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ACADEMOTION PRESENTATION OUTLINE

I. Language Arts Movement
II. Energizer - Come on Get Happy
III. Math Movement
IV. Energizer – Fishing in the Dark
V. Break – 10 minutes
VI. Fitness for Children
VII. Cooperative Games for Everyone
VIII. Break for Lunch
IX. Science Movement
X. Rhythmical Activities– Get Your Groove On
XI. Social Studies Movement
XII. Break – 10 minutes
XIII. Energizer – Wipe Out
XIV. Health Movement
XV. Q & A - Closure
The language arts include the components of oral and visual communication, writing and reading. These basic skills play a fundamental role in every individual's life and may be the most important skills children learn in school (Cone, Werner & Cone, 2009). Movement, similar to language, plays an essential role in life, and the potential for integrating the two is infinite (Pica, 2004). Unfortunately, test scores have become the instrument for measuring the level of success in schools. As a result, movement has become pushed aside for more academic time. Clearly times have changed over the past few decades, but children haven't. They still need to physically experience concepts to completely grasp them, and that includes concepts in language arts.

Like language, movement is a type of communication and self-expression. Consider acting out the meaning of individual words from stories and poems, or even punctuation marks. Through movement children can comprehend the meaning of:

- action words like shake, spin and stretch
- descriptive words like gracefully, happily and noisily
- antonyms like sad and happy; up and down; and cold and hot
- verbs, prepositions and adverbs like “hop around quickly” or “gallop through slowly”

Word comprehension becomes much more than abstract concepts. When conveyed in a movement, its meaning is instant and permanent. The more concrete, sensory experiences a child has with language, whether with letters, words, spelling or literature, the deeper the understanding, the better the retention and the more desire there is to learn. The activities in this chapter demonstrate how the promotion of children's emerging literacy uses movement as a tool.
ABC BALL

LEVEL
Beginner

FORMATION
Circle

EQUIPMENT
Beach balls

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. The children form circles in groups of five.
2. The children take turns striking (one handed or two handed) a beach ball.
3. The alphabet starts when the first child strikes the ball. Everyone in the group says “A,” then the next child strikes and everyone says “B.” Each strike the group calls out the next letter of the alphabet. This process continues until the group reaches the end of the alphabet, “Z.” The first group to go from A to Z wins. Discourage the children to strike the ball two times consecutively. If the beach ball hits the floor the group must start over at A.
4. The challenge is to strike the beach ball in the air so it does not hit the floor.

TRY THIS
- Use various body parts to strike the beach ball (e.g., head, knees, feet, elbows).
- Hold hands while striking, trying not to break the chain.
- Increase the level of difficulty by spelling out vocabulary words.
- Sit down while striking.
- Use balloons to allow more time between strikes.
PAINT THE ALPHABET

LEVEL
Beginner

FORMATION
Standing at desk

EQUIPMENT
CD player, Music—“Linus and Lucy” by Vince Guaraldi Trio

STANDARDS
• Oral and visual communications
• Writing
• Reading
• Motor skills and movement patterns
• Personal and social behavior

DESCRIPTION
1. The children use different body parts (e.g., arms, legs, head, etc.) to paint the alphabet on an imaginary canvas.
2. Call out a body part (right leg) and letter (“S”). The children pretend to paint the letter “S” using their right leg.
3. Repeat the activity by calling out different body parts and letters until the music stops.

TRY THIS
• Have the children paint numbers, shapes, first and last names and vocabulary words.
• Reinforce awareness of left/right directionality.
• Have children work on painting a letter from top to bottom and left to right.
• Use capital letters and lower case letters.

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PUT IT TO ACTION

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Grammatical conventions and mechanics
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Hold up flash cards containing selected punctuation marks.
2. On the signal the children make the appropriate movement and sound that corresponds with the flash card.

Symbol (see below)  Movement and Sound

Capital letter .......... Bound up and say “Go.”
Period ................ Put your fist on your nose and say “Stop.”
Comma ................. With hands on hips, rotate hips and say “Slow down.”
Question Mark ....... Shrug shoulders with hands up in air and say “Huh?”
Exclamation Mark .... Grab air with right fist, bring down quickly and say “Yes”
Apostrophe ............ Use elbow to make an apostrophe and say “Not.”
Quotation ............. Bend index and middle fingers of each hand and say “Cha Ching.”

Example Flash Cards

```
A B C D E
• • • • •
, , , , ,
? ? ? ?
! ! ! !
“ ” “ ”
! “ ”
```
SUPER STORY

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Inquiring/researching
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Read a poem and show selected pictures of words in the reading.
2. Ask the children to move freely around their desks as they both listen to the words and look at the pictures.
3. Encourage the children to move as the words are spoken. A sample poem provided below has selected picture words underlined:

On a cold and windy day,
The little puppy came out to play,
He jumped and he barked,
So happy was he.
Suddenly he stopped, to scratch a flee.
The flowers were blooming so bright and true.
In the distance I heard a cow say “Moo.”
Things became so quiet; I even hear a “peep”.
So the puppy sat down and went soundly to sleep.

TRY THIS
- Give the children a set of pictures and have them make up a story or mix up the pictures to develop another story.
- Stop the reading at some point and ask the children to guess what they think will happen next.
- Give the children a set time to discuss the selected reading.
ALPHABET SOUP

LEVEL
Beginner

FORMATION
Line

EQUIPMENT
100 Ping pong balls (see below), cones, spoons, empty egg containers and large cardboard box

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Grammatical conventions and mechanics
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Read the book *Alphabet Soup* by Kate Banks and invite the children to share whether they have ever eaten alphabet soup.
2. Place all the alphabet balls in the large box and position it in the center of the classroom. Arrange the children in groups of five. Position the cones around the kettle about five feet apart and ten feet from the kettle, forming a circle formation. Line up each group behind its designated cone.
3. Each group will need one soup ladle and one egg container.
4. On the signal one child from each group will skip to the kettle with ladle in hand and scoop out one letter (ping pong ball) from the kettle. Then, balancing the alphabet ball in the ladle, the child will skip back to its group, place the ball in the egg container and hand the ladle to the next child in line.
5. Repeat this process until each group has its egg container full (one dozen alphabet balls).
6. At this time the groups will work together to spell words using the alphabet balls collected in their egg containers.

TRY THIS
- Encourage children to spell site words such as cat, the, you, that, do, see, etc. If children have difficulty spelling words have them put the alphabet balls in alphabetical order.
- Add the point value for each word to see which group had the most points.
  EXAMPLE: The word CAT = five points.

- Once the groups have finished creating a word, ask the children to form the shape of each letter while standing or lying on the ground. As a group they will use their bodies to spell the word. Ask the children, “Which letter shapes are easy to make with your body?” “Which letter shapes are difficult?” “Did some of you make letter shapes with a partner?”
Alphabet Soup Balls
Using ping pong balls, a sharpie magic marker and the alphabet soup index table mark each ball with a letter and a point value. You should have a total of 100 ping pong balls to complete the entire alphabet soup ball set. Use a black magic marker to label consonants and a red marker for vowels. This will help the children identify consonants and vowels.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>NUMBER OF PING PONG BALLS</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>H</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>L</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>M</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>O</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
<td>3</td>
</tr>
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<td>Q</td>
<td>1</td>
<td>10</td>
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<tr>
<td>R</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>S</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>U</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>W</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>X</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Y</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Z</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
ADVERBS-N-ACTION

LEVEL
Intermediate

FORMATION
Scattered

EQUIPMENT
CD player, music and index cards

STANDARDS
• Oral and visual communications
• Writing
• Reading
• Grammatical conventions and mechanics
• Motor skills and movement patterns
• Personal and social behavior

DESCRIPTION
1. Review the rules of adverb usage, reminding children that most adverbs end in -ly.
2. Ask children to do a locomotor movement (e.g., begin skipping)
3. Call out an adverb, write the adverb on a whiteboard or show it on an overhead projector that describes different ways of moving. For example, children could skip quickly, happily, carefully.

TRY THIS
• Modify the tasks by having the children write a locomotor movement, a preposition and an adverb on separate index cards. For example, run around gracefully.

- Run
- around
- gracefully

- Hop
- over
- quietly

- Gallop
- through
- quickly

• Arrange an obstacle course in the classroom using chairs, desks, boxes, etc. An obstacle course can easily reinforce the different parts of speech: Walk through the chairs carefully; Crawl under the desk quietly; Slide between the book cases quickly; Jump in the box enthusiastically.
PE POETRY

LEVEL
Intermediate

FORMATION
Sitting at desk

EQUIPMENT
Paper, pencil, colored markers and aluminum foil

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Motor skills and movement patterns
- Grammatical conventions and mechanics
- Personal and social behavior

DESCRIPTION
1. Ask the children to think of a movement skill they enjoy and to write a poem using the poem template below as a guide.
2. Encourage the children to draw illustrations on the paper.
3. Have the children act out their poems to the class.

PE POEM TEMPLATE

__________________________ is _____________ and _____________.

movement noun with adjective noun with adjective

__________________________ sounds like _______________________.

movement noun that sounds like the motor skill with adjective

__________________________ feels like _______________________.

movement describing words—adjective phrase

It is ___________________, ___________________ or ___________________.

noun with adjective noun with adjective noun with adjective

__________________________ is _____________.

movement adjective

TRY THIS
- Create aluminum foil figures to represent the movement skill.
- Use various forms of writing to express movement concepts (e.g., diamontes, acrostics, cinquains, quatrains, similes and monologues).
ACTION PACKED POETRY

LEVEL
Intermediate

FORMATION
Sitting at desk

EQUIPMENT
Paper, pencil and colored markers

STANDARDS
- Oral and visual communications
- Writing
- Reading
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Ask the children to print their first or last names on a sheet of paper vertically on the left hand side.
2. Instruct the children to write a movement term that corresponds with each letter of their names. Children can use instructional cues, general terms, content areas or words that describe their feelings or thoughts expressing movement.
3. Encourage the children to draw illustrations on the paper.
4. After the poem is complete ask the children to act out the movements of the poem to the class.

TRY THIS
- Limit the scope of what they can write to certain topics (e.g., skill themes, one sport, sportsmanship/cooperation terms, nutrition, the Olympics, etc.).
- Use words with specific beginnings or endings (e.g., “ing”).
- Display the final drafts in the classroom.

Skating  Basketball  Dribble
Aerobics  Lay up  Agility
Running  Air  Vertical
Acrobat  In-bound  Interception
Hop-scotch  Rebound  Dive
THAT FIGURES

STANDARDS
- Life science
- Oral and visual communication
- Writing
- Reading
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Arrange the children to work together in pairs. Each pair should have the listed equipment. The children decide on a favorite movement (e.g., running, dancing, skating, etc.).
2. Each child lies down on his or her paper in the movement position of choice. The partner traces the outline of the figure. After each child has its movement outlined, he or she will add “touch-ups” to make it more personal (e.g., hair and eye color) before cutting it out.
3. Instruct the children to label three bones and three muscles on their figures. Encourage the children to label and color the muscles and bones that are primary movers used in the figure. For example, a child might color and label the following bones and muscles of the figure of a child running:
   a. Humerus
   b. Femur
   c. Fibula
   Bicep/Tricep
   Quadriceps
   Gastrocnemius
4. When completed (may take two days), discuss the different muscles and how they assist in physical activity. Use the principle of specificity to explain muscle hypertrophy and atrophy. Explain how muscles work in groups and include anterior and posterior positions.
5. Ask the children to think about their favorite movement as a noun (e.g., softball). Children will write a poem describing their movement figure by using the cinquain method (see below).
6. When they have completed their poems, have the children write them on their movement figures.

Cinquain Template
One noun
Two describing words for noun
Three describing words for noun
Four describing words for noun
One noun (same as first noun)
HOMONYM/HOMOGRAPH JEOPARDY

STANDARDS
- Oral and visual communication
- Writing
- Reading
- Grammatical conventions and mechanics
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Review Homonyms—words that sound alike but are spelled differently and homographs—words with more than one definition.
2. Arrange the children in groups of five. Number them off one to five for order of play.
3. On an overhead projector display the Homograph/Homonym Jeopardy Board (see below) showing only the categories and fitness points.
4. Call the first person from each group to the hot seats (front of the classroom). Each hot seat will have a stack of index cards, a pencil and one die.
5. Have the children take turns rolling the die. The child with the highest roll starts the game. The play then passes to the child on the left.
6. The child starts the game by selecting one of the four categories displayed on the upper row of the board and any one of the fitness values. For example, if the child chooses "Homographs/Jumping Jacks" for five.
7. Read the question: A toy that bounces OR Cinderella's dance? Each child, in a hot seat, writes their answer on the index card. Give the children at least fifteen to thirty seconds to write their answers down.
8. The child who picked the category gets the chance to answer the question first.
9. If the child answers correctly: “What is a ball”? He or she leads their group in five jumping jacks and collects five fitness points, and the next child from the group returns to the hot seat.
NOTE: If the child’s response is not in the form of a question, instruct the child to word the response as a question; only allow this prompting in the first game.
10. If the child answers incorrectly, he or she forfeits the fitness points and returns to the group, and the next child takes the hot seat.

11. If the response to an answer is incorrect, the child to the left has the opportunity to answer the question by showing his or her response written on the index card. Play then proceeds as above. If no child answers correctly, read the correct answer aloud.

12. The game continues with the child to the left picking the next category. Unlike the television game show where the player answers correctly and chooses the next category and amount, children only get one turn to answer before returning to their group. This allows more children opportunity in the hot seats. Remember: One child selects the category and fitness amount, but all children have the opportunity to respond to every question.

TRY THIS
- Include homophone pairs in dictation exercises so that the children can practice choosing the correct word for the sentence.
- Explain the meaning of the homophone when teaching children how to spell it.
- Create Jeopardy boards for other subjects. This is a great way to review for an exam.
**Homonym/Homograph Jeopardy Game Board**

<table>
<thead>
<tr>
<th>Homographs</th>
<th>Homographs</th>
<th>Homonyms</th>
<th>Homonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jumping Jacks</strong></td>
<td><strong>Push-Ups</strong></td>
<td><strong>Mountain Climbers</strong></td>
<td><strong>Sit-Ups</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>A toy that bounces OR Cinderella's dress? <strong>Ball</strong></td>
<td>A bed covering OR a single piece of paper? <strong>Sheet</strong></td>
<td>You can see the stars in the sky at _______. <strong>night or knight</strong></td>
<td>The computers are on ____ for half price. <strong>sail or sale</strong></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Building where money is kept OR the sides of a river? <strong>Bank</strong></td>
<td>A vehicle that moves on tracks OR to teach a particular skill? <strong>Train</strong></td>
<td>The girl lost her _____ when she fell and hit her head. <strong>site, cite or</strong></td>
<td>The dog chased the _____? <strong>hair or hare</strong></td>
</tr>
<tr>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>A child OR a baby goat? <strong>Kid</strong></td>
<td>A type of a flower OR the past tense of the verb “rise.” <strong>Rose</strong></td>
<td>The gum cost one _____. <strong>cent, scent or sent</strong></td>
<td>The little girl is ____ years old. <strong>two, to or too</strong></td>
</tr>
<tr>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td>Something you light to start a fire OR two things that go together? <strong>Match</strong></td>
<td>An adjective that describes a light OR a word to describe a smart person? <strong>Bright</strong></td>
<td>Will you please _____ the button on my shirt? <strong>so, sew or saw</strong></td>
<td>Will you please _____ the door? <strong>close or clothes</strong></td>
</tr>
<tr>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td>A place with trees OR a gear in a car? <strong>Park</strong></td>
<td>A place for stray animals OR 16 ounces? <strong>Pound</strong></td>
<td>Jimmy _____ his math test. <strong>past or passed</strong></td>
<td>Please bring _____ pencil to class. <strong>your or you’re</strong></td>
</tr>
</tbody>
</table>
Mathematics

The intention of the activities in this chapter is to complement classroom instruction that introduces children to elementary mathematical concepts, including numbers and operations, algebra, geometry, measurement and patterns. Also, activities in this chapter deal with the manipulation of numerical concepts in the form of basic operations, including addition, subtraction, multiplication and division. Young children learn math not just in their minds, but through their eyes, hands and bodies. Movement can be useful to enhance the learning of quantitative concepts and operations.

The elementary years are a perfect time to use movement to discover mathematics. For example, movement and math share a complementary focus on the development of spatial ability (Lambdin & Lambdin, 1995). As children, run, jump or skip rhythmic patterns and sequences, they develop the spatial reasoning, spatial-temporal reasoning and patterning skills that are fundamental to solving math problems and creatively engaging in scientific processes (SECA, 2002). Spatial ability is about understanding location, motion and distance, and movement develops it. As children move both their bodies and objects through space, they learn relationship concepts like over, under, in and out and expand their understanding of positional and spatial concepts. Children with acute spatial abilities are able to move more efficiently in the environment. Similarly, math educators emphasize the development of spatial ability because they believe that children with strong spatial abilities are better prepared to learn geometric, measurement and number concepts (Nilges & Usnick, 2000). Movement activities that enhance spatial ability provide a natural connection to mathematics during the elementary years. Movement activates multiple connections in the brain. These are the same connections used to solve math problems. Movement reinforces brain patterns and connections in much the same way as does mathematical thinking. Embedding movement activities naturally into children’s experiences with math provides an avenue for them to simultaneously develop their logical/mathematical and movement/motor skill intelligences. Additionally, interdisciplinary teaching can occur through the use of overlapping concepts related to mathematics and movement.
COUNTING BY 2'S

STANDARDS
- Number sense
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Arrange the children in groups of five, each forming a circle.
2. The children take turns striking (one handed or two handed) a balloon.
3. Counting by two's starts when the first child strikes the ball. Everyone in the group says "two," then the next child strikes and everyone says "four." With each strike the group calls out the next number by two. This process continues until time runs out or the group reaches a designated number determined by the teacher. Note: Discourage children from striking the balloon two times consecutively. If the balloon hits the floor the group must start over.
4. The challenge is to strike the balloon in the air so it does not hit the floor.

TRY THIS
- Use various body parts to strike the balloon (e.g., head, knees, feet, elbows).
- Groups hold hands while striking, trying not to break the chain.
- Increase the level of difficulty by counting by threes, fours or fives.
- Get in various positions while striking (e.g., on knees, sitting down, lying down with heads forming the center of the circle).
- Use a beach ball to increase the level of difficulty.
ROCKIN' CLOCK

STANDARDS
- Numbers and operations
- Measurement
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Give each child a paper plate. Have them make the face of a clock on the plates.
2. While holding their paper plates with both hands, the children perform the following moves to music. Tell children that, (a) the paper plate represents the hands on a clock, (b) the middle of their body is the fulcrum the hand moves around, (c) the head represents the twelve and (d) the feet represent the six on a clock. To the beat of the music the children are to move the paper plate:
   - Above the head (12:00)
   - ¼ turn to the right (9:00)
   - ¼ turn to the left (3:00)
   - ¼ turn to the left and down toward feet (3:30)
   - Move it up above the head and down toward the feet (12:30)
3. Repeat the movements while calling out various times. Try other movements, returning periodically to the time.
   - Slap the left hand with the paper plate.
   - Repeat using the other hand.
   - Move it in front of the body making a figure eight.
   - Repeat using the other hand.
   - Hold the paper plate and slap the right thigh.
   - Repeat using other hand.
   - Hold the paper plate with the left hand and finger flick the paper plate with the right.
   - Repeat with the other hand.
   - Pass the paper plate around the waist.
   - Pass the paper plate under each leg.
4. After the music is over ask the students to use their paper plates to show: what time they go to bed, what time they eat lunch, etc.

TRY THIS
- Have the children lie on the floor, use their arms and legs to represent the hands on the clock and ask questions that pertain to time.
### JUMP JINGO

**LEVEL**
- Beginner

**FORMATION**
- Standing at desk

**EQUIPMENT**
- Jump ropes, jingo cards and chips, math flash cards, paper and pencils

**STANDARDS**
- Numbers and operations
- Algebra and functions
- Motor skills and movement patterns
- Personal and social behavior

**DESCRIPTION**
1. Determine the math operation to use (addition, subtraction). Play traditional bingo, except the cards have a math theme.
2. Place a jingo card, jump rope, paper and pencil on each desk.
3. As the children stand behind their desks, call out a math problem. The children look to see if they have that problem on their jingo card. If so, each will solve the problem, write the answer on the card, pick up the jump rope and jump the number of times equal to the answer.
4. After the children complete jumping, they wait for the teacher to call the next problem. Repeat the activity until a child calls out "JUMP JINGO."

<table>
<thead>
<tr>
<th>J I N G O</th>
<th>J I N G O</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 4 =</td>
<td>1 + 3 =</td>
</tr>
<tr>
<td>8 - 8 =</td>
<td>9 + 1 =</td>
</tr>
<tr>
<td>9 - 4 =</td>
<td>7 + 1 =</td>
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<tr>
<td>5 - 5 =</td>
<td>7 + 6 =</td>
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<tr>
<td>8 - 6 =</td>
<td>1 + 4 =</td>
</tr>
<tr>
<td>1 + 3 =</td>
<td>9 + 1 =</td>
</tr>
<tr>
<td>5 - 2 =</td>
<td>7 + 2 =</td>
</tr>
<tr>
<td>Frea</td>
<td>8 + 3 =</td>
</tr>
<tr>
<td>Space</td>
<td>7 + 9 =</td>
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<tr>
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**TRY THIS**
- Use word problems with older students.
- Select exercises, rather than jumping rope.
RISE AND SHINE

LEVEL
Beginner

FORMATION
Six decks of cards

EQUIPMENT
Scattered in pairs

STANDARDS
• Numbers and operations
• Motor skills and movement patterns
• Personal and social behavior

DESCRIPTION
1. Review the properties of greater than, less than and equal to.
2. Have pairs sit facing each other in the sit-up position (hooked ankles and knees bent). Each child holds several cards in hand.
3. Acting together, the two perform a sit-up. When the pairs are in the up position they each show one card. The child holding the higher card (greater than) collects both cards and they return to the down position. Repeat the sit-ups as each child shows a new card each time. If the two show the same card (equal to) they “battle.” A battle consists of returning to the down position and coming up with a new card. The child with the high card gets to collect all four cards.

TRY THIS
• Do this activity in a push-up position.
• Work on multiplication and addition properties. When the two cards are shown multiply or add them together.
### EVEN OR ODD

#### LEVEL
Beginner

#### FORMATION
Standing at desk

#### EQUIPMENT
Balloons

#### STANDARDS
- Numbers and operations
- Motor skills and movement patterns
- Personal and social behavior

#### DESCRIPTION
1. Review the concepts of even and odd numbers.
2. Explain the difference between dominant and non-dominant hands.
3. Using their preferred hand, have the children strike the balloon in the air while calling out even numbers (2, 4, 6, 8, etc.) The children use their non-preferred hand to strike the balloon in the air while calling out odd numbers (1, 3, 5, 7, etc.).
4. Modify the activity by calling out random numbers. If the number is even the child will strike the balloon with the preferred hand. If the number is odd the child will strike the balloon with the non-preferred hand.

#### TRY THIS
- Arrange the children in pairs. Partners stand facing each other striking the balloon back and forth and calling out “even” or “odd” numbers.
- Read *Even Steven & Odd Todd* by Kathryn Cristaldi. As you read the story, ask the children to make predictions about what will happen next. They make predictions and then read on to see if their predictions are correct. To reinforce learning as you read the story, write Even Steven’s numbers in one column on the board and Odd Todd’s numbers in another.
CALCULATOR MOVES

STANDARDS
- Numbers and operations
- Algebra and functions
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Arrange the children in groups of five.
2. The groups stand around the mats, taking turns drawing a flash card and jumping/hopping out the math equation and correct answer. For example, if the problem is $9 \times 6 = \_\_\_\_$ the child would jump on the floor calculator in the following order:
   - 9
   - $\times$ (multiplication sign)
   - 6, = (equal sign)
   - 5
   - 4

TRY THIS
- Younger children can identify math signs by jumping on the appropriate square on the floor calculator. Discuss and define the operation(s) indicated by the sign.
- Arrange the class in three equal groups. Line the groups up on one side of the classroom and lay a floor calculator mat and several math flash cards for each group across the classroom. On the signal the first child in each group will run, hop, skip or jump to the floor calculator, draw a flash card, jump it out, return to the line and tag the next child. Repeat the activity for a specified time or until the first group goes through all the flash cards.

Note: Designate one child to monitor each floor calculator for accuracy.
ACTIVE WORD PROBLEMS

LEVEL
Intermediate

FORMATION
Standing at desk

EQUIPMENT
None

STANDARDS
- Numbers and operations
- Algebra and functions
- Problem solving
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Arrange children in pairs.
2. Make up story problems for the children to act out. For example,
3. If one partner hops around the room starting from his or her desk in [however long it takes in minutes/seconds], and the other partner hops the same path in [however long it takes in minutes/seconds], how many minutes/seconds did both together spend hopping this route?
4. If your partner threw the paper ball [measure in inches] and you threw the paper ball [?] inches less than or more than that, what is the difference between throws?

TRY THIS
- Time the children skipping, jumping, hopping, etc. around the classroom. But first, rank the order in which they think they will do these from fastest to slowest and estimate their times. Then time them and compare with their estimates.
- After that, make up all sorts of story problems.
- How much faster did you skip than hop?
- How many minutes total did it take you to do all of them?
- Which is faster—jumping and skipping or hopping and walking?
- Have the children create their own “active” story problems and share them with the class.
Science

Science education is a much-discussed topic of reform in education. Educators consider scientific literacy a basic skill for survival in a world transformed by technology. Similarly, the clamor for more movement is receiving widespread attention in schools, as children are becoming increasingly overweight and less active. We cannot overstate the link between these two. Attention to this fact should increase the relevance for more interdisciplinary teaching between the two areas.

There are a number of natural connections between science and movement. Both rely on inquiry and natural curiosity, and both require children to ask questions, develop hypotheses, design experiments and evaluate results. Relating science to movement brings science to a personal level for the child. Science for young children is learning by doing, as is movement.

Educators can design a variety of movement activities specifically to illustrate the laws of force and motion, gravity, levers and pulleys. Concepts such as the human body, animals, the environment and the solar system naturally lend themselves to movement experiences. Whether children are learning the functions of the heart by taking their pulses at rest and then again after activity or acting out animal movements while discovering habitats, the concepts are unified and the experiences are stimulating. For children, it is not only meaningful to make these connections, it is essential. While schools do not teach movement, it is a discipline for all to enjoy, and it is especially effective for kinesthetic learners. Furthermore, when connected with science, movement can increase meaning for children and create opportunities for authentic learning.

The following learning activities in this chapter have been designed to enhance skills and concepts from science and movement.
HABITAT HUSTLE

LEVEL
Beginner

FORMATION
Scattered

EQUIPMENT
Habitat posters,
CD player, music:
Lion King Soundtrack: "The Lion Sleeps Tonight," magazines,
scissors

STANDARDS
- Numbers and Operations
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Designate areas around the room as certain habitat locations (e.g., meadow, pond, forest, ocean, etc.). Hang a corresponding habitat poster in each area.
2. Call out an animal (e.g., snake, rabbit, squirrel, etc.). The children determine which habitat the animal lives in and travel to the designated area while acting out the movement of that animal (snake–slithering, rabbit–jumping, owl–flying).
3. Repeat calling out different animals.

TRY THIS
- Ask the children why they chose the particular habitat.
- Have the children identify animals threatened by extinction and cut them out of magazines. Place all the cutouts on a table. Call the table the jungle. Tell the children they are Rangers and it is their job to save the animals! When the music starts the children travel to the jungle, and each picks up an animal and takes it safely to its natural habitat.
- Add different pathways, levels or directions to the skill area.
HOW DO YOU DEW

STANDARDS
- Physical science
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Before the activity reinforce the following science concepts by placing emphasis on the movement concepts.
   - A gas is matter with no definite shape or volume. It fills whatever container it is in. The molecules in gas move freely and can get far from one another.
   - A liquid is matter with no definite shape and a definite volume. A liquid takes the shape of its container. In a liquid, the molecules move and slide around each other.
   - A solid is matter with a definite shape and a definite volume. The molecules in a solid vibrate in place.

2. Have children stand inside the cones.
3. Call out a locomotor movement and ask children to move like a gas molecule inside the cones, not touching other molecules.
4. As the children continue to move, decrease the boundary area by moving the cones closer together and making it more challenging for the children to move without touching.
5. Move the cones closer together a final time, making it impossible for the children to move without touching.
6. Ask the children to stand inside the cones and vibrate.
7. Explain how the activity relates to the three states of matter.

TRY THIS
- Use the activity to explain the process of evaporation.
- Reverse the process (e.g., solid to a gas) by starting the activity with the children vibrating in a small area marked by cones.
HOW DO YOU DEW

STANDARDS

+ Physical science
+ Motor skills and movement patterns
+ Personal and social behavior

DESCRIPTION

1. Before the activity reinforce the following science concepts by placing emphasis on the movement concepts.

   A gas is matter with no definite shape or volume. It fills whatever container it is in. The molecules in gas move freely and can get far from one another.

   A liquid is matter with no definite shape and a definite volume. A liquid takes the shape of its container. In a liquid, the molecules move and slide around each other.

   A solid is matter with a definite shape and a definite volume. The molecules in a solid vibrate in place.

2. Have children stand inside the cones.
3. Call out a locomotor movement and ask children to move like a gas molecule inside the cones, not touching other molecules.
4. As the children continue to move, decrease the boundary area by moving the cones closer together and making it more challenging for the children to move without touching.
5. Move the cones closer together a final time, making it impossible for the children to move without touching.
6. Ask the children to stand inside the cones and vibrate.
7. Explain how the activity relates to the three states of matter.

TRY THIS

+ Use the activity to explain the process of evaporation.
+ Reverse the process (e.g., solid to a gas) by starting the activity with the children vibrating in a small area marked by cones.
PLANET PLAY

STANDARDS
+ Earth and space science
+ Motor skills and movement patterns
+ Personal and social behavior

DESCRIPTION
1. Scatter hoops around the classroom to represent various planets in the solar system. Inside the hoops place books, pictures and trivia facts about each planet.
2. Have the children get in a rocket position (squat) behind their desks (Earth). When the music starts the children blast off traveling through space (classroom). Instruct the children how to travel (walk, hop, jump or skip), not bumping into the other spacecrafts (children) and asteroids (classroom objects).
3. When the music stops, the children land near a planet (hoop) and read and explore the information provided.
4. After a few minutes, restart the music and repeat the activity.
   **Note:** Allow children to visit only one planet at a time.
5. After visiting three or four planets, have the children travel back to Earth.

TRY THIS
Ask children to:
   a. write a story about the planets they landed on
   b. draw a picture of one of the planets
   c. lead a discussion about how and why planets are different.
Although movement is a spontaneous part of a child's life, too few teachers feel prepared to use movement in the classroom as a way to engage children actively in the learning process. Fewer yet have considered how they can teach social studies through movement. Movement allows children to use their bodies to create descriptions of the themes and concepts that they are studying. The National Council for the Social Studies Curriculum Standards (NCSS, 2009) encourages an interdisciplinary and multi-sensory approach to teaching social studies. Many opportunities exist for using movement to enhance the NCSS curriculum.

Teaching through movement is a powerful way to engage children and to make connections between the two. The key is to make the connections! Geography, civics, history and economics provide the foundation for teaching social studies through the medium of movement. When children have the opportunity to personally identify with the content, social studies receives a breath of new life. For example in the activity, Save the Earth (see page 80), children recognize the importance and personal value of protecting the earth for their future. Teacher's efforts to engage children in meaningful, challenging social actions can change the course of citizenship from passive knower to active doer.

The activities in this chapter connect the standards and provide the skills necessary in both areas to set children up for success.
RECYCLE THIS

STANDARDS
- Citizenship
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Designate four areas around the classroom as recycle locations (glass, aluminum, paper and plastic). Put a labeled container in each area.
2. Scatter an equal number of colored beanbags around the classroom (junk yard). The different colored beanbags represent recyclable trash (red = glass, blue = aluminum, yellow = paper, green = plastic).
3. Arrange children in groups of four with group 1 being glass collectors, group 2 being aluminum crushers, group 3 being paper waddlers and group 4 being plastic picker-uppers. Have the groups stand beside their recycle location.
4. On the signal one child from each group will hop to the junkyard, pick up a piece of trash (beanbag), jump back to the group, place the trash in the recycle container and tag the next child.
5. Repeat this process until time is called. Note: The children can only pick up one beanbag at a time, and it must be the right color. For example, glass collectors can only recycle glass (red beanbags).
6. The group who recycled the most trash wins.
7. Have the groups rotate to a new recycle location and repeat the activity.

TRY THIS
- Use this activity for Earth Day.
- Read facts about pollution and ask the children to brainstorm solutions.
"STATE" THE CAPITOL

LEVEL
Beginner

FORMATION
Circle

EQUIPMENT
poly USA map*, beanbag, CD player, music

STANDARDS
+ Geography
+ Motor skills and movement patterns
+ Personal and social behavior

DESCRIPTION
1. Arrange the poly states in a large circle.
2. Have the children stand beside a poly state.
3. When the music starts, children travel around the circle.
4. When the music stops, the children stand beside a poly state.
5. Toss a beanbag to a child. When the child catches the beanbag have him or her call out the capital of the state he or she is standing beside and toss to a different child.
6. Start the music again after three to four tosses.

TRY THIS
- Use a variety of locomotor movements to travel around the circle.
- After the activity, ask the children to write down as many state capitals they can recall from the activity.

*Poly USA map can be purchased through Sportime Item #: 1032941171
CONTINENTAL CRUISE

STANDARDS

- Geography
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION

1. Display the continent posters and read the book.
2. Ask the children what they notice about each continent:
3. What do you see in the environment?
   a. Would it be a good place for animals? What kinds of animals?
   b. Would it have mountains, jungles, deserts, etc?
   c. What colors do you see?
   d. What kind of weather would the continent have?
5. Sing and act out the following song to the tune: “The Bear Hunt.”
6. Sing one phrase and have the children sing it back to you. Continue until they have sung the entire song, phrase by phrase.

   Goin to South America on a cruise (repeat)
   Goin to have some fun (repeat)
   Got a pal by my side (give partner high five . . . repeat)
   Oh Yeal! (repeat)
   What do I see? (repeat)
   The Amazon River smiling back at me! (repeat)
   Can’t go over it (repeat)
   Can’t go under it (repeat)
   Can’t go around it (repeat)
   Got to canoe across it (make rowing motions with arms . . . repeat)
   Oh Yeal! (repeat)
   What do I see? (repeat)
   Oh look! A great big Condor flying over me! (make big soaring motions with arms . . . repeat)

   Goin to North America on a cruise (repeat)
   Goin to have some fun (repeat)
   Got a pal by my side (give partner high five . . . repeat)
   Oh Yeal! (repeat)
   What do I see? (repeat)
   The Rocky Mountains staring back at me!
   Can’t go over it (repeat)
   Can’t go under it (repeat)
   Can’t go through it (repeat)
Got to climb up it (pretend to climb up a mountain . . . repeat)
   Oh Yeal! (repeat)
   What do I see? (repeat)
Oh look! A Grizzly Bear waving at me (wave goodbye . . . repeat)
Goin to Africa on a cruise (repeat)
   Goin to have some fun (repeat)
Got a pal by my side (give partner high five . . . repeat)
   Oh Yea! (repeat)
   What do I see? (repeat)
The Nile River sparkling at me!
   Can’t go over it (repeat)
   Can’t go under it (repeat)
   Can’t go through it (repeat)
Got to swim across it (pretend to swim . . . repeat)
   Oh Yeal! (repeat)
Oh look! A herd of Elephants grazing peacefully (make an elephant trunk with your arms and raise it up and down . . . repeat)
Goin to Asia on a cruise (repeat)
   Goin to have some fun (repeat)
Got a pal by my side (give partner high five . . . repeat)
   Oh Yea! (repeat)
   What do I see? (repeat)
The Himalaya Mountains staring back at me! (repeat)
   Can’t go over it (repeat)
   Can’t go under it (repeat)
   Can’t go around it (repeat)
Got to climb over it (pretend to climb up a mountain . . . repeat)
   Oh Yea (repeat)
   What do I see? (repeat)
Oh look! Hump back camels walking gracefully (bend over, hold ankles or lower legs and walk slowly . . . repeat)
Goin to Australia on a cruise (repeat)
   Goin to have some fun (repeat)
Got a pal by my side (give partner high five . . . repeat)
   Oh Yea! (repeat)
   What do I see? (repeat)
The Great Barrier Reef magnificent as can be! (repeat)
   Can’t go over it (repeat)
   Can’t under it (repeat)
   Can’t go around it (repeat)
Got to snorkel across it (hold nose and pretend to swim underwater . . . repeat)
   Oh Yeal! (repeat)
What do I see? (repeat)
Oh look! Kangaroo Jack jumping in the outback!
(jump in place . . . repeat)

Goin to Europe on a cruise (repeat)
Goin to have some fun (repeat)
Got a pal by my side (give partner high five . . . repeat)
Oh Yes! (repeat)
What do I see? (repeat)
The Alps gleaming at me! (repeat)
Can’t go over it (repeat)
Can’t under it (repeat)
Can’t go through it (repeat)
Got to ski down it! (pretend to hold ski poles, put feet together and move knees side to side . . . repeat)
Oh Yes! (repeat)
What do I see? (repeat)
Oh look! It’s a Lynx sneaking behind a tree (walk on tiptoes . . . repeat)

Goin to Antarctica on a cruise (repeat)
Goin to have some fun (repeat)
Got a pal by my side (give partner high five . . . repeat)
Oh Yes! (repeat)
What do I see? (repeat)
Glowing Glaciers glistening at me! (repeat)
Can’t go over it (repeat)
Can’t under it (repeat)
Can’t go through it (repeat)
Got to climb up it (pretend to climb up a glacier . . . repeat)
Oh Yes! (repeat)
What do I see? (repeat)
Oh look! Penguins dancing with happy feet (move feet quickly and pretend to tap dance . . . repeat)

Oh, no! (repeat)
The cruise has come to an end! (repeat)
Seven continents with my friend (repeat)
Let’s do it again (children change partners . . . repeat)

TRY THIS
- Have the children create different characteristic movements for the continents.
- Create a funny ending. For example, “Oh no! I left my camera in a canoe at the Amazon River! Got to go get it!”
- Quickly backtrack through the song repeating the just the movement steps.
HOW WILL WE GET THERE? 
LAND . . . AIR . . . OR SEA?

LEVEL
Beginner

FORMATION
Standing at desk

EQUIPMENT
Construction
Paper (Red, Green and Yellow), pictures of different modes of transportation, CD player, music

STANDARDS
- Geography
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Before the activity reinforce the rules of safe travel, such as keeping a safe distance apart and following the three traffic signals.
2. Call out a mode of transportation and have the children move around the classroom. Use the three pieces of colored construction paper to signal the following: Go—Green, Slow—Yellow and Stop—Red.
3. Moving by land call out one of the following:
   a. Bus—group together in threes, place hands on elbows and rotate elbows around like a wheel
   b. Car—partners carpool side by side
   c. Foot—walk around the room separately
4. Moving by air call out, “it’s a bird . . . it’s a plane . . . it’s super kid!” The children hold arms out and fly like a plane.
5. Moving by water call out one of the following:
   a. Boat—group together in threes, kneel on the floor and pretend to row a boat
   b. Submarine—individually move around the room in a low position, hold the nose with one hand and raise the other in the air
   c. Swim—front crawl or back stroke around the classroom

TRY THIS
- Ask the children to:
  o Circle your head like the wheels on a bus
  o Circle your hands like the wheels on a bus
  o Circle other parts of your body like the wheels on a bus (fingers, arms, legs, knees, etc.)
- Each time you hear the bell, circle another way.
- Have the children choose the transportation mode of their choice. Give directions and display road signs, such as slow down for the yield sign, stop for the pedestrians, slow down for the icy bridge, etc.
SAVE THE EARTH AND SING ALONG WITH ME

LEVEL
Beginner

FORMATION
Scattered

EQUIPMENT
Colored yarn, scissors, index cards, ink pads and stamps, beanbags

STANDARDS
* Geography
* Motor skills and movement patterns
* Personal and social behavior

DESCRIPTION
1. Review what we can do to preserve the environment: recycle, plant trees, turn off lights, etc.
2. Arrange the children in a circle to sing and act out the following song to the tune: “If You’re Happy and You Know it . . .”

   If you want to save our earth, clap your hands (clap, clap)
   If you want to save our earth, clap your hands (clap, clap)
   If you want to save our earth, know what it means to be green;
   if you want to save our earth, clap your hands! (clap, clap)

   If you want to save our earth, pick up trash (reach down and pretend to pick up trash)
   If you want to save our earth, pick up trash (reach down and pretend to pick up trash)
   If you want to save our earth, the solution to no more pollution; if you want to save
   our earth, pick up trash! (reach down and pretend to pick up trash)

   If you want to save our earth, plant a tree (jump up and down like a tall tree)
   If you want to save our earth, plant a tree (jump up and down like a tall tree)
   If you want to save our earth, for the birds and the bees; if you want to save our earth
   plant a tree! (jump up and down like a tall tree)

   If you want to save our earth it starts with me
   (thumbs point to yourself)
   If you want to save our earth it starts with me
   (thumbs point to yourself)
   If you want to save our earth, the future starts with me
   (point to yourself), so let’s all join hands and live in
   harmony! (all join hands and raise above head)

TRY THIS
* Have the children make up their own Earth Day song with movements.
Educators cannot overstate the link between movement and childhood health. Nationally, the prevalence of overweight six to 11-year-old children has risen to 37.2 percent, nearly an eight-point increase in six years (Ogden et al., 2006). While parents are naturally considered responsible for the health and physical activity levels of children, research has identified schools as key players in promoting provisions of health and movement opportunities.

Health, because it involves a physical dimension, helps develop movement skills. Teachers use gross motor skills in health class activities, such as health-related fitness concepts. Health and movement both encourage individual creativity. When given the opportunity to explore possibilities, whether through movement or a variety of health concepts, children discover who they are and what is important to them.

Concepts like fitness, nutrition, and human growth and development are part of both health and movement. Whenever children move their bodies, we can say they're exploring health concepts as well as physical ones. With their bodies, they are creating lifelong hygiene habits. When they move in various levels, directions, pathways and in relation to others, they are increasing their movement skills. But movement can explore and express even the abstract health concepts of drug prevention, relationships and personal and social behavior.

With a double dose of health and movement, children can gain confidence in their abilities to express themselves, to solve problems and to enhance their creativity. The activities in this chapter have been designed to foster the health and physical wellbeing of children.
THE 12 DAYS OF FITNESS

LEVEL
Beginner

FORMATION
Standing at desk

EQUIPMENT
None

STANDARDS
✦ Health related fitness
✦ Personal health and safety
✦ Motor skills and movement patterns
✦ Personal and social behavior

DESCRIPTION

1. Have the children act out the following movements to the tune of “The 12 Days of Christmas.”

2. On the first day of fitness, my true heart gave to me . . . “A HEALTHY HEART TO BE.” On the second day of fitness, my true heart gave to me . . . 2 Jacks a Jumping, and a HEALTHY HEART TO BE.

3. Continue with the following movements:
   a. Third day: 3 Roofers Roofing (raise the roof movement),
   b. Fourth day: 4 Men a Marching (march in place with high knees)
   c. Fifth day: 5 Hulas Hooping (hula hoop movement),
   d. Sixth day: 6 Joggers Jogging (jog in place)
   e. Seventh day: 7 Boxers Bobbing (forward punch)
   f. Eighth day: 8 Rockettes Rockin’ (step kick in place)
   g. Ninth day: 9 Squids a Squatting (squat in place)
   h. Tenth day: 10 Jumpers Jumping (imaginary rope),
   i. Eleventh day: 11 Muscles Maxing (muscle posing),
   j. Twelfth day: 12 Scissors Snapping (crisscross feet)

TRY THIS

✦ Display the activities on the board to make them easier for children to follow and sing along.
✦ Children can sing fitness activities straight through as written for a shorter activity or repeated as in the original song.
✦ Allow children to make up their own 12 Days of Fitness routine.
BALLOON BUMP

LEVEL
Beginner

FORMATION
Circle

EQUIPMENT
Balloons (orange, green, red, yellow, blue and purple)

STANDARDS
◆ Nutrition
◆ Motor skills and movement patterns
◆ Personal and social behavior

DESCRIPTION
1. Arrange the children in pairs.
2. Give each pair a different colored balloon: orange, green, red, yellow, blue and purple. Each color represents a food group based upon the USDA food guide pyramid:
   - Orange = Grains
   - Green = Vegetables
   - Red = Fruits
   - Yellow = Fats, Sweets & Oils
   - Blue = Milk
   - Purple = Meat & Beans
3. To start the activity the pairs strike the balloon back and forth. The child must name a food in that food group before striking the balloon back to his or her partner. If the pair is striking a green balloon they must name foods that are in the vegetable group before striking to their partner. The goal is to see how many different foods they can call out without repeating the food.
4. Encourage children to call out a different food for each strike, but they may repeat a previous food.
5. After the children have exhausted the foods in that group, repeat the activity by using a different colored balloon/food group.

TRY THIS
◆ Challenge the pairs to strike more than one balloon at a time. For example, once the pair starts striking a green balloon (vegetable group) wait a few strikes before adding a red balloon (fruit group). How many foods can the pair strike? Don’t drop the food!
◆ At the end of the activity discuss healthy food choices, portions, dietary guidelines and healthy diets.
HEALTHY TRAIN

LEVEL
Beginner

FORMATION
Scattered

EQUIPMENT
Food cards: cut outs of healthy and unhealthy foods, placed on index cards

STANDARDS
• Nutrition
• Motor skills and movement patterns
• Personal and social behavior

DESCRIPTION
1. Scatter the food cards around the classroom.
2. Have children move around the classroom using various locomotor movements.
3. Upon a signal the children pick up a food card close to them. After looking at the card, they determine if their food card is classified as “healthy” or “unhealthy”.
4. Based on their decision, they move around the room accordingly (i.e., healthy food = skip forward, unhealthy food = crab walk).
5. Walk around checking if the movements match the cards.
6. On signal, the children put the food card face down on the floor, continue to move freely throughout the general space and pick up a new card on the signal.

TRY THIS
• Carry index cards with different movements on them (fast for the healthy foods and slow for the unhealthy foods).
• Reinforce the fact that high nutrient density foods make a person feel energized and that low nutrient density foods make a person feel sluggish.
HAPPY HOPPING

STANDARDS
- Health life skills and relationships
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Make several expressive faces (happy, sad, angry, mad, surprised, etc.) and display them around the classroom.
2. Read statements that evoke an emotion such as: “I am having a birthday party!” “I lost my dog!” “I made a bad spelling grade.” “I just found $5.00!” “It’s Friday!”
3. Have children use a locomotor movement to travel to the feeling face that they feel expresses the emotion.
4. Repeat the activity reading different statements (see table). Encourage children to move in a way that expresses that emotion (for example, walking with head down would express sadness or jumping would express happiness).

TRY THIS
- Have children take turns giving examples.
- Discuss the importance of expressing feelings in a healthy and appropriate fashion.
- Identify positive ways to deal with one’s emotions.

STATEMENTS
- I stubbed my toe.
- It’s Christmas.
- My game was rained out.
- The tornado sirens are sounding.
- It’s the last day of school.
- I lost my wallet.
- My toy broke.
- It’s Friday.
- No homework.
- I was shoved down.

LEVEL
Beginner

FORMATION
Scattered

EQUIPMENT
Feeling faces
DECORATE MY PLATE

LEVEL
Intermediate

FORMATION
Scattered

EQUIPMENT
Food pyramid poster, food cards: cutouts of healthy and unhealthy foods placed on index cards, paper plates

STANDARDS
- Health
- Nutrition
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Scatter food cards face down on a desk (kitchen) on one side of the classroom.
2. Arrange children in groups of four.
3. On the signal one child from each group travels (walks, jumps, skips, etc.) to the food cards, selects a card, returns to their group, places the card on the floor and tags the next child in line.
4. Repeat the process until each group has collected a healthy meal. A healthy meal contains one of each: protein, grain, vegetable, fruit and milk.
5. Have children place the selected food cards on a paper plate for you to check for accuracy.

TRY THIS
- If this is a new activity, display the food pyramid for reference.
- Use wildcards (unhealthy) junk food cards. If children pick up a wildcard, they return it to their group, take away a healthy food card and return both to the kitchen.

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HEART ATTACK ON A PLATE

LEVEL
Intermediate

FORMATION
Standing at desk

EQUIPMENT
Yellow and white pieces of scrap paper (1 x 1), paper plates

STANDARDS
- Health
- Nutrition
- Motor Skills and Movement Patterns
- Personal and Social Behavior

DESCRIPTION
1. Have children stand behind their chairs with a paper plate on each desk. Hand out 3 white and 3 yellow pieces of paper and place them on the plate. The white paper represents good cholesterol (HDL). The yellow paper represents the bad cholesterol (LDL).

2. The object of this activity is to minimize the amount of LDL and to increase the amount of HDL. On the signal, each child takes one LDL from his or her plate and transfers it to another child's plate, exchanging it for an HDL. The child returns to its plate, drops off the HDL and picks up an LDL. Note: Do not allow children to guard their plates or to transfer and or to take from the same plate twice.

3. Call out Heart Attack! At this time children return to their plates and determine if they have fewer LDLS than HDLs.

TRY THIS
- Discuss the different foods that increase and decrease LDL and HDL.
- Discuss the function and role of LDL and HDL.
- Travel using different locomotor movements.
- At the end of each activity have the children perform an exercise for every LDL they have on their plates. Reinforce the concept: Exercise decreases LDL and increases HDL.
CONVINCING COMMERCIAL

LEVEL
Intermediate

FORMATION
Standing at desk

EQUIPMENT
None

STANDARDS
- Health
- Nutrition
- Growth and development
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Show a picture of the popular cartoon character Popeye.
2. Ask children:
   a. Does anyone remember the cartoon character Popeye the Sailor Man?
   b. What qualities did Popeye have? (strength)
   c. To what did he credit his strength? (spinach)
   d. What would happen when Popeye ate spinach? (His muscles would get big and then he'd have a burst of strength.)
   e. Do you remember Popeye's theme song? ("I'm Popeye the Sailor Man. I'm strong to the finish cause I eat me spinach. I'm Popeye the Sailor Man.")
   f. Why do you think this song used spinach?
   g. Do you think it's an honest statement? Can spinach, or any food, make you stronger?
3. Tell children an advertising agency has employed them to create a campaign to get children eating healthy foods, specifically fruits and vegetables.
4. Arrange children in pairs and have them create a commercial for their fruit or vegetable of choice.
5. The commercial must be honest, with supporting facts. Children must create a catchy advertisement that integrates detailed information they have learned about nutrients provided by the fruit or vegetable and how they contribute to overall good health. The challenge is to make the advertisement factual, but persuasive enough that children their age will choose to eat that fruit or vegetable.
6. Have the pairs act out their commercials to the class.

TRY THIS
- If this is a new activity, display the food pyramid for reference.
- Use wildcards (unhealthy) junk food cards. If children pick up a wildcard, they return it to their group, take away a healthy food card and return both to the kitchen.
TOSS ME THE FOOD, PLEASE

LEVEL
Intermediate

FORMATION
Circle

EQUIPMENT
Colored beanbags or play food

STANDARDS
- Health
- Nutrition
- Motor skills and movement patterns
- Personal and social behavior

DESCRIPTION
1. Arrange the children in groups of five standing in a circle.
2. Give each group six colored bean bags: Orange, Green, Red, Yellow, Blue and Purple. Based upon the USDA food guide pyramid each color represents a food group:
   a. Orange = Grains
d. Yellow = Fats, Sweets & Oils
   b. Green = Vegetables
e. Blue = Milk
   c. Red = Fruits  
f. Purple = Meat & Beans
3. To start the activity the groups create a tossing web by throwing the beanbag in a pattern. They create the web by one child tossing to another, repeating the process until the web is complete. Remind the children to always toss the beanbag to the same person, keeping the pattern of the web consistent.
4. After the groups establish their tossing web, ask each group to pick up a colored beanbag. Explain that the color represents a food group on the food guide pyramid.
5. Each child must name a food in that food group before tossing to the next person. If the children are tossing a green beanbag they must name foods that are in the vegetable group before tossing to the next person. Set a time limit, i.e., children may only hold the beanbag for 5 seconds.
6. Encourage children to call out a different food for each toss, but they may repeat a previous food.
7. After the children have exhausted the foods in that group, repeat the activity by using a different colored beanbag/food group.

TRY THIS
- Challenge the children to toss more than one beanbag at a time. For example, once the group starts tossing a green beanbag (vegetable group) wait a few tosses before adding a red beanbag (fruit group). How many foods can the groups toss? Don’t drop the food!
- At the end of the activity discuss healthy food choices, portions, dietary guidelines and healthy diets.
- Use various play foods. If the group is tossing a plastic orange for each toss, then the teacher would call out a fruit.