Activity Cards

A set of classroom-based physical activity brain boosters aligned to physical education and health education standards.

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BEPA 2.0 Guidance

Important Reminders: Grades K-2

Students, remember to ALWAYS

- Encourage one another (Give them a high five, or say “good job!”)
- Create enough ‘personal space’ for safe movements.
- Respect each other and use kind words.
- Listen to instructions from your teacher, and thoughts from other students.

Teachers, remember to ALWAYS

- Demonstrate movements so all students are ready to move when game begins.
- Explain the rules above so that they are reinforced for the children.

BEPA Activities require 3-5 minutes to prepare and get students moving.

BE Physically Active for as long as time and interest allow.
Important Reminders: Grades 3-5

Students, remember to ALWAYS
• **Encourage** one another (Give them a high five, or say “good job!”)
• **Create** enough ‘personal space’ for safe movements.
• **Respect** each other and use kind words.
• **Listen** to instructions from your teacher, and thoughts from other students.
• **Record** your daily activity.
• **Compare** the amount of activity you do to the recommended amounts of activity.

Teachers, remember to ALWAYS
• **Demonstrate** movements so all students are ready to move when game begins.
• **Explain** the rules above so that they are reinforced for the children.

**BEPA Activities require 3-5 minutes** to prepare and get students moving.

**BE Physically Active** for as long as time and interest allow.

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**Activity Intensity Practice: K-5**

The goal of BEPA 2.0 is to enable short bouts of moderate intensity physical activity at school. To meet this goal, students must learn the difference between light, moderate, and vigorous intensity activity.

Teachers, before you introduce BEPA activities to students:
• **Download** a metronome application that works for your circumstances.
• **Practice** using the metronome. You will need to vary the cadence from 100-140.
• **Explain** the concept of intensity using the metronome as described below:
  • **Move** your body to the cadence of the metronome (march in place or walk)
    • **Sedentary/Inactive** – the metronome is not on, everyone is sitting
    • **Light Activity** – the metronome is set at <100 steps per minute (spm)
    • **Moderate** – the metronome is set at 120 spm. Can go up to 140 spm
    • **Vigorous** – Over 140 spm (age 9-11); Over 155 spm (age 6-8)

Step rate cut-points are based on the available data and work well to teach the concept of intensity. Grades 3-5 can take heart rate measurements at each intensity and compare differences.
Create a Positive Play Culture

• Respect
• Inclusion
• Healthy Play
• Healthy Community

**Respect Individual Learning Styles:** People learn in many ways. Make sure all activity instructions are *demonstrated* for visual learners, *described* clearly for auditory learners, and *practiced* for kinesthetic learners.

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**Physical Education Standards**

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

If a BEPA 2.0 activity reinforces a PE standard, an icon representing that standard will appear on the activity card. Details regarding the sub-standards addressed by each activity can be found in the BEPA 2.0 Toolkit manual.
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

If a BEPA 2.0 activity reinforces a HE standard, an icon representing that standard will appear on the activity card. Details regarding the sub-standards addressed by each activity can be found in the BEPA 2.0 Toolkit manual.
Activate the Alphabet

Directions:
In this activity we are going to do an “Active Alphabet.” We will go through the letters of the alphabet and do movements that begin with each letter of the alphabet.

- When the game begins we will start with the letter ‘A’ and I will name an activity that begins with that letter such as arm circles.
- We will do that activity together for 30 seconds and then move on to the next letter.

Note: Here is a list of sample activities for each letter to get you started
A – arm circles
B – balance (on one leg)
C – crab walk
D – dancing
E – elephant steps (big stomps)
F – frog jumps
G – gallop
H – hopping (two feet)
I – ice skating (slide/hop side-to-side)
J – jumping jacks
K – kicks
L – lunges (right and left)
M – marching
N – nod your head
O – overhead stretch
P – push up
Q – quiet feet (tip toe in place)
R – running in place
S – shake out sillies
T – toe touches
U – up (jump with arms up)
V – violin (pretend)
W – walking (around the room)
X – make an X shape (wide legs and wide arms)
Y – yaw and stretch
Z – zig-zag walk

Tips:
- If needed, write the alphabet on the board.
- Get creative! For example, choose animals that begin with each letter and have students move like that animal.

Standard Connections

Did You Know?
- Moving and stretching all parts of your body is a great way to improve your flexibility! Flexibility helps you move your body more easily and helps protect you from injuries.

Show and Tell!
- Show me your favorite movements.
- Tell me why you like them.
- Tell me what part of your body you think is the most flexible? Show me!

Try This at Home
- Activate the Alphabet is a great way to move our bodies and practice flexibility! Next time you take a physical activity break, spell your name with movements that start with each letter of your name!
Get Ready:
• Have each student name a different animal and make a list of the animals on the white board.

Directions:
• When the game begins, you should start walking around the room.
• Then I will name one of the animals listed on the board, and you must move like that animal.
• When I say “we need water,” everyone should slow down because our bodies (and animals’) need water for healthy movement.
• When I say “we found water,” everyone should pretend to drink and begin moving faster.

Tips:
• Encourage students to be creative in their movements. Encourage creativity in animal selections too. How about a sloth?
• Use the opportunity to relate to other cultures. How about a koala (Australia), or a panda bear (China)?

Standard Connections

Did You Know?
• Water helps fuel our activities throughout the day. The more physically active you are, the more water you should drink throughout the day to stay hydrated!

Show and Tell!
✓ Show me how your favorite animal moves!
✓ Tell me how you stay hydrated throughout the day.

Try This At Home
• Show your friend or family member your favorite animal move. Add some animal sounds!
• Have your friend/family member suggest an animal and join in!
• Have a glass of water when you get home from school and another after dinner. Encourage friends and family to drink water too!
## Ball Roll Up

<table>
<thead>
<tr>
<th>Location</th>
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<th>Nutrition</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In/Out</td>
<td>No</td>
<td>No</td>
<td>10 inflated beach balls, cones/poly spots if outdoors</td>
</tr>
</tbody>
</table>

### Get Ready:
- The indoor version is best played with a smaller group of students (15 or fewer). Bigger groups can play outdoors.
- Create a small obstacle course by rearranging desks or chairs. If playing outside, create one or more obstacle courses using playground equipment and/or cones and poly spots.

### Directions:
- In this activity each student will try to **roll their ball through the obstacle course using their hands**.
- When the activity begins, form a line and the first person in the line will begin **rolling their ball** through the course. Give the person in front of you some time before beginning the course.
- Encourage students to **dance, jump, do sit-ups, push-ups, wall sits, or balance on one-leg** while waiting for their turn.

### Tips:
- Have students move the ball with different body parts, or **move in different directions (e.g., sideways, backwards)** to keep the game interesting and work on different movement skills.
- Have students complete the obstacle course while **tossing the ball and catching it as they move**. They can toss very high if they have strong skill, or do a very small toss if skills are developing.

### Did You Know?
- Movements that require you to **move multiple body parts through different patterns** help to build **coordination**. Building coordination helps you do complex movements more easily—like playing baseball or tennis, or playing the piano or the guitar!

### Show and Tell!
- **Tell me** one activity you like to do that you think might help you build coordination?
- **Note:** Coordination building activities involve doing multiple things at once. Juggling, throwing and catching, balancing on different surfaces, playing hopscotch, and doing obstacle courses like we did in today’s activity are all examples.
- **Show me** a dance move that requires coordination!

### Try This at Home:
- Make an obstacle course at home with at least 5 obstacles! Ask for help so that you only use obstacles that are okay to use. Do it inside or outside!
Fruit and Veggie Fun

Directions:
- When the game begins, everyone should **hop in place**.
- I will name a series of colors. When I name a color, you should raise your hand if you can name a fruit or vegetable that is the same color.

**Note:** After a student correctly names a fruit or vegetable, the leader can ask the class to name the letter of the alphabet that fruit or vegetable begins with.

- I will make a list on the board of all the fruits or vegetables that you named correctly. When the game is over the entire class will do **jumping jacks** (or another fun movement) equal to the number of fruits and vegetables listed on the board.

Tips:
- Alternate **hopping in place with squats or chair stands**.

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Standard Connections

**Did You Know?**
- **The darker green a vegetable is, the better it is for you.** Chlorophyll is what makes the vegetable green, and it is full of good nutrients!

**Show and Tell!**
- **Tell me** what dark green vegetables you have tried! Do you like them?
- **Show me** the face you make when you like the vegetable!

**Try This at Home:**
- Did you hear of a vegetable today that you’ve never tried before? Ask an adult at home to help you find a new recipe that includes a dark green vegetable such as broccoli, kale, or spinach. Visit the Food Hero website: [https://foodhero.org/recipes/healthy-recipes](https://foodhero.org/recipes/healthy-recipes) to find your new favorite veggie recipe!
Line Up For Balance

Get Ready:
• Draw with chalk or use tape to create enough lines as described below, to maximize movement times for all students.
• Lines should be 10-20 feet long. Create straight, curvy, and zig-zag lines.

Directions:
• In this activity you will practice balance. The goal is to stay “on track.”
• First let's walk along the straight lines, keeping our feet on the lines.
• Once all students have walked straight lines, make it more challenging by doing any of the following:
  - Walk along zig-zag line
  - Walk heel-to-toe
  - Walk on toes or heels
  - Walk with arms overhead or straight in front
• Walk while balancing a bean bag on your head, shoulder, etc.
• Hop on one foot
• Hop on the other foot
• Walk sideways along the line
• Walk heel-to-toe, but do it backwards!

Did You Know?
• Today we worked on balance! Balance is a part of every activity we do like playing tag, walking a dog, or cleaning our room.

Show and Tell!
✓ Tell me some ways we can practice balance? Show me an example!

Note: Examples include standing on one leg, standing heel-to-toe. You can make this more dynamic by changing arm positions while balancing (arms out front, to the side, overhead, behind back, or swinging a leg forward and back or side to side).

Try This at Home:
• Move around your house using the skills we learned today! Can you get from one side of your house to the other walking heel-toe with your arms above your head? Try balance walking on different floor surfaces. Does it feel easier or harder on carpet versus a harder floor surface?
**Get Ready:**

- Divide students into groups of 4 or 5. Groups should form a straight line facing the front of the room. Give each group 1 beach ball.
- If the classroom is set up in rows, groups can line up in between the rows of desks.

**Directions:**

- When the game begins, the student at the front of the line hops up and down 3 times, picks up the ball, and lifts the ball over their head to pass the ball to the person behind them.
- When the next student gets the ball, they should repeat the movement (hop 3 times and pass the ball). Keep going until the last person in line has the ball.
- When the last student in line finishes hopping, they should (hop, walk, skip, run) to the front of the line and pass the ball to the student behind them.

**Note:** Keep going for as long as you like or time allows. Try to allow every student a chance to be at the front of the line.

**Tips:**

- If students have trouble passing the ball overhead, they may turn around and hand the ball to the next student.
- Have students try passing the ball between their legs instead of overhead.
- Call out different movements (instead of hop 3 times). Try hop once on your right foot, once on your left and spin all the way around one time before passing the ball. Be creative.

**In:** No

**No**

**Yes**

**Equipment:**

5–6 inflatable beach balls, (1 for each group)

**Location**

**Rhythm**

**Nutrition**

**Overhead Relay**

**Did You Know?**

- Teamwork is important for groups to perform well together. When we work well together as a team, we can achieve more than we can all by ourselves! We had to use teamwork today.

**Show and Tell!**

- Tell me, did your team talk to each other in a helpful way to pass the ball to one another?
- Show me what it might look like if your team does not talk to each other in a helpful way.

**Try This at Home:**

- Practice jumping different ways: Jump as high as you can, as or as hard as you can. Can you land super soft? Show a friend or family member how to land softly.
- Find other ways to be helpful to someone at home. Teamwork isn’t just for sports and games! Households/families are teams too. How can you help your team at home?

Get Ready:
• Provide one bean bag to each student.

Directions:
• In this activity you will practice balance by completing a series of movements that require you to balance your body.

*Note: ask children what it means to balance their bodies. The answer is that balancing their body is to move in a way that keeps them from falling over.

• When the activity begins place the bean bag on your head and balance the bean bag there as you walk around the room. Try moving slowly at first and then more quickly.

*Note: For younger children, explain this means they need to move in a way that keeps the bean bag from falling off their head.

• Once you have that down, I will give you new tasks to try while balancing the bean bag on your heads.

Tips:
• Have students try balancing while jumping up and down, touching their toes, spinning in circles, standing on one foot, squatting down and up, doing arm circles.

• Have students try balancing the bean bag on another part of their body (e.g., back, shoulder, top of foot, etc.)

Show and Tell!
✓ Grades K-2: Show me which movement was the hardest for you to balance during.
✓ Tell me why you think it was hard.
✓ Grades 3-5: Tell me how can you use these balancing skills in other areas of your life! Show me what those other ways are!

Try This at Home:
• Practice the hardest balancing exercise you tried today with a soft object at home. Challenge a family member to see who can walk the farthest with an object on their head!

• Find an activity to do at home that requires a lot of balance. For example—riding a bike, skateboarding, surfing, walking across rocks, and yoga!

Standard Connections
Did You Know?
• Today we practiced balancing. Balance is an important part of all physical activity and practicing balance exercises can help prevent falls!
Bucket Ball

Get Ready:
• Place one bucket in each corner of the designated activity area. Make sure the distance between each bucket is the same.
• Place 8 bean bags in each bucket.
• Evenly divide students into 4 groups. One group per bucket.

Directions:
• When I say “Go!” you should each grab ONE bean bag from your bucket and place it into another team's bucket. You may only carry one bag at a time!
• When I call out a movement (frog jumps, skipping, dancing, hopping, lunging, walking on tip toes, etc.) you must do that movement as you move the bags.
• The team with the least amount of bean bags in their bucket at the end of the time period is the winner.

Tips:
• If classroom size or layout does not allow for setting up the buckets in a square set up buckets in another pattern so each group has to travel the same distance to move bean bags.
• If space is small, have kids do slow movements, balance activities, or strength moves.

Did You Know?
• Did you know that being physically active can help improve your grades? Remember to take breaks from sitting throughout the day and BE Physically Active!

Show and Tell!
✓ Grades K-2: Show me how you would encourage your team! Tell me what was fun and what was hard about working as a team?
✓ Grades 3-5: Show me some of your favorite movements!
✓ Tell me other ideas you have for getting the bean bags into buckets faster. How could you work as a team?

Try This At Home
• Try this activity idea the next time you have to put your toys or clothes away. Grab one item and run/skip/hop to put it back where it belongs!
• See how fast you can do it hopping versus running or log rolling (without breaking anything)!

Source: Adapted from an activity in "Let's Go Play!", Oregon State University, 2010.
Cross the River

Get Ready:
• Use chalk, poly spots or floor tape to create a river (i.e. two sides of the shore), at least 20 feet apart.
• Draw with chalk, use floor tape, or use poly spots to depict rocks (~24) in the river for students to jump on.
• Split students into two equal groups. One group starts on each side of the river.

Directions:
• When I say “GO”, you will hop from rock to rock and try to get across the river without falling in!
• If you fall in, you must go back to shore and start over.
• Use one- and two-footed hops to cross (I’ll call these out).
• Work together if two of you are approaching the same rock.
• When I say “freeze”, you should stop and try to balance on the rock.
• See how quickly everyone can get across! High five a classmate when they finish!

Tips:
• You can add more or less “rocks” to increase or decrease the challenge.
• You can play it like musical chairs and take away rocks with each attempt.

Show and Tell!
• Grades K-2: Show me how you move your body to keep your balance! Tell me other times you have to work to keep your balance.
• Grades 3-5: Show me other physical activities you do that require balance. Tell me if you think people naturally have good balance, or do you think kids need to practice balance? Tell me why you think that.

Try This at Home
• Next time you have to wait in line, try balancing on one foot while you wait. Count how long before you lose balance! Are you better at balancing on your right or left foot?

Standard Connections

Did You Know?
• You had to use balance and strength to make your way across the river. You are always using strength and balance to get you moving and keep you from falling!
Get Ready:

• This activity is best done while standing but can be done seated. Encourage students to follow along as you describe and demonstrate the different movement patterns for this activity.

Directions:

• First, we will learn the BANANAS UNITE position.
  
• Start with your legs in a straddle position. Extend your arms straight out to your sides (palms up). Keep your arms straight and bring your hands over your head together and clap. When you clap, jump and bring your feet together. You can clap LOUDLY! Note: For less impact, have students step their feet together, instead of jumping.

• As you jump yell “B-A-N-A-N-A-S unite!” Say “bananas” as you raise your arms and “unite” as you clap.

• Next, we will learn the BANANA SPLIT position.
  
• Lower your straight arms from over your head out wide to your side (palms up). At the same time jump so your legs are in a wide stance again, or a lunge (Note: demonstrate both) and shout “B-A-N-A-N-A-S split!”

• Next, we BANANA DANCE! Repeat each verse 2 times in a sing-song manner while doing the movements for each verse (in bold).
  
• “Pick bananas, pick, pick bananas” (jump or step-touch while you reach and pick bananas from a tree)

• “Peel bananas, peel, peel bananas” (arms overhead with hands together and peel down one arm at a time while bouncing on your feet)

• “Mash bananas, mash, mash bananas” (jump and shuffle as if mashing bananas underfoot)

• “Eat bananas, eat, eat bananas” (stuff “banana” in mouth and sing with mouth full and step touch)

• “Go bananas, go, go bananas!” (do a CRAZY Banana Dance)

Tips:

Vary the movement speed (slow motion or supersonic). Try out different fruits and vegetables. Or make soup! “Stir the soup, stir, stir the soup.”

Show and Tell!

✓ Grades K-2: Tell me, do you like dancing serious or silly? Show me your best go-bananas silly or serious bone building dance moves! Show me which part of the dance was best for our bones.

✓ Grades 3-5: Tell me what other activities you do to help build strong bones (or strengthen your heart and lungs)?

✓ Show me your best go-bananas bone building (or heart and lung strengthening) dance moves!

Did You Know?

• Dancing can be a great aerobic activity that helps strengthen your heart and lungs. The jumping and mashing movements we did today can help build strong bones.

Try This at Home:

• Make up another song and dance using your favorite fruit or vegetable! Be sure to add some jumping, hopping, leaping or mashing movements to build strong bones.

Note: You could require or encourage students to use vocabulary words in their song!

• Teach your song and dance to a friend or family member!

• See if they can make up their own dance, and have a dance contest!
**Human, Banana, Soda Pop**

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**Get Ready:**

This game is like Rock, Paper, Scissors, except we move our whole body! Instead of Rock, Paper, Scissors, we use:

- **Human**: Flex arms overhead like a body builder and say “Oh, yeah!”
- **Banana**: Stand on tippy toes, put both arms straight up in the air and say “Banana”
- **Soda Pop**: Squat down and make arms into a circle shape in front of your chest (like a basketball hoop) and say “Fizzzz”

**The Rules**: Humans eat bananas (and bananas are good for humans), so **humans BEAT bananas**. Bananas are healthier than soda, so **bananas BEAT soda**. Soda is full of empty calories and/or sugar, so **soda BEATS humans**.

**Directions:**

- Find a partner and stand back to back with at least one foot (one arm’s length) of space between you.
- After I say “human, banana, soda pop,” jump and spin to face your partner. Before you land, do the movement for human, banana or soda pop and hold it!
- The winner does 10 star jumps (one-foot hops, jumping jacks) and your partner does 10 squats (calf raises, frog jumps).

**Tips:**

- Have students find a new partner after a few rounds.
- If there is an odd number of students, instructor can partner with student.

**Did You Know?**

- Kids should BE Physically Active for at least 60 minutes every day!
- Playing games like Human, Banana, Soda Pop is a great way to be active and have fun!

**Show and Tell!**

- **Grades K-2**: Show me your favorite human, banana, soda pop movement! Tell me a different way your body could make a (human, banana, soda pop) sign?
- **Grades 3-5**: What full body human, banana, soda pop movement could we use for rock, paper, scissors? Can you show me?

**Try This at Home**

- Play Human, Banana, Soda Pop, at home with a friend or family member! Let us know if you come up with new movements! What else can human beat, and what other unhealthy things can you imitate that “beat” human?
- Check out the Food Hero website for your favorite recipes that include bananas! [http://foodhero.org/recipes/categories/1332](http://foodhero.org/recipes/categories/1332)

**Source**: Adapted from an activity from Mr. Gym, [http://www.mrgym.com/SmallSpace/Tie_U_Die.htm](http://www.mrgym.com/SmallSpace/Tie_U_Die.htm), 2011
Get Ready:
- Have students pair up and give each pair one scarf.

Directions:
- To begin, I will give you an activity; (jumping jacks, jogging in place, hopping, push-ups, etc.). One partner is the “scarf thrower” and one will do the activity.
- The scarf thrower will jump and throw the scarf as high into the air as possible and the partner will try to do as many repetitions of the activity as they can before the scarf drops.
- The scarf thrower should try to catch the scarf just before it touches the ground.
- Switch roles and repeat.

Tips:
- Do static movements (squat, lunge, stand on one foot). Hold the movement while the scarf is in the air. Note: A static squat is when you do a squat and hold the position versus repetitive squatting.
- Grades K-2 can use a timing device or “count seconds” to measure how long the scarf is in the air.
- Grades 3-5 can time how long the scarf is in the air, count the repetitions, and calculate (step or hop) rate.

Standard Connections

Did You Know?
- Doing lots of repetitions in a short time is a great way to get vigorous activity!
- Vigorous activity requires your body to work hard! You should try to do some vigorous activity at least 3 days per week.

Show and Tell!
- Grades K-5: Show me how many times you can jump in the next 10 seconds—go!
- Grades K-2: Tell me how you know your heart is beating faster. (Note: they can talk about heavy breathing, feeling their heartbeat, etc.).
- Grades 3-5: Tell me how your body feels when you do vigorous versus light activity (e.g., sprinting versus walking)? Tell me whether you like doing light or vigorous activity best. Why?

Try This at Home
- Have a friend or family member time you and count how many times you can do a favorite activity in 1 minute (e.g., leaps, lunges, karate kicks)!
- Challenge a friend or family member to do as many repetitions of their favorite activity as they can in one minute! Grades 4-5 can record repetitions and figure out who went faster.

Source: Willenberg, Barbara. Physical Activity Cards. University of Missouri Extension. 2006. Ball, Steve, Assistant Professor, Department of Nutritional Sciences, College of Human Environmental Sciences, University of Missouri-Columbia.
### Food Group Ball Pass

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#### Get Ready:
- Divide students into groups of 5 or 6. Groups should form a circle with students facing the center of the circle.

#### Directions:
- When the game begins, start by marching, jogging, hopping, or dancing in place.
- One student in each group will begin with the ball, and when I call out the name of a food group, the student with the ball must name a food from that group before passing it to another student. Every student in the group must catch the ball and name a food before the round is over.
- If the Dairy Group is called, EVERYONE should do stomps or jumps while you toss and catch the ball and name foods that are in the dairy group.

**Note:** Tell students that dairy is full of calcium that is important for building bone, and impact activities like stomps and jumps are good for building bone too!

#### Tips:
- Teachers may also instruct students to gently toss, roll or pass the ball with their feet to keep the game interesting and work on different movement skills.
- Students can turn so that one shoulder is facing the middle of the circle and they can pass the ball overhead around the circle. They can also pass the ball through their legs, or alternate overhead and through the legs.

#### Standard Connections

**Did You Know?**
- Foods in the dairy group, like milk and yogurt, have nutrients like calcium and vitamin D that help build our bones. If you can’t have dairy foods, plant-based sources of calcium such as figs, collards, almonds, broccoli or fortified soy milk are great alternatives.

**Show and Tell!**
- **Tell me** what kinds of activities we do that build bones.
- **Show me** a good muscle or bone building movement!

**Try This at Home:**
- Find a ball and practice tossing and catching with a friend or family member for 10 minutes today. Try doing jumps and stomps at the same time as throwing and catching. Tell your friend or family member that jumping and stomping are good for building strong bones!
- If no one is around to play catch with you, use a safe space on the wall to bounce the ball off of!
- Ask an adult to check out the Blueberry Smoothie Recipe that can be made with milk or soy milk. It tastes great and is bone building! [http://foodhero.org/recipes/blueberry-tofu-smoothie](http://foodhero.org/recipes/blueberry-tofu-smoothie)

Source: Adapted from an activity in East Carolina University: Activity Promotion Laboratory. Healthful Living Middle-School Energizers. 2007.
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This material was funded by USDA’s Supplemental Nutrition Assistance Program (SNAP). SNAP provides nutrition assistance to people with low income. SNAP can help you buy nutritious foods for a better diet. To find out more, contact Oregon Safe Net at 211. USDA is an equal opportunity provider and employer.

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