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Introduction

Are you ready to get your students moving in the classroom? The following pages are fun and easy to implement physical activity breaks, already created, that you can use to get your students active throughout the course of the INPACT study. Warning: these may cause health benefits and more motivated and focused students.

**Major Headings:** The major headings are split up into two main categories, “basic" and “advanced". The title of the basic activities will be in blue and advanced activities will be in red. For an activity to be basic it means that they have short directions and a quicker transition time from learning to moving. The advanced activities have a greater number of directions and may take longer to begin. Basic and advanced activities are further subdivided depending on the number of people needed to complete the activity and depending on if you need to use equipment. The subdivisions are “individual", “pairs”, “group”, and “equipment.” We recommend that you choose activities that best fit the structure of your teaching for that day/class period. For example, if the students are working in groups it would be an easy transition to doing a group activity break.

**Symbol:** At the back of the manual there are activities labeled with a star. These activities incorporate cognitive content into the physical activity break. In other words, they require some thinking while moving. These can be used in addition to the ones in the front of the book but not exclusively because some do not meet the requirements of the non-negotiables. These activities are listed to give basic examples of how physical activity can be implemented into a subject lesson.

**Specific Activities:** All of the activities listed throughout the compendium are designed to keep the students exercising at a moderate to vigorous intensity for three minutes. You will find the activities are organized depending on where they fall in the aforementioned categories. When choosing exercises, pick ones that you feel you will be able to confidently complete following the list of non-negotiables.

**Videos:** The videos compliment the compendium of activities and visually show examples of how an activity needs to be done. Check them out at [www.inpact.kines.umich.edu](http://www.inpact.kines.umich.edu)

*These activities are provided for your convenience but feel free to get creative and design your own activities as well. Just keep in mind that they must be moderate-vigorous intensity and last three minutes in duration.*
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INDIVIDUAL

Mountain Climbers

• On the floor, go into a plank position by pitting your:
  - Hands flat on the floor
  - Hands shoulder-width apart
  - Arms straight
  - Back flat

• Mimic a running motion by switching one foot at a time.

• Continue for four minutes alternating between 15 seconds of mountain climbers and 15 seconds of plank
  - Students can add intensity by adding speed.
Act as Your Favorite Animal and Least Favorite Animal

- Have the students stand up and choose what their favorite animal in a respectable manner.

- For 60 seconds have them behave the way their favorite animal would behave.

- Next have them pick their least favorite animal and behave the same way that animal would act for 60 seconds.
  - Repeat both
Scissors Kicks & Arm Crosses

- Have the students begin by placing their arms high in the air and staggering their feet, one in front of the other.

- Students will then jump and switch the position of their feet while crossing their arms in the air at the same time (right arm in front of left) for 25 seconds.

- Then have the students switch the position of their feet once again while their arms cross the other way (left arm in front of right) for 25 seconds.

- Allow the students to choose their speed, but encourage a steady but quick pace.

- Continue for four minutes.
Grapevine

- Have students do the grapevine movement around the room (alternate crossing left foot over right, then right over left while moving in a sideways motion).

- Complete for four minutes.
Fitness Dice

**Equipment:** Two dice

- Use two dice and assign each number on the die a physical activity exercise.
  - 1= Jumping Jacks
  - 2= Squat Jumps
  - 3= Marching
  - 4= Star Jumps
  - 5= Mountain Climbers
  - 6= Scissors

- Roll one dice to determine the number of times the activity will be done, and roll the other dice to determine the activity.

- Complete for a total of four minutes of movement.
• Have students stand with their feet slightly more than shoulder width apart.

• Jump while overlapping feet (right foot in front, left foot behind).

• Jump back to feet being slightly more than shoulder width apart.

• Jump switching the foot that is in the front (left foot in front, right foot behind).

• Continue this pattern for four minutes.
Mummy Walk

- Have the students walk/jog around the room imitating a mummy.
- The teacher may play spooky music.
- Continue the activity for four minutes.
  - Make sure the students are moving around the room at a fast enough pace to increase their heart rate.
• The teacher then calls a number between 1 and 4, which indicates the direction that the students will jump.
  o 1= jump to the right
  o 2= jump to the left
  o 3= jump forward
  o 4= jump backwards

• Students will then jump in that direction.

• While waiting for the teacher to call out another number, the students must jog in place.

• Continue the activity for four minutes.
INDIVIDUAL

Beans Activity I

- Have the students stand up and make sure that they have enough space to be able to move around freely.

- The teacher will then call out names of different types of beans and the students will respond by doing the set of actions associated with the bean type. The teacher should make sure that the bean type and their corresponding actions are listed on the board.
  - Jelly beans: Wobble and shake like jelly (or jello).
  - Kidney bean: Make the shape of typical bean using your whole body or head as quickly as you can.
  - Black eyed beans: Do squat jumps.
  - String beans: Bounce up and down like a pogo stick.
  - Jumping beans: Bounce up and down while waving arms side to side.
Beans Activity II

- The teacher will call out names of different types of beans and the students will respond by doing the set of actions associated with the bean type for four minutes. The teacher should make sure that the bean type and their corresponding actions are listed on the board.

  - Runner beans: Run on the spot.
  - Baked beans: Shiver and shake as if it was cold.
  - Broad beans: Do the can-can, high kicks.
  - Pinto beans: Have the students do star jumps.
  - Coffee beans: Have the students move around the room as if they’re highly caffeinated, trying their best to not bump into other students or objects.
  - Chili beans: Make a wide stretched out space with your body.
Standing at Desks

• Students stand next to their desk and do;
  o 15 jumping jacks
  o 15 alternating knee lifts
  o 15 repetitions of flapping arms like a bird
  o 15 Hops
  o 15 Scissors (feet apart then cross in front, feet apart then cross in back)

• Continue activity for 4 minutes.
Future Trainer

• Have a student lead a 4-minute physical activity break doing any activities or games of the class’s choosing—be creative and have everyone in the class get involved!
Mix it Up!

- Create a dance sequence one move at a time by calling out a move.
- Add one move each time through the sequence.
- Moves could include: jump twice, quickly spin in a circle, squat, etc.
- Continue for four minutes.
INDIVIDUAL

Jumping Circuit

- Have students do the following in place, changing movements on the teacher’s call.
  - Star jumps
  - Jumping jacks
  - Jump side to side
  - Continue for four minutes
Wiggles

• Jog in place while doing the following activities for 4 min.

• On the teacher’s signal the students begin to wiggle their fingers.

• Then their fingers and wrists.

• Then their fingers, wrists, and forearms.

• Then their fingers, wrists, forearms, and elbows.

• Then their fingers, wrists, forearms, elbows, shoulders, rib cage.

• Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.

• Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.

• Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.
  o Variation= start from toes and work your way up (toes, knees, hips..)
Animal Races

- First have students around the room like a bunny or a frog. Continue for 60 seconds.

- Then have the students squat down and waddle around the room like a duck. Continue for 60 seconds.

- Repeat both

- Students can choose to make the noise of the animal that they are acting like.
Busy City

- This activity is meant to represent a city during rush hour.

- Students will move all around the room when the teacher begins the activity.
  - Jog for 30 seconds
  - Hop for 30 seconds
  - Skip for 30 seconds
  - Jog for 30 seconds
  - Repeat each activity

- Students can choose their direction and their speed.
Dance Fever

- The teacher calls out a type of dance move and the students do the move along with the teacher.

- Perform each dance move for about 30 seconds then move on to the next move. Continue for 4 minutes.

- Examples of dance moves include:
  - The swim
  - The twist
  - Ballroom Cha-cha
  - Zumba
  - Stomp
  - Quicksteps
Box Jumps

• Have students imagine a box or square on the floor with four separate quadrants.

• While keeping their feet close together, jump into one of the quadrants.

• Continue by making a circular or crisscross pattern while jumping into each quadrant.

• Continue for four minutes.
Jumping Up and Down & Clapping Game

- Students will jump up and down on two feet while playing one of the clapping games listed below for 30 seconds.
- Then continue playing one of the clapping games, but while jumping on alternate feet for 30 seconds.
- Repeat for four minutes

- Clapping game suggestions are patty-cake, Miss-Mary-Mack and handshake creations (or school appropriate games that students already know).
Teacher selects an animal or has students select an animal: monkey, snake, elephant, kangaroo, lion, or tiger.

Students must imitate the way the animal walks or moves at their desks or around the classroom for at least 30 seconds.

Students continue until the teacher signals to move like the next animal.

Continue the activity for four minutes.
Electric Slide

- Start with feet together and arms at your slide.

- Move to the left by sliding the left foot out to the side, while moving both arms up until parallel to the ground.

- Put both feet together and move arms down to the side.

- Move to the right by sliding the right foot to the side, while moving both arms up parallel to the ground.

- Put both feet together and arms down to the side.

- Continue for four minutes around the room. Have students perform the movement as fast as possible.
Note Handoff

Equipment: Index cards

- Have each student write a physical activity on an index card.

- When you say “Go,” the students will pass the notes around the class.

- When you say “Freeze,” students keep the card in their hand at that moment.

- Now select a leader to stand in front of the room and lead the class to complete the movement listed on the card for 60 seconds.

- Repeat four more times.
• Instruct the students to jog around the room while leading with a particular body part of their choosing (i.e. foot, shoulder, knee, ear, etc).

• After 1 minute, the teacher will yell out “SWITCH!” and the students will choose a different body part to lead with.

• After each subsequent minute, the teacher yells “SWITCH!” and then students choose a different body part.
  o Ask students to come up with a unique sound to go along with their new walk.

• Continue for four minutes.
Referee Makes the Call

- The teacher calls out a movement varying the order and length of activity.

- Teachers choice of activity.

- Suggestions: seat kicks, jumping jacks, high knees, quick steps, 180 degree turn, 360 degree turn.

- Complete activity for four minutes.
• Students stand in place and respond to the color of the traffic light the teacher says, in the following manner;
  o Green light= move feet as fast as possible in place.
  o Yellow light= march in place.
  o Red light= stomp your feet in place and pretend you’re a zombie, as fast as possible.
I Spy

- Explain that when you say “I spy,” every child needs to stop what he/she is doing, listen and respond with, “what do you spy?”

- Say something like “I spy children dancing in one play,” or “I spy a rock star silently playing a guitar.”

- The students should then act out the idea until the teacher says “I spy” again.

- Then all the students stop what they are doing and respond with “what did you spy?”

- The game continues with the teacher suggesting other ideas such as, “I spy children waving their arms.”

- After at least four minutes has passed, say “I spy students sitting down quietly.”
Cross Country & Downhill Skiing

- Have students stand behind their desks/tables.
- Lead them in 30 seconds of cross country skiing.
- Then lead them in 30 seconds of downhill skiing.
- Repeat four more times.
• Call out the following sports skills for students to mimic for 30 seconds each for four minutes’ total.
  o Shooting a jump shot
  o Running through tires
  o Hitting a baseball
  o Serving a tennis ball
  o Downhill skiing
  o Spiking a volleyball
Jump Twists

- Have the students jump and twist their hip to the right.
- Then have them jump and twist their hip to the left.
- Follow the pattern in the direction of twisting right, left, while also moving forward and backwards.
- After 1 minute has passed complete 30 seconds of jumping jacks then 30 seconds of toe touches.
- Continue for four minutes alternating between activities.
• Have the students stay seated at their desk.

• Ask them to do flutter kicks with both legs going in opposite directions for 20 seconds.

• After 20 seconds have them raise up from their seats and back down for 20 seconds.

• Then have them perform flutter kicks with both legs together for 20 seconds.

• Repeat all three exercises four times

*lower intensity activity
• Students will stand with an imaginary jump rope.

• The teacher will say a number.

• The students will then count by the number the teacher says.
  - Example: by 2s they would count; 2, 4, 6, 8, 10...

• The students will do simulated jump roping while counting.

• Continue for four minutes
Jump!

- Have the students stand up and find a comfortable space where they can jump side to side.

- When they have found some space, have the students imagine a line on the floor. Have them jump side to side over the imaginary line for 15 seconds.

- Then have them jump back and forth (forward and backwards) for another 15 sec.

- Then have them pretend to jump rope for 30 seconds.

- Repeat cycle four times.
• Have the students stand up with their feet slightly apart.

• Have the students move their arms in unison and in a circular motion (clockwise and then counter clockwise) in front of them for 60 seconds.

• After 60 seconds, have the students begin jumping up and down at a decent pace while moving their arms.

• Alternate between telling them to move their arms at higher speeds and at lower speeds.

• Continue for four minutes.
Kick it Up

• Have the students stand in one spot and perform seated kicks for 20 seconds as fast as possible.

• Next have them stand up and march in place for 20 seconds as fast as possible.

• Repeat both activities for 4 minutes’ total.
Crazy Sign Language

- Assign a movement for the numbers 1-5.
  - 1= jumping jacks
  - 2= butt kicks
  - 3= high knees
  - 4= star jumps
  - 5= mountain climbers

- All students should be jogging in place to start.

- The teacher will hold up a number and the students will do 10 repetitions of the corresponding exercise. Then return to jogging.

- Continue for four minutes.
• Have the students stand in one spot and perform the following activities in response to the teacher's commands.

• Commands:
  o Slow= jog in place
  o Medium= run in place
  o Fast= sprint in place

• Teacher randomly calls out different paces for four minutes.
The teacher will choose four students to be leaders, (this could be used as a reward for good behavior).

Have one of the leaders lead the class in an exercise of their choice for 60 seconds. The leader may change the exercise as many times as they want during their minute.

Then repeat three more times with the three other leaders.
• Have students do the following in place. Switch on the teachers call.
  o 20 seconds of Alternate jump lunges
  o 20 seconds of Squats as fast as possible
  o 20 seconds of Butt Kicks

• Repeat four more times.
Crab Walk Spin and Jumping Jack Spin

**Crab Walk Spin:**
- Have students sit on their buttocks on the floor with their knees bent so their feet are flat. Hands are placed on the floor behind their back with their fingers pointing away from their body.
- Now, have students lift their buttocks off the ground so their feet and arms/hands are holding their weight.
- While keeping their hands in the same area, their feet will rotate in a circular, clockwise position around the hands (then counterclockwise)
- Continue for 2 minutes.

**Jumping Jack Spin:**
- Have students start by standing tall with their feet together and their arms down at their sides.
- Have students jump and separate their feet to slightly shoulder width apart while bringing their arms together up in the air.
- Continue with this pattern while spinning clockwise (then counterclockwise)
- Continue for 2 minutes.
360 Degree Spin

- Have students stand with their feet shoulder width apart and their arms reaching out to the sides.

- Using a swing like motion with their arms, have students jump and spin their hips, legs, and feet in a clockwise rotation.

- The goal is to spin 360 degrees and land back in the original position.

- Students will complete three or four spins in this direction then try counterclockwise.

- Continue activity for 4 minutes.

*Modification= 180 degree spins
• Have students get in a squatted position on the floor with their knees bent and their hands on the floor in front of them.

• On command, students will push from their legs to leap in the air and land just in front of their original position.

• After 30 seconds do lateral hops by jumping to the right or left of their original position for another 30 seconds.

• Then take a 30 second jog in place break and continue.

• Continue for four minutes.
Jog Plus Wrist/Elbow/Shoulder Tap

- Have students jog in place for 30 seconds.

- Then while jogging in place, have students reach their arms out to their sides.

- Students will take their right arm and reach it across their body to touch their wrist, elbow, and shoulder on the left arm (make sure their left arm remains straight out to the side).

- Then, while students continue to jog, have them reach their left arm across their body to touch their wrist, elbow, and shoulder on the right arm (keep the right arm straight out to the side of the body).

- Continue this pattern for four minutes.
Marching w/Arm Raises

- Start by having the students march in place for 60 seconds.

- After 60 seconds, have the students continue to march in place with the addition of raising and bringing down both arms in the air 5x. Repeat over the duration of 60 seconds.

- Following the arm raises, have the students shuffle from side to side until the 4 minutes have concluded.
• Have the students stand up and imagine they have hula hoops around their waists.

• With their feet spread wider than shoulder-width apart and hands on their hips, have students move their hips in a circle, in a clockwise direction.

• Do this 10-15 times and then have them repeat in a counterclockwise direction.

• Complete three rounds of hula hooping then do jumping jacks for 30 seconds. Repeat for 4 minutes.
Create Your Own Activity Break

- Have the students come up with an activity break for the class to perform.

- Required: Four minutes long and heart rate in the moderate intensity range.
**Coin Toss**

**Equipment:** A coin

- Have the teacher or a designated student flip a coin.
- If the coin lands on heads do 20 jumping jacks.
- If the coin lands on tails do 20 seat kicks.
- Continue for four minutes.
  - *Vary the activities by choosing different exercises for heads and tails.*
Morning Routine

- Have the students stand up behind their desk/table.

- Say a “typical” morning activity and have them act it out while jogging.
  - Ex: Instructor yells out brush your teeth, the students will then begin motioning as if they’re brushing their teeth while continuing to jog in place.
• Ask the students to stand up tall and keep their arms extended in front of them at shoulder height.

• Ask students to begin walking straight. They are to keep one leg locked out and planted into the floor and kick their opposing extended leg up toward their opposite hand’s fingertips.

• Alternate legs as they Frankenstein walk.

• After 60 seconds switch to hopping like a bunny for 60 seconds.

• Continue activity for four minutes while listening to a song.
• Have the students stand up with their feet shoulder width apart.

• Have them bend from their waist and place their hands on the ground. Have them walk hands forward, keeping legs straight.

• When they arrive in a plank position (push-up position), have them do a pushup and then quickly walk hands back towards their feet and stand.

• Alternate between the above activity for 30 seconds and jogging in place for 30 seconds for a total of four minutes.
Embrace that inner grizzly! Have the students start walking on all fours, rise up onto the toes (make sure your knees don’t touch the ground), tighten the core, and slowly reach forward with the right arm and right knee, followed by the left side.

Continue the crawl around the room for four minutes alternating between crawling fast like you are chasing your food and crawling at a steady pace.
Exercise March

- Call out one verse at a time of the chant. Students will repeat each verse of the chant. Continue activity for four minutes.

- Students can march in place at their desks, or you can lead them in a circle around the room.
  - Chant:
    - I don’t know what you’ve been told
      Exercise is good for the soul

      When we march, our knees stay high
      And Feel the burn all through our thigh

      We stretch our bodies every day
      Before we do sports and go out to play

      Building our muscles can’t be wrong
      It helps to keep our bodies strong

      Sound off (Leader)
      1,2 (students)- students stop and perform 2 jumping jacks
      Sound off (Leader)
      3,4 (students)- students stop and perform 2 jumping jacks
      Sound off (Leader)
      1,2,3,4 (students)- students stop and perform 4 jumping jacks
Jump, Jump, Jump

- Rotate between these exercises twice for 30 seconds each:
  - Tuck jumps or star jumps for 25 seconds.
  - Jumping jacks for 25 seconds.
  - Jog in place for 25 seconds.
- Repeat until 4 minutes has passed.
Move Like a...

- As fast as possible move around the room and:
  - Walk like a robot
  - Move like an Octopus
  - Clean like a custodian
  - Play guitar like a rock star
  - Hop like a bunny
  - March like a soldier
  - Continue activity for four minutes
• Move around the room like:
  o You are made of Jello
  o You stepped on gum
  o You're walking in a dark cave
  o You are being chased by an animal
  o You are late for class

• Continue for four minutes.
• First jog for 30 seconds.

• Then Ask the students to stand on one foot while you have the other foot raised above the ground.

• Students are to rotate their ankle 10 times clockwise. Repeat this with the other foot.

• This is also a balancing exercise. If students have difficulty, they can hold onto their desks, or place the rotating foot on its toes and rotate it against the floor.

• Repeat for four minutes.
Heel, and Toe Walk Combination

- Have the students walk forwards and backwards on their heels.

- Then forwards and backwards on their toes.

- Then forwards and backwards on their heels with only one foot touching the ground.

- Then forwards and backwards on their toes with only one foot touching the ground.

- Switch between the four ways for four minutes of activity.
You Choose!

- The teacher and/or the students will choose 4 exercises.
- The class will perform each chosen exercise for 1 minute.
  - Jumping jacks
  - Burpees
  - Bear crawl
  - Crab walk
  - Chair squats
  - Squat jumps
  - Arm circles
  - Running in place
Shuffle and Dance

- Have the students begin to shuffle side to side around the room, changing directions.
- Continue this for two minutes.
- Next begin to do their own personal dance for the remaining two minutes or just continue to side shuffle.
Moving Mania

- Have students perform a variety of movements to music or to a verbal command for 20 seconds each. The instructor can choose which activities the students will do.
  
  - Examples of Activities: Truck twists, ankle rolls, touch the sky (jumping up), jumping jacks, high knees, jogging on the spot, jumping heel touches

- Continue for four minutes.
Crab Walks

- Crab walk around the room for 1 minute
- Bear crawl for 1 minute
- Repeat both exercises
• Have students do the following in place:
  
  o Burpees for 20 seconds
  o Star jumps for 20 seconds
  o Hopping in place for 20 seconds

• Repeat 4 more times to their favorite song
Cross Lateral Hops

• Have students bring their right elbow to their left knee while hopping one time on their right foot.

• Then bring left elbow to right knee while hopping on left foot.

• Encourage students to progress to fast, fluid motions.

• Continue alternating between 1 minute of cross lateral hops and 1 minute of jogging in place. Repeat both.
Jog/Jump Rope/Stand

- Have the teacher say or call out a number.
- If the teacher gives the number 10, the students jog in place.
- If the number is greater than 10, then they just stand still.
- If the number is less than 10, then the students jump rope with an invisible jump rope.
- The trick is that the teacher will say things like “7+3” and “14 -5” (pick appropriate sums, differences, multiplication, and division problems for your students to solve mentally).
- Choose different numbers to have endless variations
  - Ex: Stand if the number is greater than 5, run in place if it’s smaller than 5, jump if it’s 5.
Top Gun

- Children begin by lying on their stomachs.
- When you yell, “Start your engines,” the children rise to a hands-and-knees position and perform push-ups.
- Next instruct them to “take off” (fly(run) around the exercise area) and land (stop, perform squat jumps as fast as possible where they are).
- Play for at least four minutes.
• Have students do the following in place for 2 minutes. Changing movements on the teacher's call.
  o Jog in place
  o High knees
  o Jumping jacks
  o Hop on one foot
  o Hop on the other foot
  o Jump
  o Rest and repeat for a total of four minutes.
Quick Feet

- Start with feet shoulder width apart and knees bent in a defensive position.
- Pick up and put down feet as quickly as possible for 60 seconds.
- Do windmills clockwise for 60 seconds.
- Repeat once more, but doing counter-clockwise windmills the 2nd time.
Forward and Backward Arm Circles

- Stand tall with feet shoulder width apart for balance. Begin by pointing your arms towards the ceiling and make a circle motion forwards while jumping. Complete for 45 seconds.

- Complete the same movement this time making circles backwards while jumping. Complete for 45 seconds.

- Repeat.
• Have the students stand up and act as if they are kicking a soccer ball, or football for about 30 kicks.

• Then have them do 10 sit-ups.

• Following the sit-ups ask the students to march in place for 30 seconds.

• After they finish marching in place, have them do 10 squats.

• Following the squats have the students jump from a stand still position for 30 seconds reminding them to take their time jumping.

• Student choice of sit-ups or squats for the remainder of the 4 minutes.
• Line up all the students against the wall.

• On the teachers “go” the students will run and touch the wall on the other side of the room as fast as possible.

• You can vary how they travel.
  ‒ Ex: high knees, butt kicks, jumping, hopping

• Continue for four minutes.
Clap and Twist

- Have the students stand up and raise their hands above their heads and clap.
- Then jump around in a full 360 motion.
- Next, have the students stretch both of their hands to the left and then to the right and then jump in a full 360 motion.
- Then have the students do 5 burpees.
- Repeat the exercise until the 4 minutes are completed.
Train Like a Pro

• Have students emulate various sports for 10-15 seconds each:
  o kick a field goal
  o shoot a jump shot
  o run through tires
  o swing a bat
  o serve a tennis ball
  o ski downhill
  o spike a volleyball
  o swing a golf club
  o throw a football
  o swim

• Continue for four minutes.
Circuit

- Have the students switch between the following movements for a total of four minutes:
  - Jumping jacks
  - Knee lifts
  - Flap arms like a bird
  - Hopping
  - Scissors (feet apart then cross in front, feet apart then cross in back)
• Call out the following sports skills for students to mimic for 20 seconds each.
  o Swinging a golf club
  o Throwing a football
  o Juggling a soccer ball
  o Shooting an arrow
  o Shooting a hockey puck
  o Swimming underwater

• Continue for 4 minutes.
Knee Lifts and Butt Kicks

- Start by jogging in place for 30 seconds.
- Alternate a jog with bringing your knees up high towards your face for 30 seconds.
- Return to a regular jog for 30 seconds.
- Alternate by bringing your heels back to touch your buttocks for 30 seconds.
- Resume a regular jog for 30 seconds.
- Students choice of activity for remaining 90 seconds.
Bunny Hops with Russian March

- Begin bunny hopping on two feet.

- After 30 seconds, allow them to stop hopping and to begin running with arms straight out in front of their body.

- Allow them to do this until two minutes, and then begin the bunny hops for the remaining 2 minutes.
Students will attempt to complete the following activities within the 4-minute time frame.

- 30 tuck jumps
- 30 squat jumps
- 20 alternate heel touches
- 10 leaps taking off from their right foot
- 10 taking off from their left foot
- Skip across the classroom and back
The Flamingo Roll-O’s

- Have the students hop on one foot and then alternate feet after every ten jumps on their starting standing leg.

- While jumping and alternating feet after every 10 jumps, have the students perform roll-o's by making circular motions with both arms varying size and speed for added variety.

- Complete as fast as possible for four minutes.
Scissor Kicks

- Have students begin by placing their arms on their hips and staggering feet one in front of the other.

- Jump and switch the position of their feet. Continue for 30 seconds.

- Hop in place for 30 seconds.

- Jog in place for 30 seconds.

- Alternate activities for four minutes.
• Have students do the following in place for 20 seconds each. Switching movements on the teacher's call.
  o Skipping
  o Jogging
  o Hopping with feet together

• Continue for four minutes
Shoulder Blasts

All the activities must be done while jogging in place.

- Hold your arms straight out to the sides.

- Make arm circles forward (start with small circles, then gradually larger circles).

- Reverse direction and make arm circles in a backward direction (large circles, then gradually smaller circles).

- Raise your arms in front of your body and move your arms up and down.

- Raise your arm above your head and wave them side to side, like a windshield wiper.

- Pump your arms above head to “raise the roof.”
Frog Jumps and Duck Walks

• Start in the squat position, with feet a little wider than shoulder-width apart. Put your hands between your legs similar to a frog.

• Jump upward, and softly land back to the frog position for 30 seconds.

• Then squat down and walk like a duck around the classroom for 30 seconds.

• Then do jumping jacks for 30 seconds.

• Rotate through the movements for 4 minutes.
**Jump for Joy Circuit**

- Have students do the following in place for 90 seconds. Switching movements on the teacher’s call.
  - Jump in place on right foot
  - Jump in place on left foot
  - Jumping jacks

- Complete movements for four minutes.
Around the Room Circuit

- Have students do the following in place for 90 seconds. Switching movements on the teacher's call.
  - Power skips 1 lap around room
  - Jog 1 lap around room
  - Frankenstein/zombie run 1 lap around room

- Repeat for four minutes.
High Tempo Circuit

- Have students do the following in place for 90 seconds. Switching movements on the teacher's call.
  - Jumping alternating lunges
  - Butt kicks
  - Squats as fast as possible (while doing correct form)

- Repeat for four minutes.
Jump Skip Counting

- Have students count by twos, fives, tens, etc. while jumping as high as possible with each number counted.

- Continue for four minutes.
Jump Rope Tricks

- Pretend to perform different jump rope tricks. Must be jumping quickly the whole time.
  - Examples: Scissors, side toe touch, heel toe, rocker, wounded duck.

- Complete activity for 4 minutes.
Skip to It!

- Have the students complete the following list of skipping activities for 30 seconds each exercise.
  - Two-foot skipping
  - Alternate-foot skipping
  - Hopping on the left foot
  - Hopping on the right foot

- Rotate through for four minutes.
Jump Tucks and Squat Jumps

- **Jump Tucks:**
  - Have students jump in the air bringing their knees to their chest.
  - Bring knees as high as possible.
  - Complete for 45 seconds.

- **Squat Jumps:**
  - Have students bend down and touch their hands to the floor while keeping their back straight, head up, and feet shoulder width apart.
  - Next, they jump high in the air (raise hands to the ceiling).
  - Complete for 45 seconds.

- Perform jumping jacks for 45 seconds
- Choice movement for remainder of 4 minutes.
**Common/Popular Dance Songs**

**Equipment:** A projector and access to the internet.

For each song play the video on YouTube and have everyone participate for 3 minutes.

- **Cha-Cha Slide**  
  [https://www.youtube.com/watch?v=wZv62ShoStY](https://www.youtube.com/watch?v=wZv62ShoStY)

- **Nae-Nae**  
  [https://www.youtube.com/watch?v=vjW8wmF5VWc](https://www.youtube.com/watch?v=vjW8wmF5VWc)

- **Cupid Shuffle**  
  [https://www.youtube.com/watch?v=h24_zoqu4_Q](https://www.youtube.com/watch?v=h24_zoqu4_Q)

- **Milly Rock**  
  [https://www.youtube.com/watch?v=iBGWxqB2kzk](https://www.youtube.com/watch?v=iBGWxqB2kzk)

- **Cotton eyed joe**  
  [https://www.youtube.com/watch?v=PGOL-DalV4w](https://www.youtube.com/watch?v=PGOL-DalV4w)
Mountain Climbers & Jumping Jacks

• 2 Rounds of:
  o 30 seconds of mountain climbers
  o 30 seconds of jumping jacks
  o 30 seconds boxing in place
  o 30 seconds jogging in place
Squat Jumps & Star Jumps

- 4 Rounds of:
  - 30 seconds of squat jumps
  - 30 seconds of star jumps
• Have each student bounce around in place like a boxer for 60 seconds.

• Next have them punch straight up in the air, first right then left arm, for 30 seconds each arm.

• Then have them punch straight in front of themselves for 60 seconds;
  o Make sure the students are evenly spaced with enough room to complete the activity without interfering with others.
  o Continue doing jumping jacks for remaining 4 minutes.
Hopping

- Hop on right foot around the room for 60 seconds.
- Hop on left foot around the room for 60 seconds.
- Hop on both feet around the room for 60 seconds.
- Jog around the room for 60 seconds.
Jumping Fish

- Complete each activity for 45 seconds each:
  - Jump as high as possible
  - Jump small jumps quickly
  - Jump side to side
  - Jump front and back
  - Jump and turn
  - Fast jumps
Animal Mania

• Complete each activity for 60 seconds each:
  o Hop like a frog
  o Gallop like a horse
  o Bounce like a kangaroo
  o Run like a cheetah
Puddle Jumps

- Rotate through each activity for a total of 4 minutes:
  - Two-foot hop around the room
  - Leap around the room (right foot lead)
  - Leap around the room (left foot lead)
  - Vertical jumps
• Have the students stay seated at the desk.

• For the next 30 seconds have the students stand up and twist in each direction (left and right) and then sit down and repeat for 30 seconds.

• For the following 30 seconds have the students do leg raises 1 leg at a time while seated.

• Then, have the students stand up and down while jumping up as high as they can in between for 30 seconds.

• Repeat all three exercises.

• Choice activity for last minute.
Shuffling Back and Forth

- Shuffle from side to side to get to different stations within the classroom.

- Stay at each station for 60 seconds.
  - Station 1: Squats
  - Station 2: Hop in place
  - Station 3: Tuck jumps
  - Station 4: Jog in place
Buddy Tag

- One person is “it” and one person is the runner.

- Everyone else finds a partner and links arms. The pairs of buddy’s scatter around the playing field.

- The person who is “it” tries to tag the runner.

- To avoid being caught, the runner finds a buddy, he/she link arms and is safe…but now the buddy on the other side of the pair becomes the runner!

- Play for four minutes.
Mime Yourself

- Have students get into pairs and without talking, mirror each other’s actions for four minutes.

- Specify who will be the leader to start, and tell students that they should switch back and forth between who is the leader.

- Complete for four minutes of activity.
  - Encourage lots of movement.
  - Suggestions: Jumping, running in place, jumping jacks, dance moves.
Squats & Toe Touch Combo

- Have the students stand up and face a partner.
- Have the partners do partner squats for 30 seconds.
- Have them switch partners and then repeat the squats for 30 seconds.
- Now have the students do toe touches and jumps for 30 seconds.
- Lastly, have the students do jumping arm rolls (jumping while having both arms move in a circular motion for 30 seconds).
- Repeat
• Have the students form pairs. Designate one student to be student A and another student B.

• Then, the teacher decides on an activity to perform.
  o Suggestions: Jumping jacks, squat jumps, star jumps, dance move.

• Student A performs the activity 10 times and then student B performs the activity 10 times.
  o While student B is waiting on student A, they should do squats.

• Then student A performs the activity 9 times followed by student B performing the activity 9 times.

• Students take turn until they get down to 1 repetition.

• Repeat with new activity until four minutes is complete.
Rock, Paper, Scissors with Feet Challenge

- Have students stand up and pair up.
  - Rock = feet together
  - Paper = feet spread apart
  - Scissors = feet in a crisscrossed position
- To start have students begin jumping three times and after third jump the students should stop on one of the above positions.
- Play for four minutes.
• Have students form pairs and line up at opposite ends of the classroom across from his/her partner.

• Call out the name of the physical activity and have the students jog forward and meet their partner in the middle of the classroom to perform the activity together until you direct them to stop.
  o Examples: jumping jacks, butt kicks, squat jumps, star jumps, mountain climbers.

• Have the students jog back to their original location and then call out another activity. Play for four minutes.
• Ask students to find a partner.

• Encourage students to choose someone new as a partner (refrain from choosing a friend so they can develop more important social skills).

• Allow students to take a social walk around the room.

• The goal is for students to talk as they circulate around the room.

• The teacher may want to assign a topic (hobbies, favorite type of music, or favorite place to visit, etc).

• It is also appropriate to allow students to choose their topic while allowing the conversation to take a natural direction.

• Continue for four minutes.
GROUPS

NFL Team Challenge

• Divide the class into four groups: offense, defense, coaches and cheerleaders.

• The offensive team will march forward around the room, defensive team will side shuffle.

• Coaches will pace back and forth, and cheerleaders will jump up and down.

• Continue for 60 seconds and then switch roles for a total of four minutes.
Frogs in the Pond

- Teacher selects a student to be “Kermit.”

- All other students gather around “Kermit.”

- On the teacher’s signal, all students become frogs and start jumping.

- Kermit jumps around while trying to tag a frog.

- If tagged, frogs become princes or princesses and have the power to tag other frogs.

- Continue for four minutes starting over if needed.
Push & Pull

- Divide the class into two groups.

- One group of students will be the “pullers” and will walk around the classroom safely pulling out chairs from desks.

- The other group will be the “pushers” and they will walk around the classroom safely pushing the chairs back into the desks.

- All students must continue walking the whole time.

- After 60 seconds, switch roles and complete for another 60 seconds. Alternating through each movement twice.
The teacher will tell the students that everyone is “it” at the same time.

On a signal, have students attempt to tag each other, while avoiding being tagged by another student. If tagged, students walk or jog on the spot with their hands on their heads. If students tag each other simultaneously, both walk or jog on the spot with their hands on their heads.

Play for a total of four minutes. If everyone is tagged before the four minutes is up, start a new game.
Catching the Dragon’s Tail

• Gather 10 or more children in a line. Each person places hands on the shoulders of the person in front of them. The first in line is the “head” of the dragon; the last is the “tail.”

• The head tries to catch the tail by maneuvering the line around so that he/she can tag the tail player.

• When the tail is tagged, the tail player moves to the front of the dragon to become the new head. The old head is now in second.

• Play for four minutes.
Go Bananas

• Have the students scattered in the classroom with their chairs pushed in. The objective is for the students to perform actions based on the following chant.

• First chant goes “Grow bananas, grow, grow bananas.”
  o Have the students raise their arms in the air several times.

• The second chant is “Peel bananas, peel, peel bananas.”
  o Have the students move their arms sideways several times.

• The third chant is “Mash bananas, mash, mash bananas.”
  o Have the students stomp on the floor several times.

• The fourth chant is “Go bananas, go, go bananas!”
  o Have the students jump up and down and go bananas!

• Lead the students in several rounds of the activity.

• To make the activity more challenging,
  o Try and see how quickly the students can get to “go bananas.”
  o Or how quietly can they get to “go bananas.”
  o Or ask them “who can think of another fruit or vegetable we could grow?” And perform the activity with that fruit in mind.
Hokey Pokey

- Have the students form a circle.

- The song goes: “You put your right hand in, you put your right hand out, you put your right in, and shake it all about, you do the hokey pokey and your turn yourself around. That’s what it’s all about.”

- Continue with left hand, right foot, left foot, head, backside, and whole self.

- Have the students jump with each motion.

- Play for four minutes.
Trading Places

- Have students begin jogging in place behind their desks.

- Call out a trait and everyone who has that trait has to jog to switch places with someone else who also has that trait.

- If someone doesn’t have the trait they should continue jogging in place behind their desk.
  - Examples:
    - Everyone with curly hair
    - Everyone who ate cereal for breakfast
    - Everyone who is wearing stripes.
Freestyle Dance Off

• Have the students get in groups of 4.

• Then have each student take turns showing their dance moves. While having the other students within the group copying their moves and dancing along.

• Complete for four minutes of fast dancing!
Pump It Up & Go

- Set up 4 different stations around the room.

- Have the students move from one station to another every 60 seconds.
  - Station 1: Frog jumps
  - Station 2: Star jumps
  - Station 3: Mountain climbers
  - Station 4: Squat jumps
Orienteering Stations

- Write a different physical activity on each station or checkpoint. Complete each activity for 30 seconds.
  - Station 1: *Fast feet*
  - Station 2: *Student chooses activity*
  - Station 3: *Tuck Jumps*
  - Station 4: *Squat jumps*
  - Station 5: *Star jumps*
  - Station 6: *Stride jumps*
  - Station 7: *Jumping jacks*
  - Station 8: *Jog in place*
All Hands-on Deck

- Establish three areas: one side of the play space is a ship; the opposite side is the shore; in between is a marked area called the deck.

- One person is the Captain (teacher) who barks the orders.
  - "All hands-on deck!" means all must run to the deck and sit down.
  - "Attention!" means all must stand in military style.
  - "Salute!" means all salute in unison.
  - "All hands-on ship!" means all run to the ship side.
  - "All hands ashore!" means all run to the shore side.
  - Make sure that they are moving for at least four minutes.
**Equipment: Flashcards**

- Have the students perform an activity designated by the number on the card that was drawn.
  - 2= 10 jumping jacks
  - 3= 10 squats
  - 4= 10 heel touches
  - 5= 10 star jumps
  - 6= 10 wall push ups
  - 7= 10 jumping jacks
  - 8= 10 squat jumps
  - 9= 10 heel touches
  - 10= Mountain climbers
  - Jack= 10 jumps and spins
  - Queen= Jogging on the spot for 30 steps
  - King= 10 hops on each foot
  - Ace= Free choice of any activity
Equipment: A bowl or similarly safe object.

- Have everyone put a safe object on their heads (i.e. beanbag, or inverted bowl).

- Have the students then balance the object on their heads while walking like a duck, with knees bent and arms flapping and quacking.

- Have the students go around the room without the object falling off their heads. If and when the object falls, someone else must rescue it.

- Continue playing for 4 minutes.
**Equipment**: A chair

- Have students stand up and pull their chairs away from their desks. They should stand in front of their chair (seat facing out).

- Have students quickly sit, then stand, 10 times.

- Next, quickly repeat sitting halfway down and standing, 10 times.

- Last, have students barely sit (just touching the chair) and quickly stand, repeating 10 times.

- Complete for 4 minutes.
Chair Taps

Equipment: A chair

- Students face their chair, and place their hands on their hips.
- Lift left leg to tap left foot on the seat of the chair 15 times with a jump.
- Switch legs and lift right leg to tap right foot on the seat of the chair 15 times with a jump.
- For the next 30 taps alternate left then right toes tapping the seat of the chair.
- Continue for 4 minutes
Equipment: A limbo stick or any similarly safe object

- Have the students form a line.

- The teacher holds the limbo stick and students take turns doing the limbo under it.

- While waiting in line, everyone should be either doing jumping jacks, star jumps, high knees, or jogging in place.

- After a student goes under the stick, they should run to the end of the line and do one of the exercises.

- Continue for 4 minutes.
Chair Squats and Toe Taps

Equipment: A chair

- Chair squats
  - Stand tall in front of the chair.
  - Slowly squat down until your butt is just above the seat.
  - Slowly straighten (stand up) to standing position.
  - Complete for 60 seconds.

- Toe taps
  - Stand tall facing the chair.
  - Marching in place tap your right then left toe on the edge of the chair. Do this as quickly as possible.
  - Complete nonstop for 60 seconds.

- Repeat Exercises
**High Knee Drill**

**Equipment:** A ruler

- Have each student put a ruler on the floor between their feet.

- Have them move like a football player and “high knee it” as fast as they can for 60 seconds, without moving the ruler between their feet.

- Rest for 10 seconds.

- Then they stand facing the ruler with feet together, hop over and back for 60 seconds.

- Rest 10 seconds.

- Stand parallel to the ruler and hop side to side for 60 seconds.
  - Instruct the students to try their best to not touch the ruler with their feet.

- Continue for 4 minutes
**Waiter/Waitress**

**Equipment**: A journal or small paperback book.

- Have the students grab a journal or a small paperback book, and with their palms up balance it on their hand imitating a waitress.

- Have them walk around the room for 1 lap, then do high knees on the next lap without the journal. Repeat both until 4 minutes is complete.

- The goal is to keep the journal up the whole four minutes.

- Make sure that the students do not stop.
Sound the Alarm

**Equipment:** Music and a music player.

- Create an alarm noise that triggers the students to get up and out of their chairs.
- Have them start to speed walk around the room.
- When the music stops instruct them to do jumping jacks until the music starts again.
- Once the music starts back up return to speed walking around the room.
- Continue this cycle for four minutes.
Moving to Music

**Equipment:** Music and a music player.

- Play a song of your choice and let the students dance. They can dance with a partner or free dance.

- Must be at least four minutes long and every student must be moving the whole time.
Equipment: Music and a music player.

- Surf YouTube for just dance videos to have the class follow along to!

- Make sure everyone is moving for four minutes or more.
**Equipment**: A standard deck of playing cards.

- Using a standard card deck, assign an activity to each of the four suits (e.g. jumping in place, running in place, sit-ups, squats, etc.)

- Pass out a card to each student, and have them do that suit’s activity for 20 seconds.

- Have students pass their cards to their neighbor and repeat for twelve passes.

*Add a twist: have students perform the activity the number of times designated on the card.*
Task Master

Equipment: Chairs

- Have students stand up and push in their chairs. Explain that you are going to give them a series of tasks and the goal is to complete them as quickly as possible.

- For the first task, have students touch 10 chairs that are not in a row.

- For the next task, have students touch elbows with eight classmates.

- For the last task, have them touch toes with six classmates wearing shirts of six different colored.

- Continue until 4 minutes is over.
**Equipment:** A projector and access to the internet.

- Play one of these mini workout videos of simple dance routines to popular songs for the class to follow along too!

- Youtube link to the videos: https://www.youtube.com/playlist?list=PLC2C841486EB885F1
Debbie Doo Kids TV

**Equipment:** A projector and access to the internet.

- Try out one of these simple dance routines to kid songs for the class to follow along too.

- Youtube link: [https://www.youtube.com/channel/UCMyyXCurk6jXXOWt2eKyCgg](https://www.youtube.com/channel/UCMyyXCurk6jXXOWt2eKyCgg)
**Hit the Deck**

**Equipment:** A standard deck of playing cards.

- Teacher places deck of cards at the front of the class.

- Have one student select a card and students will do the corresponding activity for each suit. Write the corresponding activities for each suit on the board.
  - Heart: *Jumping Jacks for 15 seconds.*
  - Diamond: *Jog in place for 15 seconds.*
  - Club: *March in place for 15 seconds.*
  - Spade: *Scissors for 15 seconds.*

- Draw 12 cards for a total of four minutes of exercise.
Opposite Hunt

**Equipment:** Index cards

- Divide the class in half.

- Half of the class write a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student.

- The students must move around the classroom and match the word with the definition.
  - For younger students match up sight words, letter or numbers.
  - Try math problems and solutions.
Jumping Jack Spins with Arabesque Walking

- Have the students stand up straight with their feet together and arms at their sides.

- Have them begin doing jumping jacks while spinning in a clockwise direction and then counterclockwise direction for 1 minute each way.

- Now have the students stand on their right foot (straight leg).

- Students will lift their left leg backwards as far as they can without bending it, with their arms reaching out like an airplane.

- Students will then take a step forward by swinging and landing with their left leg.

- Now with the left leg touching the ground, they will maintain their airplane pose with the right leg now lifted.

- Continue alternating legs and taking steps forward for 1 minute.

- Then perform jumping jack spins until 4 minutes are finished.
Windmills with Toe Touches

- Have the students stand with their feet apart and their arms reaching out to their sides.

- Students will swing their right hand down to touch their left toes or ankle (straight legs or slightly bent knees), and then stand up and swing their left hand down to their right toes or ankle.

- Continue the exercise at a fast pace for 1 minute.

- Now, have the students stand up straight with their feet shoulder width apart and arms reaching out to their sides.

- Have them cross their right and left feet then uncross them several times for 1 minute.

- Repeat the pattern again for a grand total of 4 minutes.
What Time Is It?

- All students will be sitting. The teacher will ask students to estimate time.

- If the teacher says 15 seconds, then the class will stand and jump for what they think 15 seconds is. They should stop jumping once they think it has passed.

- Continue using different measurements of time. The total time must add up to four minutes of activity.
Stop, Drop, and Roll

- On the teacher's signal the students begin to jog around the room.
- When teacher yells "FIRE" the students stop, drop, and roll.
- Yell "Fire's out" and students begin jogging around again.
- Also say "when the heats up high", students respond, "you get down low" and squat down to the ground to avoid smoke.
- Students immediately stand back up and game continues.
- Continue for four minutes.
• Associate a movement with 4 different cities in Michigan.
  o Ann Arbor= Jumping Jacks
  o Detroit= Star Jumps
  o Lansing= Mountain climbers
  o Grand Rapids= Jog in place

• When the teacher calls out one of the cities the class should perform that movement until a new city is said.

• Continue activity for four minutes.
Let’s Swim

- Each time you say a certain word related to swimming, the students perform the action related to that word.
- Increase the intensity level from a medium to a fast pace.
- Continue for four minutes.
- Movements:
  - **Front stroke** – Students move arms as if to swim forward.
  - **Side stroke** – Students move arms as if to swim sideways.
  - **Backstroke** – Students move arms as if to swim backwards.
  - **Breaststroke** – Students move arms as if to do the breaststroke. Jump in – Students jump into the air and land squatting down to the ground as if to simulate jumping into a pool or lake.
- Intensity Levels:
  - **Calm waters** – Students move at a medium pace.
  - **Sharks in the water** – Students move at a fast pace.
Scatter Fitness

- Establish signals for each activity, including a stop signal (e.g., 1 clap = running in place; raising 1 hand = marching; 3 claps = stop activity).

- Begin the activity with a movement from below.

- Students perform the movement until the teacher gives the next signal (e.g., 1 clap = running in place).

- Continue this sequence until all activities have been done, repeating if time permits.

- Toward the end, combine all activities taught, one right after the other, then give the stop signal.
  - Running
  - Marching
  - Jogging in place
  - Knee ups
  - Jumping jacks
  - Straddle jumps
  - Side jumps
  - Ocean wave: a group wave from left to right with hands flying up then down, or students jumping up then down.
**Shipwreck**

- Explain the following commands and demonstrate the actions for each. May need to write them on the board.
  - **Bow**: jog to the front of the room
  - **Stern**: jog to the back of the room
  - **Starboard**: side shuffle to the right of the room
  - **Port**: side shuffle to the left side of the room
  - **Mop the deck**: pretend to mop the ship’s deck
  - **Iceberg**: Freeze in an interesting pose
  - **Walk the plank**: take 10 steps on the spot, with high knees, then turn 180 degrees; take another 10 steps on the spot, and once again turn 180 degrees
  - **Crows nest**: stretch up tall and pretend to look through a telescope
  - **Shipwreck**: fall down and crawl to the “beach” as fast as possible
  - **Rain**: jog on the spot
  - **Storm**: run on the spot as fast as you can

- Call out commands and have students do the actions.

- Call out commands faster and faster to make students move faster and to raise their heart rates.
PAIRS

Toe-To-Toe

- Have students stand up and quickly find someone and get face to face with that person.

- Instruct the students to greet their partner and exchange names. Have them share with their partner something they learned in class the day before, and then march in place.

- Once everyone is marching, instruct the students to march to another partner and get back to back with that person.

- While students are still marching place, have them share with their new partner what they learned two days ago at school and then do 10 jumping jacks.

- Students should continue exchanging partners (and marching in place each time) and share different types of information until the four minutes are up.
**Ball Pass Combination**

**Equipment:** A ball or a safe small object that can be thrown

- Allow students to find a partner.

- Give each pair a ball or something to toss back and forth. Have them practice throwing the object back and forth.

- After approximately 30 sec., have the students throw and catch the ball while jumping up and down for another 30 sec.

- Then have the students hop up and down on one leg while throwing and catching the ball for another 30 sec.

- For the rest of the four minutes have the students hop up and down on one leg and close one eye while throwing and catching the ball.
Pass it On: Uno Style

**Equipment:** Uno playing cards.

- Students form a circle. Teacher hands out one UNO card to each student.

- Students identify the color of the card and perform the activity that corresponds to that color for 30 seconds.
  - Blue: *Jump*
  - Red: *Squats*
  - Yellow: *Jump twist*
  - Green: “*swim* through the air”

- When the teacher says “pass it on,” students then pass their cards to the student to their right and perform the activity that corresponds to their new card.

- Pass 8 cards to the right 7 times.
Students act out the following fitness song: “On the first day of fitness, my trainer gave to me”
- 12 jumping jacks
- 11 squat jumps
- 10 knee lifts
- 9 side bends
- 8 jogs in place
- 7 jabs/punches
- 6 kicks to the front
- 5 pretend jump ropes
- 4 pretend hula hoop
- 3 muscle poses
- 2 scissors
- 1 stork standing (balance on one foot).

You can write the activities on the board or poster board to make them easier for children to follow and sing along.
Musical Chairs

Equipment: Chairs

- Form a circle with one less chair than the number of people playing in the center of the room.

- When the music starts have students perform a locomotor skill of the teacher’s choice around the circle.

- When the music stops they must try and sit in one of the chairs.

- The person left standing must go to the side and perform an activity of their choice for the rest of the game.

- Continue playing until you have a winner or four minutes are up.
Students walk around the classroom whispering “mingle, mingle, mingle.”

The teacher will yell out phrases like “groups of five” at which point the students need to quickly arrange themselves into groups of five.

Once in their groups they must do 20 repetitions of a cardio exercise of their choice. Students left over from their own group.

Continue until three minutes of activity has been accomplished.
GROUP

Active Shake-Up

- Create four fitness signs with two physical activities on each, and post the signs around the activity area.
  - Station 1: 15 chair squats and 20 tuck jumps
  - Station 2: 15 alternative knee lifts and 20 tuck jumps
  - Station 3: 15 jumps and 20 heel touches
  - Station 4: 15 steps with high knees and 20 toe touches

- Have students move around to the stations using different exercises. For example, they could skip between station 1 and station 2.

- Give a signal to the students to move to the closest station and perform one of the two physical activities at the station.

- The second time the student goes to that station, he or she must perform the other physical activity.

- When students complete a physical activity, have them move around the activity area using a method of their choice (jogging, hopping etc.) until another signal is given. The activity is over when all students have completed all the physical activities.
Dance, Move, & Slide

Equipment: Music and music player.

- Put on any music with a lively beat.
- Have the students scatter within the room, with enough space to move around comfortably. Lead them in the following dance moves:
  - Grapevine right
  - Grapevine left
  - Walk backwards
  - Walk forwards
  - Step forward on left foot with right foot not touching the ground
  - Touch right toe behind
  - Step backward on right foot with left foot not touching the ground
  - Touch left heel forward
  - Step forward on left foot
  - Quarter turn right, brushing right foot on the ground, hold for 2 beats
  - Put on any music with a lively beat
- Have students repeat the entire dance from the beginning, continuing until the music ends.
Equipment: A regular deck of cards along with blank sheets of paper.

- Divided the students into pairs and have them circle around the room.
- Place the deck of cards in the center of the activity area.
- On signal from the teacher, have 1 player from each pair jog towards the middle of the classroom and choose a card.
- Have them jog back to their partner and perform the fitness activity.
- Suggested examples are as following:
  - KING: Jog in place for 10 seconds.
  - QUEEN: Jump rope with an imaginary jump rope for 10 seconds.
  - JACK: 15 wall push-ups
  - 10: 15 jumping jacks
  - 9: 5 knee tuck jumps (knees come to chest when jumping)
  - 8: 10 squats
  - 7: 10 jumping jacks
  - 6: 10 wall push-ups
  - 5: Dance for 10 seconds
  - 4: 15 straddle jumps
  - 3: 10 straddle jumps
  - 2: Shoot 5 paper balls into the trash can
  - ACE: Give the teacher 5 high-fives
- After performing the activity have the other partner return the card to the middle of the classroom and pick up another card to take back to his/her partner.
- Repeat until 4 minutes are finished.
It’s Snowing

Equipment: Loose leaf paper.

- Break the students up into two teams, with one group on each side of the room.

- Each student balls up a piece of paper similar to a snowball and places it on the floor in front of him/her.

- When the teacher calls out “It’s snowing,” have the students pick up the “baled up” paper and throw it at the other team.

- Continue for 4 minutes. The team with the least amount of snow balls on their side wins.
Deal or No Deal

**Equipment:** A minimum of five envelopes with one exercise listed on the outside of each envelope.

- (Ex: Jumping jacks, arm circles, jog in place, forearm jabs, heel raises, toe raises).

- Inside each envelope, place repetition variations on separate pieces of paper or cardstock (e.g. One More, 5 more, 10 more, none, times 2, one less, -5, divided by, square root of 36)

- Instructor chooses an envelope and states a feasible number of repetitions.

- Instructor makes a deal with one student at a time. All students participate in each deal.

- Instructor: “My deal is 20 crunches. Deal or No Deal?” Student: “Deal – the entire class perform the physical activity or exercise.” OR “No Deal - the student chooses a card from that exercise envelope and the students perform the new number.”
Go Bananas II!

Equipment: Barrel of Monkeys game

- Teacher empties barrel of monkeys and picks one up.
- Students jump as high as they can jump five times and teacher says GO BANANAS!
- Students then GO BANANAS by doing sporadic activity of their choice (wiggle like a monkey, jump, jog etc.)
- Teacher continues to pick up one monkey at a time and students do five jumps for each monkey.
- Teacher continues to say GO BANANAS after adding each monkey to the chain.
- Continue until the chain of monkeys breaks and then start over.
- Play for at least four minutes.
**Equipment: Hot tamale; can be any object**

- Write each direction and corresponding activity on the board or overhead to make them easier for the students to follow:
  - Move backwards: back stroke (swimming motion)
  - Move forward: march in place
  - Move to either side: side shuffle in the direction of the hot tamale
  - Up higher: climbing ladder motion
  - Down lower: squats
  - Within 1 foot of the tamale: students pretend they are quickly stepping on hot coals (in place)

- Have the instructor leave the room, and assign a student to hide the “hot tamale” (can be any object) somewhere in the classroom. Make sure to establish what this object is prior to leaving the room.

- Re-enter the classroom and have the rest of the class try to guide you to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction (i.e. move backwards–back stroke). Students are not allowed to talk.

- Once you have located the hot tamale, either play the game again with you has the searcher or select a student to exit the classroom, and hide the “hot tamale” in another location so that the game can be repeated.
Equipment: Prepare slips of paper with a different “play” (physical activity) on each. Teachers may choose the movements.

- Designated students pull out a “play” and lead the class in the movement.

- Perform each activity for 60 seconds then rotate leaders. Complete four times.
Equipment: 2 pieces of scrap paper labeled 2, 3, 4, 5.

- Students are divided into four groups and each group is sent to a corner of the room.
- Teacher labels each corner of the room with the labeled scrap paper.
- Teacher yells out a number that is a multiplier of 2, 3, 4, or 5.
- Students who are in a corner that is a factor of that number will move to a new corner.
- Movements include:
  - Jumping
  - Skipping
  - Running
  - Hopping on one foot
  - Marching
- Ex: If the teacher calls out 6 the students in corners 2 and 3 will move to a new corner.
Equipment: Loose leaf paper.

- Give each student two pieces of paper and instruct them to place them on the floor in front of them.

- Have students experiment with the following movements:
  - Twist: twist back and forth on the paper
  - Wax on, wax off: brush one foot in a circle then the other
  - Scissors: while standing in one place, slide one foot forward and one foot back, then switch feet, in a continuous motion.
  - Scooter: slide on one foot and push with the other.
  - Complete for 60 seconds.

- Next play skate tag for the last three minutes. Designate 2-4 students to be it. Once a student is tagged, he or she becomes it.
Brain Break Dice

**Equipment:** Square object/paper box to decorate. This will be used as your dice. On each side, draw or write a physical activity.

- Once you have your activities, roll the dice and have fun!

- Some ideas to include are:
  - Walk around the room until the teacher says stop and they must find a seat.
  - Walking around the room pretending to be any animal of their choice.
  - Grab a partner and throw an invisible ball back and forth.
  - March in place with high knees ten times.
  - Jump in place 10 times
  - Wiggle like a snake for 30 seconds.
  - Hop on their left foot for 30 seconds, then switch to the right foot.
  - Flap your arms like a bird for 30 seconds.
  - Play for four minutes.
Name Game

- Ask each student to think of an action that starts with the same letter as their first name, such as “Jumping James.”
  - The student does the action and calls out their action-name while everyone else then repeats the action and the action-name.
  - Continue until everyone has a chance to say his or her name.
  - You can go around again and make it faster, if you choose. Continue for 4 minutes.
Jump Skip Spelling

- Have students spell out their spelling words for that week while jumping with each letter they say.

- Continue for four minutes.
• Choose one student to lead an exercise, and allow students to choose what movement they want.

• All students follow the movement for 60 seconds.

• Then choose a new student to lead who starts with the first exercise and then adds their own. Do this for 60 seconds.

• Choose one last student to lead who starts with the first two exercises and then adds his/her own. Do this for 60 seconds.

• Complete pattern with one more student for 60 seconds.
Story Time

- The teacher will make up or find a short story (3-6 paragraphs) with lots of action words.

- As the teacher reads it aloud, have the students act out every action.
  - Example: Jason woke up in the morning and JUMPED out of his bed. He then RAN to meet his parents in their room.
• While reviewing for a test, ask the students a series of true or false questions.

• If the question is true, students should jump in place for 15 seconds. If it is false, they should reach down and touch their toes several times for 15 seconds.

• Play for four minutes.
To help demonstrate the concept of prepositions, choose a set of activities during which students will go over, under, and through imaginary or real objects.

Lead the line of students around the room, following this pattern for at least 30 seconds each.

- **Examples** - Over a seas of sticky peanut butter, under a tree, through a giraffe’s legs
  - Over...
    - A steep mountain, a wiggly bridge, a thorny bush, a rocky path
  
- Under...
  - A subway water, a big dog, a limbo stick

- Around...
  - An elephant, a corner, a dirty thrash can, a sleeping giant

- Through...
  - A creaky door, a long tunnel, a haunted house, a sea of Jell-O
Blue’s Clues School of Counting

- For this activity, the students will practice their mathematical skills.

- The teacher will write a series of equations on the board, and will then say them out loud one by one (i.e. what is 5x6, 5+10, 144/12).

- The student will then do different physical activity to answer the equations, based on the following:
  - Hand clap counts as 1.
  - Each foot stomp (or knee slap) counts as 2.
  - Each jump in place counts as 4.
  - Each jump sideways counts as 5.
  - Each jumping jack counts as 10.
Teacher's Favorite Game Score

- The teacher takes the final score of their favorite team that has recently played a game (any sport).

- Using that score, have the students stand up and do elbow to knee touches while jumping. The number of times the students perform the routine should equal that of the final score.

- To make the routine more complicated multiply the final score by 2, 3, 4, or 5.

- Amount of time being active must equal four minutes.
Higher/ Lower

- One student comes to the front of the room, facing the class.
- The teacher writes a 3-digit number on the board behind the students so he/she can’t see it.
- The student calls out a number while marching in place.
- The remainder of the class is also marching in place at their desk.
- If the number, the student guessed is too low the class jumps up and down (guess higher).
- If the number, the student guessed is too high the class squats (guess lower).
- When the correct number is identified select a new student to come to the front and repeat.
- Stop activity after four minutes has passed.
Mobile Math

• Divide the class in half to review math problems.

• The students can stand at or near their desks (with paper and pencil on desk).

• Call out a math problem such as 4+5=

• One half of the class jumps 4 times and the other half jumps five times.

• Each student writes down answer on paper. Continue with other math problems, varying movement.
  - Examples of movement include but are not limited to: Jumping, jumping jacks, shuffling from side to side, high knees or knee lifts, butt kicks, scissor kicks.
Food Superpowers

• The teacher will ask the students to recall the five food groups and provide an example for each.

• The teacher will explain and model the superpowers of each food group. Students will repeat each exercise.
  o Grains= run in place for 45 seconds; grains provide carbohydrates which produce energy and fiber which aids digestion.
  o Dairy= jumping jacks for 45 seconds; milk provides calcium that builds strong bones and teeth.
  o Vegetables= high knees for 45 seconds; vegetables provide key vitamins and minerals.
  o Fruit= boxing punches with a jog in place for 30 seconds; fruit provides vitamins that will fight infection and disease.
  o Protein= windmills for 30 seconds. Meat and beans provide protein to build muscles.
To Infinity & Beyond

- The teacher writes the following 4 solar system vocabulary words and corresponding physical activities on the board:
  - Constellation—shake or wiggle
  - Telescope—squat down and jump toward the ceiling
  - Sun—twist
  - Galaxy—jog in place or walk on the moon
  - University—touch head, shoulders, knees, and toes
- The teacher reads a statement from below that describes 1 of the 4 vocabulary words.
  - Its diameter is 100 times greater than the diameter of the earth (sun)
  - The Milky Way (galaxy)
  - Group of stars that form a pattern in the sky (constellation)
  - Placed on mountain tops and in rural areas (telescopes)
  - One of countless stars in space (sun)
  - Contains billions of galaxies (universe)
  - Uses a curved mirror that gathers light (telescope)
  - Groups of millions or billions of stars (universe)
  - All of the planets orbit this (sun)
  - This contains everything (universe)
  - Many of these were named after ancient gods (constellation)
  - A device that gathers electromagnetic radiation (telescope)
- The students must allow the teacher to finish reading each statement, then determine which vocabulary word the teacher is describing and perform the corresponding activity for 30 seconds. Complete for 8 vocabulary words.
25 Stories

• Students start by writing a couple of lines for a story on a piece of paper on their desk.

• On cue: When you say “switch” or ring a bell, students perform an activity burst. Then each student moves to the next desk and continues writing the story. Students keep writing until teachers cue to switch to the next desk.

• Students must initial the paper next to their writing sample.

• At the end of the activity, students who are willing will read their stories out loud.

• Rules for students:
  o Read the previous part of the story you are continuing before adding any new sentences to the story.
  o Write legibly, and follow grammar rules.
  o You are not allowed to write the same thing on every paper.
  o You are encouraged to be creative.

• Variations:
  o You can give the students a specific subject to write about.
  o When a story is read out loud, the class can evaluate together whether it is grammatically correct or follows along with the initial story topic.
Take A Tour

- Lead students on an imaginary tour of a different country or state in a charade like game.

- For example, take a tour of Colorado: fly to Colorado Springs, hike through San Isabel Forest, swim the Arkansas river, climb the Sangre de Cristo Mountains.

- Create other simulations that point out various landmarks within any state.

- Walk for a total of four minutes at an intermediate pace.
Teacher will discuss the heart:
- Where is it located? *Left side of the chest.*
- What size is it? *Size of a fist.*
- Function? *Delivers blood to the body.*
- What strengthens the heart? *Exercise!*
- What weakens the heart? *Inactivity, smoking, unhealthy diet.*

- Teacher calls out a habit that strengthens or weakens the heart.
  - If the habit strengthens the heart students will respond by jumping for 15 seconds.
  - If the habit weakens the heart students will respond by pretend boxing in place for 15 seconds.

Examples:
- *Riding a bike:* jump
- *Eating 2 pepperoni pizzas:* box
- *Walking your dog:* jump
- *Smoking cigarettes:* box
- *Dancing with your friends:* jump
- *Skating:* jump
- *Never eating fruits/vegetables:* box
- *Riding a scooter:* jump
- *Shooting baskets:* jump
- *Playing PlayStation:* box
- *Eating fast food:* box
- *Taking the stairs:* jump
- *Taking the elevator:* box

- Go through at least fifteen of the above healthy/unhealthy activities.
Planetary Fitness

- On the board, name and number each planet in order of its distance from the sun.
  - Mercury 1, Venus 2, Earth 3, Mars 4, etc

- Assign a particular type of activity (such as a jumping jack, squat thrust, etc.) for each planet. For each “number” of the planet, have the students perform that number of repetitions (reps) of the assigned activity for that planet.
  - Possible Examples——Mercury: 1 jumping jack, Venus: 2 squat thrusts, Earth: 3 knee jumps, Mars: 4 lunges, Jupiter: 5 hops on 1 foot, Saturn: 6 arm circles, Uranus: 7 squats, Neptune: 8 side slides Pluto* 9 hop scotches

- Have the students rotate and move from planet to planet for the 4 minute duration
Multiplication and Division Game

- The teacher will say a calculation (ex. 5x3 or 15/3), and the students will perform an exercise of their choice with the number of repetitions depending on the answer of the calculation (e.g. jumping jacks 15x).

- Must be three minutes of activity long.
Geometry Jumps

- Students do jumps or hops to make the outline of the shape the teacher says.
  - Square
  - Circle
  - Triangle
  - Rectangle
  - Heart
  - Oval
  - Star
  - Diamond
  - Octagon

- Complete for 4 minutes.
States of Matter

• Particles in a:
  o Gas: vibrate and move freely at high speeds.
  o Liquid: vibrate, move about, and slide past each other.
  o Solid: vibrate (jiggle) but generally do not move from place to place.

• At different intervals, have students do a particular movement (running or jumping in place, high knees, etc.) at different paces/energy levels to mimic particles in the different states of matter.
  o Acting as a gas= move faster and more freely
  o Acting as a liquid= slow down movement
  o Acting as a solid= stay in one place and shake or jiggle

• Continue for four minutes.
Teacher leads the class on a virtual tour of North Carolina. Students move according to the actions listed below for 45 seconds each:

- Hike the Appalachian Trail
- Climb to the top of Mount Mitchell
- Whitewater raft on the Nantahala River
- Fish at the Outerbanks
- March like a soldier from Fort Bragg
- Do a touchdown dance like the Carolina Panthers
True or False

The instructor will call out a series of statements such as:

- Your heart is a muscle. (True)
- White bread is more nutritious than whole-wheat bread. (False)
- Exercise makes your heart stronger. (True)
- The main function of the heart is to supply oxygen to your body. (True)
- Milk does not give you strong bones. (False)
- You should be eating 5 cups of fruits and vegetables every day. (True)
- Blood does not transport the oxygen from the heart to other parts of the body. (False)
- The main sources of protein are meat, fish, and beans. (True)
- You have muscles that move even when you don’t think to tell them to. (True)

Students respond to each of these statements by running in place if the answer is false and doing jumping jacks if the answer is true.
Zero In

• The teacher will choose a student to stand in the front of the room.

• The teacher will show the secret number to the other students in class. The teacher tells the student that the number is between 1-100.

• All students will begin to jog in place.

• The student in the front will guess a number.

• If the secret number is higher the class will do 5 vertical jumps and then return to marching to guess a new number.

• If the secret number is lower the class will do 5 jumping jacks and then return to marching to guess a new number.

• Continue for at least four minutes.
Math in Action

- Assign a movement to each mathematical operation.
  - Addition = 10 vertical jumps
  - Subtraction = 10 squats
  - Multiplication = 10 jumping jacks
  - Division = 10 star jumps

- Teacher will show or write on the board the different symbols and the students will complete the appropriate movement.

- Complete for a total of four minutes.
Quantifying and Averaging Reps

*Students use different data collection means and math operations to record the number of reps they engage in, calculate a total for the class, and figure out the average. There are ways to make data collection relatively anonymous and to focus attention on classroom totals and averages rather than individual outputs.

- Have each student choose a physical activity they want to perform.

- Perform that activity for three minutes, counting the total number of repetitions they complete.

- Have each student write their number on the board.

- Each student must add up the classes total repetitions.

- Then they must calculate the class average.
Frozen Vocabulary

- Teacher calls out physical activity:
  - Jumping, Jogging, Jumping Jacks, Hopping, Knee lifts, Playing air guitar, Marching

- Students continue activity until the teacher calls out a vocabulary word at which point the students freeze.

- Teacher calls on volunteer to use the word properly in a sentence.

- Begin new activity after the student uses the word correctly.

- Continue for at least four minutes.

- Variations
  - Students can define vocabulary word.
  - Students can spell the word.


Teacher reads a sentence to the class. Have students act out each sentence for 30 seconds.

- Jog in place as if a big scary bear is chasing you.
- Walk forwards as if you’re walking through chocolate pudding.
- Jump in place as if you are popcorn popping.
- March in place and play the drums as if you are in a marching band.
- Swim as if you are in a giant pool of jello.
- Shake your body as if you are a wet dog.

Students act out each sentence for 30 seconds.

Students may create their own sentences for additional activities.

Continue for four minutes.
Teacher leads the class on a virtual tour of California. Students move at least 30 seconds for each of the actions below.

- March across the Golden Gate Bridge
- Surf in the Pacific Ocean
- Climb up a Redwood tree
- Pretend you are an actor and strut down the red carpet
- Stomp the grapes
- In line skate on the Boardwalk
- Ski on the Sierra Nevada’s
- Crawl through the Death Valley Desert

- Variation: teachers can use a wall map to point out different locations
Stop & Scribble

- Call out the name of an exercise (jumping, jogging in place, marching in place, jumping jacks, hopping, knee lifts).

- Students begin the exercise. They continue moving until you call out a spelling word.

- Students stop the exercise. They work in pairs to try to spell the word correctly on a piece of paper.

- After 10 to 15 seconds, call out a new exercise.

- Continue until all spelling words are used.

- As students cool down, write the correct spelling on the board and have students check their work.

- Must add up to four minutes of activity.
  - Variation:
    - Apply the same concept to review spelling words.
    - Conduct this activity outside, using sidewalk chalk instead of paper and pencil.
Crazy Question

- Put the students in groups.
- The instructor then selects a list of vocabulary words or a set of questions from the end of a chapter.
- The students in each group must complete a series of movements to receive each question.
- Once finished the teacher will then approach the group to give them the next question.
  - To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
  - To receive the second question, the students must hop on one foot while turning in a circle 10 times.
  - To receive the third question, students must run in place for 30 seconds.
  - To receive the fourth question, students must do imaginary jump roping as fast as possible for 10 seconds.
  - To receive the fifth question, students must complete all previous movements.
Geography Lessons

- Begin by instructing the class on how a compass works. Explain the concepts of North, East, South, and West, and their variations (NE, NW, SW, etc).

- Name geographic locations, and have the students jump in that direction until you say stop. For each location, state whether to move relative to where they are, or relative to another geographic location (to the right for west, backwards for south, forward for north, left for east). Each time the students must jump 10x for each example.
  - Ex: Maine to New Hampshire - jump backwards

- Continue activity for four minutes of activity.
Hog Call

- Create index cards with one half of a compound word.
  - Examples: Jumping/Jack, Jump/Rope, Foot/Ball

- Students read the word on their card and then walk around the room to try and find their matching compound word partner.

- After the partners find each other they should march in place until the whole class has found their partners.

- Once everyone has found their partner, they should act out the word that is on their card for the remaining amount of the four minutes.
Jump Start Your Heart

- Put students in groups. With n# pieces of paper (based on number of groups), label with the parts of the heart and corresponding activity.

- Discuss the role of the heart as a pump for the body. The blood travels from the right atrium to the right ventricle. From there it travels to the lungs and back to the left atrium. It then travels to the left ventricle. From there it goes to the rest of the body, and back to the right atrium.

- Label 6 activity stations with the possible following names/activities:
  - Right atrium: Jog in place
  - Right ventricle: Shadow box
  - Lungs: Jumping jacks
  - Left atrium: Pretend to jump rope
  - Left ventricle: Squat
  - Body: Pretend to chop wood

- Send groups of students to each station.

- Call out “start your heart” and students do the activity at their station.

- Call out “blood flow.” One by one, in the order listed above, each group performs the activity corresponding to that part of the heart.

- Rotate the groups of students to the next activity stations.

- Call out “start your heart” after students have moved to new location.
What’s for Dinner

Equipment: 1 paper plate per student, crayons, and markers

- Students will draw a nutritious or typical meal on their plate.
- Students will choose a partner.
- On teacher's signal, all students will create their own aerobic movement at their desk.
- Teacher will identify a student performing a correct aerobic movement and have the whole class do this movement for 30 seconds.
- Then have the kids switch plates with another partner and do the above steps over.
- Repeat for a total of four active minutes.
- Have student return to desks and discuss a nutritional concept such as healthy food choices and portion sizes. Have students identify the healthy foods they drew on their plates.
Where is it? (N,S,E, or W)

**Equipment:** A world map

- Put a map of the world (or selected country) on the board and designate a starting state/country.

- The teacher will stand at the front of the class and serve as the interpreter for the classes directions.

- Beginning at the starting country, the teacher calls out another country, province, or state on the map.
  - North: *Walking in place*
  - South: *Jumping*
  - East: *Jogging in place*
  - West: *High knees*

- When the class reaches the target country the game begins again.

- Play for four minutes.
Geography Quiz!

- Label different sheets of paper with names of different countries.

- Once each student has a sheet, have them stand up.

- Name a certain continent (or specific countries), and have students with countries within that continent do jumping jacks for 30 seconds.

- Have the students whose country isn’t within the continent called out, do another exercise such as squat jumps during the 30 seconds.

- Continue for a total of four minutes of activity.