**Move-To-Improve Program Introduction**

The Move-To-Improve (MTI) program trains and supports Kindergarten, 1st, 2nd and 3rd grade (K-3) teachers to implement Fitness Breaks with their students in their classrooms. It is designed to increase students’ physical activity levels and provides teachers with ten minute Fitness Breaks that should be used to supplement existing physical education programs. Tips and ideas for academic integration are included within each activity. MTI also helps New York City Department of Education (NYC DOE) elementary schools meet the New York State Education Department Physical Education (NYSED P.E.) instructional requirements of 120 minutes per week.

**Benefits of Classroom Physical Activity**

**Teachers are role models for their students.** Classroom teachers spend more time with their students than any other individual in the school and often in their home lives. Fitness Breaks are a great way for classroom teachers to show their students that they value movement and recognize its importance in students’ daily routine.

**Children are natural movers.** Children perform best when they have periodic activity breaks throughout the day to refocus and reenergize. Students who get up and move throughout the day are more likely to pay attention in class and stay focused on their lessons.

**Fitness Breaks help schools to meet NYSED P.E. mandates.** Students in grades K-3 are required to have daily physical education for a minimum total of 120 minutes per week. The 120 minute requirement for elementary physical education can be met through a combination of physical education and Move-To-Improve Fitness Breaks. **Please note – classroom teachers should not be solely responsible for physical activity and physical education instruction in their schools. This program does NOT replace regularly scheduled physical education instruction with a designated physical education teacher, but rather it is designed to supplement P.E. instruction. Also note, recess does not count towards the time requirement for physical education. To review the NYSED instructional requirements for P.E., please see page 3 of this activity guide or visit www.emsc.nysed.gov/ciai/pe/pub/part135.pdf.**

**Other academic content areas can be easily incorporated into Fitness Breaks.** ELA, Math, Health, Science and Social Studies concepts can be reinforced during physical activity. All Fitness Breaks have suggested academic integrations or academic content built into each lesson.

**Daily physical activity is highly recommended and encouraged for health related benefits.** The Centers for Disease Control and the U.S. Department of Health and Human Services recommend children and adults engage in daily physical activity. Specifically, they recommend that students engage daily in sixty minutes or more of moderate intensity physical activity. For more information, please visit www.cdc.gov/healthyyouth and www.health.gov/paguidelines.

**Higher levels of fitness are associated with better academic performance.** Physically fit students tend to outscore peers who are less-fit on academic tests, according to a new report from New York City Department of Education and New York City Department of Health and Mental Hygiene. 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. This report can be found on pages 5 and 6 of this activity guide and at www.nyc.gov/html/doh/downloads/pdf/survey/survey-2009fitnessgram.pdf.
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# Creating a Positive Classroom Environment for Physical Activity

## INvolvement
- All students are actively engaged during all activities.
- Include everyone, elimination activities are not part of the program.
- Exercise is not used as punishment.
- Atmosphere promotes student success and the expectation of success.
- Teachers show enthusiasm and maintain a positive attitude towards activity.

## Rules & Routines
- Expectations, rules, routines and consequences are clearly and concisely communicated to students. Sample rules include:
  - Follow directions.
  - Respect others.
  - Respect equipment.
  - Work together.
  - Include everyone.
- Behavior management is consistent and fair.
- Positive reinforcement of appropriate behaviors is used.
- Routines are established for conducting fitness breaks in the classroom.
  - 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 their next lesson at the end of an activity.
  - Use consistent and clear visual and verbal signals to begin and end activities (e.g., starting and stopping of music; saying phrases like “Start,” “Freeze,” “Go;” clapping your hands; or using a bell signal).
  - Use student leaders and equipment managers to distribute equipment and materials.

## Safety
- Students are taught to move safely in their personal space and in general space when moving with other students.
- Consistent signals are used to start and stop student movement.
- Items that may pose a safety hazard to students while engaged in activity have been removed or moved.

## Respect & Responsibility
- Students are supportive of one another.
- Students are taught to respect differences in ability.
- Students are respectful of cultural differences.
- Students feel safe to move creatively.
- Students are not allowed to tease or make fun of others.
Tips for Including All Students

**INSTRUCT**
- Give one direction at a time.
- Use visual and/or auditory signals.
- Demonstrate movements and alternatives to those movements.
- Allow students to self select movements they are comfortable with.
- Repeat movements that most students can do before adding on more difficult movements.

**ADAPT**
- Sit rather than stand.
- Slow down the movement, then gradually increase the tempo.
- Provide more rest periods if needed.
- Use peers as partners.
- Use simple patterns.
- Switch strength movements to flexibility movements and vice versa depending on capability.
  
  Note: All yoga poses, except the plank, can be adapted to be done sitting or balancing on two feet rather than one.
  
  Some movements are too complex and/or intense for some students. In this instance, change movement but use the most aerobic movement the student can do.
  
  **Example:** March in place or tap toes instead of jumping or hopping.

**MOTIVATE**
- Use positive verbal and non-verbal reinforcement to motivate students to try different movements.
- Do not exclude or eliminate any student from an activity unless they are behaving in an unsafe manner.

**DIFFERENTIATE**
- Encourage creative movement. Students can come up with their own alternative movements.
- Reduce/increase the number of movements a student does or has to remember.
- Have students stay on their spots before progressing to movements off their spots.
- When applicable, practice simple jumps before moving onto more complex jumps.

**Arm movements:**
- Raise arms overhead like performing a jumping jack. Raise arms straight up and down in front of the body. Push hands towards the side walls like you are pushing against an object, repeat to the front and to the ceiling.
- Roll fists (boxers speed bag movement) forward then reverse the direction. Roll fists at face level then slowly raise arms (alternate levels). Roll fists to the left then right.

**Core movements:**
- Rotate the body from the waist from side to side with arms out, or bend arms at the elbows.
- Bend forward at the waist while sitting and hug knees or reach for the toes.
- Sit up straight and slowly bend to the right; repeat left.
## Alignment of NYSED and National Standards for Physical Education

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

For more information please see [http://www.emsc.nysed.gov/ciai/pe/pels.html](http://www.emsc.nysed.gov/ciai/pe/pels.html) and [http://www.aahperd.org/NASPE](http://www.aahperd.org/NASPE)
Aerobic fitness is the ability of the heart, lungs and muscles to perform activity over a sustained period (NASPE, 2004). The heart and lungs deliver oxygen and fuel to working muscles and as the intensity increases the heart must work harder to deliver oxygen and fuel to the muscles. This results in increased heart rate which is calculated using beats per minute (BPM).

Flexibility is the ability to move a joint through a complete range of motion (ACSM, 2000). Students may define this as the ability to bend and stretch (NASPE, 2004).

Muscular fitness includes both muscular strength and endurance. Strength is the ability to produce maximal force one time and endurance is the ability to exert sub maximal force repeatedly (NASPE, 2004).

Examples of aerobic activities include: brisk walking, jogging, running, swimming, bicycling, dancing, skating, jump rope, skipping, jumping, hopping, leaping, galloping, sliding, and rollerblading.

Examples of flexibility activities at the elementary school level: Yoga, stretching into shapes and letters, and activity specific stretches.

Examples of muscular fitness activities at the elementary school level: exercises using body weight such as push-ups, squats, and holding yoga poses.

“...You don’t need gym space and a lot of time to incorporate more physical activity into the school day. I learned many new ways to incorporate physical activity in small moments and small spaces too.”

“...Great structured physical activities incorporating social skills, fun, and direction following. Activities can be creatively modified, connected to content areas and used daily in the classroom.”

“...Students are able to exercise, learn and have fun all at the same time without realizing it.”

“...Children do need more physical education in their lives, not only to promote healthier bodies but also healthier minds and social skills. This program gives the opportunity for children to de-stress and feel more empowered to learn.”

“I did not know that PE can take place inside my classroom and be so vigorous and fun. This is what students want.”

“These activities infuse language arts, math, and social studies into physical activity! Terrific!”
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

Obese 21%
Overweight 18%
Healthy weight 56%
Underweight 5%

- 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.
Students with better physical fitness have higher academic test scores

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

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.

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Jump for 10

**INTRODUCTION:**
- Today’s Fitness Break is Jump for 10. Jumping is an aerobic activity.
- Our bodies stay healthy by participating in aerobic activity every day. It helps keep us at a healthy weight and gives us energy.
- Jumping in fun ways builds endurance in our heart muscle, the muscles of our legs, and builds strong bones. Calcium also builds strong bones. We can get calcium from milk, yogurt, almonds, and kale.

**ACTION:**
- We will learn fun ways to jump on our spots as we count together.
- The key to being successful when jumping is to bend your knees slightly so your body absorbs the impact without causing injury.
- Choose appropriate challenges.

  - Jump 1x and land on your spot. Increase to 5x.
  - Jump in front/in back/next to/to the side/around your spot.
  - Jump on your spot like a frog/kangaroo/rabbit and count to 5.
  - Jump like a basketball player while counting backwards.
  - Jump as if you were a fish while skip counting.

- Now we are going to work with our magic jump rope. We do not have enough space to use real jump ropes, but we can still get a great workout and have fun!

  - When I say Go, begin jumping with your magic jump rope. Keep your elbows close to your body and pretend you are turning the jump rope. GO! See if you can count to 100. Give alternate counting challenges.
  - Let’s try some tricks while jumping rope:
    - Jog on your spot and keep moving your arms like you are turning your rope.
    - Hop on one foot.
    - Jump high/low.
    - Jump like you are swimming and backward over your head.
    - Straddle jump with your feet apart. Keep jumping!
    - Criss-Cross jump with your feet apart. Then bring your right foot in front of the left and then uncross to the sides of your spot. Repeat and switch legs.
    - Heel Kicks. Jump on your right foot and kick your left foot out in front. Repeat and switch legs.

  - When Is A Go, begin jumping with your magic jump rope. Keep your elbows close to your body and pretend you are turning the jump rope. GO! See if you can count to 100. Give alternate counting challenges.

**FOR UNDERSTANDING:**
- What are two benefits to doing aerobic activity regularly? Our legs and heart get stronger, we have more energy.
- Name two foods that are good sources of calcium? Yogurt, almonds, kale.

**ACADEMIC INTEGRATION**

**ELA**
- Read the books: “Hop Jump” by Ellen Stoll Walsh and “Jump Frog Jump” by Robert Kalan and have students move like the characters or animals in the books.
- Jump the number of syllables in calcium-rich foods.
  - Examples (Nutrition Page E):
    - milk (1), kale (1), yogurt (2), almonds (2), mozzarella cheese (5).

**Math**
- Incorporate counting by odds with hops (1 foot) and evens with jumps (2 feet).
- Use these jingles, sung to the tune of Farmer and the Dell while using the magic jump rope:
  - 5 + 5 = 10, 10 x 1 = 10,
  - 8 + 2 = 10, 1 x 10 = 10,
  - 7 + 3 = 5 x 2
  - and
  - 9 + 1 = 2 x 5
  - and
  - 10 + 0 = 10.

**STANDARDS:**
- NY State PE Standards 1, 2
- National PE Standards 1, 6

**OBJECTIVES:**
- Students will be able to identify two benefits of aerobic activities.
- Students will understand that calcium helps build strong bones and be able to identify three foods that are good sources of calcium.
### Suggested K-3 Pacing Calendar (1-3 Fitness Breaks per day)

<table>
<thead>
<tr>
<th>Fitness Break #</th>
<th>DAY # 1</th>
<th>DAY # 2</th>
<th>DAY # 3</th>
<th>DAY # 4</th>
<th>DAY # 5</th>
<th>DAY # 6</th>
<th>DAY # 7</th>
<th>DAY # 8</th>
<th>DAY # 9</th>
<th>DAY # 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Energize</td>
<td>True or False</td>
<td>NYC Traffic Jam</td>
<td>Mealtime Movers</td>
<td>Jump for 10</td>
<td>Weather Watch</td>
<td>Farmers Market</td>
<td>Movement Memory</td>
<td>Color Workout</td>
<td>Pop and Stop</td>
<td>Spot Sharing</td>
</tr>
<tr>
<td>2 Refocus</td>
<td>Yoga Breathe and Pose</td>
<td>Nature Walk</td>
<td>Exhale and Explore</td>
<td>Number and Letter Creation</td>
<td>Sentence Stretch</td>
<td>Stretch and Roll</td>
<td>Sentence Stretch</td>
<td>Yoga Breathe and Pose</td>
<td>Nature Walk</td>
<td>Exhale and Explore</td>
</tr>
<tr>
<td>3 Energize</td>
<td>Freeze and Groove</td>
<td>Move Like the Animals</td>
<td>Alley Cat</td>
<td>Bunny Jump</td>
<td>Chair-Aerobics</td>
<td>Manhattan Mile</td>
<td>Classroom Conga</td>
<td>Move and Pose</td>
<td>Beanbag Buddies</td>
<td>Count and Catch Math</td>
</tr>
</tbody>
</table>

**Notes:**
- Teach three new activities each day for 30 days then repeat starting at Day 1.
- This is a suggested calendar. Teachers can mix and match the activities as they see fit.
- Teachers should select activities based on their comfort level with the goal of completing 30 minutes of total activity time each day.
- Total minutes of physical activity for the week should be a minimum of 120 minutes (this may include the scheduled physical education period). Activities may be repeated to accumulate the 120 minutes per week.
- Activity time can be accumulated in short 10 minutes breaks throughout the day or as longer activity sessions of 20-30 minutes.
- Students should participate in daily moderate to vigorous physical activity (MVPA). Moderate activity is defined as a brisk walk.

* Additional resources can be found on the office of Fitness & Health Education's website. [http://schools.nyc.gov/Academics/Fitness and Health](http://schools.nyc.gov/Academics/Fitness and Health)
Physical Activity Fitness Breaks
True or False

STANDARDS: • NY State PE Standard 1 • National PE Standard 1

OBJECTIVES: • Students will be able to identify three exercises they can do in their personal space.
• Students will be able to differentiate between a true and false statement by moving with the designated movement for each.
• Students will be able to differentiate between fruits and vegetables.

INTRODUCTION:
• This Fitness Break is True or False.
• I will say something that will either be true or false.
• True means what I say is correct, false means what I say is not correct.
• If what I say is true you will do one movement, if what I say is false you will do a different movement.

ACTION:
Math
• I am going to say a math problem. Problems can be written on the board, as well.
• If what I say is true, Jump. If what I say is false, make Arm circles.
• Continue doing the movement until I say, Freeze.

| Examples:   | 5+5 = 12 | 2x8 = 16 | 8-4 = 3 | 9-3 = 6 |

ELA
• I am going to write a word on the board. If the spelling is correct, Run in place. If it is spelled incorrectly, Ski Jump. Write word on board and ask: True or False?

Nutrition
• Let’s review the difference between fruits and vegetables. If what I say is true, Toe tap. If what I say is false, Criss-cross jump.

| Examples:      | Apples are fruits | Spinach is a fruit | Carrots are vegetables |

TEACHING TIPS AND IDEAS
• Review any academic concept.
• Allow students to generate their own True or False statements and present them to the class or in small groups.

ACADEMIC INTEGRATION
ELA
• Review grammar concepts.
• Review Fiction and Non-Fiction.
Math
• Review homework and test answers.
• Prepare for tests.
Nutrition (Nutrition Page A)
• Review what foods belong to different food groups.

FOR UNDERSTANDING:
• What are some exercises we can do in our personal space?
• Name three fruits. Name three vegetables.
Yoga Breathe and Pose

STANDARDS:
- NY State PE Standard 1
- National PE Standards 2, 6

OBJECTIVES:
- Students will be able to hold each yoga pose for 10–30 seconds and state that yoga poses are flexibility exercises (stretches).
- Students will be able to demonstrate the Take Five breathing technique.
- Students will be able to name an example of a healthy breakfast.

INTRODUCTION:
This Fitness Break is Yoga Breathe and Pose.
We are going to learn and practice some yoga poses. Yoga is a series of flexibility exercises (stretches) that help you relax and focus (pay attention).
Breathing is an important part of doing yoga. It will help you relax and focus.
Eating a healthy breakfast also helps you focus. Examples of a healthy breakfast are fruit and low-fat yogurt and whole grain cereal with low-fat milk.

ACTION:
First, let’s practice Take Five breathing.
Make a fist in front of your body. Take a deep breath in through your nose. As you slowly exhale raise one finger until all five fingers are raised. This is called Take Five.
I will show you a picture of a pose. Visual Aid Card. You will practice the pose. We will then do the pose together and hold it for 10 seconds. If you cannot hold the pose for 10 seconds, you can take a quick break and hold the pose again. Remember to breathe deeply while holding the pose by doing Take Five.
Teach 3-4 yoga poses to create a sequence. Begin holding each pose for 10 seconds and gradually progress to 30 seconds per pose. After repeating the sequence, practice new poses. Be sure to demonstrate and use the Visual Aid Cards.

Example sequences:
- Mountain, Chair, Tree, Grass in the wind
- Mountain, Rag doll, Windmill, Star
- Mountain, Down dog, Plank, Butterfly

FOR UNDERSTANDING:
- What type of exercises are yoga poses? Flexibility.
- What are some benefits of doing yoga? Helps us relax, stretch our muscles, and focus.
- What is an example of a healthy breakfast food? Fruit and low-fat yogurt and whole grain cereal with low-fat milk.

TEACHING TIPS AND IDEAS
- Use Take Five and yoga poses to calm and refocus students after a Fitness Break, before a test or after lunch/recess.
- Create a calming environment by playing relaxing music, dimming the lights and asking students to clear their desks.

ACADEMIC INTEGRATION
ELA
- Read books: “Yoga Pretzels” by Tara Lynda Guber and “Babar’s Yoga” by Lauret de Brunhuff.
- Have students describe how the movements make them feel verbally and/or in writing.
- Give students a prompt for rhyming words and have students list rhyming words aloud while holding the poses.

Math
- Make tens (stretching a number). What two numbers can be added to equal ten?
  Example:
  5 second stretch + 5 second stretch = 10 seconds of stretching.
  Add up all the seconds of stretching and convert to minutes.
- Students count the seconds aloud (one, one thousand or, one New York City).
Freeze and Groove

STANDARDS: • NY State PE Standards 1, 2 • National PE Standards 1, 5

OBJECTIVES: • Students will be able to define flexibility as the ability to bend, stretch, and twist.
• Students will be able to move around the classroom while maintaining personal space.
• Students will be able to understand that protein helps build muscles.

INTRODUCTION:

• This Fitness Break is Freeze and Groove.
• When the music plays, we will work on improving our flexibility, which means we will bend, stretch, and twist our bodies in creative ways. There is no right or wrong way to move creatively, so have fun.
• When the music stops, Freeze and do your best muscle pose. Protein builds your muscles to help you groove and freeze.

ACTION:

• I am going to say a creative word. When the music starts, you will move your body to act out the word on your spot.
• When the music stops, Freeze and make a protein muscle pose on your spot.

Examples:

<table>
<thead>
<tr>
<th>Wiggle</th>
<th>Squirm</th>
<th>Shimmy</th>
<th>Curl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shake</td>
<td>Melt</td>
<td>Whirl</td>
<td>Bounce</td>
</tr>
<tr>
<td>Tremble</td>
<td>Shiver</td>
<td>Fold</td>
<td>Pop</td>
</tr>
<tr>
<td>Grow</td>
<td>Shrink</td>
<td>Spin</td>
<td>Rattle</td>
</tr>
</tbody>
</table>

• Now I am going to give you a word and you are going to move off your spot, and use the entire room to Groove. Remember move safely only in your personal space.
• When the music starts move around the room moving creatively to the word I say.
• When the music stops, Freeze and show your protein muscle pose.

Examples:

<table>
<thead>
<tr>
<th>Pounce</th>
<th>Waddle</th>
<th>Stomp</th>
<th>Scurry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Float</td>
<td>Slide</td>
<td>Leap</td>
<td>Trot</td>
</tr>
</tbody>
</table>

✓ FOR UNDERSTANDING:

• Why do we bend, stretch and twist? To improve our flexibility.
• What does protein do to our bodies? Builds muscles.

ORGANIZATION

TIME: 10 minutes
MATERIALS: Spots, Music, Nutrition Page A.
SET UP: Students start on spots near desk and then progress to moving off spots and around room (optional).

TEACHING TIPS AND IDEAS

• Demonstrate movement examples so students are comfortable being creative.
• Encourage children to move differently than their peers.
• Repeat the movements and include challenges: pathways (curved, zig zag, straight), levels (high, low), and tempo (slow, fast).

ACADEMIC INTEGRATION

ELA

• Add new movement words to classroom Word Wall.
• Write a story using the creative movement words, as a class or individually.
• Define onomatopoeia and use examples for movement. The formation or use of words such as buzz or murmur that imitate the sounds associated with the objects or actions they refer to.

Math

• Students count the number of beats they are moving or frozen.
• Students create their own pattern or sequence of creative movements.

Nutrition (Nutrition Page A)

• Give food items and have students Groove if the item is a good source of protein or Freeze if the food is not a good source of protein.

Examples of good sources of protein: chicken, tofu, beans, eggs, nuts, fish, milk.
New York City Traffic Jam

**STANDARDS:**
- NY State PE Standard 1
- National PE Standards 1, 2, 3

**OBJECTIVES:**
- Students will be able to define aerobic activity as a continuous activity that uses oxygen, making you breathe harder and your heart beat faster.
- Students will list at least three ways that they can participate in regular aerobic physical activity.
- Students will be able to understand that eating healthy snacks will help them feel energized.

**INTRODUCTION:**

Today’s Fitness Break is New York City Traffic Jam. It is an aerobic activity which means you are moving for long periods of time without stopping. This uses more oxygen which makes your heart beat faster.

Just like cars need gasoline to run our bodies need energy for aerobic activities. Healthy foods like fruits and vegetables help keep our bodies moving. Foods high in sugar and fat may slow us down.

Imagine you are driving a car in a New York City traffic jam. Put on your seatbelt and put your hands on the steering wheel.


Start your engines, let’s practice these three signals.

We are ready to learn new signals.

Continue to add signals, depending on age level, and repeat until you have reached 10 minutes of activity time.

**ACTION:**

- Place small stickers on K-1 students’ hands to help them differentiate right from left.
- Have students come up with their own signals and movements.
- Allow students to move around in general space rather than in place.
- Add other locomotor movements such as skipping, galloping, and leaping.

**FOR UNDERSTANDING:**

- What does aerobic mean? Movement that you can maintain that makes you breathe harder (using oxygen) and your heart beat faster.
- What type of aerobic activity can you do? Dance, run, play tag, etc.

**ACADEMIC INTEGRATION**

**Geography**
- Designate part of the classroom as North, South, East and West. Give students signals based on these cues and have students move in that direction. Use states such as Florida or California to reinforce directions.

**Health**
- Discuss safe driving, importance of wearing seatbelts, traveling safely in a car, alternatives for more environmentally sound transportation, obeying traffic signals, crossing the street, and bicycle safety.

**Nutrition (Nutrition Page C)**
- Incorporate pit-stops where students stop driving their cars and take a healthy snack break. Use “Go foods” as the foods that will keep their energy up and car moving and “Slow foods” as foods that may make them tired and cause their car to slow down.

“Go food” examples: banana, yogurt, grapes
“Slow food” examples: cookies, soda, potato chips

**TEACHING TIPS AND IDEAS**

- Place small stickers on K-1 students’ hands to help them differentiate right from left.
- Have students come up with their own signals and movements.
- Allow students to move around in general space rather than in place.
- Add other locomotor movements such as skipping, galloping, and leaping.

**TIME:** 10 minutes

**MATERIALS:** Spots, Visual Aid Cards, Red/Green spot for traffic signal, Upbeat Music.

**SET UP:** Students on spots near desk.

Examples:
- **Right turn** = Turn to your right
- **U turn** = Turn and face the opposite direction
- **Cross walk** = Step side to side
- **Rolling hills** = Squat up and down
- **Tunnel** = Crouch down and march at a low level
- **Pothole** = Hop from one foot to the other
- **Bridge** = March in place on your toes and hold your steering wheel at a high level
- **Carpool** = Students meet in groups of three or four, link arms and march in place together
- **Fruit break** = Squat to eat a delicious piece of fruit for energy

Left turn = Turn to your left
Speed bump = Jump in place
No parking = Run in place with high knees
Railroad crossing = Jumping jacks

**STANDARDS:**
- NY State PE Standard 1
- National PE Standards 1, 2, 3

**OBJECTIVES:**
- Students will be able to define aerobic activity as a continuous activity that uses oxygen, making you breathe harder and your heart beat faster.
- Students will list at least three ways that they can participate in regular aerobic physical activity.
- Students will be able to understand that eating healthy snacks will help them feel energized.

**TEACHING TIPS AND IDEAS**

- Place small stickers on K-1 students’ hands to help them differentiate right from left.
- Have students come up with their own signals and movements.
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- Add other locomotor movements such as skipping, galloping, and leaping.

**ACADEMIC INTEGRATION**

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**Health**
- Discuss safe driving, importance of wearing seatbelts, traveling safely in a car, alternatives for more environmentally sound transportation, obeying traffic signals, crossing the street, and bicycle safety.

**Nutrition (Nutrition Page C)**
- Incorporate pit-stops where students stop driving their cars and take a healthy snack break. Use “Go foods” as the foods that will keep their energy up and car moving and “Slow foods” as foods that may make them tired and cause their car to slow down.

“Go food” examples: banana, yogurt, grapes
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**STANDARDS:**
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- National PE Standards 1, 2, 3

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“Go food” examples: banana, yogurt, grapes
“Slow food” examples: cookies, soda, potato chips
Nature Walk

STANDARDS: • NY State PE Standard 1  • National PE Standards 1, 2, 6

OBJECTIVES: • Students will be able to understand that yoga poses stretch and strengthen muscles.
• Students will be able to list two benefits of being flexible.

INTRODUCTION:
• This Fitness Break is Nature Walk.
• We are going to stretch into yoga poses that look like things we find in nature.
• Yoga poses help us stretch and strengthen our muscles. This helps us become more flexible so we can move safely and perform better in sports and activities.
• We are going to breathe deeply as we hold our stretches.

ACTION:
• First, let’s practice Take Five breathing.
• Make a fist in front of your body. Take a deep breath in through your nose. As you slowly exhale raise one finger until all five fingers are raised. This is called Take Five.
• We are going on a nature walk and I will call out what I see. We will do the yoga pose with the same name.
• I see a: Demonstrate poses and show Visual Aid Cards.

Examples:
Mountain: Plant your feet firmly and stand tall like a mountain. Reach high into the sky.
Grass in the wind: Stand tall with your arms up alongside your ears. You are strands of grass and the wind is blowing your flexible body to one side and then to the other. Remember to keep your feet rooted in the ground.
Tree: Stand up tall. Plant one foot in the ground. Now place the sole of your other foot on the inside of your standing leg. Stay strong yet flexible like a tree in the forest. Switch and try to balance on the other leg.
Star: Stand strong with feet shoulder width apart, knees bent. Extend both arms out to the sides.
Down dog: Bring your hands and knees to the floor to do your dog stretch. Lift your hips up until your legs are straight and push your tailbone up and back, lengthening your whole spine.
Butterfly: Sit on the floor and cross your legs like butterfly wings. Take a deep breath. Exhale and lean forward slowly, extending your arms out in front of you. Inhale upright and cross the opposite leg in front to repeat the fold forward.

FOR UNDERSTANDING:
• What is a benefit of being flexible? Move safely (reduce injury), perform better in sports or dance.
• What do yoga poses do to our muscles? Strengthen and stretch.
• Pose as one thing we saw on our nature walk.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Visual Aid Cards.
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS
• Duration of poses can be increased or decreased.
• Teachers can introduce new poses weekly and reinforce poses from previous Fitness Breaks.

ACADEMIC INTEGRATION
ELA
• Students can share a “small moment,” either written or verbal, with a partner about a time when they took a walk through nature. The details should be specific to that particular walk and what they observed on the walk.

Nutrition
• Include fruits and vegetables that are found in nature. Students can use their imagination to pose as the fruit/vegetable that they see on their walk.

Examples:
Bunch of grapes: Bend in half; hang heavy off the vine. Show Rag doll VAC.
Carrot: Carrots are roots—dig your feet into the ground. Your green stems reach way up to the sun. Reach your arms up high and let them sway in the wind.

Science
• Take this activity outside, have students collect leaves and create a bulletin board display.

STANDARDS:
• NY State PE Standard 1
• National PE Standards 1, 2, 6

OBJECTIVES:
• Students will be able to understand that yoga poses stretch and strengthen muscles.
• Students will be able to list two benefits of being flexible.

INTRODUCTION:
• This Fitness Break is Nature Walk.
• We are going to stretch into yoga poses that look like things we find in nature.
• Yoga poses help us stretch and strengthen our muscles. This helps us become more flexible so we can move safely and perform better in sports and activities.
• We are going to breathe deeply as we hold our stretches.

ACTION:
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FOR UNDERSTANDING:
• What is a benefit of being flexible? Move safely (reduce injury), perform better in sports or dance.
• What do yoga poses do to our muscles? Strengthen and stretch.
• Pose as one thing we saw on our nature walk.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Visual Aid Cards.
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS
• Duration of poses can be increased or decreased.
• Teachers can introduce new poses weekly and reinforce poses from previous Fitness Breaks.

ACADEMIC INTEGRATION
ELA
• Students can share a “small moment,” either written or verbal, with a partner about a time when they took a walk through nature. The details should be specific to that particular walk and what they observed on the walk.

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• Include fruits and vegetables that are found in nature. Students can use their imagination to pose as the fruit/vegetable that they see on their walk.

Examples:
Bunch of grapes: Bend in half; hang heavy off the vine. Show Rag doll VAC.
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Science
• Take this activity outside, have students collect leaves and create a bulletin board display.

STANDARDS:
• NY State PE Standard 1
• National PE Standards 1, 2, 6

OBJECTIVES:
• Students will be able to understand that yoga poses stretch and strengthen muscles.
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INTRODUCTION:
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• We are going to breathe deeply as we hold our stretches.

ACTION:
• First, let’s practice Take Five breathing.
• Make a fist in front of your body. Take a deep breath in through your nose. As you slowly exhale raise one finger until all five fingers are raised. This is called Take Five.
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FOR UNDERSTANDING:
• What is a benefit of being flexible? Move safely (reduce injury), perform better in sports or dance.
• What do yoga poses do to our muscles? Strengthen and stretch.
• Pose as one thing we saw on our nature walk.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Visual Aid Cards.
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS
• Duration of poses can be increased or decreased.
• Teachers can introduce new poses weekly and reinforce poses from previous Fitness Breaks.

ACADEMIC INTEGRATION
ELA
• Students can share a “small moment,” either written or verbal, with a partner about a time when they took a walk through nature. The details should be specific to that particular walk and what they observed on the walk.

Nutrition
• Include fruits and vegetables that are found in nature. Students can use their imagination to pose as the fruit/vegetable that they see on their walk.

Examples:
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Carrot: Carrots are roots—dig your feet into the ground. Your green stems reach way up to the sun. Reach your arms up high and let them sway in the wind.

Science
• Take this activity outside, have students collect leaves and create a bulletin board display.

STANDARDS:
• NY State PE Standard 1
• National PE Standards 1, 2, 6

OBJECTIVES:
• Students will be able to understand that yoga poses stretch and strengthen muscles.
• Students will be able to list two benefits of being flexible.
Move Like the Animals

INTRODUCTION:

- This Fitness Break is Move Like the Animals.
- We are going to move like different animals. Animals, including people, need to move to stay healthy and strong.
- People and animals need to eat healthy foods in order to have the energy to move.

ACTION:

- When I say the name of an animal, move on your spot like the animal until I say, Freeze.
  
  Examples:
  - Frogs-jump
  - Monkeys-climb
  - Birds-fly
  - Fish-swim

- Now I am going to call out an animal and a movement. If the animal and the movement match, do the movement on your spot. If the animal and the movement do not match, March in place on your spot.
  
  Examples:
  - Fish-gallop
  - Alligators-crawl
  - Turtles-gallop
  - Kangaroos-swim
  - Horses-fly
  - Snakes-walk

- When I say the name of an animal, move around the room like the animal and find a new spot.
  
  Examples:
  - Penguin, rabbit, mouse, duck, elephant.

  Change level, tempo, and pathway for each animal.

- When I say the name of a healthy food, move around the room like an animal that likes to eat that food.
  
  Examples:
  - Carrots-rabbit
  - Seeds-bird
  - Bananas-monkey
  - Small fish-large fish

FOR UNDERSTANDING:

- What are two animal movements you can do at home?
- What is a healthy food that animals, including people, eat for energy? *Fish, carrots, bananas.*
Mealtime Movers

STANDARDS: • NY State PE Standard 1 • National PE Standards 1, 5

OBJECTIVES: • Students will be able to name at least three healthy food choices. • Students will be able to list at least two benefits of eating a healthy breakfast.

INTRODUCTION:

• This Fitness Break is Mealtime Movers.
• We need to eat healthy foods all day, but it is especially important in the morning. Eating a healthy breakfast helps us focus, feel more awake and have more energy.
• I will say a healthy food and a movement that describes it. You will do the movement on your spot.

ACTION:

• I am a cook and I want to cook up a healthy meal.
• When I say Sunnyside Eggs you will Hop because the pan is hot.
• When I say Fruit Shake everyone will Shake in a fun way. A fruit shake made with low-fat yogurt is a good breakfast to begin your day.

Continue to teach the moves at the students’ pace. Begin with 2-3 listed movements and review. Gradually call the items at random and see if the students remember how to move with you demonstrating.

Breakfast
Sunnyside Eggs
Oatmeal
Moving Milk
Fruit Shake

Movements
Hop on tip toes, ‘The pan is hot’
Arm circles, ‘Let’s stir it up’
Make a muscle pose, milk builds muscle
Shake in a fun way

Dinner
Bouncing Broccoli
Spaghetti Legs
Cool Carrots

Movements
Bounce while holding knees
Wiggle and shake your legs like noodles
Move freely in your own way

Lunch
Marching Melon
Popping Popcorn
Jumping Beans

Snacks
Racing Raisins
Banana Time

Movements
March in place
Jump side to side over spot
Jump up and down

RUN IN PLACE, AS QUICKLY AS POSSIBLE

ACADEMIC INTEGRATION

Math
• Incorporate healthy foods into math problems, like 10 Carrots + 5 Carrots = 15 Carrots.

Nutrition (Nutrition Page A)
• Discuss the food groups and where each given food belongs. Explain that students should eat foods from each food group every day.

FOR UNDERSTANDING:

• Name three healthy food choices.
• Why is it important to eat breakfast every morning? Helps you focus, feel more awake, and have more energy.
**Exhale and Explore**

**STANDARDS:**
- NY State PE Standard 1
- National PE Standards 1, 2

**OBJECTIVES:**
- Students will be able to practice balancing and name two activities that require balance.
- Students will be able to give examples of how they can practice balancing activities at home.

**INTRODUCTION:**
- This Fitness Break is Exhale and Explore.
- Balance plays an important role in many activities and we can become stronger and improve our balance with practice. What activities do we do or have we seen done that require balance? Hopping, bike riding, skating, creative movements, walking a tight rope, riding a skateboard.
- We are going to pretend to take a journey around the world visiting different landmarks.
- While you are balancing, try to think about where else you can practice the poses we do today.

**ACTION:**
- I will name a landmark and you will do a balance pose based on what I say. Use Visual Aid Cards as well as demonstrate poses.
- Let’s get started. We are the Statue of Liberty! We have one arm extended overhead and we are balancing on one foot. *Tree Pose*
- Let’s practice Take Five. Take a deep breath in and slowly let it out. Repeat for 5 seconds and release the pose.
- Let’s keep exploring! Continue with the suggestions below demonstrating and using Visual Aid Cards as needed.

<table>
<thead>
<tr>
<th>Landmark</th>
<th>Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empire State Building</td>
<td>Two hands together overhead, feet apart. <em>Mountain</em></td>
</tr>
<tr>
<td>Rockefeller Center</td>
<td>Like a figure skater stand on one foot, raise other leg behind you and arms up to the sky.</td>
</tr>
<tr>
<td>Grand Canyon</td>
<td>Arms apart as wide as possible, feet apart. <em>Star</em></td>
</tr>
<tr>
<td>Great Pyramids</td>
<td>Two hands make a triangle overhead, feet apart.</td>
</tr>
<tr>
<td>London Bridge</td>
<td>Form a bridge over spot with straight legs. <em>Plank pose</em></td>
</tr>
<tr>
<td>Tower of Pisa</td>
<td>Feet together, arms up, lean to one side. <em>Grass in the wind</em></td>
</tr>
<tr>
<td>Amazon Rain Forest</td>
<td>You are rain falling, reach for toes with straight legs. <em>Rag doll</em></td>
</tr>
<tr>
<td>North Pole</td>
<td>Arms across body and hold. <em>Students hug themselves</em></td>
</tr>
<tr>
<td>Mt. Etna Volcano</td>
<td>Hands together from chest to overhead, open feet wide.</td>
</tr>
<tr>
<td>Rockaway Beach</td>
<td>Hands behind the head, feet apart, stand tall, deep breath.</td>
</tr>
</tbody>
</table>

- Let’s end with a last Take Five. Hold your right hand in a fist in front of your body. Take a deep breath. As you begin to exhale slowly start putting up one finger at a time until your exhale is complete and all five fingers are up.

**TEACHING TIPS AND IDEAS**
- Increase the duration of the pose to 10–20 seconds after the students become familiar with the lesson.
- Challenge students to be silent and to focus on a non-moving spot in front of them while balancing.
- Have students call out a landmark for their classmates and demonstrate a pose.
- Have students practice poses in pairs.

**ACADEMIC INTEGRATION**

**ELA**
- Students create a drawing or write a story about the landmarks they visited during the Fitness Break.
- Students spell vocabulary words while holding each pose.

**Geography**
- Students locate the landmarks or geographical formation on a map or globe.
- Use landmarks from history lessons to create new poses.

**STANDARDS:**
- NY State PE Standard 1
- National PE Standards 1, 2

**OBJECTIVES:**
- Students will be able to practice balancing and name two activities that require balance.
- Students will be able to give examples of how they can practice balancing activities at home.

**FOR UNDERSTANDING:**
- Why is it important to practice balancing? *To improve sense of balance. Many activities, like hopping and skating, require balance.*
- When and where else can you practice these poses? *At home, in your bedroom, living room, during commercial breaks, after dinner.*
Alley Cat

STANDARDS: • NY State PE Standard 1 • National PE Standards 1, 6

OBJECTIVES: • Students will be able to follow the cues to complete the dance at least one time successfully.
• Students will be able to define warm up and state the benefits of warming up.
• Students will be able to list at least two benefits of eating a healthy breakfast.

TIME: 10 minutes

MATERIALS: Spots, MTI CD 2 “Get the Party Started,” Nutrition Page B.

SET UP: Students on spots near desk.

INTRODUCTION:
• This Fitness Break is the “Alley Cat.” This is a dance that uses slow movements and can be used as a warm up.
• A warm up is an activity that gets your body and muscles ready for more active exercise. It also helps prevent injury.
• We need to eat healthy foods all day, but it is especially important before we do a warm up activity. Eating a healthy breakfast helps you focus, feel more awake and have more energy to do your warm up activity.

ACTION:
• Let’s begin learning the steps to the Alley Cat.
  Demonstrate each step and have students practice while you model and cue.

Step 1: Tap the right toe out to the right and back together (repeat) = 4 counts
  Cue: Right together, right together

Step 2: Tap the left toe out to the left side and back together (repeat) = 4 counts
  Cue: Left together, left together

Step 3: Tap the right toe behind you and back together (repeat) = 4 counts
  Cue: Right back, right back

Step 4: Tap the left toe behind you and back together = 4 counts
  Cue: Left back, left back

Step 5: Raise the right knee up and to the left and toe down (repeat) = 4 counts
  Cue: Right knee

Step 6: Raise the left knee up and to the right and toe down (repeat) = 4 counts
  Cue: Left knee

Step 7: Raise the right knee up and to the left. Feet together = 2 counts
  Cue: Right knee

Step 8: Raise the left knee up and to the right. Feet together = 2 counts
  Cue: Left knee

Step 9: Cue: Clap hold = 2 counts

Step 10: Cue: 1/4 Right turn and hold = 2 counts

Repeat facing all four walls of the room or until the music stops.

Now let’s practice the dance using music.

FOR UNDERSTANDING:
• Why is a warm up important? Prepares the body and muscles for harder exercise and helps prevent injury.
• Why is it important to eat breakfast every morning? Helps you focus, feel more awake, and have more energy.

TEACHING TIPS AND IDEAS
• Play music for students prior to practicing the dance steps.
• Teach the dance steps gradually, at an appropriate pace for the students.

ACADEMIC INTEGRATION

ELA
• Identify the action verbs in the dance’s cues (tap, raise, clap). Identify the nouns in the cues (knee, toe).

MATH
• Discuss ¼ (90 degrees), ½ (180 degrees) and full turns (360 degrees).
• What does a ¼ turn look like on a clock? How many minutes are in ¼ of an hour? Practice telling time to the quarter hour.
Jump for 10

**STANDARDS:** • NY State PE Standards 1, 2 • National PE Standards 1, 6

**OBJECTIVES:** • Students will be able to identify two benefits of aerobic activities. • Students will understand that calcium helps build strong bones and be able to identify three foods that are good sources of calcium.

**INTRODUCTION:**
• Today’s Fitness Break is Jump for 10. Jumping is an aerobic activity. • Our bodies stay healthy by participating in aerobic activity every day. It helps keep us at a healthy weight and gives us energy. • Jumping in fun ways builds endurance in our heart muscle, the muscles of our legs, and helps build strong bones! • Calcium also builds strong bones. We can get calcium from milk, yogurt, almonds, and kale.

**ACTION:**
• We will learn fun ways to jump on our spots as we count together. • The key to being successful when jumping is to bend your knees slightly so your body absorbs the impact without causing injury. Choose appropriate challenges.
  • Jump 1x and land on your spot. Increase to 5x
  • Jump in front/in back/near to/to the side/around your spot.
  • Jump on your spot like a frog/kangaroo/rabbit and count to 5.
  • Jump like a basketball player/ice skater/hopscotcher/skier while counting backward from 10.
  • Jump as if you were in the ocean/outer space/hot sand while skip counting by 5’s to 25.

  Now we are going to work with our magic jump rope. We do not have enough space to use real jump ropes, but we can still get a great workout and have fun!

  • When I say Go, begin jumping with your magic jump rope. Keep your elbows close to your body and pretend you are turning the jump rope. GO! See if you can count to 100. Give alternate counting challenges
  • Let’s try some tricks while jumping rope:
  • Jog on your spot and keep moving your arms like you are turning your rope.
  • Hop on one foot; now hop on the other foot.
  • Jump high/low.
  • Jump like you are ringing a bell. Jump forward and backward over your spot.
  • Straddle jump with your feet apart. Keep jumping!
  • Criss-Cross jump with your feet apart. Then bring your right foot in front of the left and then uncross to the sides of your spot. Repeat and switch legs.
  • Heel Kicks. Jump on your right foot and kick your left foot out in front. Repeat and switch legs.

**FOR UNDERSTANDING:**
• What are two benefits to doing aerobic activity regularly? **Our legs and heart muscles get stronger, we have more energy.**
• Name two foods that are good sources of calcium? **Yogurt, almonds, kale.**

**TEACHING TIPS AND IDEAS**
• Allow for marching breaks between jumping challenges.
• Encourage creative jumping using more animal jumps.
• Jump using different sequences: counting in other languages, multiples, seasons, months, skip counting.

**ACADEMIC INTEGRATION**
**ELA**
• Read the books: “Hop Jump” by Ellen Stoll Walsh and “Jump Frog Jump” by Robert Kalan and have students move like the characters or animals in the books.
• Jump the number of syllables in calcium-rich foods.
  **Examples (Nutrition Page E):** milk (1), kale (1), yogurt (2), almonds (2), mozzarella cheese (5).

**Math**
• Incorporate counting by odds with hops (1 foot) and evens with jumps (2 feet).
• Use these jingles, sung to the tune of Farmer and the Dell while using the magic jump rope:
  5 + 5 = 10, 10 x 1 = 10,
  8 + 2 = 10, 1 x 10 = 10,
  7 + 3 = 5 x 2
  and and
  9 + 1 = 2 x 5
  and and
  10 + 0 = 10, all = 10.
Number and Letter Creation

STANDARDS: • NY State PE Standard 1 • National PE Standards 1, 6

OBJECTIVES: • Students will be able to define flexibility as the ability to bend, stretch, and twist their bodies.
• Students will be able to state that flexibility can be improved through practice.
• Students will be able to list different foods that help keep them strong, healthy and flexible.

INTRODUCTION:
• This Fitness Break is Number and Letter Creation. We are going to stretch our bodies into the shape of different capital letters and numbers.
• Stretching helps improve flexibility and with practice we can become more flexible.
• Eating foods like fruits and vegetables also helps us stay healthy and strong so that we can stretch and move.

ACTION:
• When I say ‘Stretch’ and a letter/number you will slowly stretch your body to make that shape. When I say ‘Hold’ you will hold the shape for 10 seconds without bouncing.
Examples: 1, A, 9, L.
Continue to call out letters and numbers that will be easy for students to create.

Examples:
• Stretch to create the shape of the first letter of your first name. Remember it is a capital letter.
• Stretch to create the number of your age.
• Stretch to create the first letter of the following fruits and vegetables.
  Apple, Carrot, Watermelon, Tomato.
• Stretch into the shape of letters in the word__________.

Repeat using appropriate spelling words.

☑️ FOR UNDERSTANDING:
• How can we become more flexible? By practicing stretching, twisting and bending.
• What are some foods that keep us strong and healthy? Fruits and vegetables.

ORGANIZATION
TIME: 10 minutes
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS
• Older students can work in groups and spell out words and/or solutions to math problems.
• Use flashcards or write letters/numbers on board for a visual aid.

ACADEMIC INTEGRATION
ELA
• Students spell out spelling words, Dolch sight words, and pronouns.

Math
• Students stretch to the answer of simple, single digit answer math problems or double digit answers with a partner.
• Students create the shapes of answers to a question.
Examples:
  Alone: Number of days in a week, sides in a triangle, corners in a square.
  Partners: Months in a year, hours in a day, minutes in an hour.
**Bunny Jump**

**STANDARDS:**
• NY State PE Standard 1
• National PE Standards 1, 3, 6

**OBJECTIVES:**
• Students will be able to state the difference between a hop and a jump.
• Students will be able to list at least three benefits of dancing for exercise.
• Students will be able to list two foods that both bunnies and humans eat that provide energy.

**INTRODUCTION:**
• This Fitness Break is the Bunny Jump. A jump is on two feet. A hop is on one foot.
• Dancing is a fun way to exercise. Exercise is important for a healthy mind and body. Exercise makes your heart and muscles stronger, relieves stress, and gives you energy.
• Bunnies eat a lot of vegetables like carrots, lettuce, and celery in order to have the energy to jump. Humans need to eat vegetables for energy too!

**ACTION:**
• Let’s get ready to learn the Bunny Jump! We are going to learn the steps without music. When we have learned the dance we will add the music.

_Demonstrate each step and have students practice while you model and cue._

**Step 1:** Tap the right foot out to the side and back together (repeat) = 4 counts
_Cue:_ Tap right together, right together

**Step 2:** Tap the left foot out to the side and back together (repeat) = 4 counts
_Cue:_ Tap left together, left together

**Step 3:** Jump forward and hold = 2 counts
_Cue:_ Jump forward, hold

**Step 4:** Jump backward and hold = 2 counts
_Cue:_ Jump back, hold

**Step 5:** Jump forward 3 times = 4 counts (last count is a pause before starting over)
_Cue:_ Jump, Jump, Jump, hold

• Now that we have learned all the steps to the Bunny Jump let’s practice using music.

**FOR UNDERSTANDING:**
• How many feet do we use to jump? **Two feet** How many feet do we use to hop? **One foot.**
• What are two foods that both humans and bunnies eat for energy? **Carrots, lettuce, celery.**
• What are three benefits of using dance as exercise? **Fun, makes your heart and muscles stronger, and gives you energy.**

**ORGANIZATION**
**TIME:** 10 minutes

**MATERIALS:** Spots, MTI CD 2 “Funkytown” or any other upbeat music, Nutrition Page D.

**SET UP:** Students on spots next to their table or desk. Be sure they have enough room to take three small jumps forward.

**TEACHING TIPS AND IDEAS**
• Modify for small space – have children do all jumps in place.
• Students form a single line, with hands on the shoulders of the person in front of them. Students perform the dance with the leader moving in a pathway (can use hallway or a larger space if available).

**ACADEMIC INTEGRATION**

**ELA**
• Incorporate lists that students have to remember such as prepositions saying them instead of “Jump, Jump, Jump.”

_Examples:_ above, among, across.

• Read: Robert Kalan’s “Jump Frog Jump.”

**Math**
• Clap the beats to each step and count aloud.
• Count the jumps in the dance out loud.

_Examples:_ 1 (jump forward), 2 (jump back), 3 (jump), 4 (jump), 5 (jump) = 5 jumps. Skip count the jumps.
Weather Watch

**STANDARDS:** • NY State PE Standards 1, 3 • National PE Standard 1

**OBJECTIVES:** • Students will be able to list at least one aerobic activity that can be done during each different season at home or in their neighborhood.
• Students will be able to identify one fruit and one vegetable grown in each season.

**INTRODUCTION:**
• This Fitness Break is Weather Watch.
• We are going to move our bodies to show different activities we can do at home or in our neighborhood during each season of the year in NYC.
• We are going to learn about different fruits and vegetables that grow in different seasons.

**ACTION:**
• Who can predict what the weather is like in NYC during the summer? Sunny, hot, humid.
• I will say the name of physical activities we can enjoy during the summer that gets our hearts beating faster. You will pretend you are playing this sport. When I say “snack break,” I will name a fruit or vegetable that is grown in the summer and you will pretend to enjoy the healthy snack.
• Repeat using fall, winter, spring. Use the examples below for seasonal activities and snacks.

**TEACHING TIPS AND IDEAS**
• Model the moves for the aerobic activities.
• Use music as a tempo guide for movement.

**ACADEMIC INTEGRATION**

**ELA**
• Create a Weather Watch Word of the Week, add it to the word wall, and incorporate it into the movement activity. Suggested words: Thermometer, temperature, increase, decrease, zero, negative, average, Fahrenheit, and Celsius.
• Read and discuss the book: “Oh, Say, Can You Say, What’s the Weather Today?” by Tish Rabe.

**Math/Science**
• Have students predict the weather for the week based on the season. As a class graph the actual weather. Have students compare their predictions to the recorded weather.

**Activities**
- **Summer:** Swim, run, bike, play baseball, hopscotch
- **Fall:** Play soccer, play football, rake leaves, walk
- **Winter:** Ice skate, jog, ski, yoga, shovel snow
- **Spring:** Roller skate, play frisbee, play handball

**Fruits/Vegetables**
- **Summer:** Tomato, corn, watermelon, plum
- **Fall:** Carrot, broccoli, apple, pear
- **Winter:** Potato, onion
- **Spring:** Strawberry, snap pea, radish

Give students 20 seconds to perform each activity. Add a snack break after two activities.

**EXAM PLES:**

**Summer**
• Swim through the ocean at Coney Island on your spot. Swim faster, do the backstroke. Do the breaststroke. Great swimming!
• Run up a hill in Central Park on your spot. Sprint with your legs moving fast. Jog at a slow tempo pumping your arms.

**Snack Break**- Let’s eat a slice of watermelon. Watermelon is grown in the summer.

**FOR UNDERSTANDING:**
• What are two activities we can enjoy during summer? Fall? Winter? Spring?
• What is one fruit or vegetable that grows in the summer? Fall? Winter? Spring?
Sentence Stretch

STANDARDS: • NY State PE Standard 1 • National PE Standard 2

OBJECTIVES: • Students will be able to state how often they can and should do flexibility exercises.
• Students will be able to hold each stretch for at least 10 seconds, gradually progressing to 30 seconds.
• Students will be able to list the number of glasses of water they should drink a day.

INTRODUCTION:

• This Fitness Break is Sentence Stretch.
• A flexible body is able to bend, stretch and twist. The more you bend, stretch and twist the more flexible your body becomes. You should do exercises like the ones we are going to do now at least three times a week, but you can do them every day.
• Drinking water also gives our bodies energy. Each day we should drink 6-8 cups of water to keep us fueled up.
• We are going to stretch and create sentences that describe our movements.

ACTION:

• We are going to learn stretches that can be done right in your seats. We will hold each stretch for 10 seconds.
• As we stretch, let’s fuel up our bodies and count the number of cups of water we will drink today. We are going to count, 1 cup, 2 cups, 3 cups...until we reach 8 cups of water, which is how many we are supposed to drink a day.

Examples of stretches:
• Reach up to the ceiling, as high as you can and hold it. Count.
• Bend to the right and hold it. Count.
• Reach back up to the ceiling, bend to the left side and hold it. Count.
• Reach back up to the ceiling then bring your arms out straight in front of you and press your hands forward like you are pushing against a wall. Count.
• Stay in this position and twist to the right wall. Count.
• Twist to the left wall. Count.
• Bring your arms behind your back and hold your hands together. Count.
• Bring your right arm out in front of you and use your left arm to pull your right elbow across your chest. Count. Repeat on the other side. Count.

Repeat the pattern above holding each stretch for 15 seconds.

Academic options for holding stretches, examples:
• Let’s create a sentence to go with our stretch. (Insert student name here) reaches up high. Which word in the sentence is a noun? Verb?
• Which word should be capitalized in the sentence? What punctuation would we use here?

FOR UNDERSTANDING:

• How often should we do flexibility exercises (stretches)? At least three times per week, but we can do them everyday.
• How many cups of water should we drink a day? 6-8.

TEACHING TIPS AND IDEAS

• Review Take 5 Breathing in seats.
• Mountain, Tree and Cat/cow yoga poses can be done seated.
• Incorporate standing stretches for the lower body.

ORGANIZATION

TIME: 10 minutes
MATERIALS: None
SET UP: Students seated in chairs at their desks or tables.

ACADEMIC INTEGRATION

ELA
• Create movement sentences based on the stretches. Students identify parts of speech such as verbs, nouns, prepositions, etc. Students identify which words would be capitalized and the correct punctuation. Extend the difficulty based on grade level.

Math
• Ask students how they can repeat the stretch to add up to 10 seconds. For example, hold the stretch for 6 seconds, rest, and repeat for 4 seconds.
Chair-Aerobics

INTRODUCTION:

• This Fitness Break is Chair-Aerobics.
• It is an aerobic fitness activity that we can do in our chairs. Aerobic activities use oxygen, make our hearts beat faster, and require a lot of energy. Other aerobic activities include dancing, jumping rope, and bike riding.
• We are going to do some simple movements that we have practiced standing up but today we are going to stay in our chairs while we do them.

ACTION:

• Sit forward on your chair. Sit up tall with your feet flat on the floor. Stretch your arms out in front and to the side. Be sure you cannot touch anyone or anything.
• Let’s learn the first step of our Chair-Aerobics.
  Step 1: March your feet, starting on the right foot and switching to the left, for 8 counts.
    Cue: Right, left, right, left, right, left, right, left.
  Have students practice until everyone is in rhythm.
  Review Step 1 and Step 2.
  Step 2: Tap your right foot out to the right side and then left foot to the left side – repeat 2 times.
    Cue: Right together, left together, right together, left together.
  Have students practice until everyone is in rhythm.
  Review Step 1 and Step 2.
  Step 3: Now let’s do jumping jack legs apart and together 4 times.
    Cue: Legs apart-together, apart-together, apart-together, apart-together.
  Have students practice until everyone is in rhythm.
  Review Step 1, 2 and then add Step 3.
  Step 4: Kick your right leg forward then left leg forward 4 times.
    Cue: Kick right, left, right, left.

FOR UNDERSTANDING:

• What makes this activity an aerobic fitness activity? Heart beats faster, breathe harder and more quickly.
• What are some other aerobic activities you can do? Dance, bike riding, jumping rope.

STANDARDS:
• NY State PE Standard 1
• National PE Standards 1, 3

OBJECTIVES:
• Students will be able to find their heartbeat by placing their hand on their chests and understand that aerobic activities increase their heartbeat.
• Students will be able to define aerobic and provide at least three examples of aerobic fitness activities.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Visual Aid Cards, Upbeat Music.
SET UP: Students seated in their chairs.

TEACHING TIPS AND IDEAS
• Only teach one or two steps at a time. When students are confident with the movement connect the steps.
• Do these same activities standing for a more intense aerobic workout.
• Have students create their own movements and add those to the routine.

ACADEMIC INTEGRATION
ELA
• Discuss action words and put them on your word wall. How can you modify those verbs to increase or decrease the intensity of movement?
Examples: kick higher or jump lightly.

Math
• Turn ¼ to the right after each 8 count of movement like a line dance. Discuss ¼ turns on the clock. What does a ¼ turn look like on a clock? How many minutes are in ¼ of an hour? Practice telling time to the quarter hour.

Health
• Teach students to find their pulse using one of the following methods:
  • K-2 students find their pulse by placing their right hand on their chest. They can open and close their left hand to the beat.
  • Grade 3 students find their pulse by laying their index and middle fingers on their right or left hand across their right or left carotid or radial artery (right hand, right side, left hand, left side).
INTRODUCTION:

• This Fitness Break is Farmers Market.
• We are going to pretend that our beanbag is a fruit or vegetable we bought at the market. It is important to eat different colored fruits and vegetables every day because they help us grow healthy and strong.

ACTION:

• Stand toe to toe with a partner on a spot.
• Decide who is a mango and who is a broccoli. Give a thumbs-up when you have decided. Distribute one beanbag per partner group. Have music ready to start and stop.
• When the music starts, mangos toss the beanbag to your eye level. Broccoli jog in place. When the music stops, both Freeze. Start and stop music. Switch roles.

Continue using music as the start and stop cue. Students switch roles after each movement.
• Mangos toss the beanbag to your head level. Broccoli hop, be sure to switch feet.
• Mangos raise your hand. This is the high level. Toss the beanbag to this level. Broccoli do jumping jacks.
• Mangos toss to your head level. Broccoli toe tap.
• When the music starts, you will now toss the beanbag back and forth with your partner pretending it is a fruit or vegetable. Aim for your partner’s hands.
• Each time you safely toss, say the name of a fruit or vegetable. Challenge the students: name a fruit/vegetable that is the same color as your beanbag; march while tossing.

FOR UNDERSTANDING:

• Why should we eat fruits and vegetables every day? Help us grow healthy and strong.
• What is your favorite fruit or vegetable you called out today?

STANDARDS: • NY State PE Standards 1, 3	• National PE Standards 1, 2, 6

OBJECTIVES:
• Students will be able to toss and catch, individually and with a partner.
• Students will be able to give examples of fruits and vegetables.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Beanbags, Background Music, Nutrition Page A.
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS
• Do partner tossing in a seated position.
• Challenge students with different movements while tossing: ski jump, criss-cross jump, balance on one foot, squat.
• Use fast tempo music for a more upbeat Fitness Break or use slow tempo music for a more relaxed break.

ACADEMIC INTEGRATION
ELA
• Read the book “Eating the Alphabet – Fruits and Vegetables from A to Z” by Lois Ehlert.
• Students practice writing out a grocery list. Create a grocery list of fruits and vegetables to add to the word wall.
• Students draw pictures or write about a Farmers Market they have visited.

Math
• Create a mock fruit and vegetable list, with prices included. Students will be asked to ‘buy’ items and add the sum of their purchases.
Stretch and Roll

STANDARDS: • NY State PE Standards 1, 2 • National PE Standard 1

OBJECTIVES: • Students will be able to state that stretching warms up the muscles and prevents injury.
• Students will be able to name at least two situations when stretching is beneficial.

INTRODUCTION:
• This Fitness Break is Stretch and Roll.
• We will stretch our bodies like rubber bands and roll parts of our bodies.
• Stretching is important because it warms up our muscles and prevents injury. We should practice stretching every day.
• We should always stretch after a warm up and before and after we play sports or games.

ACTION:
• When I say a body part, gently stretch that body part. If you are uncomfortable that means you are stretching too far. We will discuss what parts of the body we are stretching.

Examples:
• Stretch arms to the floor while keeping your knees slightly bent. Where do you feel the stretch? Legs, back.
• Stretch arms to the walls. Where do you feel the stretch? Shoulders.
• Stretch an ear to your shoulder. Switch sides. Where do you feel the stretch? Neck, shoulders.

Stretch and Roll
• Stretch your chin to your chest. Where do you feel the stretch? Neck.
• Stretch one knee to your chest. Switch legs. Where do you feel the stretch? Lower back, legs.
• Stretch one leg to the back/front of the classroom. Switch legs.
• Now that we have stretched our muscles it is time to roll!

Use slow tempo music as a start and stop signal. Change the direction and tempo of the rolling movements.
• When the music starts, make arm circles by rolling your arms.
• Roll your shoulders up to your ears and backwards. Now shrug your shoulders up and down.
• Roll your hips in a circle. Switch direction.
• Keeping your feet together roll your knees.
• Roll one foot while balancing on the other foot. Switch sides.
• Roll your wrists.

FOR UNDERSTANDING:
• Why is it important to stretch? Warms up muscles, and prevents injury.
• When should we stretch? After a warm up, before and after sports and games.

TEACHING TIPS AND IDEAS
• Students can do the stretching and rolling while seated.
• Extend the stretches to 15 seconds.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Slow Tempo Music.
SET UP: Students on spots near desk.

ACADEMIC INTEGRATION
ELA
• Read and discuss the books: “Stretch” by Doreen Cronin and “Bend and Stretch: Learning about your Bones and Muscles” by Pamela Hill Nettleton.

Health
• Use muscle names for the muscles being stretched (biceps, triceps, quadriceps, hamstrings).

Nutrition (Nutrition Page A)
• While students hold their stretch discuss the importance of protein and its role in building and keeping muscles strong and preventing injuries. Ask students to give good sources of protein.
Manhattan Mile

**STANDARDS:** • NY State PE Standard 1 • National PE Standards 1, 3

**OBJECTIVES:** • Students will be able to state that they should be active for at least 60 minutes per day.
• Students will be able to give three examples of high energy (moderate to vigorous) aerobic physical activities.
• Students will be able to distinguish between “Go foods” and “Slow foods.”

**INTRODUCTION:**
- This Fitness Break is Manhattan Mile.
- It is an aerobic activity. Aerobic activities make you breathe harder and make your heart beat faster.
- Aerobic activities can be moderate, like fast walking, or vigorous, like running.
- We are going to do 10 minutes of moderate to vigorous activities that will be equal to traveling a ½ mile.
- We should do 60 minutes of moderate to vigorous activity everyday. How many miles would that be if 10 minutes equals ½ mile? 3 miles.
- Healthier foods fuel our bodies better and give us energy to move longer.
- Healthy foods like fruits and vegetables are “Go foods.” “Slow foods” like cookies do not give us lasting energy and can make us feel tired.

**ACTION:**
*Use a landmark near your school to illustrate the distance of one half mile.*
- When I say Go, we will begin our journey of one half mile by completing the exercises listed on the board. We are going to do all of the exercises together. We can check off the activities after we have completed them.
- After each activity we are going to take a pretend “Go food” break because it is important to refuel with a healthy snack. Shout out a “Go food” that you like to have for a snack during the day.

**FOR UNDERSTANDING:**
- How many minutes of activity should we do every day? 60 minutes.
- Is a fruit a “Go food” or “Slow food?” “Go food.” How about cookies? “Slow food.”

**TEACHING TIPS AND IDEAS**
- Use music to motivate students. Have students work in pairs to complete the activities. If some students finish first, have them repeat the activities.
- Students create the checklist of exercises and share with the class or with a partner.

**ACADEMIC INTEGRATION**

**MATH**
- Skip count or count backward while performing the exercises.
- Compare the total number of repetitions/seconds of each exercise using higher, lower, greater than, less than.
- Create a bar graph representing the total number completed for each exercise on the checklist.

**GEOGRAPHY**
- Chart a course 10–100 miles away. Students can move ½ mile towards the location each time you do physical activity for 10 minutes.

**SET UP:** Students on spots near their desk. Teacher lists exercises from the checklist below on the board.
Movement Memory

**STANDARDS:**
- NY State PE Standard 1
- National PE Standards 1, 2

**OBJECTIVES:**
- Students will be able to follow directions using visual cues.
- Students will be able to perform movement in personal space.
- Students will be able to state one benefit of eating fruits and vegetables.

**INTRODUCTION:**
- This Fitness Break is Movement Memory.
- We are going to use our memory, follow directions, and have fun being active on our spots.
- Eating fruits and vegetables provides us with energy for movement and also helps keep our brains healthy so that we can remember what we have learned.

**ACTION:**
- I am going to use four hand signals:
  - Hands up high
  - Hands down low
  - Hands open wide
  - Hands closed to fist
- For each hand signal, I will give you a movement to do right on your spot in your personal space.
- When my hands are up, Jump. When my hands are down, Toe tap. When my hands are open, Climb. When my hands are closed, Squat.
- Continue signaling randomly. When students have mastered the four movements, assign new movements for each hand signal.

**Examples of movements:**
- Jog in place
- Jumping jacks
- Ski jump
- Tree pose
- Arm circles
- Mountain pose
- March
- Criss-cross jump
- Hop
- Grass in the wind
- Frog jump
- Star pose

**FOR UNDERSTANDING:**
- Where did you practice all of your movements? In personal space, on spot.
- What is one benefit of eating fruits, vegetables? Give us energy and help keep our brains healthy.

**ORGANIZATION**
TIME: 10 minutes
MATERIALS: Spots, Visual Aid Cards, Nutrition Page A.
SET UP: Students on spots near desk.

**TEACHING TIPS AND IDEAS**
- Introduce two hand signals and progress to four.
- List the hand movements and post the Visual Aid Cards that go with each signal.
- Use different fruits and vegetables as movement cues.
Example: When I say apple-hop, When I say broccoli-bounce your knees.

**ACADEMIC INTEGRATION**
**ELA**
- Give students a homework assignment to create an exercise diary. Use the diary to track activities in class for one or two days. They can detail which activities can be done at home and then have them track their activities at home over the weekend.

**MATH**
- Students practice odd and even concept. Teacher holds up an odd or even number of fingers. Assign a movement for odd numbers and a different movement for even numbers.
Example:
- 3 fingers (odd number) = Run in place
- 6 fingers (even number) = Jumping jacks
Classroom Conga

STANDARDS: • NY State PE Standard 1 • National PE Standard 1

OBJECTIVES: • Students will be able to state they should be physically active for 60 minutes every day. • Students will be able to participate in the dance at their own level for the entire song.

INTRODUCTION:

• This Fitness Break is Classroom Conga.
• This dance is from Latin America and was traditionally done to the beat of a Conga drum during Carnival. You may have seen this dance done in a line but we are going to do it on our spots.
• We should do activities like this dance every day for 60 minutes.

ACTION:

• Let’s learn the steps to the Classroom Conga. We will learn and practice the steps without music. When we have learned the dance we will practice it with music.
• We must begin on the same leg as we march so that we all kick out the same leg at the same time. The steps are easy to learn so let’s practice.

Demonstrate each step and have students practice while you model and cue. All movements should be done on students’ spots.

Step 1: March right, left, right then kick your left leg out to the left side.
Cue: Right, left, right, kick

Step 2: March left, right, left then kick your right leg out to the right side.
Cue: Left, right, left, kick

Repeat all steps until students are moving in rhythm.
Add music and continue to model the steps and give verbal cues.

FOR UNDERSTANDING:

• How long every day should we do activities that make our hearts beat faster? 60 minutes.
• We just did 10 minutes of aerobic activity, how many more should we do for the day? 50 minutes.

ORGANIZATION

TIME: 10 minutes
MATERIALS: Spots, MTI CD 2 “Hot, Hot, Hot.”
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS

• Adjust the steps to increase the level of activity.
Example:
Raise arms when you kick out to the side
Lift knees higher when marching
Jog in place instead of marching
Create a Conga Line by having the students form a line while doing the dance. They can use a designated pathway in the classroom or hallway.
• While students are dancing, review different academic topics learned in the classroom that day (like nutrition).

ACADEMIC INTEGRATION

ELA
• Reinforce the three different parts of a story (Introduction, Body, Conclusion) by having the students form a conga line of three. Each student is a part of the story and they must move in the correct order. Teacher can call out the different parts of a story and the correct person in the line must raise their hand.

Math
• As students step, teacher calls out math problems. Problems are asked in rhythm to the conga, see example below:

<table>
<thead>
<tr>
<th>Dance Steps</th>
<th>Teacher calls</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>R, L, R, Kick!</td>
<td>2 + 2</td>
<td>4 (Class Response)</td>
</tr>
<tr>
<td>L, R, L, Kick!</td>
<td>3 x 3</td>
<td>9 (Class Response)</td>
</tr>
<tr>
<td>R, L, R, Kick!</td>
<td>4 - 1</td>
<td>3 (Class Response)</td>
</tr>
</tbody>
</table>

Nutrition (Nutrition Page E)
• Create a Calcium Conga: Students call out a good source of calcium every time they kick their leg out to the side.
STANDARDS:  • NY State PE Standard 1  • National PE Standard 1

OBJECTIVES:  • Students will be able to name at least one fruit or vegetable for each color of the rainbow.
• Students will be able to identify at least three activities that increase muscular strength.

INTRODUCTION:
• This Fitness Break is Color Workout.
• Did you know that we should eat a rainbow of different colors of fruits and vegetables every day?
• What are some:
  • Red fruits? apple, tomato, cherries, strawberries
  • Green vegetables? broccoli, string beans, pepper
  • Yellow vegetables? corn, squash, yellow pepper
  • Blue/Purple fruits? blueberries, plum, raisins, blackberries
  • Orange fruits? apricot, cantaloupe, nectarine, orange
• These delicious foods give us the energy we need in order to workout and the nutrients we need to build our muscles and stay healthy.
• We are going to do some activities that will strengthen our muscles. I hope you ate your fruits and vegetables today!

ACTION:
Post Visual Aid Cards in a visible place next to colored paper (not supplied in your kit; you will need five sheets of colored paper: one blue, one yellow, one green, one orange, and one red) that corresponds to each spot.
• When the music starts you will do the movement that goes with the color of your spot.
• Each spot color has a movement card that shows what you will be doing when the music starts.

Example:  Blue/Purple = Squat
Yellow = Leap  Green = Climb  Red = Ski jump
Orange = Jumping jack

• Continue to do your movement on your spot until the music stops. Everyone will have the chance to do each movement. Let’s start!

Put on music and reinforce the movements the students should be performing. After 30-45 seconds stop the music and remind the students to Freeze on their spot. Change the Visual Aid Card that goes with each color spot.
• When the music starts do the new movement that goes with your spot.
Continue until everyone has had a chance to perform every movement.

FOR UNDERSTANDING:
• When I call the color of your spot, everyone whisper the name of a fruit/vegetable that is the same color.
• What are some of the exercises we did today that strengthened our muscles?

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Colored paper to match spot colors, Visual Aid Cards, Music, Nutrition Page A.
SET UP: Students on spots near desk, with Visual Aid Cards in view.

TEACHING TIPS AND IDEAS
• Students can move throughout the classroom to find a new spot color and perform that spot’s movement.
• Combine two color spots for one movement.
  Example: All blue and red spots jump.
• Use different challenges each time students change movements. Change the level (high, low), tempo (fast, slow).

ACADEMIC INTEGRATION
ELA
• Read and Discuss the books: “Eating the Alphabet: Fruits & Vegetables from A to Z” by Lois Ehlert and “The Red Lemon” by Bob Staake.

MATH
• Choose a fruit for each color of the rainbow. Have students vote on their favorite. Make a table/graph representation of the results. Use greater than and less than concepts to compare the results.
**INTRODUCTION:**

- This Fitness Break is Move and Pose.
- We will do different movements to make our hearts beat faster and we will do movements to stretch our bodies into poses to work our flexibility. When we hold poses we make our muscles stronger.
- It is important to do all three types of activities (aerobics, flexibility, strength) to be healthy.
- Fruits and vegetables keep our bodies strong and healthy too. Today we are going to pose like some fruits, vegetables, animals, and other fun poses.

**ACTION:**

- When I say Move, do an aerobic movement on your spot. When I say Pose, stop and stretch or hold a yoga pose.
- Remember the aerobic movement should get your heart rate up, and the stretch or pose will improve your flexibility while using your muscles to balance.

  Model different aerobic/yoga movements or list movements for the students to choose from until they can think of aerobic/yoga movements on their own.

  Do each move for 30-45 seconds and hold each pose for 10-30 seconds. Use Visual Aid Cards to help generate movement ideas.

**FOR UNDERSTANDING:**

- Today we did three types of activity. What are the names of the three types of activity? **Aerobics, flexibility, muscular fitness.** Share an example of each.
- Name one benefit of eating fruits and vegetables. **They keep our bodies strong and healthy.**
Pop and Stop

STANDARDS: • NY State PE Standard 1 • National PE Standard 1

OBJECTIVES: • Students will be able to recognize whether foods are “Go foods” or “Slow foods” and will demonstrate this by using the designated movement for each.
• Students will be able to find and monitor their heartbeat on their chest during designated rest intervals.

INTRODUCTION:

• This Fitness Break is Pop and Stop.
• We are going to do activities that make our hearts beat faster. We are also going to learn about different types of foods.
• What are some examples of “Go foods?” Carrots, Beans, Low-fat milk. We call these “Go foods” because they are good for our bodies and we can eat them anytime we are hungry. They also give us lots of energy.
• What are some examples of “Slow foods?” Candy, Fried Food, Fast Food. We call these “Slow foods” because eating too much of them is not good for our health and we should only eat them sometimes. They also tend to slow us down.

ACTION:

• Put your hand on your chest to feel your heartbeat before you start moving. Is it beating fast or slow?
• When I say Pop, do an aerobic activity on your spot. When I say Stop, Freeze.
• Remember that aerobic movements get our hearts to beat faster.

Examples of aerobic movements: jump, hop, march in place, frog jump, jog, toe tap.
• Put your hand over your heart. Raise your hand if your heart is beating faster.
• Now when I say a “Go food” you will do an aerobic activity. When I say a “Slow food” stop and check your heart rate.

Practice using the examples below.

Examples:

<table>
<thead>
<tr>
<th>“Go foods” (anytime)</th>
<th>“Slow foods” (sometimes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes</td>
<td>Cookies</td>
</tr>
<tr>
<td>Kiwi</td>
<td>Tortilla chips</td>
</tr>
<tr>
<td>Low-fat milk</td>
<td>Ice cream</td>
</tr>
<tr>
<td>Salad</td>
<td>Soda</td>
</tr>
<tr>
<td></td>
<td>Cake</td>
</tr>
<tr>
<td></td>
<td>French fries</td>
</tr>
<tr>
<td></td>
<td>Onion rings</td>
</tr>
<tr>
<td></td>
<td>Candy bars</td>
</tr>
</tbody>
</table>

FOR UNDERSTANDING:

• What are two examples of “Go foods?” What are two examples of “Slow foods?”
• Raise your hand if your heart beat faster while doing an aerobic activity.

ORGANIZATION

TIME: 10 minutes
MATERIALS: Spots, Visual Aid Cards, Nutrition Page C.
SET UP: Students on spots near desk.

TEACHING TIPS AND IDEAS

• Explain throughout the activity reasons a food would fit most appropriately into the categories “Go foods” or “Slow foods.”
• Make statements that apply to all students as well as statements that only apply to some and instruct students to Pop every time the statement applies to them.

Example: When I say something that is true about you Jump on your spot.
I am in first grade. Applies to all first graders
I speak Bengali. May apply only to a few

ACADEMIC INTEGRATION

ELA (Nutrition Page C)

• List “Go foods” and “Slow foods” on a word wall.
• Spell vocabulary, word wall, and sight words out loud as a group. Students jump out the letters. Jump out the syllables to words. Use to review parts of speech. Students jump on an action word (or perform that movement) and stop on a noun, etc. Call out synonyms and antonyms. Students jump on synonyms and stop on antonyms.

Math

• Call out odd and even numbers. Students jump on odd and stop when they hear an even number. Call out math problems. Students jump out the answer to an addition problem and stop when they hear a subtraction problem.
INTRODUCTION:

• This Fitness Break is Beanbag Buddies.
• We are going to work with a partner. It can be more fun to exercise with another person.
• When we toss and catch we will use two hands. Keep your eyes on the beanbag when it is being tossed.
• It is also fun to share healthy foods like fruits, vegetables and whole grains with another person. These foods are “Go foods” because they give us energy. Foods like ice cream, chips and soda are “Slow foods,” because they slow us down and are unhealthy.

ACTION:

• When I say Go, toss the beanbag back and forth with your partner. Use an underhand toss. When I say Freeze, stop tossing. Allow students to toss for 10-15 seconds before saying Freeze.
• Now, you will name a “Go food” as you toss the beanbag to your partner. Allow students to toss for 10-15 seconds and encourage the students to call out different healthy foods.
• Great work tossing. Now both hold the beanbag at chest level. Without letting go, raise your leg out to the side 10 times. Switch legs and repeat.
• This time, keep your leg straight and lift it behind you slowly 10 times. Switch legs and repeat.
• We are going to make the beanbag go side to side. Stand back to back with your partner. Rotate your body and pass the beanbag to your partner. Rotate the other way to receive it from your partner. Use two students to demonstrate before beginning with the whole class.
• We are going to make the beanbag go over and under. Continue to stand back to back and take one step away from your partner. Stand with your legs shoulder width apart. Bend backwards and pass the beanbag over your head to your partner. Now take the beanbag and pass it through your knees.

✓ FOR UNDERSTANDING:

• When we toss and catch where should we focus our eyes? On the beanbag.
• Give one example of a “Go food” that gives us energy to play with our friends. Fruits, vegetables, and whole grains.
**Spot Sharing**

**STANDARDS:** • NY State PE Standard 1  
• National PE Standards 1, 5

**OBJECTIVES:** • Students will be able to move safely from one spot to another, being respectful of personal space.  
• Students will be able to list at least two healthy snack foods.

**TEACHING TIPS AND IDEAS**

- **TEACHING TIPS AND IDEAS**
  - Assign partners if necessary.  
  - Give a set number of details to be shared for each small moment.  
  - Students can switch partners after each small moment.

**ACADEMIC INTEGRATIONS:**

- **ACADEMIC INTEGRATIONS:**
  - **ELA**
    - Students create written journals based on “small moments” discussed during the activity.  
    - Read “Remainder of One” by Elinor J. Pinczes.  
    - Discuss characters or parts of a story you are reading as a class.
  - **Math**
    - Use Math concepts to form groups at a spot. Keep the answer less than 4. Have a remainder area.  
    - Example: 2 + 1 = a group of 3  
      6 – 4 = a group of 2

**ORGANIZATION**

- **TIME:** 10 minutes
- **MATERIALS:** Spots, Upbeat Music, Nutrition Pages A and C.
- **SET UP:** Students on spots, moving throughout classroom and working with a partner.

**INTRODUCTION:**

- This Fitness Break is Spot Sharing.  
- We are going to work with a partner. We will share a spot, a small moment, and some healthy snack ideas with our partner.  
- It is also fun to do aerobic activities with a partner and when we eat a healthy snack we can be active for longer because it gives us energy.

**ACTION:**

- When the music starts, Jog on your spot. When the music stops, Freeze.  
  *Play music for 20 seconds. Give students a new movement every time the music starts: hop, jump, march.*
- Now, when the music starts, Walk to a new spot. *March in place* on the new spot until the music stops.  
  *Repeat several times.*
- When the music starts Walk around the classroom. When the music stops get toe to toe with a partner and share a spot.  
  *If there is an odd number of students there can be a group of three.*
- When the music starts, share a small moment with your partner. *Toe tap* while you share or listen to your partner.  
  When I say switch, let your partner share their small moment.  
  *Small moments are one part of your day stretched by adding details.*

**Examples:**

- Tell your partner something about your trip to school this morning.  
- Tell your partner about your favorite place to visit.  
- Tell your partner about something you saw on your way to school.

- Now when the music starts share some “Go food” snack ideas with your partner. Remember these are snacks that keep our bodies strong and give us energy like fruits, vegetables, dairy, and whole grains.

**FOR UNDERSTANDING:**

- What are some physical activities that we can do with a friend? *Jumping rope, playing soccer, hopscotch.*
- Name a healthy snack that will give you energy to work with a partner. *Low-fat cheese stick, whole grain mini pitas, a pear, carrot sticks.*
Count and Catch Math

STANDARDS: • NY State PE Standard 1 • National PE Standard 1

OBJECTIVES: • Students will be able to practice hand eye coordination and tracking skills by successfully tossing and catching an object at least five times.
• Students will be able to identify at least three activities in which they can practice tossing and catching.

INTRODUCTION:
• This Fitness Break is Count and Catch Math.
• We are going to toss and catch while working on math skills. We are going to catch the beanbag with two hands. Keep your eyes on the beanbag.
• What are some games or sports that use a toss, throw or catch? Football, baseball, basketball, handball. These games also use numbers to keep score. So we are going to practice counting and catching.

ACTION:
• When I say Go, underhand toss your beanbag 5 times at a low level. Toss it to the height of your eyes. Go.
• The partner whose head is closest to the ceiling will put their beanbag away. We only need one beanbag when we work with a partner.
• When I say Go, toss and catch at a low level with your partner. When I say Freeze, stop tossing. Count out loud for every successful catch made. Go!

Examples:
• Hold the beanbag and do 5 Jumping jacks.
• Toss the beanbag as high as your head (high level) 10 times, counting by 2’s.
• Balance your beanbag on your shoulder and do 5 squats.
• Toss medium level 3 times and clap in between tosses.
• Toss low level while balancing on one leg.
• Toss your beanbag and catch below your knees.

• Now we are going to practice counting and catching with a partner. When I say Go, get toe to toe with a partner. Go.

Examples:
• Toss with your partner skip counting by 5’s.
• Toss and catch with your partner counting by odd numbers.
• Toss and catch with your partner by skip counting by 10’s.

• Now I will say a math problem. When you solve the problem, toss that number with your partner. Use age appropriate math problems. Keep the answers under 10.

FOR UNDERSTANDING:
• How did you make sure you safely caught the beanbag? Use your eyes, use two hands.
• What are two activities that use catching and tossing? Football, baseball, handball.
**INTRO**
Hey everybody, you need muscles to move. Let’s do the Muscle Hustle!

**Section 1**
Roll left shoulder back
Roll right shoulder back
Roll both shoulders back
Move those muscles!
Here we go!

Rotate L, R, and both shoulders backward in a circular motion. Freely move all body parts.

**Section 2**
Touch toes, knees, shoulders, head
Toes, knees, shoulders, head
Hop, 2-3-4-5-6-7-8

Standing on the spot, keep moving as cued. Hop, alternating legs.

**Section 3**
Hey, here’s something fun:
Put your arms up and out to the sides
Make little circles
Now, grow those circles bigger
Can you make really big circles?

Arms are extended out to each side, shoulder-high. Rotate arms clockwise in a small, circular motion, increasing to larger rotation of arms.

**Section 4**
Touch toes, knees, shoulders, head
Toes, knees, shoulders, head
Kick straight leg forward, 3-4-5-6-7-8
Move as cued. Kick legs forward, alternately.

**Section 5**
Can you touch your fingers to your nose, one hand at a time?
Good!
Now, can you add your legs kicking out to the side at the same time?
Look at you go!
Touch hands to nose, alternately. Raise straight legs alternately to the sides, while still touching nose.

**Section 6**
Roll left shoulder forward
Roll right shoulder forward
Roll both shoulders forward
Move those muscles
Here we go!

Rotate shoulders forward in a circular motion. Continue moving as cued.

**Section 7**
Touch toes, knees, shoulders, head
Toes, knees, shoulders, head
Jog, 2-3-4-5-6-7-8

Continue moving as cued. Variations: Jog in a circle; jog diagonally; jog high or low.

**Section 8**
Keep jogging
Get those knees up
Can you move your arms up and down while you jog?
Of course you can!
Hey, let’s kick our legs side to side
Are you swinging those arms?
Wow, you’re really movin’!
Lookin’ good!

Jogging on the spot, knees high. Move straight arms up and down to sides, repeatedly. Raise straight legs alternately to sides. Lift arms up and down to sides.

**Section 6 Repeated**

**Section 9**
Touch toes, knees, shoulders, head
Toes, knees, shoulders, head
Skip, 2-3-4-5-6-7-8
Keep skipping!
Can you skip from side to side?
Wow, you’re a terrific skipper!
Move as cued. Variations: skip forward; skip in a circle; skip backward; skip in place.

Skipping on the spot

**Section 10**
Hey, here’s a cool idea: Can you move your arms and legs all at the same time? Move those muscles. Wow, look at you go! Do the Muscle Hustle! Awesome!

Freely move all body parts to the music.
INvite A VITAMIN TO Dinner (MTI CD 1)
(Ron Hiller/RONNO, Liz Jones-Twomey, Beth DeVolder
© 2008 Song Support/SOCAN)

NARRATION/LYRICS (always in italics/blue):
MOVEMENT DESCRIPTIONS
(always non-italicized/black):

Section 1
Let’s start this one with some lunges
Here’s how:
Step forward with the R foot
Bend that R knee
And make sure it doesn’t go past your toes
Keep that left leg straight behind
And keep both heels down
That’s a lunge!
Hands out in front, join hands together
Lift arms overhead, and gently reach up
Now, step forward with the L Foot and lunge forward
Join your hands behind your back and pull arms up
Feet and arms back together
To lunge forward, follow directions. Both arms
straight out in front of body, chest-high, join
hands together. Lift hands overhead and reach.
Lunge forward: Step forward with the L foot. Bend
the L knee, making sure it doesn’t extend past
the L toes. R leg is straight to rear. Both heels
down. Gently join hands together behind back,
shoulders back, and slightly lift up joined hands.

Section 2
Step with an attitude, feet side to side
and touch, touch, touch, touch
Good, now keep those feet going
Can you clap your hands way up to the right?
Get those hands up
Now, clap those hands up to the left
And get ready to start jumping!
Tap R foot to R side, and bring it back in. Tap L
foot to L side, and bring it back in. Swing arms
to sides and clap when feet come together.
Keep touching feet side to side. Clap hands
overhead to the R side. Keep touching feet side
to side. Clap hands overhead to the L side.

CHORUS
Jump forward, back, forward, back
Jump R, L, R, L
Jump forward, back, forward, back
Jump R, L, R, L
Both feet together, jump as directed.

Section 3
Okay, jog forward
Jog back
Jog forward
Raise those arms
Jog back, arms down
Jog forward and backward. Jog forward,
and raise straight arms out to each side,
lifting arms overhead. Jog backward, and
bring straight arms down to each side.

Section 4
Great, hold it there
Let’s lunge to the left side
Step with the L leg to the side
Bend the L knee and lean to your L side
Reach arms up and over to the side
Keep that R leg straight
That’s a side lunge!
Now, lunge over to the right side
And wave arms overhead to the right
[Next time: Lunge L, Lunge R]

Lunge to the L side: Step to the side with the
L foot, bending L knee while R leg stays straight.
Both toes pointing in front. Reach both arms up
to the L. Stand up. Step to the R side, bending
R knee, while keeping L leg straight. Raise hands
overhead to the R side. Repeat lunge to the L,
and then R.

Section 5
Okay, let’s step with an attitude again, feet side
to side, and touch, touch, touch, touch
Good, keep those feet going
Let’s change our clapping
Clap up to the right, and up to the L, R, L, R,
Can you clap your hands low? Yo, Liz!
Tap R foot to R side and bring it back in. Tap L foot
to L side and bring it back in. Swing arms to sides
and clap when feet come together. Keep touching
feet side to side. Clap hands overhead to the R
side, then the L side.
Keep touching feet side to side. Clap hands down
low, near the knees, alternating sides.

Repeat Sect. 3
Repeat Sect. 4

Section 6
Kick forward, 8-7-6-5-4-3-2-1
Kick behind, 8-7-6-5-4-3-2-1
Jumping jacks, 8-7-6-5-4-3-2-1
Lookin’ good! Get ready to jump!
Kick straight leg forward 8x, swing arms in front.
Kick straight leg behind 8x, pull both arms back.
Jumping Jacks: Jump into a straddle position, legs
shoulder-width apart, arms above head. Jump,
bringing legs together and arms to sides. Repeat.

CHORUS
Today we will be playing a game called “Food Dance.”

Who can tell me the importance of eating breakfast? To give our bodies energy to learn and play.

How do you feel when you don’t eat breakfast? Tired, hungry, weak, distracted.

Healthy foods that are low in added sugar and fat such as low-sugar whole grain cereals, low-fat yogurt, whole grain breads, and fruit are healthy and will not slow your body down.

We are going to create a “Food Dance.”

INTRODUCTION:

ACTION:

I want you to think of your favorite food to eat during breakfast. Next I want you to think of how eating that food makes you feel.

Let’s practice some examples:
- To show “full,” rub your tummy;
- To show “happy,” twirl around;
- To show “refreshed,” stretch your arms high above your head;
- To show “fast,” pump your arms.

When I clap my hands, show me how eating your favorite breakfast food makes you feel. Students will move for 10–15 seconds.

Now, you will name your favorite food as you are doing the movement.

I will give my example first. Blueberries. Teacher will jump up and down to show “excited.”

Now it is your turn to do my movement. Show me excited by jumping for blueberries. Great job!

Does anyone want to share their breakfast food and movement?

The volunteer performs his/her own movement and names his/her own food. Everyone repeats your movement and then the first student’s and so on until the last student’s turn, when all movements are performed in a row.

FOR UNDERSTANDING:

- What are the benefits of eating breakfast? It gives us needed energy for our day.
- What are some healthy breakfast foods? Nutritious foods such as oatmeal, whole grain toast, low-fat yogurt, fruit, vegetable omelets, whole wheat pancakes, and whole grain cereals are great breakfast choices.
Breakfast 2
(Based on Breakfast Unit; Card 2, Road Runners Active Eating)

STANDARDS: • NHES: 1.5.1, 1.5.2, 7.5.1, 7.5.2 • National PE Standards: 1, 2, 5

OBJECTIVE: • Students will be able to recognize the importance of eating a variety of foods for breakfast.

INTRODUCTION:
• We are going to have fun working with a partner today while we discuss breakfast and make an alphabet breakfast chain.
• When I say Go, tell your partner your top three favorite healthy breakfast foods. Explain that even though they might love that food, if they ate it all day every day it wouldn’t taste good anymore. Each food does something special and different for our bodies, which is why we need a variety of foods to be healthy.

ACTION:
• When I say Go, you are going to underhand toss your beanbag to your partner and go through the alphabet (A to Z), filling in the blank with a healthy food or drink:

I like to eat/drink ______________ for breakfast.

• You have to give a good, safe toss to your partner and be sure to think of as many different healthy foods or drinks. Have them continue through the alphabet, skipping difficult letters as necessary. If a student names a food/drink high in added sugar or fat, gently guide her/him to think of a healthy choice. (See Background).

Challenge: Have students work in two lines facing each other. They toss the beanbag down the line and everyone hears their response.

✓ FOR UNDERSTANDING:
• Why is it important to eat a variety of foods? Each food does something special and different.
• What are some healthy breakfast foods? See Nutrition Page B.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, one beanbag per two children, Nutrition Page B.
SET UP: Students in partner groups with one beanbag per group.

BACKGROUND
A- almonds, apples, applesauce; B- bananas, blackberries; C- cherries, cantaloupe, cream of wheat/rice; D- dates; E- eggs; F- figs, French toast (whole wheat), fried eggs; G- granola, grapefruit, grapes; H- honeydew melon, hard-boiled eggs; I- skip; J- jam, juice (100% fruit juice); K- kiwi; L- low-sugar cereals, lime-flavored low-fat yogurt; M- mangoes, melons, milk (low-fat); N- nectarines; O- oatmeal, omelets, oranges, orange juice; P- pancakes (whole grain), papayas, peaches, peanut butter on toast, pears, pineapples; Q- quiche; R- raisins, raspberries, raisin toast; S- smoothies, strawberries, scrambled eggs, spinach omelet; T- tangerines, tortilla, tomatoes, tofu, turkey sausage; U- skip; V- vegetables; W- watermelon, whole grain bread, whole grain cereal; X- skip; Y- yogurt; Z- skip.

ACADEMIC INTEGRATION
ELA • Have students generate lists of healthy foods/drinks for each letter of the alphabet. Students can continue to add to this list as they are introduced to different foods.
• Introduce students to foods from different cultures that they may not have tried before.
• Have students classify the foods they listed by color and then by food group on poster boards in the classroom.
Breakfast 3
(Based on Breakfast Unit; Card 3, Road Runners Active Eating)

INTRODUCTION:
• We are going to play a game called “Go food”/“Slow food” while we discuss breakfast.
• What are examples of some healthy breakfast foods?
• Foods such as fruit, low-fat milk, whole grains, eggs, and low-fat yogurt are called “Go foods” because they make our bodies strong and healthy so we can play and grow.
• Which of your examples were “Go foods?”
• Foods that are high in fat or added sugar, such as candy, ice cream, soda, bacon and cream cheese are called “Slow foods” because they can slow our bodies down. Emphasize that students should choose “Go” breakfast foods more often.

ACTION:
• I will list some breakfast foods and you will call out “Go” or “Slow” for each one. Examples: See Nutrition Page C.
• Now that we have correctly identified some foods, let’s get moving.
• When I call out a “Go” breakfast food Jog in place.
• When I call out a “Slow food,” Freeze.

FOR UNDERSTANDING:
• Can you name three “Slow foods?”
• Can you name three “Go foods?”

STANDARDS: • NHES: 1.5.1, 1.5.2, 5.5.5, 7.5.1, 7.5.2 • National PE Standards: 1, 5
OBJECTIVE: • Students will be able to recognize “Go” (healthy) and “Slow” (less healthy) breakfast foods.

ORGANIZATION
TIME: 10 minutes
MATERIALS: Spots, Nutrition Page B and C.
SET UP: Students on spots behind desk or table.

TEACHING TIPS AND IDEAS
• Add different movements and pathways. Students can jump in place, hop on one foot, do jumping jacks, etc.
• Have students move around the room doing the movements listed above and move in slow motion when “Slow” foods are named.

ACADEMIC INTEGRATION
ELA (Nutrition Page C)
• Have students create a “Go foods” book.
Math (Nutrition Page A)
• Create a graph depicting the foods in each food group.
Nutrition (Nutrition Page A and C)
Have students classify “Go foods” and “Slow foods” into food groups. Discuss why it is more difficult to classify the combination foods such as donuts and danishes.
INTRODUCTION:

- This game is called “Who Ate?” We will discuss breakfast while playing.
- We know that eating a variety of healthy breakfast foods is important because each different type of food does something very special and very different for our bodies.
- Healthy breakfast foods give us energy to work and play.

ACTION:

- I will ask you “Who ate ____________ in the last week?”
- If you ate the food I named, Run in place until the next breakfast food is called.
- If you have not eaten the food, March in place.

FOR UNDERSTANDING:

- Name four healthy breakfast foods you have eaten this week.
- Tell me two healthy breakfast foods you want to try.

STANDARDS: • NHES 1.5.1, 1.5.2, 7.5.1 • National PE Standards: 1, 2, 5

OBJECTIVE: • Students will be able to identify a variety of healthy breakfast foods.

ORGANIZATION

TIME: 10 minutes
MATERIALS: Spots, Nutrition Page B.
SET UP: Students on spots behind desk or table.

TEACHING TIPS AND IDEAS

- Students can hop, jump, balance on one foot, or stretch their arms above their heads if the food being called is something they have eaten.
- Have students generate the different foods to call out.
- Vary the time frame from one week to two weeks to one month.

ACADEMIC INTEGRATION

ELA
• Spell the foods name in the “Who Ate?” game on the board.
• Ask students to add a descriptive word to each food and then make a full sentence using the foods and adjectives.

Math
• Create a graph depicting how many students ate some of the foods named in the “Who Ate?” game.
Nutrition Concepts
The Food Groups

There are five main food groups: vegetables, fruits, dairy, meat and beans, and grains. Each food group provides different needed nutrients so it is important to eat from all five food groups.

**VEGETABLES**

What: Any vegetable counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed.

Why: Vegetables provide vitamins, minerals, and fiber, which are all important nutrients that keep us healthy and strong.

**Examples:**

<table>
<thead>
<tr>
<th>Red vegetables</th>
<th>Orange vegetables</th>
<th>Dark green vegetables</th>
<th>Purple/Blue vegetables</th>
<th>White vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomatoes</td>
<td>acorn squash</td>
<td>spinach</td>
<td>eggplant</td>
<td>cauliflower</td>
</tr>
<tr>
<td>beets</td>
<td>butternut squashes</td>
<td>broccoli</td>
<td>purple potatoes</td>
<td>parsnips</td>
</tr>
<tr>
<td>red onions</td>
<td>carrots</td>
<td>kale</td>
<td>purple carrots</td>
<td>turnips</td>
</tr>
<tr>
<td>red peppers</td>
<td>sweet potatoes</td>
<td>swiss chard</td>
<td></td>
<td>onions</td>
</tr>
<tr>
<td>radishes</td>
<td>pumpkins</td>
<td>collard greens</td>
<td></td>
<td>mushrooms</td>
</tr>
</tbody>
</table>

**FRUITS**

What: Any fruit or 100% fruit juice counts as part of the fruit group that comes from a plant and has seeds. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

Why: Fruits provide vitamins, minerals, and fiber, all important nutrients that keep us healthy and strong.

**Examples:**

<table>
<thead>
<tr>
<th>Red fruits</th>
<th>Orange fruits</th>
<th>Green fruits</th>
<th>Purple/Blue fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>cantaloupes</td>
<td>apples</td>
<td>grapes</td>
</tr>
<tr>
<td>cherries</td>
<td>oranges</td>
<td>grapes</td>
<td>plums</td>
</tr>
<tr>
<td>cranberries</td>
<td>tangerines</td>
<td>kiwis</td>
<td>blackberries</td>
</tr>
<tr>
<td>strawberries</td>
<td>peaches</td>
<td>honeydew melons</td>
<td>blueberries</td>
</tr>
<tr>
<td>raspberries</td>
<td>mangoes</td>
<td>limes</td>
<td>purple blueberries</td>
</tr>
<tr>
<td>red pears</td>
<td>apricots</td>
<td></td>
<td>purple figs</td>
</tr>
</tbody>
</table>

Adapted from www.mypyramid.gov
### GRAINS

**What:** Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Grains are divided into 2 subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel — the bran, germ, and endosperm. Refined grains have been more processed, this is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins.

**Why:** Grains help our bodies fight disease, digest foods, and keep our immune system strong.

**Examples:**

<table>
<thead>
<tr>
<th>Whole Grains (Choose often)</th>
<th>Refined Grains (Choose less often)</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole wheat pasta</td>
<td>corn flakes</td>
</tr>
<tr>
<td>whole wheat flour</td>
<td>noodles or pasta</td>
</tr>
<tr>
<td>whole cornmeal</td>
<td>crackers or pretzels</td>
</tr>
<tr>
<td>oatmeal</td>
<td>quinoa</td>
</tr>
<tr>
<td>brown rice</td>
<td>buckwheat</td>
</tr>
<tr>
<td></td>
<td>degermed cornmeal</td>
</tr>
<tr>
<td></td>
<td>white bread</td>
</tr>
<tr>
<td></td>
<td>buns or flour tortillas</td>
</tr>
<tr>
<td></td>
<td>white flour</td>
</tr>
<tr>
<td></td>
<td>white rice</td>
</tr>
</tbody>
</table>

### DAIRY

**What:** Dairy products are food products made from milk. Choose low-fat or non-fat dairy products (except for children under 2 years old).

**Why:** Dairy products contain calcium and vitamin D, both of which are important for bone health. Dairy products also contain protein, which is the building block for bones, muscles, organs, and tissue.

**Examples:**

- Milk, yogurt, and cheese.

### MEAT AND BEANS

**What:** All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Most meat and poultry choices should be lean or low-fat.

**Why:** All foods in this group contain protein, which is the building block for bones, muscles, organs and tissue.

**Examples:**

- Chicken, fish, beef, pork, eggs, peanuts, lentils, black beans, pinto beans, walnuts, cashews, and sunflower seeds.
Breakfast is the most important meal of the day. It is important to have a healthy breakfast because it provides us with fuel for our daily activities, gets our metabolism going, helps us to think more clearly, and keeps our bodies healthy. Studies show that children who eat breakfast are more likely to have higher test scores, lower absenteeism, and higher cognitive function. Healthy breakfasts should contain food from at least two food groups and should be low in sugar, low in fat, and high in fiber.

Some examples of healthy breakfasts include:

- Two scrambled eggs, whole wheat toast, and a piece of fruit
- Whole grain cereal with low-fat milk and fruit
- Oatmeal with fruit and a small container of low-fat yogurt
- Whole wheat pancakes with fruit and a glass of low-fat milk
- Vegetable omelet and small glass of juice
- Low-fat yogurt, fruit, and whole grain cereal
- Whole grain toast with peanut butter and a glass of low-fat milk
It is important to eat foods that give our body nutrients that will keep us healthy and strong and give us energy to work, think, and play. Foods that provide these nutrients are called “Go foods”. These foods should be eaten every day. Foods that have less of these important nutrients or contain a lot of unhealthy fat or sugar are foods that can make us feel tired and sluggish and can increase our risk for disease. These foods are called “Slow foods” and should only be eaten once in a while.

Some examples of “Good foods” and “Slow foods” are:

<table>
<thead>
<tr>
<th>“Go foods”</th>
<th>“Slow foods”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>Soda</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Cookies</td>
</tr>
<tr>
<td>Whole grain breads, pastas,</td>
<td>Candy</td>
</tr>
<tr>
<td>cereals, rice</td>
<td>Cakes</td>
</tr>
<tr>
<td>Nuts and legumes</td>
<td>Donuts</td>
</tr>
<tr>
<td>Low-fat or lean meats and</td>
<td>Chips</td>
</tr>
<tr>
<td>poultry</td>
<td>Deep fried foods such as</td>
</tr>
<tr>
<td>Fish</td>
<td>french fries and onion rings</td>
</tr>
<tr>
<td>Low-fat dairy such as milk</td>
<td></td>
</tr>
<tr>
<td>and yogurt</td>
<td></td>
</tr>
</tbody>
</table>
Animals need food for energy just like humans. Some animals eat only plants such as grasses and trees. Other animals eat insects. Some animals eat other animals. Many animals, like humans, eat fruits and vegetables to stay strong and be healthy. Below are some animals and the types of fruits and vegetables they like to eat:

Below are some animals and the types of fruits and vegetables they like to eat:

**Rabbits:** Kale, carrots, lettuce, spinach, celery, raspberries, pears, apples

**Cows:** Grass (a green vegetable!)

**Horses:** Apples, carrots, beets, parsnips

**Monkeys:** Bananas, oranges, apples, celery, lettuce, carrots, sweet potatoes

**Elephants:** Cabbage, lettuce, apples, bananas
Calcium is important for bone health, good teeth, and a healthy heart. Calcium comes from both dairy foods and non-dairy foods. Most dairy food sources have vitamin D which helps make calcium effective in the body. Fortified foods are foods that have vitamins and minerals added to them. Many foods are fortified with calcium including tofu, soy milk, and orange juice. Check labels to find out how much calcium is in any packaged food.

**Examples:**

<table>
<thead>
<tr>
<th>Dairy Sources</th>
<th>Non-Dairy Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>rhubarb</td>
</tr>
<tr>
<td>yogurt</td>
<td>spinach</td>
</tr>
<tr>
<td>cheese</td>
<td>collard greens</td>
</tr>
<tr>
<td></td>
<td>sesame seeds</td>
</tr>
<tr>
<td></td>
<td>almonds</td>
</tr>
<tr>
<td></td>
<td>legumes</td>
</tr>
<tr>
<td></td>
<td>sardines</td>
</tr>
<tr>
<td></td>
<td>white beans</td>
</tr>
</tbody>
</table>
## Move-To-Improve: Tracking Sheet

**School:** ____________________________  
**Borough:** ☐ Bx  ☐ Bkn  ☐ Man  ☐ Qns  ☐ SI

**Teacher's Name:** ______________________________  
**Grade:** ____  
**Class:** ____  
**MTI Training Date:** ____________________________

<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #2</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #3</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #4</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #5</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #6</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #7</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
<tr>
<td>Week #8</td>
<td>☐ 05 mins</td>
<td>☐ 10 mins</td>
<td>☐ 15 mins</td>
<td>☐ 20 mins</td>
<td>☐ 25 mins</td>
</tr>
</tbody>
</table>

**Teacher Signature:** ______________________________  
**Date:** ________  
**Title:** ______________________________

** Supervisor Signature:** ______________________________  
**Date:** ________

**DIRECTIONS:**

1. Classroom teachers should complete this form on a daily basis.
2. Anytime you do movement time in the classroom it counts towards the number of minutes.
3. Make a copy of this form and give a copy to your Move-To-Improve Administrator at the end of the 8-week cycle.

*Move-To-Improve Administrator:
Please collect tracking sheets and mail the copy to:
Move-To-Improve
NYC Department of Health & Mental Hygiene
Gotham Center
42-09 28th Street, 9th floor CN46
Queens, NY 11101-4132
Email: ewph@health.nyc.gov*