

# ACTIVITY BREAKS



**Pick a Better Snack**  
**Eat Fruits and Veggies**



Health and  
Human Services

## INTRO PAGE

The U.S. Department of Health and Human Services' Physical Activity Guidelines for Americans recommend that youth ages 6 through 17 years participate in moderate- and vigorous-intensity physical activity for a total of **60 minutes (1 hour)** or more each day.

In addition to physical education and recess, students need access to physical activity throughout the school day to meet these recommendations. Classroom teachers have the potential to influence children's health behaviors and lifetime choices by including short sessions of physical activity in the classroom.

There is substantial evidence that physical activity can help improve academic achievement - including grades and standardized test scores. Physical activity in the classroom helps activate the brain, improve on-task behavior during academic instruction time, and increases daily, in-school physical activity levels among children.

This Get Movin' booklet provides simple, short activities to be done in the context of a classroom. Classroom teachers and Pick a Better Snack Nutrition Educators can review the activities in this booklet and choose those that are most appropriate for their classrooms. Have fun while you get moving with your students!

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# STAFF ACTIVITIES

## You Can Join the Fun!

Activity breaks are valuable for adults as well as children. Here are some ideas for incorporating physical activity into your work day.

- Lead your students in an activity from this card set twice per day.
- Open and close staff meetings with bursts of physical activity, choose options from this card set or have staff make recommendations.
- Form a staff walking group before or after school.
- Play with students at recess or invite them to join you in walking the perimeter of the playground.
- Join students for PE on occasion to show them how important it is to be active.

## You're an Important Role Model

- Join students for breakfast and lunch, model healthy choices for them.
- Let students see you being active and choosing healthy foods and drinks.
- Encourage healthy celebrations in your classroom.
- Avoid using food as a reward and limiting recess as a punishment.
- Take a couple of 2-minute breaks per day to be active with your students.
- Encourage healthy fundraisers at your school.
- Talk about healthy living with your students often.
- Join your school's wellness committee to find out how you can be a champion for wellness. Encourage the team to consider staff wellness as well as student wellness.

# ENERGIZERS

The Energizers provide short bursts of physical activity while reinforcing academic concepts. Review the energizers and consider which ones would be a good fit for your students. They require few materials and are adaptable to suit your classroom's needs and routine. Consider using an energizer to open or close a staff meeting at school; adults love an energizing break just as much as kids. Have fun getting active with your students!

**Here are what some teachers have said about using Energizers in their classrooms:**



"The Energizers are easy to use and easily done in a classroom!"



"Stop and Scribble is a great way to review spelling words. My kids loved it!"



"Stop, Drop, and Roll is a great activity for Fire Safety Week in October."

# TABLE OF CONTENTS (PART 1)

## Energizers for grades K-5..... 7

Over, Under, Around and Through .....	8
Pass it On—UNO style .....	9
Inches, Feet and Yards, Oh My! .....	10
Sports Galore .....	11
As If .....	12
Hand, Hand, Fingers, Thumb .....	13
Wiggles .....	14
Space Jam .....	15
Hit the Deck .....	17
Stop, Drop, and Roll .....	18
Heart Smart .....	19
On the Farm .....	21
Stop and Scribble .....	22
Frozen Vocabulary .....	23
Go Bananas .....	24
Morning Routine .....	25
Rescue 9-1-1 .....	26
Air Writing .....	27
Leaf Line .....	28
Litterbox .....	29
It's a Zoo in Here .....	30
Frogs in the Pond .....	31
California Dreamin' .....	32

Factor It In .....	33
Memory Lane .....	34
The 12 Days of Fitness .....	35
Silent Signs .....	36
Food Group Frenzy .....	37
Spelling Tag .....	39
Map it Out .....	40
What's for Dinner? .....	41
Jump Start Your Heart .....	42
Explore Iowa .....	44
Energizers Movement Bank .....	45

## Stories in Motion ..... 46

Working in the Garden .....	47
3-2-1 Blast-off! A Trip to the Moon .....	48
A Day at the Dairy Farm .....	49
A Snowy Day .....	50
A Trip to the Zoo .....	51
A Visit to the Vegetable Patch .....	52
At the Yoga Park .....	53
Basketball Practice .....	55
Camping Out .....	56
Fun at the Lake .....	57
Helping on the Farm .....	58
Jungle Safari .....	59

## TABLE OF CONTENTS (PART 2)

Our New Puppy .....	60
Planes, Trains, and Automobiles .....	61
Spring into Spring .....	62
Supermarket Shopping .....	63
The Iowa State Fair .....	64
Through the Seasons .....	65
Under the Big Top .....	66
Walk and Bike to School Safely .....	67

### **JAMmin' Minutes ..... 68**

Chair Chicken Crunch .....	69
Chair Power Moves .....	70
Bounce & Reach Blast .....	71
Mind & Move Mashup .....	72
Balance & Boogie .....	73
Tap, Clap & High 5 .....	74
Kickstart Combo .....	75
Hop 'n Hoop Hustle .....	76
Adventure Moves .....	77
Quick Fit Circuit .....	78
Tap & Stretch Circuit .....	79
Pump & Tap Groove .....	80
Move & Groove .....	81
Stompin' Jam .....	82
Veggie Vibes .....	83

Harvest Hustle .....	84
Active Play Mix .....	85
Superhero Strength .....	86
Hoops & Hops .....	87
Bouncin' Twist Adventure .....	88



# **ENERGIZERS FOR GRADES K-5**



# OVER, UNDER, AROUND AND THROUGH

Grade Level: K-2

Formation: Students line up around the perimeter of the room (can also be done standing at desks)

Equipment: None

Rules/Directions:

1. Teacher decides on a pattern where students go over, under, around and through imaginary or real objects.
2. Lead the line of students around the room, following this pattern for at least 30 seconds each.
  - Example 1 – Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.
  - Example 2 – (geography) Over a turtle, under a big dog, around the elephant and through a giraffe's legs.

Examples:

Over	Under	Around	Through
<ul style="list-style-type: none"><li>• Steep mountain</li><li>• Atlantic Ocean</li><li>• Wiggly bridge</li><li>• Steep hill</li><li>• Thorny bush</li></ul>	<ul style="list-style-type: none"><li>• Subway</li><li>• Underground</li><li>• Sand</li><li>• Dog</li><li>• Water</li><li>• Limbo stick</li></ul>	<ul style="list-style-type: none"><li>• Hard, round rock</li><li>• Your desk chair</li><li>• Circle</li><li>• Dirty trashcan</li><li>• The school</li><li>• A house</li><li>• Camp fire</li><li>• The bed of a sleeping giant</li></ul>	<ul style="list-style-type: none"><li>• Deep, dark cave</li><li>• A creaky door</li><li>• Long tunnel</li><li>• Window</li><li>• Haunted house</li><li>• A swamp</li><li>• Spooky hole</li><li>• Swimming pool</li></ul>



## **PASS IT ON—UNO STYLE**

Grade Level: 1-3

Formation: Form a circle around perimeter of the room

Equipment: UNO cards

Rules/Directions:

1. Teacher hands out one card to each student.
2. Students identify color on card and perform activity that corresponds to that color for 10-15 seconds:
  - Blue: jump to the sky
  - Red: squats
  - Yellow: twist
  - Green: swim

Variations:

1. Teach colors in Spanish.
2. For younger children, squat and slide card on floor to the right rather than handing the card to the next person.

# **INCHES, FEET AND YARDS, OH MY!**

Grade Level: 1-4

Formation: Students line up around the perimeter of the room or stand at desks.

Equipment: None

Rules/Directions:

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small.”
2. Have students place one foot in front of the other to represent feet or “medium.”
3. Have students take one giant step forward or backward to represent yards or “large.”
4. Call out different measurements:
  - Example—Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction.
6. Have students jumping, twisting and stretching between measurements for at least 30 seconds.

Variations:

1. Add directions (right, left, forward, back).
2. Use the metric system.

# SPORTS GALORE

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher calls out the following sports skills to mimic for at least 10-15 seconds:

- |                         |                          |  |
|-------------------------|--------------------------|--|
| • Shooting a jump shot  | • Spiking a volleyball   | • Shooting a hockey puck                               |
| • Running through tires | • Swinging a golf club   | • Swimming underwater                                  |
| • Batting a baseball    | • Throwing a football    | • Fielding a ground ball and throwing it to first base |
| • Serving a tennis ball | • Juggling a soccer ball |  |
| • Downhill skiing       | • Shooting an arrow      | • Dunking a basketball                                 |

Variations:

1. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:
  - If Juan made 5 jump shots (students act out) and 2 went in the basket, how many did he miss? (3)
  - If Briana hit 2 home runs (students act out), how many bases would she have to touch? (8)
2. Ask students for skills to mimic.

## AS IF

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher reads sentence to 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
  - Reach up as if grabbing balloons out of the air
  - March in place and play the drums as if you are in a marching band
  - Paint as if the paint brush is attached to your head
  - Swim as if you are in a giant pool of Jell-O
  - Move your feet on the floor as if you are ice skating
  - Shake your body as if you are a wet dog
2. Students may create their own sentences for additional activities.

Variation:

Use a tree map for children to generate additional action words.

## **HAND, HAND, FINGERS, THUMB**

Grade Level: K-1

Formation: Standing at desks.

Equipment: Book “Hand, Hand, Fingers, Thumb” by Al Perkins

Rules/Directions:

1. Teacher reads book while students march at their desks, around the room, or act out what the monkeys are doing.
2. Whenever teacher reads “Dum Ditty Dum Ditty Dum Dum Dum,” or any reference to drumming, students will drum on their knees or desks. Students should be moving for at least 10-15 seconds.
3. Use a signal (e.g., raised hand) to indicate students should stop drumming.
4. Continue activity until end of book and have students march back to their desks.

# WIGGLES

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Jog in place while doing the following activities.
2. On teacher's signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists and forearms.
5. Then their fingers, wrists, forearms and elbows.
6. Then their fingers, wrists, forearms, elbows and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

Variations:

1. Start from toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as cool down.

# SPACE JAM

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher reads story to class and class identifies each verb or “action” word.
2. Teacher pauses during reading while class acts out each verb in place for 15 - 20 seconds.
3. Continue until end of story:

## Story Time



Hello, my name is Zippy and I live on a space station. Today, I will lead you on a tour through space. First, we need to put on our moon boots. They will allow us to walk through space.



The first stop will be Mercury, the closest planet to the sun. Mercury is very hot . . . so, OUCH, be careful and step quickly so your feet do not get burned. Mercury also has many craters. On the count of 3, let's jump into a crater and see what we find. 1 – 2 – 3, JUMP! Climb out of the crater so we can march to Venus.



Venus is the second planet from the sun. This planet has very strong winds and volcanoes. See if you can walk through the wind without blowing over. A lot of the surface of Venus is covered with lava, and here comes some . . . RUN!



The next stop is Earth, the third planet from the sun. Seventy-one percent of the Earth's surface is water, so hop in and start swimming. See if you can do the front crawl and the backstroke.



Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympic Mons, is located on Mars. See if you can climb to the top!



Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. Find a cloud and see if you can float on it.



Our next stop is Saturn, the sixth planet from the sun. It has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. WHOA, there is a huge piece of ice, be careful and slide across it. Hop on one of the rings surrounding Saturn and spin around in circles.



Uranus is our next stop. It has a small rocky core. Can everyone tiptoe across Uranus watching out for the ice? Next, let's visit Neptune.



Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick, duck! Here comes a moon, move to the left so you do not get hit.



Pluto is our next stop. It is the smallest planet and is furthest from the sun. It is a cold planet because it is furthest from the sun. Shiver and rub your hands together to stay warm. This ends our tour of space. Grab a partner and hop back to the space station.



## HIT THE DECK

Grade Level: 2-5

Formation: Standing at desks

Equipment: 1 deck of cards

Rules/Directions:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity for each suit.
3. Would be helpful to write corresponding activities on the board for each suit:
  - **Heart:** touch elbow to knee or crunches for 20 seconds
  - **Diamond:** jog in place or march in place for 20 seconds
  - **Club:** modified push up or cabbage patch for 20 seconds
  - **Spade:** jumping jacks or scissors for 20 seconds
4. Provide other students opportunity to pick a card from the deck and repeat activity.

Variations:

1. Place activities on chart paper so that activity can be done outside.
2. Choose 3 or 4 cards of each suit instead of using entire deck to save time.
3. This activity is easy for a substitute teacher to follow.

## **STOP, DROP, AND ROLL**

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. On teacher signal, the students begin to move around the room.
2. When someone yells “FIRE”, the students stop, drop, and roll.
3. Yell “Fires out!” and begin again.
4. Continue for 3 - 4 minutes.
5. Next, teacher calls out, “When the heats up high.” Students respond, “You get down Low,” and squat down to the ground to avoid smoke (students can also crawl toward imaginary exit).
6. Students immediately stand back up and teacher begins again.

# HEART SMART

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher will discuss the heart:
  - Where is it located? Left side of the chest.
  - What size is it? Size of a fist.
  - Function? Deliver blood to the body.
  - What strengthens the heart? Jumping, swimming, jogging. (Students will act out each activity)
  - What weakens the heart? Inactivity, smoking, unhealthy diet.
2. Teacher calls out a habit that strengthens or weakens the heart.
3. If the habit strengthens the heart, students will respond by jumping for 15 seconds.
4. If the habit weakens the heart, students will respond by falling down or squatting for 5 seconds.
  - Riding a bike: jump
  - Eating too much candy: fall
  - Walking your dog: jump
  - Smoking cigarettes: fall
  - Never going outside to play and watching TV all the time: fall
  - Dancing with your friends: jump

- Skating: jump
- Never eating fruits/vegetables: fall
- Riding a scooter: jump
- Shooting baskets: jump
- Playing PlayStation: fall
- Eating too many salty foods: fall
- Raking the leaves: jump
- Washing the car: jump
- Taking the stairs: jump
- Taking the elevator: fall
- Swimming: jump
- Eating too many treats: fall

Variation:

Have students think of their own habits.

## ON THE FARM

Grade Level: K-1

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher will call out various farm animals:
  - Pig
  - Cow
  - Chicken
  - Horse
  - Rooster
  - Sheep
  - Dogs
2. Students will mimic the farm animal (sounds and movement) until teacher calls out a new farm animal.

Variation:

Play “Old McDonald” as background music.

# STOP AND SCRIBBLE

Grade Level: 2-5

Formation: Standing at desks with partners

Equipment: Piece of paper and pencil for every 2 students

Rules/Directions:

1. Teacher calls out physical activity:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
  - Marching
2. Students begin activity and continue until the teacher calls out a spelling word.
3. Students freeze and partners work together to try to spell the word correctly on a piece of paper.
4. After 10 to 15 seconds, teacher calls out new activity.
5. Continue until all spelling words are used.
6. As students cool down, teacher will write correct spelling on board and students will check their work.

Variations:

1. Same activity using sidewalk chalk instead of paper and pencil (outside).
2. Use this activity to review spelling words - it's great.

# **FROZEN VOCABULARY**

Grade Level: 2-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Begin by having students do an activity standing at their desks:
  - Jumping
  - Twisting
  - Jogging
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
2. Students continue activity for 30 seconds or until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

Variations:

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym.
4. For math, students can give the sum, difference, or quotient of 2 numbers.

# GO BANANAS

Grade Level: K-1

Formation: Standing at desks

Equipment: Barrel of monkeys, book “The Day the Teacher Went Bananas” by James Howe

Rules/Directions:

1. Teacher empties barrel of monkeys and picks up one monkey.
2. Students jump as high as they can jump one time and teacher says GO BANANAS!
3. Students then GO BANANAS by wiggling their body in all directions or imitate a monkey.
4. Teacher continues to pick up one monkey at a time and students do one jump for each monkey.
5. Teacher continues to say GO BANANAS after adding a monkey to the chain.
6. Continue until the chain of monkeys breaks and start over.
7. Integration: Teacher reads the book, “The Day the Teacher Went Bananas.” Students GO BANANAS every time the teacher reads the word “bananas.” Teacher can also discuss bananas and how unique they are:
  - Color
  - Peel
  - Shape
  - Nutritional value
  - Snack ideas
  - Where they grow



# MORNING ROUTINE

Grade Level: K-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Have students begin the day with a series of simple activities lasting 30 seconds or more:
  - Jumping jacks
  - Knee lifts
  - Flap arms like a bird
  - Hopping
  - Scissors (feet apart then cross in front, feet apart then cross in back)
2. Follow each activity with a basic stretching movement:
  - Reach for the sky
  - Runner's stretch
  - Butterfly stretch (sit with bottom of feet together)
  - Knee to chest
  - Rotate ankles
  - Scratch your back
3. Hold stretches for 10 - 30 seconds.
4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

## **RESCUE 9-1-1**

Grade Level: K-3

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Review with the students how to make a 911 call.
2. Have students use their bodies to make shapes of 9-1-1 while chanting 911!
3. Review fire safety: what are the things we all need to know in order to survive a fire?
  - Practice crawling under the smoke at least 30 seconds
  - Practice “stop, drop and roll” (using space available) several times
4. Review storm safety procedures:
  - Practice moving away from windows
  - Practice covering their heads

## AIR WRITING

Grade Level: K-2

Formation: Standing at desks or in small groups

Equipment: None

Rules/Directions:

1. Students begin by moving in place or around the room:
  - Jumping
  - Marching
  - Hopping
  - Twisting
2. Teacher calls out letter, number, word or shape and students stop activity.
3. Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
4. Students continue new activity until teacher calls out another letter, number, word or shape.

## LEAF LINE

Grade Level: 2-5

Formation: Standing at desks

Equipment: Leaves brought from home (1 leaf per child)

Rules/Directions:

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture.
4. Have students try to identify type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following for at least 30 seconds each while running in place in between each description:
  - Tree swaying in the wind
  - Tree during a thunderstorm
  - Tree weighted down with snow

Variation:

Teacher should have several extra leaves available.

# LITTERBOX

Grade Level: 1-5

Formation: Partners

Equipment: Paper

Rules/Directions:

1. Have partners ball up a piece of paper and place it on the floor.
2. Ask the partners to pick up the paper using the body parts called out by the teacher:
  - Elbow and elbow
  - Foot and foot
  - Knee and knee
  - Forearm and elbow
  - Foot and elbow
  - Knee and elbow
  - Forehead and back of hand
  - Toe and finger
3. Students can place the paper ball back on their desks or move it to other parts of the room.

Variations:

1. Each student can have his or her own paper ball and play individually.
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

## **IT'S A ZOO IN HERE**

Grade Level: K-1

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher selects an animal or has students select an animal:
  - Monkey
  - Bear
  - Snake
  - Elephant
  - Giraffe
  - Kangaroo
  - Lion
  - Tiger
2. Students must imitate the way the animal walks or moves beside their desks or around the classroom for at least 30 seconds.
3. Students continue until teacher signals to move like the next animal.

Variations:

1. Make cards with animal names to use as flash cards. Children can read the names and act them out.
2. Use pictures of animals.

## **FROGS IN THE POND**

Grade Level: K-1

Formation: Standing at desks

Equipment: None

Rules/Directions:

1. Teacher selects a student to be “Kermit”.
2. All other students gather around “Kermit” and place one finger on the Kermit’s arms, legs or back.
3. On teacher signal, all students become frogs and start jumping.
4. Kermit jumps around while trying to tag a frog.
5. If tagged, frogs become a prince or a princess and have the power to tag other frogs with their magic wand.
6. Continue with new “Kermit”.

Variation:

This activity works better outdoors.

# CALIFORNIA DREAMIN'

Grade Level: 3-5

Formation: Standing at desks

Equipment: None

Rules/Directions:

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

- March across the Golden Gate Bridge
- Surf in the Pacific Ocean
- Climb up a Redwood Tree
- Pretend you are an actor and wave to all your fans
- Flex your muscles like Arnold Schwarzenegger, the governor
- Stomp the grapes
- Pick oranges
- Inline skate on the boardwalk
- Ski on the Sierra Nevadas
- Climb Mount Whitney, the highest peak in the continental US
- Crawl through the Death Valley Desert
- Hit a home run at Oracle Park
- Shoot a foul shot at the Crypto.com Arena

Variations:

1. Teacher can use a wall map to point out specific landmarks or areas.
2. Teacher may use same concept with any state.



## FACTOR IT IN

Grade Level: 4-5

Formation: Students are divided into 4 groups and each group is sent to a corner of the room

Equipment: 4 pieces of scrap paper labeled 2, 3, 4, and 5

Rules/Directions:

1. Teacher labels each corner of the room with one of the pieces of scrap paper.
2. Teacher calls out a number that is a multiple of 2, 3, 4, or 5.
3. Students who are in a corner that is a factor of that number will move to another corner.
4. Movements include:
  - Jumping
  - Skipping
  - Walking
  - Hopping on one foot
  - Marching

Example - If teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Variation:

Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to center of room.

## MEMORY LANE

Grade Level: 3-5

Formation: Standing at desks with partners

Equipment: None

Rules/Directions:

1. Teacher calls out one task at a time and partners complete that task.
2. Tasks should be called out in the order provided.
  - High five right
  - High five left
  - Low five right
  - Low five left
  - High ten
  - Low ten
  - Backwards ten high
  - Backwards ten low
  - Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
  - Sole of shoes right
  - Sole of shoes left
  - Elbow right
  - Elbow left
  - Both elbows
3. Partners repeat the tasks beginning with the first task each time.
4. Have students repeat sequence as fast as they can with accuracy.

# THE 12 DAYS OF FITNESS

Grade Level: 3-5

Formation: Standing at desks

Equipment: Use the holiday tune, “The 12 Days of Christmas”

Rules/Directions:

1. Students will act out the following fitness song.
2. “On the first day of fitness, my trainer gave to me”
  - 12 jumping jacks
  - 11 raise the roofs
  - 10 knee lifts
  - 9 side stretches
  - 8 jogs in place
  - 7 jabs/punches
  - 6 kicks to the front
  - 5 hula hoops
  - 4 jumping ropes (imaginary rope)
  - 3 muscle poses
  - 2 scissors (feet apart then cross in front, feet apart then cross in back)
  - 1 stork stand (balance on one foot)

Variations:

1. Write the activities on the board or poster board to make them easier for children to follow and to sing along.
2. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

## SILENT SIGNS

Grade Level: 4-5

Formation: Standing at desks

Equipment: Map

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses location (state or country) and tells everyone in the class except the student at the map (can write location on board or piece of paper).
3. Class uses movement without talking to guide the student to the correct location.
  - East: knee lifts
  - West: jumping jacks
  - North: raise the roof
  - South: squats
4. Repeat with new location and new student.

Variation:

Post the direction that corresponds to each movement on the board.

## FOOD GROUP FRENZY

Grade Level: 3-5

Formation: Standing at desks

Equipment: List of physical activities for each food group

- **Grains** – bread, cereal, oatmeal, rice, pasta, tortillas, popcorn, bagels, muffins, crackers, pancakes
- **Protein** – fish, chicken, hamburger, eggs, pork, peanut butter, sunflower seeds, lentils, black beans, tofu, almonds
- **Dairy** – milk, yogurt, cheese, cottage cheese, yogurt
- **Fruit** – bananas, applesauce, frozen peaches, kiwi, mango, raisins, clementines, canned pears, 100% orange juice, watermelon
- **Vegetable** – broccoli, canned green beans, spinach, frozen corn, leafy salad greens, jicama, black beans, peppers, sweet potato, tomato sauce

### Rules/Directions:

1. Display a list of physical activities for each food group, such as:
  - Dairy - jumping jacks
  - Grains - knee lifts
  - Protein - hop in place
  - Fruits - twisting
  - Vegetables - squat in place
2. Name a food listed above but not the food group.
3. Have students perform the activity for 30 seconds for the food group where they think the food belongs.
4. After the 30 seconds, tell students the correct food group for the food.
5. Pick another food and repeat.

### Variation:

Ask different students to name a food of their choice (doesn't have to be from the list).

## **SPELLING TAG**

Grade Level: 3-5

Formation: 2 groups

Equipment: 2 different colors of paper, tape

Rules/Directions:

1. Teacher hands out a piece of paper to each student, with half getting one color and the other half getting another.
2. Students write spelling list on the piece of paper, while teacher writes an activity on the board:
  - Jumping jacks
  - Marching
  - Knee lifts
  - Scissors (feet apart then cross in front, feet apart then cross in back)
  - Hopping
  - Twisting
3. Students will help each other tape spelling lists to backs of shirts.
4. Students divide into 2 groups based on color of paper.
5. On signal, students will circulate and select a partner with another color.
6. When selected, the student will pick a word from the spelling list and request that the other student spell that word.
7. While spelling, the student will perform the activity written on the board.
8. Partner checks the back of the other student's shirt to make sure that word was spelled correctly.
9. Teacher can change activity on the board as desired.

Variations:

1. Reduce spelling list to limit time of activity.
2. Students can write vocabulary list and definition instead of spelling words.

# MAP IT OUT

Grade Level: 3-5

Formation: Form a circle around perimeter of the room

Equipment: US or IA state map, 4 objects (eraser, bean bags, crumbled piece of paper), music

Rules/Directions:

1. Teacher gives 4 students an object.
2. When music begins, students begin to march around the room and pass objects around the circle like hot potato.
3. When music stops, students stop passing the object.
4. Teacher will use a specific rule for which students go to the map to find a specific landmark as designated by the teacher. Sample rules for choosing students to go to the map:
  - Two people to the left
  - Four people to the right
  - Person who sits in front of you
  - Person who sits beside you
  - Person across the circle from you
5. Activity continues until teacher calls STOP.

Variations:

1. While students are at board, rest of class continues movement of marching, jumping, lunging, etc.
2. Other subject areas can be integrated (e.g., when music stops, students go to board to spell a word or work a math problem).
3. Use a different rule each time to prevent students from holding onto the hot potatoes.



## WHAT'S FOR DINNER?

Grade Level: 3-5

Formation: Sitting at desks.

Equipment: 1 paper plate per student, crayons and markers

Rules/Directions:

1. Teacher passes out 1 plate per student.
2. Students will draw a nutritious or typical meal on their plates.
3. Students will then choose a partner and stand up at their desks.
4. One partner will hold both plates.
5. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates for 30 seconds.
6. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds.
  - Jogging in place
  - Waving plates up and down in front of body
  - Swimming underwater using plates for fins
  - Jumping jacks while holding plates
7. Continue activity for 10 seconds and switch by giving plates to other partner, and repeat as many times as desired.
8. Have students discuss with their partner the foods they drew on their plates.

Variation:

Continue discussion as part of a nutrition lesson.

# **JUMP START YOUR HEART**

Grade Level: 4-5

Formation: Students are divided into 6 groups and each group is sent to a part of the room that is labeled as described below

Equipment: 6 pieces of paper labeled:

- Right atrium (jogging in place)
- Ventricle (shadow boxing)
- Left atrium (pretend to jump rope)
- Left ventricle (twisting)
- Lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side])
- Body (pretend to chop wood)

Rules/Directions:

1. Teacher will discuss the heart: What does it do? The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle. From the right ventricle, it travels to the lungs and back to the left atrium. It then travels to the left ventricle and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.
2. Teacher labels 6 parts of the room with following activities:
  - right atrium (jogging in place)
  - right ventricle (shadow boxing)
  - left atrium (pretend to jump rope)
  - left ventricle (twisting)
  - lungs (cross-country skiing [jumping jack with feet going forward and back rather than side to side]), and
  - body (pretend to chop wood)
  - Right Atrium>Right Ventricle>Lungs>Left Atrium>Right Ventricle>Body

3. Teacher sends groups of children to each part of the room that is labeled.
4. Teacher calls out “start your heart” and students begin movement that corresponds to their location.
5. When teacher says “blood flow” students stop and move to the appropriate location for correct blood flow.
6. Students will move to the location where the blood travels next.
7. Teacher again calls out “start your heart” after students have moved to new location.
8. Continue until students have gone to each location.

Variations:

1. Teacher has students demonstrate other exercises that will strengthen the heart: jumping, swimming, jogging.
2. Teacher can post location signs in random order.

# EXPLORE IOWA

Grade Level: 3-5

Formation: Standing at desks.

Equipment: None

Rules/Directions:

1. Teacher leads the class on a virtual tour of Iowa. Students move according to the actions listed below for at least 30 seconds.
  - Fly like an eagle over the Mississippi River
  - Paddle a canoe like Lewis & Clark on the Missouri River
  - Climb the Long Lines Family Rec Center Climbing Wall
  - Hike the Loess Hills
  - Whitewater raft on the Cedar River
  - Fish at Big Creek State Park
  - Shoot a basket at the UNI Dome
  - Drive a race car at the Iowa Speedway
  - Climb to the top of Cordova Observation Tower
  - Ski the slopes at Sundown Mountain
  - Run the Bix 7
  - Swim at Lake Obokoji

Variations:

1. Order the tour from east to west or west to east to finish tour at your location.
2. Use a state map to point out landmarks.

## **ENERGIZERS MOVEMENT BANK**

1. Locomotor (traveling forward, back, right, left)
  - Walk
  - March
  - Jog
  - Step touch
  - Walking lunge
  - Skip
  - Grapevines
  - Slide
  - Gallop
  - Hop/jump
2. Lifts (stationary or traveling)
  - Knee lifts – hands gently touching opposite knee
  - Kicks- front, cross and side
  - Soccer kick
  - Hamstring curl
  - Heels-front and side, back
  - Kick backs
3. Hops (stationary or traveling)
  - Bunny hop
  - Basketball shoot
  - Jump rope
  - Boxing
  - Ski-stride
  - Twist– single/double
  - Dance steps- mamba, cha cha, chug, pivot turns
4. Power (stationary)
  - Jumping jacks
  - Lunges
  - Squats

# STORIES IN MOTION

The following stories provide creative opportunities to get kids moving. They are short pieces of creative writing that include action words which prompt bursts of physical activity. Whenever you reach an action word the class performs that activity for a duration determined ahead of time. Some classes perform the activity until the next action word comes up in the story or for the count of 5-10. Try reading these stories in your classroom for short physical activity breaks.

*Stories In Motion activities were developed by Iowa Team Nutrition, a program of the Iowa Department of Education.*

## WORKING IN THE GARDEN

- Put your gloves on! We've got lots of work to do in the garden today. First, we need to **rake** the dirt to make sure the ground is ready for planting.
- Next, we have to **dig** holes for our tomato plants. **Hold** your shovel, **push down** into the ground, and **throw** the dirt off to the side. Keep it up!
- Now, **crouch down** and **set** all of the tomato plants into the holes.
- **Pick up** the shovel again! We need to **scoop** some dirt and **spread it** around the bottom of each tomato plant. Make sure you fill every hole!
- Great job! Now, **squat** down and **pat** the dirt with your hands.
- Since we are finished planting tomatoes, we should **pick** those weeds trying to grow. Stay near the ground and **pull** as many as you can.
- We don't want any wildlife eating our plants, so let's **build** a fence. **Pick up** the stakes one at a time, **pound** each stake into the ground with a hammer. Make sure to use all of your muscles!
- Then, **wrap** the fencing wire around the stakes to make a square around our plants. Just be careful not to trap yourself inside the fence! Good work.
- We are almost done. **Grab** the watering can and **pour** some water on all of the tomato plants.
- That was hard work! **Reach** up to the apple tree and find a good-looking apple to have as a treat.

## 3-2-1 BLAST-OFF! A TRIP TO THE MOON

- Today is a special field trip to the moon. But before any space trips, astronauts and space travelers must work out daily to get strong muscles. We must **run** to make our legs strong. We must **jump** to make our legs even stronger. We must **lunge** to make our legs as strong as ever. All of those exercises make our lungs and bodies ready for the moon.
- This long trip requires special space suits. **Slide** your arms in your huge suit and **zip** it up tight. The space shuttle is ready for us! It is enormous with many stairs to **climb**. Lift those legs high to reach inside.
- This will be a long and far journey, **wave** both hands nice and big to your family and friends. “We’ll be home soon!” **Fasten** the seat belts tight. Click!
- 3-2-1 BLASTOFF! Our shuttle **jumps** off the launch pad into the sky. It’s a bumpy ride and **shakes** our entire bodies. The shuttle **spins** and **spins** through thousands of miles.
- Finally, we land on the moon and can explore. The door is small so **duck down low** to step outside to the moon. There is no gravity, so we **take** slow, giant floating steps. Our arms **float out** at our sides.
- With no gravity, space rocks fly at high speeds. WATCH OUT! A giant one is coming this way. **Duck low**, quick, to the ground, so they miss you. Whew! That was close.
- Like the first, proud explorers to the moon, we will **pound** an American flag here to stay. It’s time to head back to earth! **Float** back to your seats so we can complete our trip home!



## A DAY AT THE DAIRY FARM

- Do you know where milk comes from? A Dairy Farm!
- Let's go on a field trip to learn about what happens on a dairy farm!
- **Hop** on the bus and **squat down** in your seat. Look out the window at all of the fields and farms going by.
- Here we are. **Stand up** and walk off of the bus. Let's **put on** some big boots.
- **Walk** out to the barn. Cows need to be milked twice a day. First thing in the morning and in the afternoon. Most dairy farms use machines, but let's practice milking a cow by hand. **Squat down** onto a milking stool. To **milk** the cow squeeze your hands and move them up and down.
- Carefully **carry** the bucket to the large holding tank. **Pour** the bucket of milk into a big tank. The milk will be sent to the dairy to be processed before it goes to the store.
- We need to feed the cows. Use a pitch fork to **scoop** some hay. Then give them a scoop full of grain in the cow's trough.
- Finally, let's clean up the milking barn. Get a big broom and **sweep** the floors. Now take the water hose and **spray** everything down moving the hose from left to right and from top to bottom.
- Whew! That was a lot of work; let's **stretch** out our arms and legs and then walk back to the bus. I am ready to relax and enjoy a cold glass of milk!

## A SNOWY DAY

- It snowed last night and school is cancelled! Let's get dressed to go outside! **Put on** your boots and jacket and don't forget your hat.
- First, we need to **walk** through the snow, so we can start building a snowman. **Lift** your feet high and don't fall over. I think it snowed at least 2 feet!
- This looks like a good spot. **Bend down** and start making snow balls. **Pack** the snow together and **roll it** on the ground. Make as many as you can.
- Now, **pick up** the snow balls and **stack** them to make a snow man. Make it sturdy and add eyes and a nose and mouth!
- That looks great. I feel like making snow angels. Start by **moving** only your arms; keep them extended and bring them up and over your head and back down to your side. Now, **move** your legs by themselves as if you were doing jumping jacks. Great! **Move** your arms and legs together? What a bunch of beautiful snow angels you are too!
- My friend wants to have a snowball fight. Let's start **throwing** the snowballs we just made! **Bend down** to pick them up and **throw** them as fast as you can. Now, try **throwing** them with the other arm!
- It's almost time to head home. **Run** to the sled with me! Now, **hop** on it and **lean forward** as we go down the hill. Watch out for that tree!
- Good job. Let's **walk** back to the house now for a healthy snack. Remember to **lift** your feet up high; it is a challenge to travel through the snow.
- That was a lot of fun! Maybe we can do that again soon.

## A TRIP TO THE ZOO

- Hi! Today we are going to the zoo. **Put on** your shoes on and start **walking**!
- I'm so excited, I can hardly stand it! Let's **jog**, so we get there faster! Keep your arms close to your body and stand tall. Come on, faster!
- We're here! The giraffes are up ahead. Let's try to **reach** up to touch the giraffe. Maybe if we **jump**, we can get a little closer. Ready? On the count of three. One ... Two ... Three ... **jump**!
- Wow! Look at those fish. Let's pretend we are **swimming** with the dolphins. We can do the **front crawl** and the **back stroke**. Now, plug your nose and **wiggle** under water.
- I see the flamingos over there, and they are **standing on one leg**! Let's try that. Can you close your eyes while you do it?
- Let's imitate the monkeys. They are **bending down** to pick up a banana, and then they **jump** up in the air!
- Look at all of those birds! Lift up your arms and **fly** like them!
- Now, put your hands together and **slither** like a snake.
- Just for fun, **imitate** your favorite animal. I'm going to **waddle** like a penguin. What animal did you choose?
- Before we leave, let's get on the train for a final trip around the zoo. **Pull** on the bell to make the choo-choo noise! Now, **move your feet** quickly to help the train move!

## A VISIT TO THE VEGETABLE PATCH

- We are going on a field trip today to the vegetable patch. Get on the bus and **find** your favorite seat. **Hold on** tight; it is going to be a **bumpy** ride. **Lean to right** as we bounce around the corner. Now **lean to the left**.
- We made it! **Put on** your boots and gloves and let's take a **walk** around the farm. Look at all of the vegetables. Which one is your favorite?
- Let's go dig some root vegetables first. Get your shovel ready and **scoop** up some potatoes and then **pull up** the carrots and onions. Put them in your wheel barrow.
- Next we can walk over to pick some leaves. Do you eat leaves? Of course you do. One kind of vegetables is leaves! **Reach down** low and tear off some lettuce and spinach.
- Ohh! Look at the pretty flowers over there. **Bend** at your waist with your legs straight and smell the flowers. We eat flowers too! Let's **reach down** and cut some heads of broccoli and cauliflower. Yummy!
- I see a whole field of tall corn stalks. **Stand on your tip toes**. Can you see over the top? Now, **reach up** high and pick some ears of corn. Keep **picking** until you have a basket full.
- Let's **skip** over to those vines and shrubs. **Reach down** to pick peppers, tomatoes and zucchini.
- Finally, let's head inside to the kitchen and cook up something good to eat with all the vegetables from the garden. Mmmmmmm!!!

## AT THE YOGA PARK

- It is a beautiful day! Let's **walk** to the park. Hey look, they are doing Yoga at the park today! Let's join in! Roll out your yoga mat on the ground. **Stand** up tall. **Take some deep breaths** in and out through your nose. **Fill** your lungs with air and feel your belly blow up like a balloon when you breathe in. **Push** all the air out of your belly as you breathe out. Yoga is a great way to stretch out and feel strong.
- We can be like the ducks in the pond diving for fish. **Stand** with you feet shoulder width apart and **raise** your hands toward the sky. **Dive** your arms down. Lead with your beak and try to **catch** some fish. Let's do that again!
- We can be like a warrior in the forest. **Step** one foot behind you and **bend** your front knee. Keep your back leg straight. **Raise** your arms above your head and **place** palms together. Keep your body strong and brave as you look around for animals. **Bring** your feet together and then **step** back with your other foot to show us your warrior pose again.
- Now let's balance like the trees. **Stick** your right knee out to the side and **place** your right foot on your standing leg's ankle or lower leg. **Bring** your branches up high and then let them sway in the wind. Remember to breath and keep your 'roots' on the ground. Try **balancing** on your other foot.
- Let's pick some flowers. **Step** your feet out wide to your sides. **Raise** your arms up to the sky and then **sweep** them out and down to the ground bending your knees. Keep your back straight. **Sweep** your arms up and down lifting the flowers into the sky. Next, keep your knees straight and **bend** at your waist down to the ground to look for bugs. **Walk** your fingers out in front of you to get a closer look at that caterpillar.

- **Stand** up tall again. Let's wind our bodies up like the caterpillars in their cocoons. **Wrap** your arms and legs around each other. Now **twist** and turn like you are trying to break free.
- It is good to end our yoga like we started with some big belly breaths. Stay seated and cross your legs. **Place** your hands on your knees and keep your back straight. **Take** some deep breaths. Close your eyes and picture your favorite place to be.
- Yoga is over for today. I hope to see you again next time!

## BASKETBALL PRACTICE

- We have a big basketball game tomorrow. The opposing team beat us the last game, so we need to step it up this time and get a good practice in today. Let's **put** our jerseys on!
- First, we have to warm up. Find a partner, and **throw** a chest pass to each other as you **shuffle** side to side. Put some power into it! After you move to the right for a little while, switch directions. Don't stop **shuffling** and make sure to catch every pass!
- Next, we need to practice our bounce pass. **Dribble** the ball to one side for a few steps, pass it to your partner with only one bounce, and **shuffle** the opposite direction as they pass it back to you. Do that several times.
- Now it's time to practice by ourselves. Grab a basketball, and **dribble** it as you **walk** around the court. Try **dribbling** through your legs and around your back. Have fun!
- Let's try **shooting** the ball for a while now. **Dribble** the ball as you **walk** to the free-throw line. **Bend** your knees and **shoot** the ball! Did you make it? Try it one more time.
- Our coach said we need to do some sprints. Ready? Go! **Run** as fast as you can to the free throw line. **Bend down** to touch it, and **run** back to the starting line. Now, **sprint** to half-court. **Bend down** to touch the half court line, and **run** back quickly to where you started. Good!
- Finally! The best part of shooting practice. The coach will pass you basketballs non-stop, and you just have to **jump** and **shoot** from wherever you are! The key is to keep moving around the court. Ready? Go! Catch it. Shoot it.
- Great practice today everybody. See you at the game!

## CAMPING OUT

- Tonight we are going camping! First, we have to grab our backpacks and **walk** to our camp site. The campground is just over that hill. **Pump** your arms and **hike** with big steps as we head up this dirt path. Almost there!
- What a challenge it was carrying our heavy backpacks to the top of the hill. What a view this is from the top, now let's **run** down! Be careful not to trip on the sticks on the path.
- I think if we cut through this prairie grass, we'll get to the camp ground faster. We just need to **lift** our legs high as we **walk**. This grass has grown so much. Just a little bit further and we'll be there.
- We made it! First we need to **set down** our back pack and start the fire. **Walk** to the wood pile to **pick up** some logs from the ground. Get a big armload and **carry** them back to our camp site. **Walk** back to the pile and **carry** more logs.
- We have some time before dark, let's play Frisbee. **Throw** it as far as you can across the grass. Wow! What a throw. Let's **run** over there to get it. Try to **throw** it to your friend this time. Have them throw it back and **jog** over to **catch** it!
- Let's **walk** to the lake with to go fishing. **Cast** out the fishing pole, and **reel** it back in until you have a catch. Don't give up! Try a few times.
- Since it's getting dark, we better **jog** back to the camp site. It's time to **roll** out our sleeping bag **climb** in. Good night!



## FUN AT THE LAKE

- Get in your boats, we are at the lake today! Carefully **climb** in the boats. “Hold the oars and **reach forward, pull back, reach forward, pull back. Stretch and pull.**”
- Good job. Now that we are away from the shore, let’s **row** backward to get back to land. Be sure to move your arms in the opposite direction.
- Whew, all that rowing was an arm workout! **Hop** out of your boat; it’s time to fish now! **Grab** your fishing pole. First, **cast it** out, and then **reel it** back in, **tugging** on it from time-to-time. Did you catch anything?
- Why don’t we join that volleyball game for a while? **Jog** over to the sand court with me.
- Here comes the ball! Put your hands together to make a fist, and **bump** the ball up in the air! It keeps coming back over the net! Keep **bumping** the ball.
- Now let’s try spiking the ball down over the net. First, **jump** in the air and **slap** the ball down over the net. Try that several times. Great work!
- Let’s take a dip in the water to cool off before we go home. **Skip** over to the dock with me! **Jump** in!
- Why don’t we **swim** for a while? Do whatever **stroke** you would like: the back stroke, side stroke, or front crawl.
- Whew! That’s all we have time for today! Let’s do the **dog paddle** up to shore and call it a day.

## HELPING ON THE FARM

- Today we are helping on the farm. There is a lot to do, and things are going to get dirty, so let's **put on** our farm clothes. Don't forget your hat!
- First, we have to feed the horses. **Pick up** these full buckets of corn and **pour** it all into the trough.
- Now, we need to help the farmer herd cattle. **Hold** the herding sticks out to your side and keep the cows from moving past you! Here they come! **Shuffle** side-to-side to keep them from getting by. Good work.
- While we are in the pasture, we need to chop down this old tree. **Pick up** your axe and **swing** it at the base of the tree. Now, **chop** on the other side. This huge tree will take several swings. Keep **chopping**. The tree is falling down. Quick, set down your axe and **run**! That was close.
- The farmer needs help **picking up** rocks now, so grab your gloves and **push** the wheel barrow over toward the barn yard. **Bend down** and **pick up** as many rocks as you can find and **set** them in the wheel barrow. Great!
- Next, we need to **climb up** this ladder to get to the top of the barn. Now, **carry** these bales to the other side of the barn where you can **stack** them all against the wall. You will have to stack some by **reaching** high.
- After all this work, let's play with the dog. **Throw** the Frisbee to her! When she brings it back, **throw** it out again! Oh no! She is running with our Frisbee. **Chase** her!!!
- Whew! She can ran fast. I'm glad the Frisbee is back. What a fun day! It's time to go home now, but hopefully we can come back soon to work AND play.

## JUNGLE SAFARI

- Hello boys and girls! Today we are going on a jungle safari. First, we have to **balance** as we **walk** across this rope bridge. Keep one foot in front of the other, and try not to fall off.
- We made it! Now, we need to **climb** this tree. Use your arms and legs to pull yourself up. I want to get a nice picture of all of the plants and animals. Perfect! Great picture! Very carefully, **jump** down onto the ground. Let's do that again, I love climbing trees!
- Oh no! That lion must have heard us. **Run!** He is coming after us!
- **Duck** under the edge of this giant rock and maybe the lion will leave us alone. Shh! Be very quiet. Whew, that worked!
- Now, we have to cross this alligator pond to get to the other side of the jungle. Carefully and quietly **hop** from rock to rock. Do not fall in, those alligators look hungry today. Whew, that was close!!
- I want to see more animals, but I think we have to climb this hill first. Let's start **hiking**; be sure to **pump** your arms.
- We are almost there; let's use this rope to **pull** us up to the top of the hill.
- Look! There they are! Quick, **run** with me to see them! We should probably **stop** here before we get too close.
- WOW! The day flew by. That's all the time we have; hopefully we can have another jungle adventure soon!

## OUR NEW PUPPY

- My family was so excited to get a new puppy. We **walked** to the pet store to pick out our new pet!
- We found the puppy we wanted in a kennel with his brothers and sisters. He was **jumping** as high as he could to get out. We **bent** over to **pick** him up and **walked** back home.
- This puppy has lots of energy and wants to go for long **walks** at night. I **walk** a block and then **run** a block to get him more exercise. It is good for me and my family too!
- After school every day, I play Frisbee with the puppy. I **throw** it as far as I can. He never gives up. He **runs** and **jumps** to make a good catch every time. He has learned to bring the Frisbee back which is a lot less **running** for me!
- One night on our walk, he saw another dog and he **ran** fast pulling the leash out my hand. I chased him for blocks, but he kept **running** after the other dog. He cut through a yard where I had to **jump** a fence and then **duck** under a clothes line and kept running. He squeezed under a fence and I had to **crawl** under too.
- The puppy ran through my neighbor's freshly planted garden where I **hopped** over and **skipped** through the new plants. He finally started to head home and then **ran** right into his dog house. He knew I was not happy!
- Puppies are a lot of work, but can be a lot of fun!

## PLANES, TRAINS, AND AUTOMOBILES

- It's a great day of travel ahead. We've been learning about fun ways to travel and now we get to go see some sights too! Let's **climb on** the bus for a short ride to the train station.
- "All aboard!" The driver calls as we pull up. Quickly we **run** to the train wanting seats on the caboose. He lets us **pull** the whistle which hangs from the ceiling. **Chug, chug, chug** the train slowly starts crawling forward. We move faster and faster and faster and Toot! Toot!
- The train slowly climbs up the mountain side, we **lean** back in our seats. The higher we get, there is snow on the ground. At the top, the train stops and we **jump** out. The snow is deep, and we **take giant steps** to get through snow drifts. Snow skiers shoot down the hill, **leaning** to one side and then the next. They all have **poles out** at their sides to guide them.
- It's chilly. We all **shiver** and head back to the train. On the way down the mountain, we **lean** back again in our seats as the train rushes down. A helicopter is waiting for us. We watch the blades **spin and spin**. We load up and **fly** along the river. It's beautiful to see far below.
- We land next to the river, **jump** out of the helicopter and see our next form of transportation – row boats! We **put** on the life jackets and away we go. We **row, row, row** our boats right down the river. HONK! HONK! That's our ride! The bus is here to take us home!

## SPRING INTO SPRING

- Spring is a season that brings all kinds of new life to the world. Gardeners and farmers get busy **scooping** dirt and **filling** wheel barrows to prepare for planting.
- After many rains **pour** down from the sky, seeds break through and small plants **stretch high** to the hot sun.
- Weeds grow too. So gardeners **bend over** and **pick**, **bend over** and **pick**, bend over and pick until those pesky weeds are gone.
- Baby birds **punch** out of their eggs. Ponies run through the fields **kicking** their hooves high. Baby bunnies **hop** quickly through the tall grasses.
- If you look deep into the grasses, trees, and plants, you will see furry caterpillars crawling along. Their bodies **scrunch** small and **stretch** long, **scrunch** small and **stretch** long, **scrunch** small and **stretch** long to get where they need to go. After **chomping** through many leaves. They spin a special cocoon. They're wrapped tight by **spinning, spinning, spinning** special thread.
- A few weeks later a beautiful butterfly **breaks** through and the cocoon **falls** apart. The butterfly **spreads** its colorful wings and **flies** away. They join the **hopping** bunnies and **buzzing** bees.
- Spring brings all kinds of new life to the outdoor world.

## SUPERMARKET SHOPPING

- We need some groceries, so let's **walk** to the supermarket. Don't forget to bring a list of what we need. At the store **jump** up and down and make the door open. **Grip** the handle bar of a cart and let's get shopping.
- First we are in the produce department. This is where the fresh fruits and vegetable are found. **Reach** up high to grab that bag of carrots. Now **reach** down low for a bag of potatoes. We can have one every day next week! Use your muscles to **lift** a watermelon and **place it** into the cart.
- Let's keep **walking** toward the bakery. It smells like fresh bread! I see some whole grain rolls on the top shelf. **Stretch** up to get a bag.
- Next is the meat counter. There are a lot of healthy protein choices including chicken, fish and lean beef. Protein helps our muscles grow strong. **Flex** your arm muscles.
- Keep **walking**. It is getting cooler; we must be getting near the dairy case. **Grab** a jug of skim milk and some low-fat yogurt to put it in the cart.
- Now, **steer** the cart carefully up and down the aisles. We need to get a few more things. **Reach** down to grab a bag of brown rice, and a box of oatmeal off the bottom shelf. **Put** them in the cart.
- Let's **look** for some beans. There they are! Let's get some black beans and green beans. **Pick up** two cans and **turn** them around to look at the labels. Look for one with lower-sodium.
- Let's head to the freezer section last. **Zip up** your jacket, it is going to get cold. **Reach** way back into the freezer to grab a bag of frozen fruit and vegetables.
- It's time to check out! **Unload** the cart and place the items on the counter. After paying the cashier it is time to walk home and enjoy our healthy choices!

## THE IOWA STATE FAIR

- Finally it's here! My favorite part of the summer – the Iowa State Fair! I **sprint** to the car as I am excited to go!
- The parking lot seems to be miles of cars, so it's a long **walk** to the front gate. The sun is out and I already am **fanning** myself in the hot sun. Our first stop is the big yellow slide. There are many, many steps we must **climb** to the top. We each have a rug and on the count of three – down we go – **arms high** in the air and **laughing** the entire way.
- I can see the fancy horses practicing in the arena. They look beautiful as they **trot** around and around. My entire family loves the Learning Center where there are farm animals being born. Baby chicks **peck and peck** at their food. New lambs **jump and kick** their feet. Small piglets **run** nonstop in all directions.
- The new farm equipment is always a place my family explores. We love to **climb up** the ladders to new combines and tractors. They are HUGE!
- Every family member gets one ride on the midway. I always want the spinning rides. I spin round and round for several minutes straight. In the hot afternoon we stop for some freshly squeezed lemonade. It's amazing how they **squeeze and squeeze** those lemons for the sweet juice.
- The giant pumpkins are always a spot for family pictures. We all pretend we can carry one, by **stretching** our arms out and **lifting**. It's time to head home! I can't wait until next year!



## THROUGH THE SEASONS

- In Fall, leaves fall from the trees. **Put on** your jacket and **tie up** your tennis shoes. The ground is covered in leaves. **Rake** them up into a big pile. Get a **running** start and **jump** in the crunchy leaves. Now let's play a game of touch football. Hut. Hut. Hike. Go long. **Throw** a pass and then **catch** it and **run** down field. Touchdown! Show me your victory dance. Fall is a time for the last harvest of apples and pumpkins. **Reach up** high to get apples from the trees and then **reach down low** to pull pumpkins from their vines.
- It is getting colder outside and the trees are bare. Winter must be here. **Put on** your snow suits, boots, gloves and hats. Let's **walk** our sleds up this big hill and then slide down. Hold on to tight! **Roll** some snow balls and **stack** them into a snow man. Let's go over to an even bigger hill. **Put on** some skis and **grab** some ski polls. Here comes the ski lift. **Sit** down to ride it to the top of the hill. Now **stand up** and ski down. **Turn** your knees from side to side to steer yourself back and forth.
- The snow is starting to melt and the days are getting longer. Spring is coming. April showers bring May flowers so **put on** your raincoats and **grab** an umbrella. **Splash** around in the puddles. Let's practice some basketball. **Dribble** the ball with your right hand and then your left hand. **Shoot** a basket! Now, take a deep breath and smell the spring flowers. **Bend** down low to pick some!
- It is getting really hot now. Summertime! **Wipe** the sweat off your brow and **put on** some sunscreen. Let's **walk** down to the water. Put on a life jacket and carefully get in to a canoe. **Pull** your paddle through the water to move the canoe forward. **Cast out** your fishing poll. Let's see if anything is biting. **Reel** in your line and then **paddle** back to the shore.
- We can active all year round!

## UNDER THE BIG TOP

- The circus is in town and my family is headed there for a night under the Big Top! My friend and I **skip** to the front gate to buy our tickets. If I **jump** up and down I can see over the fence. I know there are amazing costumes and great animals inside.
- The first person I see is a hula hooper. They never stop! I **pick up** a hula hoop to try too. I **hula hoop** a little but it falls down. I pick it up and **try** again.
- WOW! I'm not sure what to look at first. My head is **looking** this way and that. It's time to enter the Big Top Tent. We go **up the stairs** to the top of the stands to find a seat.
- The show starts with a beautiful tight rope walker who **tip toes** so carefully on the thin wire. Her **arms are out** at her sides. She takes a few **steps forward** and then a **few steps backwards**. She twirls several times on her toes.
- The muscle man **marches** in. This man has muscles like I have never seen before. He **flexes** his arm muscles, **picks up** the tight rope walker and carries her down the ladder. He **flexes** his muscles again and **tosses** her in the air three times.
- Then the lions **run** into the ring. They **run** circles around the tight rope walker and the muscle man. Here come the elephants! They **stomp** in and are wearing beautiful, sparkling blankets. They are **slow** to move with giant, heavy steps when they line up in front of us with their trunks **stretching** to the ground in front of them.
- The show is over! Let's give them a round of applause.

## WALK AND BIKE TO SCHOOL SAFELY

- Let's practice biking and walking safely to school. Always know where you are going and travel in a group when you can.
- First, we are going to ride our bikes to a friend's house. **Tie up** your tennis shoes and **strap** on a helmet. **Push** on your bike tires to make sure they have enough air in them. Now, **touch your toes** to stretch out and **hop** on your bike. **Grip** the handle bars firmly and get your pedals **moving** (run in place).
- We have to make a couple of turns to get to our friend's house. Be sure to use your hand signals. We need to take a left here. **Stretch** your left hand out to your side with a straight arm.
- Here comes a stop sign. **Hold** your arm out with your hand hanging down from the elbow to signal that you are going to stop. **Look** left, right and then left again to make sure no cars are coming. No cars! **Walk** across the street and then **hop** back on your bike. Start **peddling** (run in place) again.
- At the next block, we need to go right. **Hold** your left arm out and **turn** your left hand up from your elbow. We made it to our friend's house, but their bike is getting fixed. Let's leave our bike at their house and walk the rest of the way to school.
- Here comes a stoplight. **Stop!** Watch the traffic signal and **look** both ways. The crossing guard is waving us through the intersection. Let's get **walking** again. Remember to stay in the crosswalk.
- There is a big mud puddle coming up. **Jump** over it. There is another one. **Jump** again. Oh good! We made it safely to school and just in time for breakfast!

# **JAMMIN' MINUTES**

JAMmin' Minutes® make activity a daily habit for your students, one minute at a time. Everyone can use these quick, fun physical activity routines anytime, anywhere. Consider leading the class in a JAMmin' Minute to start the day and after a transition to settle them back into the classroom environment. Short bursts of physical activity can help kids and adults stay focused and maintain energy throughout the day. Consider leading a JAMmin' Minute at parent meetings to show parents how activity is a part of their child's day at school.

## CHAIR CHICKEN CRUNCH

Reps	Activity Routine: Seated Exercises
10	Flap arms like wings and move legs as if doing the chicken dance
10	Hold onto chair seat, raise knees to chest and lower
10	Sit up tall, crunch to right and touch chair leg, lift & repeat
10	Sit up tall, crunch to left and touch chair leg, lift & repeat
10	Arms over head, interlock fingers, bend forward to floor, hold

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## CHAIR POWER MOVES

Reps	Activity Routine: Seated Exercises
10	Sit on edge of chair and make jumping jacks motion
10	Stand up from chair using only your left foot
10	Stand up from chair using only your right foot
10	Tighten abs and touch opposite elbow to knee
10	Sit up tall, lace fingers together over head & straighten elbows

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## BOUNCE & REACH BLAST

Reps	Activity Routine: Standing Exercises
10	Elbows level with shoulders, tap left knee to left elbow, now right
10	Legs apart, lower, gently bounce & "raise the roof" with hands
10	Jog and pretend to juggle
10	Bell Jumps - hop forward & back on the balls of your feet
10	Bend over, touch toes and then reach up high on tip toes

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## MIND & MOVE MASHUP

Reps	Activity Routine: Standing Exercises
10	Shuffle feet and name all the states that begin with the letter "I"
10	Jumping jacks and count backwards from 10 to 0
10	Hop side to side and say an affirmation
10	Squat, touch floor and then explode up
10	Arms over head, palms together, lean left then right

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## BALANCE & BOOGIE

Reps	Activity Routine: Standing Exercises
10	March feet and roll your shoulders forward then backwards
10	Jump while turning around in a circle
10	Step right & tap left foot, step left & tap right foot
10	Arms out, raise right toes to ceiling, hold and balance
10	Arms out, raise left toes to ceiling, hold and balance

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## TAP, CLAP & HIGH 5

Reps	Activity Routine: Standing Exercises
10	Elbows level with shoulders, tap left knee to left elbow, now right
10	March and make big arm circles with your hands
10	Kick right leg back & up toward bottom and tap with right hand
10	Kick left leg back & up toward bottom and tap with left hand
10	Walk around, smile and High 5 three people

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## KICKSTART COMBO

Reps	Activity Routine: Standing Exercises
10	Jog in Place
10	Hands on hips, feet together then feet apart, repeat
10	Kick right leg up to waist level & tap with left hand
10	Kick left leg up toward your bottom & tap with right hand
10	Step right & tap left foot, step left & tap right foot

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## HOP 'N HOOP HUSTLE

Reps	Activity Routine: Standing Exercises
10	Pretend Jump Rope
10	Hands out, make moves like you have a hula hoop
10	Three (3) hops to the right then 3 back
10	Hands on hips, feet together then feet apart, repeat
10	Reach for your toes and hold

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## ADVENTURE MOVES

Reps	Activity Routine: Standing Exercises
10	Hike the trails: March and pump your arms
10	Paddle a kayak: Hands stacked, paddle left then paddle right
10	Shoot a basket: Gently squat and pretend to shoot a basketball
10	Drive a race car: Hands in position, quickly turn & lean right then left
10	Touchdown dance: Lift arm & lower across body while swinging hips

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## QUICK FIT CIRCUIT

Reps	Activity Routine: Seated Exercises
10	March feet, fast feet, march feet, fast feet
10	Use right leg only, stand up, sit down
10	Use left leg only, stand up, sit down
10	Stand up, jump and sit down
10	Shoulder circles forward

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## TAP & STRETCH CIRCUIT

Reps	Activity Routine: Standing Exercises
10	March and tap knees with your palms
10	Reach right arm to ceiling, squeeze abs, touch left toes. Switch sides.
10	Bell Jumps - hop forward & back on the balls of your feet
10	Hands on hips - step right tap left foot, step left tap right foot
10	Hand on hips - lift left toes off floor to stretch calf. Switch sides.

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## PUMP & TAP GROOVE

Reps	Activity Routine: Standing Exercises
10	Pump arms and jog in place
10	Jumping Jacks
10	Hands on hips, feet together then feet apart, repeat
10	Tap head, shoulders, knees and toes, knees and toes
10	March feet and roll your shoulders forward then backwards

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## MOVE & GROOVE

Reps	Activity Routine: Seated Exercises
10	March feet, fast feet, march feet, fast feet
10	Lift knees, kick both feet forward
10	Stand up, jump and sit down
10	Alternate: Squeeze abs & touch opposite elbow and knee
10	Arms out from sides: Make giant circles, reverse & make small circles

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## STOMPIN' JAM

Reps	Workout Routine: Standing Exercises
10	Stomp left foot 3 times then stomp right foot 3 times
10	March feet and pretend to play the drums with your hands
10	Hands on hips, scissor your feet
10	Legs apart, lower, gently bounce & "raise the roof" with hands
10	Rub your belly and pat your head

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## VEGGIE VIBES

Reps	Workout Routine: Standing Exercises
10	Windmill Toe Touches: Reach left hand to right toes & switch
10	Shout out your favorite veggies while punching arms up
10	Jog and pretend to juggle
10	Elbow turn with a partner
10	Bend over, touch toes and then reach up high on tip toes

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## HARVEST HUSTLE

Authored by: Communities Putting Prevention to Work by  
Judy Barrett

Reps	Activity Routine: The Florida Way
10	Reach up to pick an orange; one arm then the other
10	Pick Strawberries: Alternate, reach opposite hand to ankle
10	Water Skiing: Arms out in front, squat 45°, return & repeat
10	Sandspur Strut: Alternate, lift each leg and clap underneath
10	Stingray Shuffle: Walk both feet out to your sides & back in

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## ACTIVE PLAY MIX

Authored by: The Jammin' Minute Club

St. Stanislaus Parish - Lansdale, PA

Reps	Workout Routine: Standing Exercises
10	Pretend Jump Rope
10	Swimming Arm Strokes
10	Jog in Place
10	Basketball Shots
10	Elbow to Knee Touches

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# SUPERHERO STRENGTH

Authored by: Prairie Center Elementary  
Olathe, KS

Reps	Workout Routine: Standing Exercises
10	Chair Lifts: Slide to edge of chair, lift & lower using triceps
10	March & Tap: March & touch opposite elbow and knee
10	Twist & Reach: Alternate, twist at waist & reach arm back
10	Squat Jumps: Squat into a seated position and jump up
10	Curls: Using your natural resistance, flex and release biceps

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## HOOPS & HOPS

Authored by: Jackson Elementary

Ft. Campbell, KY

Reps	Workout Routine: Sports Clips
10	Jog in Place
10	Pretend to shoot a basketball-dribble then shoot
10	Move like a defensive player-hands up & shuffle feet
10	Jumping Jacks
10	Step and Kick-pretend-take a step & kick a ball

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# BOUNCIN' TWIST ADVENTURE

Authored by: Fairhill Elementary

Fairfax, VA

Reps	Workout Routine: Standing Exercises
10	March
10	Bell Jumps - hop forward & back on the balls of your feet
10	Calf Raises - rise up on tiptoes & lower slowly
10	Nordic Track - scissor arms and legs at the same time
10	Skier's Twist - swing arms & gently twist left & right w/a hop

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