K-2

Physical Activity Breaks

CREATE A CLASSROOM THAT MOVES!

SEE SPOT

INTRODUCTION "How many of you have played Twister? We're going to play a listening game that is similar to Twister, but we're only going to stay on your own spot." Each student should have a poly spot, or a marked square, on the floor. Teacher calls out a variety of combinations from easy to hard; students hold the position for 3 seconds.

Examples
- two feet
- one hand, one foot
- one knee, one pinky.

VARIATIONS	PROGRESSIONS
Add additional challenges to the sequence: left foot balance, then reach as high as you can, wink after 3 seconds.	Include movement into the sequence such as: right foot, clap hands three times, left foot.
Introduce new movements from the movement cards.	Theme the combinations, such as actions of a dog or cat.
Give open-ended prompts to movements such as one large body part and one small body part.	Musical spots – have students move to spots and perform sequence once music stops.

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SEE SPOT

SEE SPOT COUNT

Teacher shows a number to the students. Students call out the number and a movement, "six toe touches", and then perform that many movements on the spot.

Variations

- Begin with the number one and follow the number sequence: one foot balance; two toe touches; three wiggles…
- Hold challenging poses for that number of seconds, with students counting out loud.

Progressions

- Build counts into a sequence: three twists and four side bends.
- Build sequences of even and/or odd numbered movements.
- Use addition, subtraction, and multiplication flash cards for the numbers.

PURPLE SPOTS

Teacher calls out a color. On teacher's "go", students leave spot, touch an item in the room of that color and return to spot.

Variations

- Ask one student to call out a color. On "go", students must go to a spot of that color. Multiple students can be on one spot.
- Share pictures of different foods. Students will make a shape with their bodies that matches the shape of the food: banana – curved shape; carrot – long & skinny; baby carrot – small and skinny; apple – round, slice of bread – flat.
- Teacher gives clues to the color: begins with the letter "G" or the color of grapes.

Progressions

- Build color spots into a sequence of color items and or add in a shape: a red item and a square item.
- Use reading flash cards with colors and shapes on the cards.
- After touching an item, students may return to a different spot.

SEE SPOT SIT

Teacher calls out verb words, and students perform that action. Incorporate other types of language arts words (adverbs or sight words) into the directions for spot movements.

Variations

- Call on one student to read a sight word card. That student gives instructions for movement on the spot using the sight word.
- As students learn prepositions, incorporate the prepositions into their spot movement: in, out, off, under, and the like.

Progression

- Read sentences or short stories. Students listen for pieces of designated speech, such as verbs or adverbs. When they hear that form of speech, they complete a corresponding movement.

SEE SPOT EAT MYPLATE

Teacher uses spot movements to help students sort and categorize food groups. Teacher selects a food group for the day, like fruits. Teacher draws food cards from the deck and shares them with students. If the food is in the designated food group, students jump upward.

Variations

- Students jump upward when they have eaten that food in the past week. One of the students is then asked to place the food in the correct category.
- Many foods originate from seeds (fruits, vegetables, grains). Ask students to pick their favorite food from one of those categories and get small like a seed. With teacher prompts, the seeds grows until the plant is full.

Progression

- Students identify multiple food groups: fruits (twist), vegetables (power punches) and dairy (tip toes).

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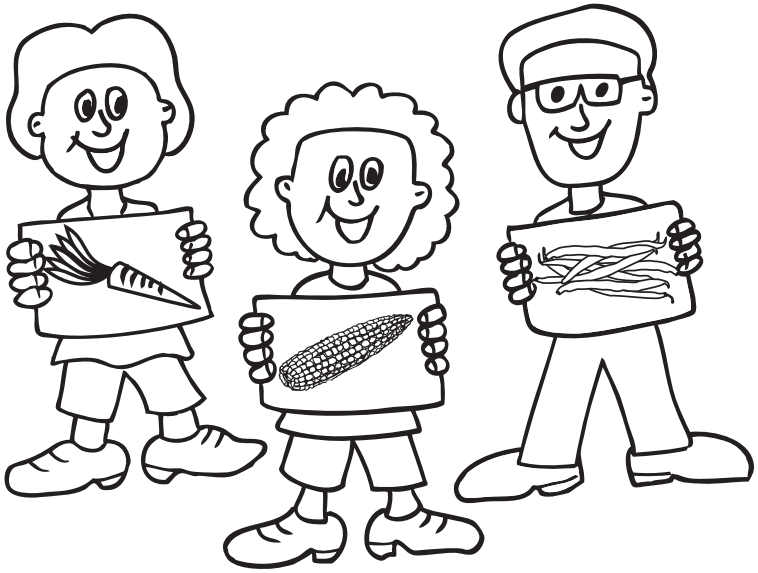
ORDER UP

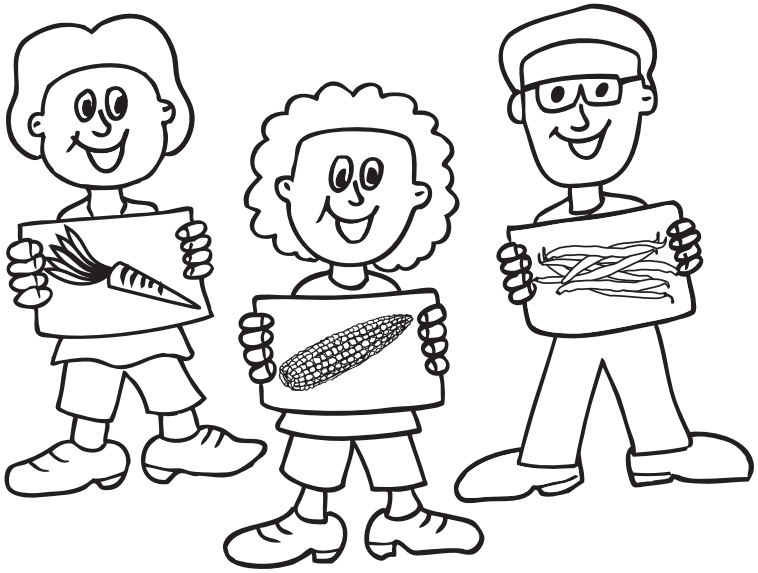


INTRODUCTION Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

VARIATIONS	PROGRESSIONS
Pre-assign students to groups. On signal, students find their partner or group.	Increase the size of the pairings.
Change the manner in which students pair up: elbow-to-elbow, eyeball-to-eyeball or back-to-back.	Restrict pairings – students must partner up with a new student each time.
Give students a time challenge to Order Up.	Use different locomotor skills to move around the room: skip, gallop, hop, slide, or crabwalk.

Grades K-2 Physical Activity Breaks

ORDER UP



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Order Up

ORDER UP NUMBERS

Students form groups that correspond in size to a number called out by the teacher.

Variations

- Students form pairs and complete math problems written on the board.
- Begin with groups of one and progress to the highest number of students. Then count backwards - form groups of five; groups of four; groups of three.

Progressions

- Use addition, subtraction and multiplication flash cards for the numbers.
- Students have cards or slips of paper with one number (0-10) written on it. After the Order Up, students share their number within the Order Up group and then work together to add up the numbers. Teacher checks math of one or two groups. Students exchange number cards. Teacher gives signal to move. Repeat.
- Write a number on the board, '4'. Give students a prompt, either verbally or on a flashcard, of a math symbol: equal to, less than, or greater than. If the > symbol is shown, students form groups of less than four students.

ORDER UP COLORS

On signal, students pair up with a student of a similar shirt color. Teacher then calls on a pair to share the color of their shirts. Students can also Order Up by eye color, hair color, sock color, or other visible trait.

Variations

- Students Order Up by favorite colors.
- Students Order Up and form shapes.

Progressions

- After pairs Order Up by a color, on the next signal, that pairing Order Up's with another pairing of the same color. This forms a group of four of the same color.
- Use reading flash cards with colors and shapes on the cards.
- Students Order Up in the sequence of a rainbow: red, orange, yellow, green, blue, indigo and violet.

ORDER UP WORDS

Select and announce a theme for the Order Up activities of the day. For example, the theme is "adverbs," explain that adverbs are words that modify a verb. The teacher calls out (or writes) an adverb, and students are to Order Up in that manner: slowly, quietly, quickly, and the like.

Variation

- Use directions as a prompt: in a corner, near a desk, in a line.

Progressions

- After groups Order Up, teacher gives three clues for the "What am I?" game. When groups agree upon the answer, they strike a pose.
- As students learn prepositions, incorporate the prepositions into their Order Up: in, out, off, under and the like.

ORDER UP MYPLATE

Students draw a food card from the food deck. The teacher calls out one food group, like fruits. On signal, the fruits form a group at the front of the room. All other food groups march in place. Fruits then share their cards with the class. Repeat with all food categories.

Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.

Progression

- Students form groups where half the group (like half the plate) is fruit and vegetables.

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FREEZE FRAME

INTRODUCTION

Students move freely around the classroom or in a track pattern. Teacher gives various random instructions: march forward, slide sideways, touch your nose. When students hear the word "freeze" – they freeze. Teacher gives a signal to become unfrozen.

VARIATIONS	PROGRESSIONS
Introduce with a story about freezing. "It's so hot out today, but I found a spell that can make you cold, so cold you will freeze immediately during our game today. Who wants to play?"	Students walk along a path of poly spots. When signal is given, only students standing on a particular color freeze (freeze – red).
If classroom space is limited, have students march in place or move around a designated spot.	Teacher calls out a food category. When a food is announced that does not fit into that category, students freeze.
Change the 'freeze' command to a 'quiet clap' or 'touch your nose'.	Student choice – freeze or complete 10 jumping jacks.

Grades K-2 Physical Activity Breaks

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FREEZE FRAME

FROZEN FOOD

Students collect food cards to build a MyPlate. Food cards are placed, face down, around the classroom. Students walk around the room and collect one food card at a time. If a student picks up an extra, they become frozen. To become unfrozen, the student receives a healthier choice food card from a team member. If a team picks up a card that is not needed, they flip it over and leave it for a classmate.

Variations

- For young students, use a hula hoop in the center of the room, and work together to collect all the food cards, and place cards in the one MyPlate (hula hoop). Teacher helps students place their card in the plate.
- Teams are assigned a color and they work together to collect as many food cards of that color as possible. If they pick up another team's color, they become frozen.

Progressions

- Students work individually to build a MyPlate on their desk. Teacher checks completed student work.
- Teams select a color and work together to collect food cards of that particular color. The twist is that the teams do not know the colors the others are collecting! This progression works best with a time limit.

SNACK ATTACK!

Students move freely around the classroom or in a track pattern. When teacher says "snack attack!" students move to the nearest poly spot and freeze. Teacher calls on a student to suggest a healthy snack. If it is a healthy snack, students resume movement. Repeat.

Variations

- The first student to a poly spot suggests a healthy snack.
- Students return to a spot behind their desk chair.

Progressions

- After students state a healthy snack, a second student tells which food category the snacks belongs to.
- Ask a second student to offer a variation on the suggested healthy snack. For example, variations on an apple include sliced, sliced with peanut butter, applesauce, in a fruit salad, and with some cheese.

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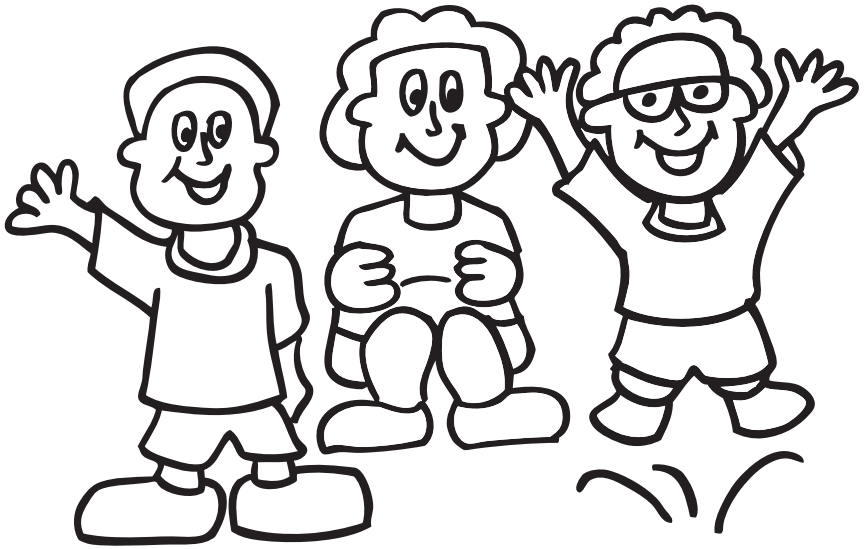

INTRODUCTION Students stand in a circle, follow a prompt and work together to build a list of items. "When I go on vacation, I will ...." Student one states a response; student two states the first item and then adds a second item to the list. The list continues.

VARIATIONS	PROGRESSIONS
Build a list of three items and then restart.	Build a movement sequence without speaking.
The entire class completes the movements together.	Incorporate a yarn ball into the sequence. Students incorporate the yarn ball into a movement.
When it is a student's turn - he or she takes two steps into the circle.	

Grades K-2 Physical Activity Breaks

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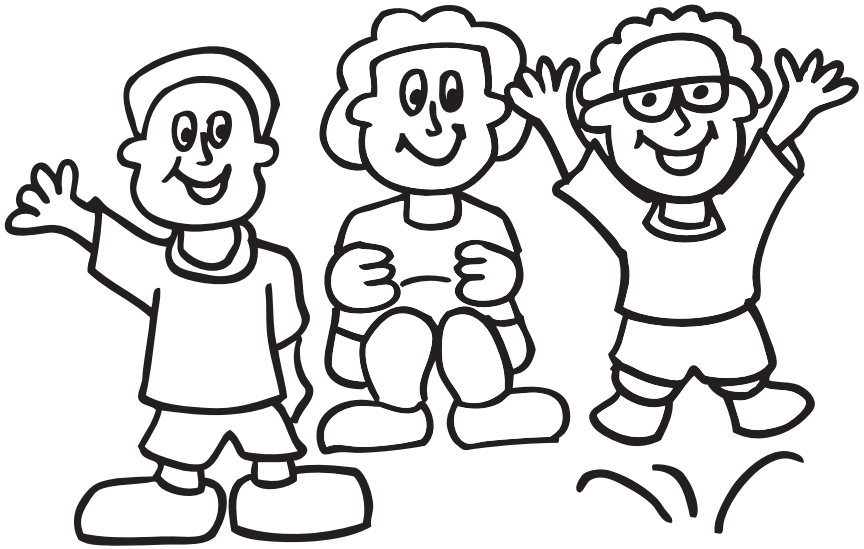

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WHEN I GO ON VACATION...

WHEN I GO TO RECESS...

Students stand in a circle and build a list of movements they can do at recess. As they say the movement, they also do the movement.

Variations

- Theme the movements – activities good for the heart; activities that involve a ball; yoga poses.
- Students are organized into small teams (like table mates) and build a sequence.

Progressions

- Add in the sequence of numbers. Student one does 'one' movement; student two does 'two' of their movement, as so forth: "When I go to recess, I'll do one jumping jack, two twists, three passes…"
- Start with a set number and count backwards. "When I go to recess, I'll do five jumping jacks, four twists, three passes…"
- Students stand behind their desk. One at a time, students do a movement, then move to the recess line. The next student does the first movement, adds a movement to the sequence and then joins the line. Repeat until all students are in line.

IN THE BEGINNING...

After reading a story, students are asked to recall an action of that story. All students complete that action. The teacher should prompt students with the storyline of the book "When Little Red Riding Hood went for a walk…"

Variation

- Teacher includes more specific prompts about the story: "In the beginning…" "In the middle" and "Toward the end…".

Progressions

- After reading a story, students can add twists to their versions of the story. "When Little Red Riding went for a walk, she should have …"

WHAT'S IN A NAME?

Students complete a movement that starts with the same first letter of their name. The class guesses the movement, and then the student introduces him/herself. The class then repeats the student name and the movement: "march with Mary". Build a row of names/movements and then all students do the activities and names of that row: "march with Mary, kick with Kevin, twist with Tracy, and swing with Sue".

Variations

- Students may share any activity: "I'm Mary, and I like to jump".
- In later versions, add in pet's names.

Progressions

- Complete the entire class of names/movements in one sequence.

WHEN I EAT A SNACK...

Students stand in a circle and build a list of snacks that correspond to the MyPlate food categories. After five snacks are selected, walk in a circle for one minute, restart the list.

Variations

- Students select foods from the food card deck. If the food is an extra, the circle of students takes five steps backwards.
- Change the prompt: lunch, dinner, my favorite fruits, build a smoothie or others.

Progression

- Build a MyPlate of the five food categories, then restart.

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MAKE IT COUNT!

INTRODUCTION

Everything is more fun when you're counting! Students count the number of times they perform a movement. Reverse it – after solving a numerical problem, count it out with movement.

Fun things to count:

March with high knees (but quiet feet) – count the knee touches.

1 foot hops - in place, side to side, forward and back.

Sit & stand – squat like you are sitting in your chair and count the seconds.

Fast claps – quietly clap your hands as fast as possible. Can you count that fast?

Plank – hold the push-up position and count.

VARIATIONS	PROGRESSIONS
Teacher calls on a student to pick a number and then draw a fitness card. Class counts out the movement.	Students move to numbered stations and draw a fitness card. They perform the action the number of times that corresponds to the station number.
Complete one activity for a 10 count; switch to a second activity for an additional 10 count.	Include objects, such as bean bag tosses, or travel movements like skipping.
Students only say the even numbers or odd numbers. Student skip count by '10's'.	

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MAKE IT COUNT!

MATH IN MOTION

Give math worksheets a facelift by including movements into math problems. Addition, subtraction, multiplication, and division sheets become more interesting when you count out the answer. Ask students to balance for 3 + 5 seconds; hop on one foot for 10 – 7 times.

Variations

- When reviewing worksheet answers, ask a student to provide the answer and then lead the group in counting it out with movement.
- After completing a math worksheet, students write a movement beside his or her answer. To check math, or reinforce concepts, they count out the answer on their own. Teacher can write one to four movement options on the board.

Progression

- Create math stations where students travel to various stations and complete math problems.

MY FOOD COUNTS!

Record the total number of vegetables eaten by students at lunch. Make vegetables count by completing the corresponding number of jumping jacks. See MyPlate tracker in appendix for tracking sheet.

Variations

- Teacher flips through food cards. Students jump for joy for fruits and vegetables; fast clap for dairy; flex muscles for protein; and sway like wheat for grains.
- Students can add in an extreme or silly movement for extras: take a lap around the room; complete a jump star (which also looks like an X, or perform a sidekick.

Progressions

- Record multiple food category items on the board: fruits, vegetables, and dairy. Each category is associated with a separate movement.
- Record student dinner or lunch beverages (water, milk, flavored milk, soda or juice) on the board. Class then takes laps for each category of beverages. Water and milk represent one lap; flavored milk represents two laps, soda and all other sugary beverages represent three laps. To keep it interesting, change the mode of traveling: big steps, tiny steps, slide, skip, crab crawl or hop.
- Teacher may want to keep food intake logs and compare values later in the year.

MAKE IT COUNT!

MATH IN MOTION

Give math worksheets a facelift by including movements into math problems. Addition, subtraction, multiplication, and division sheets become more interesting when you count out the answer. Ask students to balance for 3 + 5 seconds; hop on one foot for 10 – 7 times.

Variations

- When reviewing worksheet answers, ask a student to provide the answer and then lead the group in counting it out with movement.
- After completing a math worksheet, students write a movement beside his or her answer. To check math, or reinforce concepts, they count out the answer on their own. Teacher can write one to four movement options on the board.

Progression

- Create math stations where students travel to various stations and complete math problems.

MY FOOD COUNTS!

Record the total number of vegetables eaten by students at lunch. Make vegetables count by completing the corresponding number of jumping jacks. See MyPlate tracker in appendix for tracking sheet.

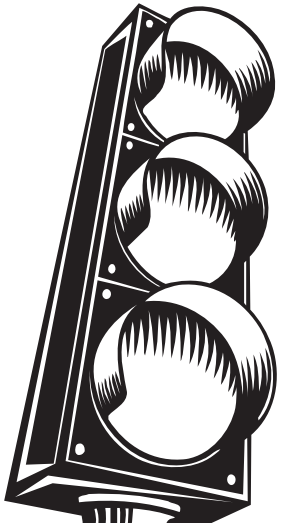
Variations

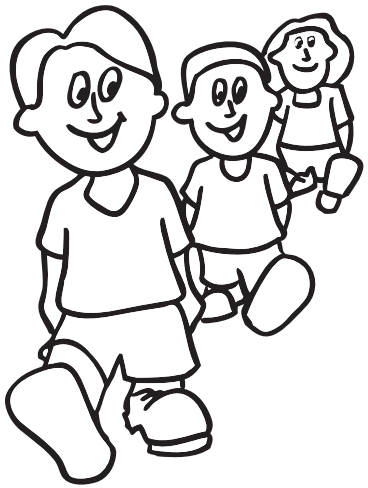
- Teacher flips through food cards. Students jump for joy for fruits and vegetables; fast clap for dairy; flex muscles for protein; and sway like wheat for grains.
- Students can add in an extreme or silly movement for extras: take a lap around the room; complete a jump star (which also looks like an X, or perform a sidekick.

Progressions

- Record multiple food category items on the board: fruits, vegetables, and dairy. Each category is associated with a separate movement.
- Record student dinner or lunch beverages (water, milk, flavored milk, soda or juice) on the board. Class then takes laps for each category of beverages. Water and milk represent one lap; flavored milk represents two laps, soda and all other sugary beverages represent three laps. To keep it interesting, change the mode of traveling: big steps, tiny steps, slide, skip, crab crawl or hop.
- Teacher may want to keep food intake logs and compare values later in the year.

RED LIGHT - GREEN LIGHT



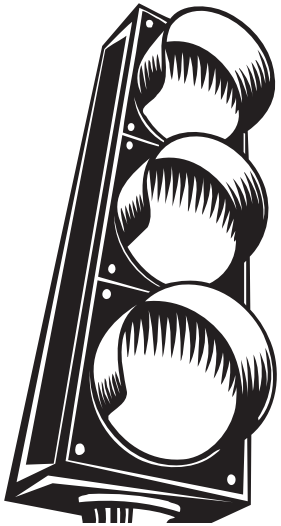


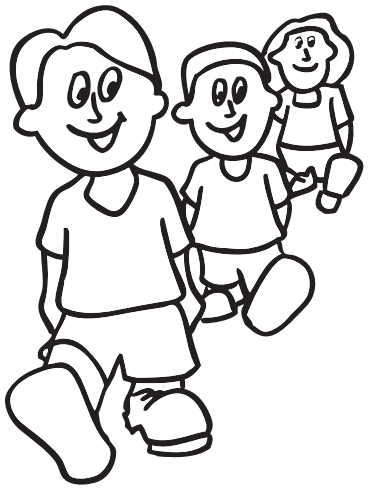
INTRODUCTION Students stand on a starting line. When the teacher calls out "green light", students step forward. When teacher calls out "red light" students stop moving. If a student moves on red lights, he/she returns to the starting line. Activity can begin with teacher calling random colors.

VARIATIONS	PROGRESSIONS
Stand in a line and walk collectively through the room, like a snake. When the line reaches a designated point (red light), the first person in line moves to the back of the line. Continue until all students have been the line leader.	Students may take up to three steps for green lights.
Perform the activity in a circle. Begin with an arms length between each student. Take one step in for green light items, and two steps back for 'red light' items.	Place poly spots in a circle or track pattern. Teacher calls out numbers that represent the number of steps a pair of students take. If a pair ends on a red spot, they move inside the circle and perform jumping jacks.

Grades K-2 Physical Activity Breaks

RED LIGHT - GREEN LIGHT





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RED LIGHT – GREEN LIGHT

RED LIGHT – GREEN LIGHT WORDS

Students listen and step forward when they hear rhyming words. Teacher states the starting word, like "cat". If the next word rhymes with "cat", students take two steps forward. If the word does not rhyme with "cat", students remain in place. If a student moves on red lights, a non-rhyming word, he/she returns to the starting line.

Variation

- Green light words begin with a particular letter.

Progressions

- Call on students to state the rhyming/non-rhyming words.
- Place students in small teams. The team moves forward when they state a rhyming word.

SHAPES/COLORS

Students begin in a circle. A color is designated as the "go" color. Teacher holds up a picture card. If the picture card has the color on it, students take a step inward. The goal is to get the circle as small as possible.

Variations

- Reverse the direction. Students step out for the "go" color. The goal is to get the circle as large as possible.
- Include a second "go" color.

GREEN LIGHT SNACK ATTACK!

Students stand on a starting line. Teacher calls a snack item. Students take a step forward for items that belong in any of the MyPlate food categories: fruit, vegetables, protein, grains, and dairy. If an extra is called, students take three steps in a backward direction. Repeat. The first student to reach the front of the room, conquers "snack attack!"

Variations

- Teacher draws cards from the food deck and calls out those items.
- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward when a food item from their category is called. Teacher can include combination foods (toast with peanut butter) and multiple teams step forward. All teams take three steps backwards when an extra is called.

Progressions

- Theme the green light items: move forward for fruits and vegetables; take three steps back for extras and stay in place for all other items.

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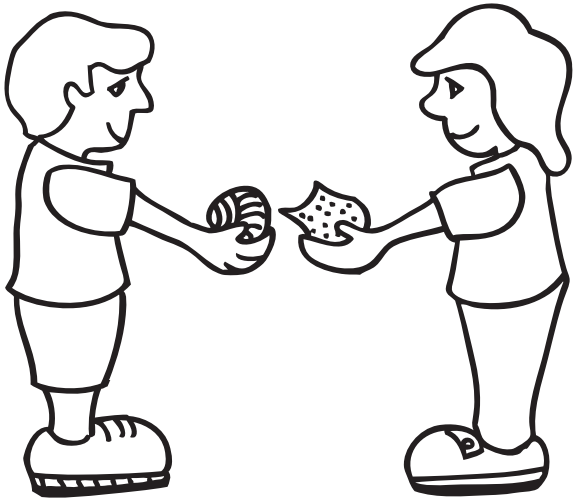
GIVE ONE-GET ONE (GO-GO)

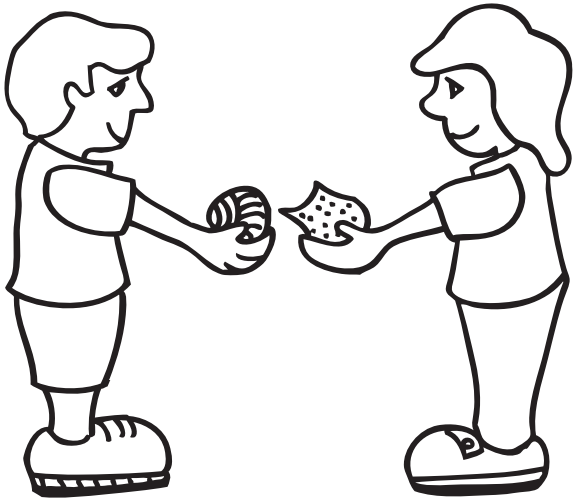


INTRODUCTION Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

VARIATIONS	PROGRESSIONS
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Incorporate a signal (two quick whistles) to switch directions.
Mark a bean bag or index card as the line leader. The student who ends the round with the marked object is the leader for tomorrow.	Use colored objects. At the end of the round, teacher randomly draws a color. Students with that color of object are the winners.
	Students begin with two objects or cards. They trade cards in order to build a pair of similar items (two yellow bean bags; two cards with the number 4; two fruit cards).

Grades K-2 Physical Activity Breaks

GIVE ONE-GET ONE (GO-GO)



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GIVE ONE-GET ONE (GO-GO)

GO–GO NUMBERS

Students exchange numbered cards. They perform a designated movement that many times before they begin moving again. Cards from a deck of playing cards can be used, or the numbered cards in appendix can be copied.

Variations

- Class reviews balance poses. After students exchange numbered cards, each student strikes a yoga or balance pose and holds for that many seconds.
- Class reviews muscular strength and endurance activities. After students exchange numbered cards, each student performs a strength activity (push-ups, plank, sit-ups) for that many seconds or times.

GO–GO LETTERS

Use bean bags or index cards marked with letters. At the end of a round, students order up in a line, following the sequence of the alphabet.

Variations

- After students make a trade, teacher asks questions about the letters; "If you have a vowel, hold it above your head". "Give me an 's'"?
- Ask students to form phonic blends in the front of the room. Teacher calls the "b and l" and "f and r" to the front of the room. All students repeat "bl" and "fr'. Repeat with other blends.
- Ask students to form digraphs (ch, ck, ff, and more) and trigraphs (chr, dge, tch) in the front of the room.
- Call on a student to share his/her letter. Ask the group to state words that could begin with that letter.

Progressions

- Students return to their desk and write words that begin with their letter.
- Students pair up with another student during the last round and work together to write words using both letters.

GO – GO VEGGIES

On signal, students trade food cards. After three rounds of trading cards, and on command of "vegetables to the front", students with a vegetable card move to the front of the room. Ask students to share their card with the class. Students return to trading cards on signal. Teacher gives a different command. Repeat.

Variations

- After three rounds of trading cards, on command of "match", students find a student with a food category match to their current card.
- After three rounds of trading cards, on command of "color", students find a student with a food item of a similar color. Vary commands to other descriptors like "texture" and "shape".

Progression

- Build a life-size MyPlate. First, have students match with another like food item. Instruct pairs to stay together, and resume moving freely around the room. Give signal of match again until all fruit, vegetable, protein, dairy, and grain are grouped. Ask students how they would organize to form a MyPlate, then give prompt of "MyPlate". Ideally, the food cards with extras (like cookies and chips) are not used in this game.

GO–GO FITNESS

Students exchange movement cards. After exchanging the card, each student performs the new movement. On command, students move freely around the room.

Variation

- Students can keep the movement card. Instead of moving freely on command, that student may keep the movement card by continuing to do the movement.

Progression

- Students trade movements, but without cards. Before the first round, students think about a movement. When it comes time to exchange, students show their movement to the other student. The other student adopts that movement.

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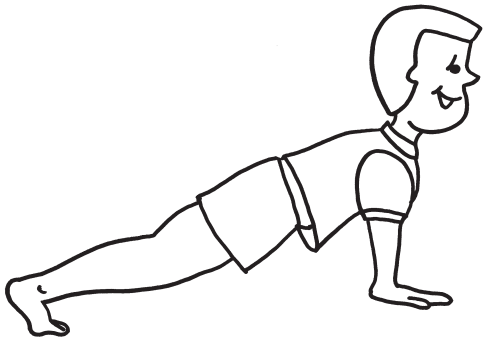
Grades K-2 Physical Activity Breaks

Yoga — Try 3



INTRODUCTION Successful yoga poses emphasize controlled body movement, balance, and deep breathing. All poses can be modified to make easier or more difficult. Easier poses have a wide base of support and more points of contact.

Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed. Students hold a pose for 5 to 60 seconds.
Beginning Poses: mountain; tree; down dog; cat stretch; triangle; standing forward bend; proud warrior.

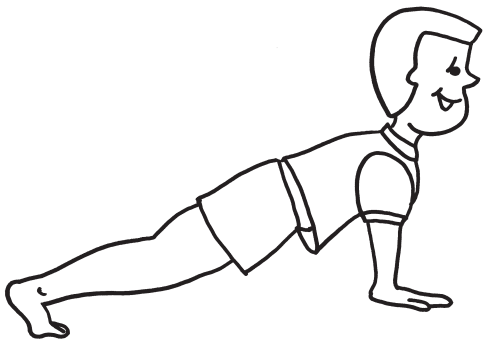
Advanced Poses: eagle; up dog; reverse triangle; plank; lunge.

Sample sequences:
Mountain — tree — proud warrior.
Mountain — standing forward bend — lunge — repeat.
Plank — down dog — jump up.
Proud warrior - triangle — mountain.

VARIATIONS	PROGRESSIONS
Begin each day with a Try 3 series.	Build fluid sequences up to eight poses.
Allow students to create their own poses and corresponding names.	Remove a point of contact on poses: plank – lift one foot off ground; mountain – lift one foot (tree).
Use poses while standing in line.	Sun Salutation.

Grades K-2 Physical Activity Breaks

Yoga — Try 3



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Yoga — Try 3

YOGA SHAPES

Show students a shape: circle, oval, square, rectangle, triangle, diamond, heart, line, and others. Students strike a pose that incorporates the shape. Encourage students to be creative; a triangle can be formed with the hands as a base.

Variations

- Include descriptors into the shapes: small, big, wide, narrow.
- Ask students to work with a partner.

Progression

- Challenge students to incorporate two shapes into one pose.

MY BALANCE

Balance is a concept referenced throughout healthy eating and physical activity education. As students strike poses, encourage reflection on the following principles of balance:

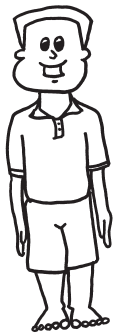
1. Center of gravity over the base of support.
2. Equal weight on each side of the base.
3. The wider the base, the easier it is to balance.
4. The more the points of contacts, the easier it is to balance.

Extend these same principles to specific types of dietary balance: food group balance, color balance, and snack balance. MyPlate is the center of gravity; we want distribution among the food groups. We can eat 'extras', but need a strong dietary base.

Variation

- Give students three yoga poses. Ask them to sort poses from easy to most difficult. Ask students why some poses are easy/difficult.

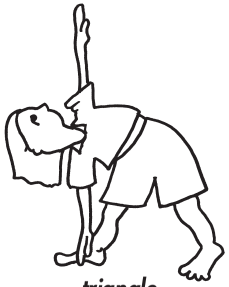
BEGINNING POSES:



mountain

tree

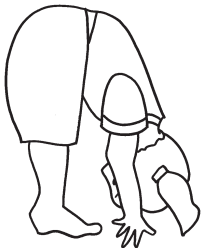
down dog



triangle

proud warrior

cat stretch



standing forward bend

ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

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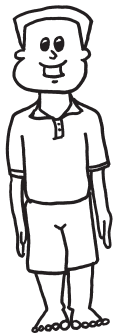
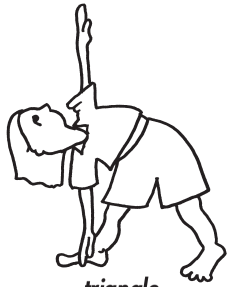


mountain

tree

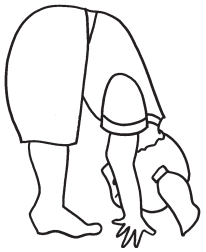
down dog



triangle

proud warrior

cat stretch



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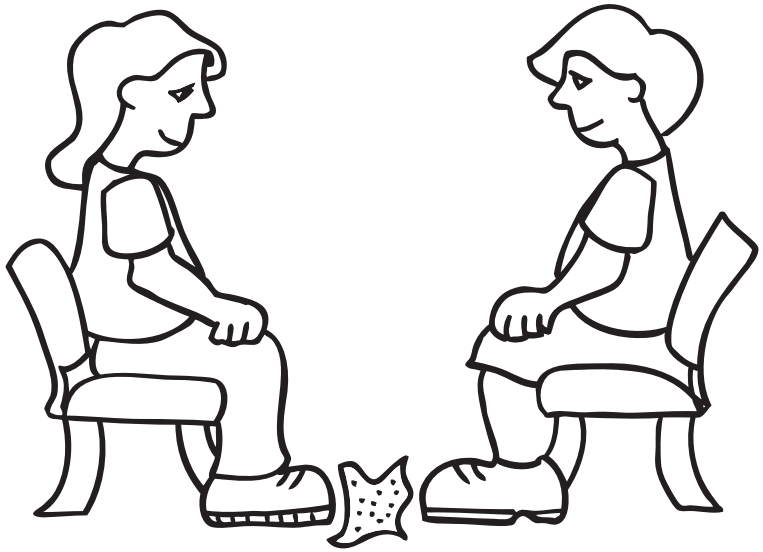
QUICK HANDS

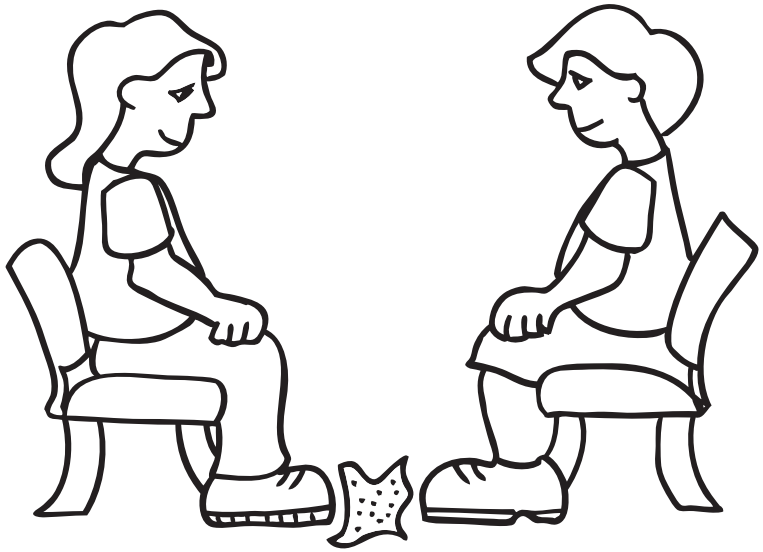


INTRODUCTION Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Teacher calls out either: "right," "left" or "both"; students react quickly by reaching for the bags using the hand(s) called by the teacher.

VARIATIONS	PROGRESSIONS
A group of three students sit in a triangle.	Twist – students begin with backs facing one another. On prompt, they twist to retrieve the bean bag.
Play seated at desks or a table.	Points – students grab the bean bag with fingers.
Students play on their own in groups of three: a caller and two players.	Duck, Duck, Goose - include prompts that require no action. Pairs act only on the designated prompts.

Grades K-2 Physical Activity Breaks

QUICK HANDS



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QUICK HANDS

QUICK COUNTS

After one player retrieves the bean bag, the pair toss the bag back and forth 5 times, then return the bag to its original position.

Variation

- The holder of the bean bag completes a movement of choice for 5 times. The pairs may work together and share the movement.

Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 5 times, then they slide it back and forth 5 times.

QUICK COLORS

Use bean bags, yarn balls, or other soft objects of two different colors. Teacher calls one color and students retrieve the object of that color.

Variation

- Some pairs may not have an object of the called color. They remain seated in the ready position.

Progression

- Winners move to another pair.

QUICK WORDS

A letter is written on the board. After a round of Quick Hands, the teacher calls on one pair. The holder of the bean bag states one word that begins with that letter. If correct, the team earns a point.

Variations

- A word is written on the board and pairs state a word that rhymes with written word. The rhyming word can be changed throughout the game.
- Pairs progress through the alphabet. To limit the length of the game, after a set number of rounds, the teacher asks students how far they got in the alphabet.

Progressions

- Students spell out a particular word. When they win a round of Quick Hands, they earn a letter. After the word is spelled by one student, the pair take a fast lap.
- Students spell multiple words and take a lap together after each completed word.

FAST FOODS

Each time a student wins a round, he/she places a token or shades in an area of MyPlate.

Variations

- Each time a student wins a game, he/she states a food of the particular food category.
- Teams build a fast snack plate. The first team to retrieve the bean bag states a fast healthy snack. When a team has three snacks, they take a fast lap.

Progressions

- Before marking a category of MyPlate, students state a specific food from that identified food category. A player "wins" when they fill their plate.
- A round of Quick Hands is named for a food category of MyPlate. Teacher slowly draws and reads cards from the food deck. If the food called fits into the designated category, students act quickly and retrieve the bean bag.

QUICK HANDS

QUICK COUNTS

After one player retrieves the bean bag, the pair toss the bag back and forth 5 times, then return the bag to its original position.

Variation

- The holder of the bean bag completes a movement of choice for 5 times. The pairs may work together and share the movement.

Progression

- Teams build a sequence of movements and numbers. After tossing the bean bag back and forth 5 times, then they slide it back and forth 5 times.

QUICK COLORS

Use bean bags, yarn balls, or other soft objects of two different colors. Teacher calls one color and students retrieve the object of that color.

Variation

- Some pairs may not have an object of the called color. They remain seated in the ready position.

Progression

- Winners move to another pair.

QUICK WORDS

A letter is written on the board. After a round of Quick Hands, the teacher calls on one pair. The holder of the bean bag states one word that begins with that letter. If correct, the team earns a point.

Variations

- A word is written on the board and pairs state a word that rhymes with written word. The rhyming word can be changed throughout the game.
- Pairs progress through the alphabet. To limit the length of the game, after a set number of rounds, the teacher asks students how far they got in the alphabet.

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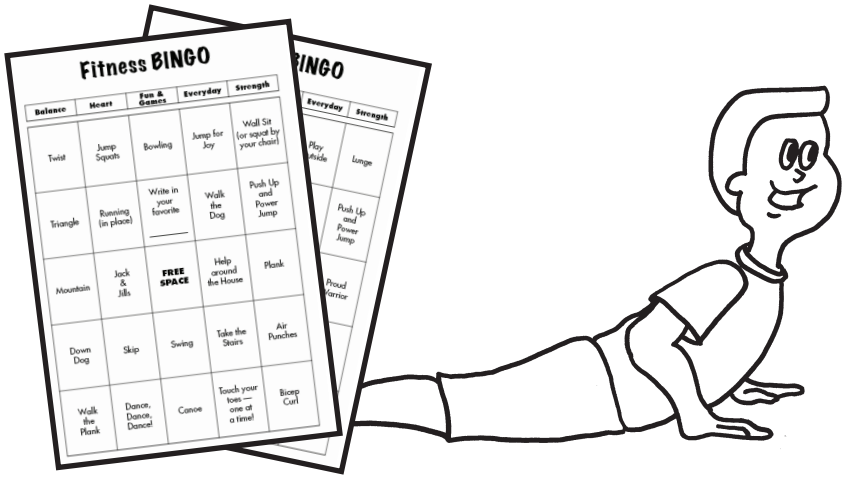
LET'S MOVE BINGO

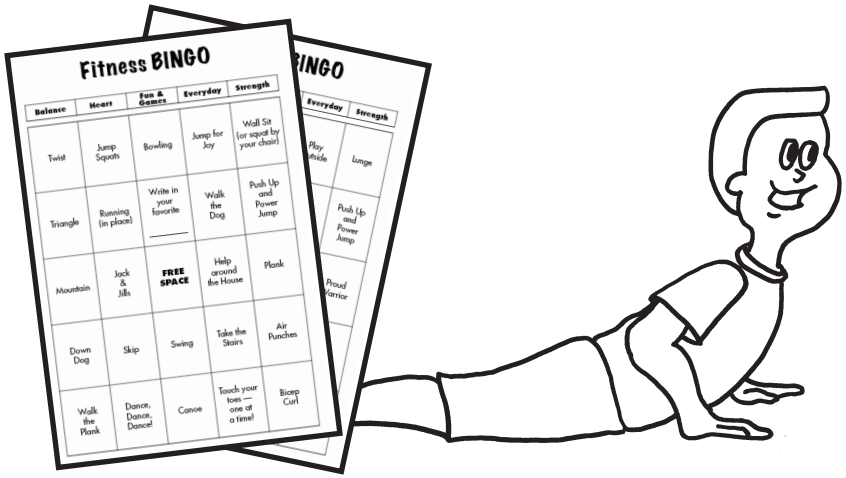


INTRODUCTION Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands high above the head and wiggle fingers.

VARIATIONS	PROGRESSIONS
Play as a class. Teacher posts one BINGO card, and the class plays along.	Play as a class. Students guess the number of words that will need to be called in order to have a BINGO.
Play as a class. Teacher posts one BINGO card, but teams of students are assigned a column.	Progressive – each student has a posted BINGO card, and during the week, they have the opportunity to earn fitness cards. At the end of the week, students with a BINGO lead the class in their BINGO movements.
Teacher does not say the movement word, but acts it out.	Teacher randomly calls on students. Students call a movement off their BINGO card. Any student with that movement can cover the spot.

Grades K-2 Physical Activity Breaks

LET'S MOVE BINGO



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LET'S MOVE BINGO

MYPLATE BINGO

Students draw a MyPlate graphic and list three foods in each category. The teacher then draws cards from the food deck. When a student has one food item from each food category, they have MyPlate BINGO.

Variations

- Each student selects a food category. The teacher then draws cards from the food deck. When three items from a particular food category have been called, students who selected that food category have MyPlate BINGO.
- If an extra food item is called, like cookies or sugar-sweetened beverages, the group completes 10 jumping jacks.

Progressions

- Quick Hands BINGO – the student (in each pair) that wins the round of Quick Hands gets the card that the teacher calls. The goal is to build a MyPlate, with one food item from each food category.
- Students build a plate to meet particular food group challenges: 3 milks/dairies or 5 fruits and vegetables.

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