Move-to-Improve
4th and 5th Grade Physical Activity Guide
Move-to-Improve Program

The Move-to-Improve Physical Activity Program is jointly sponsored by the New York City Health Department and Department of Education. It is designed to help increase physical activity in New York City elementary schools. The program trains teachers to integrate 10-minute Fitness Breaks into the classroom. These activities can be used to supplement existing physical education (PE) programs to help meet the New York State PE requirements.

What Teachers Are Saying About Move-to-Improve

• “Your workshop provided quick, easy activities I can do right in class.”
• “The students are more calm and focused since Move-to-Improve started. Plus, they really enjoy the activities.”
• “I love Move-to-Improve. I use it as an incentive for students to keep up their good work.”
• “The activities are fun, easy to facilitate and incorporate into lessons.”
• “It’s so easy to integrate ELA and Math concepts into Fitness Breaks.”

For more information on Move-to-Improve, email movenyc@health.nyc.gov.
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Introduction
Fitness Breaks help schools meet New York State Physical Education requirements.

New York requires that all elementary school students attend and participate in at least 120 minutes a week of physical education (PE): daily in kindergarten through third grade and at least three times a week in fourth through sixth grade. Schools can meet the weekly requirement through a combination of PE classes and 10-minute Move-to-Improve Fitness Breaks. Recess does not count toward the state PE requirement.

Note: Move-to-Improve Fitness Breaks are designed to supplement existing physical education instruction, not to replace it. For more information about New York State PE requirements, visit emsc.nysed.gov.

Higher levels of fitness are associated with better academic performance.

Physically fit students tend to outscore their peers who are less fit on academic tests, according to a report from the city’s Health Department and Department of Education. The analysis also shows that childhood obesity remains prevalent in New York City — a finding that underscores the urgent need to ensure that school-age children receive nutritious meals, high-quality physical education, and ample opportunities for physical activity. (See NYC Vital Signs page B)

All academic areas can be incorporated into Fitness Breaks.

ELA, Math, Health, Science, and Social Studies can be easily reinforced during physical activity. See Academic Integration in each Fitness Break for ways to integrate academics.

Daily physical activity offers many health benefits.

Regular physical activity helps improve overall health and reduces the risk for many chronic diseases. The Centers for Disease Control and the U.S. Department of Health and Human Services recommend that children get at least 60 minutes (one hour) of moderate-intensity physical activity each day. For more information, visit cdc.gov or hhs.gov.
Childhood obesity is a Serious Concern in New York City
Higher Levels of Fitness Associated with Better Academic Performance

More than 20% of students are obese
Weight status in NYC public schools, kindergarten-eighth grade

- More than one in five public school children (kindergarten through eighth grade) are obese (21%), and a similar number of students are overweight (18%).
- Compared with children nationwide, NYC children are more likely to be obese (21% vs. 17%) and overweight (18% vs. 14%).

Childhood obesity is epidemic throughout the United States. In 1980, 7% of children ages 6 to 11 years were considered obese. By 2006, this figure more than doubled to 17%.

The Office of Fitness and Health Education was created in 2003 as a joint effort between the NYC Department of Health and Mental Hygiene (DOHMH) & the NYC Department of Education (DOE). An initiative from this collaboration includes extensive teacher training and the introduction of standard-based fitness curriculum and assessment (NYC FITNESSGRAM). Physical activity has many health benefits, including preventing obesity and losing weight.

To better understand the prevalence of childhood obesity and how physical fitness may be associated with academic performance in New York City, the DOHMH and DOE reviewed academic and fitness records of public school students in grades K-8 who participated in the NYC FITNESSGRAM program during the 2007-08 school year. The results of this study will be used to inform strategies to continue raising student achievement levels.

Data presented in this report are taken from NYC FITNESSGRAM reports from the 2007-08 school year, when more than 600,000 students K-12 were assessed. This report examines BMI data in grades kindergarten through eighth grade and physical fitness results in grades fourth through eighth. BMI data were weighted to reflect all NYC public school students in these grades. National estimates of overweight and obese children (ages five to 14) are from National Health and Nutrition Examination Survey (NHANES), 2005 and 2006 combined data.

Physical Fitness Related to Academic Performance

Students with better physical fitness have higher academic test scores
Percent improvement in academic test score by NYC FITNESSGRAM score, by race, fourth-eighth grade, 2007-08

- Academic test scores* increased with higher NYC FITNESSGRAM scores across all racial and ethnic groups.
- Students in the top third of NYC FITNESSGRAM scores had, on average, higher academic test scores than students in the bottom third of NYC FITNESSGRAM.

* Academic test score is an average of a student’s NYS Standardized English Language Arts (ELA) and NYS Standardized Math test percentile, as measured by grade level.

Students’ academic test scores increase with physical fitness scores across all weight categories
Academic test and NYC FITNESSGRAM scores, by weight status

- Standardized test score performance increases consistently with increasing NYC FITNESSGRAM score across all weight groups. Underweight students follow a similar pattern.
- Overall, students in the top 5% in NYC FITNESSGRAM score 36 percentile points higher on standardized tests than students in the bottom 5% in NYC FITNESSGRAM (65th vs. 29th percentile).

Fitness and academic performance. Findings presented here are consistent with recent research from other states showing that students with higher fitness levels score higher on standardized achievement tests.

- School leaders can make sure that all students receive the required physical education instruction each week, as mandated by the NY State Education Commissioner’s Regulations. For specific mandates by grade level, visit http://www.emsc.nysed.gov/ciai/pe/documents/part135.pdf
- Teachers and administrators can encourage fitness breaks in classrooms through planned physical activity during the school day.
### Alignment of New York State and National Physical Education Standards

<table>
<thead>
<tr>
<th>New York State</th>
<th>National</th>
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<tbody>
<tr>
<td><strong>Standard 1</strong> Personal Health and Fitness&lt;br&gt;Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. <strong>Key Ideas</strong>&lt;br&gt;• Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.&lt;br&gt;• Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</td>
<td><strong>Standard 1</strong>&lt;br&gt;Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities. <strong>Standard 2</strong>&lt;br&gt;Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.&lt;br&gt;<strong>Standard 3</strong>&lt;br&gt;Participates regularly in physical activity.&lt;br&gt;<strong>Standard 4</strong>&lt;br&gt;Achieves and maintains a health-enhancing level of physical fitness.</td>
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<tr>
<td><strong>Standard 2</strong> A Safe and Healthy Environment&lt;br&gt;Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. <strong>Key Ideas</strong>&lt;br&gt;• Students will demonstrate responsible personal and social behavior while engaged in physical activity.&lt;br&gt;• Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.&lt;br&gt;• Students will recognize safety hazards and respond appropriately to ensure a safe and positive experience for all participants.</td>
<td><strong>Standard 5</strong>&lt;br&gt;Exhibits responsible personal and social behavior that respects self and others in physical activity settings.&lt;br&gt;<strong>Standard 6</strong>&lt;br&gt;Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</td>
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<tr>
<td><strong>Standard 3</strong> Resource Management&lt;br&gt;Students will understand and be able to manage their personal and community resources. <strong>Key Ideas</strong>&lt;br&gt;• Students will be aware of and able to access physical activity opportunities within their community.&lt;br&gt;• Students will be informed consumers and be able to evaluate facilities and programs.&lt;br&gt;• Students will be aware of some career options in the field of physical fitness and sports.</td>
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</table>
## Fitness Concepts

<table>
<thead>
<tr>
<th>Concept</th>
<th>Benefits</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>Aerobic Fitness</strong></td>
<td>• Improves:</td>
<td>• Brisk walking</td>
</tr>
<tr>
<td></td>
<td>- energy</td>
<td>• Jogging</td>
</tr>
<tr>
<td></td>
<td>- self-esteem</td>
<td>• Running</td>
</tr>
<tr>
<td></td>
<td>- strength</td>
<td>• Swimming</td>
</tr>
<tr>
<td></td>
<td>- endurance</td>
<td>• Bicycling</td>
</tr>
<tr>
<td></td>
<td>• Lowers:</td>
<td>• Dancing</td>
</tr>
<tr>
<td></td>
<td>- blood pressure</td>
<td>• Skating</td>
</tr>
<tr>
<td></td>
<td>- risk of chronic health problems</td>
<td>• Jumping rope</td>
</tr>
<tr>
<td><strong>Muscular Fitness:</strong></td>
<td>• Reduces risk of injury</td>
<td>• Skipping</td>
</tr>
<tr>
<td><strong>Strength and Endurance</strong></td>
<td>• Increases metabolism</td>
<td>• Jumping</td>
</tr>
<tr>
<td></td>
<td>• Strengths bones</td>
<td>• Hopping</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>• Reduces stress</td>
<td>• Leaping</td>
</tr>
<tr>
<td></td>
<td>• Reduces risk of injury</td>
<td>• Galloping</td>
</tr>
<tr>
<td></td>
<td>• Improves posture</td>
<td>• Sliding</td>
</tr>
<tr>
<td></td>
<td>• Increases range of motion</td>
<td>• Roller skating</td>
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</tbody>
</table>

Examples of Skill Related Fitness Concepts:

**Balance**- the ability to control the body, either stationary or while moving.

**Reaction time**- response time before performing an action.
Creating a Positive Classroom Environment

**Involvement**
- Actively involve all students in all activities.
- Promote and encourage student success.
- Be enthusiastic and positive.
- Use Fitness Breaks as rewards or refocusing activities, rather than punishment.

**Safety**
- Make sure there is enough space between students during activities.
- Use consistent signals to start and stop movements.
- Remove all safety hazards.

**Respect**
- Promote respect and support.
- Help students appreciate their differences.
- Create a safe environment where all students feel comfortable to move creatively.

**Rules and Routines**
- Create a short list of classroom rules. For example:
  - Follow directions.
  - Respect others.
  - Work together.
  - Include everyone.
- Be fair and consistent.
- Reinforce appropriate classroom behaviors.
- Designate student leaders to distribute materials.
- Establish classroom routines for Fitness Breaks.
  - Use similar warm-up and cool-down activities, like marching in place and deep breathing, to prepare students at the beginning of an activity and to get them ready for the next lesson.
  - Use clear and consistent signals to start and end activities (e.g., starting and stopping music, saying “Start,” “Freeze,” or “Go”).
Tips for Including All Students

**Instruct**
- Give one direction at a time.
- Demonstrate movements and alternatives.
- Use visual and auditory signals such as visual aid cards and music to reinforce movements.
- Provide opportunities for students to self-select movements.
- Use movements that students can do successfully before adding more challenging ones.

**Motivate**
- Use positive verbal and non-verbal reinforcement to motivate students.
- Include all students; do not exclude or eliminate any student from an activity.

**Differentiate**
- Encourage creativity; let students create their own interpretations of movements.
- Change the number of movements, depending on ability.
- Have students move near their desks before progressing to movements throughout the classroom.
- Practice simple movements before moving on to more complex ones.

**Adapt**
- Start slowly and gradually increase the tempo.
- Provide rest periods if needed.
- Pair up students based on ability.
- Use simple patterns.
- Change or simplify movements, depending on ability.
- Use seated movements such as marching, knee lifts, ankle rolls with leg lifted, arm lifts, arm circles, body twists, and leg lifts.
True or False

New York State PE Standards: 1
National PE Standards: 1

Objectives

• Students will be able to demonstrate one aerobic and one muscular fitness exercise.

• Students will be able to respond to content-specific true or false statements.

Introduction

• We are going to review academic concepts while practicing aerobic and muscular fitness activities.

Action

• This Fitness Break is True or False.

• I will say a statement. If it is true, we will do an aerobic movement.

• If it is false, we will do a muscular fitness movement, and listen for the correct answer.

• When I say “Freeze,” we will stop and listen for the next statement.

Examples of True or False Statements

True = Vertical Jump (Card 6); False = Reverse Fly (Card 14)

• 8 x 3 = 32 False

• 50% of 12 = 6 True

• An avocado is a fruit. True

• The capital of New York State is New York City. False

Teachers Need

• A list of content-specific true/false statements

• Visual Aid Cards: Vertical Jump (Card 6), Reverse Fly (Card 14)

• Move-to-Improve CD: I Like to Move It (Track 5) optional

• Students standing near desks
Check for Understanding

- Show me how you move when the statement is true. *Vertical Jump.*
- Show me the muscular fitness movement you do when the statement is false. *Reverse Fly.*

Academic Integration

General

- Use to reinforce any content area (e.g., spelling, mental math, geography).
- Incorporate standardized test answers and have class do different movements for A, B, C, or D answers.
- Use with other kinds of statements (e.g., fact or opinion, fiction or nonfiction, cause or effect, positive or negative, greater than or less than).
Objectives
• Students will be able to rate the intensity of their aerobic exercise on a scale from 1 to 4.

Introduction
• Jumping is an aerobic activity that makes our heart beat faster.
• While being active, we work at different levels of intensity. Intensity is how hard a person is working while being active.
• We are going to use a scale from 1 to 4 to determine how hard we are working.
  1- You are standing still.
  2- You are doing a physical activity that does not require a lot of effort. This could be an activity like walking comfortably. You should be able to walk and talk at the same time.
  3- You are working harder and beginning to feel an increase in your heart rate. This could be an activity like jogging. You can still talk, but it may require some effort.
  4- You are working so hard that you cannot speak. This could be an activity like running at full speed.
• Let’s note our intensity level. We are not moving yet, so we are at a 1.

Action
• This Fitness Break is Jump!
• As our bodies work harder, the intensity level rises.
• Let’s see how jumping affects our intensity level.
• We are going to jump in place near our desks. As we jump, we will practice counting: counting forward, counting backwards, or skip counting.

Examples of Creative Jumps
• Vertical Jump (Card 6) 1X and land softly. Now Vertical Jump 5X.
• Shuffle Jump (Card 3) while skip counting by 7’s.
• Jump like a basketball player while skip counting by 5’s backwards from 30 (e.g., like a volleyball player spiking the ball, like you are playing hopscotch, like you are skiing).
• Jump as if you are in the ocean while skip counting by 4’s to 48 (e.g., outer space, in hot sand).
Now, we are going to work with our magic jump ropes.
When we hear the music, we will start jumping. Keep your elbows close to your body and pretend you are turning a jump rope.
When the music stops, “Freeze,” and listen for the next jumping instruction.

*Tip: Allow for breaks between jumps, so students can catch their breath.*

**Examples of Magic Jump Rope**
- Sprint (Card 1) and keep moving your arms like you are turning your rope
- Hop (Card 9) on one foot; now Hop on the other foot
- Vertical Jump (Card 6) as high as you can
- Pogo Jump (Card 7), keeping your feet low to the ground
- Shuffle Jump (Card 3)
- Ski Jump (Card 5)
- Criss-Cross Jump (Card 4)

**Check for Understanding**
- We began this Fitness Break at an intensity level of 1. How would you rate your intensity level after jumping?
- How would you rate your intensity level if you were running in the park with a friend? Watching TV?

**Yearlong Extensions**
- Have a student lead the activity.
- Have students suggest and demonstrate different types of jumps.

**Academic Integration**

**ELA**
- Have students write a letter to their body. In the letter, students can share how their different body parts feel when they are being active at different intensity levels.

**Math**
- Have students keep a record of their own active and/or resting intensity scale. Students can then periodically analyze their data and observe the difference in their intensity levels as they become more fit.
Crew

New York State PE Standards: 2, 3
National PE Standards: 3, 5, 6

Objectives

• Students will be able to demonstrate upper body exercises in response to verbal commands used in the sport crew.

• Students will be able to state the responsibilities of a crew leader.

Introduction

• Rowing, or crew, is a sport in which athletes work together as a team. They race against other boats on rivers, lakes, or oceans. It is a demanding sport that requires aerobic and muscular fitness.

• Every boat has a leader. The responsibility of the leader is to give rowing commands so the boat is steered correctly and the crew and boat are safe. The leader also motivates and encourages the crew members.

• A successful crew team is disciplined and physically fit. To get to the finish line safely and quickly, everyone needs to work together to follow the commands of their crew leader.

Action

• This Fitness Break is Crew.

• First, let’s learn the movements for the commands. Let’s practice until our responses become automatic.

*Tip: Introduce three commands at a time and add on additional commands.*

<table>
<thead>
<tr>
<th>Command</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ready to row</td>
<td>1. Arms out wide, elbows bent</td>
</tr>
<tr>
<td>2. Row</td>
<td>2. Make a forward circular motion with arms</td>
</tr>
<tr>
<td>3. Hold water</td>
<td>3. Arms down to the side, swing arms forward and backwards</td>
</tr>
<tr>
<td>4. Power 10 (20 or 30)</td>
<td>4. Very strong forward arm strokes</td>
</tr>
<tr>
<td>5. Back it down</td>
<td>5. Row backwards</td>
</tr>
</tbody>
</table>

Teachers Need

• Rowing commands written on chart paper or board optional

• Move-to-Improve CD: Uptight (Everything’s Alright) (Track 10) optional

• Students standing near (or sitting at) desks
Aerobic Answers

New York State PE Standards: 1, 2
National PE Standards: 2, 5

Check for Understanding

• What are the crew leader’s responsibilities? To give commands, ensure safety, and motivate the team.
• How do you respond when the crew leader says, “Power 10?” 10 forward arm strokes.

Yearlong Extensions

• Divide the class into groups of four. Have students stand in lines, as if they are in a boat. Have a student in each group act as the crew leader.
• Pick a student to be the leader and give the class the commands.
• Ask students to come up with new commands and responses.

Academic Integration

Social Studies
• Discuss the importance of water transportation in U.S. history.
• Locate bodies of water such as lakes, rivers, and oceans in different U.S. states or regions.
• Review cardinal directions (North, South, East, and West).
Triathlon Training

New York State PE Standards: 1, 2
National PE Standards: 1, 2, 5, 6

Objectives

- Students will be able to rate the intensity of their exercise on a scale from 1 to 4.
- Students will be able to maintain an intensity level between 2 and 3 throughout the Fitness Break.

Introduction

- A triathlon is a race involving three endurance events: swimming, biking, and running.
- Triathletes must be able to be physically active for a long period of time. One way they do this is by exercising at the right pace – not too fast and not too slow.
- Athletes are able to find their right pace by monitoring their intensity.
- Intensity is how hard a person is working while being active.
- We are going to use a scale from 1 to 4 to determine how hard we are working.
  1- You are standing still.
  2- You are doing a physical activity that does not require a lot of effort. This could be an activity like walking comfortably. You should be able to walk and talk at the same time.
  3- You are working harder and beginning to feel an increase in your heart rate. This could be an activity like jogging. You can still talk, but it may require some effort.
  4- You are working so hard that you cannot speak. This could be an activity like running at full speed.
- During endurance exercises, you want to maintain your intensity level between 2 and 3. You can only work at a 4 for a very short amount of time before becoming too tired.
- Let’s note our intensity level. We are not moving yet, so we are at a 1.

Action

Tip: Use music to start and stop events.
- This Fitness Break is Triathlon Training.
- We will swim, bike, and run.
- First, let’s get in the water. It’s time to swim.

Swim (1 to 2 minutes)

Note: Students can sit or stand. Reinforce the 1 to 4 scale and allow students to share after moving.

- Swim freestyle at a moderate pace
- Swim as fast as you can
- Do the backstroke

- Let’s get out of the water and check our intensity level.
- Now, it is time to get on our bikes.
Bike (1 to 2 minutes)
*Note: Students sit in chairs, facing away from desks, pedaling with their feet slightly off the ground.*
- Ride to the front of the group (fast)
- Get stuck in bicycle traffic jam (slow)
- Ride uphill (medium, pushing hard with feet)
- Ride downhill (less pedaling)
- Turn left and right (move arms on handlebars)
- Pedal backwards

- We are done with our bike ride. Let’s check our intensity level.
- It is time for the last part of our triathlon, running in place.

Run (1 to 2 minutes)
*Note: Students stand by chair, running in place.*
- Run at a moderate pace
- Sprint ahead of another runner
- Stop to tie your shoe
- Jog and wave to the crowd cheering from the sidelines
- Sprint as fast as you can to the finish line

- We have completed our triathlon! Let’s check our intensity level one more time.

**Check for Understanding**
- What happens when your intensity level increases? *Heart beats faster, breathe harder, effort increases.*
- Why do triathletes monitor their intensity level during a race? *To make sure they will have enough energy to finish the entire race.*

**Yearlong Extensions**
- Have a student lead the activity.

**Academic Integration**
**ELA**
- Discuss why the race is called a triathlon. Brainstorm other words with the prefix “tri.”
- Have students write a letter to their body. In the letter, students can share how their different body parts feel when they are being active, at different intensity levels.

**Geography**
- Trace the NYC triathlon or other races on a map.
- Locate oceans or bodies of water in which athletes swim.

**Math**
- Work with class to find mean, median, and mode of intensity rates after each event.
Listen Up

New York State PE Standards: 1
National PE Standards: 1

Objectives

• Students will be able to demonstrate at least two aerobic fitness exercises.
• Students will be able to identify different parts of speech in a given passage.

Introduction

• We will be reading a passage while practicing aerobic activities.
• Aerobic activity makes our heart and lungs work hard to provide us with the oxygen we need to learn and play.

Action

Note: Text should be distributed or displayed so students can follow along. If needed, read through the passage before doing the movements, and have students highlight the parts of speech you are working on.

• This Fitness Break is Listen Up.
• I am going to read a short passage.
• As I am reading, you are going to do Toe Taps (Card 8) while listening carefully.
• Every time you hear _____________ (insert academic content) in the passage, you will do 3 Shuffle Jumps (Card 3).
• After the 3 Shuffle Jumps (Card 3), continue to do Toe Taps (Card 8) and listen carefully for the next _____________ (insert academic content).
Check for Understanding

- Show me the two aerobic activities we practiced in this activity. *Toe Taps, Shuffle Jumps.*
- What is the part of speech we reviewed? Give an example.

Yearlong Extensions

- Have a student lead the activity.
- Use as a small group or partner activity. Passages can be differentiated according to student ability or interest.

Academic Integration

**ELA**

- Use to reinforce transition words or phrases, prepositions, or other elements of grammar and writing.
- Use as a partner activity for peer editing. Students can read their work aloud to a partner, who can listen with a focus.
- Read a short piece of persuasive writing to the class. Ask students to Criss-Cross Jump when they hear an opinion, and Climb when they hear a supporting fact or detail.
Objectives

- Students will be able to hold yoga poses while breathing deeply.
- Students will be able to state at least two benefits of yoga.

Introduction

- Yoga helps build flexibility, strength, balance, and mental focus.
- Deep breathing is an important part of yoga.

Action

- This Fitness Break is Yoga Breathe and Pose.
- Let’s do some deep breathing.
- When I ask you to breathe, breathe in deeply through your nose. First, focus on filling your lungs with air. Then, slowly breathe out through your nose.
- I will show you a picture of a yoga pose and will explain how to do it. Then I will ask you to hold the pose for 3 deep breaths.
- If you have trouble holding the pose, take a quick break and try again.
- Remember to breathe when you are in the pose. Do not hold your breath.

*Note: Teach poses one at a time. Then link them together in a sequence.*

Examples of Yoga Sequences

- Mountain (Card 19), Standing Forward Bend (Card 22), Half Lift (Card 29), Standing Forward Bend (Card 22), Mountain (Card 19).
- Mountain (Card 19), Chair (Card 27), Chair Twist-right (Card 28), Chair (Card 27), Mountain (Card 19). *Repeat sequence and twist towards the left in the Chair Twist Pose.*
• Mountain (Card 19), Tree-raise right foot (Card 26), Mountain (Card 19), Warrior I-right leg forward (Card 23), Warrior II-right (Card 24), Mountain (Card 19). \textit{Repeat sequence and raise the left foot in Tree Pose and step forward with left leg in Warrior Poses.}

• Mountain (Card 19), Standing Forward Bend (Card 22), Half Lift (Card 29), Star (Card 21), Mountain (Card 19).

• Mountain (Card 19), Warrior I-right leg forward (Card 23), Warrior II-right (Card 24). Low Lunge-right foot forward (Card 20), Mountain (Card 19). \textit{Repeat sequence and step forward with left leg for Warrior and Low Lunge Poses.}

**Check for Understanding**

• Show me a yoga pose you can hold for three breaths.

• What are some benefits of yoga? \textit{Improves flexibility, strengthens muscles, can help you feel calm and focused.}

**Yearlong Extensions**

• Use as a partner or small group activity.

• Have students create new sequences and teach them to the class.

• Have students create poses based on nature.

**Academic Integration**

**ELA**

• Use as a journal writing topic and have students write about how yoga makes them feel.

**Science**

• Describe what happens in the respiratory system when people inhale and exhale.
Balance and Explore

New York State PE Standards: 1
National PE Standards: 1, 2

Objectives
• Students will be able to define and demonstrate balance.
• Students will be able to identify the location of various landmarks.

Introduction
• We are going to practice balancing.
• Balance means that you can control your body, either while standing still or moving.
• Balance requires focus and strength.
• What are some activities that require balance? Hopping, riding a bike, ice or roller skating, skateboarding, yoga.

Action
• This Fitness Break is Balance and Explore.
• We are going to pretend to take a journey around the world and visit different landmarks.
• I will name a landmark and we will do a balance pose based on that landmark.

Note: Use yoga Visual Aid Cards and/or demonstrate poses.
• Let’s begin. We will start close to home and visit the Empire State Building. Reach your arms up to the ceiling, shoulder width apart, holding a Mountain Pose (Card 19).
• Try to balance and hold the pose while you take deep breaths. In what borough is the Empire State Building located? Manhattan.
• If you lose your balance, readjust and then get back into the pose.
• Let’s keep exploring, and visit the Grand Canyon. Stretch across the canyon by holding a Star Pose (Card 21). Reach your arms out to the side as far as possible, with feet apart and knees bent.
• Where is the Grand Canyon located? Arizona.

Teachers Need
• A list of landmarks that can be represented by yoga poses (see ‘Action’ section below for examples)
• Visual Aid Cards: Yoga Poses (Cards 19-30)
• Move-to-Improve CD: Zen Master (Track 14) optional
• Students standing near desks
Check for Understanding

• What does it mean if we have good balance? We can control our bodies.
• Show me your favorite landmark by holding a yoga pose.

Yearlong Extensions

• Add deep breaths while holding the yoga poses.
• Have students suggest landmarks and demonstrate a corresponding yoga pose.

Academic Integration

General

• Match yoga poses or create new ones based on countries or units being studied (e.g., activities in Colonial America, buildings in Washington, D.C.).

ELA

• Have students create “fact cards” about a landmark. Include an illustration of the landmark and the yoga pose, as well as details about the landmark.

Geography

• Locate landmarks on a map or globe.
• Calculate the distance from New York City to a landmark.
Movement Memory

New York State PE Standards: 1
National PE Standards: 1, 2

Objectives

• Students will be able to demonstrate movements in response to visual cues.
• Students will be able to define reaction time and explain its role in their everyday lives.

Introduction

• Reaction time is how fast someone responds to a signal. Our senses pick up signals and the goal is to respond quickly.
• Can you think of some signals we receive every day and how we respond to them? We walk when we see a walk signal; we wake up when our alarm clock goes off; we answer the phone when it rings.
• We are going to work on reaction time by seeing how quickly we can get into yoga poses.

Action

• This Fitness Break is Movement Memory.
• I will use four signals to work on reaction time. The four signals are: arms up, arms down, hands closed (fist), and hands open (palms).

Example Poses

• When I hold my arms up, you will hold a Mountain Pose (Card 19).
• When I put my arms down, you will hold a Chair Pose (Card 27).
• When I open my hands, you will hold a Star Pose (Card 21).
• When I close my hands, you will hold a Half Lift Pose (Card 29).
• Watch my hands and arms. See if you can remember and hold the pose that goes with each signal. We will hold each pose for 3 breaths before I change the signal.

Teachers Need

• Visual Aid Cards: Mountain Pose (Card 19), Star Pose (Card 21), Chair Pose (27), Half Lift Pose (Card 29)
• Move-to-Improve CD: Soaring (Track 11) optional
• Students standing near desks
• We are working on our reaction time. Once you see the signal, get into the pose as quickly as you can.

• I am going to vary the order of my hand signals. Be sure to pay attention.

*Tip: Post Visual Aid Cards for each signal to assist students. Begin with two signals and progress to four.*

**Check for Understanding**

• What is reaction time? *How fast someone responds to a signal.*

• Give an example of when we use reaction time in our everyday lives. *We walk when we see a walk signal; we wake up when our alarm clock goes off; we answer the phone when it rings.*

**Yearlong Extensions**

• Have students come up with new signals and movements.

• Use higher energy movements for a more vigorous Fitness Break.

• Use a variety of different signals (e.g., when you see a blue paper, do a Vertical Jump).

• Use during transitions (e.g., between activities, when the class is waiting in line at the cafeteria or gym).

**Academic Integration**

**ELA**

• Discuss how reaction time relates to cause and effect in reading comprehension.

• Students can discuss and write about appropriate kinds of physical, emotional, and verbal reactions.

**Science**

• Explore different kinds of chemical and physical reactions, and record reaction times.
Spell It

New York State PE Standards: 1
National PE Standards: 1, 5

Teachers Need
- A list of grade appropriate spelling words
- Move-to-Improve CD: Zen Master (Track 14) optional
- Students standing near desks

Objectives
- Students will be able to state that stretching helps build flexibility, relaxes the body, and can prevent injury.
- Students will be able to spell a word successfully while stretching.

Introduction
- We are working on building flexibility. Flexibility means you can bend, twist, and stretch easily.
- Stretching builds flexibility, relaxes the body, and can prevent injury.

Action
- This Fitness Break is Spell It.
- I will say a spelling word.
- When I ask you to spell it, write the word in the air in large letters that begin at the floor and reach above your head.
- You will need to bend, twist, and stretch while you write the word in the air.

Tip: If helpful, students can write the word down on paper first.

Check for Understanding
- What does it mean to be flexible? Your body can bend, twist, and stretch easily.
- Why is it beneficial to stretch every day? To build flexibility, to prevent injury, to help the body relax.
Yearlong Extensions

- Use as a partner activity. One student will say a spelling word and the other will write it in the air.

Academic Integration

ELA

- Have students quiz each other before spelling tests.
- Use for kinesthetic learners to help reinforce spelling patterns.
- Have students write the word in the air using cursive. This will help reinforce letter formation and make the motions more fluid.
**Objectives**

- Students will be able to state at least one benefit of stretching.
- Students will be able to identify at least two joints and demonstrate stretches that can improve their range of motion.

**Introduction**

- We are going to stretch our muscles and move our joints.
- Stretching is important because it helps to build flexibility and improve the range of motion of your joints.
- Joints are where two bones meet. They help the body bend. Your elbow is a joint. What is another joint? *Knuckle, ankle, knee, hip, shoulder.*

**Action**

- This Fitness Break is Stretch and Move.
- When I say a body part, you will stretch it until you feel a slight tug in your muscles. Hold each stretch for 10 seconds.
- If you are uncomfortable, you may be stretching too far.

**Examples of Guided Stretches**

**Stretch and Hold**

- Stretch your arms to the ceiling and breathe in and out.
- Bring one ear to your shoulder. Switch sides and repeat. Where do you feel the stretch? *Neck.*
- Bring your chin down to your chest. Where do you feel the stretch? *Neck.*
- Put your hands behind your head and gently pull your elbows back. Where do you feel the stretch? *Chest.*
- Stretch your arms out to your sides and reach toward the walls. Where do you feel the stretch? *Shoulders, chest.*
- Reach forward and stretch your arms to the floor, with your knees slightly bent. Where do you feel the stretch? *Legs, back.*
• Take a big step with your right leg, lunge forward, and keep your left heel on floor. Now, step forward with your other foot and lunge. Where do you feel the stretch? *Back of the leg.*

**Stretch and Move**

• Hold your arms out in front. Moving just your hand, point your fingers up toward the ceiling, then down toward the floor. Circle your hands in one direction and then the other. Which joint are you using? *Wrist.*

• Keep your arms out in front, with your palms facing up. Bring your hands toward your face, and then extend them back down. Which joint are you using? *Elbow.*

• Roll your shoulders forward and backwards. Which joint are you using? *Shoulder.*

• Put your hands on your waist and circle your hips around in one direction, and then the other. Which joint are you using? *Hip.*

• Stand with your feet together and put your hands on your knees. Make little circles with your knees in one direction and then the other. Which joint are you using? *Knee.*

• Balance on your right foot. Lift your left foot a few inches off the floor and keep your leg straight. Point your toes up and down a few times. Now, switch and do the same with the other foot. Which joint are you using? *Ankle.*

**Check for Understanding**

• What is one benefit of stretching? *Increases flexibility, improves range of motion.*

• Show me a stretch that focuses on the shoulder. Leg.

**Yearlong Extensions**

• Use as a partner activity. One student can lead the stretches and the other will follow. Both can say which joint or muscle is being stretched or moved.

**Academic Integration**

**Science**

• Identify muscles (e.g., triceps, quadriceps, hamstrings, pectorals).

• Compare joints to machine parts (e.g., levers, ball-and-socket, hinge, pivot).
Alley Cat

Objectives

- Students will be able to state that dancing is an aerobic activity.
- Students will be able to successfully perform the dance at least two times.

Introduction

- Many people enjoy dancing because it is fun, social, and improves aerobic fitness.
- We will learn and practice a dance while increasing our heart rate.

Action

Note: Teach steps without music first. Call out the steps until everyone can do the dance together.

- This Fitness Break is Alley Cat.
- Let’s learn the dance steps starting with the right foot.
- Step 1: Tap right toe out to the side and back together (2X).
  Cue: Out together, out together.
- Step 2: Tap left toe out to the side and back together (2X).
  Cue: Out together, out together.
- Step 3: Tap right toe behind you and back together (2X).
  Cue: Back together, back together.
- Step 4: Tap left toe behind you and back together (2X).
  Cue: Back together, back together.
- Step 5: Lift right knee up to left elbow (2X).
  Cue: Right knee, right knee.
- Step 6: Lift left knee up to right elbow (2X).
  Cue: Left knee, left knee.

Teachers Need

- Dance steps written on chart paper or board optional
- Move-to-Improve CD: Clap Your Hands (Track 2)
- Students standing near desks
• Step 7: Lift right knee up to left elbow (1X).  
  Cue: Right knee.

• Step 8: Lift left knee up to right elbow (1X).  
  Cue: Left knee.

• Step 9: Clap and hold.  
  Cue: Clap.

• Step 10: Turn to the right and hold.  
  Cue: Turn.

• Repeat steps 1-10 facing all four walls.

**Check for Understanding**

• What type of physical activity is dancing? **Aerobic.**

• What happens as we continue to practice the dance? **We become more familiar with the dance steps.**

**Yearlong Extensions**

• Use songs with various tempos to change the speed of the movements.

• Have students create upper body movements for each step.

**Academic Integration**

**Math**

• Compare dance turns to degrees in a circle, quarter hours, dollars, fractions, decimals, or percentages.

**Social Studies**

• Reinforce cardinal directions (North, South, East, and West).
Wipeout

New York State PE Standards: 1, 3
National PE Standards: 1, 3, 6

Objectives
• Students will be able to state that dancing is an aerobic activity.
• Students will be able to successfully perform the dance at least one time.

Introduction
• Many people enjoy dancing because it is fun, social, and improves aerobic fitness.
• The music will guide our movements and help us exercise.
• We will learn the dance in sections and put them together to complete the entire dance.

Action
Note: This dance is fast. Teach dance steps without music first. Call out the steps until everyone can do the dance together.
• This Fitness Break is Wipeout.
• It is a fun dance with swimming and surfing steps.
• Step 1: Shake Hands
  • Make a fist in both hands and shake them high above your head as you count out loud to 32.
  Cue: Shake hands and count
• Step 2: Mashed Potato
  • Make a fist in both hands, bend elbows slightly and alternate right and left arms up and down with knees slightly bent (8X).
  Cue: Mashed Potato arms
• Step 3: Mashed Potato Arms with Ski Jump legs (8X).
  Cue: Ski Jump
• Step 4: Swim
  • Alternate right and left arms in a forward swimming motion (4X).
  Cue: Swim
• Step 5: Backstroke
  • Alternate right and left arms in a backward swimming motion (4X).
  Cue: Backstroke
• Step 6: Swim
  • Alternate right and left arms in a forward swimming motion (4X).
  Cue: Swim

Teachers Need
• Dance steps written on chart paper or board optional
• Move-to-Improve CD: Wipeout (Track 13)
• Students standing near desks
• Step 7: Backstroke
  • Alternate right and left arms in a backward swimming motion (4X).
  Cue: Backstroke
• Step 8: Dip
  • Hold your nose with your left hand and wave your right hand above your head. Squat down and up. Switch hands (2X).
  Cue: Dip
• Step 9: Run for your surfboard
  • Sprint in place as fast as you can. Wave or pump your arms.
  Cue: Run
• Step 10: Surf
  • Pretend you are on a surfboard and face left. Bend your legs and bounce. Hold your arms out to the sides.
  • Listen for the beat change; this is your cue to turn to the other side of the surfboard.

Check for Understanding

• What type of physical activity is dancing? Aerobic.
• What happens as we continue to practice the dance? We become more familiar with the dance steps.

Yearlong Extensions

• Have students create their own choreography and teach the class.

Academic Integration

General
• Discuss water safety (e.g., importance of learning to swim, swimming only when and where a lifeguard is on duty).

ELA
• Write about physical activities you do when you go to the beach.

Science
• Discuss the characteristics of different bodies of water and oceans. Students can vary the intensity of their “surfing” based on which type of body of water they are in (e.g., surfing in the Atlantic Ocean is different from surfing in a lake).
Pata Pata

New York State PE Standards: 1, 2
National PE Standards: 1, 3, 5

Objectives

• Students will be able to successfully perform the dance at least one time.

Introduction

• We are going to learn a dance called Pata Pata.
• It is a dance by Miriam Makeba, a South African civil rights activist.

Action

Note: Teach dance steps without music first. Call out the steps until everyone can do the dance together.

• This Fitness Break is Pata Pata.
• We will learn the steps in sections and put them together to complete the entire dance.
• Let’s start with the right foot.
• Step 1: Tap right foot to the side and back together (1X).
  Cue: Out, together
• Step 2: Tap left foot to the side and back together (1X).
  Cue: Out, together
• Step 3: Turn toes out \ /, then turn heels out / \, quickly (1X).
  Cue: Toes, heels
• Step 4: Bring heels in \ /, then bring toes together ||, quickly (1X).
  Cue: Heels, toes

Practice step 1 through 4.
• Step 5: Lift right knee up to left elbow (1X).
  Cue: Knee
• Step 6: Lift left knee up to right elbow (2X).
  Cue: Knee, knee

Teachers Need

• Dance steps written on chart paper or board optional
• Move-to-Improve CD: Eye of the Tiger (Track 3)
  Optional Music: Pata Pata by Miriam Makeba (not provided)
• Students standing near desks
• Step 7: Kick left leg out in front (1X).
  Cue: Kick

  Practice steps 5 through 7.

• Step 8: Turn to the right and clap.
  Cue: Turn and Clap

  Practice step 1 through 8.

**Check for Understanding**

• What happens as we continue to practice the dance? *We become more familiar with the dance steps.*

**Yearlong Extensions**

• Use faster tempo music as students become more familiar with the steps.
• Add upper body movements (e.g., “raise the roof,” “stir the soup,” “boxer’s speed bag”).

**Academic Integration**

**Arts**

• Use community resources to find out about classes and performances in African dance and drumming. These may be good sources for more information and possible class trips.

**Social Studies**

• Discuss the life of Miriam Makeba and the fight for civil rights in South Africa. Students can compare the fight for civil rights in South Africa to that of other countries.
• Have students research other African dances and perform them to mark an event or holiday.
**Chair Aerobics**

New York State PE Standards: 1  
National PE Standards: 1, 3

**Objectives**

- Students will be able to state that their heart rate increases while performing aerobic exercise.
- Students will be able to perform an aerobic routine in a seated position.

**Introduction**

- When we do aerobic activity, our heart rate increases. This means our heart beats faster than when we are at rest. We also breathe deeply and take in a lot of oxygen.
- Aerobic activities are usually done while standing. Who can give an example of a standing aerobic activity? **Jogging, skating, jumping rope.**
- We are going to do a seated aerobic activity.
- What are some aerobic activities we can do while seated? **Bike riding, rowing.**

**Action**

*Note: Students may have to move chairs and bend arms to allow for movement.*

- This Fitness Break is Chair Aerobics.
- This is an aerobic activity we can do while seated.
- Sit on the edge of your chair. Sit up tall with your feet on the floor.
- Stretch your arms out in front and then to the side. Lift your arms up and reach for the ceiling. Be sure you do not touch anyone or anything.
- Step 1: March your feet right, left (2X).  
  *Cue: Right, left, right, left*
- Step 2: Bring your right knee up high toward your chest, and then the left knee (2X).  
  *Cue: Right knee, left knee, right knee, left knee*

*Review steps 1 and 2, then add step 3.*

**Teachers Need**

- Steps written on chart paper or board optional
- Move-to-Improve CD: Move Your Feet (Track 8) optional
- Students sitting in chairs, pushed away from desks, facing the same direction
• Students will be able to demonstrate at least two aerobic fitness exercises.
• Students will be able to work in small groups to answer content-specific questions.

Introduction

• Aerobic activities make our hearts beat faster because we use a lot of oxygen.
• What are some examples of aerobic activities? Jogging, skating, jumping rope.
• We are going to review _____________ while practicing aerobic activities.
  Insert academic content.

Action

• This Fitness Break is Aerobic Answers.
• I will ask the class a question. You will work with your group to come up with _____________.
• Check for Understanding
  What makes this Fitness Break an aerobic activity? It makes your heart beat faster.
  What is one example of an aerobic activity that can be done while seated? Bike riding, rowing.

Yearlong Extensions

• Add additional movements. Examples:
  **Arms:** Reach up, out in front, side-to-side; punches out in front or across the body; Overhead Press (Card 12); Biceps Curls (Card 16); Arm Circles (Card 18)
  **Legs:** Sprint (Card 1); Criss-Cross Jumps (Card 4); heel taps; leg lifts; bicycle legs; heel lifts
  **Stretching:** Knee to chest hugs; calf, triceps, straight arm, or chest stretches

Academic Integration

Math

• Practice the routine to music of varying tempos. Create a line plot graph to show the relationship between tempo and heart rate.
Fitness Bingo

New York State PE Standards: 1
National PE Standards: 1

Objectives

- Students will be able to state that people should participate in aerobic, muscular fitness, and flexibility exercises to be physically fit and maintain good health.
- Students will be able to demonstrate at least four aerobic, muscular fitness, and flexibility exercises.

Introduction

- Everyone has a Bingo board in front of them with 16 blank boxes.
- I have listed 20 aerobic, muscular fitness, and flexibility exercises on the board. We need to include these 3 types of movement on our Bingo boards to be physically fit.
- Select 16 movements from the list and write one movement in each box. Be sure not to repeat any.
- Hold up your board when you are done filling it in.

Action

- This Fitness Break is Fitness Bingo.
- When I say a movement, check to see if you have it on your board.
- If you have it, you will mark that box and do the movement.
- If you do not have the movement on your board, you will march in place.
- Once everyone is moving, I will say the next movement.
- When you have four marked boxes in a row, either across, up and down, or diagonally, say “Bingo!” and I will check your board.

Teachers Need

- 20 pre-selected movements or yoga poses written on chart paper or board
- A pencil and Fitness Bingo board for each student (see page 62 for reproducible)
- Visual Aid Cards: for those that match the pre-selected movements
- Move-to-Improve CD: Kernkraft 400 (Track 6) optional
- Students standing near desks
Check for Understanding

- What are the three types of exercise we list on our Bingo boards? *Aerobic, muscular fitness, and flexibility.*
- Why do we include all three types of exercise on our Bingo boards? *We need to participate in all three to be physically fit.*

Yearlong Extensions

- Have students fill in the whole board before saying “Bingo!”
- Use as a small group activity and have a student in each group lead the activity.

Academic Integration

Math
- Figure out the probability of having an activity on your board, or the chance of winning.
Objectives

- Students will be able to state that people should participate in aerobic, muscular fitness, and flexibility exercises to be physically fit and maintain good health.
- Students will be able to use math skills to compare the value of two numbers.

Introduction

- Each type of physical activity (aerobic, muscular fitness, and flexibility) helps our bodies in different ways.
- What are some benefits of aerobic, muscular fitness, and flexibility activities? They give us more energy, stamina, and strength. These activities can also help reduce the risk of certain diseases and injuries.
- We are going to practice each type of physical activity and work on number comparisons.

Action

- This Fitness Break is Compare and Move.
- We are going to compare two numbers.
- I have divided the class into two groups. I have also put two piles of number cards in the front of the room.
- I will call on one person from each group to come up front. Each student will turn over the top card from his or her pile and show the class.
- We will then compare the two cards.
- If you think your group has the greater value, you will Sprint (Card 1). This will help build aerobic fitness.

Teachers Need

- Two piles of number flashcards. Include a variety of whole numbers, decimals, fractions, percentages, and negative numbers.
- Visual Aid Cards: Sprint (Card 1), Squat (Card 10), Warrior II Pose (Card 24)
- Move-to-Improve CD: Uptight (Everything’s Alright) (Track 10) optional
- Students standing near desks. Class needs to be divided down the center of the room into two even groups.
• If you think your group has the lesser value, you will Squat (Card 10). This will help build muscular fitness.

• If you think the values are equal, we will all hold a Warrior II Pose (Card 24). This will help build flexibility.

*Note: Choose a new student from each group until everyone has had a chance to pick a card.*

**Check for Understanding**

• Why should we participate in all three types of physical activity? *To maintain good health and be physically fit.*

• What type of activity do we do when the numbers are of equal value? *Flexibility.*

**Yearlong Extensions**

• Use as a partner or small-group activity for Choice Time or Math Centers.

**Academic Integration**

**ELA**

• Compare correct and incorrect spelling of grade-level words.

**Math**

• Double Compare: Have each student flip over two cards from their group’s pile, add or multiply numbers, and then compare sums or products.

• Mix up fraction, decimal, and percentage cards in each pile to reinforce comparisons.

• Reinforce measurements by having students compare units (e.g., inch/millimeter, ounce/pound).

• Flip over a few whole-number cards. Have students work together to create the largest or smallest number possible.
Show How Many

New York State PE Standards: 1
National PE Standards: 1

Objectives

• Students will be able to define muscular fitness.

• Students will be able to solve math problems.

Introduction

• We will work on building muscular fitness while solving math problems.

• Muscular fitness means your muscles are strong enough to do an activity repeatedly without getting tired.

Action

Note: Display math problems on board for students to read. If needed, have students solve the problems on paper.

• This Fitness Break is Show How Many.

• We will use our bodies to show the answers to math problems.

• I will say a math problem.

• You will use mental math to solve the problem.

• I will give you a movement to perform, and you will show me the answer by doing that many movements.

• After you have shown your answer, I will call on someone to share his or her answer with the class.

• Then, we will do the next problem.

Examples of Math Problems

• What is 81 divided by 9? Show the answer with Biceps Curls (Card 16). 9

• Max bought two pounds of tomatoes at the farmers’ market. The tomatoes cost $3.00 per pound. If Max gave the farmer a $20 bill, show me in Forward Lunges (Card 11) how much change Max received. $14.00
Check for Understanding

- What does it mean to build muscular fitness? Muscular fitness means your muscles are strong enough to do an activity repeatedly without getting tired.
- When in our daily life do we use math skills? Food shopping, reading a bus schedule.

Yearlong Extensions

- Introduce muscle names, such as biceps or quadriceps.
- Use different types of physical activities (aerobic or flexibility).

Academic Integration

General
- Use to go over homework or classwork.

- Yesterday, I rode my bike to the library after school. If I left at 4:45 pm and arrived at 5:05 pm, show me in Opposite Elbow to Knees (Card 13) how many minutes it took me to get to the library. 20 minutes
- The pool near my home is a perfect square. The perimeter is 24 feet. Show me in Squats (Card 10) the number of feet on one side of the pool. 6 feet
Common Thread

New York State PE Standards: 1
National PE Standards: 1

Objectives

• Students will be able to demonstrate at least two exercises that improve aerobic fitness.
• Students will be able to identify commonality through attention to detail.

Introduction

• What does it mean to say that two people have something in common?
• Aerobic activities have many things in common. They use oxygen, large muscle groups, and increase heart and breathing rates. The movements we are going to perform in this activity are aerobic.

Action

• This Fitness Break is Common Thread.
• As I look around the room, I am going to find something that certain students have in common, which will be the common thread. I will not tell you what the common thread is.
• I will call the students who share the common thread to the front of the classroom. These students will hold a Mountain Pose (Card 19).
• We will observe the students at the front of the room and think about what they have in common. Be sure to pay close attention to detail.
• Remember, it is something that only those students in front have in common.
• As we are thinking, we will do Toe Taps (Card 8).
• You will raise your hand when you think you know the answer.
• If the person I call on guesses incorrectly, we will all do 5 Criss-Cross Jumps (Card 4).

Teachers Need

• Visual Aid Cards: Criss-Cross Jump (Card 4), Vertical Jump (Card 6), Toe Tap (Card 8), Mountain Pose (Card 19)
• Move-to-Improve CD: The Climb (Track 12) optional
• Students standing near desks
• When someone guesses the correct common thread, we will all do 5 Vertical Jumps (Card 6) to celebrate.

• After someone gives the right answer, everyone will go back to their desks and I will find a new group of students with a common thread.

*Tip: Vary the complexity of the common thread. Choose students who are wearing sneakers, jeans, stripes, ponytails, bangs, have birthdays in a certain season or month, first names that begin with the same letter, or names with the same number of syllables.*

**Check for Understanding**

• Show me what aerobic activity we do when you guess the common thread. *Vertical Jumps.*

• What helps you figure out the common thread? *Paying attention to detail.*

**Yearlong Extensions**

• Have students who share the common thread do a low-intensity movement in the front of the room, instead of a yoga pose (e.g., Climb, March, Toe Tap).

**Academic Integration**

**General**

• Use any content area, instead of student traits, as the common thread (e.g., What do Canada, the United States, and Mexico have in common? They are all North American countries).
Mystery Number

New York State PE Standards: 1
National PE Standards: 1, 5

Objectives

- Students will be able to demonstrate at least one aerobic fitness exercise and at least one muscular fitness exercise.
- Students will be able to use math skills to ask yes or no questions.

Introduction

- We are going to practice math concepts while doing exercises that build aerobic and muscular fitness.

Action

- This Fitness Break is Mystery Number.
- I am thinking of a number between 0 and 150.
- You are Number Detectives. You will ask yes or no questions to help figure out the mystery number, such as: Is it an odd number? Is it a prime number? Is it a multiple of 7?
- If the answer is yes, you will do Pogo Jumps (Card 7), which is an aerobic exercise.
- If the answer is no, you will do Forward Lunges (Card 11), which helps us to build muscular fitness.
- Continue the movement until I call on the next student.
- Listen carefully and focus so you do not repeat any questions.
  
  Tip: When needed, write the questions asked by the students on chart paper or board with the answers.

- Once the class has asked at least five questions, you may guess the mystery number.
- If you are right, we will do 5 Pogo Jumps (Card 7). If not, we will do 5 Forward Lunges (Card 11).
- Then I will call on another student to ask a question.

Teachers Need

- Visual Aid Cards: Pogo Jump (Card 7), Forward Lunge (Card 11)
- Move-to-Improve CD: Move Your Feet (Track 8) optional
- Students standing near desks
Check for Understanding

- Show me an example of an aerobic activity we do in this Fitness Break.
- Give an example of a yes or no question that was asked to help figure out the mystery number.

Yearlong Extensions

- Have a student lead the activity.
- Use as a partner activity. One student will think of a mystery number and the other will be the Number Detective and ask questions.

Academic Integration

General

- Use to review other content area. The mystery can be an historical figure, geographic location, or other academic idea. Have students ask yes or no questions to figure out the mystery item.

Math

- Use geometric shapes. Have students ask yes or no questions about the mystery shape (e.g., Does it have five sides? Is there a right angle?).
- Work in pairs to review factors and multiples. One student will think of a mystery number and the other will say a number between 1 and 12. If it is a factor of the mystery number, they will do an aerobic activity. If it is not, they will do a muscular fitness activity.
Secret Agent

New York State PE Standards: 1, 2
National PE Standards: 1, 5, 6

Objectives

• Students will be able to demonstrate quick reaction time by responding to visual cues.
• Students will be able to work together to protect the identity of the Secret Agent.

Introduction

• We are going to focus on improving our reaction time.
• Reaction time is how fast someone responds to a signal. Our senses pick up signals and the goal is to respond quickly.

Action

• This Fitness Break is Secret Agent.
• One student will be the Secret Agent. He or she will lead the activity and we will all follow.
• If the Secret Agent does Triceps Kickbacks (Card 17), the class will do them too.
• When the Secret Agent switches to another movement, such as Climb (Card 2), we will all follow, switching as fast as we can.
• Another student will be the Detective. His or her role is to figure out the identity of the Secret Agent.
• The Detective will watch us carefully from the center of the room.
• The class will try to protect the Secret Agent’s identity by reacting quickly to the changing movement.

Note: Encourage the Secret Agent to switch movements often.
• The Detective has three tries to figure out the Secret Agent’s identity.
• After three tries, I will pick a new Detective and Secret Agent.

Note: Choose one student to be the Detective. Have the Detective turn away from the group while you quietly choose another student to be the Secret Agent. Make sure the class knows the identity of the Secret Agent, but that the Detective does not.

Teachers Need

• Visual Aid Cards: Climb (Card 2), Triceps Kickback (Card 17)
• Move-to-Improve CD: The Climb (Track 12) optional
• Students standing in a circle, or around perimeter of the classroom
Check for Understanding

• Why is it beneficial to have fast reaction time in this activity? *To keep the Secret Agent’s identity hidden.*

• What strategies do we use to keep the Secret Agent’s identity hidden? *Follow the Secret Agent’s movements as fast as possible, look around the room to focus on other students.*

Yearlong Extensions

• Have the Secret Agent focus their movements on a specific type of physical activity (e.g., aerobic, muscular fitness, or flexibility).

Academic Integration

ELA

• Have the Secret Agent act out a literary character. Have the Detective try to identify the literary character.
Multiple Madness

New York State PE Standards: 1
National PE Standards: 1

Objectives

• Students will be able to demonstrate at least two exercises that build muscular fitness.
• Students will be able to demonstrate an understanding of multiples.

Introduction

• We are going to review multiples while building muscular fitness.
• Muscular fitness means that your muscles can do an activity for a long time without getting tired.

Action

• This Fitness Break is Multiple Madness.
• Let's begin with multiples of 5.
• We will go around the room and count up by ones.
• The first person will say “1,” the next will say “2,” and so on.
• As we count around the room, we will all Squat (Card 10).
• When we reach a multiple of 5, that student will say “Madness,” instead of the number, and we will all do an Overhead Press (Card 12).
• When we are done, we will continue counting up and doing Squats (Card 10).
• When we reach the next multiple of 5, that student will say “Madness,” and we will do another Overhead Press (Card 12).
• If you need help when it is your turn, say “Pass,” and we will continue counting up from the next student.

Note: If a student misses a multiple of 5, he or she is not out of the activity. Give the correct answer and continue.

Teachers Need

• Hundreds chart (displayed or distributed to students) optional
• Visual Aid Cards: Squat (Card 10), Overhead Press (Card 12)
• Move-to-Improve CD: Party in the USA (Track 9) optional
• Students standing in a circle, or around perimeter of the classroom
Check for Understanding

• Show me an example of an exercise that builds muscular fitness. **Squat, Overhead Press.**

• Multiples of 5 always end in what two numbers? **0 or 5**

Yearlong Extensions

• Add exercises and multiples.
• Use as a small group or partner activity.

Academic Integration

**ELA**

• Reinforce spelling by having students say letters to spell words.
• Reinforce any content area by having students say words in a category (e.g., state capitals).
Objectives

- Students will be able to perform at least two exercises that build aerobic and muscular fitness.
- Students will be able to work with a partner to answer content-specific questions.

Introduction

- You will work with a partner to solve problems while doing activities that build aerobic and muscular fitness.
- Working with a partner helps keep us motivated and focused.

Action

- This Fitness Break is Problem Solvers.
- The student with the fewest letters in his or her first name will be the Asker. The Asker will ask their question first. The other partner will be the Solver. The Solver will have two chances to answer the question correctly.
- If the Solver gives the correct answer, both students will do 5 Ski Jumps (Card 5). If the Solver’s answer is incorrect, both students will do 5 Overhead Presses (Card 12).
- After two guesses, tell your partner the correct answer.
- When you have finished answering the question, both partners will Climb (Card 2).
- When everyone is climbing, I will tell you to switch roles. Solvers will become the Askers and ask their question.
- You will do the same movements for correct and incorrect answers.
- When both partners have asked their questions and are climbing, I will say “Find a new partner.”

Teachers Need

- One question and answer for each student, written on an index card (e.g., related to the day’s lesson, a trivia question, mental math) provided by teacher or students
- Visual Aid Cards: Climb (Card 2), Ski Jump (Card 5), Overhead Press (Card 12)
- Move-to-Improve CD: I Like to Move It (Track 5) optional
- Students standing with a partner, each with their own question and answer
• The Asker will stay where they are and raise their hands. Solvers will find the nearest new partner.

• Everyone will ask the same question to their new partner.

*Tip: Have students do different aerobic and muscular fitness exercises every few questions to keep students engaged.*

**Check for Understanding**

• Show me an exercise that helps build aerobic fitness. Show one that builds muscular fitness.

• Give one example of why it is beneficial to work with a partner when reviewing academics. *Helps keep us motivated and focused, and allows us to help each other.*

**Yearlong Extensions**

• Have students write down a question and answer in class, or as a homework assignment. Check students’ questions and answers before starting the activity.

**Academic Integration**

**General**

• Have students create questions specific to a unit (e.g., math, science, language arts).

• Use to go over homework or classwork.
Objectives

- Students will be able to state the benefits of working with a coach.
- Students will be able to demonstrate exercises to strengthen specific body parts.

Introduction

- Have you ever had a coach? What does a good coach do?
- A coach’s job is to help an athlete develop physically and mentally.
- A good coach picks the right exercises to strengthen specific body parts. Can you think of exercises that help to strengthen our arms? Legs? Abdominals?
- A good coach encourages athletes to do his or her best. A coach can also be a positive role model.

Action

- This Fitness Break is Fitness Coach.
- Everyone should have a partner.
- The partner whose birthday is closest to January 1 will be the Coach and the other will be the Athlete. Everyone will have a chance to be the Coach and the Athlete.
- Coaches, I will say a body part. Your job is to give your Athlete an exercise that focuses on that body part.
- For example, if I say “legs,” what could you tell your partner to do? Run in place, squat, lunge.
- Once the Coach gives the Athlete an exercise, start doing the exercise together.
- Coaches, be sure to encourage your Athletes.
- When I say “Freeze,” everybody will stop and look up.
- I will know we are ready for the next body part when everyone has stopped moving.
Check for Understanding

- Show me an exercise that strengthens your abdominals. Arms. Legs.
- What are the benefits of working with a coach? *They give encouragement and help you to work harder and improve.*

Yearlong Extensions

- Focus on specific muscle groups (e.g., arm exercises: ask the class to identify triceps, biceps, or other arm muscles).
- Use one of the three types of exercise (aerobic, muscular fitness, or flexibility) as the focus for the activity.

Academic Integration

ELA

- Read biographies of famous coaches and athletes. Discuss the personality traits someone needs to be a successful coach or athlete.
Objectives

• Students will be able to maintain an intensity level between 2 and 3 throughout the activity.

• Students will be able to understand the benefits of working with a partner.

Introduction

• While being active, we work at different levels of intensity. Intensity is how hard a person is working while being active.

• We are going to use a scale from 1 to 4 to determine how hard we are working.
  1- You are standing still.
  2- You are doing a physical activity that does not require a lot of effort. This could be an activity like walking comfortably. You should be able to walk and talk at the same time.
  3- You are working harder and beginning to feel an increase in your heart rate. This could be an activity like jogging. You can still talk, but it may require some effort.
  4- You are working so hard that you cannot speak. This could be an activity like running at full speed.

• Let’s note our intensity level. We are not moving yet, so we are at a 1.

Action

Note: First lead the activity with the whole class so students are familiar with the rules before working with partners. Have students check how active they are when the music stops.

• This Fitness Break is Pace Yourself.

• You will work with your partner because it helps keep us motivated and focused.
Check for Understanding

- Why is it important to maintain an intensity level between 2 and 3? *To have enough energy to move and list items.*
- Give one example of why it is beneficial to work with a partner when reviewing academics. *It helps keep us motivated and focused, and allows us to help each other.*

Yearlong Extensions

- Make categories more specific (e.g., states that start with “M”).

Academic Integration

**General**

- Use categories to reinforce academic content.

**ELA**

- Broaden categories to help build vocabulary (e.g., words that come to mind when you think of winter).
Interview

New York State PE Standards: 1, 2
National PE Standards: 1

Objectives

• Students will be able to demonstrate at least one exercise that builds aerobic fitness and at least one exercise that builds muscular fitness.

• Students will be able to ask a partner open-ended questions to learn more information about a subject.

Introduction

• An interview is when two people talk with each other and one person asks the other person questions. The goal is to get information from the person being interviewed.

• Open-ended questions give us more information because they cannot be answered with “Yes” or “No.”

• What are some examples of open-ended questions we can ask during an interview?

Action

• This Fitness Break is Interview.

• You will work with your partner to conduct an interview.

• The student who has the most letters in his or her first name will ask questions first. Remember to ask open-ended questions that cannot be answered with “Yes” or “No.”

• While a question is being asked, both partners will do Standing Calf Raises (Card 15). Standing calf raises help build muscular fitness.

• While the question is being answered, both partners will Climb (Card 2). Climbing is an aerobic activity that gets our heart rate up.

Teachers Need

• A list of open-ended interview questions optional
• Visual Aid Cards: Climb (Card 2), Standing Calf Raise (Card 15)
• Move-to-Improve CD: Good Times (Track 4) optional
• Students standing with a partner
• Partners will continue with the interview, until I say “Freeze.”
• Partners will switch roles so that everyone has the chance to ask and answer questions.

*Note: After each partner has been interviewed, have students switch partners and change movements.*

**Check for Understanding**

• What are the benefits of asking open-ended questions? *You can find out more information about a person or subject.*
• Show me one example of an aerobic activity. Show a muscular strength activity.

**Yearlong Extensions**

• Have students focus on asking follow-up questions to learn more about a particular topic.

**Academic Integration**

**General**
• Use the interview format to go over homework answers or review academic concepts before tests.

**ELA**
• Interview as an oral rehearsal before journal writing, to help build verbal skills and confidence.

**Social Studies**
• Pretend the partner being interviewed is an historical figure (e.g., Abraham Lincoln). Ask and answer questions based on what the class has learned about the person and time in history.
Aerobic Answers

New York State PE Standards: 1, 2
National PE Standards: 2, 5

Objectives

• Students will be able to demonstrate at least two aerobic fitness exercises.
• Students will be able to work in small groups to answer content-specific questions.

Introduction

• Aerobic activities make our heart beat faster because we use a lot of oxygen.
• What are some examples of aerobic activities? Jogging, skating, jumping rope.
• We are going to review _____________ (insert academic content) while practicing aerobic activities.

Action

• This Fitness Break is Aerobic Answers.
• I will ask the class a question. You will work with your group to come up with an answer. Your recorder will then write down your group’s final answer.
• When I ask for the answer, each group’s recorder will hold the paper over his or her head so I can see the answer.
• While your group’s answer is being held up, everyone in your group will Sprint (Card 1). I will check your group’s answer when everyone is moving.
• When I say “Freeze,” stop sprinting.
• As a class, we will review the answer to the question before I ask the next question.
• Choose a recorder and let’s begin.

Note: Continue the activity until all students have the chance to be the recorder.

Teachers Need

• A list of short-answer questions (any content area) with correct responses
• Paper and pencil for each group
• Visual Aid Cards: Sprint (Card 1)
• Move-to-Improve CD: Canon in D (Track 1) optional
• Students standing in small groups near desks
Check for Understanding

• Why is sprinting an aerobic activity? *It makes our heart beat faster and we use a lot of oxygen.*
• Show me your favorite aerobic activity.

Yearlong Extensions

• While working in their groups to answer the questions, have students do low-intensity movements (e.g., Toe Tap, Climb).
• Have a student lead the activity and generate the list of questions to use during the activity. Answers must be checked prior to leading the activity.

Academic Integration

General
• Use with any content area such as reviewing factual information learned in class or solving math problems.
Get Moving

New York State PE Standards: 1, 2
National PE Standards: 1

Objectives

• Students will be able to state that people should be active at least 60 minutes (one hour) a day to maintain good health.

• Students will be able to list examples of aerobic and sedentary activities, and demonstrate both.

Introduction

• To be healthy, we should be physically active for at least 60 minutes every day.

• You do not have to play continuously for 60 minutes to be healthy. You can split up your aerobic activity time throughout the day.

• What are some fun ways to be active? Playing handball, bike riding, jumping rope.

• Activities like watching TV and playing seated video or computer games are considered sedentary activities. Sedentary is the opposite of active.

Action

• This Fitness Break is Get Moving.

• I am going to share some activities that my friend did yesterday. If you think my friend was active, you will Sprint (Card 1). If you think my friend was sedentary, you will hold a Chair Pose (Card 27) for 3 breaths while we think of a way to make the activity aerobic.

• When I say a sedentary activity, and you hold a Chair Pose, I will ask you “What is a more active option?”

Teachers Need

• A list of daily activities (see ‘Action’ for examples)
• Visual Aid Cards: Sprint (Card 1), Chair Pose (Card 27)
• Move-to-Improve CD: Canon in D (Track 1) optional
• Students standing near desks
Check for Understanding

- How many minutes a day should we try to be active? **60 minutes**
- What is an example of an aerobic activity? A sedentary activity?

**Examples**

**Aerobic Activities**
- Walked up the block to a friend’s house
- Went to a karate class after school
- Played on the slides and monkey bars
- Ran with friends during recess
- Helped clean the kitchen
- Put on music and danced around the room
- Rode a bike to school
- Walked the neighbor’s dog

**Sedentary Activities**
- Called the deli for lunch to be delivered
- Talked on the phone
- Rode an elevator to the next floor
- Watched TV for three hours
- Rode on an escalator to get to the next floor
- Sat on a park bench

*Note: After these examples, ask students “What is a more active option?”*

**Yearlong Extensions**

- Have students suggest activities. Have the class decide if it is an aerobic or sedentary activity and do the assigned movement.
- Use as a partner activity. Have one partner list his or her daily activities and the other determine which ones are aerobic.

**Academic Integration**

**ELA**
- Create a T-chart of sedentary activities and more aerobic options.
- Have students work in small groups to brainstorm ways to be more active at home and school.
- Create an ad or slogan about the benefits of moving more.

**Math**
- Create a pie chart of ways to break up the 60 minutes of activity.
Go Snacks

New York State PE Standards: 1, 2
National PE Standards: 1

Objectives

• Students will be able to define “go snacks” and “slow snacks” and give at least two examples of each, while working with a partner.

• Students will be able to state why “go snacks” are healthier choices than “slow snacks.”

Introduction

• A snack is food that is eaten between meals.

• Healthy snacks, or “go snacks,” help us grow and give us energy to work and play because they have a lot of nutrients.

• Snacks that are high in sugar or fat can slow us down and make us feel tired. These are called “slow snacks.”

Action

• This Fitness Break is Go Snacks.

• When I say a food group, you and your partner will decide on a “go snack” from that food group.

• Once you have decided on a “go snack,” you will do Toe Taps (Card 8) until I say “Freeze.” I will then call on a pair to share their “go snack” idea.

• If the class thinks it is a “go snack” from the food group, we will all do a Vertical Jump (Card 6).

• If we think it is a “slow snack,” we will do Squats (Card 10).

• If your snack does not match the food group, I will tell you “Try again.”

• Once we have heard three “go snacks,” I will say another food group.

Teachers Need

• Visual Aid Cards: Vertical Jump (Card 6), Toe Tap (Card 8), Squat (Card 10)

• Move-to-Improve CD: Move Your Feet (Track 8) optional

• Students standing with a partner
Check for Understanding

• Why is it important to eat snacks that are “go snacks?” *They give us lots of energy, help us grow, and have a lot of nutrients.*

• What are two examples of “go snacks” from the dairy food group? Whole-grain food group?

Yearlong Extensions

• Discuss where people can find healthy snack choices in the neighborhood (e.g., bodega, deli, farmers’ market, grocery store).

• Ask each group to suggest a snack. Assign different movements for each food group (e.g., Dairy = Lunge, Whole-grains = Sprint, and Protein = Overhead Press). If it is a “slow snack” ask everyone to freeze.

Academic Integration

Math

• Use nutrition labels to calculate calories, fat, and/or sugar per serving versus the whole package.

Nutrition

• Create posters promoting the benefits of “go snacks.”

• Students can bring in healthy snack options, or they can work together in class to make some. Be aware of allergies. Make sure snacks meet school nutrition standards.
Chef, May I?

New York State PE Standards: 1, 2, 3
National PE Standards: 1, 5

Objectives

- Students will be able to define “go foods” and “slow foods,” and give at least two examples of each.
- Students will be able to state why “go foods” are healthier choices than “slow foods.”

Introduction

- Food is the primary source of energy for our bodies. Healthy foods, or “go foods,” help us grow and give us lots of energy to have fun, be active, and do well in school.
- “Go foods” give us the most energy because they have lots of nutrients, which help our bodies stay healthy and fit, and are low in sugar and salt.
- What are some examples of “go foods?” Whole-wheat pasta, oatmeal, fruits, vegetables.
- “Slow foods” are not as healthy for us because they tend to be high in fat, sugar, or salt, and they provide few nutrients.
- What are some examples of “slow foods?” Potato chips, ice cream, french fries.

Action

- This Fitness Break is Chef, May I?
- I am a chef that only cooks healthy “go foods.”
- You are my customers.
- When I call on a customer, she or he will place an order. Remember, I only cook “go foods” that give us energy for a long time, so order wisely. For example, at breakfast, a customer may ask “Chef, may I have a bowl of oatmeal?”
- If you think the customer’s order is a “go food,” you will do 5 Ski Jumps (Card 5). If you think the customer’s order is a “slow food,” you will hold a Crescent Moon Pose (Card 30) for 3 breaths.

Teachers Need

- Visual Aid Cards: Ski Jump (Card 5), Crescent Moon Pose (Card 30)
- Move-to-Improve CD: Good Times (Track 4) optional
- Students standing near desks
• Once everyone has shown their answers through movement, I will say “Yes, you may,” if the order is a “go food” or “Try again” if the order is a “slow food.”

• This is a busy restaurant. If a customer needs to try again, they will have 10 seconds to place another order. Then, it will be the next customer’s chance to order.

**Check for Understanding**

• Why is it important to eat “go foods?” They give us lots of energy, help us grow, and help us do well in school.

• What are two examples of “go foods” for breakfast? Lunch? Dinner? Snack? Breakfast: oatmeal; Lunch: turkey sandwich; Snack: fruit; Dinner: whole-wheat pasta.

**Yearlong Extensions**

• Have students act as the chef.

• Use as a partner activity. One student is the chef and the other is the customer.

**Academic Integration**

**ELA**

• Have students put together a restaurant menu featuring “go foods” for breakfast, lunch, dinner, and snack.

• Research healthy and unhealthy versions of favorite recipes. What substitutions can be made to make the unhealthy version more nutritious?

• Teach students how to read and understand nutrition labels.

**Math**

• Use nutrition labels to calculate calories, fat, or sugar per serving versus the whole package.
What Is a Whole Food?

New York State PE Standards: 1, 2
National PE Standards: 1

Objectives

• Students will be able to state why whole foods are healthier choices than processed foods.

• Students will be able to give an example of a whole food and a processed food.

Introduction

• People need to eat to stay healthy and strong. The healthiest foods are whole foods because they are in their natural state.

• Who can give an example of a whole food? Apple, banana, brown rice, carrot.

• Processed foods have been changed in some way. Something was added or taken out. They are usually packaged and are not found that way in nature.

• Who can give two examples of processed foods? Graham crackers, breakfast cereals.

Action

• This Fitness Break is What is a Whole Food?

• I will say a food.

• If you think it is a whole food, you will hold a Tree Pose (Card 26).

• If you think it has been processed or changed in some way, you will Sprint (Card 1).

Examples

Whole Foods
• bananas
• zucchini
• potatoes

Processed Foods
• brown rice
• oats
• spinach

• apple pie
• cherry soda
• potato chips

• grape juice
• white bread
• fruit snacks

Teachers Need

• Visual Aid Cards: Sprint (Card 1), Tree Pose (Card 26)
• Move-to-Improve CD: The Climb (Track 12) optional
• Students standing near desks
Now, I will say a processed food while we Sprint (Card 1).
If you think you know the whole food that was changed to make it processed, hold a Tree Pose (Card 26).
I will call on someone to share what they think is the whole food.
Note: Be sure to tell the class the correct answer. Continue listing processed foods.

Examples of Processed Food/Whole Food:
- rice cakes/brown rice
- ice cream/milk
- movie popcorn/corn
- white bread/whole wheat
- applesauce/apples
- peanut butter/peanuts

Check for Understanding
Why are whole foods healthier than processed foods? *A whole food is natural and has nothing added to it or taken from it.*
What are three whole foods you can eat anytime?

Yearlong Extensions
- Discuss the concept of minimally processed foods. These foods are processed, but contain only whole or natural ingredients (e.g., 100% fruit juice, natural peanut butter, unsweetened applesauce).

Academic Integration
Nutrition
- Discuss nutrition labels. Explain that whole foods may not have nutrition labels because the food itself is the only ingredient.
- Have the class rank sample foods from most processed to least processed.
- Discuss how advertising affects food choices. What makes processed or packaged foods appealing? Would people be more likely to choose whole foods if they were sold in fun or fancy packaging? What if they were promoted more on television? Have students create a package or advertisement for their favorite whole food.
# Fitness Task Cards

- Give each student one task card.
- Students begin with the first movement on the card when they hear a start signal (music, teacher’s voice, stop watch).
- Allow students to move for 15-30 seconds.
- Students freeze when they hear a stop signal.
- Repeat and move through the movements listed on the card.

<table>
<thead>
<tr>
<th>Fitness Task Card #1</th>
<th>Fitness Task Card #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete each task for _____ seconds</td>
<td>Complete each task for _____ seconds</td>
</tr>
<tr>
<td>_____ Jog in Place</td>
<td>_____ Jog in Place</td>
</tr>
<tr>
<td>_____ Squats</td>
<td>_____ Climb</td>
</tr>
<tr>
<td>_____ Arm Circles</td>
<td>_____ Squats</td>
</tr>
<tr>
<td>_____ Toe Taps</td>
<td>_____ Sprint in Place</td>
</tr>
<tr>
<td>_____ Magic Jump Rope</td>
<td>_____ Toe Taps</td>
</tr>
<tr>
<td>_____ Skip in Place</td>
<td>_____ Basketball Jump Shots</td>
</tr>
<tr>
<td>_____ Balance on Right Foot</td>
<td>_____ Skip in Place</td>
</tr>
<tr>
<td>_____ Sprint in Place</td>
<td>_____ Arm Circles</td>
</tr>
<tr>
<td>_____ Climb</td>
<td>_____ Arm Circles</td>
</tr>
<tr>
<td>_____ Toe Taps</td>
<td>_____ Hop-3X on Each Leg</td>
</tr>
<tr>
<td>_____ Basketball Jump Shots</td>
<td>_____ Ski Jumps</td>
</tr>
<tr>
<td>_____ Lunges-Alternate Lead Foot</td>
<td>_____ Lunges-Alternate Lead Foot</td>
</tr>
<tr>
<td>_____ Balance on Left Foot</td>
<td>_____ Jumping Jacks</td>
</tr>
<tr>
<td>_____ Sprint in Place</td>
<td>_____ Toe Taps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fitness Task Card #3</th>
<th>Fitness Task Card #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete each task for _____ seconds</td>
<td>Flow through the poses with _____ breaths for each pose</td>
</tr>
<tr>
<td>_____ Jog in Place</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Magic Jump Rope</td>
<td>_____ Standing Forward Bend</td>
</tr>
<tr>
<td>_____ Toe Taps</td>
<td>_____ Half Lift</td>
</tr>
<tr>
<td>_____ Climb</td>
<td>_____ Standing Forward Bend</td>
</tr>
<tr>
<td>_____ Jump Shots</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Sprint in Place</td>
<td>_____ Warrior I: Right Leg Forward</td>
</tr>
<tr>
<td>_____ Balance on Right Foot</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Ski Jumps</td>
<td>_____ Warrior I: Left Leg Forward</td>
</tr>
<tr>
<td>_____ Hop-3X on Each Leg</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Lunges-Alternate Lead Foot</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Skip in Place</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Squats</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Balance on Left Foot</td>
<td>_____ Mountain</td>
</tr>
<tr>
<td>_____ Sprint in Place</td>
<td>_____ Mountain</td>
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Fitness Bingo Board (see p.29)

- Fill in the board below with 16 different movements from the posted list.
- Place a check mark in the box when one of your movements is called, and then immediately begin to do that activity.
- If your board does not have that movement, march in place.
- When you have four marked boxes in a row, either across, up and down, or diagonally, say “Bingo!” and I will check your board.

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Set an activity goal each week. **The goal is to be physically active for 60 minutes each day.**

- Track your total physical activity minutes each day by checking the appropriate box.
- At the end of the week, add up your total number of activity minutes.

### Daily Student Physical Activity Tracker

<table>
<thead>
<tr>
<th>Physical Activity Goal/s of the Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Number of Weekly Physical Activity Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>☐ 0-15</td>
<td>☐ 0-15</td>
<td>☐ 0-15</td>
<td>☐ 0-15</td>
<td>☐ 0-15</td>
<td>Total Minutes = __________</td>
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<tr>
<td>16-30</td>
<td>☐ 16-30</td>
<td>☐ 16-30</td>
<td>☐ 16-30</td>
<td>☐ 16-30</td>
<td>☐ 16-30</td>
<td></td>
</tr>
<tr>
<td>31-45</td>
<td>☐ 31-45</td>
<td>☐ 31-45</td>
<td>☐ 31-45</td>
<td>☐ 31-45</td>
<td>☐ 31-45</td>
<td></td>
</tr>
<tr>
<td>46-60</td>
<td>☐ 46-60</td>
<td>☐ 46-60</td>
<td>☐ 46-60</td>
<td>☐ 46-60</td>
<td>☐ 46-60</td>
<td></td>
</tr>
<tr>
<td><strong>Activity Details:</strong></td>
<td>Activity Details:</td>
<td>Activity Details:</td>
<td>Activity Details:</td>
<td>Activity Details:</td>
<td>Activity Details:</td>
<td>Yes! I reached my goal! _____</td>
</tr>
</tbody>
</table>

| Goal:                               | ☐ 0-15          | ☐ 0-15          | ☐ 0-15           | ☐ 0-15           | ☐ 0-15           | Total Minutes = __________ |
| 16-30                               | ☐ 16-30         | ☐ 16-30         | ☐ 16-30          | ☐ 16-30          | ☐ 16-30          |
| 31-45                               | ☐ 31-45         | ☐ 31-45         | ☐ 31-45          | ☐ 31-45          | ☐ 31-45          |
| 46-60                               | ☐ 46-60         | ☐ 46-60         | ☐ 46-60          | ☐ 46-60          | ☐ 46-60          |
| **Activity Details:**               | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Yes! I reached my goal! _____ |

| Goal:                               | ☐ 0-15          | ☐ 0-15          | ☐ 0-15           | ☐ 0-15           | ☐ 0-15           | Total Minutes = __________ |
| 16-30                               | ☐ 16-30         | ☐ 16-30         | ☐ 16-30          | ☐ 16-30          | ☐ 16-30          |
| 31-45                               | ☐ 31-45         | ☐ 31-45         | ☐ 31-45          | ☐ 31-45          | ☐ 31-45          |
| 46-60                               | ☐ 46-60         | ☐ 46-60         | ☐ 46-60          | ☐ 46-60          | ☐ 46-60          |
| **Activity Details:**               | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Yes! I reached my goal! _____ |

| Goal:                               | ☐ 0-15          | ☐ 0-15          | ☐ 0-15           | ☐ 0-15           | ☐ 0-15           | Total Minutes = __________ |
| 16-30                               | ☐ 16-30         | ☐ 16-30         | ☐ 16-30          | ☐ 16-30          | ☐ 16-30          |
| 31-45                               | ☐ 31-45         | ☐ 31-45         | ☐ 31-45          | ☐ 31-45          | ☐ 31-45          |
| 46-60                               | ☐ 46-60         | ☐ 46-60         | ☐ 46-60          | ☐ 46-60          | ☐ 46-60          |
| **Activity Details:**               | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Activity Details: | Yes! I reached my goal! _____ |

*Month: ______________*