunities that enhance self-confidence.

Safety considerations are integral to the planning and implementation of daily physical activity for students. The primary responsibility for the care and safety of students rests with all school employees. Reasonably foreseeable risks must be identified, and procedures developed to help prevent or minimize the risk of accidents or injuries. All staff need to be mindful of updated facility/building changes/information; observe students carefully; and act with common sense and foresight. Effective supervision, as well as the development of consistent routines and expectations for all facilities and activities, will allow staff to manage risks (i.e. ensure appropriate school staff communicate health related issues; IEP Modifications, 504 Programs, etc. to staff).

The programmatic physical activity guides provide space to individualize activity for adaptations for students with movement or health concerns and reflection for modifications in the future. The format can be used to create movement exercises by educators specifically for school settings and facilities. The creativity of students can become another resource once students become accustomed to the routine for movement breaks.

Your school/classroom can modify or adjust activities to accumulate movement breaks that best suit the local needs and enjoyment of students and staff. Activities found in the different programmatic levels work in many age groups and are considered starting points. Small or limited spaces do not prevent activity; they invite physical activity leaders to become creative, innovative and resourceful. Have fun as you discover that moving is learning.

**PreK-2**  
**Let's Move! WV**  
*Physical Activities*



## Activity

**ABC Fitness**

## Materials/Music Needed

None

*Description of Activity*

Challenge students to perform the following movements:

- **A** is for **Air**. Can you take 5 deep breaths of air?
- **B** is for **Bouncing**. Can you bounce like a ball?
- **C** is for **Curling**. Can you curl your body into a round shape?
- **D** is for **Dodging**. Can you dodge from side to side?
- **E** is for **Exercises**. Can you do your favorite exercise?
- **F** is for **Football**. Can you pass a ball like a quarterback?
- **G** is for **Golf**. Can you swing your golf club and hit the ball hard?
- **H** is for **Helmet**. Can you put yours on and ride your bike?
- **I** is for **Ice Skating**. Can you skate around the room?
- **J** is for **Jump**. Can you jump up high?
- **K** is for **Kick**. Can you kick each foot up high?
- **L** is for **Lean**. Can you lean to the left, then lean to the right? Do it again 5 times.
- **M** is for **Muscles**. Can you pose and show me your muscles?
- **N** is for **Nose**. Can you touch your nose? Sing and do Head, Shoulders Knees & Nose.
- **O** is for **Over**. Can you jump over 3 great big holes?
- **P** is for **Push-ups**. Can you do 18 push-ups?
- **Q** is for **Quietly**. Can you tip toe quietly?
- **R** is for **Run**. Can you run in place very fast?
- **S** is for **Swim**. Can you swim like a fish?
- **T** is for **Throw**. Can you throw the ball really far?
- **U** is for **Under**. Can you get under your desk?
- **V** is for **Vibrate**. Can you shake and vibrate like a washing machine?
- **W** is for **Wiggle**. Can you wiggle like a worm?
- **X** is for **X-ray**. Can you trace the bones in your arms and hands that an x-ray could see?
- **Y** is for **Yo-yo**. Can you go up and down like a yo-yo?
- **Z** is for **Zigzag**. Can you zigzag around the room?

Adaptations for Students with Movement or Health Concerns:

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

Activity <b>Air Jump Rope</b>	Materials/Music Needed None
Description of Activity <ol style="list-style-type: none"> <li>1. Students jump an imaginary jump rope. They may jump any speed, forwards or backwards, any style (one foot, crisscross, etc.)</li> <li>2. Students can learn and recite jump rope rhymes as they are jumping. They can also make up their own.</li> <li>3. Sources of Jump Rope Rhymes  <a href="http://www.kyanags.org/pdfs/004.pdf">http://www.kyanags.org/pdfs/004.pdf</a>  <a href="http://www.gameskidsplay.net/jump_rope_rhymes/">http://www.gameskidsplay.net/jump_rope_rhymes/</a> </li> </ol>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity

## Air Writing

Materials/Music Needed

None

*Description of Activity*

1. Students are asked to draw specific letters in the air with different body parts. Teacher can name a letter or show a picture of a letter or an object that starts with that letter. Students are asked to draw that letter with their arm, one finger, head, foot, knee, elbow or even their belly.
2. Variation – Spell words, their name, their spelling words for the week

Adaptations for Students with Movement or Health Concerns:

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

**Activity****As If...***\*Adapted from ABC for Fitness, David Katz***Materials/Music Needed****None****Description of Activity**

- Have students act out each statement for 20 – 30 seconds.
  1. Run in place as if a big scary bear is chasing you.
  2. Jump in place as if you are popcorn popping.
  3. Reach up as if you are grabbing apples from a tree.
  4. March in place playing an instrument as if you are in a marching band.
  5. Paint as if the paint brush is attached to your head.
  6. Walk forwards as if you are walking through chocolate pudding.
  7. Swim as if a shark is chasing you. Pull as if you are pulling a wagon.
  8. Sway as if you are a tree in a wind storm. Push as if you are trying to move a big rock.
  9. Scoot feet as if you were skating. Shake as if you are a wet dog try to dry off.
- Students may create additional as if statements for the class to act out.

**Adaptations for Students with Movement or Health Concerns:****Safety precautions in limited space:**

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

**Reflection for modifications in the future:**

Activity <b>Balloon O, No</b>	Materials/Music Needed <i>1 Balloon per student</i>
Description of Activity Students will keep a balloon in the air by hitting it. They begin hitting it any way they choose. The teacher will then say: <ol style="list-style-type: none"> <li>"O, No, You hurt your right hand". Then students can no longer use their right hand to hit their balloon.</li> <li>"O, No, You hurt your left elbow, it won't bend".</li> <li>"O, No, You sunburned your head – it hurts too much to use your head".</li> <li>"O, No, You sprain your ankle" – stand on one foot</li> <li>"O, No, You broke your other leg" – sit on chair or floor</li> </ol> Keep adding O, No's until the students can no longer keep the balloon up. <i>Game can be repeated taking away different body parts in different orders.</i>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

## Activity

# Crossing the Midlines Relay

## Materials/Music Needed

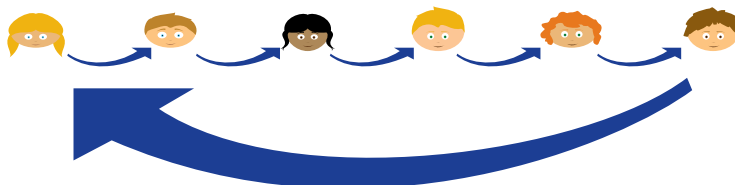
- Object to hand from one person to the next person (E.G.- fruit or vegetable toy; yarn ball; bean bag; small foam noodle; squishy spider ball; mechanics rag)
- Music of your choice or seasonal songs

## Description of Activity

- Children are placed lines of 5 or 6 standing side to side.



- The children will hand an object from one side the body to the person beside them.
- Have children hand the object one direction then back to the beginning person so they cross the midline of the body L to R then R to L.
- Each time the motor task is completed the teacher can have another object to be handed back and forth through the line.
- When the teacher pauses the music children can then learn sequential patterning by rotating places in the line.



- Then another handing of objects occurs when the teacher begins the music.

## Adaptations for Students with Movement or Health Concerns:

## Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

## Reflection for modifications in the future:



Activity <i>Dances</i>	Materials/Music Needed <i>Appropriate Music</i>										
<p><i>Description of Activity</i></p> <p>The following are some common dances that could be used with this age group:</p> <table border="0"> <tr> <td>Chicken Dance</td><td>If You're Happy and You Know It</td></tr> <tr> <td>Head, Shoulders, Knees and Toes</td><td>The Farmer in the Dell</td></tr> <tr> <td>Hokey Pokey</td><td>Wheels on the Bus</td></tr> <tr> <td>Itsy Bitsy Spider</td><td>Macarena</td></tr> <tr> <td>Skip to My Lou</td><td>London Bridge</td></tr> </table> <p>Have students turn in a circle, step in place rather than move around the room where the space is limited.</p>		Chicken Dance	If You're Happy and You Know It	Head, Shoulders, Knees and Toes	The Farmer in the Dell	Hokey Pokey	Wheels on the Bus	Itsy Bitsy Spider	Macarena	Skip to My Lou	London Bridge
Chicken Dance	If You're Happy and You Know It										
Head, Shoulders, Knees and Toes	The Farmer in the Dell										
Hokey Pokey	Wheels on the Bus										
Itsy Bitsy Spider	Macarena										
Skip to My Lou	London Bridge										
<p>Adaptations for Students with Movement or Health Concerns:</p>											
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>											
<p>Reflection for modifications in the future:</p>											

Activity <b>Desk Pong</b>	Materials/Music Needed <i>1 soft ball per student. Wadded newspaper or typing paper can be used for a ball for this activity</i>
Description of Activity	
<p><b>Singles</b> Ball is placed at one side of desk and hit with the hand or arm to the other side and then immediately hit back. Students can be challenged to get a certain number of hits in a row.</p> <p><b>Doubles</b> One player is on each side of the desk and players hit the ball back and forth. They can play it cooperatively and see how many hits they can get in a row or play against each other.</p> <p><b>Variation:</b> Play sitting or kneeling on the floor</p>	
Adaptations for Students with Movement or Health Concerns:	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>Exploring Space</b>	Materials/Music Needed None	
Description of Activity		
Students will move throughout the room without touching anyone or anything unless asked. The teacher will continuously ask students to move to different places in the room. Teachers can add more challenges appropriate to their room.		
Go to a wall	Walk around a desk	Touch something green
Go to a door	Touch a table leg	Touch something high
Crawl under a desk	Go to a trash can	Stand under a light on one foot
Go to a window	Go to a bookcase	Touch a chair with elbow
Lie down under a desk	Go to a white board	Stand on toes at back of room
Kneel at the front of the room		
Adaptations for Students with Movement or Health Concerns:		
Work with a buddy		
Safety precautions in limited space:		
<ul style="list-style-type: none"><li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li><li>• Remind students that space is limited.</li></ul>		
Reflection for modifications in the future:		

## Activity

# Follow the Leader

*this activity has many variations of movement patterns focusing on getting arms moving while walking or standing in one place*

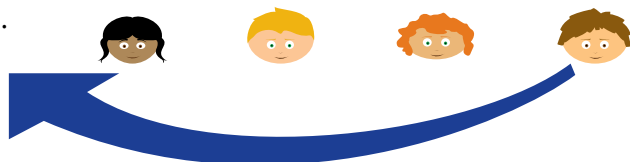
## Materials/Music Needed

*Open space of the room*

*Music of your choice*

### Description of Activity

1. Place 4-children in lines or small groups
2. Demonstrate rotation pattern of the leader going to the end of the line each time the music pauses.



3. The leader will do a movement pattern with his/her arms which is then mimicked by the group as they stand still. After 15 seconds pause the music and have the leader move to the end of the line. Repeat the procedure until all the children in the group have been a leader and they understand to mirror the leader.
4. Then have the children begin marching when the music starts and they continue to mirror the leader. When the music is paused the teacher can assist children with the sequential patterning of switching leaders.

### Adaptations for Students with Movement or Health Concerns:

*Children can be placed with a child and the line rotates places or has an adult push a child in a wheelchair.*

### Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

### Reflection for modifications in the future:

Activity

## Hot Potato

Materials/Music Needed

*4-5 soft balls or balls rolled from socks ( 1 for each 5-6 students)*

*Description of Activity*

1. Students stand in a circle in groups of 4-6 (smaller groups are best). On go, students begin passing the ball around the circle. When the teacher says “hot potato”, the person with the ball is burned. If no one has the ball, it is the last person to have touched it. The person who is burned steps out of the circle and performs a task while the game goes again. They rejoin the circle for the next game.
2. Tasks might include: hopping on one foot, balancing on their toes, jumping jacks, sitting and stretching, crab kicks, cross jumps, etc.

Adaptations for Students with Movement or Health Concerns:

*Sitting in circle, hand the ball to the next person rather than passing it.*

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

Activity

# Letter Formation With Yarn Strings

*this leads from gross motor to fine motor  
development for letter formation*

Materials/Music Needed

*Braided yarn strings about 4 feet in length or cloth  
clothesline*

*Specific songs commanding letter formation on listening  
cues*

*Rhythmic instrumental music to have children move the  
string while forming letters*

Description of Activity

1. Each child can stand and face the teacher/leader of writing letters in the air to establish visual patterns of letters and shapes. The teacher might pull letters from a deck of cards showing beginning letters/sounds to lead this activity.
2. Each child is given the braided yarn or cloth clothesline to form shapes or letters.
3. The teacher/leader can draw letters/shapes with his/her string, then the children mimic the gross motor pattern prior to writing letters using fine motor skills on a piece of paper.
4. Music can be added to enhance the rhythmic flow of muscle movements as visual tracking occurs while moving the string through space.

Adaptations for Students with Movement or Health Concerns:

*Children with issues standing might be placed on the floor to balance his/her body.*

*A teacher/aide might move a visually impaired child's arm to establish muscle memory.*

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

## Activity

# Movement Vocabulary Action Words

(walk-run; jump hop; skip-leap; turn-twist; slide-gallop; high-low; swing-sway)

## Materials/Music Needed

Word cards to be randomly selected that children can see, read and act out the word.

Depending on the age of children this can include pictures for younger children or the teacher can "whisper" the action word.

## Description of Activity

1. Two children stand behind the teacher on the left and right side.



2. The children stand in a group facing the teacher, who will use a "Flash Card" of a movement vocabulary to cue the large group to move. (E.G.-hop-the children would hop on one leg.)
3. The two children behind the teacher say which movement word was shown on the flash card.
4. When the word is figured about by the students behind the teacher, they choose someone to take their place for the next word.

*\*ACTION BASED LEARNING-Jeans Blaydes*

## Adaptations for Students with Movement or Health Concerns:

*Children with movement restrictions can use ASL to act out the word*

## Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

## Reflection for modifications in the future:

Activity <b>Number Hunt</b>	Materials/Music Needed <i>Index Cards with the Numbers 1-30, posted randomly around the room</i>
Description of Activity 1. Students will each be given a different number from 1 -30. On a signal to start, students will begin with their number and touch each number in order until they return to their starting number. <i>Variations: Use the letters of the alphabet</i> <i>Use skip counting (by 2's, by 3's, by 5's)</i> <i>Count backwards</i>	
Adaptations for Students with Movement or Health Concerns: <i>Locate numbers where all students can reach them.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	



Activity <b>Over, Under, Around and Through</b>	Materials/Music Needed None
Description of Activity 1. Students in lines of 5 (or less) will go over, under, around and through imaginary or real objects following their leader. The line leader will change on each new scenario. For example, go over a sea of sticky peanut butter, through a giraffe's legs, under a low bridge, around a desk. <div> <div> <b>Go Over</b> A steep mountain top  A river on a wiggly bridge  A barbed wire fence  Three logs on your path  A slithering snake </div> <div> <b>Go Under</b> A low tree limb  Water  A big dog  A limbo stick  Another student </div> <div> <b>Go Around</b> An elephant  A corner  A dirty trash can  A thorny bush  A soggy swamp </div> <div> <b>Go Through</b> A creaky door  A field of tall grass  A long tunnel  A haunted house  A sea of Jell-O </div> </div> <p style="text-align: right;"><i>*adapted from ABC for Fitness by David Katz</i></p>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity

## Rhythm Sticks and Marching

Materials/Music Needed

*Rhythm Sticks/Paper towel rolls*  
*Music of your choice*

Description of Activity

1. Each child is given a set of rhythm sticks to use while marching about the open areas of the room. This can be lead by the teacher or various students (E.G.-line leader of the day)
2. While playing a selection of music that might vocabulary connections or lesson concepts, children will attempt to march in rhythmic patterns while the four limbs develop synchronized patterns while walking and tapping rhythm sticks.
3. During the song the teacher can give different cue words to tap the rhythm sticks in various places in regards to relationship vocabulary. E.G.-Tap up high; Tap down low; Tap in the middle of the body; Tap with the sticks behind your back; Tap the sticks to the right; tap the sticks to the left; STOP and turn your body and keep tapping; etc)
4. This activity develops rhythm needed for verbal language, neural pathways and combination of integrated movements to control the body in complex movement patterns.

Adaptations for Students with Movement or Health Concerns:

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

<p>Activity</p> <p><b>Show Me a Move</b></p>	<p>Materials/Music Needed</p> <p><i>Lively music (It's a Small World, Sousa Marches, Cotton Eyed Joe)</i></p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. Students start marching in place to the music.</li> <li>2. Teacher will ask one student to "Show Me A Move". All students will then begin doing that movement. Teacher will then ask another student to show a movement. Continue asking different students to show their moves and have the rest of the class copy them. <ul style="list-style-type: none"> <li>• Variations <ul style="list-style-type: none"> <li>• <i>Return to marching in place before each new student shows their movement.</i></li> <li>• <i>Jump, hop or run in place rather than marching.</i></li> </ul> </li> </ul> </li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Hand march for marching, ask students to do each other's movements the best way they can</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Stride Ball</b>	Materials/Music Needed <i>One soft ball, a wadded paper ball will work, for each pair of students</i>
Description of Activity <ol style="list-style-type: none"> <li>Partners stand facing each other with feet spread (a group of 3 is ok).</li> <li>They try to hit or throw the ball through their partner's legs.</li> <li>They attempt to block the ball from going through their own legs with their hands.               <ul style="list-style-type: none"> <li><i>Variations</i> <ul style="list-style-type: none"> <li><i>Play with a group of 5-6. Players stand in a circle with feet spread to touch their neighbors.</i></li> <li><i>With the group play, a second ball can be added.</i></li> </ul> </li> </ul> </li> </ol>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

<p>Activity</p> <h1>Tossing Mechanic Rags</h1> <p>to develop peripheral vision and hand and eye coordination</p>	<p>Materials/Music Needed</p> <ul style="list-style-type: none"> <li>• Mechanic rags/veggie bags from the grocery store</li> <li>• Music of your choice (The Freeze song will create STOP &amp; GO listening points)</li> <li>• Seasonal music can be used as children sing and toss/catch at the same time</li> </ul>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. Children will stand facing one another in groups of 5-6 in a circle shape around a table or area in the room.</li> <li>2. Each group starts with two mechanic rags left open to toss to one another in the group.</li> <li>3. The children begin tossing the rag to anyone in the circle, but they have to stay focused and pay attention to be ready when the rag is tossed to them. If using the FREEZE song the tossing stops when the listening command is given and tossing resumes when the music starts.</li> <li>4. Children can learn to say the person's name before throwing the rag to them or toss in random patterns.</li> <li>5. As the children develop skills for tossing, catching and attention, more rags can be added to the tossing activity.</li> <li>6. This activity time is useful at the beginning of the morning while a teacher is doing daily management for attendance, lunch counts and nurturing of emotions.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>A child might have to remain seated while in a wheelchair.</i></p> <p><i>A visually impaired child can be given partners that give cue words and have the ability to toss to the child's hands</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• If tossing over a table space be sure to clear the table tops of obstacles to tossing</li> <li>• Remind children to stay in their space and throw to all children in the group</li> <li>• Keep the rags open in a flat rectangle so the rag is easy to catch and falls to the floor without leaving the close proximity of the group</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>The Wave Maker</b>	Materials/Music Needed None
<p><i>Description of Activity</i></p> <ol style="list-style-type: none"> <li>1. Students will attempt to create a wave by raising and lowering their arms in sequential order. Start in lines of 6-10.</li> <li>2. When students can do it in a short line, make the lines longer. Then try to make it a continuous wave, by standing in a circle.</li> <li>3. Then try to make the wave with other actions: Squatting and standing, sitting and using your legs, leaning right and left, bending and extending at the waist, etc.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Students with difficulty moving could be placed at the front of the line</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

# Grades 3-5 Let's Move! WV *Physical Activities*



<p>Activity</p> <p><b>12 Days of Fitness</b></p>	<p>Materials/Music Needed</p> <p><i>CD Player / Upbeat Music or Instrumental Version of "12 Days of Christmas"</i></p>
<p>Description of Activity</p> <p>Students will act out the following routine:</p> <p>"On the first day of fitness, my trainer showed to me..."</p> <ul style="list-style-type: none"> <li>• 1 stork stand (stand on 1 foot)</li> <li>• 2 scissors (feet apart and crisscross in front and back)</li> <li>• 3 muscle pumps</li> <li>• 4 jumping ropes</li> <li>• 5 side twists</li> <li>• 6 kicks in front</li> <li>• 7 knee bends</li> <li>• 8 jogs in place</li> <li>• 9 side stretches</li> <li>• 10 knee lifts</li> <li>• 11 raise the roofs</li> <li>• 12 jumping jacks</li> </ul> <p><i>*Mercer County Schools PE and Classroom Teacher Curriculum Guide</i></p>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Have students come up with different activities they can perform.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	



<p>Activity</p> <p><b>Aerobic Black Bear-Trout-Skeeter</b></p>	<p>Materials/Music Needed</p> <p>None</p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>Practice positions below and what they represent. <ul style="list-style-type: none"> <li><b>Black Bear</b>, represented by claws out.</li> <li><b>Skeeter</b>, represented by pointer finger wiggling.</li> <li><b>Trout</b>, represented by palms together, hands swimming.</li> </ul> </li> <li>Explain which the winning leg position is <ul style="list-style-type: none"> <li><b>Black Bear</b> eats Trout: Black Bear wins.</li> <li><b>Skeeter</b> bites Black Bear: Skeeter wins.</li> <li><b>Trout</b> eats skeeter: Trout wins.</li> </ul> </li> <li>Explain that the objective is to select the winning position on the word throw. <ul style="list-style-type: none"> <li>If both players choose the same position, the game is tied and the players throw again.</li> </ul> </li> <li>Start activity facing away from partner</li> <li>Count aloud while jumping in place 1, 2, 3 throw</li> <li>On the word throw, player chooses a leg position out of the 3 listed above and jump-turns around to face partner to show position.</li> <li>Change partners after specified number of plays</li> </ol> <p><i>Adapted from John Hichwa's Grizzly, salmon, skeeter</i></p>	
<p>Adaptations for Students with Movement or Health Concerns:</p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Aerobic Rock-Paper- Scissors</b>	Materials/Music Needed None
Description of Activity <ol style="list-style-type: none"> <li>Practice positions below and what they represent.               <ul style="list-style-type: none"> <li><b>Rock</b>, represented by legs together.</li> <li><b>Scissors</b>, represented by legs- one in front, one back.</li> <li><b>Paper</b>, represented by legs in a straddle/jumping jack position.</li> </ul> </li> <li>Explain which the winning leg position is               <ul style="list-style-type: none"> <li><b>Rock</b> breaks scissors: rock wins.</li> <li><b>Scissors</b> cut paper: scissors wins.</li> <li><b>Paper</b> covers rock: paper wins.</li> </ul> </li> <li>Explain that the objective is to select the winning position on the word throw.               <ul style="list-style-type: none"> <li>If both players choose the same position, the game is tied and the players throw again.</li> </ul> </li> <li>Start activity facing partner</li> <li>Count aloud while jumping in place 1, 2, 3 throw</li> <li>On the word throw, player chooses a leg position out of the 3 listed above and jump-turns around to face partner to show position.</li> <li>Change partners after specified number of plays</li> </ol>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	



Activity <b>Ball/Balloon Tag</b>	Materials/Music Needed <i>4-5 (Foam, Fleece or Puff) Balls or small balloon to use for tagging</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Designate 4-5 students to be taggers. Taggers may only tag using the ball on the back, between the shoulder blades, above the waist and below the shoulders and must hold onto the ball. (NO DIVING OR SLIDING!!!)</li> <li>2. The teacher calls out the movement (walk, jump, march) that all students will use to move in safe space.</li> <li>3. When a student is tagged, he/she must stop and do 2 jumping jacks to before rejoining the activity. Taggers may not tag a student consecutive times.</li> <li>4. Switch taggers every minute, by having the tagger give their ball to someone else.</li> </ol>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

## Activity

# Car Relay

## Materials/Music Needed

*5 X 7 Index Cards with a car name (Lexus, Jeep, etc.) written on each one*

## Description of Activity

1. Children are sitting in seats facing the front of the room. Give the seats of every row a name of a car, for instance the 1st person in each row are "Fords," the 2nd person in each row are "Jeeps," the 3rd person in each row are "VW" and so on...
2. The teacher shuffles the deck of index cards, draws one, holds it up and says, "VW."
3. When the teacher calls, "VW," the 3rd person (VW) in each row will step into the aisle, move quickly to the front of the row, then around the row and back to his/her seat.
4. The 1st student to return to his/her seat, scores a point for his/her row.
5. The teacher continues to draw cards and the game continues for 5 minutes. An effort should be made to call all rows equally.

- Variation

- *You may make cards with fruit and vegetable names, food groups, animals, etc.*

*\*Adapted from Mercer County Schools PE and Classroom Teacher Curriculum Guide*

## Adaptations for Students with Movement or Health Concerns:

## Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

## Reflection for modifications in the future:

Activity <b>Catch 100</b>	Materials/Music Needed <i>Any Soft, Safe Object That Can Be Thrown and Caught / CD Player and Upbeat Music</i>
<p><i>Description of Activity</i></p> <ol style="list-style-type: none"> <li>1. Students will self toss in self space, no higher than their reach as the music plays. Count the number of successful catches.</li> <li>2. When the music stops (every 20 seconds), students will put their object down and move to a new object in the room.</li> <li>3. Jog in place at your new object until the music begins. Pick up the object and build on your previous score of catches.</li> <li>4. Continue the activity until you reach your goal of 100 successful catches. However, once goal is attained, continue activity to see how high a score you can achieve.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Throw with a partner.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Compliment Tag</b>	Materials/Music Needed <i>CD player / Upbeat Music</i>
Description of Activity <ol style="list-style-type: none"> <li>1. As the music begins, students walk (jump, hop, march, dance) while they move around the room.</li> <li>2. When the music stops, turn and face a partner putting 2 hands up.</li> <li>3. Each person must “high 5” or easy fist bump that partner with their right hand and pay a compliment, and then turn to another person and “high 5” or fist bump with their left hand to give them a compliment.</li> </ol> <p style="text-align: right;"><i>*Mercer County Schools PE and Classroom Teacher Curriculum Guide</i></p>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>Cap Tip</b>	Materials/Music Needed <i>Paper Cups (Any Size) / CD Player / Upbeat Music</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Give each child a cup to place on their desk.</li> <li>2. Divide the class into two teams and assign them to be “ups” or “downs”.</li> <li>3. Half of the cups will be placed in the upright position for “ups”/while the other half will be turned over to expose the bottom of the cup for “downs.”</li> <li>4. As the music begins, the teams will move the cups into their assigned positions (“ups” or “downs”).</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Use different body parts to tip or put a cup upright.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	



Activity <i>Dances</i>	Materials/Music Needed <i>Appropriate Music</i>										
<p><i>Description of Activity</i></p> <p>The following are some common dances that could be used with this age group:</p> <table border="0"> <tr> <td>Chicken Dance</td><td>The Hustle</td></tr> <tr> <td>Cha Cha Slide</td><td>Freeze</td></tr> <tr> <td>Cupid Shuffle</td><td>Conga Line</td></tr> <tr> <td>Electric Slide</td><td>Macarena</td></tr> <tr> <td>La Raspa (Mexican Hat Dance)</td><td>Y.M.C.A.</td></tr> </table> <p>Have students turn in a circle, step in place rather than move around the room where the space is limited.</p>		Chicken Dance	The Hustle	Cha Cha Slide	Freeze	Cupid Shuffle	Conga Line	Electric Slide	Macarena	La Raspa (Mexican Hat Dance)	Y.M.C.A.
Chicken Dance	The Hustle										
Cha Cha Slide	Freeze										
Cupid Shuffle	Conga Line										
Electric Slide	Macarena										
La Raspa (Mexican Hat Dance)	Y.M.C.A.										
<p>Adaptations for Students with Movement or Health Concerns:</p>											
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>											
<p>Reflection for modifications in the future:</p>											

Activity <b>Heart Smart</b>	Materials/Music Needed None
Description of Activity <ol style="list-style-type: none"> <li>1. Teacher calls out a habit that strengthens or weakens the heart.</li> <li>2. If the habit strengthens the heart, students respond by jumping for 10-15 seconds.</li> <li>3. If the habit could potentially weaken the heart, students respond by placing hands on thighs (Quadriceps) and squatting for 5 seconds.</li> <li>4. After Activity has been introduced, create a classroom list of habits to use.               <ul style="list-style-type: none"> <li>• <i>Riding a bike: Jump</i></li> <li>• <i>Eating four pepperoni pizzas: Squat</i></li> <li>• <i>Walking your dog: Jump</i></li> <li>• <i>Smoking: Squat</i></li> <li>• <i>Never going outside to play: Squat</i></li> <li>• <i>Dancing with your friends: Jump</i></li> <li>• <i>Skating: Jump</i></li> <li>• <i>Never eating fruits and veggies: Squat</i></li> <li>• <i>Washing the car: Jump</i></li> </ul> </li> </ol> <p style="text-align: right;"><i>*Active Academics- Submitted by Courtney Halstead from Athens, WV (December 29, 2007)</i></p>	
Adaptations for Students with Movement or Health Concerns: <b>Jump</b> – <i>Arms up and sway side to side</i> <b>Squat</b> – <i>arms up and touch knees or ankles</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>I See...</b>	Materials/Music Needed None										
<p><i>Description of Activity</i></p> <ol style="list-style-type: none"> <li>1. The leader says, "I see" and the group responds, "What do you see?" Then the leader tells what he/she sees, which can include a movement, an exercise or a skill challenge such as: "I see everyone jogging clockwise."</li> <li>2. The group begins jogging and continues until the leader says, "I see..." which re-starts the process. This is an excellent attention getter. You may add various types of equipment such as paper plates, balls, "invisible" jump ropes or juggling scarves with no end to the activities the group may be guided through.</li> </ol> <p>Suggested Activities:</p> <table> <tr> <td><i>Jog</i></td><td><i>High Knees</i></td></tr> <tr> <td><i>Juggling</i></td><td><i>Dance Move</i></td></tr> <tr> <td><i>Jumping Jacks</i></td><td><i>Stretching</i></td></tr> <tr> <td><i>Bending</i></td><td><i>Twisting</i></td></tr> <tr> <td><i>Marching</i></td><td><i>Wacky Move</i></td></tr> </table>		<i>Jog</i>	<i>High Knees</i>	<i>Juggling</i>	<i>Dance Move</i>	<i>Jumping Jacks</i>	<i>Stretching</i>	<i>Bending</i>	<i>Twisting</i>	<i>Marching</i>	<i>Wacky Move</i>
<i>Jog</i>	<i>High Knees</i>										
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<i>Marching</i>	<i>Wacky Move</i>										
Adaptations for Students with Movement or Health Concerns:											
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>											
Reflection for modifications in the future:											

Activity <b>Messy Room</b>	Materials/Music Needed <i>Rolled Sock Balls or Paper Balls / CD Player and Music (Optional)</i>
<p><i>Description of Activity</i></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2 even groups.</li> <li>2. Create a natural dividing line (row of desks) between the groups.</li> <li>3. Groups stand facing each another.</li> <li>4. Each student may only pick up 1 paper ball at a time and throws it underhand across the line into the other group's area.</li> <li>5. The group with the fewest balls left in their area wins. (Estimation)</li> <li>6. Play 5 – 1 minute rounds.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>You may have to locate a student in one area whose mobility is restricted.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Paper Aerobics</b>	Materials/Music Needed <i>CD Player / any Upbeat Music (e.g. Hawaii Five-O) / sheet of paper</i>
<p>Description of Activity</p> <p>Students will move a sheet a paper in a series of movements following a designated leade</p> <p>Sample Movements:</p> <ol style="list-style-type: none"> <li>1. <i>Holding paper with both hands</i></li> <li>2. <i>Move overhead from side to side. Repeat several times</i></li> <li>3. <i>Move up and back to top head twice, then to chest and forward twice and chest and down twice. Repeat sequence</i></li> <li>4. <i>Circle paper around to right twice</i></li> <li>5. <i>Circle paper around to left twice</i></li> <li>6. <i>Place paper in face up position of palm and slap into palm of other hand. Repeat sequence several times.</i></li> <li>7. <i>Place paper between both palms and move it between both hands in a circle either forward or backward.</i></li> <li>8. <i>Place paper in one hand and crumple, then un-crumple with one hand. Repeat with other hand.</i></li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

## Activity

# Physical Activity Buddies

## Materials/Music Needed

*CD Player / Upbeat Music*

### Description of Activity

1. As the music begins students quickly walk around the room.
2. When the music stops, find a partner.
3. You must have a different partner for each activity.
4. The teacher calls out buddy activities:

*High 5*

*Low 5*

*Jumping Jacks*

*Tootsie (Toe) Touch*

*Handshake*

*Bumpsy (Hip Bump) Daisey*

*Do-Si-Do*

*Elbow Touch*

*Pinky Swing*

*Bop-Bop (Fist Over Fist)*

*Hand Jive*

*Cross Touch (side to side-touch knee)*

5. Now can you recall and return to your designated...(Do-Si-Do) partner.

### Adaptations for Students with Movement or Health Concerns:

*You may have to move to a student with restricted mobility.*

### Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

### Reflection for modifications in the future:

Activity

# School Room Volleyball

Materials/Music Needed

*Beach Balls and/ or Balloons*

Description of Activity

1. Divide the class into 2 even groups.
2. Create a natural dividing line (row of desks) between the groups.
3. Groups stand facing each another.
4. The ball is put into play by throwing or tapping the object over the dividing line.
5. Volley (tap) the object over the dividing line. A team may volley the object as many times as needed, prior to sending it over to the opponent.
6. Each time the ball touches the floor, the opponent gets the point.
7. Players maintain their positions. Give each player an opportunity to put the ball into play.

*\*Mercer County Schools PE and Classroom Teacher Curriculum Guide*

Adaptations for Students with Movement or Health Concerns:

*Use latex free balloons for allergies.*

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

Activity

## Stop and Scribble

Materials/Music Needed

*A piece of paper and a pencil is needed for each pair of students.*

*Description of Activity*

1. Students stand at their desks with their partner.
2. Call out the name of an exercise (jumping, jogging in place, knee lifts, marching in place, jumping jacks, and hopping).
3. Students begin to exercise. They continue to move until a spelling word is called out.
4. Students stop the exercise and work in pairs to spell the word correctly on a piece of paper.
5. After 10-15 seconds, call out a new exercise.
6. Continue until all spelling words are used.
7. As students cool down (walk or stretch in place), write the spelling words on the board and have the students check their work.

*\*David Katz - ABC for Fitness*

Adaptations for Students with Movement or Health Concerns:

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:



Activity <b>Take a Break for Fitness</b>	Materials/Music Needed None
Description of Activity 1. Students stand by their desk or in an open area. 2. The teacher and/or students will pick 5 or more exercises. 3. The class will perform each exercise for 30 sec. Suggested Exercise List: <div> <div>Chair Toe Raises</div> <div>Lunges</div> <div>Free Dance Moves</div> <div>High Knees</div> <div>Scissors Jump</div> </div> <div> <div>Jumping Jacks</div> <div>Squats</div> <div>Running in Place</div> <div>Hop on 1 Foot</div> <div>Wall Push-Ups</div> </div>	
Adaptations for Students with Movement or Health Concerns: <i>Do arm or leg movements that a child can perform appropriate to the activity described.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

**Activity**

# Wild and Wonderful West Virginia

**Materials/Music Needed**

*None or CD player / John Denver's – "Country Roads"*

**Description of Activity**

1. Students will be led on a virtual tour of West Virginia and learn about landmarks and things to do in West Virginia.
2. Teacher leads the class on a virtual tour of West Virginia. Students move at least 20 seconds for each of the actions listed below.
3. Personalize tour for your area.
  - *March across the New River Gorge Bridge*
  - *Kayak the Cheat River*
  - *Climb up an Oak tree*
  - *Pretend you are a country music star, like Brad Paisley and wave to all your fans*
  - *Flex your muscles like a lumber jack or a coal miner*
  - *Stomp the mud off your boots*
  - *Pick apples in Musselman*
  - *Ice skate with the Nailers at Wesbanco Arena*
  - *Ski at Winterplace*
  - *Climb to the top of Spruce Knob*
  - *Crawl through a coal mine in Beckley*
  - *Hit a homerun at AEP Power Park*
  - *Shoot a foul shot at the West Virginia University Coliseum*
  - *Swim to Blennerhassett Island*
  - *Ride a bike up the Greenbrier River Trail*

**Adaptations for Students with Movement or Health Concerns:****Safety precautions in limited space:**

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

**Reflection for modifications in the future:**

Activity

## Wipe Out

Materials/Music Needed

CD player / "Wipe Out" by Beach Boys or Safaris

Description of Activity

1. During drum beats, students are to freeze in place and do quick feet in place.
2. During other sections of the song teacher calls out:
  - a. Jog
  - b. Muscle Poses
  - c. Sport Specific (Ex. - Jump shot, kick a goal, swing a bat)
  - d. Walk backward.
    - Variation
      - *Jump Rope moves without a rope*
      - *Swimming strokes*
      - *Student choice moves*

Adaptations for Students with Movement or Health Concerns:

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

Activity <i>Yard Work</i>	Materials/Music Needed <i>CD player / Upbeat music or "Get Ready for This" (4/4 beat)</i>
Description of Activity Teacher leads the students through the following movements that simulate mowing the grass. Do each one twice Suggested moves: <ul style="list-style-type: none"> <li>• <i>Put on your work gloves</i></li> <li>• <i>Pull lawn mower starter</i></li> <li>• <i>Pull forward/ backward</i></li> <li>• <i>Rake the grass</i></li> <li>• <i>Weed eater</i></li> <li>• <i>Clip the hedges</i></li> <li>• <i>Pull weeds</i></li> <li>• <i>Bag up the clippings</i></li> <li>• <i>Sweep the sidewalk</i></li> <li>• <i>Drink some water and cool off!</i></li> </ul>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

**Grades 6-8**  
**Let's Move! WV**  
*Physical Activities*



Activity

## ABC Group Speed Bowling

Materials/Music Needed

*2 empty water, juice or soda bottles per group of students, and one small ball, beanbag or paper wad per student*

Description of Activity

1. In groups of 3 name students A, B, & C have students A and C together and B at least 10 feet from the A and C.
2. An empty bottle should be placed on the floor between the legs of students A & C floor.
3. Student A will have the rolling object (described above) to roll at the bottle on the floor between C's legs.
4. After releasing the rolling object student A will collect the rolling object and hand to and line up behind student C.
5. Student C will then repeat the actions of student A and then line up behind student B.
6. Student B will then repeat the same actions and line up behind student A.
7. Game continues until teacher ends.
8. Students will keep track of successful knockdowns and keep their own personal score.
9. Once teacher has called for game to end, students can leave equipment and rotate to a new partner.

Adaptations for Students with Movement or Health Concerns:

*Students may sit and roll object rather than standing and tossing object if necessary.*

Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

Reflection for modifications in the future:

<p>Activity</p> <p><b>Aerobic Black Bear-Trout-Skeeter</b></p>	<p>Materials/Music Needed</p> <p>None</p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>Practice positions below and what they represent. <ul style="list-style-type: none"> <li><b>Black Bear</b>, represented by claws out.</li> <li><b>Skeeter</b>, represented by pointer finger wiggling.</li> <li><b>Trout</b>, represented by palms together, hands swimming.</li> </ul> </li> <li>Explain which the winning leg position is <ul style="list-style-type: none"> <li><b>Black Bear</b> eats Trout: Black Bear wins.</li> <li><b>Skeeter</b> bites Black Bear: Skeeter wins.</li> <li><b>Trout</b> eats skeeter: Trout wins.</li> </ul> </li> <li>Explain that the objective is to select the winning position on the word throw. <ul style="list-style-type: none"> <li>If both players choose the same position, the game is tied and the players throw again.</li> </ul> </li> <li>Start activity facing away from partner</li> <li>Count aloud while jumping in place 1, 2, 3 throw</li> <li>On the word throw, player chooses a leg position out of the 3 listed above and jump-turns around to face partner to show position.</li> <li>Change partners after specified number of plays</li> </ol> <p><i>Adapted from John Hichwa's Grizzly, salmon, skeeter</i></p>	
<p>Adaptations for Students with Movement or Health Concerns:</p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Aerobic Rock-Paper- Scissors</b>	Materials/Music Needed None
Description of Activity <ol style="list-style-type: none"> <li>Practice positions below and what they represent.               <ul style="list-style-type: none"> <li><b>Rock</b>, represented by legs together.</li> <li><b>Scissors</b>, represented by legs- one in front, one back.</li> <li><b>Paper</b>, represented by legs in a straddle/jumping jack position.</li> </ul> </li> <li>Explain which the winning leg position is               <ul style="list-style-type: none"> <li><b>Rock</b> breaks scissors: rock wins.</li> <li><b>Scissors</b> cut paper: scissors wins.</li> <li><b>Paper</b> covers rock: paper wins.</li> </ul> </li> <li>Explain that the objective is to select the winning position on the word throw.               <ul style="list-style-type: none"> <li>If both players choose the same position, the game is tied and the players throw again.</li> </ul> </li> <li>Start activity facing partner</li> <li>Count aloud while jumping in place 1, 2, 3 throw</li> <li>On the word throw, player chooses a leg position out of the 3 listed above and jump-turns around to face partner to show position.</li> <li>Change partners after specified number of plays</li> </ol>	
Adaptations for Students with Movement or Health Concerns:	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	



Activity <i>Count Your Steps</i>	Materials/Music Needed <i>Watch or clock with a second hand, Paper and pencil</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Students will be divided into groups (teacher discretion)</li> <li>2. While participating in a variety of teacher lead activities, students will keep track of their group's total steps for each activity. Teacher will change the activity every 30 seconds.</li> <li>3. After 3 minutes teacher will allow students to rest and combine their group's totals.</li> <li>4. After each group has totaled their scores teacher will start another 3 minutes of alternating activities every 30 seconds.</li> <li>5. Repeat as often as needed.</li> <li>6. Examples of activities can include but not limited to - walking in place, jogging in place, running in place, hopping in place, marching in place.</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Students may count arm movement as step movements.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>Dances</b>	Materials/Music Needed <i>Appropriate Music</i>						
<p><i>Description of Activity</i></p> <p>The following are some common dances that could be used with this age group:</p> <table> <tr> <td>Cotton Eye Joe</td><td>Cha Cha Slide</td></tr> <tr> <td>Cupid Shuffle</td><td>Electric Slide</td></tr> <tr> <td>Macarena</td><td>Y.M.C.A.</td></tr> </table>		Cotton Eye Joe	Cha Cha Slide	Cupid Shuffle	Electric Slide	Macarena	Y.M.C.A.
Cotton Eye Joe	Cha Cha Slide						
Cupid Shuffle	Electric Slide						
Macarena	Y.M.C.A.						
Adaptations for Students with Movement or Health Concerns:							
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>							
Reflection for modifications in the future:							

<p>Activity</p> <p><b>Desk Aerobics</b></p>	<p>Materials/Music Needed</p> <p><i>Create an area beside the desk that is rectangular in shape with painters tape or cut from rubberized shelving.</i></p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. Activity is step aerobics without a step.</li> <li>2. Start with legs together and refer to this position as center. <ul style="list-style-type: none"> <li>• Basic patterns to combine <ul style="list-style-type: none"> <li>• <i>Step forward right foot, step forward left foot</i></li> <li>• <i>Step back to center with right foot, step back to center with left foot-repeat several counts.</i></li> </ul> </li> <li>• V-Step <ul style="list-style-type: none"> <li>• <i>Step forward corner right foot, step forward corner left foot</i></li> <li>• <i>Step back to center with right foot, step back to center with left foot-repeat several counts.</i></li> </ul> </li> <li>• Step Kick <ul style="list-style-type: none"> <li>• <i>Step forward right foot, kick forward with left foot</i></li> <li>• <i>Step back to center with left foot, step back to center with right foot-repeat several counts. Switch the leg you kick with or alternate kicks right and left.</i></li> </ul> </li> </ul> </li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Students may sit and perform movements with legs or move hands only on desk.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Fitness Wave</b>	Materials/Music Needed None
Description of Activity <ol style="list-style-type: none"> <li>1. Students use their powers of observation to react to a series of movements performed by a leader. For this game, participants perform the designated movement skill when the leader moves to the second skill. Students are always one movement skill behind the leader. For example, the teacher begins this activity by performing arm circles. When the teacher begins the second move (e.g., jumping jacks), students begin arm circles.</li> <li>2. This activity can be performed in a circle formation similar to the popular “Wave” activity done at sporting events. One student initiates a movement skill, such as arm circles. Then each student, in succession, performs the same skill. When all students have joined in the movement activity, the leader starts another skill.</li> <li>3. Examples of exercises can include but not limited to – toe touches, squats, knee bends, etc...</li> </ol> <p style="text-align: right;"><i><a href="http://www.state.nj.us/education/frameworks/chpe/chapter8e.pdf">*http://www.state.nj.us/education/frameworks/chpe/chapter8e.pdf</a></i></p>	
Adaptations for Students with Movement or Health Concerns: <i>Teacher may need to provide substitute exercises for students with impairments or special needs. For example instead of jumping jacks a student may “raise the roof”.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

<p>Activity</p> <p><b>The Imaginary Jump Rope</b></p>	<p>Materials/Music Needed</p> <p><i>Lively/upbeat music.</i></p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. On "Go", students will move around the room using various types of movement styles. Examples would be walking, jogging, twisting, running man dance move, marching, tight-rope walking, skipping, hoping, jumping, etc...</li> <li>2. Next, after a few seconds the teacher would say "Stop" and call out a jump rope skill for the students to perform. The student will do 10 of these "air" jumps and then wait to hear the teacher instruct the group on how to move once again around the room.</li> <li>3. Examples of jumps would be, single bounce, double bounce, criss- cross, side swing jump, double under, single foot jump, jogging step, etc...</li> <li>4. Game would continue for as long as teacher determines.</li> <li>5. This would be a great activity to combine with the Healthy Heart Rate Competition.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Students may jog in place during jumps and simply do arm movements with jump, if there is concern with student's feet leaving the floor in a jumping motion.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

## Activity

# Listen and Move

## Materials/Music Needed

*A reading source, such as reading textbook or novel that is being read by teacher in class.*

### Description of Activity

1. Write the following parts of a sentence and corresponding exercise on the board.

Noun = Arm Circles

Verb = Jumping Jacks

Conjunction = Knee Jumps

Interjection = Hop Scotch

Adjective = Lunges

Preposition = Jogging in Place

Pronoun = Push-ups

Adverb = Arm Circles

2. As you slowly read a sentence, the students will perform the corresponding exercise. The students will keep performing each exercise until you move on to the next part of the sentence.
3. An example would be ...The small (lunges) girl (arm circles) decided (jumping jacks) to pick (jogging in place) some (lunges) flowers (noun) for her lovely (adjective) mother (noun).
4. Students may perform additional exercises that correspond to the punctuation needed in the sentence or paragraph (example: jumping high in the air for an exclamation point).

*Marvin Christley, physical education teacher, New Haven Public Schools*

### Adaptations for Students with Movement or Health Concerns:

*Teacher may need to modify some exercises for students with specific limitations.*

### Safety precautions in limited space:

- Be sure chairs are placed under desks and tables to increase movement areas in the room
- Remind students that space is limited.

### Reflection for modifications in the future:

Activity <b>Math Stations</b>	Materials/Music Needed <i>Paper and pencil 5 index cards or slips of paper</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Students will be divided into groups (teacher discretion)</li> <li>2. Create a set of 5 cards, each with a math problem and a exercise.</li> <li>3. Divide the class into five teams 1 through 5, to use the 5 activity stations. Each station will be assigned to 1 exercise. Each team goes to its designated station and reads the math question at the station.</li> <li>4. Once the team members decide on the answer, they will perform the designated exercise for the number of times representing that answer.</li> <li>5. When all the teams have performed the answer, teacher will say "switch" (or another designated cue). The teams will then rotate clockwise to the next station and read, answer perform the exercise at that station.</li> <li>6. Continue until all 5 stations are completed.</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Students can do movements within their limitations</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>Musical Chairs</b>	Materials/Music Needed <i>Desks, chairs or shelving lining (rubberized) spread across floor/ lively, upbeat music.</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Students will move around classroom using different movements designated by teacher.</li> <li>2. For example, marching, skipping, walking backwards, jogging etc... After a short amount of time, teacher would stop music (if music is being played) or say "Find a seat please".</li> <li>3. Students will quickly sit down at desk, chair or on shelving. The catch to this game is that teacher must place a book or some other type of marker on the desk, chair or sheet of paper to remove it from activity.</li> <li>4. Student left without a place to stop, finds teacher and is given an activity, such as "10 wall jumps", to perform.</li> <li>5. They will return to the next round.</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Allow students to touch desk or paper with hand if needed, rather than actually sitting completely down.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	



Activity <b>Paper Aerobics</b>	Materials/Music Needed <i>CD Player / any Upbeat Music (e.g. Hawaii Five-O) / sheet of paper</i>
<p>Description of Activity</p> <p>Students will move a sheet a paper in a series of movements following a designated leade</p> <p>Sample Movements:</p> <ol style="list-style-type: none"> <li>1. <i>Holding paper with both hands</i></li> <li>2. <i>Move overhead from side to side. Repeat several times</i></li> <li>3. <i>Move up and back to top head twice, then to chest and forward twice and chest and down twice. Repeat sequence</i></li> <li>4. <i>Circle paper around to right twice</i></li> <li>5. <i>Circle paper around to left twice</i></li> <li>6. <i>Place paper in face up position of palm and slap into palm of other hand. Repeat sequence several times.</i></li> <li>7. <i>Place paper between both palms and move it between both hands in a circle either forward or backward.</i></li> <li>8. <i>Place paper in one hand and crumple, then un-crumple with one hand. Repeat with other hand.</i></li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Students may have to move to a student with restricted mobility.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Partner Hockey</b>	Materials/Music Needed <i>Hockey pucks can be made –waded sheet of paper or old tennis balls</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Students are in a push up position facing their partner (opponent) with hockey puck between them.</li> <li>2. One student counts to three which then begins the contest.</li> <li>3. Students remain in a pushup position and attempt to tap puck between opponents open arms.</li> <li>4. Play is restarted by alternating players counting to three.</li> <li>5. Game may be played to 5 points and then rotate to a new partner.</li> <li>6. Standing version, switch to legs in straddle position facing partner, place paper/tennis ball on floor in front of one partner.</li> <li>7. In a squat position, paper needs to be tapped towards partner to try and make it through partner's leg.</li> <li>8. Hands only are used to send and stop ball.</li> <li>9. Partner who is receiving retrieves any misplaced balls.</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Students may play in a seated position or at a table or desk with partner.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

<p>Activity</p> <p><b>Pick a Card, Any Card</b></p>	<p>Materials/Music Needed</p> <p><i>3 decks of playing cards</i></p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. Students select a partner.</li> <li>2. Each player has 5 cards that are in a pile/face down.</li> <li>3. Both players turn over their top card and place on floor or desk for both players to see.</li> <li>4. The highest card holder wins both cards and chooses which exercise the two students perform together.</li> <li>5. Once exercise has been completed the two players continue by turning over their next card in the pile and repeating.</li> <li>6. Game continues until a player runs out of cards.</li> <li>7. After game ends, students may rotate to new partner.</li> <li>8. Examples of exercises assigned for card numbers could be skipping around the room, wall jumps, free style dance, push-ups, crunches, jogging, etc.</li> <li>9. Students should create a classroom list and teacher post around room for students to see.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Teacher may need to provide substitute exercises for students with impairments or special needs. For example instead of jumping jacks a student may “raise the roof”.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Sports Mania</b>	Materials/Music Needed None	
Description of Activity		
<div>1. Students stand at their desks or in an open area.</div> <div>2. On "Go" the students will jump back and forth or sideways and back until the teacher shouts "Stop".</div> <div>3. Next, teacher will call out one of the following sports movements/skills or one that the teacher has created themselves.</div> <div>4. Students would mimic these for at least 10-15 seconds and then the teacher would shout "Go".</div> <div>5. Here the students would return to their jumping movement until the teacher repeats by calling out a new sports movement/skill.</div> <div>6. Some examples of sports movements would be...</div>		
Shooting a jump shot	Running through tires	Batting a baseball
Serving a tennis ball	Downhill skiing	Spiking a volleyball
Bumping a volleyball	Swinging a golf club	Throwing a football
Juggling a soccer ball	Shooting an arrow	Swimming underwater
Shooting a hockey puck	Dunking a basketball	Setting a volleyball
Pitch a baseball	Pass a frisbee	Fielding a ground baseball
Jumping on a pogo stick	Dribble a basketball	Pitch a softball
Be a baseball catcher	Marching in the band	Riding a skateboard
<div>*Adapted from Energizers Classroom-Based Physical Activities, 3rd Edition July 2006.</div> <div>North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: <a href="http://www.ncpe4me.com/energizers.html">www.ncpe4me.com/energizers.html</a></div>		
Adaptations for Students with Movement or Health Concerns:		
<div>Students can do this from a seated position and exercises can be modified according to differing abilities.</div>		
Safety precautions in limited space:		
<div>• Be sure chairs are placed under desks and tables to increase movement areas in the room</div> <div>• Remind students that space is limited.</div>		
Reflection for modifications in the future:		

<p>Activity</p> <p><b>The Healthy Heart Rate Competition</b></p>	<p>Materials/Music Needed</p> <p><i>Watch or clock with a second hand, Paper and pencil</i></p>
<p>Description of Activity</p> <ol style="list-style-type: none"> <li>1. Students will be divided into groups (teacher discretion)</li> <li>2. Students will find their heart beat and count their number beats for 6 seconds. Put a zero behind that number and that is the students resting heart rate. Students will participate in a variety of teacher lead activities.</li> <li>3. Teacher will change the activity every 30 seconds. After 3 minutes teacher will allow students a 15 second rest.</li> <li>4. Teacher will start another 3 minutes of alternating activities every 30 seconds.</li> <li>5. Repeat as often as needed.</li> <li>6. Students will find their heart beat and count their number beats for 6 seconds. Put a zero behind that number and that is the student's active heart rate.</li> <li>7. Students will then subtract the resting HR from the active HR. Students will add their answer with group members.</li> <li>8. The group with the highest number wins the Healthy Heart Rate Competition.</li> <li>9. Examples of activities can include but not limited to – jumping jacks, head shoulders knees and toes, walking in place, jogging in place, running in place, hopping in place, marching in place.</li> </ol>	
<p>Adaptations for Students with Movement or Health Concerns:</p> <p><i>Students may do arm exercises or change their breathing exercises.</i></p>	
<p>Safety precautions in limited space:</p> <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
<p>Reflection for modifications in the future:</p>	

Activity <b>Warp Speed</b>	Materials/Music Needed <i>Ball, beanbag or waded up piece of paper can be used.</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Students will be divided into groups (teacher's discretion).</li> <li>2. First student will pass object to another student.</li> <li>3. That student in turn will pass it to another student.</li> <li>4. This will continue until all students have had a turn in passing and catching the object.</li> <li>5. The student who began the cycle of passing and catching will repeat.</li> <li>6. They may also repeat this pattern in the same forward fashion or may reverse the pattern of throwing and catching in a backwards sequence.</li> <li>7. All students must jog in place or do high knee march while playing this game. Teacher may say "Reverse" to have pattern change directions at any given moment.</li> </ol>	
Adaptations for Students with Movement or Health Concerns: <i>Students may participate in a seated position/at a desk.</i>	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:	

Activity <b>Workbook Tennis</b>	Materials/Music Needed <i>One workbook per student and one crumpled piece of paper per pair/group</i>
Description of Activity <ol style="list-style-type: none"> <li>1. Pair students up so that they face each other across a desk or in an open area of the room.</li> <li>2. Using the workbook as a racquet, one student will toss the paper in the air and hit it back and forth to their partner.</li> <li>3. Count the number of successful hits for the group.</li> <li>4. Activity can be extended to see if an entire row in the classroom can control the paper while sending from front of row to back.</li> <li>5. If paper is dropped, play must start at the beginning again.</li> </ol>	
Adaptations for Students with Movement or Health Concerns:    	
Safety precautions in limited space: <ul style="list-style-type: none"> <li>• Be sure chairs are placed under desks and tables to increase movement areas in the room</li> <li>• Remind students that space is limited.</li> </ul>	
Reflection for modifications in the future:          	

# Let's Move! WV

## Resources





# Activity Resources

## **Jammin' Minutes, Health E-tips**

[www.healthetips.com/index.php](http://www.healthetips.com/index.php)

## **National Association of Sport and Physical Education (NASPE)**

[www.letsmoveinschool.org](http://www.letsmoveinschool.org)

## **P.E. Newsletter**

<http://www.pelinks4u.org>

## **Promoting Physical Activity and Health in the classroom-**

Physical Activity Cards by Robert P. Pangrazi, Aaron Beighle, Deb Pangrazi

## **Health and Physical Education Website**

[www.pecentral.org](http://www.pecentral.org)

## **High Scope Educational Research Foundation**

[www.highscope.org](http://www.highscope.org)

Round the Circle, Key Experiences in Movement for Young Children by Phyllis Weikart

## **Action Based Learning – Jean Blaydes**

[www.actionbasedlearning.com](http://www.actionbasedlearning.com)

Thinking on Your Feet, 100+ Activities that Make Learning a Moving Experience by Jean Blaydes

## **CDC Review of Research**

[www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth)

## **Active Academics**

[www.activeacademics.org](http://www.activeacademics.org)

## **Stretch breaks**

[www.paratec.com/](http://www.paratec.com/)

## **Play Power**

<http://sharronkrull.com/activities/index.php>

## **Activity Bursts for the Classroom**

[www.davidkatzmd.com/abcforfitness.aspx](http://www.davidkatzmd.com/abcforfitness.aspx)

## **New Jersey Comprehensive HE/PE Curriculum Framework**

[www.state.nj.us/education/frameworks/chpe/chapter8e.pdf](http://www.state.nj.us/education/frameworks/chpe/chapter8e.pdf)

## **North Carolina Department of Public Instruction**

[www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)

## **Scholastic on Amazon grade 1-5 classroom fitness activities**

[www.amazon.com/Classroom-Fitness-Breaks-Focus-Easy/dp/0545168775](http://www.amazon.com/Classroom-Fitness-Breaks-Focus-Easy/dp/0545168775)

### **Healthy Steps for Healthy Lives**

[www.nestlefamily.com/healthysteps](http://www.nestlefamily.com/healthysteps)

### **Centers for Disease Control and Prevention “Physical Activity for Everyone”**

[www.cdc.gov/physicalactivity/everyone/guidelines/children.html](http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html)

### **NFL Play 60**

[www.nflrush.com/play60/ways-to-play](http://www.nflrush.com/play60/ways-to-play)

### **“We Can”**

[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/tools-resources/curricula-toolkits.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/tools-resources/curricula-toolkits.htm)

### **The President’s Challenge**

[www.presidentschallenge.org/tools-resources/index.shtml](http://www.presidentschallenge.org/tools-resources/index.shtml)

### **Adventure To Fitness**

[www.adventuretofitness.tv](http://www.adventuretofitness.tv)

### **Alliance for a Healthier Generation**

[www.healthiergeneration.org/](http://www.healthiergeneration.org/)

### **Fitness Breaks Kit**

[www.playworks.org/games](http://www.playworks.org/games)

### **Get Sweaty**

[www.getsweaty.com/](http://www.getsweaty.com/)

### **Move-To-Improve**

[schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm](http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm)

### **Mercer County Schools Activity Guide**

# Music Resources

## **Songs For Teaching**

[www.songsforteaching.com/movement.htm](http://www.songsforteaching.com/movement.htm)

[www.perpetualpreschool.com/music.html](http://www.perpetualpreschool.com/music.html)

## **Choosy Kids**

[www.choosykids.com](http://www.choosykids.com)

## **Greg and Steve**

[www.gregandsteve.com/](http://www.gregandsteve.com/)

## **Learning Station**

<http://learningstationmusic.com/>

## **Mary Ann Harman**

<http://musicwithmar.com/store/index.php?route=product/category&path=35>

## **Kimbo**

[www.kimboed.com](http://www.kimboed.com)

## **SPARK**

[www.sparkpe.org](http://www.sparkpe.org)

## **Hop 2 It Music**

[www.jackhartmann.com](http://www.jackhartmann.com)

## **Station to Station**

[www.stationpe.com](http://www.stationpe.com)

## **Kids CDs**

[www.kidscds.org/music/exercise](http://www.kidscds.org/music/exercise)

## **Hap Palmer**

[www.happalmer.com](http://www.happalmer.com)



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