Take a Break!

Teacher Toolbox
Physical Activity Breaks in the Secondary Classroom

COLORADOEDINITIATIVE.ORG
How to use this guide:

When you move more, you learn more because healthy students learn better. Research shows that physical activity (PA) affects the brain in ways that allow students to be more engaged and ready to learn. Elementary students should not be the only ones to receive and benefit from PA breaks in the classroom.

However, there is a lack of resources for secondary-level teachers to implement PA in the classroom and these students are not getting the amount of exercise they need. In fact, in Colorado, according to the 2011 Healthy Kids Colorado Survey, only 29.2% of high school students and 36.3% of middle school students get the recommended 60 minutes per day. With PE as elective, no “recess” and long class periods, secondary level students, in particular, need activity breaks.

Within this guide you will find useful, tangible and practical tools and templates gathered from resources throughout the nation and within our own state to create, enhance and implement activity breaks in your secondary classroom.
How to use this guide:

**Take a Break** by adding an array of physical activity breaks for students in the 6th through 12th grades to your Teacher Toolbox. These 1-5 minutes breaks should be used once every 30-60 minutes every day for all students, and even yourself.

There are two main sections to this Toolbox:

- **Printable activity cards**
- **Online resources**

The Printable Activity Cards contain over 100 secondary appropriate and easy to integrate activities; including a lesson plan template for your students to create their own activities.

**To Print:** These were compiled in a way for you to be able to print 2-4 slides per page. You can then laminate, cut out and clip together your new Toolbox or “stack” of easily-accessible activities!

The Online Resources Section has everything from YouTube videos, games, music, interactive programs/challenges for you and your students, research to support PA breaks and materials you can purchase or create on your own to further your break activities!
The Fine Print:

Several websites are listed in this document. These sites are listed as service only to identify potentially useful ideas for teaching and learning. The Colorado Education Initiative is not responsible for maintaining these external web sites, nor does the listing of these sites constitute or imply endorsement of their content.

The responsibility to evaluate these sites rests with the user. Please note website addresses were confirmed as accurate at the time of publication but are subject to change.

The primary audience for this handbook is Colorado educators.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify The Colorado Education Initiative so appropriate corrective action can be taken.

For more information, contact:
The Colorado Education Initiative
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303.736.6477
How to Ensure Success:

Tips:

• Schools often have the most success when they demonstrate PA Breaks during staff meetings.
  – Try demonstrating and giving out a few break activities at a time, rather than a huge stack all at once.

• Modifications – Most activities can be easily modified to ensure all students can participate.

• Utilize your students and fellow teachers…they can be your greatest advocates and resources.
Creating the Atmosphere

• Engaging secondary students in physical activity throughout the school day can be a challenge. Students may be reluctant to participate due to feeling uncomfortable.

• If you participate in movement, your students are more likely to join you.

• Tell your students why physical activity throughout the day is necessary (it gets the blood flowing to the brain so they can think better and will feel more alert).

• Don’t be afraid to try new activities to get the students moving.

How to Ensure Success:

Creating the Atmosphere
Here are some tips and lesson integration ideas that may be helpful for classroom teachers:

• Start slowly and have patience. Be persistent about encouraging movement in class.
• Ask for student input on what they would like to do for physical activity (PA) breaks.
• Ask students to lead classroom PA breaks.
• Use appropriate music that appeals to teens to encourage movement.
• Create a voluntary PA program during lunch periods that could include Dance, Dance Revolution, Wii Fit, yoga, Pilates, Tae Bo or exercise videos.
• Integrate movement into your class content.

How to Ensure Success:

Wellness Policies

• Check your district or school Wellness Policy.

Policy Continuum for PA Breaks:

• Definition: PA Breaks (Secondary) are breaks from academic content designed to provide opportunities for physical activity. These breaks can take the form of recess and classroom-based physical activity.

• Minimal – Schools are strongly encouraged to provide at least one physical activity break daily.*

• Strong – Schools shall provide at least one physical activity break for every 60 minutes of academic instruction, daily.*

• Optimal – Schools shall require inclusion of physical activity breaks in master school schedule.*

* Moving between classes shall not be counted as a physical activity break.

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School-wide Break Ideas
Classroom Physical Activity Calendar

**Equipment:** Calendar

1. As a group, students will provide ideas for completing a monthly “Classroom Physical Activity Calendar.”

2. Once the calendar is complete, the teacher will post the calendar in the room and/or provide each student with a copy of the calendar.

3. Students will participate in the classroom physical activities according to what is listed on the calendar.

4. The calendar will be completed based on the number of days the teacher plans to implement physical activity.

**Variation:** The number of activities, time allocated to activities, number of days per month can vary based on teacher preference.

Fitness [not Fire] Drills!

- **Type of Play:** Physical Activity
- **Subcategory:** Take a Break for Health
- **Grade Level:** Elementary & Secondary

Work with your administration to implement fitness fire drills. When a “fitness drill alarm” sounds, everyone in the school building stops what they're doing and participates in 3-5 minutes of physical activity.

Do these twice a day for a week, and then make it random throughout the year.

- Click [here](#) for the ‘How To’ Instructions
Breathing & Stretching
Stress Relief

It may surprise you, but many high schoolers will bring up stress as a health issue or concern. Use the following techniques to help.

Host a short presentation about stress
Click here for information.

Have students lead these!
Pressure Point Massage

Gently massage the pressure point between your thumb and pointer finger for one minute. Switch hands after 30 seconds.

Courtesy of and used by: JEFFCO PUBLIC SCHOOLS
Do Nothing for 2 Minutes

Go to the website
www.donethingfor2minutes.com
for a timer.

 Courtesy of and used by:
Deep Breaths Tradition

Make it a classroom tradition to take 3 deep breathes, each held for 3 seconds, before a big test or a presentation.
Breathing Deep

Host a "break" for breathing.

For 6 total breathes, have students:
  Breathe in slowly (4 count)
    Hold for 4 seconds
  Breathe out slowly (4 count)
    Hold for 4 seconds
Hook Ups

First position - Cross the feet and hands. Clasp hands and bend the elbows up so that hands are under the chin. Then breath in deep for 3 breaths.

Second position – Place legs shoulder distance apart, with arms by your side. Bring the finger tips together, barely touching. Breathe deeply for 3 breaths.

‘How To’ VIDEO:
Stretch Break

Slowly stretch your neck, chest, shoulders, and hips!
Calm Down

Lead students in stretches to help loosen up tension. Have students hold each stretch for 15-20 seconds:

Reach for the sky
Touch toes
Arm circles
Neck circles
Knee to chest
Quad stretch, etc.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
quad stretch

- Start in a normal standing position.
- Bend one knee and raise the foot towards the buttock.
- Slightly flex the standing leg so the knees are together (but not touching).
- Hold the front of the raised foot and pull the heel towards the buttock.

Alternate legs.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
hamstring stretch

- Stand with one leg just in front of the other.
- Bend the back knee and rest your weight on the back leg.
- Tilt the hips forwards as if sticking your bum in the air!

Hold for between 10 and 30 seconds.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
standing pretzel

- Cross your left ankle over your right.
- Extend your arms and cross your left wrist over your right.
- Bring your palms together and interlace your fingers.
- Now bring your hands up toward your chin.

Stand quietly for 30 seconds with eyes closed and tongue on the roof of mouth.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
Yoga
Balance/Yoga

To create balance, students must focus, a wonderful attribute to have in classrooms.

Use both dominant and non-dominant limbs to balance on. Cross the midline when possible.

Breathing deeply, from the diaphragm, helps students to relax.

‘How To’ VIDEO:
Yoga Poses

• 8 Simple Yoga Poses (click here)

From TeensHealth.org
Yoga Poses

• 8 Simple Yoga Poses (click here)

From TeensHealth.org
Chair Action

Equipment: Music, audio equipment

1. Have the students sit on the edge of their chairs or desks while keeping their back straight.
2. Play music with a strong beat and have the students do the following actions:
   - **Hiking**: Students swing their arms and reach left and right while tapping their toes and lifting their knees.
   - **Swimming**: Students move their arms as if doing the front or back crawl and kick their legs in a flutter kick.
   - **Cycling**: Students hold on to the seat of their chairs and pedal their legs as if riding a bike.
   - **Paddling**: Students use an imaginary paddle to paddle a canoe (both sides).

Chair Aerobics

Have students pull their chairs out from their desk. They should sit up straight, keeping their ankles together to do leg lifts. Extend 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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Brain Teasers
Finger-Thumb

Put your fists together. Point your index finger on one hand and stick your thumb out on the other hand. Now switch… and switch again…

How fast can you go?

Courtesy of and used by: JEFFCO PUBLIC SCHOOLS
Blink

Try to blink one eye while snapping on the opposite side's hand 15 times in a row. Alternate eyes.

(In other words, blink your left eye while simultaneously snapping with your right hand and then blinking your right eye while snapping with your left hand.)

Challenge: Hopping with the opposite foot can be substituted for snapping or ADDED for an additional challenge.
Forward and Backward Circles

1. Point your arms toward the ceiling.

2. Keep your elbow straight and move your right arm forward creating a large circle. Continue making forward circles with this arm. Now do the same with your other arm except go BACKWARD. Continue with both arms moving at the same time. Make sure you have this pattern working before you continue.

3. While both arms continue to move, lift your right foot off the ground and make a ninety degree angle with your knee. Hold this for a few seconds.

4. Now extend your right knee out to make your leg parallel to the ground. Hold for a few seconds.

5. Stop. Repeat with left leg.
21 – Hand Slap Game

Face your partner with hands out, palms up. With your right hand, slap your partner’s left hand as you count. Each turn, you can count by 1 or by 2 only.

The objective is to be the first person to get to 21.

Ex: Player 1
    Player 2
    Hand slap – 1
    Hand slap – 2, 3
    Hand slap – 4, 5
    Hand slap – 6
    Hand slap – 7, 8
    Hand slap 9, 10
    Hand slap – 11, 12
    Hand slap – 13
    Hand slap – 14, 15
    Hand slap – 16
    Hand slap 17, 18
    Hand slap – 19
    Hand slap – 20, 21
    Player 1 Wins!!
Any number of players can play, all must form a circle. The pattern to be repeated is Aw, So and Go.

The first player must raise their arm to shoulder level, pointing to the right or to the left, while saying “Aw”.

The next player, which is determined by the direction the first players arm is pointed, must hold their arm at waist level. Pointing again to the right or the left, saying “So”.

Continued on next slide...
Aw–So-Go

The next player, which again is determined by the hand direction of the previous player, must point with a straight arm to another player. This time saying “Go”.

The game continues at a quick pace repeating the Aw-So-Go pattern. When a player misses their turn or throws the wrong signal they must leave the circle and become a heckler to the group. Last player standing wins.

Click on the video to see the game in action.
Brain Toss Across

Have students split into 1-3 groups (depending on size of class).
Students will stand in a circle and toss a ball back and forth to other members of the circle.
Ask content questions. The person receiving the ball must answer the question.

Courtesy of and used by: JEFFCO Public Schools
Would You Rather

This is a great “get to know you”, or pre-test of content

Everyone starts standing. Students can decide (or teacher chooses) how or where students will move after each question. Student or teacher asks a question, usually silly, and designates a spot in the room for each option.

(Ex. Would you rather be superhero or be a villain? Superhero stands by the door, villain stands by the windows.)

Courtesy of and used by:
Paper Activity

Equipment: Several sheets of **large** paper

Split the class into groups of four or five. Place a piece of paper in front of each group and tell them they have five seconds to get off the floor (groups automatically jump onto paper).

Then tell the group that you want them to fold the paper in half and they then have another five seconds to get off the floor...repeat this until they have folded the paper 6 or more times.

The idea of the game is that the students will automatically fold the paper and stand on it using each other as supports when all they actually had to do was fold the paper as instructed, then get off the floor (they could sit on a chair or table in the room!!)

Easy Energizers
Cross Crawls

Stand up, bring your knee up and touching one hand to the opposite knee; then switch.

This works the corpus callosum, connecting the two hemispheres.

Variation – Touch the opposite hand to the opposite foot behind your back.

‘How To’ VIDEO:
That’s My Song!

Music – great for start and stop signals for brain breaks.

Have each student write down their favorite song (title and artist). Work to find those songs, LISTEN and screen the lyrics, and play in class.

This really jazzes up the energy in class when students hear their favorite tunes!

Also, check out this free MP3 with 6 min of a mix of popular songs from Indiana University Dance Marathon. Click here. Learn the routine here.

Courtesy of and used by:
Friend Connect

Take 2 minutes to connect with a friend in class. Talk about your weekend or your day, or even how you are doing.

Courtesy of and used by: JEFFCO PUBLIC SCHOOLS
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 hands every minute.
Mime Yourself

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

Specify who will be the leader to start, and tell students that without talking they should switch back and forth as to who has the lead.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Walking Worksheets

Tape worksheets on wall, easel and chalkboard throughout the classroom.

Students move from worksheet to worksheet and answer the different questions (also known as Carousel Activity).

No Stress Test

Make it a classroom tradition to have a 2-5-minute walking break before a test to help everyone unwind and relax.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
tippy toe walk
Lift heels and walk on the balls and toes of your feet.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
knee raise

Stand tall, lift one knee up towards the chest and hold. Alternate knees.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
5

heel walks

Lift toes and balls of the feet and walk only on your heels.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
Crossed-up Squats

Have students’ grab their opposite ear with their hands (right hand-left ear, left hand-right ear).

Then proceed to do squats in a safe manner (knees should not go over the toes).

‘How To’ VIDEO:
Chair Squats

1. Stand tall
2. Chair behind you

- Arms straight in front
- Slowly start to sit down
- Stop before your butt hits the chair
- Slowly straighten to standing
- Repeat

From TeensHealth.org
Butterfly Breath

1. Stand tall
2. Feet hip width apart
3. Arms lifted out to the sides

Exhaling, lift right knee and touch it with left elbow
Inhaling, return to position one
Switch sides and repeat

From TeensHealth.org
# JAMmin' Minute

<table>
<thead>
<tr>
<th>Reps</th>
<th>Workout Routine: Standing Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>March in place</td>
</tr>
<tr>
<td>10</td>
<td>Face chair, tap toes on chair</td>
</tr>
<tr>
<td>10</td>
<td>Feet together, hop side-to-side</td>
</tr>
<tr>
<td>10</td>
<td>Tap your bottom on chair and stand up</td>
</tr>
<tr>
<td>10</td>
<td>Hands on abs, squeeze and release abs</td>
</tr>
</tbody>
</table>

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**Health-E-tip**

*Keep it to yourself! Avoid spreading germs when you have a cold by coughing into your elbow instead of your hand.*

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*Disclaimer: Please be advised the exercises hereunder may not be suitable for everyone, in every age, and this or any other exercise program may result in injury. To reduce the risk of injury all children should consult their doctor before beginning this or any exercise program. The exercises presented herein are in no way intended as a substitute for medical counseling.*
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Walk and Talk

Break students into groups of 2 or 3, and assign a topic 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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Moderate Energizers
Super Bowl: Rock, Paper, Scissors Challenge

Students are in pairs. Partners compete in one round of traditional Rock, Paper, Scissors. 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 overall Champion.
Rock-Paper-Scissors with Feet

Have students stand up and pair up.

Rock is with the feet together. Paper is with the feet spread apart. Scissors is placing the feet in a crisscrossed position.

To start, jump and count: 1-2-3 go.

‘How To’ VIDEO:
Flash Up, Flash Down

1. Provide each student with pieces of scrap paper.

2. Ask the students a review question and have the students quickly write their answers on the paper.

   3. Call out “3–2–1 Flash Up!” and have the students jump out of their desks (or simply stand up) and show their answers to the front of the class.

4. Call out “Flash Down!” and the students sit while you review the correct answer to the question.

Cross-Curricular Linking:

Language Arts – Use to reinforce spelling skills and vocabulary.

Social Studies and Science - Have the students answer questions on a topic recently covered.

Math – Use to review. Write problems on the board and have students answer using the game.

Make them Laugh

Divide the class into two teams. Teams line up and face a person on the other team.

A member from each team walks down the opposing team line.

The opposing team members try and make the volunteer smile or laugh. The members in line are not allowed to touch or talk as the volunteer passes by.

If the volunteer smiles or laugh they join the opposing team.

http://suite101.com/article/icebreaker-energizers-a27401
Hand Slap Count

With a partner, sit or stand face-to-face, palms up. Slap your partner’s hands, right-to-right and left-to-left, crossing your midline. Count by twos… 2-4, your partner says 6-8, etc…

Alternatives: Synonyms/Antonyms, Multiplication Facts, Months of the Year

‘How To’ VIDEO:
Minute Masters

Equipment: minute timer

1. Display a list of different exercises for all to see on the wall or board.

2. Set the timer for the designated time and at each minute the students perform an exercise of choice.

3. Each student may choose different exercises or stay on the same one each minute. Let the choice be the student’s. This will help give the student ownership and they will be more likely to perform the activity.

Some suggested exercises: Jumping Jacks, Marching, Knee Lifts, Jogging in Place, Alternating Lunges, Twisting, and Stationary Jumping. This is an activity that can be used periodically throughout the year. Playing music during this time may be nice.

Variations: See how many repetitions students can do with the above exercises. Record their scores individually or as a class at each 1-minute interval. Challenge the students to improve their repetitions the next time. This is goal setting.

TAHPERD Physical Activity Taskforce 2007
Find Your Partner
Use to review for a test

1. Come up with 3-5 review questions and answers.
2. On an index card, write the questions.
3. Students are scattered throughout the classroom. The teacher will say start with question number 1 and walk to a partner across the room.
4. Each student will walk briskly to find a partner and identify the answer to that question.
5. The teacher will then say start question number 2. Tippy toe to a different partner.
6. This continues for three to five minutes.
7. As a review, the teacher can say find your question number 1 partner and students will find their original partner relative to that question.

Variations: Use different movements to find a partner. Have students create the questions. Use music as students are finding a partner. Time students (e.g., give students ten seconds to find a partner)
Textbook Aerobics

Equipment: Hardcover books

Have the students take out their textbooks and use them to do the following exercises:

- **Bicep curls**: Hold the book in one hand and bend at the elbow to raise the book toward the shoulder.

- **Triceps push backs**: Hold the book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm with the book parallel to the body, bend the elbow to 90° and raise and lower the book extending backward up to shoulder level.

- **Overhead lifts**: Hold the book in one or two hands and lift it above the head in one smooth motion.

- **Twists**: Hold the book to the chest with both hands and twist slowly from side to side.

TAHPERD Physical Activity Taskforce 2007
Chair Roller Coaster

Works best seated on the desk top (if seats are attached) or on a chair

Direct students to sit down and balance on their seats without the use of their hands or feet (engaging core muscles). Teacher or student leader acts out the actions to simulate being on a roller coaster while students follow along in balanced position:

• **Harness on** – Pull imaginary harness over shoulders
• **Climbing** – Hold on to imaginary harness and lean back
• **Turns** – Mix in a variety of “turns” by leaning arms to one side, then the other, start slow and get faster
• **Drop** – Both hands up and scream, shake arms
  • **Repeat** – Turns, Climbs, Drops
• **Finish** – Lift harness off of shoulders.
• **Exit** – Everyone stands up, grabs their belly, and acts like they are sick
Sit Backs

1. Legs bent
   Arms straight in front

2. Lean back gradually
   Keep arms straight and tummy tight
   Take it as far back as comfortable
   Slowly return to sitting position
   Repeat

From TeensHealth.org
Don’t Fall!

1. Point your arms toward the ceiling.

2. Lift your right leg and put it to the side of you. Try to keep it straight.

3. Point your body in the opposite direction. Try to make your body, arms and leg parallel with the ground. Hold for 15 seconds.

4. Now try the same sequence with your left leg to the side.

Courtesy of and used by:
Airplane

1. Point your arms toward the ceiling.

2. Lift your right leg and put it behind you. Try to keep your knee straight.

3. Lean forward with your body. Try to make your body, arms and leg parallel with the ground. Hold for 10 seconds.

4. Now try the same sequence with your left leg behind you.
Snowball

Equipment – paper, pencil

All students are assigned to write down a problem or questions from a unit.

All students crumple the paper (or make paper airplanes – takes longer) and stand up.

On the “GO” from the teacher, students must throw at least 5 snowballs around the room.

Direct students to find ONE snowball – open it up and solve the problem/answer the question.

*Names can be placed on the problem and they have to find that person to check their answer.

Courtesy of and used by:
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Higher or 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 cannot 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 high, the class squats (guess lower). If the number is too low, the class jumps up and down (guess higher).

When the correct number is identified, select a different student to come to the front and repeat.
Touchdown Dance

Have students get into groups of 3 or 4 and create and perform a touchdown dance.
Feathers

Give all students a small feather. They must blow it out of one hand and catch it in the other hand. They may also work with a partner.

Students will also start making their own tricks up. Encourage creativity and crossing midline.

‘How To’ VIDEO:
Feel the Beat

Have every student get a partner and sit cross legged on the floor facing their partner 2-3 feet away.

Place an object between them (e.g. hacky-sac)

Turn on some music and have students perform the following actions to the beat of the music:

- Tap knees
- Tap 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 for 5 times.

Have students create their own challenges.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
True or False Simon Says

1. Choose a student to lead the class as Simon.
2. Have the leader say “Simon says…,” then give an activity suggestion, such as:
   • If water is a healthy drink, jump 3 times.
   • If skateboarding is a strength activity, touch the front of the room.
   • If stretching is a good stress management technique, reach for your toes.
3. If the answer is true, the students complete the suggested activity. If the answer is false, they stand still.

Cross-Curricular Linking:

**Language Arts** - Use the activities to reinforce vocabulary and grammatical elements.

**Social Studies and Science** - Ask true and false questions related to the social studies curriculum.

What's My Job?

**Equipment:** pencil and paper

1. Students group into pairs at their desks.
2. Partners face each other (one facing the board and the other facing the back of the room)
3. The teacher writes a series of professions on the board which could include:
   - Teacher
   - Basketball Player
   - Hockey Player
   - Truck Driver
   - Doctor
   - Fireman
   - Chef
4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
6. Students in each group switch places (the writer becomes the Actor and visa versa).

Note: Entire game could be played silently

Variation: Create a different list of professions for each group.

East Carolina University, Activity Promotion Laboratory
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
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 last task, touch toes with 6 classmates wearing 6 different colored shirts.
For other tasks, have the students create more or integrate content relevant to the course.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Shake It

Students remain seated and raise their hands in the air. Get out any jitters and have them start by shaking their:

Right hand 10 times
Left hand 10 times
Left foot 10 times
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Step Team

Transform your classroom into a Step Team. Have students follow your lead or ask for different students to lead.

Begin by having students very lightly rubbing their hands together, then lightly snap, slap their thighs, clap their hands and stomp their feet (this will sound like a rainstorm!).

Do each action for about 10 seconds.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Future Trainer

Have a student lead a 3-5 minute physical activity break doing any activities or games of the class's choosing —be creative and have everyone in the class get involved.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
hop on one leg

Take off on one foot and land on the same foot multiple times.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
19

jump shot

- Pretend to hold the ball with one hand under the ball and the other on the side.
- Jump straight up.
- Release the ball before the top of your jump, forcing the ball up and forward with one hand.
- Follow through like you are reaching into a cookie jar on the top shelf.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
Do-Wop Be-Bop

Pick any song to dance to from your Get fit Kit CD!

Courtesy of and used by: JEFFCO PUBLIC SCHOOLS
Tic-Tac-Toe

Make a tic-tac-toe grid on the floor using paper, tape or the floor tiles.

Divide the class into Xs and Os.

Ask content questions. Groups with the correct answer can move to a place on the grid.
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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Laugh it Up

Have a “break” for a quick laugh 😊.

This can be as simple as a joke (books can be found in the library or online).

Or a funny video from YouTube that students chose (must be school appropriate).
Frozen Ninja

• The object of the game is to avoid having your hand touched or slapped, thus getting eliminated. The goal is to be the last Ninja standing.

To begin the game, everyone gets in a tight circle, shoulder-to-shoulder, with their hands in the middle. On the count of three, they jump back into a "Ninja" pose (be creative!).

One-by-one going counter-clockwise, each person takes a turn being the "attacker" and tries to touch another person's hand in a single "Ninja" move.

• Continued on next slide…
The “attacker”, to avoid being touched, reacts with a single Ninja move. Only the “attacker” and “attackee” may move; all others remain frozen. Whether missing, successfully hitting or avoiding, only a single Ninja move is permitted and both must stay frozen in that pose (one foot is always “glued” to the ground).

If a person's hand is touched, they must leave the circle. The player to the right automatically goes next and may choose to attack any other player. The person who is aimed for doesn't go next; the next person is always to the right of the person who just went. The game ends when only one person remains.
Advanced Energizers
Classroom Physical Activity Stations

**Equipment:** Three signs (representing different types of physical activities)

1. The teacher will place a minimum of three signs, illustrating a type of physical activity (e.g., jogging in place, jumping in place, Tae Bo boxing jabs), in three different areas of the room.

2. Assign students to each of the three areas of the room.

3. Instruct students to perform the activity for one minute.

4. After one minute, students will rotate clockwise to a new area.

**Variations:** Change type of physical activity, change duration, or add stations

Crazed Creative Dance

Equipment: Music, audio equipment, chart paper and marker to post the criteria, stretching posters (optional)

1. Divide students into groups of four or five and give them a list of criteria for their dance. For example, their dance must have three locomotor movements (walking, hopping, jumping, leaping, rolling, skipping, galloping, sliding), two levels (high, middle, low), two pathways (zigzag, diagonal, circular), four non-locomotor movements (turning, twisting, swinging, balancing, bending, landing, stretching, curling) and one change of direction (forward, backward, sideways).

2. Review group expectations and give the students a time limit. Allow time for students to perform for the class. If necessary, have two or three groups perform at once; e.g., two- or three-ring circus.

Deal or No Deal

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

1. **Suggested exercises for the outside of each envelope:**
   - Seat crunches, pushups, elbow to opposite knee touches, jumping jacks, arm circles, jog in place, forearm jabs, heel raises, toe raises, weight training with textbooks: arm curls, overhead press.

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

3. Teacher chooses an envelope and states a feasible number of repetitions.

4. Teacher makes a deal with one student at a time. All students participate in each deal.

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

6. Students are challenged to design a movement activity to integrate the concepts or vocabulary of the subject area.

Fitness Spelling

Equipment: A posted list of activities for each letter of the alphabet

1. Post an activity for each letter of the alphabet – a sample list is included below. Ensure that all students are able to perform each activity.

2. Challenge students to spell the entire alphabet by completing all activities, or have partners practice spelling or vocabulary while the other partner guesses each word, or have a leader assign each pair of students a word that they will then complete the activity for each letter in the word.

A – Alternate knee lifts 20x
B – Balance on 5 body parts for 20 seconds
C – Calf raises 20x
D – Dips 10x
E – Energizer bunny hops 20x
F – Free dance your favorite moves for 30 secs
G – Gluteal kicks 10x each leg
H – Hand jive
I – Intense marching on the spot
J – Jumping Jacks 20x
K – Kick your heels together 10x
L – Lunges on each leg 10x
M – Mountain climbers 15x
N – Note your heart rate
O – Hop on each foot 10x
P – Push ups 5x
Q – Quench your thirst
R – Run on the spot 15 seconds
S – Squats 10x slow and controlled
T – Tae Bo kicks front and back 10x each leg
U – YOU stretch it – reach high and low
V – V-sit 20 seconds
W – Walk around the room once
X – Cross-over steps 10x each direction
Y – Yodel for 10 seconds with your best voice
Z – Zig zag jumps from side to side 20x

Adapted from Everybody Move! Daily Vigorous Physical Activity, CIRA Ontario
Predictions

Instruction: Teacher will explain task to students, and students will record their prediction on a sheet of paper. Students will then perform the task. Record the results on the paper next to their prediction.

Examples:
1. How long will it take you to walk the length of the football field?
2. How many steps will it take you to walk the length of the football field?
3. How many steps are there between the gym and our classroom?
4. How long will it take our class to walk around the school building?
5. How many steps are there to the top of the bleachers in the stadium?

TAHPERD Physical Activity Taskforce 2007
Pencil Jumps

For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times.

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. (Have the next student repeat the previous move(s) and then add their own move.)

Moves could include: stomp left, high five, jump twice, spin in a circle, squat, etc.

Challenge! As a class try to repeat the entire sequence!

http://school.fueluptoplay60.com/tools/view.php?id=15749467
Workout Videos

Although most workout videos can last from 20-60 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 or two doing one move at a time.

Libraries often have workout videos for students or look at the online resources section of this guide.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
The Classroom Workout Circuit

Have students do the following in place for 20-60 seconds 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!

http://school.fueluptoplay60.com/tools/view.php?id=15749467
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 and 25 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.

http://school.fueluptoplay60.com/tools/view.php?id=15749467
360 turn & dunk

Jump up with hands overhead, spin in the air and slam the ball down through the hoop.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
quick feet

Start with feet shoulder width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.
Jump & twist

Jump up and rotate body. Land softly on the balls of the feet.

Find this and more at:
http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf
Jump/Turn

Jump into the air three times, then take three turns to the left and three to the right.

Courtesy of and used by: JEFFCO PUBLIC SCHOOLS
Techno Dance

*Equipment – any techno song works – my students like *Sandstorm* by Darude.*

Below are the verbal cues which students act out. Each is repeated twice before moving to the next movement!

- Big Fish, Little Fish x 2
- Cardboard box x 2
- Heavy shopping x 2
- Looking through my wardrobe x 2
- Climbing up the flagpole x 2
- Banging on the window x 2

Courtesy of and used by:
Create Your Own Brain Break
Lesson Plan Template
Brain Rules Challenge

Group members: ___________________ ___________________
__________________ ___________________ ___________________

Goal = work cooperatively in your group to create a BRAIN BREAK that can be done safely in our classroom.

Activities that encourage crossing a variety of planes are HIGHLY effective brain stimulators!

RECALL

A brain break is a simple mental and physical exercise, taking no more than a minute or two to complete, that helps re-energize and re-engage your brain.

In the space provided below create a Brain Break for your classmates. Include the following:

1. Equipment needed (if any) = ________________________________

2. Classroom Organization – draw or describe how that class should be spaced to SAFELY perform your activity

Create Your Own Brain Break
Lesson Plan Template - Page 1
3. Provide step-by-step directions for your activity below. You may include pictures or CUE words throughout to clearly outline your activity. Designate at least one member of your group to TEACH the class while everyone else DEMONSTRATES!
Activity Worksheets

Full page
Peer Scavenger Hunt

Use the worksheet on the following slide as an icebreaker activity for your students to get to know each other!

Use the blank sheet to fill in your own information; i.e. facts to review for an upcoming test, hints that must be answered using the textbook, etc.
Name

Please have your classmates initial in the box that fits them. One initial only from each classmate.

<table>
<thead>
<tr>
<th>Was born on February 29th</th>
<th>Competes in sporting events such as running, biking, skiing etc.</th>
<th>Has won a prize</th>
<th>Has an organized clean desk</th>
<th>Has been to the top of the Washington Monument</th>
<th>Prefers winter to summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a dog named Spot, Midnight, Lucky or Shadow</td>
<td>Is wearing something that has been handed down through the family</td>
<td>Was born in another country</td>
<td>Has been to the Lincoln Zoo in Chicago</td>
<td>Has been to two different oceans</td>
<td>Has been on a radio or TV show</td>
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<tr>
<td>Is wearing an article of clothing that was chosen and purchased by someone else</td>
<td>Volunteers for charity fund drives</td>
<td>Has never been to Florida</td>
<td>Has a shoe size of 13 or greater</td>
<td>Has been to a concert at Red Rocks</td>
<td></td>
</tr>
<tr>
<td>Drives a motorcycle</td>
<td>Was born in another state</td>
<td>Writes songs or poetry</td>
<td>Has milked a cow</td>
<td>Has eight or more siblings</td>
<td>Likes pizza with anchovies</td>
</tr>
<tr>
<td>Has been canoeing in the Boundary Waters</td>
<td>Has seen a bear</td>
<td>Has traveled abroad</td>
<td>Has a twin brother/sister</td>
<td>Has an animal</td>
<td>Has a collection</td>
</tr>
</tbody>
</table>

Nyhus/HPS 3000
**Name____________________**

**DIRECTIONS:** Move around the classroom and find students that can answer the fact in the box. Please have that classmate initial in the box that fits them. One initial only from each classmate.

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</table>
Exercise Dice

Roll each dice and complete the number and exercise shown.

If you do not have exercise dice, have students create some, or assign an exercise to each number (write on the board or use the activity sheet on page 2 of 2).
Roll Some Brain Breaks

Directions: Roll one die for each of the columns. Perform the quick brain break that matches the number you rolled on the die. For example, if you roll a 1-2-4-3-5 you would perform the following brain breaks: 10 jumping jacks, 5 wall push ups, 10 Twists at the waist, 10 jumps over a pencil on the floor and 10 windmills.

<table>
<thead>
<tr>
<th>Column #1</th>
<th>Column #2</th>
<th>Column #3</th>
<th>Column #4</th>
<th>Column #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 10 jumping jacks</td>
<td>Wiggle your whole body for a count of 10.</td>
<td>Bring R elbow to L knee and L elbow to R knee 5 times</td>
<td>Jump in place 10 times.</td>
<td>Rub your entire R arm with your L hand</td>
</tr>
<tr>
<td>2 Squeeze your R hand firmly with your L hand</td>
<td>5 wall push ups</td>
<td>Move the upper half of your body</td>
<td>Spin in a circle 3 times to the right</td>
<td>Touch L hand to bottom of R foot. Repeat 5x.</td>
</tr>
<tr>
<td>3 Move the right side of your body</td>
<td>Spread legs apart and bend at waist looking between knees. Repeat 5x.</td>
<td>Make 10 small circles with your arms</td>
<td>10 jumps over a pencil on floor</td>
<td>Give yourself a big hug for 10 seconds</td>
</tr>
<tr>
<td>4 Rub your entire L arm with your R hand</td>
<td>Touch R hand to bottom of L foot. Repeat 5x.</td>
<td>Twist at the waist 10 times with arms out to the side</td>
<td>Spin in a circle 3 times to the left</td>
<td>Make 10 large circles with your arms</td>
</tr>
<tr>
<td>5 Touch R hand to L shoulder. Touch L hand to R shoulder. Repeat 5x.</td>
<td>March in place with knees high for a count of 10</td>
<td>Squeeze your L hand firmly with your R hand</td>
<td>Move the left side of your body</td>
<td>Touch R hand to L foot and then L hand to R foot 5 times</td>
</tr>
<tr>
<td>6 Run in place for a count of 15</td>
<td>Move the lower half of your body</td>
<td>Touch hands overhead and try to balance on one foot for 5 seconds.</td>
<td>Tap your feet on the floor while making small circles with fingers for 10 sec.</td>
<td>Take 10 deep breaths</td>
</tr>
</tbody>
</table>
Chair Yoga

Important: Please remember; never push your body to a point that causes pain. You will still get the benefit of the postures even if you are not very flexible. The best part is, if you do yoga on a regular basis your flexibility and strength will increase. Be sure to check with your doctor before beginning any exercise practice, especially if you have any health issues.

1. **Forward Bend** – eases tension in upper back and neck.

   Breathe in and breathe out as you bend forward. Let your head and arms hang over your knees. Relax into the position and hold for a few seconds and keep breathing. Breathe in as you slowly come back up to seated position.

2. **Spinal Twist** – increases circulation and flexibility in the spine.

   Sit facing forward place your left hand on the outside of your right knee. Place your right arm over the back of the chair. Breathe in and breathe out as you twist to the right. Turn your head as well. Push against your right knee. Breathe normally and hold that position. Release slowly and come back to facing forward and repeat on the opposite side.

3. **Side Stretch** – increases flexibility of the spinal column, improves respiration, and reduces waistline.

   Sit facing forward with feet slightly apart, breathe in, and raise your arms out to the sides. Breathe out and bend to the left, reaching toward the floor with your left hand and your right hand pointing toward the ceiling. Breathe in come back to starting position. Repeat with your right side.

4. **Knee Squeeze** – relaxes lower back, improves digestion and respiration.

   Breathe out and breathe in and put both hands around the front of your knee pull your left knee to your chest, while holding the in breath. Lower your head to your knee hold for a few seconds and release slowly while breathing out. Repeat on your right side.
5. **Leg Lifts** – strengthen legs and lower back, and improves circulation to your legs and feet.

Sit and hold each side of the chair for balance. Breathe out and breathe in as you lift your straightened left leg and flex your foot. Hold for a few seconds and then slowly breathe out while lowering your leg. Repeat the same with your right leg.

6. **Sun Pose** – improves circulation to your head, massages internal organs, and limbers your spine and hips.

Sit back in the chair with legs apart and arms by your side. Breathe out completely then breathe in and with a sweeping motion bring your arms up over your head. Look up and stretch. Breathe out while bending forward between your legs and if you can put your palms on the floor. Slowly breathe in while raising back up with arms over head again, then lower your arms to the side.

I hope you enjoy these simple yoga stretches and experience improvement in flexibility and strength. Doing these yoga stretches once a day or even three times a week will be of benefit to your body, mind, and spirit. Namaste!

***

Please visit [http://www.livingwordsofwisdom.com](http://www.livingwordsofwisdom.com) for more yoga wisdom.
CHAIR YOGA

Slow Motion Dive

Seated Twist

Seated Neck Stretch

Seated Half Moon

Circle of Joy

Janu Sirsasana Dive
Online Resources
Energizing Brain Breaks Blog Videos
Created by David Sladkey, Math Teacher at Naperville High School

• Quick 1-2 minute activities
• No preparation and no extra materials needed
• Challenge the students’ brain by crossing the mid-line of their body, which helps both sides of their brain to engage
• Blog started in 2008 and contains over 40 videos of students performing Energizing Brain Breaks

Sign up to have additional Brain Breaks delivered to your email

Thumb and Pinkie Brain Break
Infinity Sign (Choir Director) Brain Break
Different Arm Directions Brain Break
Finger Aerobics Brain Break
Say 21 and Win Brain Break
The Wave Brain Break
Paper Twirling Brain Break
Rocks, Paper, Scissors, MATH
Blink Brain Break
Energizing Brain Breaks Blog Videos

Toe Tapping Energizing Brain Break
ABC/123 Energizing Brain Break
Energizing Brain Break Crab
Passing out Papers will Never be the Same
The Waiter Brain Break
Guns and Roses Brain Break
Elbow to Knee Taps Brain Break
Finger Tips Brain Break
Hand Shake #2 Energizing Brain Break
Pretzel Stretch with your Fists
Palm Tapping Energizing Brain Break
Hand Shake # 1 that is a BRAIN BREAK
I Bet You Can't Do This!
Let it RAIN Brain Break
Arm Wrap Brain Break
Inch Worm Brain Break
"Twisted" Brain Break
"FIVE" Brain Break
T Stretch Brain Breaks
Arm Stretch Energizing Brain Break
Snowball
Figure Eight Brain Break
Overall Teen Health Resource
Including Sleep and Stress!

Click on the image
Not just during test time!!
PA all the time!

Make Your Own Fit Sticks or Cards

Materials:
✓ Popsicle Sticks, Tongue Depressors, or Cardstock paper
✓ Sharpies
✓ Cup or Ziplocs
✓ Movement Ideas

To get started, look at exercise examples on Jamin’ Minutes (click here)
Get Fit Kit

Suggested Materials:

- CD for dancing
- Activity Dice
- Feathers
- Scarves
- Kush balls
- Hula hoops (collapsible)

Create your own kit with this simple list of possible materials you can have available to you for a quick PA break anytime!

Courtesy of and used by: JEFFCO Public Schools
CanDO

School Wellness Resource Kit

Find resources and information on all aspects of school wellness.

(This is elementary specific in areas, but most can be applied to secondary student wellness.)

YouTube Dance Videos
YouTube Dances: Cupid Shuffle

- Instructional Steps

- Buy "Cupid Shuffle (Radio Version)" on: iTunes, AmazonMP3
YouTube Dances:
Beyoncé and Let’s Move Campaign

Example of Movement in Schools:

• Actual Music Video (click here)
• Learn the Dance Steps (click here)
YouTube Dances:

2011 Footloose Line Dance

- Learn the Dance Steps (click here)
- Buy Blake Shelton, *Footloose*: iTunes
YouTube Dances:

Cotton Eyed Joe

- Learn the Dance Steps (click here)
- Get the Song - Use the Youth Version here.
Online Games
Online Physical Activity Games:
How to integrate: Create a challenge and have youth involve their families at home!

This site has 10 Challenges to do at your computer!
Online Physical Activity Games:
How to integrate: Send an email to remind students to do a physical activity (PA) break at home during homework time.
Create a challenge, get involved!
This site allows you to send a PA Dare!

Click on the image
Online Physical Activity Games:
How to integrate: Create a ‘break station’ in the classroom, send as homework, use as peer/team building!

This site allows you to create your own dance!
Interactive Programs
58 peaks in Colorado have an altitude of 14,000 feet or higher, known as “14ers”

What is Flat 14ers?
Flat 14ers is an initiative to encourage school children and adults to increase their level of physical activity by having the opportunity to climb “virtual 14ers.”

Flat 14ers provides a fun, easy way to become active and stay active by converting minutes of activity such as walking, running, cycling, playing soccer or basketball, into steps toward reaching the summit of a 14er. A simple, online tracking system makes the conversions and keeps track of steps.

Participating schools will have access to curriculum that will integrate the Flat 14ers into subjects such as math, geography, spelling and history.

Flat 14ers includes the designation of various parks as “Flat 14er parks.” Distance around the park or on a trail is measured to help you reach the summit of the 14er and return.

Why is this important?
According to Health Policy Solutions, Colorado’s childhood obesity rate is increasing faster than every other state except for one, the state of Nevada. Childhood obesity in Colorado increased 23 percent between 2003 and 2007.

The Flat 14ers is a big step toward increasing physical activity and reducing obesity rates in your community.

YOU can climb a mountain!

Go to www.Flat14ers.org to sign up TODAY

The Flat 14ers initiative is made possible by funding from the Department of Health and Human Services through a grant awarded to Tri-County Health Department
Get Sweaty.com

We all know that daily physical activity is a key component of a healthy lifestyle and an excellent tool in the fight against epidemic childhood obesity. But did you also know studies have proven that physical activity can help improve academic performance and school behavior? GetSweaty provides an easy-to-use tool to get and keep your students fit and help them learn better.
Research
Research Shows…

- Physical activity can stimulate the mind and enhance brain function, increase energy levels, provide students with greater attention spans, improve self-esteem and promote less behavioral incidences in the classroom.

- We know healthy students learn better, but where does the research come from and what are the data saying? The following slides provide multiple articles, publication and findings.
Action Based Learning
Jean Blaydes Madigan

Action Based Learning™ puts brain-based learning into action with teacher friendly, “kid-tested, kid-approved” strategies that move students to learn.

http://abllab.com/
The brain is an amazing thing. Most of us have no idea what's really going on inside our heads. Yet brain scientists have uncovered details every business leader, parent, and teacher should know.

- How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? What can science tell us about raising smart, happy children?

- Brain Rules are things we know for sure, and John Medina explains what we might do with that knowledge.
Healthier Students Are Better Learners

By Dr. Charles Basch

2011

The *Journal of School Health*, contains this special issue free on the Web.
Health & Academics - Adolescent and School Health

2011

Highlights research studies showing how physical activity is related to academic performance.

http://www.cdc.gov/HealthyYouth/health_and_academics/
This section of SPARK PE attempts to provide resources to support physical educators integrating academic learning and/or reinforcement into their PE classes, and classroom teachers incorporating physical activity into their classrooms.

• Find 11 different articles and publications by clicking the link below.

http://www.sparkpe.org/physical-education-resources/academics-physical-activity/
Active Education: Physical Education, Physical Activity and Academic Performance

By The Active Living Research

2009

“From 1967 to 2006, 11 out of 14 studies found regular participation in physical activity is associated with improved academic performance.” – Pg. 3

“When students go for a mile run in gym, they are more prepared to learn in their other classes: their senses are heightened; their focus and mood are improved; they’re less fidgety and tense; and they feel more motivated and invigorated.” - Pg. 35

“In addition to priming our state of mind, exercise influences learning directly, at the cellular level, improving the brain’s potential to log in and process new information.” - Pg. 35
For more information, watch The Colorado Education Initiative’s Move More, Learn More Webinar

Move More, Learn More: Physical Activity at the Secondary Level

September 12, 2012
Log on to connect.coloradoedinitiative.org/healthyschools and share what works! Let us know your strategies to motivate students so we can share with others.