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EDUCATION  
INITIATIVE

# Take a Break!

## Teacher Toolbox

Physical Activity Breaks in  
the Secondary Classroom

[COLORADOEDINITIATIVE.ORG](http://COLORADOEDINITIATIVE.ORG)

## How to use this guide:

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

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

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

## How to use this guide:

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

There are two main sections to this Toolbox:

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

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

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

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

## **The Fine Print:**

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

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

The primary audience for this handbook is Colorado educators.

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

For more information, contact:

The Colorado Education Initiative

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303.736.6477

# How to Ensure Success:

## Tips:

- Schools often have the most success when they demonstrate PA Breaks during staff meetings.
  - Try demonstrating and giving out a few break activities at a time, rather than a huge stack all at once.
- Modifications – Most activities can be easily modified to ensure *all* students can participate.
- Utilize your students and fellow teachers...they can be your greatest advocates and resources.



# How to Ensure Success:



## Creating the Atmosphere

- Engaging secondary students in physical activity throughout the school day can be a challenge. Students may be reluctant to participate due to feeling uncomfortable.
- If you participate in movement, your students are more likely to join you.
- Tell your students **why** physical activity throughout the day is necessary (it gets the blood flowing to the brain so they can think better and will feel more alert).
- Don't be afraid to try new activities to get the students moving.

<http://www.healthiergeneration.org/schoolsdisplay.aspx?id=5605>

# How to Ensure Success:



## Creating the Atmosphere

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

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

<http://www.healthiergeneration.org/schoolsdisplay.aspx?id=5605>

# How to Ensure Success:

## Wellness Policies



- Check your district or school Wellness Policy.

## Policy Continuum for PA Breaks:

- **Definition:** PA Breaks (Secondary) are breaks from academic content designed to provide opportunities for physical activity. These breaks can take the form of recess and classroom-based physical activity.
- **Minimal** – Schools are strongly encouraged to provide at least one physical activity break daily.\*
- **Strong** – Schools shall provide at least one physical activity break for every 60 minutes of academic instruction, daily.\*
- **Optimal** – Schools shall require inclusion of physical activity breaks in master school schedule.\*

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



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(Print 2-4 slides per page)

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# School-wide Break Ideas



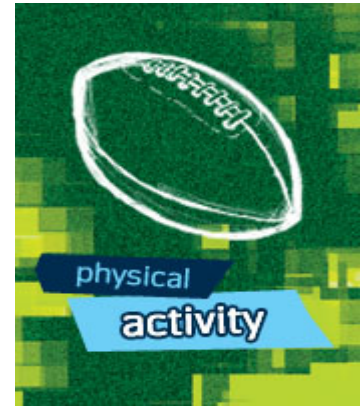


# Classroom Physical Activity Calendar

**Equipment:** Calendar

1. As a group, students will provide ideas for completing a monthly “Classroom Physical Activity Calendar.”
2. Once the calendar is complete, the teacher will post the calendar in the room and/or provide each student with a copy of the calendar.
3. Students will participate in the classroom physical activities according to what is listed on the calendar.
4. The calendar will be completed based on the number of days the teacher plans to implement physical activity.

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



## Fitness [not Fire] Drills!

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

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

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

- Click [here](#) for the ‘How To’ Instructions





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# Breathing & Stretching



## Stress Relief

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

Host a short presentation about stress  
Click [here](#) for information.

Have students lead these!

## **Pressure Point Massage**

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

Courtesy of and used by:





# Do Nothing for 2 Minutes

Go to the website

[www.donothingfor2minutes.com](http://www.donothingfor2minutes.com)

for a timer.

Courtesy of and used by:



## **Deep Breaths Tradition**

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

## **Breathing Deep**

Host a "break" for breathing.

For 6 total breathes, have students:

Breathe in slowly (4 count)

Hold for 4 seconds

Breathe out slowly (4 count)

Hold for 4 seconds

## Hook Ups

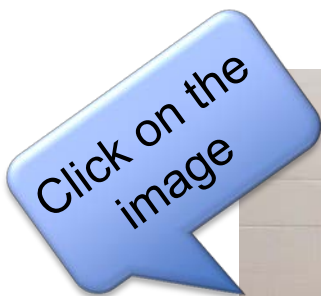
First position - Cross the feet and hands. Clasp hands and bend the elbows up so that hands are under the chin.

Then breath in deep for 3 breaths.

Second position – Place legs shoulder distance apart, with arms by your side.

Bring the finger tips together, barely touching. Breathe deeply for 3 breaths.

‘How To’ VIDEO:



Courtesy  
of and  
used by:



## Stretch Break

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

Courtesy of and used by:



## Calm Down

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

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



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



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# quad stretch

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

*Alternate legs.*



**WATCH THE VIDEOS!** [empowerme2b.org/fitnessbreaks](http://empowerme2b.org/fitnessbreaks)

Find this and more at:

[http://healthiergeneration.org/uploadedFiles/For\\_Schools/09-877.pdf](http://healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf)

# 12



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# hamstring stretch

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

*Hold for between 10 and 30 seconds.*



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Find this and more at:

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# 16



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## standing pretzel

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

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



**WATCH THE VIDEOS!** [empowerme2b.org/fitnessbreaks](http://empowerme2b.org/fitnessbreaks)

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# Yoga



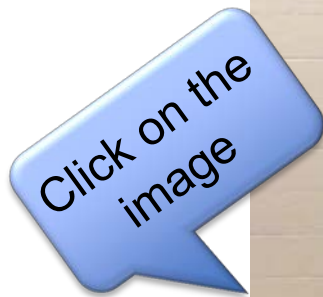
## Balance/Yoga

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

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

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

‘How To’ VIDEO:




Courtesy  
of and  
used by:



# Yoga Poses

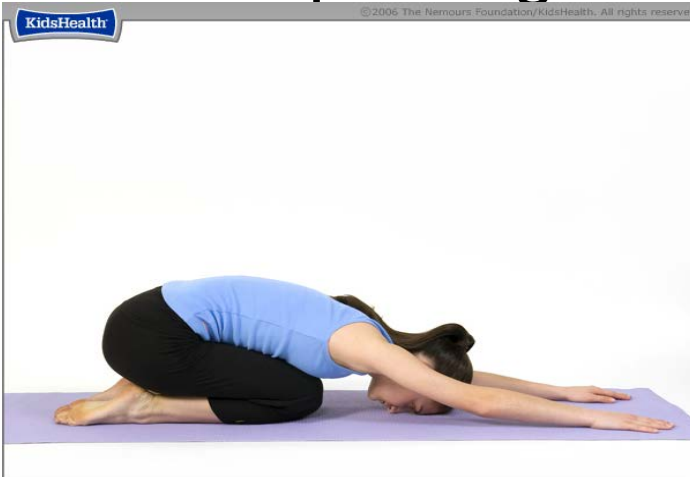
- 8 Simple Yoga Poses (click [here](#))

<p>A woman in a blue tank top and black pants stands on a purple mat with her hands in a prayer position at her chest level.</p> <p><b>Yoga / Tadasana Means "Mountain Pose"</b> It is the primary standing pose of yoga, teaching us how to stand tall, balanced, and composed.</p>	<p>A woman in a blue tank top and black pants is on a purple mat in a tabletop position, with her right leg lifted and bent at the knee, and her arms extended forward.</p> <p><b>Yoga / Tabletop Pose</b> Stretch your body further with this variation.</p>
<p>A woman in a blue tank top and black pants is on a purple mat in a tabletop position, with her right leg lifted and bent at the knee, and her arms extended forward.</p> <p><b>Yoga / Tabletop Pose</b> Tabletop pose helps stretch the spine.</p>	<p>A woman in a blue tank top and black pants is on a purple mat in a downward-facing dog position, with her hands and feet on the mat and her hips high in the air.</p> <p><b>Yoga / Downward Facing Dog</b> Downward Facing Dog pose may have a funny name but it is one of the best yoga poses for stretching and strengthening the body.</p>

From TeensHealth.org

# Yoga Poses

- 8 Simple Yoga Poses (click [here](#))



**Yoga / Child's Pose**

Child's pose gives you an opportunity for relaxation.



**Yoga / Warrior 2**

Warrior 2 is a great pose for feeling strong and grounded.



**Yoga / Tree Pose**

Tree pose is a balancing pose.



**Yoga / Easy Pose**

Finish your practice in Easy pose and thank your body for its hard work.

# Chair Action

**Equipment:** Music, audio equipment

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

## Chair Aerobics

Have students pull their chairs out from their desk.

They should sit up straight, keeping their ankles together to do leg lifts.

Extend legs to a 180-degree angle for 20 repetitions.

Then have students stand behind the chair and while holding the back for balance, extend their right leg out to the side to a 45-degree angle for 20 repetitions.

Then repeat with the left leg.



# Brain Teasers







## Finger-Thumb

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

How fast can you go?

Courtesy of and used by:



## Blink

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

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

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

Courtesy of and used by:

# Forward and Backward Circles

1. Point your arms toward the ceiling.
2. Keep your elbow straight and move your right arm forward creating a large circle. Continue making forward circles with this arm. Now do the same with your other arm except go **BACKWARD**. Continue with both arms moving at the same time. Make sure you have this pattern working before you continue.
3. While both arms continue to move, lift your right foot off the ground and make a ninety degree angle with your knee. Hold this for a few seconds.
4. Now extend your right knee out to make your leg parallel to the ground. Hold for a few seconds.
5. Stop. Repeat with left leg.

Courtesy of and used by:

# 21 – Hand Slap Game

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

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

Ex: **Player 1**

**Player 2**

Hand slap – 1

Hand slap – 2,3

Hand slap – 4,5

Hand slap – 6

Hand slap – 7,8

Hand slap 9,10

Hand slap – 11, 12

Hand slap – 13

Hand slap – 14, 15

Hand slap – 16

Hand slap 17, 18

Hand slap – 19

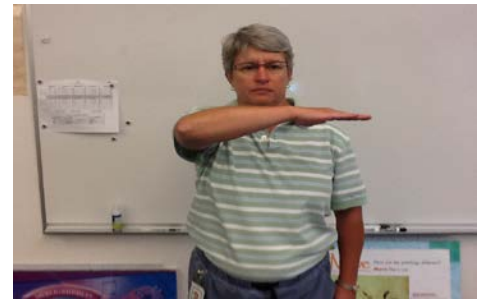
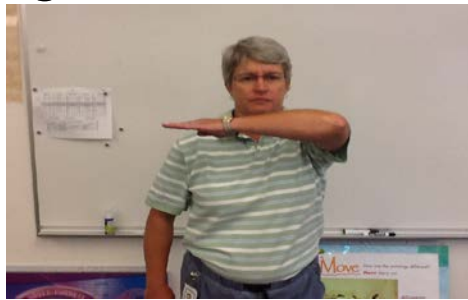
Hand slap – 20, 21

**Player 1 Wins!!**

## Aw-So-Go

Any number of players can play, all must form a circle. The pattern to be repeated is Aw, So and Go.

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



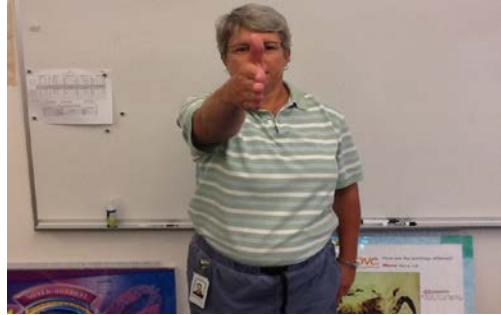
The next player, which is determined by the direction the first player's arm is pointed, must hold their arm at waist level. Pointing again to the right or the left, saying “So”.



Continued on next slide...

## Aw-So-Go

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



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

Click on the video to see the game in action.



Courtesy  
of and  
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## **Brain Toss Across**

Have students split into 1-3 groups (depending on size of class).

Students will stand in a circle and toss a ball back and forth to other members of the circle.

Ask content questions. The person receiving the ball must answer the question.

Courtesy of and used by:



## Would You Rather

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

Everyone starts standing. Students can decide (or teacher chooses) how or where students will move after each question.

Student or teacher asks a question, usually silly, and designates a spot in the room for each option.

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

Courtesy of and used by:





# Paper Activity

**Equipment:** Several sheets of **large** paper

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

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

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



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# Easy Energizers



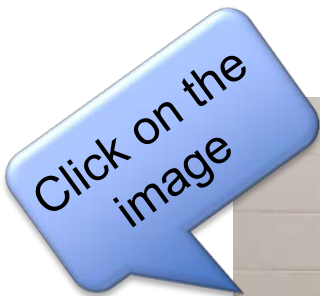
## Cross Crawls

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

This works the corpus callosum, connecting the two hemispheres.

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

‘How To’ VIDEO:



Courtesy  
of and  
used by:





## That's My Song!

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

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

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

Also, check out this free MP3 with 6 min of a mix of popular songs from Indiana University Dance Marathon. Click [here](#).

Learn the routine [here](#).

Courtesy of and used by:

## Friend Connect

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

Courtesy of and used by:



## Mirror Drill

Partners face one another. Hold palms up in front of chest, facing partner. The leader will move one hand at a time and the follower will mirror the movement.

Switch hands every minute.



## Mime Yourself

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

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



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



## **Walking Worksheets**

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

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



## No Stress Test

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



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# tippy toe walk

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



**WATCH THE VIDEOS!** [empowerme2b.org/fitnessbreaks](http://empowerme2b.org/fitnessbreaks)

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# knee raise

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



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# heel walks

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



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## Crossed-up Squats

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

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

'How To' VIDEO:

Click on the  
image



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# Chair Squats

1



2



- Stand tall
- Chair behind you

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



# Butterfly Breath



- Stand tall
- Feet hip width apart
- Arms lifted out to the sides

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

From TeensHealth.org



**Health-E-tips®**  
**JAM School Program**

Click on the  
image for  
more!!

# JAMmin' Minute

Reps	Workout Routine: Standing Exercises
10	March in place
10	Face chair, tap toes on chair
10	Feet together, hop side-to-side
10	Tap your bottom on chair and stand up
10	Hands on abs, squeeze and release abs

## Health-E-tip

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

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



## Quiz Me

While reviewing for a test, ask the students a series of true-or-false questions.

If the question is **true** students should jump in place for 15 seconds.

If it is **false** they should touch their toes.



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

## Walk and Talk

Break students into groups of 2 or 3, and assign a topic related to a current lesson plan that students need to discuss while taking a 5-minute walk.

They should report their discussion back to the class.



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# Moderate Energizers



# Super Bowl: Rock, Paper, Scissors Challenge

Students are in pairs. Partners compete in one round of traditional Rock, Paper, Scissors. Repeat round if there is a tie.

The winner from each pair moves on and finds another winning student to play. The non-winner joins the team of the person who beat them and cheers for them in their next competition.

Each round, the winner advances and the non-winners continue to follow the winner and cheer for their team.

The game continues until there are only two winners left. Announce that this is the Super Bowl and that this final round determines the overall Champion.



# Rock-Paper-Scissors with Feet

Have students stand up and pair up.

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

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

‘How To’ VIDEO:



Click on the  
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# Flash Up, Flash Down

1. Provide each student with pieces of scrap paper.
2. Ask the students a review question and have the students quickly write their answers on the paper.
3. Call out “3–2–1 Flash Up!” and have the students jump out of their desks (or simply stand up) and show their answers to the front of the class.
4. Call out “Flash Down!” and the students sit while you review the correct answer to the question.

## **Cross-Curricular Linking:**

**Language Arts** – Use to reinforce spelling skills and vocabulary.

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

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

## **Make them Laugh**

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

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

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

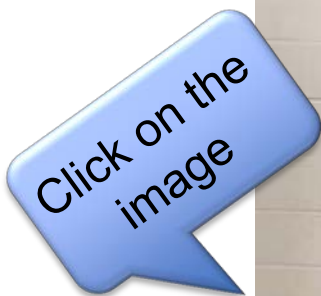
If the volunteer smiles or laugh they join the opposing team.

## Hand Slap Count

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

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

'How To' VIDEO:



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# Minute Masters

**Equipment:** minute timer

1. Display a list of different exercises for all to see on the wall or board.
2. Set the timer for the designated time and at each minute the students perform an exercise of choice.
3. Each student may choose different exercises or stay on the same one each minute. Let the choice be the student's. This will help give the student ownership and they will be more likely to perform the activity.

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

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

# Find Your Partner

## Use to review for a test

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

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



# Textbook Aerobics

**Equipment:** Hardcover books

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

- **Bicep curls:** Hold the book in one hand and bend at the elbow to raise the book toward the shoulder.
- **Triceps push backs:** Hold the book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm with the book parallel to the body, bend the elbow to 90° and raise and lower the book extending backward up to shoulder level.
- **Overhead lifts:** Hold the book in one or two hands and lift it above the head in one smooth motion.
- **Twists:** Hold the book to the chest with both hands and twist slowly from side to side.

# Chair Roller Coaster

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

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

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



# Sit Backs

1



2



- Legs bent
- Arms straight in front

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

From [TeensHealth.org](http://TeensHealth.org)

## Don't Fall!

1. Point your arms toward the ceiling.
2. Lift your right leg and put it to the side of you. Try to keep it straight.
3. Point your body in the opposite direction. Try to make your body, arms and leg parallel with the ground. Hold for 15 seconds.
4. Now try the same sequence with your left leg to the side.

Courtesy of and used by:

# Airplane

1. Point your arms toward the ceiling.
2. Lift your right leg and put it behind you. Try to keep your knee straight.
3. Lean forward with your body. Try to make your body, arms and leg parallel with the ground. Hold for 10 seconds.
4. Now try the same sequence with your left leg behind you.

Courtesy of and used by:

# Snowball

*Equipment – paper, pencil*

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

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

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

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

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

Courtesy of and used by:



## Acting Out

Read a paragraph or page of a book, and every time an action verb comes up, the students have to act it out.



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

## Higher or Lower

One student comes to the front of the room. The teacher writes a 3 digit number on the board behind the student so he/she cannot see it.

The student calls out a number while marching in place. The remainder of the class marches in place until the number is called out.

If the number is too high, the class squats (guess lower). If the number is too low, the class jumps up and down (guess higher).

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



## Touchdown Dance

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



## Feathers

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

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

‘How To’ VIDEO:



Courtesy  
of and  
used by:



## Feel the Beat

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

Place an object between them (e.g. hacky-sac)  
Turn on some music and have students perform the following actions to the beat of the music:

Tap knees

Tap shoulders

Clap

Clap partners hands (both, right-right, left-left)

When the music stops, students try to be the first to grab the hacky-sac. Repeat for 5 times.

Have students create their own challenges



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



# True or False Simon Says

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

## **Cross-Curricular Linking:**

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

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



# What's My Job?

**Equipment:** pencil and paper

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

Note: Entire game could be played silently

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

[East Carolina University, Activity Promotion Laboratory](#)



## Play Cards

Using a standard card deck, assign an activity to each of the four suits.

(ex: jumping in place, running in place, sit-ups, squats)

Pass out a card to each student and they have to do the activity for that suit for 20 seconds. Have students pass their cards to their neighbor and repeat for 5 passes.

Add a twist: have students perform the activity the number of times designated on the card.







## Task Master

Have students stand up and push in their chairs. Explain that you are going to give them a series of tasks and the goal is to complete them as quickly as possible.

Direct students that once they have completed the task, they should stop where they are and raise their hand.

For the first task have students touch 10 chairs not in a row.

For the next task have students touch elbows with 8 classmates.

For the last task, touch toes with 6 classmates wearing 6 different colored shirts.

For other tasks, have the students create more or integrate content relevant to the course.



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## Shake It

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

Right hand 10 times

Left hand 10 times

Left foot 10 times

Right foot 10 times

Repeat counting down the number of shakes from 9-1. Speed up or slow down the counting to keep it interesting.



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## Step Team

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

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

Do each action for about 10 seconds.



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

## Stand Up for Vocabulary

Create a poem or song using vocabulary words that all start with the same letter.

Every time a word starting with that letter is said or sung have students stand up or sit down.



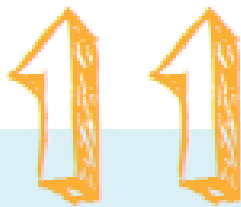
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## Future Trainer

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



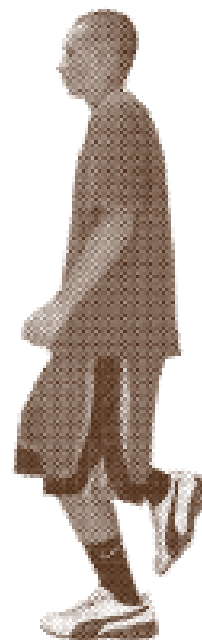
<http://school.fueluptoplay60.com/tools/view.php?id=15749467>



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# hop on one leg

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



**WATCH THE VIDEOS!** [empowerme2b.org/fitnessbreaks](http://empowerme2b.org/fitnessbreaks)

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# 19



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## jump shot

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



**WATCH THE VIDEO!** [empowerme2b.org/fitnessbreaks](http://empowerme2b.org/fitnessbreaks)

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## Do-Wop Be-Bop

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

Courtesy of and used by:





## Tic-Tac-Toe

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

Divide the class into Xs and Os.

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

Courtesy of and used by:

## Do the Conga!

Have students line up, placing their hands on the shoulders of the student in front of them. Start some music and lead students around the classroom.



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

## Laugh it Up

Have a “break” for a quick laugh 😊.

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

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

## Frozen Ninja

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

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

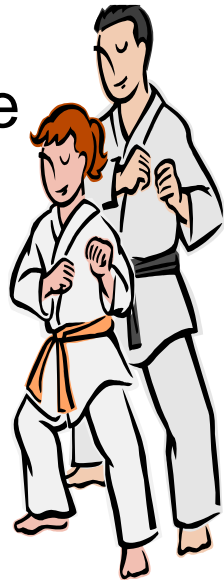
One-by-one going counter-clockwise, each person takes a turn being the "attacker" and tries to touch another person's hand in a single "Ninja" move



- Continued on next slide...

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

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





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# Advanced Energizers



# Classroom Physical Activity Stations

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

1. The teacher will place a minimum of three signs, illustrating a type of physical activity (e.g., jogging in place, jumping in place, Tae Bo boxing jabs), in three different areas of the room.
2. Assign students to each of the three areas of the room.
3. Instruct students to perform the activity for one minute.
4. After one minute, students will rotate clockwise to a new area.

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

# Crazed Creative Dance

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

1. Divide students into groups of four or five and give them a list of criteria for their dance. For example, their dance must have three **locomotor movements** (walking, hopping, jumping, leaping, rolling, skipping, galloping, sliding), two **levels** (high, middle, low), two pathways (zigzag, diagonal, circular), four **non-locomotor movements** (turning, twisting, swinging, balancing, bending, landing, stretching, curling) and one **change of direction** (forward, backward, sideways).
2. Review group expectations and give the students a time limit. Allow time for students to perform for the class. If necessary, have two or three groups perform at once; e.g., two- or three-ring circus.



## Deal or No Deal

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

- 1. Suggested exercises for the outside of each envelope:**  
Seat crunches, pushups, elbow to opposite knee touches, jumping jacks, arm circles, jog in place, forearm jabs, heel raises, toe raises, weight training with textbooks: arm curls, overhead press.
2. Inside each envelope, place repetition variations on separate pieces of paper or cardstock (e.g. One More, 5 more, 10 more, none, times 2, one less, -5, divided by, square root of 36).
3. Teacher chooses an envelope and states a feasible number of repetitions.
4. Teacher makes a deal with one student at a time. All students participate in each deal.
5. Teacher: “My deal is 20 crunches. Deal or No Deal?”  
Student: “Deal – the entire class perform the physical activity or exercise.” OR “No Deal - the student chooses a card from that exercise envelope and the students perform the new number.”
6. Students are challenged to design a movement activity to integrate the concepts or vocabulary of the subject area.



# Fitness Spelling

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

1. Post an activity for each letter of the alphabet – a sample list is included below. Ensure that all students are able to perform each activity.
2. Challenge students to spell the entire alphabet by completing all activities, or have partners practice spelling or vocabulary while the other partner guesses each word, or have a leader assign each pair of students a word that they will then complete the activity for each letter in the word.

A – Alternate knee lifts 20x

B – Balance on 5 body parts for 20 seconds

C – Calf raises 20x

D – Dips 10x

E – Energizer bunny hops 20x

F – Free dance your favorite moves for 30 secs

G – Gluteal kicks 10x each leg

H – Hand jive

I – Intense marching on the spot

J – Jumping Jacks 20x

K – Kick your heels together 10x

L – Lunges on each leg 10x

M – Mountain climbers 15x

N – Note your heart rate

O – Hop on each foot 10x

P – Push ups 5x

Q – Quench your thirst

R – Run on the spot 15 seconds

S – Squats 10x slow and controlled

T – Tae Bo kicks front and back 10x each leg

U – YOU stretch it – reach high and low

V – V-sit 20 seconds

W – Walk around the room once

X – Cross-over steps 10x each direction

Y – Yodel for 10 seconds with your best voice

Z – Zig zag jumps from side to side 20x

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

# Predictions

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

## Examples:

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

## Pencil Jumps

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

## Mix it Up

Create a dance sequence one move at a time by calling out a move.

Add one move each time through the sequence. (Have the next student repeat the previous move(s) and then add their own move.)

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

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



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

## Workout Videos

Although most workout videos can last from 20-60 minutes, they're often broken down into different moves that only last 2-4 minutes.

If you have a TV in your classroom, work through a video over the course of a week or two doing one move at a time.

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



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

# The Classroom Workout Circuit

Have students do the following in place  
for 20-60 seconds each  
(feel free to mix up the order):

Jog in place  
High knees  
Jumping jacks  
Hop on one foot  
Hop on the other foot  
Jump!



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## Physical Activity Jeopardy

Tape 5-10 envelopes with one physical activity listed inside each envelope on the board in the front of the classroom.

Write 10, 15, 20 and 25 on the outside of each envelope. Call on a student to pick one of the envelopes, and the class performs the physical activity inside it for the number of repetitions listed on the front of the envelope.

Activities could include: boxing jabs, jumps, push-ups, triceps dips using their chair, arm circles, jumping jacks, elbow to opposite knee touches.



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21



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# 360 turn & dunk

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



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# 22



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## quick feet

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



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# 29



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## jump & twist

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



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## Jump/Turn

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

Courtesy of and used by:



## Techno Dance

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

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

Big Fish, Little Fish x 2

Cardboard box x 2

Heavy shopping x 2

Looking through my wardrobe x 2

Climbing up the flagpole x 2

Banging on the window x 2

Courtesy of and used by:



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# ***Create Your Own Brain Break***

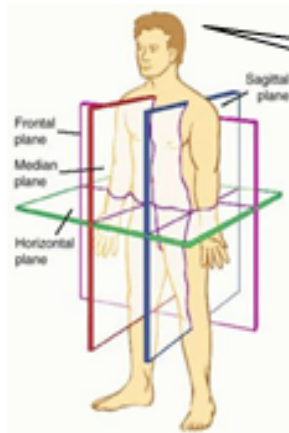
## Lesson Plan Template



# Brain Rules Challenge

Group members: \_\_\_\_\_  
\_\_\_\_\_

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



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

**RECALL**

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

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

1. Equipment needed (if any) = \_\_\_\_\_  
\_\_\_\_\_

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

3. Provide step-by-step directions for your activity below. You may include pictures or CUE words throughout to clearly outline your activity. Designate a least one member of your group to TEACH the class while everyone else DEMONSTRATES!
-





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# Activity Worksheets

Full page



## Peer Scavenger Hunt

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

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

Name \_\_\_\_\_

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

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

Nyhus/HPS 3000

Name \_\_\_\_\_

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


## Exercise Dice

Roll each dice and complete the number and exercise shown.

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

# ROLL SOME BRAIN BREAKS

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

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

## Chair Yoga

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



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

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



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

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



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

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



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

Breathe out and breathe in and put both hands around the front of your knee pull your left knee to your chest, while holding the in breath. Lower your head to your knee hold for a few seconds and release slowly while breathing out. Repeat on your right side.



5. *Leg Lifts* – strengthen legs and lower back, and improves circulation to your legs and feet.

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



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



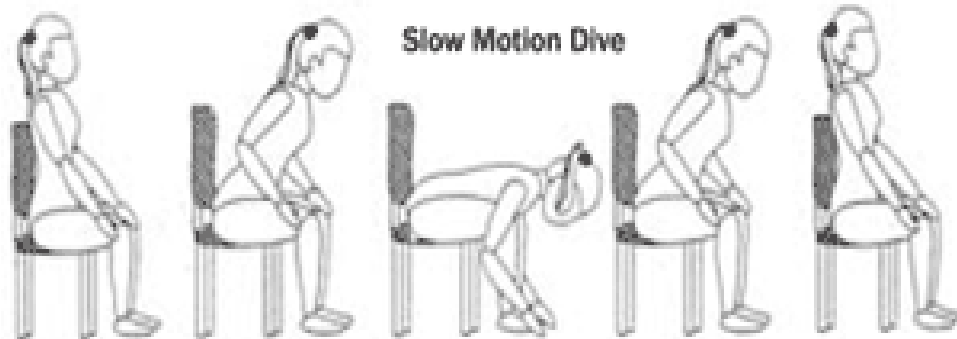
Sit back in the chair with legs apart and arms by your side. Breathe out completely then breathe in and with a sweeping motion bring your arms up over your head. Look up and stretch. Breathe out while bending forward between your legs and if you can put your palms on the floor. Slowly breathe in while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

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

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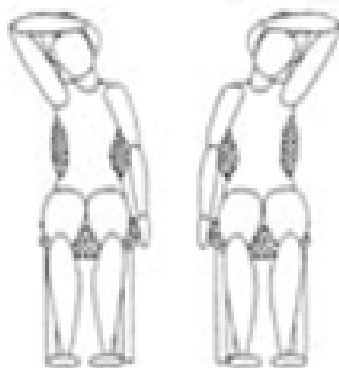
Please visit <http://www.livingwordsofwisdom.com> for more yoga wisdom.



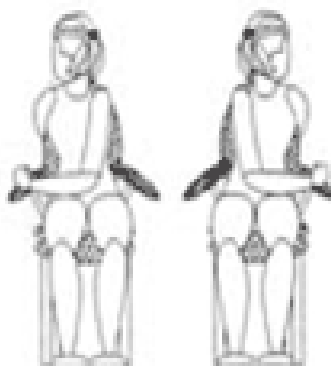


Slow Motion Dive

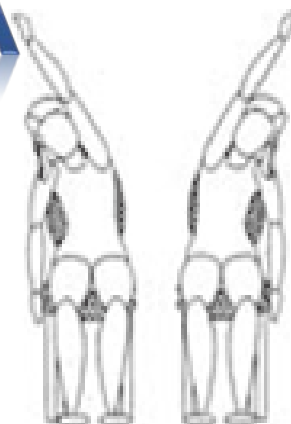
# CHAIR YOGA



Seated Neck Stretch

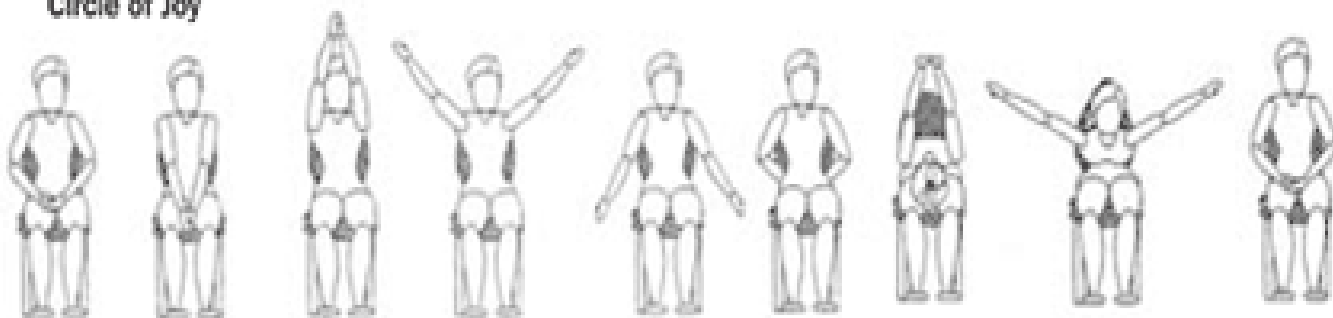


Seated Twist



Seated Half Moon

Circle of Joy

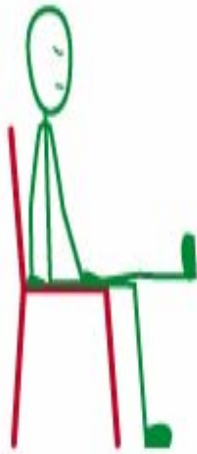


Janu Sirsasana Dive

# Carl Dawson's Chair Yoga



Forward Bend



Seated Leg-Lift



Leg Stretch



Hip Opener  
(outer)



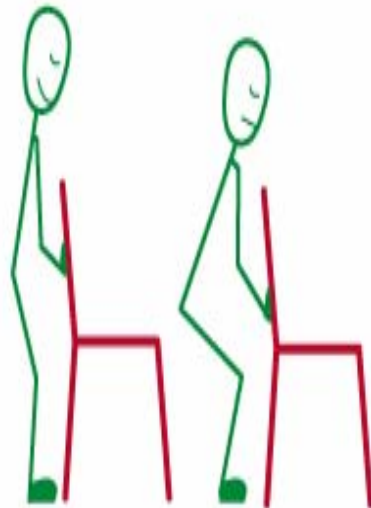
Hip Opener



Shoulder Stretch



Bottom Lift



Knee Bends



Dog Pose



Push-ups



Hamstring Stretch



Hamstring Lift



Forward Bend/Hip Opener



Lunge



Tree Pose



Bridge Pose



Restore



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# Online Resources



# [Energizing Brain Breaks Blog Videos](#)

Created by David Sladkey, Math Teacher at  
Naperville High School

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

Sign up to have additional Brain Breaks delivered to your email

[Thumb and Pinkie Brain Break](#)

[Infinity Sign \(Choir Director\) Brain Break](#)

[Different Arm Directions Brain Break](#)

[Finger Aerobics Brain Break](#)

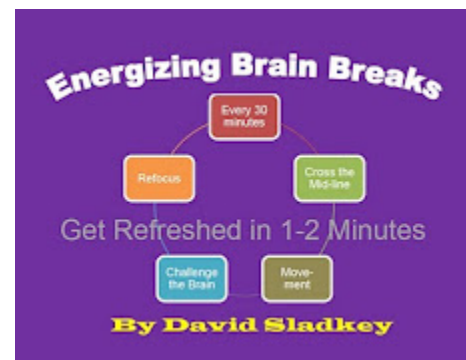
[Say 21 and Win Brain Break](#)

[The Wave Brain Break](#)

[Paper Twirling Brain Break](#)

[Rocks, Paper, Scissors, MATH](#)

[Blink Brain Break](#)





## Energizing Brain Breaks Blog Videos

[Toe Tapping Energizing Brain Break](#)

[ABC/123 Energizing Brain Break](#)

[Energizing Brain Break Crab](#)

[Passing out Papers will Never be the Same](#)

[The Waiter Brain Break](#)

[Guns and Roses Brain Break](#)

[Elbow to Knee Taps Brain Break](#)

[Finger Tips Brain Break](#)

[Hand Shake #2 Energizing Brain Break](#)

[Pretzel Stretch with your Fists](#)

[Palm Tapping Energizing Brain Break](#)

[Hand Shake # 1 that is a BRAIN BREAK](#)

[I Bet You Can't Do This!](#)

[Let it RAIN Brain Break](#)

[Arm Wrap Brain Break](#)

[Inch Worm Brain Break](#)

["Twisted" Brain Break](#)

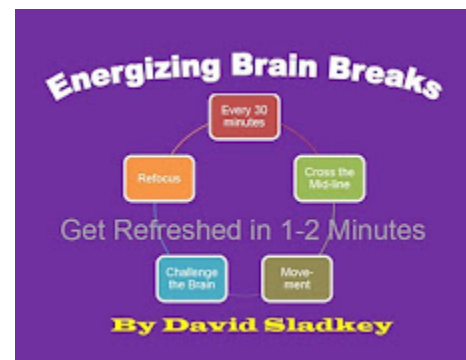
["FIVE" Brain Break](#)

[T Stretch Brain Breaks](#)

[Arm Stretch Energizing Brain Break](#)

[Snowball](#)

[Figure Eight Brain Break](#)





# Overall Teen Health Resource Including Sleep and Stress!

Click on the  
image

TeensHealth  
from Nemours

For Parents For Kids For Teens

Search here...

Body  
Mind  
Sexual Health  
Food & Fitness  
Diseases & Conditions  
Infections  
Q&A  
School & Jobs  
Drugs & Alcohol  
Staying Safe  
Recipes  
En Español

**Smart Snacking**  
featured articles

**Hot Topics**

- Healthy Dining Hall Eating
- Roommates
- Body Image and Self-Esteem
- Healthy Breakfast Planner
- ADHD Medications

**TAKE 5**  
*Tips for Life*  
These tips help make back-to-school shots easier.  
Find Out More

**Quiz**  
What's the No. 1 reason for insomnia (having trouble falling asleep)?  
A stress  
B noise or light  
C headache  
Find Out More

Not just during test time!!  
PA all the time!

## Make Your Own Fit Sticks or Cards

Materials:

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

To get started, look at exercise examples on Jamin' Minutes (click [here](#))

# Get Fit Kit

## Suggested Materials:

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

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

Courtesy of and used by:



# CanDO

## School Wellness Resource Kit



**Find resources and information on  
all aspects of school wellness.**

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



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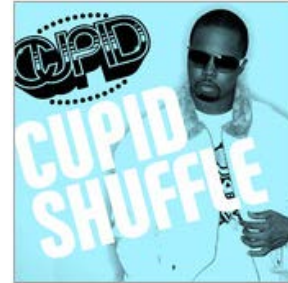
# YouTube Dance Videos



# YouTube Dances:

## *Cupid Shuffle*

- Instructional Steps



### Cupid - Cupid Shuffle (Instructional Video)

AsylumRecordsTV

+ Subscribe

89 videos ▾



- Buy "Cupid Shuffle (Radio Version)" on: [iTunes](#), [AmazonMP3](#)

Click on the  
image

# YouTube Dances:

Beyoncé and *Let's Move Campaign*

Example of Movement in Schools:



- Actual Music Video (click [here](#))
- Learn the Dance Steps (click [here](#))

# YouTube Dances:

## 2011 Footloose Line Dance



- Learn the Dance Steps (click [here](#))
- Buy Blake Shelton, *Footloose*:  
[iTunes](#)

# YouTube Dances:

## Cotton Eyed Joe



- Learn the Dance Steps (click [here](#))
- Get the Song - Use the Youth Version [here](#).

# Online Games



## Online Physical Activity Games:

How to integrate: Create a challenge and have youth involve their families at home!

This site has 10 Challenges to do at your computer!







## Online Physical Activity Games:

How to integrate: Send an email to remind students to do a physical activity (PA) break at home during homework time.

Create a challenge, get involved!

This site allows you to send a PA Dare!

**KIDNETIC.com**

Home Move Eat Talk Learn

Parents» Kore Betchacant

### BETCHACANT

**1 Choose your DARE!**  
Hopping on One Foot  
How many times can you hop on your right foot?  
Left foot? With your eyes closed?  
How'd you do? Still going strong? Check this out to keep you moving along:  
[How To Get Moving And Have Fun When It's Just You](#)

**2 Who would you like to DARE?**  
Enter their first name:  
Enter their email address:  
Enter your first name:  
Enter your email address:

**3 Send your DARE!**  
**SEND IT!**

## Online Physical Activity Games:

How to integrate: Create a 'break station' in the classroom, send as homework, use as peer/team building!

This site allows you to create your own dance!

Click on the image

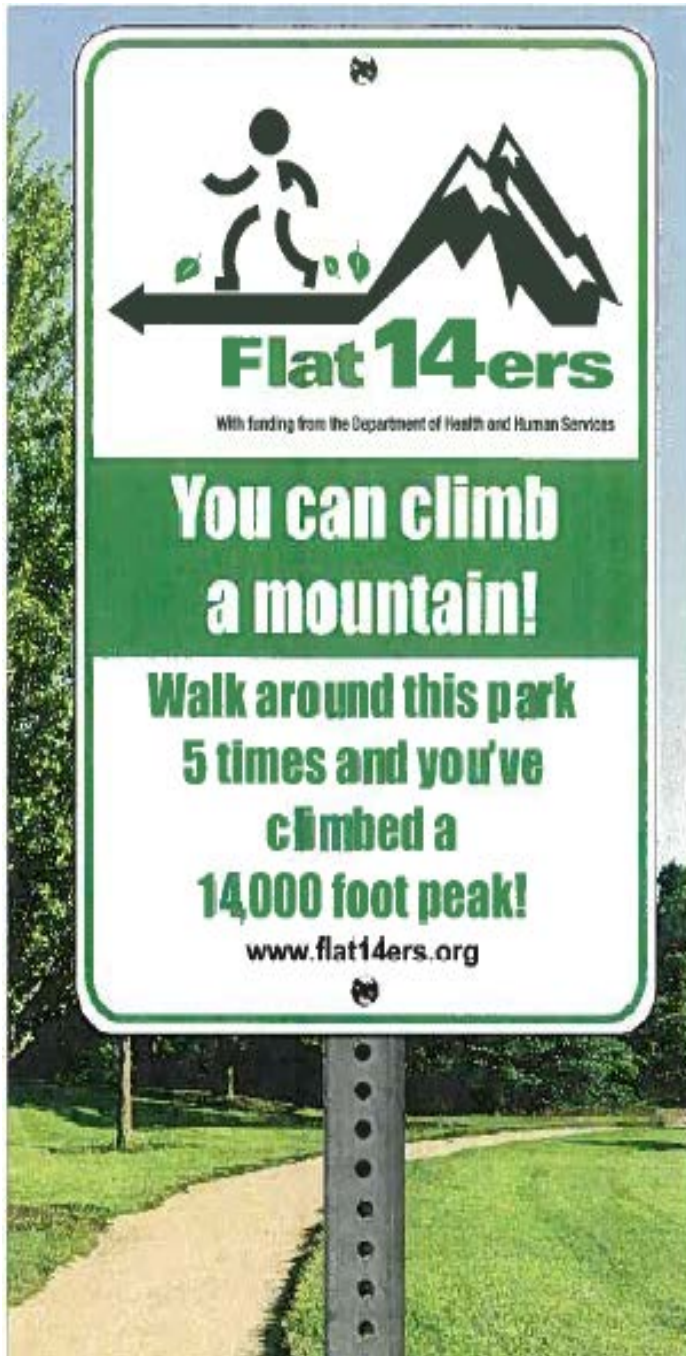




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# Interactive Programs





## 58 peaks in Colorado have an altitude of 14,000 feet or higher, known as "14ers"

### What is Flat 14ers?

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

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

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

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

### Why is this important?

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

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

## YOU can climb a mountain!

Go to [www.Flat14ers.org](http://www.Flat14ers.org) to sign up TODAY

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



# Get Sweaty.com

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

Visit the actual site.

Click image below

Check out the Step-by-Step  
Guide for Teachers.

Click image below

GETSWEATY.com Welcomes you

UnitedHealthcare  
Community Plan

Login Register

GETSWEATY.com

Just register to get started  
**It's free!**

My Junkyard  
Sweaty Library  
Goals & Challenges  
No Excuses  
Before You Sweat  
Eating isn't Cheating

9/11/2012 3:44:59 PM  
"kmenges has just completed Hit The Floor!"

Shout outs!

Kids, Parents, Teachers,  
Register here. It's free!  
Want to get fit and earn great prizes?  
Register and we'll show you how.  
Visit the Junkyard, the coolest workout space ever. There's a fun, new workout every day called the Daily Sweat. Earn points. Get prizes. GetSweaty now!

Are you ready to GETSWEATY?

## How to Use **GETSWEATY** .COM A Step-by-Step Guide for Teachers

Our goal is create an easy and enjoyable experience for our users. Your feedback is important to us.  
Questions or comments?  
Email [ben@a.getsweaty.com](mailto:ben@a.getsweaty.com) or call 561-213-1293

# Research



## Research Shows...

- Physical activity can stimulate the mind and enhance brain function, increase energy levels, provide students with greater attention spans, improve self-esteem and promote less behavioral incidences in the classroom.
- We know healthy students learn better, but where does the research come from and what are the data saying? The following slides provide multiple articles, publication and findings.



# Action Based Learning

Jean Blaydes Madigan

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

<http://abllab.com/>



# brain rules

BY JOHN MEDINA

## Brain Rules

By John Medina

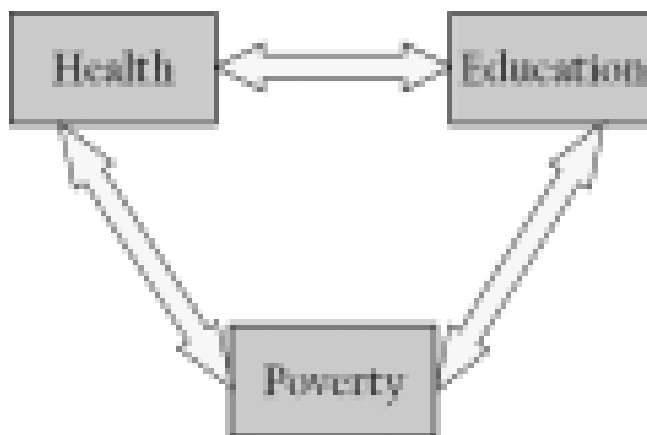
- **The brain is an amazing thing.** Most of us have no idea what's really going on inside our heads. Yet brain scientists have uncovered details every business leader, parent, and teacher should know.
- How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? What can science tell us about raising smart, happy children?
- Brain Rules are things we know for sure, and John Medina explains what we might do with that knowledge.



# **Healthier Students Are Better Learners**

By Dr. Charles Basch  
2011

The *Journal of School Health*, contains this special issue free on the Web.





*Health & Academics - Adolescent and  
School Health*

2011

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

[http://www.cdc.gov/HealthyYouth/health\\_and\\_academics/](http://www.cdc.gov/HealthyYouth/health_and_academics/)



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

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

<http://www.sparkpe.org/physical-education-resources/academics-physical-activity/>



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Robert Wood Johnson Foundation

***Active Education: Physical Education,  
Physical Activity and Academic  
Performance***

By The Active Living Research  
2009

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

<http://www.rwjf.org/files/research/20090925alractiveeducation.pdf>

# SPARK

THE REVOLUTIONARY  
NEW SCIENCE OF EXERCISE  
AND THE BRAIN



Supercharge Your Mental Circuits to  
Beat Stress, Sharpen Your Thinking, Lift Your Mood,  
Boost Your Memory, and Much More

JOHN J. RATEY, MD  
COAUTHOR OF *DRIVEN TO DISTRACTION*  
with ERIC HAGERMAN

## ***SPARK: The Revolutionary New Science of Exercise and the Brain***

By John J. Ratey, MD  
2008

- “When students go for a mile run in gym, they are more prepared to learn in their other classes: their senses are heightened; their focus and mood are improved; they’re less fidgety and tense; and they feel more motivated and invigorated.” - Pg. 35
- “In addition to priming our state of mind, exercise influences learning directly, at the cellular level, improving the brain’s potential to log in and process new information.” - Pg. 35

For more information, watch The Colorado Education Initiative's *Move More, Learn More* Webinar

Click on the  
image



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

September 12, 2012





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Log on to  
[connect.coloradoedinitiative.org/healthyschools](http://connect.coloradoedinitiative.org/healthyschools)  
and share what works! Let us know your strategies  
to motivate students so we can share with others.

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