



Activity Cards

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

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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 the 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 **A**ctive for as long as time and interest allow.

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- **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.

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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 between 120 and 130 spm
 - **Vigorous**—the metronome is set at ≥ 140 spm

Step rate cut-points are based on current evidence. Grades 3-5 can take heart rate measurements at each intensity level and compare differences between intensity levels.

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.

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.

Health Education Standards



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.

Let's Play!

Location	Rhythm	Nutrition	Equipment
In/Out	No	No	None

Directions:

In this activity, we are going to “Activate the 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/object in hand)
- C** – crab walk/catch an object
- D** – dancing
- E** – elephant steps (big stomps/elephant trunk)
- F** – frog jumps
- G** – gallop/gorilla chest bumps
- H** – hopping (two feet)/high fives
- I** – ice skating (slide/hop side-to-side/move arms side-to-side)
- J** – jumping jacks (full body or just arms)
- K** – kicks
- L** – lunges (right and left/lateral arms raises)
- M** – marching (full body or arms)
- N** – nod your head
- O** – overhead stretch
- P** – push up (partner or wall)

- Q** – quiet feet (tip toe or roll in place)
- R** – running/rolling in place
- S** – shake out sillies
- T** – toe touches
- U** – up (jump with arms up)
- V** – violin (pretend)
- W** – walking or wheeling (around the room)
- X** – make an X shape (wide legs and wide arms)
- Y** – yawn and stretch
- Z** – zig-zag walk or wheel

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!



Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	Whiteboard or poster paper, marker

Get Ready:

- Have each student name a different animal and make a list of the animals on the white board.
- Write the list of animals on poster paper to move the game outside!

Directions:

- When the game begins, you should start moving 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)?
- Let students know each animal can move in many different ways.

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!



Location	Rhythm	Nutrition	Equipment
In/Out	No	No	10 balls, cones/poly spots if outdoors

Get Ready:

- The indoor version of this game 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.

Note: Any ball that can be rolled, tossed, or kicked safely can be used! Large, light balls (i.e. beach balls) are classroom-safe and easier to grip, while harder (i.e. soccer balls) and smaller (i.e. baseballs) balls provide more of a challenge and are best used outdoors.

Directions:

- In this activity, each student will try to **roll their ball through the obstacle course using their hands.**
- Form a line at the beginning of the obstacle course. The first person in the line will begin **rolling their ball** through the course.
- When the first person finishes the course, they should give their ball to the next person in line.

Note: The teacher may need to tell students when to go to avoid a pile up.

- 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 skills, or do a very small toss if skills are developing.
- Use a pool noodle, yard stick, or similar shaped object to assist students with limited mobility.

Standard Connections

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!



Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	Whiteboard or poster paper, marker

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.
- To play outside, write the named fruits and vegetables on poster paper!

Tips:

- Alternate **hopping in place** with **squats or chair stands, bicep curls, or lateral raises**.

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>) to find your new favorite veggie recipe!



Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	None

Get Ready:

- Make a list of foods that are considered **healthy** (e.g., bananas, broccoli, fish) and foods that are **unhealthy** (e.g., soda, candy, cake).
- Next, make a list of activities that are considered **healthy** (e.g., riding a bicycle WITH a helmet, dancing, playing soccer, doing your homework) and a list of activities that are **unhealthy** (e.g., texting while driving, too much screen time, riding a bicycle WITHOUT a helmet).
- You don't need to make a list if you can think of these things easily!

Directions:

- This is a game where I am going to call out healthy and unhealthy foods and healthy and unhealthy activities. When I call out something healthy, everybody should **DANCE**. When I call out something unhealthy everyone should **HOP on one or both feet or spin in a circle**.
- Everyone start by (**marching in place, jogging in place, doing squats, balancing on one foot, etc.**). When I call out something unhealthy, remember to **hop!** If I call something healthy, **dance!**

Tips:

- Incorporate more movement concepts. For example, when something unhealthy is called, everyone should **move more slowly**, when something healthy is called, **move faster**. Mix it up (e.g., unhealthy—**make small movements**; healthy—**make big movements**). Be creative.
- Choose physical activities that all students can complete, such as shoulder taps or arm circles, to make the activity more inclusive.

Standard Connections

Did You Know?

- There are many fun ways to be **physically active**, but **sometimes being physically active is NOT healthy** (for example, riding your bike without a helmet).
- Make sure you are being safe whenever you are being **physically active**.

Show and Tell!

- ✓ *Tell me* an activity that you do that makes you breathe really hard AND that you need to take extra steps to be safe (*shin guards in soccer, helmets in football, lifeguards in swimming*).
- ✓ *Show me* your best dance for your favorite healthy activity!

Try This at Home

- Talk to your family and friends about **being safe while you are being physically active**. Talk about all the ways that you **practice being safe** while you are being active and breathing hard!
- Try to learn what their favorite **physical activity** is and how they **stay safe**. Be active and safe together!
- Ask an adult to help you find a new healthy recipe you've never tried before. Visit the Food Hero website here: <https://foodhero.org/recipes/healthy-recipes>.



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Location	Rhythm	Nutrition	Equipment
In/Out	No	No	One bean bag for each student

Get Ready:

- Provide 1 bean bag to each student.

Directions:

- In this activity, you will practice **balancing** 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 or lap and **balance the bean bag there as you walk/move** 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 head.

Tips:

- Have students try **balancing** while **jumping up and down, touching their toes, spinning in circles, standing on one foot, squatting down and up, or while doing arm circles**.
- Have students try **balancing** the bean bag on another part of their body (e.g., back, shoulder, top of foot, etc.)

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!

Show and Tell!

- ✓ **Grades K-2:** Show me which movement was the hardest for you to maintain your **balance**.
- ✓ *Tell me* why you think it was hard.
- ✓ **Grades 3-5:** Tell me how you can 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!



Location	Rhythm	Nutrition	Equipment
In/Out	No	No	4 buckets, 32 bean bags

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 (1 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.**

Source: Adapted from an activity in “Let’s Go Play!”, Oregon State University, 2010.

Standard Connections

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)!



Location	Rhythm	Nutrition	Equipment
In/Out	No	No	Chalk, floor tape, or poly spots

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 2 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.
- You can create a separate sensory-friendly river for students who would like to move at their own pace.
- Allow the students to pick how they would like to cross the river.

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!

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?**



Location	Rhythm	Nutrition	Equipment
In/Out	Yes	Yes	None

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.”

Standard Connections

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**.

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!

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!



Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	None

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 “Fzzzzz!”

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, the instructor can partner with a student.
- Tell the student to complete rounds in slow motion for those who might have longer processing time.

Source: Adapted from an activity from Mr. Gym, http://www.mrgym.com/SmallSpace/Tie_U_Die.htm, 2011

Standard Connections

Did You Know?

- Kids should **BE** Physically **A**ctive for at least 60 minutes every day!
- Playing a game 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, or 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/>



Location	Rhythm	Nutrition	Equipment
In/Out	No	No	1 scarf for every 2 students

Get Ready:

- Have students pair up and give each pair 1 scarf.

Directions:

- To begin, I will give you an activity; (**jumping jacks, jogging in place, hopping, push-ups, arm raises 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**.
- Change the size of the object to make it easier or harder for students to catch.

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.

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 3-5 can record repetitions and figure out who went faster.



Location	Rhythm	Nutrition	Equipment
In/Out	No	No	None

Get Ready:

- This activity is to help you relax, recharge, and refocus.
- **Stretching** and **relaxation** activities help **prevent injuries, improve flexibility, and promote overall good health.**
- I will be giving you a list of activities to do while standing (*or sitting for students unable to stand*) next to your desks.

Directions:

- Take a deep breath in and out.
- Take another deep breath; **reach and stretch your arms to the sky.**
- **Reach your right hand toward your left foot**, and slowly stand back up.
- **Reach your left hand toward your right foot**, and slowly stand back up.
- Do five **squats or single leg raises** (vary the depth of the squats, particularly if you go through this pattern more than one time).
- Do small **cross-over kicks near the floor or seated toe touches.**
- **March in place** with high knees.
- **Make small circles with your arms** to the side of your body.
- Take a deep breath; reach and stretch your arms to the sky.
- Take a deep breath in and out.

Tips:

- Older students can break into small groups and come up with their own routines.

Source: Adapted from an activity in Waterloo Catholic District School Board. Exercise in Disguise. Ontario. 2004.

Standard Connections

Did You Know?

- Today we did some **stretching** and **relaxation** exercises. **Stretching** helps keep our muscles **flexible** and can help protect against injuries. **Relaxation** helps to reduce stress!

Show and Tell!

- ✓ **Grades K-2:** *Show me* how high you can touch the sky! Now *show me* how low you can go! *Tell me* whether or not you feel more relaxed after our activity. Why or why not?
- ✓ **Grades 3-5:** *Show me* a good **stretch** for your legs! What about for your shoulders? *Tell me* what kinds of activities you do to **relax** when you're feeling stressed. Why?

Try This At Home:

- The next time you're feeling stressed, take one minute to focus on breathing and **stretching**. Moving will help reduce your stress!



3-5 Food Group Ball Pass

Location	Rhythm	Nutrition	Equipment
In/Out	No	Yes	5-6 balls (1 for each group)

Get Ready:

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

Note: Any ball that can be rolled, tossed, or kicked safely can be used! Large, light balls (i.e. beach balls) are easier to grip, while harder (i.e. soccer balls) and smaller (i.e. tennis balls) balls provide more of a challenge and are best used outdoors.

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.**

Source: Adapted from an activity in East Carolina University: Activity Promotion Laboratory. Healthful Living Middle-School Energizers. 2007.

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! <https://foodhero.org/recipes/blueberry-tofu-smoothie>










Index Legend			 Inside Only	 Outside Only	 Inside/Outside	 Rhythm Component	 Nutrition Component	 Equipment Needed
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