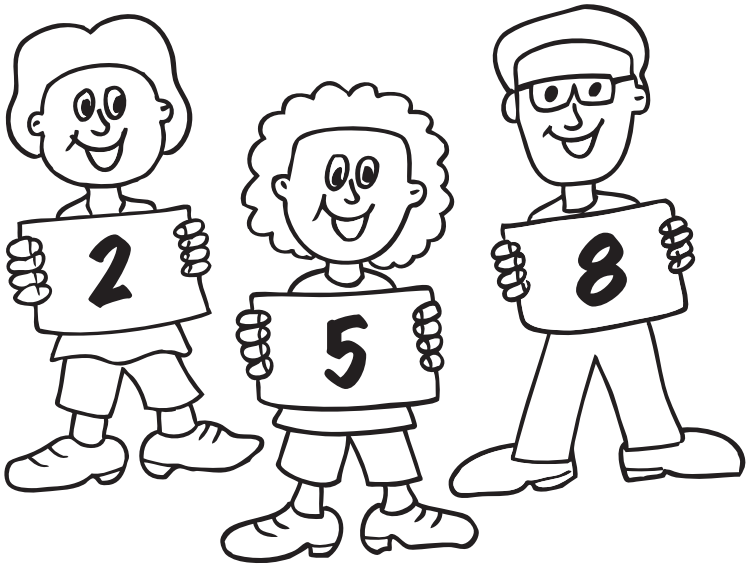
3-5

Physical Activity Breaks

CREATE A CLASSROOM THAT MOVES!

ORDER UP

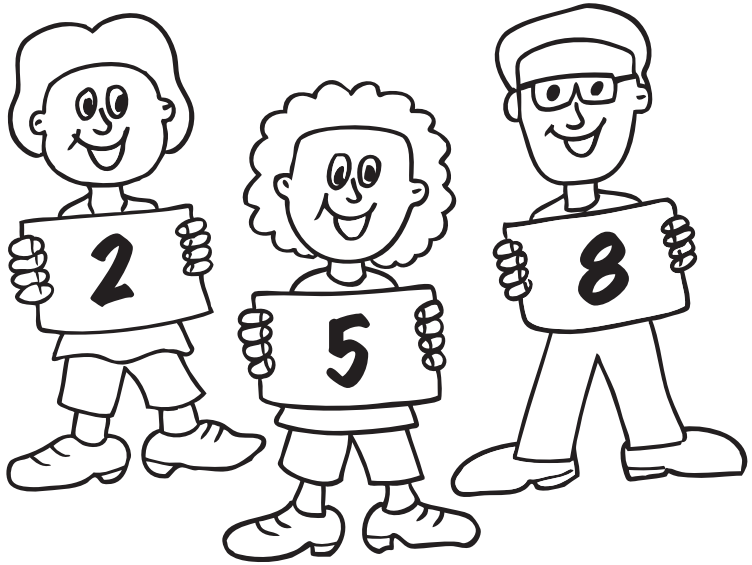


INTRODUCTION Students move around the classroom freely or in a classroom track pattern. Teacher blows a whistle, or gives another signal, a purposeful number of times. Students form a group of that size. Teacher blows the whistle again and students move freely again. Repeat.

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 3-5 Physical Activity Breaks

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.

Order Up

MYPLATE ORDER UP

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. There will be cards that do not fit into the fruit, vegetable, grain, protein, or dairy group. They are called extras, and they will Order Up as a group.

Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.
- Students Order Up into MyPlate groups: one fruit, one vegetable, one protein, one grain, and one dairy.

Progressions

- Allow students to switch cards. After a round of extras to the front, the extras can switch cards with another student.
- Students form groups where half the group (like half the plate) is fruit and vegetables.
- Teacher calls combination foods to the front, like taco, spaghetti with meat sauce, and fruit salad.

SNACK PLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, - "snack attack – fruits". On signal, the fruits form a group at the front of the room. Repeat with other food groups.

Variations

- Students form groups by snack properties: sweet, sour, crunchy, and salty. Teacher might cue students with phrase "snack attack – sweet!"
- Students pair up with another student and create a combination snack, like apples and peanuts.

Progressions

- Students Order Up into MySnack group: one fruit, one vegetable, one protein, one grain, and one dairy.
- Students stand behind the food item that is a) favorite, b) never tried c) good choice of sweetness, crunchy, or other quality.
- Students Order Up by food category. Once in food groups, they discuss the favorite snack in their group. For example, in the vegetable group, carrots might be the most popular. Groups share the most popular snack with other teams.

ORDER UP BEVERAGES

Students begin with a beverage information card or an empty beverage container. The teacher calls out one type of beverage: milk, water, juices, other. On signal, those beverages form a group at the front of the room. Repeat with other beverage types.

Variations

- Pre-assign teams. When the signal is given, teams return to their designated team space and Order Up to meet the teacher's challenge.
- Beverages with added sugar to the front of the room.
- Beverages with zero calories to the front of the room.
- Form groups with at least one beverage that is a good source of calcium (or other nutrient).
- Form groups with no more than one beverage with 50% of calories from fat.

Progressions

- Students form groups of three. Within the group, students Order Up by highest to lowest amount of added sugar. Repeat, but in order of highest to lowest calories. Ask students if the order changed – why or why not?
- Order Up to form groups that have no more than 250 calories. Challenge students to see how large the groups can get without going over 250 calories.

Order Up

MYPLATE ORDER UP

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. There will be cards that do not fit into the fruit, vegetable, grain, protein, or dairy group. They are called extras, and they will Order Up as a group.

Variations

- Students locate and pair up with a food from a similar food group.
- Students form groups by food color.
- Students Order Up into MyPlate groups: one fruit, one vegetable, one protein, one grain, and one dairy.

Progressions

- Allow students to switch cards. After a round of extras to the front, the extras can switch cards with another student.
- Students form groups where half the group (like half the plate) is fruit and vegetables.
- Teacher calls combination foods to the front, like taco, spaghetti with meat sauce, and fruit salad.

SNACK PLATE ORDER UP

Students draw a food card from the food deck. The teacher calls out one food group, - "snack attack – fruits". On signal, the fruits form a group at the front of the room. Repeat with other food groups.

Variations

- Students form groups by snack properties: sweet, sour, crunchy, and salty. Teacher might cue students with phrase "snack attack – sweet!"
- Students pair up with another student and create a combination snack, like apples and peanuts.

Progressions

- Students Order Up into MySnack group: one fruit, one vegetable, one protein, one grain, and one dairy.
- Students stand behind the food item that is a) favorite, b) never tried c) good choice of sweetness, crunchy, or other quality.
- Students Order Up by food category. Once in food groups, they discuss the favorite snack in their group. For example, in the vegetable group, carrots might be the most popular. Groups share the most popular snack with other teams.

ORDER UP BEVERAGES

Students begin with a beverage information card or an empty beverage container. The teacher calls out one type of beverage: milk, water, juices, other. On signal, those beverages form a group at the front of the room. Repeat with other beverage types.

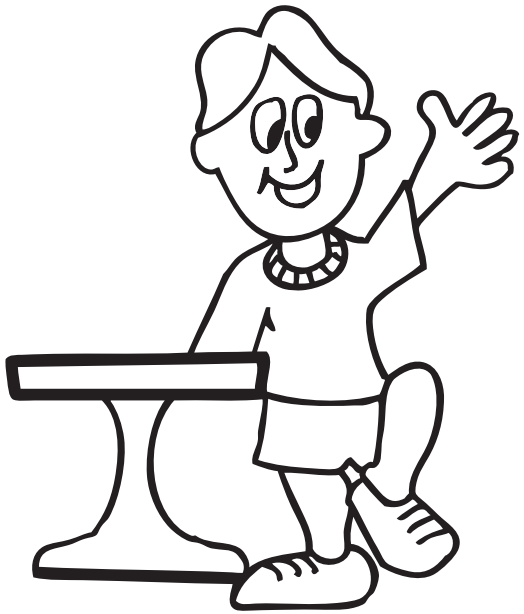
Variations

- Pre-assign teams. When the signal is given, teams return to their designated team space and Order Up to meet the teacher's challenge.
- Beverages with added sugar to the front of the room.
- Beverages with zero calories to the front of the room.
- Form groups with at least one beverage that is a good source of calcium (or other nutrient).
- Form groups with no more than one beverage with 50% of calories from fat.

Progressions

- Students form groups of three. Within the group, students Order Up by highest to lowest amount of added sugar. Repeat, but in order of highest to lowest calories. Ask students if the order changed – why or why not?
- Order Up to form groups that have no more than 250 calories. Challenge students to see how large the groups can get without going over 250 calories.

IF...

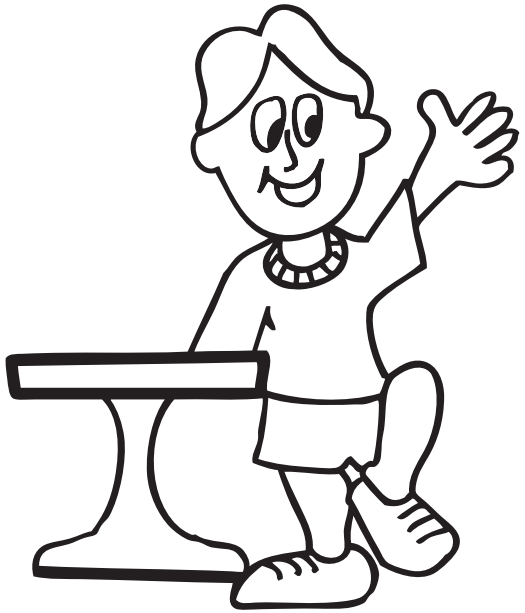


INTRODUCTION Students stand behind their desk and march or jog in place. If students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

VARIATIONS	PROGRESSIONS
Change the arm movements: bicep curls, punches, arm circles and the like.	Use two movements to distinguish between types of items, such as wave arms for a fact and arm circles for an opinion.
Use various flash cards. Flip and read the cards.	Use two movements to distinguish between true and false statements: wave arms for a true and punches for false.

Grades 3-5 Physical Activity Breaks

IF...



INTRODUCTION Students stand behind their desk and march or jog in place. If students hear the teacher say X, then they wave their arms. X is a specific type of item in a list of content. Students can listen for parts of speech, mathematical concepts like numbers that are a factor of another number, or natural resources.

VARIATIONS	PROGRESSIONS
Change the arm movements: bicep curls, punches, arm circles and the like.	Use two movements to distinguish between types of items, such as wave arms for a fact and arm circles for an opinion.
Use various flash cards. Flip and read the cards.	Use two movements to distinguish between true and false statements: wave arms for a true and punches for false.

IF...

IF THE FOOD ON MYPLATE

Students use movements to indicate healthy and unhealthy choices. Teacher shows pictures or calls out food names; if the choice is a healthy choice, students jump up and down. If the choice is not a healthy choice, students jump from side to side. After three or four pictures, stop and debrief choices with students. Repeat.

Variation

- Designate movements for all the MyPlate food categories: star jumps (dairy); hop on one foot (fruits and vegetables); twist (grains), and toe touches (proteins). Students sit on the ground for all extras.

IF SNACKS

If I had a snack attack – what would I eat? Teacher calls out food items. If the snack item fits into a designated MyPlate food category, students wave their arms.

Variation

- Teacher changes the prompt to highlight snack properties: If I wanted a sweet snack… if I wanted to build healthy bones…

IF ACTIVITY

Teacher gives different prompts about an activity: If I wanted to raise my heart rate; If I wanted to work on balance; If I wanted to strengthen my muscles; If I wanted to have fun with friends; If it were raining outside and the like. Students then complete a movement that meets the criteria in the prompt.

Progressions

- Reserve the if-then order: draw a movement from the movement deck of cards. Students do the movement. Call on one student to state a fact about the movement.
- Students walk around the classroom freely or in a track pattern. When teacher gives the prompt, they return to a designated spot to complete the movement.

IF...

IF THE FOOD ON MYPLATE

Students use movements to indicate healthy and unhealthy choices. Teacher shows pictures or calls out food names; if the choice is a healthy choice, students jump up and down. If the choice is not a healthy choice, students jump from side to side. After three or four pictures, stop and debrief choices with students. Repeat.

Variation

- Designate movements for all the MyPlate food categories: star jumps (dairy); hop on one foot (fruits and vegetables); twist (grains), and toe touches (proteins). Students sit on the ground for all extras.

IF SNACKS

If I had a snack attack – what would I eat? Teacher calls out food items. If the snack item fits into a designated MyPlate food category, students wave their arms.

Variation

- Teacher changes the prompt to highlight snack properties: If I wanted a sweet snack… if I wanted to build healthy bones…

IF ACTIVITY

Teacher gives different prompts about an activity: If I wanted to raise my heart rate; If I wanted to work on balance; If I wanted to strengthen my muscles; If I wanted to have fun with friends; If it were raining outside and the like. Students then complete a movement that meets the criteria in the prompt.

Progressions

- Reserve the if-then order: draw a movement from the movement deck of cards. Students do the movement. Call on one student to state a fact about the movement.
- Students walk around the classroom freely or in a track pattern. When teacher gives the prompt, they return to a designated spot to complete the movement.

CIRCLE UP

INTRODUCTION Students form a circle, and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheros, presidents and the like.

VARIATIONS	PROGRESSIONS
Students pass the bean bag or object to the person standing next to them.	Build to five responses and then the next person recalls the five previous responses.
Add movement: students march in place or slide in a circle pattern while tossing the ball.	Add in a second bean bag or object.
	Add movement: after tossing the bean bag, the thrower moves to the spot of the catcher.

Grades 3-5 Physical Activity Breaks

CIRCLE UP

INTRODUCTION Students form a circle, and toss a bean bag or yarn ball. When a student receives the object, he/she calls out a response to various teacher prompts: colors, words that begin with select letter, states, nouns, superheros, presidents and the like.

VARIATIONS	PROGRESSIONS
Students pass the bean bag or object to the person standing next to them.	Build to five responses and then the next person recalls the five previous responses.
Add movement: students march in place or slide in a circle pattern while tossing the ball.	Add in a second bean bag or object.
	Add movement: after tossing the bean bag, the thrower moves to the spot of the catcher.

CIRCLE UP

CIRCLE UP FAVORITES

One student stands in the middle of the circle. He/she says her name and states a favorite fruit or vegetable: "I'm Sydney and I like carrots." Students who also like carrots as a favorite leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.

Variations

- The last student to find a spot in the circle moves to the middle of the circle.
- Limit favorites to one food category.

Progressions

- Add a celebration to student choices. "I'm Sydney and I like carrots. Give me a thumbs up (or high five) if you too like carrots." Students move to a new spot after celebrating their choices.
- Students travel to a new spot in the circle via a specific movement: slide, hop, skip, crab crawl.

CIRCLE UP SNACKS

Students toss around ideas for snacks. When a student receives the object, he/she calls out a snack from one of the MyPlate food categories.

Variation

- Change the prompts to snacks that students like to eat.

Progressions

- One student stands in the middle of the circle. He/she says her name and states a snack: "I'm Morgan and I like to snack on carrots." Students who also like carrots as a snack leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.
- If the student in the middle says a snack that is an extra, students in the circle squat as they say "Oh no!"

CIRCLE UP

CIRCLE UP FAVORITES

One student stands in the middle of the circle. He/she says her name and states a favorite fruit or vegetable: "I'm Sydney and I like carrots." Students who also like carrots as a favorite leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.

Variations

- The last student to find a spot in the circle moves to the middle of the circle.
- Limit favorites to one food category.

Progressions

- Add a celebration to student choices. "I'm Sydney and I like carrots. Give me a thumbs up (or high five) if you too like carrots." Students move to a new spot after celebrating their choices.
- Students travel to a new spot in the circle via a specific movement: slide, hop, skip, crab crawl.

CIRCLE UP SNACKS

Students toss around ideas for snacks. When a student receives the object, he/she calls out a snack from one of the MyPlate food categories.

Variation

- Change the prompts to snacks that students like to eat.

Progressions

- One student stands in the middle of the circle. He/she says her name and states a snack: "I'm Morgan and I like to snack on carrots." Students who also like carrots as a snack leave their spot and move to a new location in the circle. All students who like carrots, as well as the student in the middle, move to new locations. The student who cannot find a spot will be in the center of the circle and choose a new food.
- If the student in the middle says a snack that is an extra, students in the circle squat as they say "Oh no!"

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.	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".	

Grades 3-5 Physical Activity Breaks

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.	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".	

MAKE IT COUNT!

COUNT MYPLATE

After students fill out the MyPlate tracker (as described in the unit assessment procedures or similar), on signal, they count the number of servings eaten in a specific food category.

Variations

- Students count out the total number of servings of all foods eaten in a day.
- Students take a victory lap if they ate a food from each MyPlate food category.

Progressions

- Teacher rolls dice. Students multiply their servings by the number on the dice. The multiplied number is counted out with movement.
- Alternate movements in one counting sequence:
  one (jumping jack), two (toe touches), three (jumping jack), four (toe touches).

COUNT MY SNACKS

After students fill out the MySnack tracker (as described in the unit assessment procedures or similar), on signal, they count the number of snacks eaten in a specific food category.

Variation

- Students count out the total number of servings of all snacks eaten in a day.

Progressions

- Students multiply their total number of snacks from the extra category by 10. The multiplied number is counted out with movement.
- Students multiply their total number of healthy snacks by 5, and multiply unhealthy snacks by 10. The multiplied number is counted out with movement.

COUNT MY BEVERAGES

After students fill out the MyBeverages tracker (as described in the unit assessment procedures or similar), on signal, they count the number of beverages recorded.

Progression

- Students count out values on nutrition label and or ingredient list: calories, grams of sugar, number of added items.

MAKE IT COUNT!

COUNT MYPLATE

After students fill out the MyPlate tracker (as described in the unit assessment procedures or similar), on signal, they count the number of servings eaten in a specific food category.

Variations

- Students count out the total number of servings of all foods eaten in a day.
- Students take a victory lap if they ate a food from each MyPlate food category.

Progressions

- Teacher rolls dice. Students multiply their servings by the number on the dice. The multiplied number is counted out with movement.
- Alternate movements in one counting sequence:
  one (jumping jack), two (toe touches), three (jumping jack), four (toe touches).

COUNT MY SNACKS

After students fill out the MySnack tracker (as described in the unit assessment procedures or similar), on signal, they count the number of snacks eaten in a specific food category.

Variation

- Students count out the total number of servings of all snacks eaten in a day.

Progressions

- Students multiply their total number of snacks from the extra category by 10. The multiplied number is counted out with movement.
- Students multiply their total number of healthy snacks by 5, and multiply unhealthy snacks by 10. The multiplied number is counted out with movement.

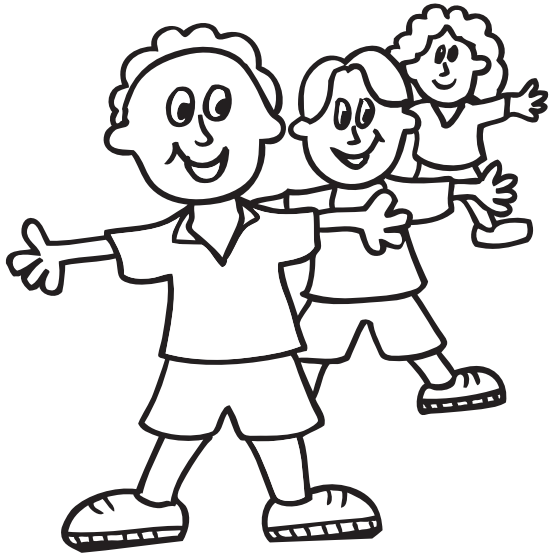
COUNT MY BEVERAGES

After students fill out the MyBeverages tracker (as described in the unit assessment procedures or similar), on signal, they count the number of beverages recorded.

Progression

- Students count out values on nutrition label and or ingredient list: calories, grams of sugar, number of added items.

RIGHT ON RELAY

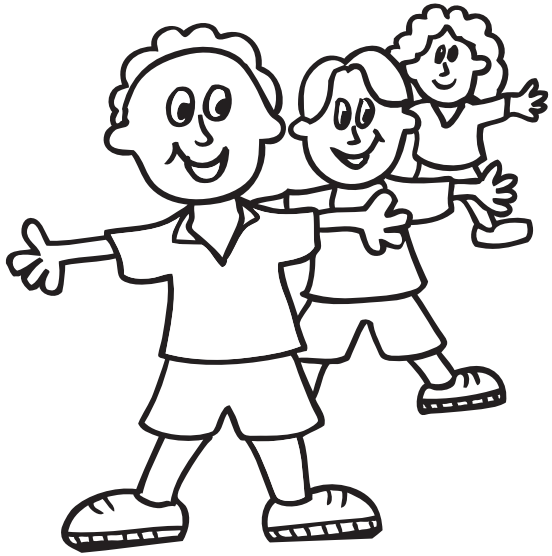


INTRODUCTION Teams travel in a line toward a designated spot or marker. Upon return to the start, the first person in line person moves to the end of the line. The second person in line becomes the new line leader. Repeat the sequence until all team members lead the line.

VARIATIONS	PROGRESSIONS
Only one team member at a time travels. On signal, the second person in line travels. Repeat.	Each line leader travels via a different movement.
Small space variation: teams stand in a line; the leader leads the team in a movement for a count or set period of time. The second student then leads the line in a new movement for a count or set period of time. Repeat the sequence until all team members lead the line.	Teams draw numbers from the basket. When they return to the start line, the team performs that number of jumping jacks.
	Students draw a letter from the basket, and repeat process. After all members have drawn a letter, team spells out word(s).

Grades 3-5 Physical Activity Breaks

RIGHT ON RELAY



INTRODUCTION Teams travel in a line toward a designated spot or marker. Upon return to the start, the first person in line person moves to the end of the line. The second person in line becomes the new line leader. Repeat the sequence until all team members lead the line.

VARIATIONS	PROGRESSIONS
Only one team member at a time travels. On signal, the second person in line travels. Repeat.	Each line leader travels via a different movement.
Small space variation: teams stand in a line; the leader leads the team in a movement for a count or set period of time. The second student then leads the line in a new movement for a count or set period of time. Repeat the sequence until all team members lead the line.	Teams draw numbers from the basket. When they return to the start line, the team performs that number of jumping jacks.
	Students draw a letter from the basket, and repeat process. After all members have drawn a letter, team spells out word(s).

RIGHT ON RELAY

RIGHT ON RELAY MYPLATE

All food item cards are in the baskets. Students build a balanced plate with one food item from each of the MyPlate food categories.

Variations

- Teams collect food cards from one category: vegetable, fruit, grain, protein, and dairy.
- Teams build a plate with at least 2 fruits and 2 vegetables.
- Teams build a rainbow of fruits and vegetables. After a team collects five colors, they strike a balance pose.
- Teams build breakfast, lunch, and or dinner plates.

Progressions

- Teams must use all their cards. They can include one snack or extra item. If a team collects more than one extra, they can return it to the basket, or complete 10 squats.
- One student from each team retrieves a card; if the student draws a grain, dairy, protein, fruit or vegetable, he/she completes one lap on a designated pattern and then returns to the group. Students complete three laps for an extra.

RIGHT ON RELAY SNACKS

Students build a balanced snack plate.

Variation

- Teams complete the relay and collect one food card per team member. Teams are then given one minute to organize snack cards into categories, and create a list of food items they would add to make it a balanced snack plate.

Progression

- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward (one step) 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.

RIGHT ON RELAY BEVERAGES

Students collect a set of balanced beverages: 10 cards, which must include 5 waters and 3 milks. The final 2 cards are a free choice. After retrieving a card, students complete one lap for water and milk, two laps for vegetable or fruit juice, yogurt, or milkshake, and 3 laps for pop or sugary beverages. The team who collects 10 cards first wins.

PHYSICAL ACTIVITY PYRAMID RELAY

Place movement cards in the baskets. Using the categories of the physical activity pyramid, teams build a pyramid of activities.

Variation

- Each team member has a card from a separate category. They demonstrate the activities.
- Use different locomotor skills to move around the room: skip, gallop, hop, slide or crabwalk.

RIGHT ON RELAY

RIGHT ON RELAY MYPLATE

All food item cards are in the baskets. Students build a balanced plate with one food item from each of the MyPlate food categories.

Variations

- Teams collect food cards from one category: vegetable, fruit, grain, protein, and dairy.
- Teams build a plate with at least 2 fruits and 2 vegetables.
- Teams build a rainbow of fruits and vegetables. After a team collects five colors, they strike a balance pose.
- Teams build breakfast, lunch, and or dinner plates.

Progressions

- Teams must use all their cards. They can include one snack or extra item. If a team collects more than one extra, they can return it to the basket, or complete 10 squats.
- One student from each team retrieves a card; if the student draws a grain, dairy, protein, fruit or vegetable, he/she completes one lap on a designated pattern and then returns to the group. Students complete three laps for an extra.

RIGHT ON RELAY SNACKS

Students build a balanced snack plate.

Variation

- Teams complete the relay and collect one food card per team member. Teams are then given one minute to organize snack cards into categories, and create a list of food items they would add to make it a balanced snack plate.

Progression

- Organize students into five groups. Each group represents one of the MyPlate food categories. Teams move forward (one step) 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.

RIGHT ON RELAY BEVERAGES

Students collect a set of balanced beverages: 10 cards, which must include 5 waters and 3 milks. The final 2 cards are a free choice. After retrieving a card, students complete one lap for water and milk, two laps for vegetable or fruit juice, yogurt, or milkshake, and 3 laps for pop or sugary beverages. The team who collects 10 cards first wins.

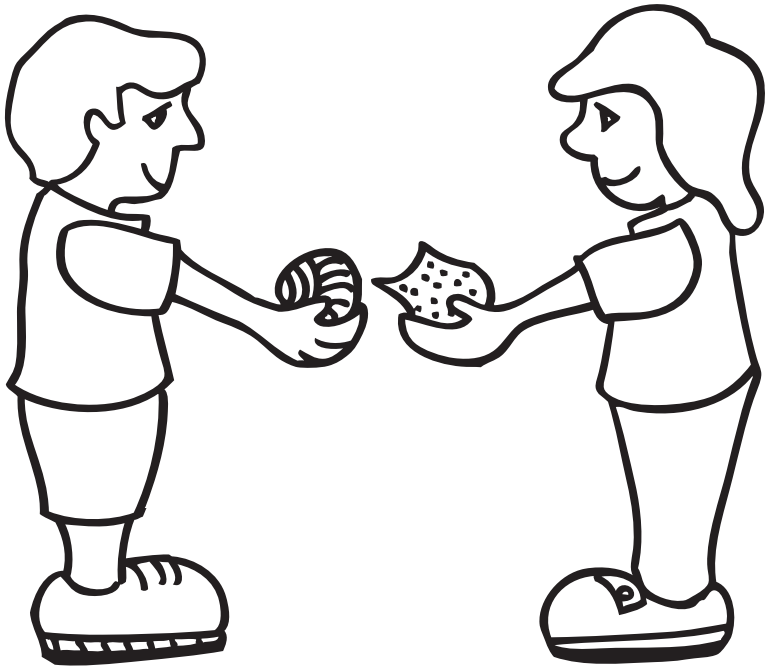
PHYSICAL ACTIVITY PYRAMID RELAY

Place movement cards in the baskets. Using the categories of the physical activity pyramid, teams build a pyramid of activities.

Variation

- Each team member has a card from a separate category. They demonstrate the activities.
- Use different locomotor skills to move around the room: skip, gallop, hop, slide or crabwalk.

GIVE ONE-GET ONE (GO-GO)

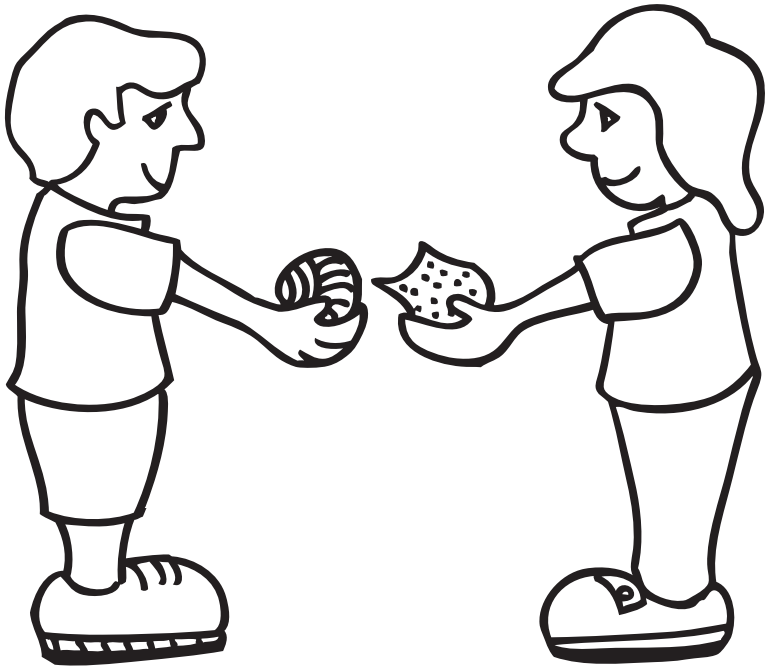


INTRODUCTION Students move freely around the classroom. Teacher blows a whistle, or gives another signal, and students exchange their bean bag (or yarn ball) with the student nearest to them. Repeat.

	PROGRESSIONS
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Students use this process to brainstorm lists in academic subjects. Students create a list in the give one column, and then circulate to get one idea to add to their get one list from other students.
Students exchange specific information: their favorite color, their middle name, a pet, and the like.	

Grades 3-5 Physical Activity Breaks

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.

	PROGRESSIONS
Exchange bean bags with a student 'opposite' of them. Use other directions of 'to the right'; 'to the left'; 'behind'.	Students use this process to brainstorm lists in academic subjects. Students create a list in the give one column, and then circulate to get one idea to add to their get one list from other students.
Students exchange specific information: their favorite color, their middle name, a pet, and the like.	

GIVE ONE-GET ONE (GO-GO)

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

- Designate a spot in the room (four corners and the center) for each of the MyPlate food categories. After 3 to 5 rounds of exchanging cards, give the command of "home". Students go to the spot designated for the food item card they are holding. Extras keep moving around the room.

GO - GO SNACKS

Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one'. For 1 minute, students list snacks in the 'give one' column that they personally eat or someone they know eats. Students go around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes). Use the list in snack lessons or to select a snack goal for the day.

Variation

- Students think of three favorite snacks. They move freely around the room and exchange one snack idea with up to three other students. Teacher then polls favorite healthy snacks.

Progressions

- Students write their favorite snack on a sticky note. Students come up to the board and put up their sticky note. Teacher uses these snacks to brainstorm sensory words for the snack lesson.
- Students pick a sticky snack note, other than the one they posted, that they will try. Students take the note home. After trying the snack, students write a note (or their name) on the sticky note and return it to class.

GO – GO BEVERAGES

Students list up to five beverages that they drink in the 'give one' column. Students walk around to their classmates and ask for one beverage idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column. Students review their lists and number the beverages from healthiest (given #1) to the least healthy (last on the list).

Variation

- Each student begins with one empty beverage container. Students move freely around the classroom. On signal, students exchange their beverage container with the student nearest to them. Repeat. After 1 minute, the student holding the beverage with the highest number of sugar grams completes 10 jumping jacks.

Progression

- Each student begins with one empty beverage container. Students record nutritional information about the beverage. On signal, students exchange their beverage container with the student nearest to them. Use this information in the beverage lesson or other academic lessons.

GIVE ONE-GET ONE (GO-GO)

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

- Designate a spot in the room (four corners and the center) for each of the MyPlate food categories. After 3 to 5 rounds of exchanging cards, give the command of "home". Students go to the spot designated for the food item card they are holding. Extras keep moving around the room.

GO - GO SNACKS

Students make two columns on a piece of paper and title the first column, 'give one' and the second column, 'get one'. For 1 minute, students list snacks in the 'give one' column that they personally eat or someone they know eats. Students go around to their classmates and ask for one snack idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column (3-5 minutes). Use the list in snack lessons or to select a snack goal for the day.

Variation

- Students think of three favorite snacks. They move freely around the room and exchange one snack idea with up to three other students. Teacher then polls favorite healthy snacks.

Progressions

- Students write their favorite snack on a sticky note. Students come up to the board and put up their sticky note. Teacher uses these snacks to brainstorm sensory words for the snack lesson.
- Students pick a sticky snack note, other than the one they posted, that they will try. Students take the note home. After trying the snack, students write a note (or their name) on the sticky note and return it to class.

GO – GO BEVERAGES

Students list up to five beverages that they drink in the 'give one' column. Students walk around to their classmates and ask for one beverage idea to write in their 'get one' column. In turn, they give an idea to their classmate from their 'give one' column. Students review their lists and number the beverages from healthiest (given #1) to the least healthy (last on the list).

Variation

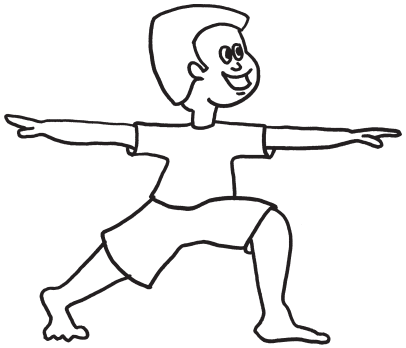
- Each student begins with one empty beverage container. Students move freely around the classroom. On signal, students exchange their beverage container with the student nearest to them. Repeat. After 1 minute, the student holding the beverage with the highest number of sugar grams completes 10 jumping jacks.

Progression

- Each student begins with one empty beverage container. Students record nutritional information about the beverage. On signal, students exchange their beverage container with the student nearest to them. Use this information in the beverage lesson or other academic lessons.

Grades 3-5 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.

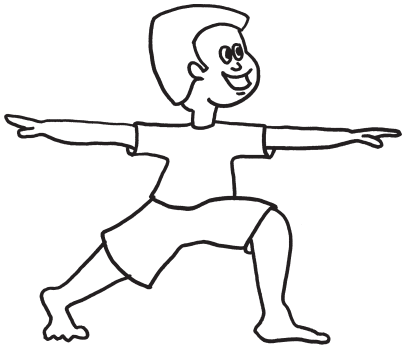
Using the teaching cues provided on the yoga cards, introduce students to 2 or 3 poses at a time. Use general cues: tight tummy, relaxed breathing, and focus on an object if needed.
Students hold a pose for 5 to 60 seconds.
Beginning Poses: mountain; tree; down dog; cat stretch; triangle; standing forward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

Yoga — Try 3

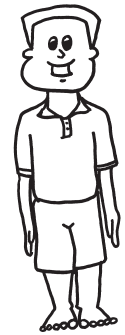
MY BALANCE

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, snack balance and beverage balance. MyPlate is the center of gravity; we want distribution among the food groups. We can eat extras, but need a strong dietary base.

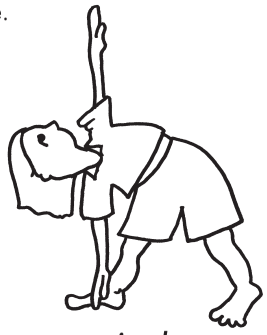
BEGINNING POSES:



mountain

tree

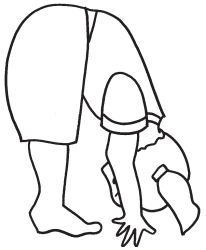
down dog



triangle

proud warrior

cat stretch



standing forward bend

ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

Yoga — Try 3

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.

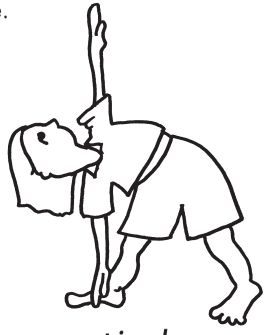
Extend these same principles to specific types of dietary balance: food group balance, color balance, snack balance and beverage balance. MyPlate is the center of gravity; we want distribution among the food groups. We can eat extras, but need a strong dietary base.

BEGINNING POSES:

mountain

tree

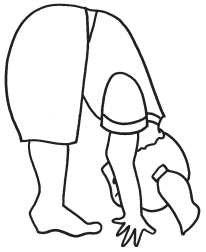
down dog



triangle

proud warrior

cat stretch

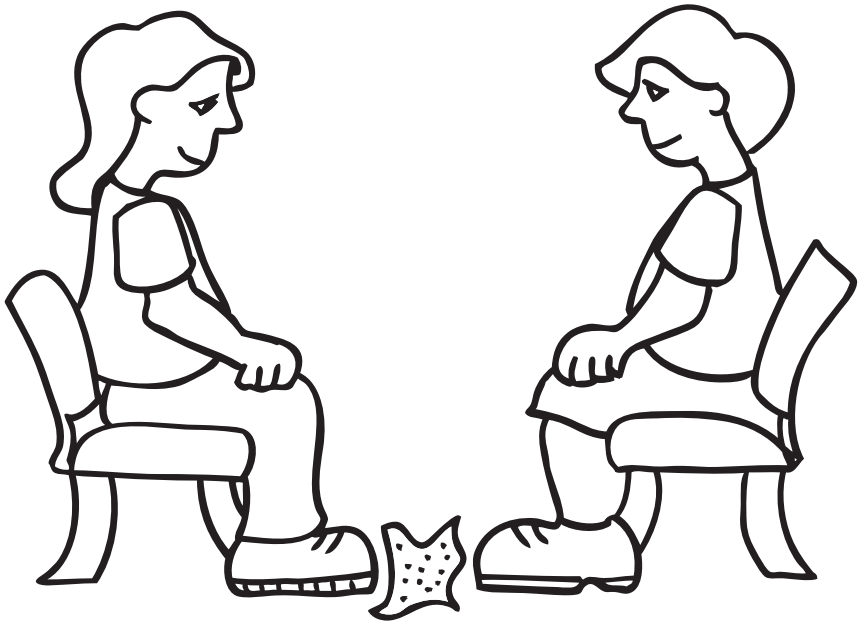


standing forward bend

ADVANCED POSES:

eagle; up dog; reverse triangle; plank; lunge

QUICK HANDS

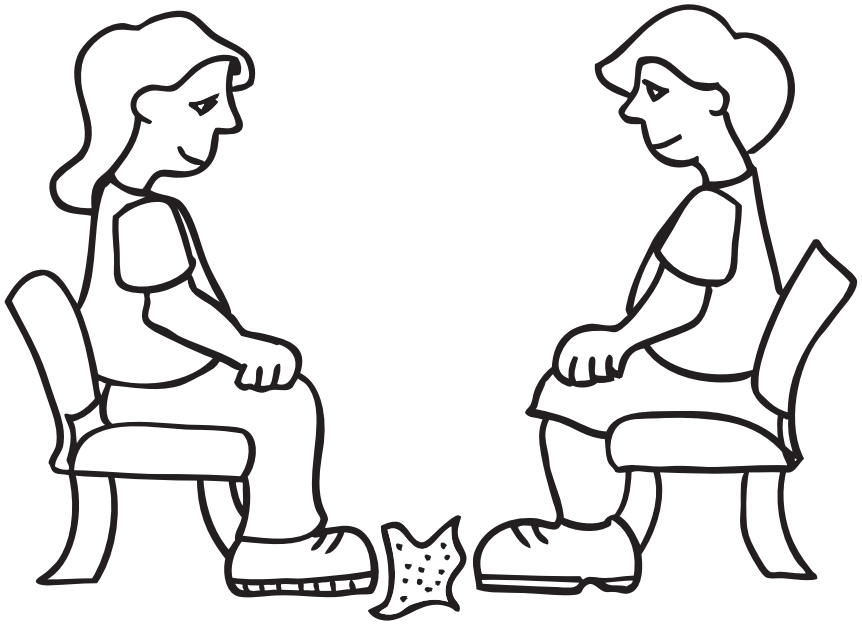


INTRODUCTION Partners sit cross-legged facing each other with a bean bag in the center between the partners. Teacher calls "ready"; students place hands in the ready position. Ready position is typically hands on thighs, but could also be hands on the hips, head or back. Call out either: "right," "left" 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.	Planks – begin in a plank position.
Students play on their own in groups of three: a caller and two players.	Winners move to a new location, and a new competitor.

Grades 3-5 Physical Activity Breaks

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. Call 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.	Planks – begin in a plank position.
Students play on their own in groups of three: a caller and two players.	Winners move to a new location, and a new competitor.

QUICK HANDS

QUICK SERVINGS

After one player retrieves the bean bag, the pair toss the bag back and forth 3 times, then return the bag to its original position. The number three represents the number of milk servings a student is to consume a day. Vary the number to correspond to other dietary servings (4 fruits & vegetables, 5 ounces of protein, 5 waters, 5 food categories) or behavioral recommendations (1 hour of physical activity, 8-9 hours of sleep). Remind students of the significance of the number.

Variation

- The holder of the bean bag completes a movement of choice for 3 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 3 times, then they slide it back and forth 3 times.

QUICK STRENGTH

A group of three students sit in a triangle. Three bean bags are placed on the floor in the center between the three students. Teacher calls "ready"; students assume the down part of a sit up. On signal, students react quickly by completing the sit up and reaching for one bean bag. Repeat.

Variations

- Students play in pairs.
- Place three different soft items in the center: bean bag, rubber chicken, yarn ball, paper ball, scarf and the like.

Progressions

- Vary the strength-building movement: squat, push up or plank.
- After grabbing the bean bag, students complete the same movement that began the game.

QUICK HANDS

QUICK SERVINGS

After one player retrieves the bean bag, the pair toss the bag back and forth 3 times, then return the bag to its original position. The number three represents the number of milk servings a student is to consume a day. Vary the number to correspond to other dietary servings (4 fruits & vegetables, 5 ounces of protein, 5 waters, 5 food categories) or behavioral recommendations (1 hour of physical activity, 8-9 hours of sleep). Remind students of the significance of the number.

Variation

- The holder of the bean bag completes a movement of choice for 3 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 3 times, then they slide it back and forth 3 times.

QUICK STRENGTH

A group of three students sit in a triangle. Three bean bags are placed on the floor in the center between the three students. Teacher calls "ready"; students assume the down part of a sit up. On signal, students react quickly by completing the sit up and reaching for one bean bag. Repeat.

Variations

- Students play in pairs.
- Place three different soft items in the center: bean bag, rubber chicken, yarn ball, paper ball, scarf and the like.

Progressions

- Vary the strength-building movement: squat, push up or plank.
- After grabbing the bean bag, students complete the same movement that began the game.

Grades 3-5 Physical Activity Breaks

HIT THE DECK

INTRODUCTION Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use movement cues to introduce and reinforce the critical elements of the movement.

VARIATIONS	PROGRESSIONS
Introduce a new movement while students stand in line.	Roll dice and perform the movement the number of times indicated by the dice.
Introduce a new movement during a transition to a new subject.	Build a sequence of new movements, and then add upbeat music.
Ask a student to draw a card from the deck to use as a classroom energizer.	Using index cards, students create their own movement cards.

Grades 3-5 Physical Activity Breaks

HIT THE DECK

INTRODUCTION Use cards from the movement deck to introduce new movements into the classroom. Select one card from the deck and lead students in the movement. Use movement cues to introduce and reinforce the critical elements of the movement.

VARIATIONS	PROGRESSIONS
Introduce a new movement while students stand in line.	Roll dice and perform the movement the number of times indicated by the dice.
Introduce a new movement during a transition to a new subject.	Build a sequence of new movements, and then add upbeat music.
Ask a student to draw a card from the deck to use as a classroom energizer.	Using index cards, students create their own movement cards.

HIT THE DECK

	Level 1 Movements	Level 2 Movements
Yoga	mountain tree down dog cat stretch triangle standing forward bend	reverse triangle eagle up dog plank proud warrior lunge
Traveling	walk run skip slide hop jump	leap crab crawl bear walk
Strength	push up wall sit squat sit-up bicep curl fly trap	tripod sit up with bicycle legs spades shoulder O's bridge crane
Heart	fast claps scissors high knees jump rope fast toes windmills	jack & jills star jumps high knees squat jumps traveling lunges burpees
Just for fun	shake like a dog the worm popcorn airplane hula the twist	the robot moonwalk leap frog Superman surf

HIT THE DECK

	Level 1 Movements	Level 2 Movements
Yoga	mountain tree down dog cat stretch triangle standing forward bend	reverse triangle eagle up dog plank proud warrior lunge
Traveling	walk run skip slide hop jump	leap crab crawl bear walk
Strength	push up wall sit squat sit-up bicep curl fly trap	tripod sit up with bicycle legs spades shoulder O's bridge crane
Heart	fast claps scissors high knees jump rope fast toes windmills	jack & jills star jumps high knees squat jumps traveling lunges burpees
Just for fun	shake like a dog the worm popcorn airplane hula the twist	the robot moonwalk leap frog Superman surf

Grades 3-5 Physical Activity Breaks

SHOOT, I KNOW THAT!

INTRODUCTION Students shoot bean bags at poly spots, or other targets, placed through-out the room.

VARIATIONS	PROGRESSIONS
Shoot from different distances to the target.	Targets are designated to represent specific points. Students track their point totals.
Change the base of support of the shooter.	Curl Up Shoot Out: From a sit up position, students curl up and shoot at a poly spot.
Change the hand or method of shooting at the target.	

Grades 3-5 Physical Activity Breaks

SHOOT, I KNOW THAT!

INTRODUCTION Students shoot bean bags at poly spots, or other targets, placed through-out the room.

VARIATIONS	PROGRESSIONS
Shoot from different distances to the target.	Targets are designated to represent specific points. Students track their point totals.
Change the base of support of the shooter.	Curl Up Shoot Out: From a sit up position, students curl up and shoot at a poly spot.
Change the hand or method of shooting at the target.	

SHOOT, I KNOW THAT!

SHOOT MYPLATE

Each poly spot or designated target represents a MyPlate food group. Students shoot to build a balanced MyPlate. A balanced plate is achieved by making a shot for each food category.

Variation

- Include a "free choice" basket.

Progression

- Students move in a sequence through the targets.

SHOOT MY SNACKS

Played like the basketball game of horse, students spell out healthy snack words. If student one makes a shot, student two must make the same shot. If only one person makes the shot, that shooter earns the first (or next) letter in the snack word. The player to spell out the snack word first is the winner.

Variation

- Use spelling words in the game.

Progression

- Students work in teams to spell out as many snack words in a set time period.

SHOOT MY BEVERAGES

Each poly spot or designated target represents a type of beverage: water, soda, juice, milk and others. Each drink target is worth a set number of points: water (5 points), soda (2 points), juice (3 points), milk (5 points) and others (2 points). The first student to accumulate 21 points is the beverage champion.

Variation

- Each beverage target is worth 1 serving. Students shoot to meet dietary guidelines of 5 waters, 3 milks and no more than 2 extras.

Progression

- Speed round - students shoot for 1 minute. The student with the most points wins!

SHOOT, I KNOW THAT!

SHOOT MYPLATE

Each poly spot or designated target represents a MyPlate food group. Students shoot to build a balanced MyPlate. A balanced plate is achieved by making a shot for each food category.

Variation

- Include a "free choice" basket.

Progression

- Students move in a sequence through the targets.

SHOOT MY SNACKS

Played like the basketball game of horse, students spell out healthy snack words. If student one makes a shot, student two must make the same shot. If only one person makes the shot, that shooter earns the first (or next) letter in the snack word. The player to spell out the snack word first is the winner.

Variation

- Use spelling words in the game.

Progression

- Students work in teams to spell out as many snack words in a set time period.

SHOOT MY BEVERAGES

Each poly spot or designated target represents a type of beverage: water, soda, juice, milk and others. Each drink target is worth a set number of points: water (5 points), soda (2 points), juice (3 points), milk (5 points) and others (2 points). The first student to accumulate 21 points is the beverage champion.

Variation

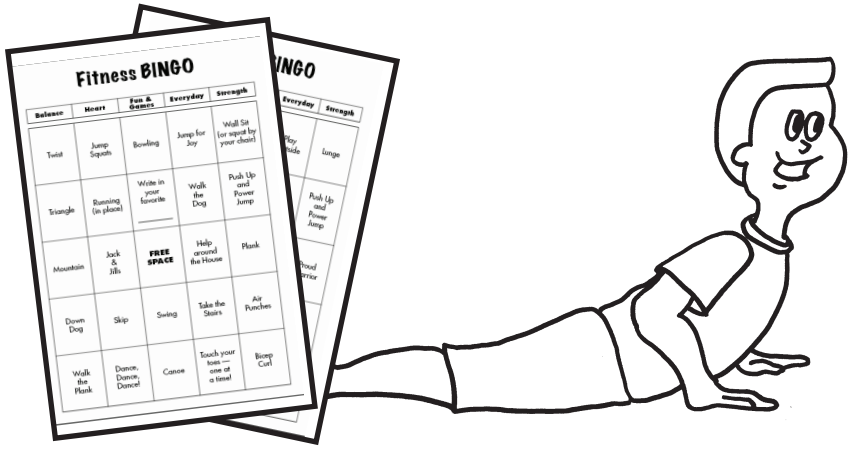
- Each beverage target is worth 1 serving. Students shoot to meet dietary guidelines of 5 waters, 3 milks and no more than 2 extras.

Progression

- Speed round - students shoot for 1 minute. The student with the most points wins!

Grades 3-5 Physical Activity Breaks

LET'S MOVE BINGO

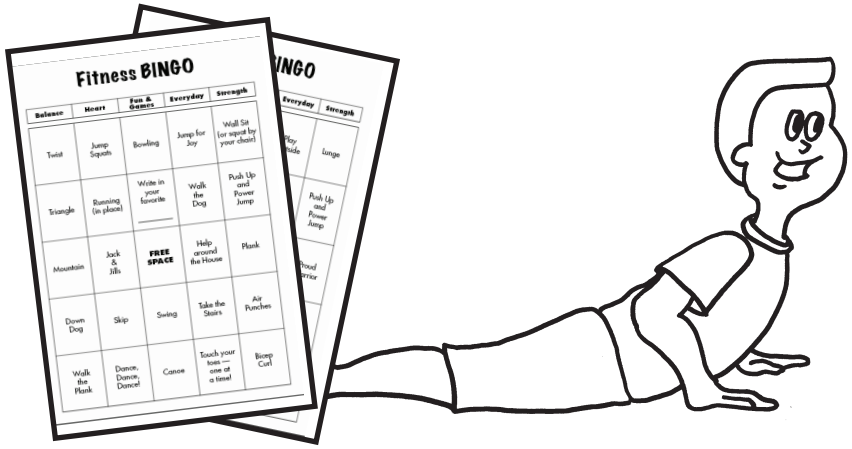


INTRODUCTION Use fitness BINGO cards to play a game of traditional BINGO. Teacher calls out movements, and students fill in corresponding boxes. Before covering the spot, the class completes the movement. When a student has filled in 5 boxes in a row (down, across or diagonal), they stand with hands 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 3-5 Physical Activity Breaks

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.

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.

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.