

IN-SCHOOL ACTIVITY BREAKS

PHYSICAL ACTIVITY BREAKS: These three-five minute physical activity ideas can be incorporated into any classroom. Here are some examples of how to get your students moving. Feel free to get creative and come up with your own!

Here is a list of suggested movements that can be utilized in the physical activity breaks:

Arm circles	Hop	March
Backstroke	Jog	Side shuffle
High knees	Jump	Skip
Boxing shuffle	Jump rope	Ski-stride
Cross knee lifts	Jumping jacks	Soccer kick
Dance steps: mamba, cha cha, chug, pivot turns	Jump squats	Squats
Freestyle swim stroke	Kick backs	Step touch
Gallop	Kicks: front, cross and side	Trunk twists
Grapevine	Lunges	Walk
Hamstring curl	Push-up	Walking lunges

COACHING TIPS:

- Let students know that you expect everyone to participate to the best of their ability.
- Use start and stop signals.
- Use appropriate music, if possible.
- Keep the classroom safe—have students keep a safe distance from furniture and classmates.
- Show your enthusiasm for physical activity: participate cheerfully!
- Be persistent! Middle school students may be reluctant to participate at first.
- After the activity, settle students by asking them to do a standing pretzel. Cross left ankle over right. Extend arms and cross left wrist over right. Bring palms together and interlace fingers. Now bring hands up toward chin. Stand quietly for 30 seconds with eyes closed and tongue on the roof of mouth.

1 CHAIR AEROBICS: Have students pull their chairs out from their desk. They should sit up straight, keeping their ankles together to do leg lifts by extending their legs to a 180 degree angle for 20 repetitions. Then have students stand behind the chair and while holding the back for balance, extend their right leg out to the side to a 45 degree angle for 20 repetitions. Then repeat with the left leg.

2 TASK MASTER: 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. Direct students that once they have completed the task, they should stop where they are and raise their hand. For the first task have students touch 10 chairs not in a row. For the next task have students touch elbows with 8 classmates. For the next task, alternating boy/girl/boy/girl, touch knees with 4 classmates with a different hair color. For the last task, touch toes with 6 classmates wearing 6 different colored shirts.

3 BOOGIE DAYS: Have kids spread out across the room and play one school appropriate song and let kids bust-a-move. Have them follow your moves to make sure things stay appropriate. Try doing some vintage moves like the Twist, mash potatoes or just jumping around.

4 NO STRESS TEST: Make it a classroom tradition to have a 5 minute walking break before a test to help everyone unwind and relax.

5 TAKE A TOUR: Lead students on an imaginary tour of a different country or state in a charades-like game. For example, take a tour of Texas: march to the Alamo, climb an oak tree, climb Guadalupe Peak, swim in the Gulf of Mexico. Create other simulations that point out various landmarks within any state.

6 PLAY CARDS: Using a standard card deck, assign an activity to each of the four suits (ex: jumping in place, running in place, sit ups, squats). Pass out a card to each student and they have to do the activity for that suit for 20 seconds. Have students pass their cards to their neighbor and repeat for 5 passes. Add a twist: have students perform the activity the number of times designated on the card.

7 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- stomp left, high five, jump twice, spin in a circle, squat, etc.

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- 8 KEEP IT CLEAN:** Push some chairs to the side and draw an imaginary line down the middle of the room. Give students several soft objects to throw (wadded up paper from the recycle bin works well). Students begin throwing objects across the line—the goal is to keep objects off of your side of the room. When you call “time” the cleanest side (the one with the fewest objects) wins. Do best 2 out of 3 for minute sessions.
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- 9 CALM DOWN:** Lead students in stretches to help loosen up tension. Have students hold for 15-20 seconds each: reach for the sky, touch toes, arm circles, neck circles, knee to chest, etc.
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- 10 QUIZ ME:** 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 touch their toes.
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- 11 SHAKE IT:** Students remain seated and raise their hands in the air. Have them start by shaking their right hand 10 times, left hand 10 times, left foot 10 times and right foot 10 times. Repeat counting down the number of shakes from 9-1. Speed up or slow down the counting to keep it interesting.
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- 12 WORKOUT VIDEOS:** Although most workout videos can last from 20-40 minutes, they’re often broken down into different moves that only last 2-4 minutes. If you have a TV in your classroom, work through a video over the course of a week doing one move at a time. Libraries often have workout videos for children.
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- 13 WRITE YOUR NAME:** Using your index finger as an imaginary pencil, write your name in huge cursive in the air. Now repeat using different body parts as your pencil—elbow, knee, toe, belly button, head. Don’t forget to make sure all your i’s are dotted and t’s are crossed!
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- 14 TAKE THE LONG WAY:** Before your next class change, stop class 3 minutes early and take your students the long way to their next room.
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- 15 STAND UP FOR VOCABULARY:** Create a poem or song using vocabulary words that all start with the same letter. Every time a word starting with that letter is said or sung have students stand up or sit down.
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- 16 RAINSTORM:** Have a rainstorm in your classroom. Have students follow your lead; begin by having students very lightly rubbing their hands together, then lightly snap, slap their thighs, slap their thighs and stamp their feet (the rainstorm is at its peak!). Then stop stomping their feet, just slap their thighs, return to lightly snapping, rubbing their hands and stop. Do each action for 20 seconds.

17 ANIMAL INSTINCTS: Pick one student to call out an animal and have everyone mimic how that animal moves. Go around the room until every student has an opportunity to call out an animal and the class has mimicked that animal.

18 STATIONS: Create 3 stations in different areas of the room designated by a sign depicting a different physical activity (boxing jabs, running in place, jumping on both feet, jumping jacks, sit-ups, etc). Divide students into 3 groups and assign them to a station. Have students perform the activity for one minute and then rotate to the next station. To mix it up, add new types of activities or more stations.

19 DO THE CONGA! Have students line up, placing their hands on the shoulders of the student in front of them. Start some music and lead students around the classroom.

20 PHYSICAL ACTIVITY JEOPARDY: Tape 5-10 envelopes with one physical activity listed inside each envelope on the board in the front of the classroom. Write 10, 15, 20, 25, etc. on the outside of each envelope. Call on a student to pick one of the envelopes and the class performs the physical activity inside it for the number of repetitions listed on the front of the envelope. Activities could include: boxing jabs, jumps, push-ups, triceps dips using their chair, arm circles, jumping jacks, elbow to opposite knee touches, etc.

21 FEEL THE BEAT: Have every student get a partner and sit cross legged on the floor facing their partner 2-3 feet away. Place a hacky-sac or other object between them. Turn on some music and have students perform the following actions to the beat of the music:

- Tap knees
- Tap shoulders
- Clap
- Tap knees, shoulders, clap
- Clap partners hands (both, right-right, left-left)

When the music stops, students try to be the first to grab the hacky-sac. Repeat 5 times.

22 STRETCH IT OUT: Have students stand with both arms extended out in front. Slowly, alternate using arms to push open an imaginary door. Clasp hands together and extend arms out, bending the elbows slightly, stretch neck by lowering your head (as if trying to touch nose to chest).

23 FUTURE TRAINER: Pick a student to come up and lead a 3-5 minute physical activity break doing any activities or games of their choosing—let them be creative and be sure to support them by following along with the rest of the class.

24 TD TAP: Have everyone stand, face their chair and place hands on hips. Next, they should tap their left foot 25 times on the seat of the chair. Switch legs to tap the right foot 25 times on the chair. For the next 60 taps, alternate left then right toes tapping the chair. (Add a degree of difficulty by having students pump their arms overhead as they tap.)

25 SERVE IT UP: Have students bring types of small balls (tennis balls are perfect) from home to leave in the classroom. Keep your students seated and have them place one of the balls between their knees. Squeeze and release the ball 25 times without letting it drop. Next, have them hold the ball between their feet and while holding onto the sides of the chair, lift and lower their legs 10 times. Finish with a smash and have them flip the ball to another classmate.

26 A BALANCING ACT: Practice balancing on each foot. Have kids lift their foot off the floor at least 5 inches and hold for 30 seconds. Rest and repeat 3 times. Switch legs. Teach kids that they have to tighten their abs and focus on something straight ahead to be able to balance. As students advance, have them keep their arms parallel with their ears and bring palms together overhead.

27 THE FLEXIBLE PLANK: Have students get in plank position and hold for as long as possible. Plank Position: On the floor, position the body in a straight line by propping up on elbows and toes. Make sure elbows are directly below shoulders, palms flat on the floor with fingers pointing forward and keep the body parallel to the floor (no bottoms in the air). Over time, work to hold longer. After two challenges, have students do a forward stretch and hold for 30 seconds. Forward Stretch: While standing, bend forward and reach toward toes. With practice, students will be able to get fingers closer to the floor.

28 DIP INTO IT: Have students slide to the edge of their chairs—do this in partners to help hold the chairs in place. Tell them to grasp the sides of their chair, fingers pointing toward floor, and slide their bottom off the chair (arms holding them up) enough so that they can raise and lower their body, knees should be in a 90-degree angle. Have them use their arms to lower their bottom toward the floor and raise back up. Do 15 repetitions. Partners then switch positions. Repeat 4 times.

- 29 HIGH-KNEE DRILL:** Have each student put a ruler (a piece of masking tape can be used here, too) on the floor between their feet. Have them move like a football player and “high-knee” it as fast as they can for one minute (without moving the ruler between their feet). Rest for 10 seconds. Then, they should stand facing the ruler with feet together, hop over and back for one minute. Rest for 10 seconds. Stand parallel to the ruler and hop side-to-side.
- 30 SOUND THE ALARM!:** Create an alarm noise that triggers the students to get up and out of their chairs. Have them fast-pace walk it down the hall and out to an area commonly used for physical activity. They should run for 2 minutes and then fast-pace it back to their chair.
- 31 BREATHE IT OUT:** The heart rate is typically elevated when stressed. To release tension, teach the students to breathe in through their nose for 5 counts and then breathe out through their nose (not their mouth) for 5 counts. Repeat 10 more times at a steady pace. For the next minute, have them breathe in positive thoughts and breathe out any negative thoughts.
- 32 WEIGHT-LESS:** Isometric routines require no equipment; just make sure you remind the students to fully engage (tighten) their muscles to get the maximum benefit. Have students stand. Engage the biceps by making a tight fist and do 20 biceps curls. Next, have them raise their arms straight out to the sides at shoulder level, engage their shoulder area, and lower arms on a 3-count, then lift them back up to shoulder level on a 3-count. Do 20. Then, have students tighten their abs and alternate touching right elbow to left knee and right knee to left elbow for 30 lifts. Repeat the entire routine one or two more times.
- 33 LAUGHTER IS THE BEST MEDICINE:** Have one student begin laughing (“fake it until you make it” is ok here). Join in yourself and watch how contagious laughter becomes in the classroom. If some don’t participate, tell them to fake it. It will catch on. Cut it off at 3 minutes because it is hard to stop laughing on cue. This is a fun abdominal exercise.
- 34 SHAKESPEARE LITERATURE:** Read or have students read excerpts from Shakespeare to the entire classroom and every time the words thee, thou, thine, thy and thyself are heard, the classroom must “stand up-jump-sit down” quickly. (For a variation, use this idea with anything students read aloud. For example, if you are reading a news article, have students “stand up-jump-sit down” every time they hear the words a or an.)

- 35 SIMON SAYS:** One student will lead their classmates in performing the exercise they were assigned from the “Bag of Tricks” homework activity break on page 24. They will discuss and demonstrate the proper form and have everyone continue doing the exercise as the leader goes around ensuring everyone is correctly performing.
- 36 YOGA-CIZE:** Have students stand up and get an arms-length distance from their neighbor. Have them place their hands on their hips and position the sole of their foot resting on the inside of the opposite leg (above the knee as they advance). Hold this position for 30 seconds. Then, have them slowly move their arms straight out to their sides while bending forward and extending their foot behind them to land in “airplane” position. Have them hold for as long as possible. Teach the class to engage (tighten) their abdominal muscles and focus on a spot on the floor to help them balance. Repeat on the other side.
- 37 THE WAVE:** Have students form a circle. Have a student start the traditional wave motion (raise arms as second student immediately follows, like you see at a sports event). Have the same student now do a different action to start the wave, like getting in a squat position. Have the same lead student lean left and everyone follows, then lean right. To add more action/activity, begin a second or third simultaneous wave each time.
- 38 MATCH GAME:** Actively learn vocabulary words. With index cards, have students write the word on one, the definition on another. The teacher is the taskmaster unless there are an odd number of students that day. Distribute matching definitions and words to students. Have everyone spread out around the room. Have the students with the words hold the cards up over their head. The kids with the definitions have to quickly move around the room to find the person with their word. Repeat again, this time having the kids with the definitions hold them up and the kids with the words get to move about.
- 39 MAMA KNOWS BEST:** Have students practice good posture, both while sitting in their chair and when they walk. While seated, encourage them to sit up tall, shoulders down and both feet on the floor. When walking, stand up tall with shoulders back, as if the shoulder blades are slightly pinching together. Have them practice walking around the classroom pretending there is a book balancing on their head.
- 40 FIGHTING FATIGUE:** Have each student bounce around in place like a boxer for 1 minute. For the next minute, have them punch straight up in the air, first right then left arm. Take a 10 second break and finish with punching out straight in front at a steady pace, alternating left and right arms. Make sure students are spaced at least an arms-length apart.

- 41 BACKPACK BOOK LIFTING:** Have each student perform basic arm curls with their backpacks or a book. Do 12-15 reps slowly, counting 5 on the up and 5 on the down motion. Do 3 sets.
- 42 TOTAL ZEN:** Dim the lights and have students focus on nothingness, completely clearing their minds and not letting any thoughts in for two minutes. For the next minute, have them keep their eyes and mouths closed, and several times together, practice taking a big breath in and making the hhhmmmmmm sound loudly on the exhale.
- 43 STOMPING OUT THE MYTHS:** During a class lesson where students are asked to determine if the answer is true or false, have the kids use movement to give their answers. Read a question. If they believe the statement is true, have the students stay seated and punch their arms toward the ceiling. If they believe the answer is false, they get up and march in place.
- 44 LEAPING LIZARDS:** Have kids leap frog around the room as you give a lecture or assignment. Depending on the size of the class, you can form two lines. The goal is to keep as quiet as possible and listen while engaging in physical activity.
- 45 WALKING A TIGHTROPE:** Place a piece of masking tape in a line across the room. Have each student “walk the line” as if on a balance beam. Be sure they are concentrating on staying completely centered on the tape and have them use their arms extending straight out to the sides for balance.
- 46 EUROPEAN VACATION:** As students study about Europe, be the tour guide and take them on an imaginary trip. As you make your stops along the way: March at the gates of Buckingham Palace, Swim through the English Channel, Climb the Swiss Alps, Till a garden in the English countryside, Play tennis at Wimbledon & soccer at Nou Camp, etc.
- 47 GETTING WARMER:** Have one student leave the room. Hide an object around the room. When that student re-enters, they will be guided by their classmates’ movements to locate the hidden object. Students will indicate whether to go left, right, forward, backwards, up higher or down lower. To indicate backwards, students could use the backstroke motion, indicate go left or right using a side bend, go forward using a march, up higher using a climbing motion and down lower by having kids kneel. When the student gets within one foot, classmates should pretend they are stepping on something hot. Rotate over the days until every student has had a chance to be “it.”
- 48 REFEREE MAKES THE CALL:** The teacher calls out a movement slowly at first and then speeds up, varying the order and length of activity. Suggestions for activities are: seat kicks, high knees, quick steps, 1/4 turn in place, 1/2 turn in place.

49 DAY AT THE STADIUM: Act like you are going to an NFL Stadium without having to leave the classroom! Get out of your car, walk through the turnstile, walk up stadium steps, squat at seat, team scores—signal touchdown and jump up and down, give 5 people a “high 5” since you won the game, walk down the stadium steps, walk through the parking lot, get back into your car. Repeat activity.

50 YOGA POSITIONS: Have students stand.

- Warrior 1—Legs start together. Take one step back. Bend front knee. Extend arms above the head with palms facing up. Hold for 20 counts. Switch legs.
- Warrior 2—Legs are straddled wide. Point left toes forward and right toes to the right. Lunge toward right foot. Extend arms into a T position. Hold for 20 counts. Switch legs.
- Warrior 3—Legs start together. Bend over from the waist. Extend one leg behind, no higher than waist level. Arms are to the side or over the head. Object is to have the body horizontal to the floor while balancing on one leg. Hold for 20 counts. Switch legs.

51 JUMP ROPE TRICKS: Pretend to perform different jump rope tricks such as: scissors, side-toe touch, heel-toe, rocker, wounded duck. Refer to the AHA Jump Rope Skills for explanation and more skills. (For the Gym—go to Jump Rope Skills on heart.org/educator for ideas)

52 FOOTBALL BALANCE: Balance as long as possible in the following positions: Heisman Trophy position (stand on right leg slightly bent, raise left knee up parallel to ground, pretend you have a football tucked under your right shoulder, left arm extended to the side), punt position on one leg (stand on one leg with the other leg straight in front about to kick a ball), catch ball on sideline (lean forward and to the side on one foot and pretend to reach for the ball), quarterback pose (balancing on back foot and arm back ready to throw), back pedal freeze (lean forward on one leg and lift other foot behind body).

53 TOUCHDOWN DANCE: Get in groups of 3 or 4 and create and perform a touchdown dance.

54 TEACHER’S FAVORITE GAME SCORE: Teacher takes the final score from their favorite NFL team from any recent game (Games scores can be found on nfl.com/scores). Students do alternating opposite elbow to knee touches the number of times that equals the final score multiplied by 5.

55 CLASS-PASS CHALLENGE: Begin the challenge with all students standing by their desk. Teacher starts by throwing a paper “sock ball” to a student; that student tosses the ball to another who is standing. After passing the ball, student sits down. This is repeated until all students are seated. The last student standing throws the ball back to the teacher. Repeat the activity. Challenges: Time how quickly the class can do it one time or count how many times the whole class sits down in three minutes. To make a sock ball, roll up a pair of clean socks or use a bean bag or hacky sack.

56 SWITCH IT UP: Students push chairs away from their desks and sit down. The teacher starts the wave going clockwise around the classroom. Anyone can reverse the direction by standing up and clapping twice.

57 COIN TOSS: Teacher or designated student flips a coin. If the coin lands on Heads, do 5 squats; if the coin lands on Tails, do 5 elbows to knees (march in place and alternate—lift right knee and touch with left elbow, lift left knee and touch with right elbow). Vary the activities for Heads and Tails such as toe taps (pick an imaginary spot on the floor about 1.5 feet in front of you, quickly alternate tapping your left and right toes on to that spot), lunges, and quick steps (run in place as fast as possible).

58 HANDOFF: Have students get in groups of 5 or 6. Each group stands in a straight line. The first person starts with a tennis ball. On “go” the group sees how quickly they can pass the ball down the line like a quarterback handing off to a running back. Repeat. You can also use a sock ball, paper wad ball, or bean bag with this activity.

59 CATCH AN MVP: Students are in pairs; one is the journalist and one is the MVP. The MVP is too busy to sit down for an interview, so the journalist must walk quickly to catch the MVP. The pair continues walking while the pretend interview is conducted. After 2 minutes, switch roles.

60 NFL TEAM CHALLENGE: Divide class into 4 groups; offense, defense, coaches, cheerleaders. 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 in place. Continue for 1 minute and then switch roles. Repeat until all students have completed all four activities.

61 LINEMAN DRILL: Students choose a partner. Partners stand face to face and place hands at chest level. Partners touch one another’s hands (palms against each other) and push (not pull) against each other, trying to make partner take a step off balance. Note, partners can only make contact with one another’s hands. Next, try having students repeat the activity but with their feet apart, feet together and standing on one foot.

- 62 GAME TIME:** Have students move in place as if they are leaving the locker room to enter the stadium. Jump and touch the good luck sign; run through the tunnel and take the field (triumphal entrance); stretch as if you are doing the pre-game warm-up; kick off; pass the ball; signal the touchdown; end zone dance; kick extra point; post-game celebration after a win.
- 63 HIGHER/LOWER:** One student comes to the front of the room. The teacher writes a 3 digit number on the board behind the student so he/she can't see it. The student calls out a number while marching in place. The remainder of the class marches in place until the number is called out. If the number is too low, the class jumps up and down (guess higher). If the number is too high, the class squats (guess lower). When the correct number is identified, select a different student to come to the front and repeat.
- 64 MIRROR DRILL:** Partners face one another. Hold palms up in front of chest, facing partner. The leader will move one hand at a time and the follower will mirror the movement. Switch every minute.
- 65 TRIVIA CONTEST:** Students are in teams of 3 or 4. Pose different questions that are content based. When a team thinks they have the correct answer, the designated student from the team walks up to the front of the classroom and writes the team's answer on the board. The first team to have the right answer does 5 jumping jacks; the other teams do 15 jumping jacks.
- 66 SUPER BOWL ROCK, PAPER, SCISSORS CHALLENGE:** Students are in pairs. Partners compete in one round of traditional Rock, Paper, Scissors (see In-School Break #2). Repeat round if there is a tie. The winner from each pair moves on and finds another winning student to play. The non-winner joins the team of the person who beat them and cheers for them in their next competition. Each round, the winner advances and the non-winners continue to follow the winner and cheer for their team. The game continues until there are only two winners left. Announce that this is the Super Bowl and that this final round determines the Super Bowl Champion.
- 67 GRAPEVINE:** Have students do the grapevine movement (alternate crossing left foot over right, then right over left moving in a sideways motion) around the room.
- 68 PAPER WAD TOSS AND CATCH CHALLENGE:** How many times can you toss and catch a paper wad ball with a partner without dropping the ball? Challenge students with some of the following suggestions: overhand/underhand toss; toss with the non-dominant hand; toss into the recycling bin. (Tip: Keep a supply of paper wad balls in a recycling container or bag or you can use another small-sized ball instead.)

69 WALK AND TALK: Break students into groups of 2 or 3, and assign topics related to a current lesson plan that students need to discuss while taking a 5 minute walk. They should report their discussion back to the class.

70 BACK TO BACK: Students form pairs and sit down back to back, link arms at the elbows, and bend knees with feet flat on the floor. On command, instruct each pair to stand up without using their hands. Success depends on pushing against one another at the same time. Time the class to see how long it takes to have all pairs standing. Variation: have pairs compete to see which team can stand straight up and sit down again the most times in 15 seconds.

71 TEAM CHANT: Form groups of four and provide short action words or vocabulary words. The group works together to create a short cheer with movements with words such as: run, jump, kick, catch. A class competition can be held.

72 HUDDLE KNOT: Form two to three groups of five or more students in each group. Each group will form a circle, shoulder-to-shoulder. Each student places a hand in the middle of the circle and grasps another student's hand. Then ask students to put their other hand in the middle and grasp a different person's hand. Students cannot hold a person's hand that is standing on either side of them. Explain to students that they need to untangle themselves, without letting go of hands.

73 UNDER THE GOALPOST: Form groups of five. Two students hold a yard stick while remaining students move under the yardstick. Hold the stick at head, shoulder, hip and knee levels. Switch out holders each time the level changes. Variation: use a jump rope instead of the stick and also have the holders rotate under while continuing to hold the rope.

74 NFL COAST TO COAST WORKOUT: Associate a movement with each NFL city. Call out the city name and perform the activity. For example, Baltimore-bend; Seattle-shake; Indianapolis-hop; Kansas City-balance; Tampa Bay-walk; San Diego-strut; Pittsburgh-sway; Denver-jump.

75 TALLY SCORE: Students are in pairs. Both partners put their hands in a fist and face each other. Pump fists together in a "one, two, three" motion. On "three", both reveal a number 1-5 on one fist. The first person who adds it up correctly and verbalizes it, quickly chooses a physical activity (such as lunges, hops, elbows to knees) and leads his/her partner in 10 repetitions. Variations: use two hands, subtraction or multiplication.

76 IMPULSE: Form two teams. Have teams stand and face each other. Place a ball or a soft object, spaced evenly between the players, at one end. Instruct teams to hold hands and explain that the object of the game is to pass a pulse down the line. Practice this one time by having the players closest to the teacher lightly squeeze the hand of the person next to them until the “pulse” reaches the end of the line; make sure that players do not squeeze hands until they have received the pulse. When the person at the end of the line receives a pulse, they must reach out and grab the object. The “winning” team then rotates players, so that the person at the end (closest to the object) moves to the beginning and everyone shifts down one space.

77 DESK RELAY: Have students sit in rows of desks or chairs with the first person in each row holding an object such as a bean bag, yarn ball or tennis ball. On the signal to begin, the object is passed over his/her head to the next person until object reaches the end of the row. The last student runs to the front of the room, touches the wall and sits in the first desk while everyone else moves down one desk to sit in the desk behind them. Continue for two minutes. Have each group count how many times they were able to pass the object down the row – then challenge each group to beat their score by two!

78 TRUE/FALSE: Prepare a list of true/false questions based on class content. Arrange chairs in a circle. Have students walk around the chairs and listen to the question and determine if the answer is ‘True’ or ‘False’. If the answer is True, find a chair and sit down. If the answer is False, do knee to elbow touches.

79 HOG CALL: Create index cards with one-half of a compound word. Examples: jumping/ jack, jump /rope, foot/ ball, back/ hand. Students read the word on their card and then walk around the classroom to find his/her compound word partner. After the partners locate each other, they should march in place together until everyone has found his/her partner. Then, each pair should act out the compound word. For example—if the word is jumping jack, students should do 10 jumping jacks before sitting down.

80 SPORTS FESTIVAL: Instruct students to mimic various sports movements for 15 seconds. Examples: serve a tennis ball, bump a volleyball, shoot a lay-up, block a jump shot, cross-country ski, catch a football, shoot an arrow.

81 COOL-DOWN ACTIVITIES:

- Take three deep breaths while raising arms over head.
- Do some light stretching for a minute (side bends, bend down and touch your toes, arms circles, head rolls, etc.).
- Have students lay their head on their desk while the teacher counts for 20 seconds.

82 IT ALL ADDS UP: Choose one student to lead a movement or exercise (students can choose what movement they want). All students follow the movement. After 30 seconds, choose a different student to lead who starts with the first movement and then adds his/her own movement. Rotate leaders several times adding onto the series of movements.

83 NIGHT AT THE MUSEUM: One student is the night watchman and everyone else is a statue in a museum. The night watchman closes their eyes for 15 seconds. Before he opens his eyes everyone should freeze like a statue—be creative. The goal is for “frozen” students to actually make slight movements without letting the night watchman catch the movements. Whoever is caught moving first becomes the new watchman.

84 FITNESS DICE: Use two dice. Assign each number of the dice a physical activity. Roll one dice to determine the number of times the activity will be done. Roll the other dice to determine the activity. Examples of physical activities include: march in place, elbows to knees, reverse lunges, heel walks.

85 STADIUM SEAT MOVES: Students do the following moves while seated in their chair: the rumble (stomp feet on floor as quickly as possible), pretend to throw five penalty flags, YMCA (make letters with arms), shoulder shrugs, extend legs in front, pass popcorn down the row, wave at the camera with both arms, nervous fan (cross one ankle over the opposite knee, alternate 10 times).

86 ATHLETE ARCHETYPE CHALLENGE: Demonstrate how a Competitor, Fitnessizer, Socializer, or Chillaxer would jog or walk in place. After one minute, students demonstrate another Archetype. Repeat until they have demonstrated all four types. You can learn about the four athlete archetypes on page 4 of the Game Planner.

87 MILITARY STYLE: Get the kids in a single file line (have one or two lines). The person at the back of the line sprints to the front of the line. When the last person in line sees the previous person take their spot at the front, they take off to the front of the line. Keep moving for 3-5 minutes.

88 AROUND THE CLOCK: Have every student do 30 jumping jacks at the beginning of class. After 20 minutes into the class, do another 30 jumping jacks. After 40 minutes, do another 30 and when the bell rings, finish one last set of 30 and hustle to the next class.

89 ACTIVE LITERATURE: Read or have students read excerpts from literature or news articles aloud to the entire classroom and every time the words a, an, the, by and there are heard, the classroom must stand up, jump and then sit down quickly.

90 TAKE A SEAT: Have students find a place on the wall and slide down into a position as if they are sitting in a 90-degree angle against the wall. Back should be flat against the wall, knees directly above ankles. Knees should NOT extend beyond toes. Hold for as long as possible and repeat 3 times.

91 COACH'S PLAYBOOK: Prepare slips of paper with a different "play" (physical activity) listed on each. Designated students pull out a "play" and lead the class in the movement. Example of activities: jumping jacks, march in place, toe touches.

92 JUKE AND JIVE: Line students up in groups of 5 or 6, facing forward, one behind the other—2 arms length apart. On the word "go" the last person in the line zigzags safely between teammates until he/she is at the front of the line. Once the student gets to the front of the line he/she says "go" and the new person at the end of the line zigzags to the front of the line. Repeat until the first runner is at the starting point—back of the line. First group to finish is the winner. Extend activity by having each student go through the line twice.

93 MIME TIME: Divide the class into two groups. Secretly tell one group the name of a sport or activity to demonstrate in silence. Have the other group guess the sport or activity. Switch roles.

94 NOTE HANDOFF: Have each student write a physical activity that can be done in class on an index card (e.g. knee lifts; jumping jacks). 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 one student to be the leader and stand in the front of the room. The leader performs the physical activity listed on his/her card for 30 seconds and the other students follow along. Switch leader and repeat.

95 CREATE A HANDSHAKE: Have the students find a partner and create a unique and active handshake. Then have the partners separate and teach the handshake to others. Instruct the students to see how many handshakes he/she can learn in 3 minutes.

96 PUSH AND PULL: Divide the class into two groups. One group of students will be the 'pullers.' They will walk around the classroom and pull chairs away from desk/table safely and appropriately. The other group of students will be the 'pushers' and walk around the classroom and push the chairs in safely and appropriately. All students must continue walking and may not stay at the same chair. Have them switch roles after a few minutes.

97 CHOOSE YOUR DESTINY: Form groups of 4 or 5. Instruct each group to write down 3 physical activities and the number of times to perform the activity (e.g. 5 elbow to knee touches, 7 jump squats). Each activity needs to be written on a separate piece of paper. Place the papers in a 'hat' and have one student pull out a piece of paper and tell the entire class the activity to perform. After the students perform the activity, place the paper back into the 'hat' and select a student from another group to pick an activity. You can save the activities for a quick PA break on another day.

98 QUICK HANDS: Have the students form pairs and stand across from each other. Give each pair a soft object such as an eraser, ball or beanbag. Explain to the students that when you say "go," the pairs will try to pass the object back and forth as many times as possible until you say stop. Rotate partners.

99 MID-FIELD CHALLENGE: Have the students form pairs and line-up at opposite ends of the classroom across from his/her partner. Call out the name of a physical activity and have the students walk forward and meet their partner in the middle of the classroom to perform the activity together until you direct them to stop. Have the students return to his/her original location and then call out another activity.

100 LINE CHANGE: Form groups of 3 and stand in a line facing forward. When you call out a command (down, set or hike), have the students change positions: Down = first and last person change positions; Set = first person goes to the end of the line; Hike = all three students turn and face the other direction. Challenge the students by calling out commands quickly.

101 KEEP IT UP: Form groups of 4 or 5. Each group counts how many times they can strike a balloon in a row without letting it hit the ground. Challenge students by not allowing them to use hands—e.g. use elbows, shoulders, or knees.

102 TIC-TAC-TOE: Have students play Tic-Tac-Toe with a partner. The students or teacher designates a physical activity for each square on the Tic-Tac-Toe sheet. Have the students perform the specific activity before placing an "X" or "O" in the box.

103 COUNTDOWN: Students form pairs; designate Student A and Student B. Partners decide on an activity they will perform. Student A performs the activity 5 times and then student B performs the activity 5 times. Student A then performs the activity 4 times, followed by student B performing the activity 4 times. Students take turns performing the activity until they countdown to one repetition. Repeat with another activity.

104 TIMEOUT: Have students stand up, take a deep breath for 5 seconds, hold for 5 seconds and breathe out slowly for 5 seconds. Repeat 5 times.

105 POP QUIZ: Design 5 multiple choice questions related to a classroom lesson. Each answer choice has a different activity associated with the corresponding letter. For example: A=arm circles, B=marching in place, C=toe touches, D=trunk twists. Each student performs the activity associated with the answer he/she thinks is correct. For example, if the student thinks the correct answer is 'A' he/she will do arm circles. Allow 20 seconds for the students to perform the activity and then announce the correct answer. This can be done for any lesson!

106 MAGIC WORD: Assign a 'magic word' for the day that is related to the lesson and a physical activity. For example, in history class the magic word could be 'George Washington.' Every time the teacher says the 'magic word' the students jog in place for 30 seconds. Vary the 'magic word' and activity daily.

107 TRAIN LIKE A PRO: Students jump side to side or back and forth, 20 to 30 times over a natural line on the floor (e.g. lines on a tile floor), or imaginary line.

108 FOOTBALL CAPTAIN IN CHARGE: Choose a student volunteer to start leading a physical activity by his/her desk. After 20 seconds, the Captain chooses another leader. Students can be creative or use basic activities such as jumping jacks, marching in place, etc.

109 ACTING OUT: Read a paragraph or page of a book and every time an action verb comes up, the students have to act it out.

110 LOOK MA, NO HANDS!: Have students put an object on the floor (pen, notebook, ID card) and call out different body parts they have to try to pick it up with (for example: elbows, feet, knees, forearm, neck, etc).

111 BOOK SMARTS: Have students stand up out of their chair and pass their book quickly from hand-to-hand around their waste in a clockwise direction. Then have them stop and go the opposite direction.

112 ROCK, PAPER, SCISSORS WITH LEGS: Students play a traditional game of Rock, Paper, Scissors with their feet. Jump 3 times with feet together and then choose position: rock = feet together; paper = feet apart; scissors = one foot forward and one foot back. Students play best out of three with a classmate and then find a new partner to challenge.

113 EVERYBODY JUMP!: Have students practice learning how to jump rope. Each student should take one big step away from their desk. Students should imagine they have an imaginary jump rope in their hands. They should start with 50 revolutions and then once they get the hang of it, increase jumps by 50 the next time you do this activity. Students can practice with real jump ropes if they have them at home.

- 114 THE CLASSROOM WORKOUT CIRCUIT:** Have students do the following in-place for 1 minute each (feel free to mix up the order): Jog in place, high knees, jumping jacks, hop on one foot, hop on the other foot, jump on both feet.
- 115 SLOW, MEDIUM, FAST:** Students stand in one spot and perform the following activities in response to the teacher's commands: 'slow'—walk in place; 'medium'—jog in place; 'fast'—run in place. Teacher randomly calls out a different speed every 10 seconds for 2-3 minutes.
- 116 TWO ARE BETTER THAN ONE:** Students pair up and place an object between them, such as a book, pencil bag or wad of paper or tape. Teacher calls out two different body parts. The partners pick up the paper using the body parts identified by the teacher. For example: Foot and Foot, elbow and knee, toe and finger, elbow and elbow. Once students have succeeded, teacher calls out two different body parts.
- 117 LINE DANCING:** Students perform a simple dance step: 2 side-steps to the right, 2 side-steps to the left, 2 steps backward, a tap forward with right foot, right foot kick and $\frac{1}{4}$ turn to the left. Repeat. Jazz it up by playing music.
- 118 TURTLE RACE:** Students race from one end of the room to the opposite side moving as slowly as possible, as if they are in slow motion. Students must continue to stay in motion and maintain balance. Last one to the other side of the room is the winner.
- 119 CLOCK IT:** Students stand up and use their right arm to indicate the minute hand of a clock and the left arm to indicate the hour. The teacher calls out different times and the students move arms into the correct clock position. Amp it up by gradually increasing the speed in which times are called out.
- 120 KICK IT UP:** Students stand in one spot and perform seat kicks (students kick their seat with their heels) for 15 seconds as fast as possible followed by marching in place for 15 seconds. Repeat activity for 2 to 3 minutes.
- 121 JUMP THAT WAY:** Students stand arm's length away from other students and objects. Teacher calls a number between 1 and 4 which indicates the direction students safely take one jump: 1—jump to the right, 2—jump to the left, 3—jump backwards, 4—jump forward. Challenge students by quickly calling out numbers.
- 122 SQUAT WORKOUT:** Students do 10 squats (both legs), 5 squats on the right leg—left leg crossed over the right knee, and 5 squats on the left leg—right leg crossed over the left knee. Use desk, if needed, for balance support. Repeat squat workout for 2 to 3 minutes.

123 TRAFFIC LIGHT: Students stand and respond to the color of traffic light the teacher says in the following manner: ‘green light’ move feet as fast as possible in place; ‘yellow light’ march in place; ‘red light’ freeze and breathe in and out deeply.

124 JUMPING JACKS BREAK: Set a timer for 20 minutes. When the timer goes off, students do 20 jumping jacks. Repeat throughout the entire class period.

125 ADD IT UP: Teacher lists 10 exercises on the board. Partners face one another and pump fist in unison while counting, ‘one, two, three.’ On ‘three’ both partners reveal a number 1 -5 with fingers/thumb. Partners quickly add up the numbers and refer to the list to see the exercise to perform for 30 seconds. Change partners and repeat activity.

The following activities allow for participation by differently abled students:

126 ROCK, PAPER, SCISSORS-LEADER: Students pair up and play Rock, Paper, Scissors. The winner of each pair becomes the leader and selects an activity listed on the board that both students perform. Students play best out of three with a classmate and then find a new partner to challenge. Modify activities as needed for differently abled students such as arm circles, shoulder press or trunk twists.

127 FIND THE QUESTION: Each student writes a question related to the classroom lesson on a piece of paper. Half of the students close their eyes, while the other students hide the pieces of paper around the room. Once the questions are hidden, the students who had their eyes closed move around the room and locate a hidden question and answer the question. Switch roles.

128 STORM CHASERS: Students are assigned a type of weather condition such as: tornado, hurricane, lightning, thunder, rain, etc. When the teacher calls out the weather condition the students act out their assigned weather. For example if ‘tornado’ is called—student spins like a top.

129 THE RIGHT COMBINATION: Assign each student a number between 1 and 10. Students indicate their number by holding up their fingers (or using sign language if they know it). The teacher writes a number larger than 10 on the board. Students move around the classroom finding other students to ‘add up’ to the number on the board—no talking.

130 REWIND: Students pair up and create a touchdown dance and perform. Next “rewind” and perform the dance in reverse order.

- 131 SHAKE IT OFF:** Students shake their body in a wave like motion. Begin shaking on the right side of the body: first shake toes, then foot, leg, hip, arm and head. Once the wave reaches the head shake left arm, then hip, leg, foot and toes. Repeat going the other direction.
- 132 LUNGE TIME:** Students move around the room while performing walking lunges for 1 minute. Remind students that the knee should not go beyond the toes when lunging forward.
- 133 HOLD THAT POSITION:** Students stand and hold arms straight out to the side for one minute. Challenge students by having them hold an object such as a book or water bottle in each hand.
- 134 GOTCHA!:** Students form a circle either standing or sitting if differently abled. Each person places the palm of their right hand flat and facing upwards. Each person places their left index finger into the palm of the person to their left. When the teacher says 'Gotcha' students try to grab the person's finger with their right hand and at the same time avoid having their left index finger grabbed by the person to their left. Switch hand positions and repeat.
- 135 TIMES TABLE JUMP:** Students pretend to jump rope while saying in unison the Multiplication 12 Times Table corresponding to the rhythm of jump roping. Suggested modification for differently abled students is to lift the feet and/or arms in unison