



Teacher Toolkit

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The Tucson Marathon Family Fitness Fest Teacher Toolkits were compiled by Aimee Snyder, MPH, as part of a Master's of Public Health internship project with:



**MEL AND ENID
ZUCKERMAN COLLEGE
OF PUBLIC HEALTH**

Canyon Ranch Center for
Prevention and Health Promotion

The Alliance for a Healthier Generation is honored to be the official national charity of the 2012 Tucson Marathon and Tucson Marathon Family Fitness Fest. This collaboration will promote health, fitness and education with a focus on childhood obesity.

The Alliance's Top 10 Running Tips for Kids

1. Make sure you have a pair of running shoes that fit well and are comfortable.
2. Practice your running form and pacing yourself.
3. Vary your distances and workouts leading up to the race. Gradually increase your distance run in the weeks before the race. This will help with your endurance on race day.
4. Eat healthy leading up to your race. Fruit, veggies and whole wheat pasta will keep you going!
5. Drink plenty of water.
6. Don't have a big breakfast the morning of your race - drinking some water and eating a slice of whole wheat toast or a bagel and a banana is a good choice.
7. Warm up your muscles by stretching and jogging.
8. Start your run easy, not at full speed. Save your speed for the end of the race.
9. ALWAYS stretch and cool down after your race.
10. Smile and have fun!

Join more than 14,000 schools taking steps to create healthier environments!

The Alliance's Healthy Schools Program is a program designed to create healthy campuses where teachers and students are eating better and moving more. It's more than just fruits and veggies or jumping jacks during recess. It is a new approach that creates steps to not only get students eating healthy but to teach them why they're eating healthy; to get students active but also show them how to stay active for a lifetime; and to get teachers to teach health while staying healthy themselves.

To do this, the Alliance's Healthy Schools Program helps schools improve policies and practices related to nutrition, physical activity and staff wellness by engaging faculty, teachers, students and parents. Based on a framework of best practices created in collaboration with a panel of education and public health experts, the Alliance's Healthy Schools Program is now the largest school-based childhood obesity prevention effort.

**Enroll now at no cost or learn more at www.HealthierGeneration.org.
Help create a healthy school environment for our kids!**

Bronze Medal Level:

Initiate the Tucson Marathon Challenge

The Tucson Marathon Challenge is to commit to completing a personal Tucson marathon at the Tucson Marathon Family Fitness Fest by:

1. Completing 25.2 miles at your own pace before the Tucson Marathon Family Fitness Fest

AND

2. Finishing your Tucson marathon with your family and friends at the Tucson Marathon Family Fitness Fest.

Encourage your students, colleagues, and family to take this challenge with you! This section includes resources you need to initiate this challenge:

- Tucson Marathon Challenge
 - Tucson Marathon Family Fitness Fest Teacher Toolkit Guide
 - Tucson Marathon Family Fitness Fest Event Info
 - Tucson Marathon Family Fitness Fest Registration Form
 - Tucson Marathon Challenge Tracking Cards
- Determine the Plan
 - The YMCA 5k Training Plan
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Tucson Marathon Family Fitness Fest

University of Arizona Mall, December 8, 2012

Training Guide

1. Start a team:

- Commit to participate in a 1 mile fun run or 5k walk/run on the University of Arizona mall by registering at www.tucsonmarathon.com
- Rally staff, students, families, and community members from your school to join in and register. Free mile and discounted 5k entries are available for participating schools.
- A copy of the paper registration form is in the Teacher Toolkit for you to copy, distribute, and collect at your school. You can mail them in, or email Aimee Snyder at healthytucson@gmail.com for pick-up.

2. Begin your training; Lead by example

- Determine your personal goals: Complete a 1 mile or 5k run/walk, Drink 8 cups of water a day, Sleep 8 hours a night, Eat vegetables with every meal.... It is up to you!
- Make a plan: Set up specific days and times to exercise. Make it a habit.
- Find training plans from the Tucson Marathon Family Fitness Fest Teacher Toolkit.

3. Utilize the Buddy System

- Join forces with your team. Plan days to exercise together.
- "LIKE" and share our Facebook page at:
<http://www.facebook.com/#!/TucsonMarathonFitnessFest>
- Share your successes and encourage healthy choices with others.

4. Use the Teacher Toolkit to Help You Incorporate Physical Activity into School/Work

- Launch the Tucson Marathon Challenge at your school: Make a $\frac{1}{4}$ mile (400 meter) or $\frac{1}{2}$ mile (800 meter) loop at your school. It can be in your gym, lunchroom, around a field, the parking lot, etc.
- Challenge students, staff, and families to take a 15 minute activity break to walk or run the loop 3-5 days a week and track their mileage on the Tucson Marathon Challenge Tracking Card, found in the Teacher Toolkit.
- Try out the stretching, strength training, energizers and running activities, games, and tips from the Teacher Toolkit.
- Physical activity increases oxygen flow to the brain and improves focus and retention for classwork. Your colleagues will thank you.
- Encourage all school and community members to participate in the University of Arizona and Tucson Marathon Family Fitness Fest on December 8.

5. Empower Me 4 Life/Jump Start

- Implement one of the two health education curricula in the Teacher Toolkit to provide students with the tools for lifelong wellness.

6. Show off your hard work!

- Identify your team with coordinating shirts at the Family Fitness Fest, December 8.
- Be loud and proud while you participate in the 1 mile or 5k run/walk and other healthy activities.



2012 TUCSON MARATHON FAMILY FITNESS FEST

December 8, 2012
www.tucsonmarathon.com

Location: University of Arizona Mall, 1303 E. University Blvd. Tucson, AZ

| | |
|-----------|--|
| 8:00 am. | Health & Wellness Expo and kids activities begin on the Mall |
| 9:00 am. | 1 Mile start |
| 9:45 am. | First 500 are FREE! |
| 9:45 am. | 5K start |
| 10:30 am. | Early registration = \$25 |
| 10:30 am. | Awards ceremony |
| 12:00 pm. | Expo closes |

Go to www.tucsonmarathon.com to register. The first 500 participants for the 1 Mile are free! Use coupon code "OneMile" when registering (limited to 3 registrations per registration cart).

The Tucson Marathon Family Fitness Fest is designed to be fun for the whole family. The 5K course takes runners of all ages and abilities around the UA Mall. This is a very safe, flat and fast course, perfect for families and friends to run together. Walkers and wheelchairs are welcome. The 1 Mile Fun Run for kids is one lap on the Mall on the UA campus. Every kid will receive a finisher's medal and shirt. Parents are welcome to run with their kids.

Sponsored by:



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Tucson Marathon

FAMILY FITNESS FEST

Entry fees are NOT refundable and NOT transferable. Please print, complete and mail this form with a check payable to: **Tucson Marathon, PO Box 13292, Jackson, WY 83002 USA**

First Name _____ Last Name _____
Mailing Address _____
City _____ State _____ Zip _____
Telephone Number (_____) _____
E-mail address _____
School / organization name _____

Date of birth ____/____/____
DAY MTH YR Age on December 8, 2012 _____ Sex: M / F
Grade

Emergency Contact Name _____
Emergency Contact Phone Number (_____) _____

T-shirt size (please circle one): Youth S Youth M Adult: S M L XL XXL

Did you hear about this event from one of our charity partners?

_____ Alliance For A Healthier Generation
YMCA

Waiver:

In consideration of the acceptance of this entry, I hereby, for myself and my heirs, executors and administrators, waive any and all rights, claims and damages I may have against the sponsors, volunteers, medical staff, coordination groups, Tucson Marathon Events LLC, Pima County, Pinal County, The University of Arizona, the State of Arizona, Endorphin Racing, LLC and any all other entities, volunteers and/or individuals associated with said event. None of the above are responsible for the loss of personal items nor any other form of aggravation in connection with said event. I also give permission for the free use of my name and picture in any broadcast, telecast, or print media account of the event. I understand that all participants must obey the lawful order of a police officer, safety official and medical staff. In filling out this form, I acknowledge I have read and fully understand my own liability and do accept the restrictions and responsibilities. Entry fees are NOT transferable and NON refundable. Baby jogger and/or strollers ARE NOT allowed on the course. All participants MUST run inside of the safety cones marking the course or risk disqualification.

SIGNATURE

PRINT NAME

PARENT / GUARDIAN (if runner is under 18)

PRINT NAME

DATE

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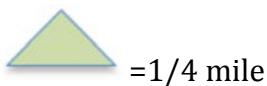
Challenge

Name of Athlete: _____

Complete 25.2 miles at your own pace by December 8, 2012. Complete the last mile of your Tucson marathon (26.2 miles) at the Tucson Marathon Family Fitness Fest! www.tucsonmarathon.com

Find a $\frac{1}{4}$ mile (.25 mile or 400 meters) loop at your school. Each triangle to the right represents a $\frac{1}{4}$ mile. Aim to complete two laps (.5 miles or $\frac{1}{2}$ a box) every school day, or 2.5 miles a week.

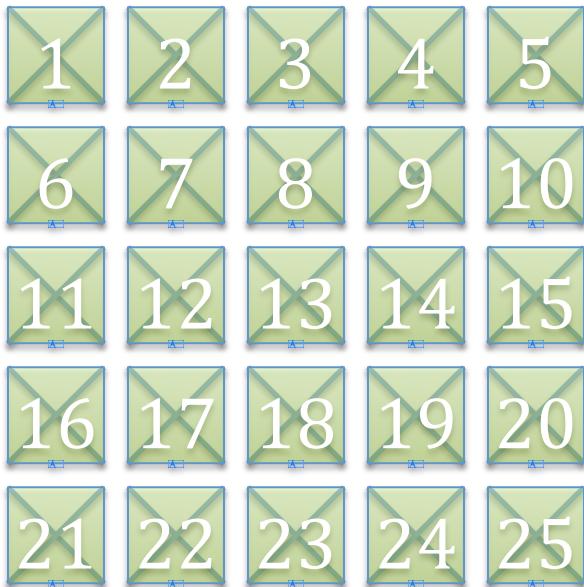
Present this completed card at the Tucson Marathon Family Fitness Fest to earn your "Tucson Marathon" certificate.



=1/4 mile



=1 mile



.25



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Challenge

Name of Athlete: _____

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Find a $\frac{1}{4}$ mile (.25 mile or 400 meters) loop at your school. Each triangle to the right represents a $\frac{1}{4}$ mile. Aim to complete two laps (.5 miles or $\frac{1}{2}$ a box) every school day, or 2.5 miles a week.

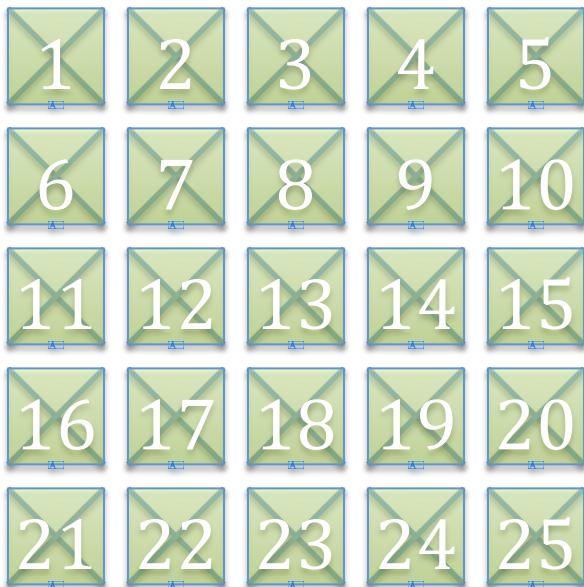
Present this completed card at the Tucson Marathon Family Fitness Fest to earn your "Tucson Marathon" certificate.



=1/4 mile



=1 mile



.25



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FOR YOUTH DEVELOPMENT FOR HEALTHY LIVING FOR SOCIAL RESPONSIBILITY

Outdoor/Treadmill 5K Training (3.1 miles)

The Couch-to-5K® Running Plan

Our beginner's running schedule has helped thousands of new runners get off the couch and onto the roads, running 3 miles in just two months.

By **Josh Clark**

Too many people have been turned off of running simply by trying to start off too fast. Their bodies rebel, and they wind up miserable, wondering why anyone would possibly want to do this to themselves.

You should ease into your running program gradually. In fact, the beginners' program we outline here is less of a running regimen than a walking and jogging program. The idea is to transform you from couch potato to runner, getting you running three miles (or 5K) on a regular basis in just two months.

It's easy to get impatient, and you may feel tempted to skip ahead in the program, but hold yourself back. Don't try to do more, even if you feel you can. If, on the other hand, you find the program too strenuous, just stretch it out. Don't feel pressured to continue faster than you're able. Repeat weeks if needed and move ahead only when you feel you're ready.

A few minutes each week

Each session should take about 20 or 30 minutes, three times a week. That just happens to be the same amount of moderate exercise recommended by numerous studies for optimum fitness. This program will get you fit. (Runners who do more than this amount are doing it for more than fitness, and before long you might find yourself doing the same as well).

Be sure to space out these three days throughout the week to give yourself a chance to rest and recover between efforts. And don't worry about how fast you're going. Running faster can wait until your bones are stronger and your body is fitter. For now focus on gradually increasing the time or distance you run.

Run for time, or run for distance

There are two ways to follow this program, to measure your runs by time or by distance. Either one works just as well, choose the option that seems easiest for you to keep track of. If you go with the distance option, and you are not using a track to measure the distances, just estimate. It's not important to have the distances absolutely exact.

Before setting out, make sure to precede each session with a five-minute warmup walk or jog. Be sure to stretch both before and after.

The Couch-to-5K ® Running Plan

Find out more about the Couch-to-5K Running Plan at:

http://www.coolrunning.com/engine/2/2_3/181.shtml

| Week | Workout 1 | Workout 2 | Workout 3 |
|------|--|--|--|
| 1 | Brisk five-minute warmup walk. Then alternate 60 seconds of jogging and 90 seconds of walking for a total of 20 minutes. | Brisk five-minute warmup walk. Then alternate 60 seconds of jogging and 90 seconds of walking for a total of 20 minutes. | Brisk five-minute warmup walk. Then alternate 60 seconds of jogging and 90 seconds of walking for a total of 20 minutes. |
| 2 | Brisk five-minute warmup walk. Then alternate 90 seconds of jogging and two minutes of walking for a total of 20 minutes. | Brisk five-minute warmup walk. Then alternate 90 seconds of jogging and two minutes of walking for a total of 20 minutes. | Brisk five-minute warmup walk. Then alternate 90 seconds of jogging and two minutes of walking for a total of 20 minutes. |
| 3 | Brisk five-minute warmup walk, then do two repetitions of the following: <ul style="list-style-type: none">• Jog 200 yards (or 90 seconds)• Walk 200 yards (or 90 seconds)• Jog 400 yards (or 3 minutes)• Walk 400 yards (or three minutes) | Brisk five-minute warmup walk, then do two repetitions of the following: <ul style="list-style-type: none">• Jog 200 yards (or 90 seconds)• Walk 200 yards (or 90 seconds)• Jog 400 yards (or 3 minutes)• Walk 400 yards (or three minutes) | Brisk five-minute warmup walk, then do two repetitions of the following: <ul style="list-style-type: none">• Jog 200 yards (or 90 seconds)• Walk 200 yards (or 90 seconds)• Jog 400 yards (or 3 minutes)• Walk 400 yards (or three minutes) |

| | | | |
|---|--|--|--|
| 4 | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 2-1/2 minutes) • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 2-1/2 minutes) • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 2-1/2 minutes) • Jog 1/4 mile (or 3 minutes) • Walk 1/8 mile (or 90 seconds) • Jog 1/2 mile (or 5 minutes) |
| 5 | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 3 minutes) • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 3 minutes) • Jog 1/2 mile (or 5 minutes) | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 3/4 mile (or 8 minutes) • Walk 1/2 mile (or 5 minutes) • Jog 3/4 mile (or 8 minutes) | <p>Brisk five-minute warmup walk, then jog two miles (or 20 minutes) with no walking.</p> |
| 6 | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1/2 mile (or 5 minutes) • Walk 1/4 mile (or 3 minutes) • Jog 3/4 mile (or 8 minutes) • Walk 1/4 mile (or 3 minutes) • Jog 1/2 mile (or 5 minutes) | <p>Brisk five-minute warmup walk, then:</p> <ul style="list-style-type: none"> • Jog 1 mile (or 10 minutes) • Walk 1/4 mile (or 3 minutes) • Jog 1 mile (or 10 minutes) | <p>Brisk five-minute warmup walk, then jog 2-1/4 miles (or 22 minutes) with no walking.</p> |

| | | | |
|---|---|---|---|
| 7 | Brisk five-minute warmup walk, then jog 2.5 miles (or 25 minutes). | Brisk five-minute warmup walk, then jog 2.5 miles (or 25 minutes). | Brisk five-minute warmup walk, then jog 2.5 miles (or 25 minutes). |
| 8 | Brisk five-minute warmup walk, then jog 2.75 miles (or 28 minutes). | Brisk five-minute warmup walk, then jog 2.75 miles (or 28 minutes). | Brisk five-minute warmup walk, then jog 2.75 miles (or 28 minutes). |
| 9 | Brisk five-minute warmup walk, then jog 3 miles (or 30 minutes). | Brisk five-minute warmup walk, then jog 3 miles (or 30 minutes). | The final workout! Congratulations! Brisk five-minute warmup walk, then jog 3 miles (or 30 minutes). |



Distance Logs

- Use a distance log template, or create your own, based on the number of days per week you plan to hold your program, the number of weeks you plan to implement your program and the final distance or type of culminating event you are planning.
- Examples are based on eight (8) week programs; however, you are encouraged to distribute the distances throughout a program of ten (10) or more weeks if conditions allow.
- For each day you hold your running program select an activity from the sample plans provided or use your own ideas to incorporate fun, new concepts, themes and skills into the daily run.
- Record distances each day you meet to keep track of each student's weekly mileage and overall mileage throughout the extent of the program.
- Be creative!

Some Other Tips and Guidance for Adding Variety to Your Program (taken from www.Justrun.org)

If your program is ONE day a week:

1/2 the time should be drills/relays/races
1/2 the time should be endurance based - running longer each week.

If your program is TWO days per week:

1 day should be drills/relays/races
1 day should be endurance based - running longer each week.

If your program is THREE days per week:

2 days should be drills/relays/races
1 day should be endurance based - running longer each week.

If your program is FOUR days per week:

2 days should be drills/relays/races
2 days should be endurance based - running longer each week.

If your program is FIVE days per week:

3 days should be drills/relays/races
2 days should be endurance based - running longer each week.

On your mark, get set, give them a healthy start.



ING Run For Something Better

in Partnership with the National Association for Sport and Physical Education

www.naspeinfo.org/run



STUDENT DISTANCE LOG TEMPLATE 1: Culminating Event - 1 Mile Run (beginner example)

Student Name: _____

Start Date: _____

Final Event: _____

Final Event Date: _____

My personal running goal is: _____

I am committed to running because: _____

Student Signature _____

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Week Total | Overall Total |
|------|-----------|---------|-----------|----------|-----------|---|--------|------------|---------------|
| 1 | 0.5 miles | | 0.5 miles | | 0.5 miles | | | 1.5 miles | |
| 2 | 0.5 miles | | .75 miles | | .75 miles | | | 2 miles | 3.5 miles |
| 3 | .75 miles | | .75 miles | | 1 mile | | | 2.5 miles | 6 miles |
| 4 | 1 mile | | 1 mile | | 1 mile | | | 3 miles | 9 miles |
| 5 | 1 mile | | 1 mile | | 1.5 mile | | | 3.5 miles | 12.5 miles |
| 6 | 1.5 miles | | 1 mile | | 1.5 miles | | | 4 miles | 16.5 miles |
| 7 | 1.5 miles | | 1 mile | | 1.5 miles | | | 4 miles | 20.5 miles |
| 8 | 1 mile | | 1 mile | | | 1 mile race (including 0.5 mile warm up and cool down with group) | | 3.5 miles | 24 miles |
| | | | | | | | | | |
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*Teacher(s) overseeing the running program is responsible for helping students maintain a distance log. Distance logs should remain at the school with the overseeing teacher(s) in order to properly track progress.

On your mark, get set, give them a healthy start.



ING Run For Something Better

www.naspeinfo.org/run



STUDENT DISTANCE LOG TEMPLATE 2: Culminating Event- Participating in the Last 1.2 Miles of a Local Marathon

Student Name:

Start Date:

Final Event:

Final Event Date:

My personal running goal is:

I am committed to running because:

Student Signature _____

*Teacher(s) overseeing the running program is responsible for helping students maintain a distance log. Distance logs should remain at the school with the overseeing teacher(s) in order to properly track progress.

On your mark, get set, give them a healthy start.





STUDENT DISTANCE LOG TEMPLATE 3: Culminating Event- 5K Run (example for more advanced students)

Student Name:

Start Date:

Final Event:

Final Event Date:

My personal running goal is:

I am committed to running because:

Student Signature _____

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Week Total | Overall Total |
|------|-----------|---------|------------------|----------|-----------|---------------|--------|------------|---------------|
| 1 | 1 mile | | 1 mile | | 1.5 mile | | | 3.5 miles | 3.5 miles |
| 2 | 1 mile | | 1.5 miles | | 1.5 miles | | | 4 miles | 7.5 miles |
| 3 | mile | | 1.5 miles | | 2 miles | | | 5 miles | 12.5 miles |
| 4 | 2 miles | | 2 miles | | 2 miles | | | 6 miles | 18.5 miles |
| 5 | 2 miles | | 2.5 miles | | 2.5 miles | | | 7 miles | 25.5 miles |
| 6 | 2.5 miles | | 3 mile mock race | | 2.5 miles | | | 8 miles | 33.5 miles |
| 7 | 2.5 miles | | 2.5 miles | | 2.5 miles | | | 7.5 miles | 41 miles |
| 8 | 2 miles | | 2 miles | | | 3.1 mile race | | 7.1 miles | 48.1 miles |
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*Teacher(s) overseeing the running program is responsible for helping students maintain a distance log. Distance logs should remain at the school with the overseeing teacher(s) in order to properly track progress.

On your mark, get set, give them a healthy start.





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Tucson Marathon Family Fitness Fest Training Planner

My goals for training for the Tucson Marathon Family Fitness Fest are:

The buddy that is going to help me accomplish this is:

I'm going to accomplish these goals by:

Plan and track your progress:

| Weeks | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

Silver Medal Level: Train Smart

Take it to the next level! This section contains injury prevention, sun safety, nutrition, and running materials that can be used to teach students to allow them to take their fitness and health to the next level.

Many of the safety and nutrition pages can simply be copied, distributed, and reviewed with students.

The running activity lesson plans are simple to implement and will develop good running form and keep running fun.

Grants are available at the following sites to help fund school-based running programs. They are worth a shot!

1. Fuel Up to Play 60: \$4,000 for nutrition and physical activity programs:
http://school.fueluptoplay60.com/funds_for_futp60.php
2. ING Run for Something Better: \$2,500 to establish or expand a school-based running program:
http://www.ingrfsb.com/site/index/get_your_school_involved
3. Southern Arizona Roadrunners Children's Fitness Funds: \$1,000 for promoting running-related programs:
http://www.azroadrunners.org/go/category/about/childrens_fitness_fund
4. Might Milers: Not a grant, but a free program to schools with 51% or more students qualifying for the federal Free and Reduced Lunch Program:
<http://www.nyrr.org/youth-and-schools/might-milers>

Youth Running Guidelines: Preventing Sports Injuries

Adapted from "Youth Movement," a Runner's World article by Marc Bloom, 2007, author of [Young Runners: The Complete Guide to Healthy Running for Kids from Ages 5-18.](#)

Why is it important to moderate children's running:

Children ages 5-14 account for 40 percent of all sports-related injuries, with female runners having the highest rate of injury (over even football players).

Frequency, Intensity, Time and Balance:

- 2-3 sessions a week
- Start 5-10 minutes, gradually increasing to 20-30
- Keep distance and intensity moderate
- Include exercises that incorporate alternate muscle groups

Age level recommendations:

Preschoolers: Preschoolers should only run for play.

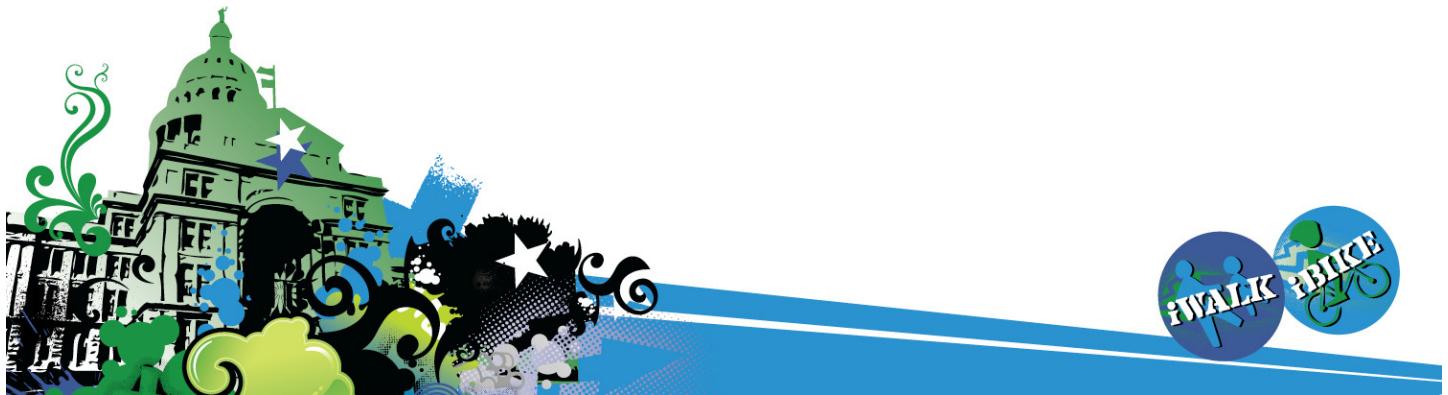
Ages 5-8: Running spurts should be short with many breaks (walking, listening to stories, stretching, performing exercises). Running should involve play. Example: incorporating exercises for alternating muscle groups, running, and walking, start small with 5-10 minutes of exercise, and build to 20-30 minutes, running up to half a track-distance (200 meters) at a time.

Ages 9-12: This age group can handle training for a one-mile event with an emphasis on pacing and enjoyment. It is key to balance running with other sports and exercises. At this age, children's long bones are in growth and are sensitive. Be careful to increase distances gradually. At the upper limits of this age group, children can begin to work towards a 5k distance.

Ages 13-14: Many young teens are still in a growing-phase and precautions should be taken to ease into mileage. This group can comfortably work on 5k distances and as they pass into puberty, their bodies are better able to handle longer, more competitive racing. With certified coaches, young teens can aim for 10K distances, with 2-3 runs a week.

Ages 15-18: With certified coaches, teenagers can safely increase distances and intensity adapted to individual abilities. Emphasis should be placed on whole body fitness.





Safety Tips for Walking, Running and Biking

1. Walk or Bike Together Safely

- ☆ Always walk or bike with a parent or a friend.
- ☆ When walking, use safe routes with sidewalks.
- ☆ If no sidewalk available, walk on the left side of the street (facing traffic).

2. Be Bright! Be Seen!

- ☆ Wear bright color clothing or reflective materials so others will see you.
- ☆ Use lights and reflectors on your bike.

3. Watch Out!

- ☆ Be aware of cars that are turning or backing out of driveways.
- ☆ Make eye contact with drivers.

4. Cross Safely

- ☆ Cross at a crosswalk or a corner.
- ☆ Look both ways and make sure there are no cars coming before you cross.
- ☆ Keep looking for traffic until you finish crossing.

5. Follow the Rules!

- ☆ Obey all traffic signs, signals and crossing guards when walking or biking.
- ☆ Always wear your helmet, even if going for a short ride.



Parents' and Coaches' Guide to Dehydration and Other Heat Illnesses in Children

These guidelines were developed to help parents and coaches increase the safety and performance of children who play sports in hot weather. Children who play sports or are physically active in hot weather can be at risk for heat illnesses. The good news is heat illnesses can be prevented and successfully treated.

Children sweat less than adults. This makes it harder for children to cool off. Parents and coaches must make sure that children take it slow to be sure they can get used to the heat and humidity gradually.

There are other reasons why a child may become ill from a heat illness. Those who have a low level of fitness, who are sick, or who have suffered from dehydration or heat illness in the past should be closely watched. A medical professional such as a certified athletic trainer (ATC) should be on site to monitor the health and safety of all participants during games and practice, especially when it is very hot and humid.

Dehydration

Children get dehydrated if they do not replace body fluids lost by sweating. Being even a little dehydrated can make a child feel bad and play less effectively. Dehydration also puts children at risk for more dangerous heat illnesses.

Signs and Symptoms

- ◆ Dry mouth
- ◆ Thirst
- ◆ Being irritable or cranky
- ◆ Headache
- ◆ Seeming bored or disinterested
- ◆ Dizziness
- ◆ Cramps
- ◆ Excessive fatigue
- ◆ Child not able to run as fast or play as well as usual

Treatment

- ◆ Move child to a shaded or air-conditioned area.
- ◆ Give him or her fluids to drink.

"When can I play again?"

A child may be active again as soon as he or she is symptom-free. However, it's important to continue to watch the child.

**National
SAFE
KIDS
Campaign**[®]



Heat Cramps

Heat cramps are a mild heat illness that can be easily treated. These intense muscle spasms usually develop after a child has been exercising for a while and has lost large amounts of fluid and salt from sweating. While heat cramps are more common in children who perform in the heat, they can also occur when it's not hot (for example, during ice hockey or swimming).

Children who sweat a lot or have a high concentration of salt in their sweat may be more likely to get heat cramps. Heat cramps can largely be avoided by being adequately conditioned, getting used to the heat and humidity slowly, and being sure a child eats and drinks properly.

Signs and Symptoms

- ◆ Intense pain (not associated with pulling or straining a muscle)
- ◆ Persistent muscle contractions that continue during and after exercise

Treatment

- ◆ The child should be given a sports drink to help replace fluid and sodium losses.
- ◆ Light stretching, relaxation and massage of the cramped muscles may help.

"When can I play again?"

A child may be active again when the cramp has gone away and he or she feels and acts ready to participate. You can help decrease the risk of recurring heat cramps by checking whether the child needs to change eating and drinking habits, become more fit, or get better adjusted to the heat.

Heat Exhaustion

Heat exhaustion is a moderate heat illness that occurs when a child continues to be physically active even after he or she starts suffering from ill effects of the heat, like dehydration. The child's body struggles to keep up with the demands, leading to heat exhaustion.

Signs and Symptoms

- ◆ Child finds it hard or impossible to keep playing
- ◆ Loss of coordination, dizziness or fainting
- ◆ Dehydration
- ◆ Profuse sweating or pale skin
- ◆ Headache, nausea, vomiting or diarrhea
- ◆ Stomach/intestinal cramps or persistent muscle cramps

Treatment

- ◆ Move child to a shaded or air-conditioned area.
- ◆ Remove any extra clothing and equipment.
- ◆ Cool the child with cold water, fans or cold towels (replace towels frequently).
- ◆ Have child lie comfortably with legs raised above heart level.
- ◆ If the child is not nauseated or vomiting, have him or her drink chilled water or sports drink.
- ◆ The child's condition should improve rapidly, but if there is little or no improvement, take the child for emergency medical treatment.

"When can I play again?"

A child should not be allowed to return to play until all symptoms of heat exhaustion and dehydration are gone. Avoid intense practice in heat until at least the next day, and if heat exhaustion was severe, wait longer. If the child received emergency medical treatment, he or she should not be allowed to return until his or her doctor approves and gives specific return-to-play instructions.

Parents and coaches should rule out any other conditions or illnesses that may predispose the child for continued problems with heat exhaustion. Correct these problems before the child returns to full participation in the heat, especially for sports with equipment.

Exertional Heat Stroke

Heat stroke is a severe heat illness that occurs when a child's body creates more heat than it can release, due to the strain of exercising in the heat. This results in a rapid increase in core body temperature, which can lead to permanent disability or even death if left untreated.

Signs and Symptoms

- ◆ Increase in core body temperature, usually above 104°F/40°C (rectal temperature) when the child falls ill
- ◆ Central nervous system dysfunction, such as altered consciousness, seizures, confusion, emotional instability, irrational behavior or decreased mental acuity

Other possible indicators include:

- ◆ Nausea, vomiting or diarrhea
- ◆ Headache, dizziness or weakness
- ◆ Hot and wet or dry skin
- ◆ Increased heart rate, decreased blood pressure or fast breathing
- ◆ Dehydration
- ◆ Combativeness

Treatment

If there are no on-site medical personnel:

- ◆ Call emergency medical services for immediate transport to the nearest emergency medical facility. Begin cooling the child while waiting for and during transport to the emergency facility.

If there are on-site medical personnel:

- ◆ Locate medical personnel immediately. Remove extra clothing or equipment. Begin aggressive whole-body cooling by immersing the child in a tub of cold water. If a tub is not available, use alternative cooling methods such as cold water, fans, ice or cold towels (replaced frequently), placed over as much of the body as possible.
- ◆ Call emergency medical services for transport to the nearest emergency medical facility.

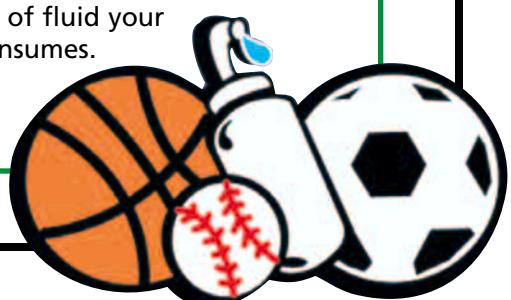
"When can I play again?"

No child who has suffered heat stroke should be allowed to return until his or her doctor approves and gives specific return-to-play instructions. Parents should work with the child's doctor to rule out or treat any other conditions or illnesses that may cause continued problems with heat stroke. The child should return to physical activity slowly, under the supervision of an ATC or other qualified health care professional, especially for sports with equipment.

Parents: How Much Should Your Child Drink When Active?

- ◆ Before activity in the heat, record your child's body weight. (Remember if your child has already been exercising in the heat, he or she may already be dehydrated.)
- ◆ Weigh your child again, after the activity is over.
- ◆ Compare your child's pre-activity body weight to his or her post-activity body weight.

If post-activity weight is less than pre-activity weight, your child is not drinking enough fluids while active. A loss of as little as 1 percent of body weight can cause a decrease in performance. Because scientists have proven that children replace less of their fluid losses when drinking water, you may want to offer a flavored sports drink to increase the amount of fluid your child consumes.



Tips for Parents

- ◆ Before your child starts playing a sport, he or she should have a physical examination that includes specific questions about any history of heat illness.
- ◆ Tell your child's coach about any history of heat illness.
- ◆ Make sure your child is properly hydrated before he or she heads out the door to practice or a game. Give your children their own water bottles.
- ◆ Make sure your child's coach has your emergency contact numbers.
- ◆ Check that your child's league/team has an emergency action plan.

Tips for Coaches

- ◆ Be aware of temperature and humidity levels. Change practice length, intensity and equipment use as the levels rise.
- ◆ It should be easy for children to drink fluids during practice, and you should remind them to drink regularly. Fluid breaks should be scheduled for all practices and become more frequent as the heat and humidity levels rise.
- ◆ Every athletic organization should have an emergency action plan for obtaining emergency medical services if needed.
- ◆ Always have contact information for parents available.

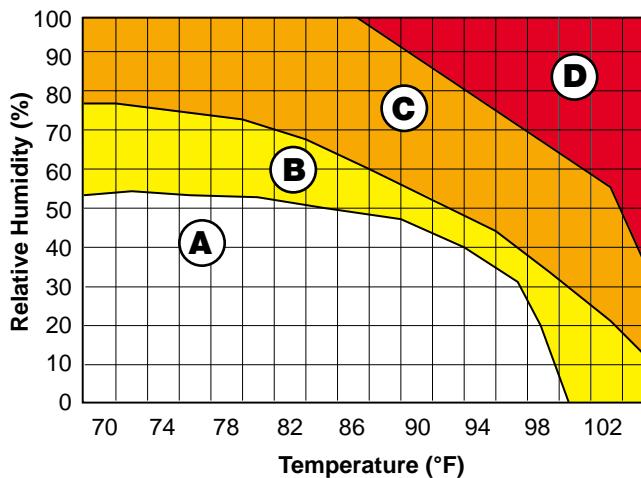
Activity Guidelines

Fluid breaks should be scheduled for all practices and become more frequent as the heat and humidity levels rise.

Add 5°F to the temperature between 10:00 a.m. and 4:00 p.m. from mid-May to mid-September on bright, sunny days.

A. Children should receive a 5-10 minute rest and fluid break after every 25 to 30 minutes of activity.

B. Children should receive a 5-10 minute rest and fluid break after every 20 to 25 minutes of activity. Children should be in shorts and t-shirts (with helmet and shoulder pads only, not full equipment, if worn for activity).



C. Children should receive a 5-10 minute rest and fluid break after every 15 to 20 minutes of activity. Children should be in shorts and t-shirts only (with all protective equipment removed, if worn for activity).

D. Cancel or postpone all outdoor practices/games. Practice may be held in an air-conditioned space.



Skin Cancer Institute

1 in 5 Americans will get skin cancer in their lifetime and even young people are at risk of getting skin cancer.

Skin cancer is caused by too much exposure to the sun's harmful ultra-violet (UV) rays.

But YOU have the POWER to PREVENT most skin cancers if you...

Remember to be an ACE!

- Avoid sun exposure between the hours of 10am and 4pm, when the sun's UV rays are the strongest.
- Avoid tanning beds. The UV rays in tanning beds are even stronger than the sun!!
- Avoid reflective surfaces like water, glass, sand and cement. These make UV rays more dangerous.

Avoid Cover-up

- Wear long sleeved shirts and pants
- Cover your exposed skin with SPF 30 sunscreen
- Protect your face with a wide-brimmed hat
- Shield your eyes with 100% UV-blocking sunglasses
- Keep your lips smooth with SPF-containing chapstick

Examine

- Examine your skin every month for new or changing moles, spots, or bumps.
- Skin cancers can leave scars when removed.
- Skin cancer can be deadly!!

Skin Cancer Institute

Allow the University of Arizona to bring Sun Safety to you. Choose from the appropriate grade level below and contact Denise Spartonos, the Community Outreach Coordinator at the Arizona Cancer Center's Skin Cancer Institute, at (520)626-1037 or email at DSpartonos@azcc.arizona.edu.

PreK - 3



Healthy Children Arizona

Objective:

Expose young children to cancer, diabetes, and heart disease prevention.

Delivery: A total of 5 lessons over 5 weeks

3 lessons on Nutrition, 1 on Physical Activity*, and 1 on Sun Safety*

*Includes an interactive puppet show

The Sun Safety lesson can be taught alone during summer months.

SunSmarts

Objective:

1. Raise awareness for the damaging effects of excess exposure to ultraviolet radiation to prevent skin cancer.
2. Empower students to take the steps needed to keep their skin healthy.

Delivery:

1 45-minute interactive lesson with Sunwise UV Frisbee Activity, Sun Safe Action Steps, and picture quiz

Grades 6-12



Project SASS

Objective:

1. Raise awareness on the damaging effects of excess exposure to ultraviolet radiation to prevent skin cancer.
2. Empower students to take the steps needed to keep their skin healthy.

Delivery:

One 25 minute interactive, multimedia lesson followed by 3 5-minute activity rotation. Activities include Sunwise sunscreen exploration, Sunwise fabric activity, and the ultraviolet skin analyzer. Optional poll everywhere.com text-messaging survey at the end.

Grades 3-6 SunSMARTS!



FEEL LIKE

SIZZLING?

That's what you're doing when
you don't cover up in the sun.

Why?

Because the OZONE LAYER — the Earth's protective shield against the sun's harmful UV rays — is thinner today than it was 25 years ago.

Why is that dangerous?

Because today's more intense UV rays can cause:

- Skin cancer (which can kill you)
- Premature wrinkling
- Eye damage
- Weakening of the immune system (which keeps us from getting sick).

You say this doesn't apply to you?

YOU'RE WRONG.

It doesn't matter what your skin color is — everyone needs protection.

Here's what you can do:

- ☀ Do Not Burn
- ☀ Avoid Sun Tanning and Tanning Beds
- ☀ Generously Apply Sunscreen
- ☀ Wear Protective Clothing, Including a Hat, Sunglasses and Full-Length Clothing
- ☀ Seek Shade
- ☀ Use Extra Caution Near Water, Snow and Sand
- ☀ Watch for the UV Index
- ☀ Get Vitamin D Safely

Early detection of melanoma can save your life. Carefully examine ALL of your skin once a month. A new or changing mole in an adult should be evaluated by a dermatologist.



Are You
SunWise
or
SunFoolish?

True or False?

1. The thicker the ozone layer, the more it protects us from the sun's ultraviolet rays.
2. Chlorofluorocarbons (CFCs) are chemicals that are eating away at the ozone layer.
3. Sun protection isn't needed on cloudy days because clouds block ultraviolet rays.
4. I can get a safe tan in a tanning parlor.
5. Early morning and late afternoons are the worst times for exposure to UV rays.

Answers: 1-T, 2-T, 3-F, 4-F, 5-F

Don't Wait 'Til It's Too Late —

Be SunWise NOW

www.epa.gov/sunwise



United States
Environmental Protection
Agency

Hello Family!

Did you know ...

... that much of your child's lifetime **sun exposure** can occur before he or she graduates from high school?

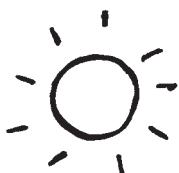
... that any change in the natural color of your child's skin after time outside indicates damage from the sun's ultraviolet (UV) rays?

... that all people, regardless of skin or eye color, are equally at risk for eye damage from overexposure to the sun?



The Environmental Protection Agency's SunWise Program needs you to help reinforce the important sun safety messages your child is learning in school. You can help your son or daughter learn the difference between being **SunWise** and **SunFoolish** by...

- ⌚ Being SunWise yourself! Children learn from the behavior you model.
- ⌚ Always having and using a sunscreen with a Sun Protection Factor (SPF) of at least 15. Make sure a bottle of SPF 15+ sunscreen is easily available year-round. It's not just for days at the beach!
- ⌚ Reminding your children to follow these SunWise action steps:



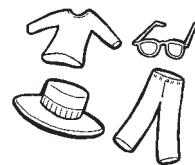
Do Not Burn



Avoid Sun
Tanning and
Tanning Beds



Generously Apply
Sunscreen



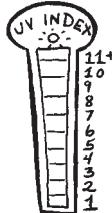
Wear Protective
Clothing, Including a
Hat, Sunglasses and
Full-Length Clothing



Seek Shade



Use Extra Caution
Near Water, Snow
and Sand

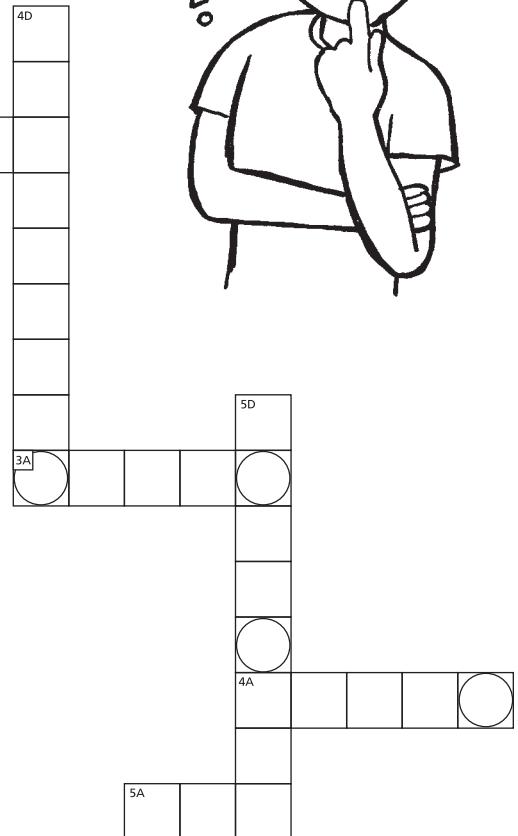
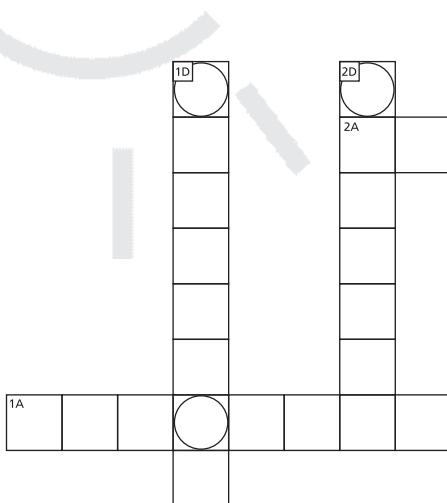


Watch for the UV
Index

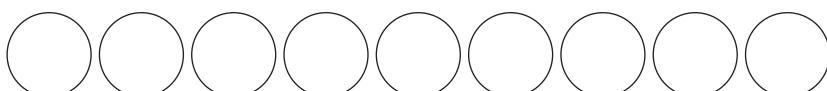


Get Vitamin D
Safely

SunWise SunScramble



Unscramble the circled letters to find the SunWise word:



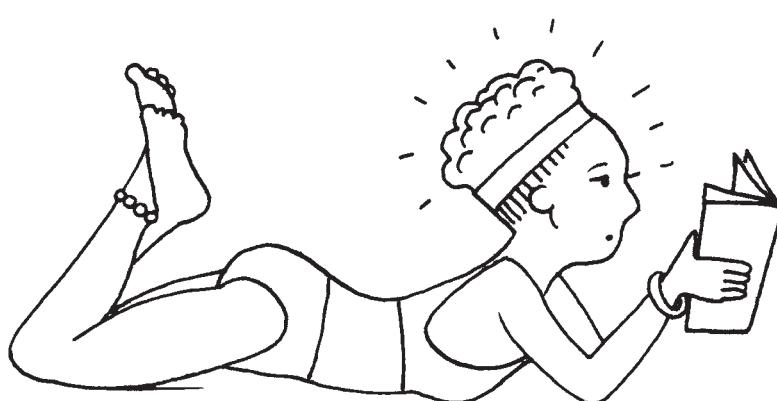
Cross Word Puzzle Clues

ACROSS:

1. Overexposure to the sun can cause skin cancer, eye damage, and these
2. UV stands for _____.
3. A natural source of sun protection
4. Naturally occurring gas that is found in two layers of the atmosphere
5. Type of dangerous ultraviolet radiation associated with sunlamps in tanning parlors

DOWN-

- 1. The gas from CFCs that attacks ozone
- 2. EPA school program that promotes sun safety
- 3. _____ may reduce UV levels, but not completely
- 4. Eye damage that occurs as a result of sun overexposure
- 5. The most serious form of skin cancer



SCRAMBLE: Suncscreen

| | | | | | | |
|---------|-------------|------------|----------------|----------|----------|-------------|
| ACROSS: | 1. chlorine | 2. Sunwise | 2. ultraviolet | 3. shade | 4. ozone | 5. UVA |
| DOWN: | 1. wrinkles | 2. Sunwise | 2. ultraviolet | 3. shade | 4. ozone | 5. melanoma |
| | 1. chlorine | 2. Sunwise | 2. ultraviolet | 3. shade | 4. ozone | 5. melanoma |
| | 1. wrinkles | 2. Sunwise | 2. ultraviolet | 3. shade | 4. ozone | 5. melanoma |
| | 1. chlorine | 2. Sunwise | 2. ultraviolet | 3. shade | 4. ozone | 5. melanoma |

Answers:

Are you SunWise or SunFoolish?

TRUE OR FALSE?

| | | |
|---|-------------|--------------|
| 1. The thicker the ozone layer, the more it protects us from the sun's ultraviolet (UV) rays. | True | False |
| 2. Chlorofluorocarbons (CFCs) are chemicals that are eating away at the ozone layer. | True | False |
| 3. Ozone layer damage is permanent. | True | False |
| 4. Sun protection isn't needed on cloudy days because clouds block ultraviolet rays. | True | False |
| 5. I can get a safe tan in a tanning parlor. | True | False |
| 6. Early morning and late afternoons are the worst times for exposure to UV rays. | True | False |
| 7. UV rays are blocked by cold weather. | True | False |
| 8. African Americans and Latinos don't need to worry about sun damage to their skin. | True | False |
| 9. UV rays can damage your eyes. | True | False |
| 10. A blistering sunburn when you're young can greatly increase your risk of skin cancer. | True | False |
| 11. You should always choose sunscreen with a Sun Protection Factor (SPF) of 15 or greater | True | False |
| 12. The key to protecting your skin and eyes is to keep them covered. | True | False |



12. **TRUE** — Sunscreens do a much better job at sun protection than baby oil, tank tops, and no hat or sunglasses.

11. **TRUE** — Sunscreen, long-sleeve shirts, hats and UV-blocking reapply the sunscreen less than SPF 15 simply don't cut it, so why settle for something less that doesn't give you good protection? Be sure to still need to protect yourself on cloudy days.

10. **TRUE** — Doctors have discovered that you are much more likely to get skin cancer if you've had a bad sunburn.

9. **TRUE** — UV rays can increase your risk of cataracts, which, if left untreated, can rob you of your vision.

8. **FALSE** — Though it is true that darker skin has more natural pigment, which acts as a protectant, darker skin is still susceptible to many of the damaging effects of UV radiation.

7. **FALSE** — It doesn't matter whether it's summer, fall, winter or spring, UV rays can harm you all year round. Don't wait for a hot, sunny day at the beach to protect yourself. Remember that UV rays are not associated with the sun's heat or brightness.

6. **FALSE** — The middle of the day (between 10:00 a.m. and 4:00 p.m.), when the sun is most intense, is the worst time for sun exposure.

5. **FALSE** — Sunamps in tanning parlors emit UV rays, which are linked to serious health effects such as skin cancer. There is no such thing as a safe tan! Any change in your natural skin color is a sign of skin damage.

4. **FALSE** — Clouds only block a portion of harmful UV rays. You still need to protect yourself on cloudy days.

3. **FALSE** — The ozone layer is expected to repair itself in the latter half of the 21st century if the United States and over 189 countries that signed the Montreal Protocol continue to fulfill their obligations to stop producing ozone-depleting chemicals that deplete ozone.

2. **TRUE** — Ozone-depleting chemicals such as CFCs can be found in air condioners, refrigerators and other places. When these chemicals leak into the atmosphere they damage the ozone layer, making it thinner so it doesn't block as many harmful UV rays.

1. **TRUE** — Ozone in the upper atmosphere (stratosphere) blocks harmful ultraviolet rays; if it's too thin, more UV rays can slip through. Don't confuse stratospheric ozone with ground-level ozone, a primary component of smog. Remember, "Ozone: good up high, bad nearby."

HOW DID YOU DO?

Give yourself 1 point for each correct answer. If you scored...

10-12 points:

YOU'RE SUNWISE! Make sure you use your "SunWisdom" when you're outside!

6-9 points:

YOU'RE SUN-SO-SO. You know some of the basics, but need some brushing up.

0-5 points:

YOU'RE SUNFOOLISH. Watch out – what you don't know CAN hurt you!

ANSWERS: 1-T, 2-T, 3-F, 4-F, 5-F, 6-F, 7-F, 8-F, 9-T, 10-T, 11-T, 12-T

SunWise Facts

How Can Too Much Sun Harm You?

It's fun to play in the sun, but did you know that too much sun can be dangerous?

☀ If you've ever had a painful sunburn, you've experienced one of the harmful effects of overexposure to the sun's **ULTRAVIOLET (UV) RADIATION**.

☀ In addition to causing premature and excessive wrinkling of the skin, overexposure to UV can cause more serious health effects, too, such as skin cancer and eye damage, including cataracts.

☀ Young people are particularly at risk if appropriate precautions are not taken, because much of the average person's lifetime exposure can occur before the age of 18.

☀ The good news is that UV-related health effects are largely preventable by establishing sun protection habits while you're young and staying sun-safe throughout your life.



Why Is Being SunWise Even More Important Now Than When Your Parents Were Your Age?

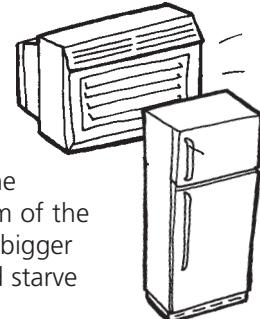


To answer this question, you need to know a little about the earth's environment.

The **OZONE** layer is a thin shield in the atmosphere that protects us from the sun. It wraps all the way around the Earth, and can be found about 6 to 30 miles straight up.

As long as humans have been on Earth, the **OZONE** layer has blocked much of the sun's dangerous UV rays from reaching us, and it continues to keep most **UV RADIATION** from harming life on the planet.

The ozone layer's biggest enemies are chemicals used in air conditioners, refrigerators, and other common products. The **CHLORINE** or **BROMINE** in these chemicals eats away at the ozone layer. As the **OZONE** layer gets thinner, more and more harmful **UV RAYS** reach the Earth's surface. That's not only bad for humans, but also for plants and animals. It can cause a chain reaction among many things that live and breathe in the oceans or on land: if tiny fish and plants that are on the bottom of the food chain are destroyed or damaged by the **UV RADIATION**, bigger fish and animals that rely on these smaller things for food could starve and die, too.



Humans are taking steps to reduce the amount of ozone-depleting chemicals that leak into the atmosphere. This should help "repair" the ozone layer, but unfortunately that could take years. In the meantime, the **OZONE LAYER** is thinner, and more harmful **UV RAYS** are reaching you than when your parents were your age.



SO WHAT CAN YOU DO?

Don't Wait 'Til It's Too Late
– Be SunWise Now!

10 tips

**Nutrition
Education Series**

choose MyPlate

10 tips to a great plate



Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.

Use the ideas in this list to *balance your calories*, to choose foods to *eat more often*, and to cut back on foods to *eat less often*.

1 balance calories

Find out how many calories **YOU** need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2 enjoy your food, but eat less

Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.



3 avoid oversized portions

Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4 foods to eat more often

Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.



5 make half your plate fruits and vegetables

Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6 switch to fat-free or low-fat (1%) milk

They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.



7 make half your grains whole grains

To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8 foods to eat less often

Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9 compare sodium in foods

Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."



10 drink water instead of sugary drinks

Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

be a healthy role model for children

10 tips for setting good examples

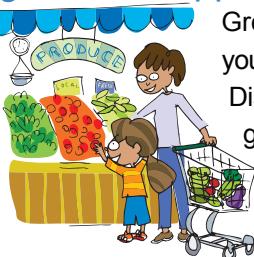


You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1 show by example

Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2 go food shopping together



Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3 get creative in the kitchen

Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4 offer the same foods for everyone

Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.



5 reward with attention, not food

Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras"—such as candy or cookies—as replacement foods.

6 focus on each other at the table

Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.



7 listen to your child

If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"

8 limit screen time

Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9 encourage physical activity

Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.



10 be a good food role model

Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

Fit to be EAT

Fuel Yourself For Sports



Do You Know ...

... that how you fuel yourself before, during and after an athletic event can impact your performance?

Basic Fueling Tips for Teen Athletes

- Eat every three to four hours.
- At each meal, try to eat from at least three **different food groups**.
- Start with a base of **healthy whole grains** (breads, cereals, pastas, rice); **add protein and lots of fruits and vegetables**.

Eating Before an Event

Include lots of carbohydrates and low-fat protein in your pre-event meal.

Sample Pre-Event Meal:

- 1 cup cereal with 1 c. skim milk
- 1 banana or 3/4 cup orange juice
- 1 bagel with 1 tablespoon of jelly
- 1 low-fat string cheese



Eating After an Event

A recovery snack should be eaten immediately after exercise in order to replace the carbohydrate fuel in the working muscles.

Recovery snacks include:

- Trail mix & 100% juice
- Yogurt and fruit
- Cereal and milk
- Water



Fueling and Refueling

Eating During an Event

When exercise lasts for more than one hour, remember to refuel. This helps to keep your energy and performance at top notch!

Some quick fuel sources to try include:

- Sports drinks
- Energy bar and water
- Fruit and water

What About Performance Enhancers?

Performance enhancing supplements are everywhere! Many athletes look to supplements for that “edge” over the competition.

Caution!

Supplements do not have to be tested for safety or effectiveness. “Energy” supplements often contain caffeine which can cause dehydration. Your best bet is a sound training routine fueled by nutritious food and drinks.

Staying Hydrated Enhances Performance

When you don’t drink enough water, concentration, coordination and endurance are affected negatively. One simple way to tell if you are well hydrated is to check your urine. If it is clear to pale yellow and you urinate at least four times a day, then you are doing well.

Q: Water or Sports Drinks? What is Best?

A: Cool Water is Often the Best Choice!

However, **when athletic events last more than one hour, sports drinks may be the more appropriate choice of beverage.** A sports drink will help replace lost electrolytes and also replenish carbohydrate to fuel active muscles.

How Much Water Should You Drink?

Before Exercise:

1 to 2 hours before: 2 cups of fluid
30 minutes before: 2 cups of fluid
5 to 15 minutes before: 1-2 cups of fluid

During Exercise:

Drink 1/2 cup to one cup of fluid every 15 minutes.



After Exercise:

Keep in mind, for every pound lost during exercise drink two cups of fluid.

**Looking for More Sports Nutrition Info?
Check out the following Web sites...**

A Guide to Eating for Sports

http://kidshealth.org/teen/food_fitness/sports/eatnrun.html

Sports Nutrition for Young Adults

<http://www.aces.edu/pubs/docs/H/HE-0749/HE-0749.pdf>

Eating Fruits & Vegetables is Important!

Eating fruits and vegetables every day is an essential part of a healthy diet. Eating five or more servings of fruits and vegetables in various colors, like **BLUE/PURPLE, GREEN, WHITE, YELLOW/ORANGE, AND RED**, provides the necessary vitamins, minerals, fiber and phytochemicals to maintain good health, provide energy and reduce the risk of cancer and heart disease.

In school or on the playing field, kids who eat well perform better. Eating a nutritious diet fuels the body for learning, growth, sports, and play. Kids who eat a balanced diet have bright eyes, healthy skin and teeth, and bodies that look and feel great!

Fruits and vegetables are very rich in Vitamins A and C, Folic Acid, Magnesium, and Potassium.

- ❖ Vitamin A helps maintain skin and mucous membranes and aids in vision.
- ❖ Vitamin C helps the body heal and fight infections.
- ❖ Folic acid is needed for healthy blood cells and is important for cell division and growth.
- ❖ Magnesium is found in bones and is important for muscle and nerve function.
- ❖ Potassium maintains the heart beat, regulates body fluids, and is needed for muscle and nerve function.

Eating the right balance of foods helps maintain a healthy weight. We need to eat at least 5 to 9 servings of fruits and vegetables each day for good health. Please refer to the handout "What is a Serving?" on page 22 for more information, or go to the Dole 5 A Day website <http://www.dole5aday.com> for fun activities and detailed facts on fruits and vegetables.

Teach your students to fuel their bodies with nutritious foods that give lots of energy and help them perform at their best. It's easy and fun to eat fruits and vegetables as fast snacks!

**As a teacher you can set a powerful example for your students.
Here are some healthy fast snacks!**

**Whole fruit
Berries**

**Raw, cut up vegetables
Dried fruit**

Don't Forget Water!!

We need lots of fresh water to stay healthy. Aside from aiding in digestion and absorption of food, water regulates body temperature and blood circulation, carries nutrients and oxygen to cells, and removes toxins and other wastes. Water is particularly important for keeping the kidneys healthy. This "body water" also cushions joints and protects tissues and organs, including the spinal cord, from shock and damage. Conversely, lack of water (dehydration) can be the cause of many ailments including hypertension, asthma, allergies, and migraine headaches. We can exist without food for two months or more, but we can only survive for a few days without water.

Although we all know the importance of drinking enough water during the hot summer months, many people don't realize they need to drink plenty of water all year round. Thirst can be slow to develop - often we don't feel thirsty even when our bodies need fluid. We often confuse thirst with hunger too. Sometimes when you think your body is asking for food, what it really needs is water. This is why it's a good habit to drink water regularly - whether you feel thirsty or not.

A Rainbow of Fruit and Vegetable Recipes!

Nutritious Super Snacks for Extended Energy!

Blue/Purple

- * Berry Delicious: top plain low-fat yogurt with fresh blackberries and blueberries. Spoon in the fun!
- * Purple Granola: add raisins and black currants to granola. Get ready, set, and eat!

Green

- * Peanut Butter Logs: fill celery with peanut butter. Enjoy!
- * Jumping Cucumber: slice cucumbers into circles, squeeze fresh lemon juice onto cucumber circles, and sprinkle chili powder on top. Caution! The chili powder gives this dish quite a kick!

White

- * Crunchy Pears: press pear slices into low-fat granola and munch!
- * Potato Fiesta: cut a baking potato in half lengthwise. Microwave the potato and top with salsa and your favorite shredded cheese. Let the party begin!

Yellow/Orange

- * Orange and Yellow Sticks: use carrot sticks and thinly sliced yellow bell pepper sticks. Dip into low-fat ranch dressing or low fat sour cream. Enjoy this zesty treat.
- * Tropical Tangy Delight: top lime sherbet with sliced nectarines and peaches. Very refreshing.

Red

- * Very Berry Smoothie: pour a glass of low-fat milk into a blender. Add frozen cherries, strawberries, and raspberries. Secure lid and blend until smooth. Drink immediately.
- * Muffin in a Zap: top a half of a whole wheat English muffin with sliced tomatoes and Monterey Jack cheese. Top with the remaining muffin half. Heat in toaster oven until cheese melts or zap in the microwave for 20 seconds. Yummy!

New York Road Runners
Youth Coaching Resources
Elementary Warm-up and Cool-down Activities

Use warm-up and cool-down activities to prepare kids for the beginning and end of running sessions. Young kids are usually limber and don't need to stretch for the same reasons adults do. However, warm-up and cool-down routines are important for two reasons at this age:

1. To introduce the importance and habit of preparing one's body for physical activity
2. To provide a fun transition into and out of "running mode"

Keep in mind that children this age should not be doing strenuous activities that require muscles to be "primed" or that risk injury.

Your warm-up and cool-down routines should include light jogging and fluid stretches. We also suggest a simple breathing exercise for the warm-up routine.

Warm-up and Cool-down Jogs

Warm-up and cool-down jogs are good to include before stretching if you have time. The warm-up and cool-down jogs should be done at a slow pace—walking is okay too—and can be anywhere from 30 seconds to 2 minutes.

Stretching

Stretching routines should be fun and engaging and take kids through a range of fluid movements that build from slow to fast in the warm-up and from fast to slow in the cool-down. Recognize that some kids are more flexible than others and everyone should stretch only as far as is comfortable for them.

Breathing

Our breathing activity helps kids remember to breathe during running. It's also a great mental focusing exercise. The most efficient breathing for runners is belly or diaphragm breathing, where the stomach extends upon the inhale and contracts upon the exhale. Rhythmic breathing is also good. Remind runners to breathe, but don't force a specific breathing method. By discussing breathing and practicing it while standing still, you can help students develop good habits that may translate to their running.

A full body warm-up and stretching routine

Instructions:

1. Have runners spread out an arm's length apart from each other.
2. Guide them through a series of stretching movements.
3. Start with gentle movements, gradually quickening the pace as you go so energy levels are high at the end.
4. Use these exercises, repeating each one about 3 times, or make up your own movements:
 - Reach up to the sky and down to the ground.
 - Bend over and swing side to side.
 - Do the twist.
 - Jump up and down.
 - Kick your butt.
 - Wiggle & jiggle it out.

Performance Points:

- Demonstrate each movement while you call it out.
- Have fun with it - improvise and create your own routines.
- Include warm-up exercises that keep your kids moving naturally without overstretching or straining.

Training Specifics:

Duration / Reps:

- Do each exercise in the routine about 3 times.
- Spend 2-3 minutes total on the whole "Work-It" routine.

When: At the beginning of running sessions

Benefits:

- Warms-up and stretches the whole body
- Teaches the importance of preparing the body to run
- Focuses kids for the running session

A full body cool-down and stretching activity:

Instructions:

1. Have runners spread out an arm's length apart from each other.
2. Guide them through a series of fluid stretching movements.
3. Use these exercises, repeating each one about 3 times, or make up your own movements:
 - March in place with high knees.
 - Twist gently like a rag doll.
 - Pick apples: reach up and down.
 - Do hula hoops.
 - Do shoulder circles.
 - Wiggle and jiggle it out.

Performance Points:

- Demonstrate each movement while you call it out.
- Do Cool It at a nice, slow, and fluid pace.
- Improvise and create your own routines.
- Include cool-down exercises that keep your kids moving naturally, without overstretching or straining.

Training Specifics:

Duration / Reps:

- Do each exercise in the routine about 3 times.
- Spend 2-3 minutes total on the whole Cool It routine.

When: At the end of the running session

Benefits:

- Cools down and stretches the entire body
- Instills the importance of taking care of the body through cooling down after exercising
- Prepares kids for the end of the session, so they can make an easier transition to whatever comes next

FOUR SIMPLE STEPS TO GOOD FORM

1) POSTURE



- * Stand tall
- * Point toes forward
- * Reach to the sky to reset your posture
- * Run with your head up and keep your gaze directed ahead of you

2) MIDFOOT



- * March in place prior to your run to reinforce the proper midfoot strike
- * Heel striking and overstriding cause braking
- * Landing on forefoot can strain calf & achilles

3) CADENCE



- * Aim for a cadence of 180.
- * To find your cadence, count number of right foot strikes for 20 seconds and multiply by 6
- * Run light, and avoid pounding

4) LEAN



- * Lean from ankles without bending at waist
- * Flexing at the ankle reduces unnecessary muscle strain caused by toeing off
- * Use gravity to your advantage instead of excessive muscle force

COMMON RUNNING FORM



Overstriding, heel-striking, & bad posture

cause braking and torque, which equates to inefficient running & leads to many common injuries.

VS

GOOD RUNNING FORM



Quick strides, mid foot strike, & good posture

prevent stress that causes strain & injury, while also making running more enjoyable & efficient.

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Dice Fitness

KEY SKILLS(S) and CONCEPT(S): Cardiovascular Endurance/ Muscular Strength, Teamwork, Cooperation, Anaerobic Fitness

SUGGESTED GRADE LEVEL(S): Grades 3-8

DESCRIPTION:

Students are divided into 2 teams, one on each end line of the gym. Each team is given one large foam die.

Identify the task associated with each number on the die using a poster, dry erase board, etc. For example: 1=curl-ups, 2=push-ups, 3=mountain climbers, 4=jumping jacks, 5=line jumps, 6=frog jumps Team 1 will roll their die to determine the activity.

Team 2 rolls the dice to determine the number of repetitions of the activity that need to be done.

For example, if Team 1 rolls a 4 (jumping jacks) and team 2 rolls a 6, both teams run to the middle and perform 6 jumping jacks before returning to their starting position.

OBJECTIVES(S):

- Improve or maintain muscular strength and endurance.
- Improve or maintain cardiovascular endurance.
- Demonstrate responsible personal and social behavior.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

MATERIALS NEEDED: 2 Foam Dice, Poster Board, Marker and Music

TEACHING SUGGESTIONS/TIPS: Remind students to be careful of others when moving back and forth from their starting position. In order to be safe, everyone must be respectful of personal space.

VARIATIONS AND/OR SUGGESTIONS:

Create some combinations. For example, If the teams both roll a 1, then all students do an extra 10 exercises in the middle of the gym. Also, if both teams roll a combination that adds up to 7, students run to the middle and back without doing any exercises in the middle.

The activity can also be adapted by changing the exercises, changing the locomotor movement, or adding math calculations. For example, Team 1 rolls a 4 (jumping jacks) and Team 2 rolls a 6 (indicating six repetitions). Students add both numbers together and must run to the middle and complete 10 jumping jacks before returning to their starting position.

On your mark, get set, give them a healthy start.



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Survival

KEY SKILLS(S) and CONCEPT(S): Math/Addition Skills, Muscular Strength, Teamwork, Cooperation, Anaerobic Fitness

SUGGESTED GRADE LEVEL(S): Grades 3-8

DESCRIPTION:

Organize the class into groups of 5-6 students. One group member is assigned to be the captain and one is assigned to be scribe. The captain picks up a rope, a task sheet and a writing instrument. The scribe is in charge of these items.

Each group is given a task sheet with a list of activities. Some example activities may shooting a basketball, jumping jacks, dribbling a soccer ball, maintaining a balance, etc. Activities should be developmentally appropriate for the age and skill level of the students. Each team begins with the highlighted activity and continues through the list until each activity has been completed.

Once all the tasks have been completed, the activity is over.

OBJECTIVES(S): After completing this lesson, students should be able to: work together in their group, develop cardiovascular and muscular strength and endurance (through various exercises).

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

3 - Participates regularly in physical activity.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

MATERIALS NEEDED: Music, jump ropes, task sheets, pencils, items necessary to complete tasks (basketballs, volleyballs, mats, etc.)

TEACHING SUGGESTIONS/TIPS: Encourage cooperation and problem-solving. For example, if one of the tasks is to jump rope 50 times, each member of the group could jump 10 times (5 jumpers x 10 jumps = 50 total jumps).

VARIATIONS AND/OR SUGGESTIONS: In order to encourage cooperation, teams could be required to perform each activity while all members are holding a long rope.

The activities on the task sheet could include academic tasks. For example, students could count the number of baskets they make in one minute and multiply that number by 3. The scribe would be responsible for recording the answer.

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Color Tag

KEY SKILLS(S) and CONCEPT(S): conditioning

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:

- Increase their cardiovascular endurance

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Three different colored jerseys (one jersey for each player) and a stop watch

DESCRIPTION:

- 1) Divide class into three teams. Each team wears a different colored jersey, for example, red, yellow, and blue.
- 2) The teacher calls out, "Ready, Set, Red!" The teacher starts a stop watch. The red team then attempts to tag all of the blue and yellow teams' players.
- 3) Players tagged participate in stretching exercises off on side.
- 4) When all the blue and yellow players have been tagged, the teacher stops the clock.
- 5) Announce the time to the group.
- 6) Repeat steps 2-5 for blue and yellow teams.
- 7) Compare times of the teams.

VARIATIONS AND/OR SUGGESTIONS:

- This game is very strenuous. Follow it with something less active.

REFERENCES:

Harrison, James C. *Hooked on fitness!: fun physical conditioning games and activities for grades K-8*. Prentice Hall PTR, 1996.

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Fitness Scramble

KEY SKILLS(S) and CONCEPT(S): Conditioning, Pacing

SUGGESTED GRADE LEVEL(S): Grades K-8

DESCRIPTION:

Students run to a designated area in the center of the playing area and pick up a card. Students read the card and do what is listed on the card. Following the completion of the task students return the card to the center and draw another card.

OBJECTIVES(S): Students will be able to:

- Demonstrate prolonged running abilities.
- Maintain body control while moving about.
- Improve level of conditioning

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3 - Participates regularly in physical activity.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Large outside playing area

TEACHING SUGGESTIONS/TIPS:

- To insure maximal conditioning insist that students jog at all times
- Task cards must be designed according to facilities and will be different school to school.

VARIATIONS AND/OR SUGGESTIONS:

- Examples of cards may include run to the soccer goal, kick two goals, return soccer balls to line
- Run to the slide, slide down the slide, return to the center
- Run to the steps do 5 bench steps return to the center.

On your mark, get set, give them a healthy start.



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Fitness Tag

KEY SKILLS(S) and CONCEPT(S): strength and aerobic conditioning

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:

- Increase their cardiovascular endurance

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Four different colored scrimmage vests
- Open area appropriate for class size, free of obstacles

DESCRIPTION:

1) Select four students to be taggers. Each will wear a different-colored vest.

2) When these four people tag someone else in the game, the person tagged must perform an exercise before resuming play. Examples:

- If tagged by the red vest person – do 5 pushups
- If tagged by the blue vest person - do 5 sit-ups
- If tagged by the green vest person – do 10 jumping jacks
- If tagged by the yellow vest person – do 5 toe touches.

Exercises can be done at the point of being tagged or off in a separate area.

TEACHING SUGGESTIONS/TIPS:

- You may want to use markings (such as cones) to create your boundary areas.
- Elementary-create a designated exercise area outside of running area

VARIATIONS AND/OR SUGGESTIONS:

- The game can be played with more or fewer taggers.
- Pick new taggers for each game – this also gives the runners a slight “breather” while shirts are being exchanged.
- Change exercises as you like.
- You might want the taggers to call out the exercise when they tag someone.

REFERENCES:

Harrison, James C. *Hooked on fitness!: fun physical conditioning games and activities for grades K-8*. Prentice Hall PTR, 1996.

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How Far This Time?

KEY SKILLS(S) and CONCEPT(S):

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:

- Run at a steady pace for a specified amount of time (1 minute, 90 seconds, etc.)
- Improve the distance they cover for a specific time

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3 - Participates regularly in physical activity.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- A track or running path

DESCRIPTION:

- On the teacher's signal, the entire group begins to run the predetermined course (track, trail) from the starting line. When one minute elapses, the teacher blows the whistle. Each student identifies a visual landmark of where they ran to and then hustles back to the start line. Repeat the running time and try to improve on the distance.

TEACHING SUGGESTIONS/TIPS:

- It is suggested that students verbalize landmark to increase retention of previous distance

VARIATIONS AND/OR SUGGESTIONS:

- Time can be modified according to fitness level and ability of students

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ING 500

KEY SKILLS(S) and CONCEPT(S): Breathing, pacing, teamwork, conditioning

SUGGESTED GRADE LEVEL(S): Grades K-5

OBJECTIVES(S): Students will be able to:

- Demonstrate prolonged running abilities.
- Demonstrate teamwork, cooperation while competing.
- Maintain body control while moving about.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3 - Participates regularly in physical activity.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Circular running area, cones

DESCRIPTION:

Classes are divided into teams of 3 or 4. Teams are spaced out around the circular area and seated on the inside of the running track. Each team member runs one lap around the circular area, when they get back to their team they tag the next person in line who runs the lap.

TEACHING SUGGESTIONS/TIPS:

- Teach students to run on the inside of the area.
- Instruct waiting runner to move to the outside of the running track to receive the tag.
- Teach how to pass and cut in safely.

VARIATIONS AND/OR SUGGESTIONS:

- Make the relay continuous
- To encourage best effort, give a stick to the teams each time all team members complete a lap. i.e. last runner get the stick from the teacher as the number one runner continues. Most sticks wins.
- Increase the running area, tag the runner in front of you.
- Older students can pass a baton instead of tagging.

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Racing Arms

KEY SKILLS(S) and CONCEPT(S): Proper running form

SUGGESTED GRADE LEVEL(S): Grades 6-8

OBJECTIVES(S): Students will be able to:

- Demonstrate proper racing arms form
- Understand the importance of stride frequency and stride length

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

MATERIALS NEEDED:

- Level race track or running area, stopwatch, bungee cord (optional), paper and pencil

DESCRIPTION:

1) Use an area that you can mark lines to start and finish. One partner goes to finish line to be recorder, while other partner goes to start line to be runner. When the teacher says go, runner runs as fast as he/she can to finish line with one restriction: you can't move your arms. Students can hold a jump rope folded in half behind them to avoid using arms. Record time (have teacher at finish line to read times as students cross for recorder to record for partner).

2) Switch places with partner and time him/her and record.

3) Run the course again. Pump your arms as much as you like. Record times on this run. Did times improve?

TEACHING SUGGESTIONS/TIPS:

- Have discussion about what is going on...

Freeing your arms should result in a faster run. That's because you need your arms free for good running form. How fast you run depends on stride frequency and stride length. Stride frequency is how many steps you take (this can be improved through conditioning routines such as jumping rope). Stride length is how much distance you cover with each step. Pumping your arms with each step lengthens your stride. That's because as you drive your elbow up, it causes your knee to lift higher. When the knee is higher, it takes longer to get back to the ground. So you cover more distance with each step.

REFERENCES:

Mercer, Bobby. *The Leaping, Sliding, Sprinting, Riding Science Book: 50 Super Sports Science Activities*. New York, NY: Lark Books, a division of Sterling Publishing Co., Inc., 2006.

On your mark, get set, give them a healthy start.



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Repeaters

KEY SKILLS(S) and CONCEPT(S): Improved conditioning

SUGGESTED GRADE LEVEL(S): 4-8

DESCRIPTION:

Students will run repeat 400 meter runs on a measured track. Students run a 400, walk a 400, focusing each time on sustaining maximal effort. Students should run 4 400's and walk 4 400's in the lesson.

OBJECTIVES(S): Students will be able to:

- Run repeat 400's in an attempt to improve conditioning.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 3 - Participates regularly in physical activity.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Measured track

TEACHING SUGGESTIONS/TIPS:

- You may want to start training by running repeat 200 meter runs.
- Focus students on putting forth their best effort each time.
- A track works the best for accurate distances and ease of running

VARIATIONS AND/OR SUGGESTIONS:

- May be done in relay form
- Students will run repeat 400 meter runs on a measured track. Students run a 400, walk a 200, focusing each time on sustaining maximal effort. Students should run 4 400's and walk 4 200's in the lesson.

On your mark, get set, give them a healthy start.



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Slingshots

KEY SKILLS(S) and CONCEPT(S):

SUGGESTED GRADE LEVEL(S): Grades 3-8

OBJECTIVES(S): Students will be able to:

- Run at a steady pace in a group
- Sprint from the back of a pack to the front over a specified distance

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3 - Participates regularly in physical activity.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- A track or running path

DESCRIPTION:

- Organize children by running speed in groups of 5-6. On the teacher's signal, the group jogs 200m at the halfway point, the last person in the group "slingshots" from the back to the front of the group. The students jog 200m to the start line and repeat the drill until everyone has a chance to slingshot.

TEACHING SUGGESTIONS/TIPS:

- Modify distance by shortening it for younger/less experienced children.

VARIATIONS AND/OR SUGGESTIONS:

- Have students walk 200m back to the start line for younger/less experienced children.

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Tennis Ball Jog

KEY SKILLS(S) and CONCEPT(S): Keeping fitness fun, hand eye coordination, spatial awareness

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:

- Combine jogging and playing with a ball

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- 1 tennis ball per person and an area to run

DESCRIPTION:

1) Tell the story (true, by the way) of a runner who one day found a tennis ball while running. Thinking to take it home to his dog, he picked it up. After a short while he grew tired of carrying the ball so he began tossing the ball and sometimes he had to sprint to catch the ball. Sometimes he would bounce the ball. He continued this playful running until the end of his run. When he checked his watch he found he had run his fastest time ever on that particular course. He realized that since he was having fun, he didn't realize how hard he was running. His name was Ken Martin, America's fastest marathon runner that year (1989).

2) Distribute one tennis ball to each person.

3) Instruct participants to jog and play with the tennis ball on their run. Students may choose to dribble their ball, play catch with themselves or with a partner.

TEACHING SUGGESTIONS/TIPS:

- Debrief this warm-up with a discussion of how we tend to repeat activities that are enjoyable, so try to make fitness activities playful.
- Stagger the starting position for students
- Stress spatial awareness-make sure students all travel in same direction

VARIATIONS AND/OR SUGGESTIONS:

- This activity works best on a hard surface.

REFERENCES:

Harrison, James C. *Hooked on fitness!: fun physical conditioning games and activities for grades K-8*. Prentice Hall PTR, 1996.

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Watch Me Run

KEY SKILLS(S) and CONCEPT(S): Proper hand and body positioning for energy conservation

SUGGESTED GRADE LEVEL(S): Grades 4-8

DESCRIPTION:

Students are instructed on the proper technique used in distance running. When running, focus on a spot 40-50 yards in front of you, glancing up occasionally at a distance closer. "Maintain an upright posture with a 5% lean. Try to focus on driving your elbows backwards, but keep movement in your lower arms to keep your muscles loose. Your elbows should be bent about 90 to 110 degrees and keep your hands loosely cupped. Don't clinch your thumb in your hand, but rather place it on top of your index finger. Your arm movement should be rhythmic and easy. Your hands should stop at the midline of your torso." Utilizing the above teaching have students run laps focusing on each technique, focus first, then arm swing.

OBJECTIVES(S): Students will be able to:

- Demonstrate proper running form and arm movements
- Analyze proper running technique

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

3 - Participates regularly in physical activity.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Circular area or track

TEACHING SUGGESTIONS/TIPS:

- Instruct students on the proper technique and its effects on energy consumption
- Practice repeatedly, reminding students to focus on technique each time they run.

VARIATIONS AND/OR SUGGESTIONS:

- Assign partners to students and have them assess each other on running form, focusing first on upright position and then elbow drive.

REFERENCES:

Scott, David. *Dave Scott's Triathlon Training*. New York, NY: Simon and Schuster, Inc., 1986.

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5 Way Fitness

KEY SKILLS OR CONCEPTS:

The students will practice a variety of physical activities that are specific to the 5 components of health-related physical fitness. The students will also learn about how physical activity has an effect on a person's heart rate.

SUGGESTED GRADE LEVEL: K-8. Depth of concepts and complexity of tasks will vary based on grade level.

OBJECTIVES: The student will be able identify the five components of health-related physical fitness and identify at least one exercise that will improve in each component.

By the end of this lesson the students will also be able to accurately measure their heart rates.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competence in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

MATERIALS NEEDED:

Stereo/music (with timed intervals if possible), stopwatch, cones, whistle, whiteboards/poster board, jump ropes, thera bands and other fitness equipment necessary for each station determined by the teacher.

DESCRIPTION:

This lesson is designed to teach the 5 components of health-related physical fitness and give the students opportunities to practice activities that work to improve in each component. The stations will be labeled Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Fitness Assessments (Body Composition). 4 stations will be set up in a square with the assessment station set up in the middle. At the 4 fitness stations provide at least 3 different activities the students can do to improve in that stations component of fitness. At the assessment station have students measure a number of individual things related to their own physical fitness i.e. bmi, weight, height, heart rate.

PROCEDURE:

- 1) Model each station, then divide the students into 5 even (or as even as possible) groups and send each group to a different station.
- 2) Start the music and the students begin the activities at their respective station. Predetermine the amount of time the students will spend at each station. 2-3 min. recommended.
- 3) At the end of the predetermined amount of time blow your whistle, have students clean up the stations they are at, and give them a locomotor pattern to use when traveling to the next station.
- 4) Repeat until the end of the allotted time for the fitness stations using a different locomotor pattern each time. Be sure to filter around to provide instruction and feedback to students as they go along.

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5 Way Fitness

TEACHING SUGGESTIONS:

Use a CD that has music that plays in station intervals. Be sure to adapt the activities to ensure success among all students regardless of ability or disability.

VARIATIONS:

Allow the students to vote on the activities they do at each station. Have the students travel around with a paper and pencil to monitor their progress at each station. Allow the students to pick the music and or locomotor patterns used to transition from station to station.

CLOSURE:

Use this time for the students to answer essential questions relate to the objectives of the lesson. Probe them for the correct answers. Explain more thoroughly the areas the students still may not comprehend.

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Dash for Cash

KEY SKILLS(S) and CONCEPT(S): Improving cardiovascular strength and endurance, and addition, subtraction, multiplication and division of money.

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES: Students will be able to:

- Improve their cardiovascular endurance while working on their math skills in relation to money.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED:

- Cones to represent a start and a finish line, a hula hoop to put the answer in (one for each team), pencils, paper and dozens of numbered bean bags.

DESCRIPTION:

The students will be divided into even groups at their cone opposite the pile of numbered bean bags. The teacher will hold up a math problem on a piece of poster board. EX: Jonathan wants to travel across the country. He has \$981 to do so. If it will cost him \$380 for gas, \$126 dollars for food, and \$254 for a hotel, how much money will he have left over? Answer: \$221. The students are to work out the problem within their team on a piece of paper and then run one by one to get to get one number of the answer. Students will run one by one to get a number in the answer and piece it together in their hula hoop. (For the example the first student will run and search for a 2, the second student will run and get a 2 and the third student will run and get a 1). The first team to finish and have every member of their team sitting down wins. The winning team will receive 1 dollar of fake money (When a team receives 5 total dollars the game is over!).

PROCEDURE:

- 1) Divide the students into even teams and line each team up at their cone and hula hoop.
- 2) Before the relay begins have the students measure their resting heart rates.
- 3) Write a money math problem on a whiteboard.
- 4) Students will work out the math problem within their group on a sheet of paper. Once they have figured out what they think is the answer they will then run one by one to get one number of the answer. One person at a time and one bean bag at a time. (If a team has already won a dollar and is caught cheating they will forfeit one dollar as a penalty for cheating).
- 5) The relay ends when a team has correctly shown their work on paper and spelled out the answer in their hula hoop. Every teammate must be seated. Award the winning team a dollar
- 6) When a team wins have the students walk back and place the bean bags in pile.
- 7) Repeat until a team has won 5 dollars using a different question with a different operation each time.

On your mark, get set, give them a healthy start.



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Dash for Cash

TEACHING SUGGESTIONS/TIPS:

- Use age appropriate math questions. Touch base with the grade level math teacher and see what operations the students are learning in class and infuse the same operations into the lesson.

VARIATIONS AND/OR SUGGESTIONS:

- This form of question relays can be done with lettered bean bags as well. Ask a question related to a topic and the students follow the same format to spell out the answer.

CLOSURE:

Have the students measure their active heart rates immediately following the last relay while they are sweating and breathing heavy. Tell them to compare that to their heart rate at the beginning of the activity (should be much higher at the end) and explain that running at the intensity they did for the amount of time they did increases their heart rate which makes their heart stronger. Having a strong heart is important to be healthy. Also use this time to bring the money math skills and concepts full circle.

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Activity Plan

TITLE: 10-Minute Turkey Trot (Cardio Quick Shot Activity)

KEY SKILL(S) and CONCEPT(S): Cardiovascular endurance

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Demonstrate cardiovascular endurance by jogging or running for 10 minutes.
- Demonstrate understanding and knowledge of pacing.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Whistles or signal system, stopwatch, cones, bucket

DESCRIPTION:

Prepare a bucket filled with Popsicle sticks, leaf cutouts or Fall-themed die-cut foam shapes, clothes pins, etc. Have students run around a pre-determined circuit and, upon completion of each lap, pick up one item from the bucket on their way past the start line. The goal is to keep moving for the entire 10 minutes collecting a new item each time passing the starting line.

(Adapted from "NASPE's Teacher Toolbox." NASPE. November 2008. http://iweb.aahperd.org/naspe/template.cfm?template=teachers_toolbox.html)

TEACHING SUGGESTIONS/TIPS:

- Prior to the Turkey Trot, challenge students to estimate how many laps they feel they can complete.

VARIATIONS AND/OR EXTENSIONS:

- A fun way to motivate students to participate in running activities is to utilize seasonal activities that coincide with particular times of the year or various holiday themes. Some of these, beginning with Fall activities and leading into Spring activities, include a "Turkey Trot," "Reindeer Run," "Heart Run," "Bunny Run," "National Physical Education and Sport Week Run," etc.
- The next time there is a 10-minute challenge run, ask students to beat their previous accomplished distance and/or completion time.
- Have students wear pedometers and ask students to estimate how many steps they can accomplish during the run.
- Increase distance or time for the run.

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Activity Plan

TITLE: Run and Stretch (Exercises to Increase Flexibility)

KEY SKILL(S) and CONCEPT(S): Flexibility, strength, cardiovascular endurance

General stretching principles:

- Warm up before stretching.
Example: slow walking while pumping arms.
- Keep knees slightly bent.
- Hold stretches for at least 20-30 seconds.
- No bouncing or jerking during stretches.
- Stretch equally on both sides.
- Breathe normally while stretching.
- Stretch after running.

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Understand the importance of flexibility, stretching and injury prevention.
- Demonstrate appropriate warm up and stretching practices.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Whistles, signal systems, stopwatch, cones, stretch photos (preferably laminated/sheet protected and posted as directed).

Flexibility photos provided on the NASPE/ING RFSB website: www.naspeinfo.org/run

DESCRIPTION:

Place stretch photos and directional arrows around your route (inside the school hall ways, outside loop, or local training area). Stagger students along the route or training areas by grade, clusters of students, etc. enabling a safe workout.

Option A - indoor activity: Students run for six minutes along the designated route. After six minutes announce (intercom, bull horn, whistles, music or any signal) for students to run to nearest stretch photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

Option B - outdoor activity: To perform this activity outdoors, place signs around a safe perimeter within the school property. Have staff, parent volunteers, or older student helpers scattered along the course with stopwatches to monitor time intervals. Announce every six minutes when to stop and find the nearest stretching photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

VARIATIONS AND/OR EXTENSIONS:

- Incorporate time intervals appropriate for your student population based on ability and age.
- Increase one - two minutes of running interval times per week.
- For older or more experienced students add "speed challenges" within the running interval challenging students to run a little faster.

Activity idea submitted by ING RFSB School Awards Program committee member Cathy Caldwell, Shamrock Springs Elementary School (IN).

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Activity Plan

TITLE: Steal the Pin

KEY SKILL(S) and CONCEPT(S): Speed, agility, fleeing, dodging

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Demonstrate teamwork and improve/maintain cardiovascular fitness.
- Implement strategy to successfully accomplish objectives in the game.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Foam Frisbee, bowling pins, cones, two hula hoops

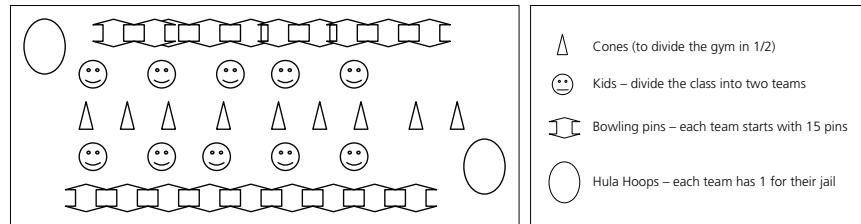
DESCRIPTION:

Warm-up: Freeze Tag (Five minutes)

Pick three people to be taggers and give them each a foam Frisbee. Taggers use the Frisbee to touch tag other students – they do not throw the Frisbee to tag others. Once a student is tagged, he/she becomes “frozen” and stands with their hand up. Students still in the game can come by and give them a “high five” in order to unfreeze them. Play for one minute, switch taggers and repeat the game. Continue for five minutes.

Basic Play Procedure: Students have three options when playing the game: 1) they can stay on their own side and guard their pins; 2) they can sneak over to the other side and try to steal one pin and bring it over to their side; or 3) they can sneak over to the other side and rescue one of their teammates from the jail. They cannot rescue a teammate and steal a pin on the same trip. The game usually lasts 20 minutes. At the end of the designated time period the team with the most pins is the winner.

Setup:



TEACHING SUGGESTIONS/TIPS:

- Students are not allowed to guard the jails.
- If someone slides on the floor, he/she need to pick up any pins knocked over and go directly to the jail.
- If a student touches a pin or a person in the jail on the opposite side of the gym before he/she is tagged, a “free back” is given to that student.
- Students can use “rock, paper, scissors” to settle any disagreements.

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Activity Plan

TITLE: The Cone Game

KEY SKILL(S) and CONCEPT(S): Teamwork, speed, agility

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Demonstrate teamwork while working to improve speed and agility.
- Demonstrate knowledge and understanding of the play protocol by following the rules appropriately.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Index cards, 10-12 each of cones, colored markers or crayons, objects to hide under cones that match colors of markers or crayons used

DESCRIPTION:

Spread a group of cones (10-12) out in a large open area. Put one colored object under each cone – make sure that each cone has a different color object. Divide students into small groups (two-three students per group). Give each group one index card with a series of colors on it (e.g. red, yellow, green, red, blue, purple, black, yellow). One person from each group runs in search of the object that matches the first color on his/her index card. Students should continue to run and look under cones (making sure to keep the colors a secret from the other participants) until they find the correct one. Once students find a matching object they have to put a mark on the index card next to the corresponding color to “prove” that they found the right one. Students then return to the group and pass on the index card to the next person to search for the second color on the card. Continue playing until the group has found all of the colors on the card.

TEACHING SUGGESTIONS/TIPS:

- Keep groups small (two - three students) to encourage maximal participation time.
- Encourage positive behavior. Ask students to stay on their feet and contact free. Deduct an object found on a group's index card for contact, sliding/falling or other inappropriate behavior.

VARIATIONS AND/OR EXTENSIONS:

- For large class sizes add extra cones with additional colored objects to eliminate students bumping into each other.
- Use shapes instead of colors.
- Add a 20 second strength exercise or stretch to complete at each cone. Example: push-ups, an abdominal muscles exercise, lunges, triceps stretch.

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Activity Plan

TITLE: Buddy Run

KEY SKILLS(S) and CONCEPT(S): Breathing, pacing, and teamwork

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S): Students will be able to:

- Demonstrate proper breathing techniques while pacing themselves appropriately.
- Recognize individual differences in pacing with each other.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Stopwatch (if activity is timed)

DESCRIPTION:

Pair up with a buddy to run. Students will circle the track, jogging the straights at a pace where they are unable to hold a conversation with their buddy. Students should be thinking about breathing correctly. When they get to the curves the pace should be slower, allowing for them to talk to their buddy about a specific topic. Continue this activity alternating between the straights and the curves for a designated number of laps or time period.

TEACHING SUGGESTIONS/TIPS:

- When students are running around the curves, they can be instructed to keep their shoulders relaxed by shaking their arms out at their sides and taking deeper controlled breaths.
- Breathe in through the nose and mouth and out through the mouth. Breathe in for a count of 3, and out for a count of 2.

VARIATIONS AND/OR SUGGESTIONS:

- If you do not have a track, you can alter your space to make a small track area in the gym and run one lap while focus is on breathing and run one lap while talking.
- Topics for the relaxed run can include: favorite animal, activity, book, movie, "I Spy"
- If a student does not have a buddy, the student can sing a song during the curves instead of holding a conversation.
- Students can take turns bringing up the topic/conversation and alternate every curve.

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Activity Plan

TITLE: Pace and Stride

KEY SKILL(S) and CONCEPT(S):

Stride: Running faster than a jog by using bigger steps (not as fast as a full sprint)

Pace: Measure of the speed of running; usually quantified as minutes taken to run a mile

Bounding: An exaggerated leap; leaping with a moment of suspension

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Understand the difference between sprinting and striding and will be able to better maintain a steady pace for a longer run.
- Demonstrate the knowledge and understanding of pacing oneself when running.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

4 - Achieves and maintains a health-enhancing level of physical fitness.

5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Running course: track, gymnasium or measured running loop

DESCRIPTION:

Once students are comfortable with running a certain distance (1/2 mile, one mile, etc.) it may be a good time to teach different running techniques. Many students have a difficult time understanding and applying pace, especially for longer runs. Divide running task into equal parts of running with big strides and jogging at a slower, paced speed. Encourage students to complete the course without walking until a designated walk period.

TEACHING SUGGESTIONS/TIPS:

- Use bounding activities to help explain the concept of stride versus sprint. Later, turn the bounds into a smoother pattern in which students are running but focusing on a bigger stride.
- Instructors should observe and correct students' "stride" before they begin this running activity.

VARIATIONS AND/OR EXTENSIONS:

- If using a 400 meter track, have students jog the turns and stride the straight-aways.

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Activity Plan

TITLE: Agility Drills with Obstacles

KEY SKILL(S) and CONCEPT(S): Agility: Being able to move in different directions quickly breaking from the normal running stride

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Demonstrate agility when running; break running stride and be able to get back on pace.
- Demonstrate understanding of verbal cues and respond appropriately.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Obstacles such as hula hoops, cones, jump ropes, etc.

DESCRIPTION:

Instructor places obstacles along running course (track, gymnasium or other designated running loop). When students reach these obstacles they are instructed to zigzag around the obstacle, jump over the obstacle, perform a task using the obstacle, etc.

TEACHING SUGGESTIONS/TIPS:

- Keep obstacles spread out at a safe distance.
- Be creative in developing a challenging obstacle course for students. Example: Create rocks and boulders for students to zigzag around or leap/jump over by stuffing large trash bags with crumpled up newspaper or cardboard.

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Activity Plan

TITLE: Interval Running (1 mile run)

KEY SKILLS(S) and CONCEPTS: Running, endurance, race pacing

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S): Students will be able to:

- Demonstrate improved running skills.
- Demonstrate improved cardiovascular endurance.
- Demonstrate improved understanding of appropriate pacing for the mile run test by hitting their target times.
- Demonstrate teamwork.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Running track or a measuring wheel, stopwatch, race pace chart

DESCRIPTION:

With the knowledge of their own mile run time, each child can look up or be told the target time for shorter segments of the mile run: $\frac{1}{4}$ mile and $\frac{1}{2}$ mile times that need to be achieved in order to run their overall time. Students run $\frac{1}{4}$ mile at their race pace time and then walk a $\frac{1}{4}$ mile. This is repeated three times, so the overall running distance equals one mile. When the $\frac{1}{2}$ mile interval is run, instead of the $\frac{1}{4}$ mile interval, the students walk $\frac{1}{2}$ mile and only repeat the $\frac{1}{2}$ mile interval one time.

TEACHING SUGGESTIONS/TIPS:

- To challenge students to achieve a better test time in the mile, have them shoot for a target time 5 seconds faster than their $\frac{1}{4}$ mile split in the 1 mile run and 8 seconds faster than their $\frac{1}{2}$ mile split in the 1 mile run. For example: For a 10 minute mile with a standard $\frac{1}{4}$ mile split of 2:30, the goal would be to run their interval in 2:25 with a full $\frac{1}{4}$ mile recovery walk before the next interval.

VARIATIONS AND/OR SUGGESTIONS:

- Divide class into four groups based on target times, so they learn the concept of pacing along with students with similar running skill.
- Stagger running groups so the teacher can focus on only 1-2 groups at a time. Other groups can be involved in the active walking portion of the interval training.
- Remind groups that are walking to listen for runners moving up behind them, to stay out of the way of runners, and move to the outside lanes of the track.

REFERENCES:

Doherty, Ken. (2007). Track and field omnibook, 5th edition, Los Altos, CA. Track and Field News Press.

Floyd, Patricia & Parke, E. (1990). Walk, jog, run: wellness for everyone. Hunter Textbooks.

Kelso, Tom. (2005). The interval training manual: 520+ interval running workouts for all sports and abilities. Monterey, CA: Coaches Choice.

Shorter, Frank. (2005). Running for health, fitness and peak performance / Frank 1st American ed., New York: DK Pub.

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Activity Plan

TITLE: Hill Training

KEY SKILLS(S) and CONCEPT(S): Building muscular power and strength

SUGGESTED GRADE LEVEL(S): Grades 4-8

OBJECTIVES(S): Students will be able to:

- Increase muscular power and strength by running up hills.
- Strengthen hamstrings, calves, glutes, hip flexors, and Achilles tendons.
- Develop muscle elasticity.
- Improve stride frequency and length.
- Increase strength endurance.
- Develop control and stabilization through downhill running.
- Develop coordination through proper use of arm action during driving phase.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 - Achieves and maintains a health-enhancing level of physical fitness.

MATERIALS NEEDED: Running shoes, stopwatches, hills: short, medium, long

DESCRIPTION:

Hill running is an excellent training and fitness strategy to increase strength and power. In hill running the student/athlete uses their body weight as resistance to push against.

- **Short hills:** should take no more than 30 seconds to run up and has an inclination between 5 and 15 degrees gradient. This energy source is entirely anaerobic.
- **Medium hills:** should take between 30 to 90 seconds to run up. Energy source is both anaerobic and aerobic. Youth should do 6-8 runs of 45 seconds each.
- **Long hills:** should take from 90 seconds to 3 minutes. Primary energy source will be aerobic.

TEACHING SUGGESTIONS/TIPS:

- Maintain proper posture while running hills, lean slightly forward.
- Hill training should be used no more than once or twice a week.
- Run with a slightly higher knee lift.
- To keep your body upright, keep your head up and fix your eyes directly ahead, not at your feet.
- Jog slowly and controlled on each descent (downhill).
- Running on soft surfaces, grass and chip trails are best.
- Run with shorter strides.

VARIATIONS AND/OR SUGGESTIONS:

- **Stairwell:** In the absence of hills, run on the steps in between floors at the school site.
- **Bridges:** In addition to hills, inclines on bridges can be a good substitute. Be sure that the bridges have appropriate pedestrian paths or shoulders.
- **Treadmill:** Recommended for students in grades 6 or higher under the supervision of a qualified adult. Run on a treadmill at an 8 percent incline for 90 seconds with 2 minute flat recovery jogs in between.

REFERENCES:

<http://www.runnersworld.com>
<http://www.brianmac.co.uk>

<http://www.mamashealth.com/run/downhill.asp>
<http://www.runningplanet.com/training/hill-training-overview.html>

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Activity Plan

TITLE: Partner Drills

KEY SKILLS(S) and CONCEPTS: Progressive warm-up, agility, speed, coordination

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S):

- Demonstrate teamwork while working to improve speed and agility.
- Demonstrate knowledge and understanding of warm-up activities and agility.
- Recognize individual similarities and differences and participate cooperatively in group activities.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Running shoes, cones

DESCRIPTION: Students work with a partner, facing each other about 20 meters (21 yards and 32 inches; 65 feet and 6 inches) apart or another designated distance. Use cones to mark each participant's starting position. Students should number themselves one and two, form two parallel lines and listen for their number to be called. When you have called their number, students should jog towards their partners, go around them and return to their original start position. Instead of just jogging, change the action they carry out each time their number is called. Some examples:

- Sidestepping
- Heel flicking (flicking heels off backside while running)
- Jogging to their partner, high five then jogging back
- Hopping on right foot to partner, running around them twice then hopping back on the opposite foot

TEACHING SUGGESTIONS/TIPS:

- If used as part of a warm-up, ensure movements are progressive. Begin with less intense movements such as jogging and include more vigorous movements towards the end of the warm-up.
- Use your imagination when designing movements for the participants. Make them fun and appropriate to the age of the participants. You can also ask them for their own ideas!

VARIATIONS AND/OR SUGGESTIONS:

- To make the activity more difficult, this activity can be changed to become a race when a student's number is called out. At a designated point or distance on the first student's return, the second student should begin running and try to tag/pass the first student on their side before they return to their cone. To ensure safety measure 5 feet around the cone for the student's turn around distance.
- Shuttle relay race alternative: Place blocks or cones at various places between the start and finish line. The first runner brings all of the blocks in, one at a time, in any order desired. That runner then tags off the second runner who returns the blocks, one at a time to their respective spots. The game continues as such until time is up, or they have completed the necessary number of circuits.
- Please consider the age and ability level of the students before selecting certain activities.

REFERENCES:

Dowson, A. & Morris, K.E.J. (2005). *Fun and games: 100 sport-related activities for ages 5-16*. Champaign, IL: Human Kinetics.

Pangrazi, R. (2001). *Dynamic physical education for elementary school children (13th edition)*. Needham, MA: Pearson Publishers.

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Activity Plan

TITLE: Journey Across the United States

CURRICULAR AREA(S): Geography/History/Math

KEY SKILL(S) and CONCEPT(S): Calculating distances within states, map reading skills

SUGGESTED GRADE LEVEL(S): 5-8

OBJECTIVE(S): Students will be able to:

- Demonstrate use of pedometers to log mileage during PE class or before/during/after school programs.
- Identify key places on a map and investigate points of interest along their route.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

MATERIALS NEEDED: Pedometers, map(s) of U.S. states

DESCRIPTION:

Students will pick a national landmark in their home state or any U.S. state. Using their pedometers, students should monitor distances run during physical education class, before and/or after school or during recess. Have students add distances and track progress on their state map(s) as they travel toward their selected national landmark. Starting point for monitoring distance will be the school. Progress can be added and recorded daily or weekly.

TEACHING SUGGESTIONS/TIPS:

- Predetermine and discuss with students how distances will be recorded (daily or weekly) and who will keep daily or weekly records (teacher or students).
- Use the PECentral LogIt feature at <http://www.peclogit.org/logit.asp> to record and track student progress.

VARIATIONS AND/OR EXTENSIONS:

- Have students work in small groups to reach landmarks of greater distance from the school.
- Select a landmark(s) for students based on current social studies, history or geography curriculum (Oregon Trail, Lewis and Clarke trail, etc.).
- Have students research the state or national landmark they are traveling to and turn in a short research paper.

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My Running Journal

Today's date: _____

Day of the week (circle): Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Weather (circle):



Other _____

Today's goal: _____

My workout today was: _____

Who I ran with today: _____

How I felt today: _____

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My Running Journal

Today's date: _____

Day of the week (circle): Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Weather (circle):



Other _____

Today's goal: _____

My workout today was: _____

Who I ran with today: _____

How I felt today: _____

On your mark, get set, give them a healthy start.





Activity Plan

TITLE: Logging Heart Rates

CURRICULAR AREA(S): Math/Health/Science

KEY SKILL(S) and CONCEPT(S): Monitoring and graphing heart rates

SUGGESTED GRADE LEVEL (S): 5-8

OBJECTIVE(S): Students will be able to:

- Effectively use heart rate monitors to accurately collect heart rate data from each activity session.
- Retrieve, log, and track heart rate monitor data.
- Demonstrate knowledge and understanding of heart rate during physical activity.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

MATERIALS NEEDED: Distance log, graph template (provided), heart rate sticks or monitors (optional)

DESCRIPTION: Students will run a designated distance. Following their run, students graph their recovery heart rate.* Distance of each run is predetermined by child or instructor based on the child's ultimate goal. Use a distance log to record runs. Recovery heart rate can be recorded on a separate sheet of paper or on the graph template provided. The number of runs should be determined by the instructor.

*Recovery heart rate is the heart rate that your body will decrease to after an exercise session. Usually measured two - three minutes after exercise or activity bout and measured for a one minute period.

VARIATIONS AND/OR EXTENSIONS:

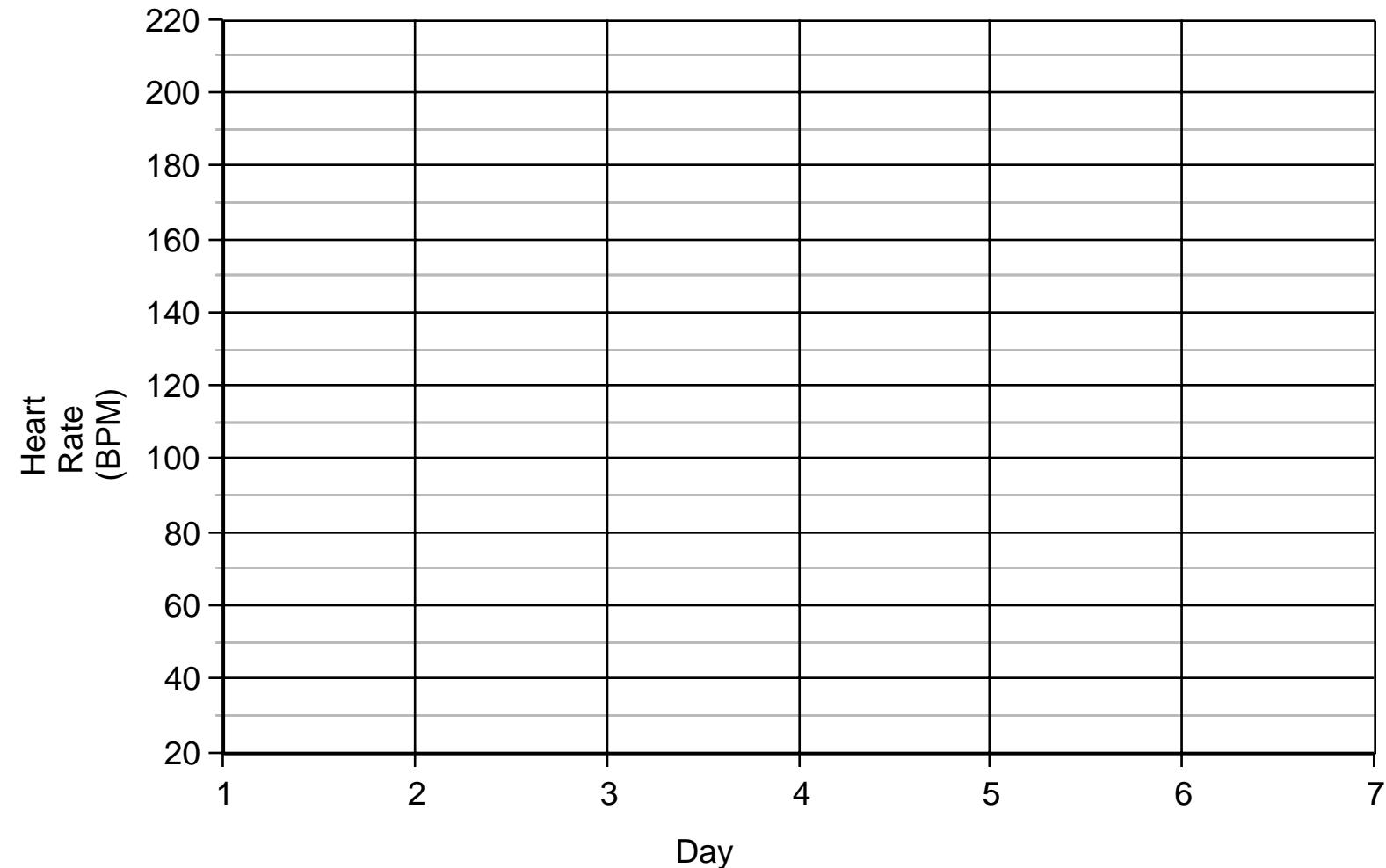
- Introduce target heart rate zones* and have students graph accordingly.
- Introduce the parts of the heart and the paths of blood as it flows through the body.
- Introduce the benefits of cardiovascular exercise.

*Target heart rate zone is the heart rate specified for an exercise or activity bout. Target heart rate zone represents the range of the heart rate during activity from low to high.

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Graphing Recovery Heart Rate



NASPE/ING Run For Something Better Heart Rate Activity Plan
(www.naspeinfo.org/run)

Gold Medal Level: Developing Total Wellness

This section includes two types of materials.

Type 1: Activity Breaks

- K-5 ABC (Activity Burst in the Classroom) For Fitness
- Middle School Energizers for Healthful Living

The two resources above contain short activity breaks that can be used in the classroom to get the students' blood pumping. ABC For Fitness has activities for each core subject. There are separate Middle School Energizers for Science, Language Arts, Math, Social Studies, and Music available at: <http://www.ecu.edu/cs-hhp/exss/apl.cfm>

Type 2: Health Education Curriculum

- Empower Me 4 Life (Grades 3-7) – contains 8 lessons on physical activity, hydration, fruits and vegetables, limiting screen time, and obtaining enough sleep

For K-2: KidsHealth.Org has valuable lesson plans under Personal Health at:

<http://kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

For upper level grades: Jump Start for Teens (Grades 8-12) – contains 8 lessons on healthful eating, physical activity, and media smarts and wise consumerism and is available to download at: <http://www.californiaprojectlean.org/docuserfiles/JumpStartTees%20Intro.pdf>



ABC for Fitness™

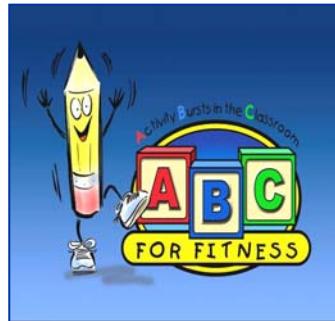
Teacher Manual

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ABC for Fitness™ Teacher Manual

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A-B-C For Fitness™ Activity Bursts in the Classroom

Dear Teachers and School Administrators,

At this time when childhood obesity is epidemic, and what used to be “adult onset” diabetes is occurring with increasing frequency in children under age 10, our kids need regular physical activity more than ever. But pressures on schools - in part related to the federal No Child Left Behind legislation - are causing reductions, not increases, in daily physical activity. In other words, No Child Left Behind is leaving more and more of our kids ON their behinds, all day long!

Physical activity is vital for children’s health. It is also vital for their attentiveness and concentration. As a parent of 5 children myself, I know all too well that young children can be restless and rambunctious. They need to move. Rambunctiousness is a normal, healthy childhood condition- and calls out for recess, not Ritalin. It is perhaps no coincidence that as daily physical activity levels decline, the diagnosis of attention deficit hyperactivity disorder is made with ever increasing frequency.

But how do we reconcile our children’s needs for regular activity, with the needs of schools to dedicate as much time to possible to teaching? How, in other words, do we reconcile the square peg to the round hole? By whittling the peg, or re-drilling the hole, of course! Enter ABC for Fitness™.

Inspired by my own son, Gabriel, who at the time was 5 years old, ABC for Fitness™ is a program designed to convert wasted time in school into productive, health-promoting activity bursts. The program is based on the amount of time TEACHERS say they typically waste during the school day in disciplining restless or inattentive children. By breaking activity into short “bursts” that can be delivered right in the classroom throughout the day, ABC for Fitness™ provides teachers a means to dissipate the restless energy of their pupils; keep the children alert and focused; and never interfere with teaching time. In fact, since creative teachers, and the training manual, have approaches to teaching during the activity bursts, teaching time can increase with this program.

ABC for Fitness™ is offered to schools at no cost in dollars. It comes at no real cost in time. And it can be in addition to any other physical education program a school may provide. The program is intended to promote health and fitness; enhance concentration and the behavioral environment in the classroom; and help optimize academic performance.

As a parent, I will be deeply gratified if children in your school benefit from ABC for Fitness.™ And Gabriel will certainly be pleased and proud of himself!

With all best wishes,

David L. Katz, MD, MPH, FACPM, FACP
Director, Yale Prevention Research Center
Founder, ABC for Fitness Program
www.davidkatzmd.com



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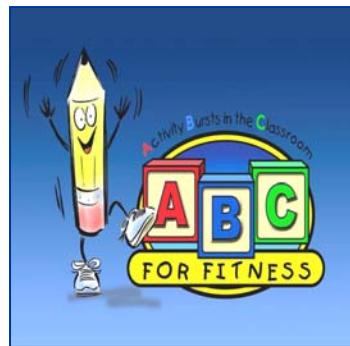
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Chapter 1

Overview



Welcome to ABC for Fitness™!

What is ABC for Fitness™?

ABC for Fitness™ is a school physical activity program for elementary school students. It helps take the time that teachers spend getting restless children to settle down, or distracted students to concentrate – and convert this into structured, productive bursts of supervised physical activity.

What is the mission of this program?

Our mission is to provide a fun, simple, engaging, no-cost, effective program that encourages physical activity in the classroom. By breaking physical activity into short sessions, ABC for Fitness™ enables most children to accumulate at least 30 minutes of physical activity each day. By increasing daily physical activity for children, ABC for Fitness can help promote health and fitness, while contributing to efforts to combat the spread of childhood obesity and diabetes, and related health conditions. ABC for Fitness increases physically active time during the school day without decreasing - and possibly even increasing! - the time dedicated to teaching.

Will ABC for Fitness™ take away from classroom learning time?

Research shows that school-based physical activity does not compromise children's academic performance students or standardized test scores, even if it takes away time from other academic subjects.¹⁻⁵ By combining creative teaching techniques with structured activity bursts, ABC for Fitness™ can actually offer the opportunity to increase teaching time each day.

Is ABC for Fitness™ intended to replace physical education classes? ABC for Fitness™ is designed to fit physical activity into small intervals throughout the school day. It is intended to supplement, rather than replace, physical education programs in schools. We encourage classroom and physical education teachers to collaborate in offering physical activity in their respective settings in ways that complement each other.

Which schools can benefit from ABC for Fitness™?

All schools can benefit from this program. Schools unable to make time for formal physical education classes can make time for ABC for Fitness.™ And since the program is available free of charge, schools unable to fund physical education programs can afford ABC for Fitness.™

Can ABC for Fitness™ be tailored to meet the needs of schools?

ABC for Fitness™ is designed to offer “activity bursts” performed for a few minutes at a time, adding up to a baseline level of 30 minutes of activity per day. For example, your school could choose to offer 5 sessions per day averaging about 6 minutes each. Activity bursts of slightly shorter or longer length, and slightly fewer or more in number, are perfectly acceptable variations on the theme and should be tailored to suit your needs.

We recommend that your school first determine, through informal or formal polling, how many minutes of “down time” that teachers experience with their students during classroom sessions. That becomes the “straw” that you can turn into “gold”! Use that amount of time - 4 minutes, 6 minutes - as the period for each activity burst. Then distribute the bursts throughout the day.



Why is Physical Activity Important?

Physical activity provides many benefits that can positively affect children's health, their mental and social well-being, and their performance in the classroom.

First and foremost, physical activity can greatly benefit children's health. In the U.S., childhood obesity has become a major concern. Since the early 1970s, average weight has been steadily increasing among children from all socioeconomic levels, racial and ethnic groups, and regions of the country.⁶ Recent data shows that 17% of US children and adolescents are now overweight (at or above the 95th percentile of gender-specific body mass index for age growth charts).⁷

If a more inclusive definition of overweight were applied to children, it's likely that 50% or more of children in the US would qualify! The rate of childhood obesity is a true crisis.^{8,9}

The increase in childhood overweight has been accompanied by higher levels of weight-related conditions such as Type 2 diabetes, high blood pressure, sleep apnea, gallstones, and depression.⁶ The incidence of type 2 diabetes among adolescents, though still not high, has increased by a factor of more than 10 in the past two decades.⁶ For children born in the U.S. in 2000, the lifetime risk of diabetes is estimated to be about 1 in 3 for males and 2 in 5 for females.¹⁰

Less than a generation ago, "type 2" diabetes was called "adult onset" diabetes because it was unknown in children. It is now increasingly common in children under the age of 10.

Physical activity can play a key role in combating the growing epidemics of obesity and diabetes. It contributes to weight loss and helps prevent obesity. It strengthens muscles and makes them more flexible. It strengthens the capacity of the lungs to breathe. In addition, it may help reduce the risk for heart disease, Type 2 diabetes, and certain cancers.

Prevention is the key to avoiding the onset of inactivity-related conditions and diseases. While exercise is an important antidote to overweight and obesity, as well as depression and low self-esteem, preventing these problems from occurring in the first place is an even better strategy. The experience of most adults will confirm that it is easier to keep moving than to get moving after long periods of inactivity. It is easier to maintain a healthy body weight than to fight back against overweight and obesity. These truths apply to young people, too. Engaging in physical activity during childhood increases the chance of remaining physically active as an adult.

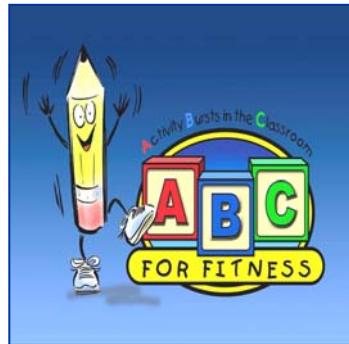
Along with its roles in helping to keep children healthy, prevent chronic conditions, and develop an active lifestyle, physical activity has many other benefits. It can reduce the effects of stress, while at the same time stimulating brain activity and increasing the ability to concentrate. Reducing stress can make it easier for children to develop physically, mentally, intellectually, and socially. Ultimately, this may help them perform better in the classroom.

In addition, exercising in a group setting with other children can instill a sense of belonging. It can also help them develop important life skills such as taking turns, sharing, and cooperating with others. This in turn can have a positive effect on the classroom environment.



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Chapter 2

Planning for Activity Bursts

The purpose of this manual is to serve as a guideline for simple, yet enjoyable, ways to increase children's health. It is written from the perspective that the activities described will be conducted under appropriate adult supervision in controlled environments at all times. The author cannot identify all situations and/or risks to which participants might be exposed as they engage in these activities. Users are, therefore, cautioned that there is no substitute for common sense and an on-going alertness and that they are ultimately responsible for ensuring the safety of children's activities so that they might reap the benefits of this program in a safe and enjoyable fashion.



Managing Activity Bursts and the Physically Active Classroom

Activity bursts and physically active learning should be engaging and fun! A natural by-product of physical activity is a certain level of noise. However, it is unnecessary and unacceptable for children to run around the classroom screaming and talking loudly. The occurrence of loud and unruly behavior is an indicator that the purposes of the activity bursts and physically active learning are not being met. Students have learned the routines and behavior standards for cooperative group learning and activity centers in classrooms, and similar routines and standards must be established for this approach as well.

Activity bursts are, by definition, short episodes of physical activity and exercise. Routines for engaging in activity should be commensurate with the time dedicated to the burst. For example, students are given succinct directions for a brief physical activity. Gross motor activity is stimulating and, understandably, children will become excited. Consideration and planning should include a cool-down (see *General Tips for Exercise* in this chapter) to accommodate the physiological slowing down of heart rate, oxygen flow, and generation of adrenaline and endorphins. Classroom routines such as collection and distribution of materials, straightening of learning centers, or other student-managed tasks, are ideal for this purpose.

Planning for physically active learning in the classroom should include (1) consideration for neighboring classrooms, (2) rearranging of classroom furniture, (3) realistic and safe movement within the available space, and (4) routines that empower students to manage themselves appropriately within the time and space. Some physically active schools designate a specific schedule for physical activity and physically active learning (for example, during the first fifteen minutes of every hour).

Just as planning for any other learning is sequenced for progression and developmental appropriateness, planning for Activity Bursts in the Classroom and the overall physically active learning environment should be similarly planned. Increases in duration and intensity of physically active learning episodes should be progressive and incremental, and behavioral expectations and learning purposes should be clearly communicated to students. Consequences for failure to meet behavioral expectations should also be clearly defined and applied in a consistent and timely manner.

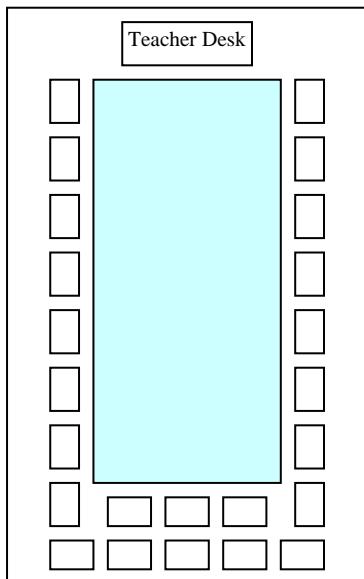
When teachers and students have learned to manage physical activity in the classroom, the learning environment will become an engaging and enjoyable one for both students and teachers.



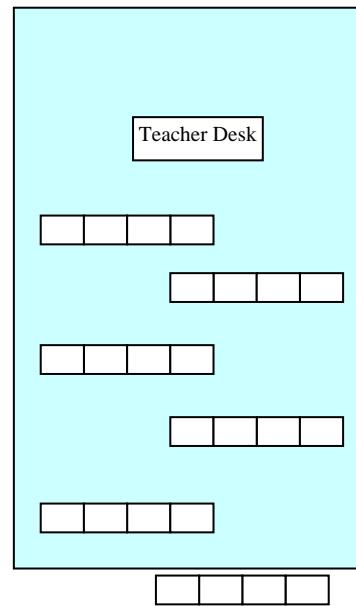
Classroom Space Diagrams

If space in the classroom is an issue based on your current layout of desks, you may want to rearrange the desks to provide more space for students to move in the classroom. Below are four examples of alternative layouts that should prove conducive to offering *ABC for Fitness*™ activity bursts. Before trying any of these, please make sure that your school policy allows you to reconfigure the classroom space.

Horseshoe



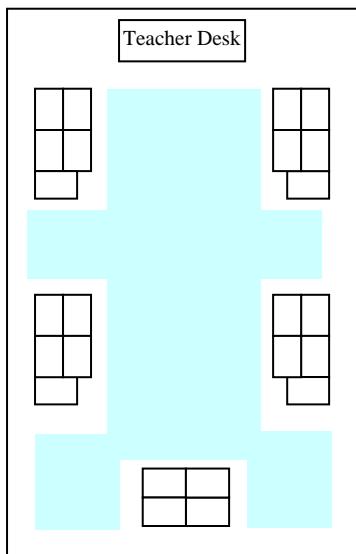
Staggered Formation



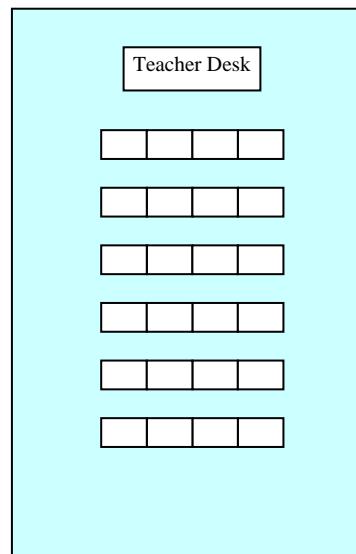
= student desk

= available space

Cluster Formation



Tight-Row Formation



Adapted from On the *Other Side of the Wall: Physical Education Activities in Limited Space and Classrooms* by William T Price, Program Coordinator, University of South Florida School of Physical Education, Wellness, and Sport Studies. Posted on the internet in 2002 with credits given to the Tampa Metro Civitan Club. Accessed from the website address <http://pe.usf.edu/projects/civitan/projects/wall/wall.html> on 6/14/07.



Addressing Potential Challenges

| Potential Challenge | Strategy |
|---|---|
| Limited classroom space OR No option of rearranging desks | <ul style="list-style-type: none">Have children stand behind their desks and jog or hop in place.Have the children run around the school building on a nice day.Have the children walk quietly down the hall with alternating high knees.Set up 4 stations in each corner of the room. Post a picture of 1 activity at each station. Send ¼ of the class to each station, and switch every minute. |
| Cost | <ul style="list-style-type: none">The ABC for Fitness™ program is free. Any equipment mentioned in this manual (such as pedometers) is optional.You can raise funds for any optional equipment if you want to use it. |
| Time | <ul style="list-style-type: none">The amount of time it takes to calm/ discipline “energetic” children is basically the amount of time it takes to have the children perform a burst of activity. Consider ABC for Fitness™ a “healthy” tradeoff for your students.If several short bursts seem like too much, vary the number and length of bursts. |
| Students’ reluctance to participate | <ul style="list-style-type: none">Some individual students may be reluctant to participate due to lethargy, shyness, or feeling self-conscious.Do not punish these students or bring undue attention to them. Over time, they may become more involved in the bursts. |
| Transitioning back to learning | <ul style="list-style-type: none">If the class takes awhile to settle down after the bursts, try these suggestions:<ul style="list-style-type: none">End with a “silent burst” where everyone is quiet.Vary the type of music used. For example, try classical music.End with a variation on “Simon Says” such as “Do as I’m doing, follow me; walk back to your seats slowly, follow me.”Turn the lights down after the burst.Ask students to direct their attention to their breath as they gradually slow down and catch their breath. |
| Students’ boredom with bursts | <ul style="list-style-type: none">Vary the stretches and bursts.Have students take turns leading them.Add music, or vary the music that you already use. |



General Tips for Exercise

Here are some tips to encourage healthy exercise and minimize the risk of injury.

1. Warm-up

A warm-up is a lower-intensity or lower-speed activity used to prepare for an athletic event or exercise session. It helps decrease the risk of injury, along with the risk of muscle soreness that may occur after exercise. The goal is to increase circulation around the body while preparing the body for the workload to come. It makes muscles pliable, while escalating the delivery of oxygen and nutrients to muscles by increasing blood flow. Lastly, warming up prepares your muscles for stretching, which is the next tip to come.

What you need to know about muscle soreness

Muscle soreness is unlikely with these brief bursts of activity. However, it helps to understand what muscle soreness is in case any students ask about it.

There are two common kinds of exercise-related muscle soreness:

- ***Acute soreness*** can occur during or immediately after exercise. It often goes away after 1-2 minutes of rest. If it goes away, you can continue to exercise. If discomfort persists, you should stop.
- ***Delayed soreness*** usually occurs 24 to 36 hours after a workout. It can happen to someone who is not used to a lot of activity, or a new type of activity. It is part of a normal response as the body adapts to exercise. Once the muscles recover, this process can lead to greater muscle strength.

Muscle soreness is most likely to occur after trying a new exercise or activity or with an increase in intensity, frequency or duration of exercise. To reduce the soreness, avoid working the same muscle groups on consecutive days and add low-intensity exercise, such as walking, to your workout. If soreness lasts for more than 7 days, see a doctor.

To help prevent or minimize delayed soreness, include a warm-up and cool-down. You can allow time for muscles to adapt to activity by gradually increasing physical activity over a few days.

REFERENCES:

- *Ask a Fitness Specialist: Delayed Muscle Soreness after Exercise: What Causes It?* 2006, Mayo Clinic Staff. Accessed on the website www.mayoclinic.com/health/muscle-soreness/AN00933 on 4/9/08.
- *Michael Ross. Delayed-Onset Muscle Soreness: Work Out Now, Pay Later? The Physician and Sportsmedicine Vol. 27, Issue 1 (January 1999). Accessed on the website www.physportsmed.com/issues/1999/01_99/muscle.htm* on 4/9/08.



2. Stretching

Stretching is extending your body to achieve a healthy range of flexibility. The goal is to allow you to move with a greater extent of motion through increasing joint mobility and stability. Stretching is also used to prevent injuries of the hamstring, quadriceps, calf, etc. It can help muscles to lengthen, which will make it easier to exercise and perform other daily activities. Stretching reduces muscle tension, enhances muscular coordination, and delays onset of muscle fatigue. After a good warm-up and quality stretch, it's time to start the exercise at hand.



3. Aerobic exercise

Health experts advise that children get a total of at least 1 hour of aerobic exercise a day. It should be preceded by a warm-up, and followed by a cool-down.

For the purpose of ABC for Fitness™, aerobic exercise is any activity that increases breathing and heart rate. Under ideal circumstances, you should aim for at least 30 minutes of aerobic activity during the school day. In addition, you should include a brief warm-up prior to each activity burst, and cool-down when the activity burst is completed.

4. Cool-down

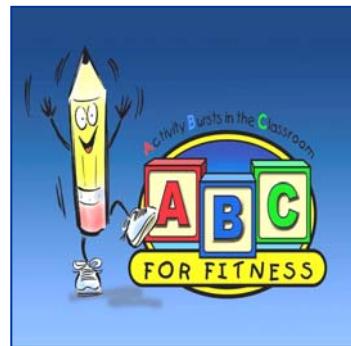
The purpose of a cool-down is to slow your level of physical activity gradually, from high intensity to low intensity. It should follow aerobic exercise. It helps the heart rate and breathing return to normal, prepares muscles for the next activity, and helps prevent muscle cramps or spasms. A cool-down will also provide time for the entire class to calm down, settle back into their seats, and be ready to learn.

5. Fluid intake

Drinking plenty of water is extremely beneficial for overall health. Water helps maintain proper muscle tone while eliminating wastes and toxins from the body. Water also relieves constipation and is essential for a healthy lifestyle. It may be appropriate for children to drink 4 to 6 fluid ounces of water after an activity burst. It should be readily available if needed for any children who are thirsty.

6. Classroom safety

This program is designed to be safe in any classroom. Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. For ideas on how to arrange your classroom, please refer to the classroom space diagram on page 11.



Chapter 3

The Basics of Activity Bursts



Components of an Activity Burst

Under ideal circumstances, you should aim for a total of at least 30 minutes of activity bursts during the school day. Each activity burst should have 3 components:

- a warm-up that includes stretching/and or low intensity activity
- a core activity that increases breathing and heart rate
- a cool-down

Each time a new burst is performed, you may select a new warm up, core activity, and cool down. Here are some examples.

A. Warm-Up (see pp. 19-21 for stretches and pp. 22-29 and 39 for other activities)

This can include stretching and/or low intensity activity. Here are some examples:

Stretches

| | |
|--------------------|-----------------|
| Hamstring stretch | Triceps stretch |
| Quadriceps stretch | Neck stretch |
| Back stretch | Calves stretch |

Light aerobic activity

| | |
|---------|-------------|
| Walking | Arm circles |
|---------|-------------|

B. Core Activity (see p. 22-29)

Here are some sample activities that can count as the core activity. Make sure the students maintain a high intensity for the duration of the core activity.

Strength activities

| | |
|---------------|-------------|
| Hop scotch | Squats |
| Bear walk | Arm circles |
| Squat thrusts | Star jumps |
| Lunges | |

Aerobic activities

| | |
|-----------|---------------------------------|
| Skipping | Jumping in place or around room |
| Jogging | Walking quickly |
| Sliding | Hopping on 1 foot |
| Galloping | Dancing to music |

C. Cool-Down (see pp. 19-21 for stretches and pp. 22-29 and 39 for other activities)

This may include stretching and/or low intensity activity. It is designed to help the students calm down, settle into their chairs, and be ready to learn. As part of the cool-down, you may also ask students to be still and pay attention to their breath (see “Watch Your Breath” at the bottom of page 39).



General Instructions for Activity Bursts

- Select an activity burst for the class to follow. In the beginning, or when using a new activity, you can copy the picture and place it on the wall or chalkboard for the children to see.
- Start with a warm-up. Examples are stretching, walking in place, or a slower version of the activity burst that you have selected.
- Increase the speed and intensity of the activity. This is the core of the activity burst.
- Cool down after the high-intensity activity. Examples are walking in place, or a slower version of the activity burst.
- If any children are thirsty, offer them water to drink.

Customizing the Activity Bursts for Your Classroom

You may switch the intensity level based on the behavior of the class during a particular activity burst. As you know from your own teaching experience, classes can differ from one year to the next in terms of their behavior and the amount of classroom management required to deal with behavior issues. In addition, students can vary in terms of overall levels of fitness; this may be especially true at the time you first start to lead the activity bursts.

To accommodate the average fitness and behavior level among students at any given time, refer to the chart below. This chart provides guidance for varying the time spent on warm-ups, activity bursts, and cool-downs based on classroom needs.

Intensity Levels:

Intensity levels are general indicators of how long students should perform the warm-up, core activity, and cool-down, based on the class's overall levels of fitness and behavior.

1. *Low fitness levels and/or restless*

Students primarily are not very athletic and/or are generally very restless.

2. *Average fitness levels and/or on task 75% of the time*

Students are of average athletic ability and/or are rather well behaved.

3. *High fitness levels and/or very well behaved*

Students are very athletic and/or are very well behaved.

| INTENSITY LEVEL | ACTIVITY COMPONENTS Options to combine warm up, core activity, and cool down | | |
|--------------------------------|--|--------------------|----------------|
| | A Warm-Up | B Core Activity | C Cool-Down |
| 1. Low fitness / restless | 1 minute | 2 minutes | 3 minutes |
| 2. Average fitness / on task | 1 minute | 3 minutes | 2 minutes |
| 3. High fitness / well-behaved | 30 seconds | 5 minutes | 30 seconds |



Varying the Number and Length of Activity Bursts

ABC for Fitness™ is designed to be offered as approximately 5 activity bursts of approximately 6 minutes each. However, if this option does not work on a given day, you may want to adapt the length and number of activity bursts to suit your needs, as long as they add up to a total of approximately 30 minutes.

The basic intent is to take roughly the proportion of each class time that you may be using to discipline restless children in the classroom, and convert that into productive, physically active time. Since teaching can be done during activity bursts, used as intended, ABC for Fitness™ should increase teaching time, not decrease it.



Stretches

Here are some examples of stretches that you may include as a part of the warm-up component. A muscle chart is provided in this section for your information.

STRETCHING TIPS:

- *Stretch each side 2 to 3 times. Do not stretch to the point where you are in pain.*
- *Choose at least 2 stretches. You do not need to perform all of the stretches before each burst.*

SAFETY TIPS:

- *Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. Make sure that the desks and chairs are stable if used for stretching.*
- *Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students' personal space.*

Hamstrings Stretch (Option 1)

- Put your leg on the desk, keeping it straight.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.
- Make sure the desk/table or chair is secure.
- If the desk/table is too high, you can use a chair.



Hamstrings Stretch (Option 2)

- Sit on the floor with one leg straight in front of you.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.



Quadriceps Stretch

- Hold onto a chair, desk or wall to balance.
- Stand on one foot while putting your opposite foot behind you. Slowly pull your opposite foot upwards.
- Grab your ankle with your hand, behind your body.
- Pull your foot until you feel the muscle stretching. Hold for a slow count of 10.
- Stretch both sides equally.
- To get more of a stretch, lean forward slightly.





Calves Stretch

Hold onto a desk, table, or chair. Make sure the equipment that you are stretching on (desk, chair, or table) is secure.

- Put one leg in front. Bend it, with your knee leaning forward.
- Keep your back leg straight with the sole of the foot flat on the ground.
- Lean forward so you feel the stretch in the calf. Hold for a slow count of 10.
- Stretch both sides equally.



Triceps Stretch

- Put your hand on your back, reaching over your shoulder.
- With the opposite hand, grab your elbow and pull it back until you feel a stretch.
- Hold for a slow count of 10.
- Stretch both sides equally.



Upper Back / Shoulder Stretch

- Put one arm straight, across your body.
- With your opposite hand, reach under your straightened arm and pull at your elbow toward your body until you feel a stretch. Hold for a slow count of 10.
- Stretch both sides equally.



Arm / Shoulder Stretch

- Reach over your shoulder with one hand. Try to grab your other hand that is reaching from up behind your back.
- The goal is to connect your hands and pull slightly. However, you do not have to connect hands to get a stretch.
- Stretch both sides equally.



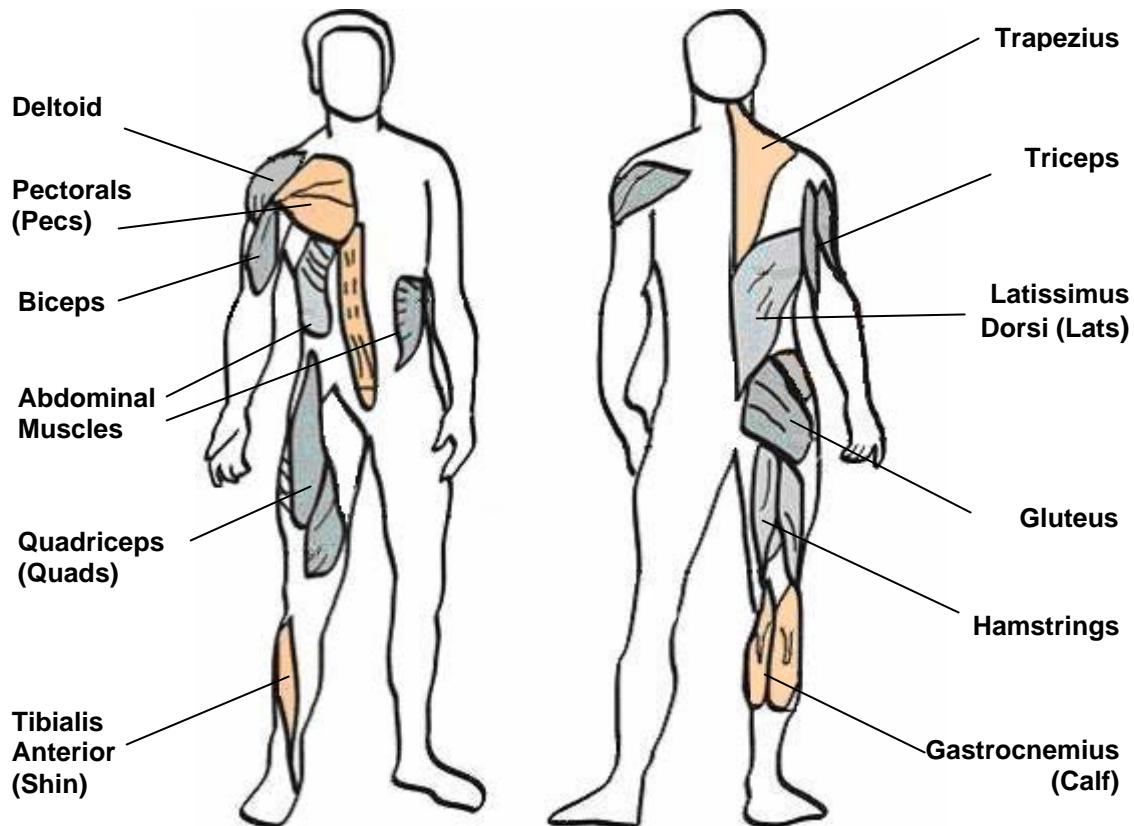


Neck Stretch

- Lean your head to one side until you feel a stretch. If you use your hand to help pull, pull it lightly.
- Hold for a slow count of 10.
- Stretch both sides equally.
- You can also gently lean your head forward and backward, or slowly rotate it in a clockwise or counter-clockwise direction.



MUSCLE CHART



Adapted from the website www.weightlossresources.co.uk/exercise/muscles/muscle_diagram.htm
(Accessed 7/31/08)



Core Activities

The next few pages provide some sample activities. They may count as the core activity if done at an intense pace which is sustained for the duration of the activity. If done slowly, they may count as part of the warm-up or cool-down.

For additional ideas for core activities, you may want to purchase a set of FitDeck Jr.® cards described in Chapter 5 of this manual. These can serve as an optional resource to complement the *ABC for Fitness™* manual.

MUSIC TIP:

- *You may want to add music to accompany the activity bursts, if students enjoy it and school policy allows. Some music suggestions are provided in the Resources section of this manual.*

SAFETY TIPS:

- *Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students.*
- *Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students' personal space.*
- *Some of these activities require students to lie down on the floor, or to place their hands on the floor. Use these activities at your discretion.*





Jog in Place

- Jog in place.
- Move your arms up and down, or alternate with bicep or triceps curls.



Knee Lifts

- Start by jogging in place.
- Alternate a regular jog with bringing your knees up high in the front.
- Return to a regular jog.
- Alternate by bringing heels back to the buttocks.
- Resume a regular jog.



Calf Raisers

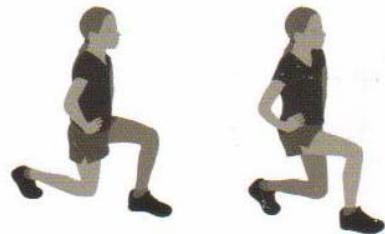
- Start in a standing position with your feet flat on the floor.
- Raise your heels high while balancing on your toes.
- While keeping your legs straight, bring your heels back down, but not quite touching the floor.
- Repeat as often as instructed by the teacher.
- When you are done, bring your heels down to the floor.



Electric Slide

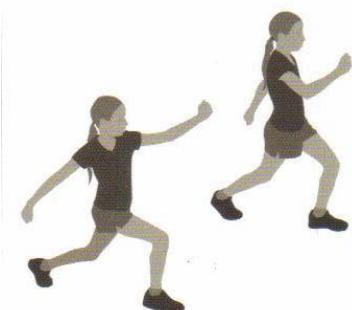
- Start with feet together and arms at your sides.
- Move to the left by sliding the left foot out to the side, while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.
- Move to the right by sliding the right foot to the side, while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.





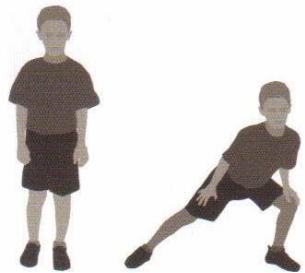
Lunge

Alternate steps while staying in a lunge position. Switch legs. Don't let your knee go past your toes.



Alternate Lunge

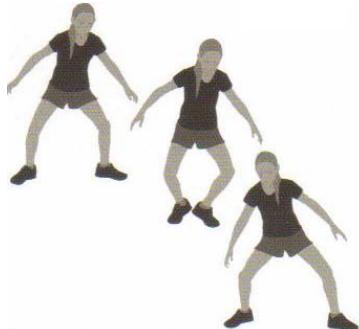
Over-extend your arms and legs while walking.



Side Lunge

Lean to the side with one leg in a bent motion, while extending the other leg outward with your foot firmly on the ground. Alternate sides.





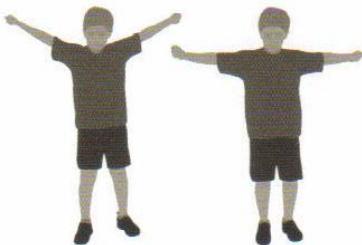
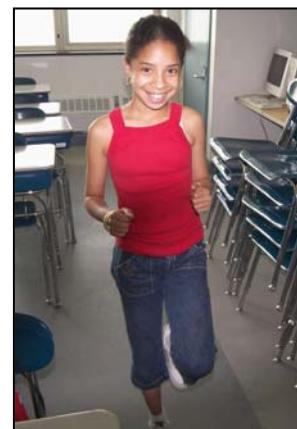
Side Slide

Side shuffle from left to right. Do not cross feet.



Hopping on One Foot

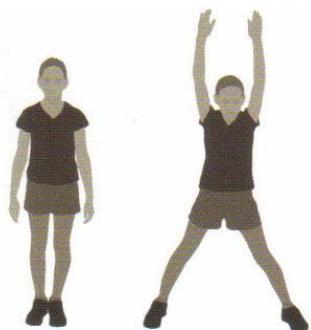
Hop on one foot.
Alternate feet.



Arm Circles

Make circular motions with your arms, changing both the size and speed of the circles.





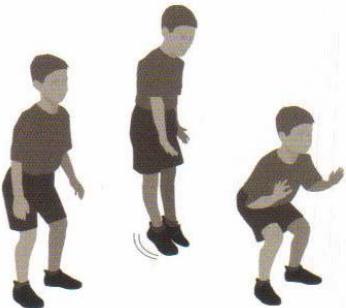
Jumping Jacks

Jump with your hands over your head and feet split apart.



Star Jump

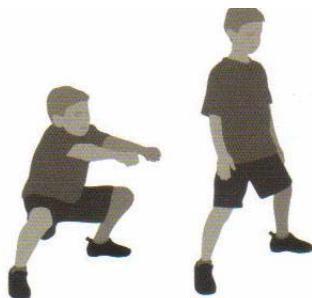
Start in a squat position. Then explode into the air with your arms outward.



Squat Jump

Use both feet to jump, land in a squat position.





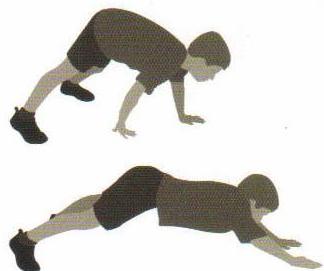
Squats

Start in a standing position, then crouch down into a squat position.



Bear Walk

Start with hands and feet on the floor, then begin to crawl.



Push-up Crawl

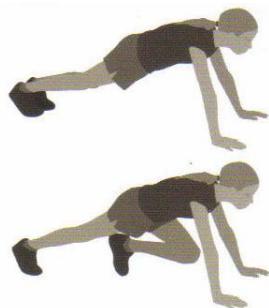
Start in a push-up position, then use your hands to walk forward.





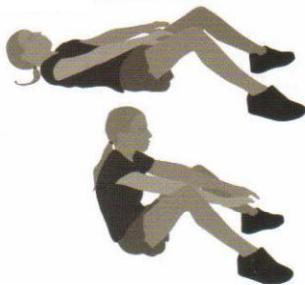
Crab Crawl

Crawl on hands and heels.



Mountain Climbers

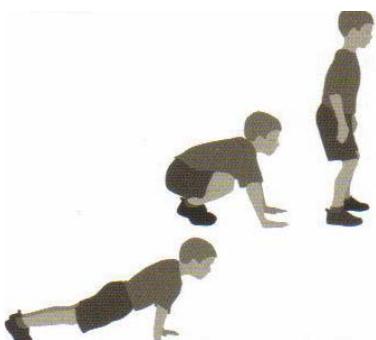
Start in a push-up position.
Then alternate the knees to the chest.



Sit-up

Lay on your back with knees bent. Use your stomach muscles to rise from the ground.





Squat Thrusts

1. Start in a standing position.



2. Move into a squat position.

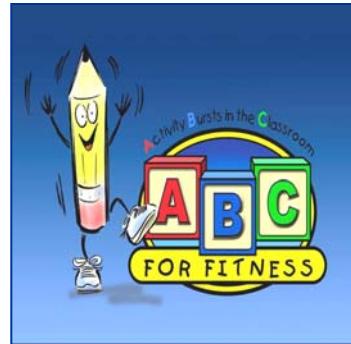


3. Move into a push-up position.



4. Return to a standing position.





Chapter 4

Activity Burst Selection



Selecting Activity Bursts to Meet Your Needs

Now that you know the basics of activity bursts, you can apply the ideas in this chapter as strategies to offer the activity bursts based upon your students, your class schedule, and your intended purpose. You can vary the types of activity bursts that you offer from day to day, within the course of a day, and from subject to subject.

The following pages describe and give examples of the types of activity bursts listed below. You can use these as your primary source of ideas for activity bursts, and adapt them if needed to suit your needs. Alternatively, you can consider these as “jumping off points” for developing other creative ideas for activity bursts.

Several examples in this chapter have been used with the permission of other educators who developed them. In these cases, the citation for the source (such as *Brain Breaks* or *Energizers*) is listed below the activity. The website addresses for these and other free sources of physically active learning strategies are found in the Resources section of this manual.

| 1. General Activity Bursts for Fitness | |
|---|---|
| Basic Activity Bursts (See Chapter 3) | Encourage constructive movement. Help students channel their energy. Get the students back on task. Help the students to calm down. |
| Advanced Activity Bursts (See pages 33-38) | Combine sets of movements into engaging classroom activities. Contribute to overall fitness by increasing muscle strength, muscle endurance, flexibility, and/or cardiovascular endurance. |
| Activity Bursts of Imagination (See pages 39-43) | Use creativity to move in the classroom. Can be used with students of any age. Work best with K-2 students. Help students understand how their bodies move in relationship to the world around them. |

| 2. Activity Bursts for Learning and Fitness | |
|--|--|
| Activity Bursts for Language Arts, Social Studies, Music, Math, Science, and Health (See pages 44-72) | Facilitate hands-on learning. Involve the whole body in actions that give learners the chance to experience the learning. Are fun and engaging. Are memorable to learners. Help increase learning and retention. |



1. General Activity Bursts for Fitness

Basic Activity Bursts

(See Chapter 3)

Instructions for the basic activity bursts are found in Chapter 3 of this manual. You can use these activity bursts to provide a break between classes, and to meet the students' need to move periodically during the course of a day. Although the basic activity bursts are not directly related to learning in the classroom, they can help students to be alert and focused, and to channel their energy so they can get back on task and focus their attention on learning.

The other benefit of the basic activity bursts, as with all the activity bursts, is to encourage physical activity. By spreading activity bursts over the course of the day, you can help your students to accumulate at least 30 minutes of physical activity each day.

Advanced Activity Bursts

(See pages 33-38)

The next few pages provide some examples of advanced-level activity bursts. Rather than focusing on one core activity, the advanced activity bursts combine sets of movements into engaging classroom activities. In addition, they contribute to overall fitness by increasing muscle strength, muscle endurance, flexibility, and/or cardiovascular endurance.

Before leading any of these activity bursts in the classroom, make sure that your students have first mastered their understanding of, and ability to perform, the basic activity bursts. Then use your judgment to try out the advanced activity bursts. If the students enjoy doing them, you may want to alternate between the basic and advanced activity bursts over the course of a day. This will offer students variety and new challenges.



| Morning Routine | |
|-----------------|--|
| Grade level | K-5 |
| Formation | Students standing at their desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks Knee lifts Flap arms like a bird Hopping Scissors (feet apart then cross in front, feet apart then cross in back)2. Follow each activity with a basic stretching movement: Reach for the sky Runner's stretch Butterfly stretch (sit with bottom of feet together) Knee to chest Rotate ankles Scratch your back3. Hold stretches for 10 - 30 seconds.4. Repeat a different simple activity followed by a new basic stretch as many times as desired. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Wiggles | |
|-------------|---|
| Grade level | K-5 |
| Formation | Students standing at their desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Jog in place while doing the following activities.2. On teacher's signal, the students begin to wiggle their fingers.3. Then their fingers and wrists.4. Then their fingers, wrists, and forearms.5. Then their fingers, wrists, forearms, and elbows.6. Then their fingers, wrists, forearms, elbows, and shoulders.7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head. <p>Variations:</p> <ul style="list-style-type: none">• Start from toes and work your way up (toes, knees, hips, etc.).• Repeat activity without jogging as cool down. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Exercise March | |
|----------------|---|
| Grade level | K-5 |
| Formation | Students standing at their desks or moving in a circle |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Call out one verse at a time of the chant. Students will repeat each verse of the chant.2. Students can march in place at their desks, or you can lead them in a circle around the room. <p>Chant: I don't know what you been told Exercise is good for the soul</p> <p>When we march, our knees stay high And feel the burn all through our thigh</p> <p>We stretch our bodies every day Before we do sports and go out and play</p> <p>Building our muscles can't be wrong It helps to keep our bodies strong</p> <p>Sound off (Leader) 1, 2 (Students) – <i>students stop and perform 2 jumping jacks</i></p> <p>Sound off (Leader) 3, 4 (Students) – <i>students stop and perform 2 jumping jacks</i></p> <p>Sound off (Leader) 1, 2, 3, 4 (Students) – <i>students stop and perform 4 jumping jacks</i></p> <p>Repeat</p> <p>Variations:</p> <ul style="list-style-type: none">• The students create their own chant• The students perform arm circles instead of jumping jacks.• The students perform lunges instead of jumping jacks. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| Take Five for Fitness | | | | | | | | | | | |
|-----------------------|---|------------|---------|---------------|------------------|--------|----------|--------|-----------|------------------|------------|
| Grade level | K-5 | | | | | | | | | | |
| Formation | Students standing by their desks or in an open area | | | | | | | | | | |
| Equipment | None | | | | | | | | | | |
| Directions | <ol style="list-style-type: none">1. The teacher and/or students will pick 5 exercises.2. The class will perform each exercise for 1 minute. <p>Examples of exercises:</p> <table><tbody><tr><td>Chair dips</td><td>Sit-ups</td></tr><tr><td>Jumping jacks</td><td>Running in place</td></tr><tr><td>Lunges</td><td>Push-ups</td></tr><tr><td>Squats</td><td>Bear walk</td></tr><tr><td>Free dance moves</td><td>Crab crawl</td></tr></tbody></table> | Chair dips | Sit-ups | Jumping jacks | Running in place | Lunges | Push-ups | Squats | Bear walk | Free dance moves | Crab crawl |
| Chair dips | Sit-ups | | | | | | | | | | |
| Jumping jacks | Running in place | | | | | | | | | | |
| Lunges | Push-ups | | | | | | | | | | |
| Squats | Bear walk | | | | | | | | | | |
| Free dance moves | Crab crawl | | | | | | | | | | |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools | | | | | | | | | | |

| Circuit Training | |
|------------------|---|
| Grade level | 2-5 |
| Formation | Students standing by their desks or in an open area |
| Equipment | Optional: CD player and upbeat music |
| Directions | <ol style="list-style-type: none">1. Have the students perform the following exercises for 1 minute each, in the following order (mix up the order if it is more convenient). Jogging in place High knees Jumping jacks Hopping with one or both feet2. The purpose is to vary the exercises within the core activity so that all the major muscle groups are utilized. <p>Variations:</p> <ul style="list-style-type: none">▪ Set up activity stations in the classroom. A picture of each exercise can be posted there. The children walk to the next station when their 1 minute activity ends. Once you set this up, it can be used throughout the day, week or semester. You may change the posted exercise by selecting any core activity listed in Chapter 3.▪ Exercising to songs that are 1 minute in length can be fun. When the song changes, the students change stations. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| The 12 Days of Fitness | |
|------------------------|---|
| Grade level | 2-5 |
| Formation | Students standing in an open area with plenty of space between them |
| Equipment | The holiday tune, “The 12 Days of Christmas” |
| Directions | <ol style="list-style-type: none">1. Students will act out the following fitness song, with a chance to catch their breath between verses. If time allows, you can do this in the manner of “the 12 Days of Christmas:”<ul style="list-style-type: none">• Starting with the verse “Us all standing still in 1 place.”• Followed by “2 squat jumps” and “us all standing still in our space”• Progressively adding 1 more line at a time to each new verse.2. With each line of the song, the students will perform the corresponding activity.<p>“On the first day of fitness, my trainer gave to me...”</p><p>12 jumping jacks 11 raise the roofs (bend arms, then push up toward the ceiling) 10 knee lifts 9 arm circles 8 jogs in place 7 jumping ropes (imaginary jump rope) 6 star jumps 5 hula hoops (imaginary hula hoop) 4 hopscotch steps 3 side slides 2 lunges And us all standing still in 1 place</p><p>Variations:</p><ul style="list-style-type: none">• Write the activities on the board or poster board to make them easier for children to follow and to sing along.• Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Sports Galore | |
|---------------|---|
| Grade level | 2-5 |
| Formation | Students standing at their desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Call out the following sports skills for students to mimic for at least 10-15 seconds each.<ul style="list-style-type: none">Shooting a jump shotRunning through tiresBatting a baseballServing a tennis ballDownhill skiingSpiking a volleyballSwinging a golf clubThrowing a footballJuggling a soccer ballShooting an arrowShooting a hockey puckSwimming underwaterFielding a ground ball and throwing it to first baseDunking a basketball |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



Activity Bursts of Imagination

(See pages 39-43)

These bursts use the concept of creativity to move in the classroom. They can be used with students of any age. They may be particularly useful for K-2 students in helping them apply their sense of creativity and imagination to the concept of moving in the classroom. They can also help the students understand how their bodies move in relationship to the world around them.

| Imaginative Activities for Warm-Up/Cool-Down | |
|--|---|
| Grade level | K-5 (varies depending on the activity) |
| Formation | Varies depending on the activity |
| Equipment | None |
| Directions | <p>Copy This (warm-up) One or more people can be leaders, including the teacher and/or students. The leader will create a series of movements that the class will mimic.</p> <p>Countdown (cool-down) Count backwards from a certain number. By the time the leader gets to one, students are in a seated position.</p> <p>Job Mimic (warm-up, cool-down) Name a profession, and have the students act like that profession. Example: fisherman, basketball player, dancer, boxer, etc..</p> <p>Slow Motion (cool-down) The class may move around the room or remain in place, moving as slowly as possible. Students over accentuate their movement.</p> <p>Tick Tock (warm-up, cool-down) When you say “Tick Tock, it’s _____ o’clock, students perform that repetition of the chosen exercise. Example: “Tick Tock, it’s 4 o’clock”(4 jumping jacks)</p> <p>Visualization (cool-down) Students close their eyes and imagine themselves in a relaxed state. You can give cues to help them relax.</p> <p>Watch Your Breath (cool-down) Ask the students to watch their breath.. It may help them quiet down and relax. They don’t need to change their breathing patterns. Instead, they can pay attention to the flow of their breath as they inhale and exhale.</p> |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| ABC for Fitness™ Chant | |
|------------------------|--|
| Grade level | K-5 |
| Formation | Students standing in an open area |
| Equipment | Poster-sized copy of the words in the chant Or words of the chant written on a board |
| Directions | <ol style="list-style-type: none">1. Display the chant in the size of a poster, or write it on a board.2. Have the students start by reciting the ABC for Fitness™ chant below, followed by reciting each letter and the name of the activity, all while acting out the activity suggested by each letter.3. For younger students, write only the letters of the alphabet. |
| Source | Marvin Christley, physical education instructor, New Haven Public Schools |

ABC for Fitness™ Chant

"ABC for Fitness™ is easy to see
how academics and fitness can benefit me!
Not just you, not just me, but all of us, you see!"

A is for arm circles
B is for bounce
C is for clap
D is for dance
E is for energize
F is for flap our arms
G is for gallop
H is for hop
I is for inhale
J is for jumping jacks
K is for kick
L is for lunge
M is for march

N is for now we bow
O is for open your arms
P is for point to the ceiling
Q is for quench your thirst
R is for run
S is for skip
T is for twist
U is for unite (hold hands)
V is for vanish
W is for wiggle
X is for eXtra energy!
Y is for yes I can (point to self)
Z is for zoo



| | |
|-------------|---|
| | Bursts to the Beat (Using Music) |
| Grade level | K-5 |
| Formation | Choose a formation appropriate to the music selected |
| Equipment | CD player; one or more music CDs |
| Directions | <ol style="list-style-type: none">1. If school policy allows, you can use music to accompany some or all of the activity bursts. Several sources of children's music are listed in the Resources section at the end of this manual.2. Use faster-paced music for the core activity. If desired, used slower-paced music as part of a cool-down. <p>Variations:</p> <ul style="list-style-type: none">• Use the music to accompany class dances, marches, musical plays, or imaginative activities that encourage physical activity (e.g., having children move like bees to the "Flight of the Bumblebee").• Incorporate music into your lesson plans. For example, have children move to the sound of a classical music selection. Or use world music selections to introduce lessons about people from other cultures. |
| Source | Yale Prevention Research Center |

| | |
|-------------|--|
| | Let's Swim |
| Grade level | K-5 |
| Formation | Students standing at their desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Each time you say a certain word related to swimming, the students perform the action related to that word.2. Increase the intensity level from a medium to a fast pace. <p><u>Movements:</u></p> <p>Front stroke – Students move arms as if to swim forward.</p> <p>Side stroke – Students move arms as if to swim sideways.</p> <p>Back stroke – Students move arms as if to swim backwards.</p> <p>Breast stroke – Students move arms as if to do the breast stroke.</p> <p>Jump in – Students jump into the air and land squatting down to the ground as if to simulate jumping into a pool or lake.</p> <p><u>Intensity Levels:</u></p> <p>Calm waters – Students move at a medium pace.</p> <p>Sharks in the water – Students move at a fast pace.</p> |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| As If | |
|-------------|---|
| Grade level | K-3 |
| Formation | Students standing at their desks |
| Equipment | None |
| Directions | <p>1. Read sentences to the class. Have students act out each sentence for 30 seconds.</p> <p>Jog in place as if a big scary bear is chasing you.</p> <p>Walk forwards as if you're walking through chocolate pudding.</p> <p>Jump in place as if you are popcorn popping.</p> <p>Reach up as if grabbing balloons out of the air.</p> <p>March in place and play the drums as if you're in a marching band.</p> <p>Paint as if the paint brush is attached to your head.</p> <p>Swim as if you are in a giant pool of Jell-O.</p> <p>Move your feet on the floor as if you are ice skating.</p> <p>Shake your body as if you are a wet dog.</p> <p>2. Students may create their own sentences for additional activities.</p> <p>Variation:</p> <ul style="list-style-type: none">• Use a tree map for children to generate additional action words. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| On the Farm | |
|-------------|---|
| Grade level | K-2 |
| Formation | Students standing at their desks or in an open area |
| Equipment | Optional: flash cards or pictures of farm animals |
| Directions | <ol style="list-style-type: none">1. Call out the names of various farm animals (pig, cow, chicken, horse, rooster, sheep, dog). Call out only one name at a time.2. Students will mimic the farm animal (sounds and movement) until you call out the name of a new farm animal. <p>Variation:</p> <ul style="list-style-type: none">• Students call out the names of the animals. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |

| It's a Zoo in Here | |
|--------------------|--|
| Grade level | K-2 |
| Formation | Students standing at their desks or in an open area |
| Equipment | Optional: flash cards or pictures of zoo animals |
| Directions | <ol style="list-style-type: none">1. Call out the names of various zoo animals (monkey, bear, snake, elephant, giraffe, kangaroo, lion, tiger). Call out only one name at a time.2. Students will mimic the zoo animal (sounds and movement) until you call out the name of a new zoo animal. <p>Variation:</p> <ul style="list-style-type: none">• Students call out the names of the animals. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



2. Activity Bursts for Learning and Fitness

What is Physically Active Learning?

Physically active learning, or kinesthetic learning, is commonly translated to mean “hands-on learning” and “learning by doing.” Modalities, or instructional aids, such as “math manipulatives” illustrate this concept. By seeing, handling, moving, grouping, adding and taking away items representing numbers, learners employ multiple modes of perception to process numeric concepts. Physically active learning extends learning experiences beyond sitting and moving tiles around on desks by involving the whole body in actions that give learners opportunities to experience learning and make sense of new concepts and ideas.

Language meaning and word origins can be learned through simple movement activities such as children standing in a circle imitating numbers on a clock face and rotating in a “clockwise” or “counterclockwise” direction. All directional words and concepts, such as over, under, around and through, can be illustrated and reinforced through movement.

Scientific and mathematical concepts lend themselves particularly easily to physically active learning. Learners can develop understanding of relationships through movement by, for example, pacing off dimensions to calculate the area of a space, or standing big and tall or squatting to be short and small. Critical thinking and problem-solving skills are effectively facilitated when students appreciate the hardships faced by Revolutionary War soldiers and the time it took to move military forces when they fill a pack with items a soldier would have carried and wear the pack on a long hike. The learning of technology skills can be facilitated in combination with spatial relationships when learners experience the arrangement of a keyboard by moving around on a gigantic replica of the keyboard laid out in tape on the floor or drawn in chalk on the playground.

Nearly all concepts can be taught and learned in physically active ways. Physically active learning is more fun and engaging than inactive learning and should not be limited to the physical education class. The physical education teacher is a great resource for collaborating on the development of physically active ways to teach just about anything. Physically active learning experiences are memorable to learners. In addition to being enjoyable, the concepts learned in physically active ways help learners to connect their experiences to new learning while providing the experiential foundation and context needed for learning that some children have not yet had. Physically active learning is a “2-fer” – involving the kinesthetic mode will increase learning and retention, and when gross motor activity is incorporated into learning oxygen flow is increased throughout the body, including the brain. It is logical, then, that more oxygen in the brain increases cognitive performance.

In addition to improving performance and infusing fun into academic learning, physically active learning has physical and mental health benefits. Properly managed, physically active learning potentially can improve attendance by making the classroom more engaging and enjoyable, and can produce improvements in behavior, too.



Language Arts

| Alphabet Body Shapes | |
|----------------------|--|
| Grade level | K-2 |
| Subject area | Language Arts |
| Formation | Students standing at their desks or in a circle (with or without partners) |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Say the name of a letter in the alphabet.2. Ask the students to create that letter with their bodies or with a partner.3. After the students create the letter, ask the class for words that start with that letter.4. When you are done with that letter, lead the students in an activity burst of your choice. Then move on to the next letter of the alphabet. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |

| Air Writing | |
|--------------|---|
| Grade level | K-2 |
| Subject area | Language Arts |
| Formation | Students standing at their desks or in small groups. |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Call out the name of an activity (jumping, hopping, marching, etc.). Students will perform this activity by moving in place or around the room.2. Call out a letter, number, word or shape. Students will stop their activity, and draw the letter, number, word or shape in the air using their hand, arm, leg, elbow, knee, or any combination of body parts.3. Call out the name of another activity. The students will perform this new activity until you call out another letter, number, word or shape. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Over, Under, Around and Through | |
|---------------------------------|---|
| Grade level | K-2 |
| Subject area | Language Arts |
| Formation | Students standing at their desks or in a circle |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. To help demonstrate the concept of prepositions, choose a set of activities during which students will go over, under, around, and through imaginary or real objects.2. Lead the line of students around the room, following this pattern for at least 30 seconds each. <p><i>Example</i> – Over a sea of sticky peanut butter, under a tree, through a giraffe's legs</p> <p>Over....</p> <p>A steep mountain A wiggly bridge A thorny bush A rocky path</p> <p>Under...</p> <p>A subway Water A big dog A limbo stick</p> <p>Around ...</p> <p>An elephant A corner A dirty trash can A sleeping giant</p> <p>Through...</p> <p>A creaky door A long tunnel A haunted house A sea of Jell-O</p> |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition</i> July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Stop and Scribble | |
|-------------------|--|
| Grade level | 1-5 |
| Subject area | Language Arts |
| Formation | Students standing at their desks with partners |
| Equipment | Piece of paper and pencil for every 2 students |
| Directions | <ol style="list-style-type: none">1. Call out the name of an exercise (jumping, jogging in place, marching in place, jumping jacks, hopping, knee lifts).2. Students begin the exercise. They continue moving until you call out a spelling word.3. Students stop the exercise. They work in pairs to try to spell the word correctly on a piece of paper.4. After 10 to 15 seconds, calls out a new exercise.5. Continue until all spelling words are used.6. As students cool down, write the correct spelling on the board and have students check their work. <p>Variation:</p> <ul style="list-style-type: none">• Apply the same concept to review spelling words.• Conduct this activity outside, using sidewalk chalk instead of paper and pencil. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Frozen Vocabulary | |
|-------------------|---|
| Grade level | 1-5 |
| Subject area | Language Arts |
| Formation | Students standing at their desks |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Start by having students perform an activity while standing next to their desks (e.g., jogging, jumping jacks, hopping, or knee lifts).2. Students perform this activity for 30 seconds, or until you call out a vocabulary word. Then the students freeze.3. Call on a volunteer to use the vocabulary word properly in a sentence.4. When a student uses the vocabulary word properly in a sentence, all the students resume the physical activity or begin a new activity. <p>Variations:</p> <ol style="list-style-type: none">1. Ask students to define the vocabulary word.2. Ask students to spell the vocabulary word.3. Ask students to name a synonym or antonym of the word.4. For math, students can give the sum, difference, or quotient of 2 numbers. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| 25 Stories | |
|--------------|---|
| Grade level | 3-5 |
| Subject area | Language Arts |
| Formation | Students moving from desk to desk |
| Equipment | One pencil and piece of paper for each student |
| Directions | <ol style="list-style-type: none">1. Students start by writing a couple of lines for a story on a piece of paper on their desk.2. On Cue: When you say “switch” or ring a bell, students perform an activity burst. Then each student moves to the next desk and continues writing the story. Students keep writing until your cue to switch to the next desk.3. Students must initial the paper next to their writing sample.4. At the end of the activity, students who are willing will read their stories out loud. <p>Rules for students:</p> <ul style="list-style-type: none">• Read the previous part of the story you are continuing before adding any new sentences to the story.• Write legibly, and follow grammar rules.• You are not allowed write the same thing on every paper.• You are encouraged to be creative. <p>Variations:</p> <ul style="list-style-type: none">• You can give the students a specific subject to write about.• When a story is read out loud, the class can evaluate together whether it is grammatically correct or follows along with the initial story topic. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| Story Tell | |
|--------------|---|
| Grade level | 3-5 |
| Subject area | Language Arts |
| Formation | Students standing at their desks or moving around the class |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. The teacher and/or students create a story that involves movement.2. After the story is created, the teacher and/or students read the story. The class performs the action words (verbs).3. An initial example of this is "John pulled out his chair, sat down and began to eat." The students simulate pulling out the chair, sitting down, and pretending to eat. <p>Variation:</p> <ul style="list-style-type: none">• Ask the students to perform movements corresponding to certain parts of a sentence. <p>Examples:</p> <p>Do arm circles when you hear a noun. Jump when you hear a verb.</p> <ul style="list-style-type: none">• At some point, when you say "story tell," students must find a new desk or seat at which to sit. The story continues until it is completed. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| Sentence Shape-Up | | | | | | | | | | | | | | | | | |
|-------------------|--|------|---------------|------|-----------------|-----------|----------|---------|------------|--------|---------------|-------------|--------------------|-------------|--------------|--------------|--------------|
| Grade level | 4-5 | | | | | | | | | | | | | | | | |
| Subject area | Language Arts | | | | | | | | | | | | | | | | |
| Formation | Students standing at their desks | | | | | | | | | | | | | | | | |
| Equipment | None | | | | | | | | | | | | | | | | |
| Directions | <p>1. Write the following parts of a sentence and corresponding exercise on the board.</p> <table><tbody><tr><td>Noun</td><td>= Arm circles</td></tr><tr><td>Verb</td><td>= Jumping jacks</td></tr><tr><td>Adjective</td><td>= Lunges</td></tr><tr><td>Pronoun</td><td>= Push ups</td></tr><tr><td>Adverb</td><td>= Arm circles</td></tr><tr><td>Preposition</td><td>= Jogging in place</td></tr><tr><td>Conjunction</td><td>= Knee jumps</td></tr><tr><td>Interjection</td><td>= Hop scotch</td></tr></tbody></table> <p>2. As you slowly read a sentence or point to the words in a created sentence, the students will perform the corresponding exercise. The students will keep performing each exercise until you move on to the next part of the sentence.</p> <p>Example:</p> <ul style="list-style-type: none">• The boy (arm circles) ran (jumping jacks) to the small (lunges) house (arm circles). <p>Variations:</p> <ul style="list-style-type: none">• Use different exercises for variety.• Have the students perform additional exercises that correspond to the punctuation needed in the sentence or paragraph (example: jumping high in the air for an exclamation point). | Noun | = Arm circles | Verb | = Jumping jacks | Adjective | = Lunges | Pronoun | = Push ups | Adverb | = Arm circles | Preposition | = Jogging in place | Conjunction | = Knee jumps | Interjection | = Hop scotch |
| Noun | = Arm circles | | | | | | | | | | | | | | | | |
| Verb | = Jumping jacks | | | | | | | | | | | | | | | | |
| Adjective | = Lunges | | | | | | | | | | | | | | | | |
| Pronoun | = Push ups | | | | | | | | | | | | | | | | |
| Adverb | = Arm circles | | | | | | | | | | | | | | | | |
| Preposition | = Jogging in place | | | | | | | | | | | | | | | | |
| Conjunction | = Knee jumps | | | | | | | | | | | | | | | | |
| Interjection | = Hop scotch | | | | | | | | | | | | | | | | |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools | | | | | | | | | | | | | | | | |



| Relay What You Learn | |
|----------------------|---|
| Grade level | 4-5 |
| Subject area | Language Arts |
| Formation | Students standing in 2 lines / rows |
| Equipment | <ul style="list-style-type: none">Containers labeled with sticky notes according to grammar objectiveCounting chips (poker chips, paper clips, buttons, pennies, etc.)Chart paperMarkersLabeled index cards, or an information list for teacher |
| Directions | <ol style="list-style-type: none">Have students line up in 2 evenly numbered rows, forming teams (extra students can take turns being teacher's helper). The first person in line wears a "start" sign; the last one wears a "finish" sign.Explains that this is a relay race based on spelling/grammar questions and that students are to run (or hop) towards a table and place a chip in the container that corresponds to the correct answer to the question. They are then to run/hop around the perimeter of their side of the room, back to the end of the line and jog in place until the line is finished.Once the relay is completed, review the answers with students and create a tally graph or point chart to compare which side of the relay line placed the most chips in the correct containers.The line that completes the relay first and keeps jogging should receive extra points.Extra points may also be given when a team displays good sportsmanship.The team with the most points is the winning team. <p>Variations:</p> <ul style="list-style-type: none">Containers labeled with vowels (long/short)Parts of grammar (nouns, verbs, adjective, etc.)Rules of grammar (question marks, exclamation point, periods)Homophones (too, two, to, there, their, they're, etc.)Math answers corresponding with math questions |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



Social Studies

| Compass Points | |
|----------------|---|
| Grade level | 2-5 |
| Subject area | Social Studies / Geography |
| Formation | Students standing in an open area, where each student has enough space to move in all 4 directions from a central point |
| Equipment | Chart of a compass face (large enough for students to see) |
| Directions | <ol style="list-style-type: none">1. Begin by instructing the class on how a compass works. Explain the concepts of North, East, South, and West, and their variations (Northeast, Northwest, Southeast, and Southwest).2. Arrange the students so each one is facing you and has enough space to move in all 4 directions from a central point. Tell the students that this will be their starting point.3. Call out various directions: “South”, “Northwest,” etc. The students must quickly face in the proper direction and jump in that direction, then jump back to return to the starting point.4. If any students have incorrect “answers,” have them return to the starting point, and then call out the direction a second time. If they still miss the answer, explain that if they are facing north, their right side is to the east, their backs are to the south, and their left side is to the west. <p>Variations:</p> <ul style="list-style-type: none">• If space allows, vary the instructions with each new direction on the compass. For example, “north jump two times, or south 4 steps.”• Alternate the caller (first the teacher, then a student). |
| Source | Adapted from Brain Breaks , an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Michael Bucholtz, University of Michigan. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08. |



| Geography Stretch | |
|-------------------|---|
| Grade level | 2-5 |
| Subject area | Social Studies / Geography |
| Formation | Students standing by their desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Name a geographic location, and have the students stretch or step in that direction. For each location, state whether to move relative to where they are, or relative to another geographic location.2. Students stretch or step:<ul style="list-style-type: none">To the right for westTo the left for eastUp high for northDown low for south <p>Examples: Stretching arms forward, backward, to the left, to the right Stepping one foot forward, backward, to the left, to the right</p> <p>Variations:</p> <ul style="list-style-type: none">• Stretching to the East = stretching left side of body Stretching to the West = stretching right side of body• The further the distance between locations, the longer the stretch or step<ul style="list-style-type: none">10 second stretch = Distance less than 100 miles20 second stretch = Distance more than 100 miles30 second stretch = Distance more than 1000 miles <p>Examples: 10 second stretch = Maine to New Hampshire 30 second stretch = Maine to California</p> |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| Impersonate the State | |
|--|---|
| Grade level | 4-5 |
| Subject area | Social Studies / Geography |
| Formation | Students standing at desks or in a circle |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Collect information on your state or another state. Look for activities unique to that state that may be familiar to your students (e.g., hiking the Grand Canyon in Arizona). If you're not sure where to find this information, try an internet search for that state's office of tourism.2. Create a list of activities that the students can physically act out. Lead the class on an imaginary tour of that state. Let the students act out each activity for at least 30 seconds. When they are done, ask the students to guess which state they are "touring." |
| <p>Example 1: California Dreamin'</p> <p>March across the Golden Gate Bridge. Surf in the Pacific Ocean. Climb up a Redwood Tree. Pretend you're an actor and wave to all your fans. Stomp the grapes / pick the oranges. Ski on the Sierra Nevadas. Climb Mount Whitney. Crawl through the Death Valley Desert.</p> | |
| <p>Example 2: Travel the Tarheel State (North Carolina)</p> <p>Hike the Appalachian Trail. Whitewater raft on the Nantahala River. Fish at the Outer Banks. Go swimming in the Atlantic Ocean. Fly a kite at Kitty Hawk. March like a soldier from Fort Bragg. Drive a racecar around the Rockingham Raceway. Climb to the top of Cape Hatteras Lighthouse.</p> | |
| <p>Variation:</p> <ul style="list-style-type: none">• Assign one state to each student, or to groups of students. Ask them to create a list of activities for that state. Then have each student or group of students lead the class on the "tour" of that state. | |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Living History | |
|--|---|
| Grade level | 4-5 |
| Subject area | Social Studies / History |
| Formation | Students standing in an open area |
| Equipment | None, or props relative to the history lesson (if they are safe to use) |
| Directions | <ol style="list-style-type: none">1. Choose an American history or world history lesson that you plan to teach. Decide how to relate it to an opportunity for students to act out the lesson in a memorable way, while allowing them to be physically active.2. Review the history lesson with the class.3. Give students the opportunity to physically act out what the people in the history lesson would have experienced. |
| Example 1: Revolutionary War Fill a pack with items that a soldier might have carried. Carry and wear the pack on a long “hike.” Cross the Delaware River in cold weather. | |
| Example 2: Pioneers heading to the western U.S. March along / ride along a trail. Stop to get water from a stream. Chop wood to create a campfire. Wash your clothes in a stream. | |
| Example 3: Pony Express Ride on horseback to the first stop on the mail delivery route. Change horses/riders at this stop. Move on to the next stop. Deliver a large sack of mail at the final destination. | |
| Source | Yale Prevention Research Center, based on a suggestion from teachers in the Independence School District in Missouri |



Music

NOTE: You can find other ideas for music in the Resources section.

| Move to the Front | |
|-------------------|---|
| Grade level | K-2 |
| Subject area | Music |
| Formation | Students standing in a line |
| Equipment | A drum, whistle, or any other musical instrument |
| Directions | <ol style="list-style-type: none">1. Have the students line up one in front of the other. The student in the front of the line is the engine. The student in the back is the caboose.2. The student who is the engine can lead the other students wherever he/she wants to take them. Tell students that when they are the engine, they need to pay attention to where they are going, and to keep in mind what everyone else is doing.3. While the engine is leading the class around, the teacher bangs on a drum or plays a musical instrument.4. When the teacher picks up the beat, the caboose goes to the front of the line and becomes the engine. <p>Variations</p> <ul style="list-style-type: none">• If the students are well behaved, you could have the students who become the “engine” pick a new locomotor movement every time they come up to the front of the line. If they are doing well with this method, they could have many lines with each of the lines having an engine and a caboose.• To make this activity easier for younger students, use two different noises - one beat to march by and a different signal (i.e. a bell, whistle, hand clap) to signal a change in leaders.• Try using two lines as a double train to allow for more changes to be the leader. |
| Source | Adapted from Brain Breaks , an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Aaron Walter of the University of Michigan and Dan Nichols of Plain Elementary School in Simpsonville, SC. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08. |



| Old McDonald | |
|--------------|---|
| Grade level | K-2 |
| Subject area | Music |
| Formation | Students in an open space with plenty of room |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Tell the students to stand up. Allow ample space for each student to perform the activity bursts.2. Sing a variation of the song “Old McDonald” beginning with the first verse below. <i>Example of first verse</i> Old (Teacher’s name) had a class, E-I-E-I-O And in that class they did some jumping jacks E-I-E-I-O With a jumping jack here and a jumping jack there Here a jumping jack There a jumping jack Everywhere a jumping jack Old (Teacher’s name) had a class, E-I-E-I-O <p><i>Ideas for activities</i></p> <p>Jumping jacks Hop Skip</p> <ol style="list-style-type: none">3. Repeat with a new verse and corresponding activity. <p>Adaptation</p> <ul style="list-style-type: none">• Students who are hearing-impaired can read the words to the song. If they have some ability to hear, they can stand close to the teacher to hear the song better. |
| Source | Adapted from Brain Breaks , an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Shelly West of the University of Michigan. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08. |



| Marching Band | |
|---------------|---|
| Grade level | K-5 |
| Subject area | Music |
| Formation | Students standing in groups in open areas of the classroom |
| Equipment | (1) Tape or CD player; (2) marching song such as "76 Trombones" (3) optional toy instruments or musical instruments |
| Directions | <ol style="list-style-type: none">1. Have the students pretend they are in a marching band. Designate an area of the classroom for each section of the band; students can choose an instrument from that section.2. Tell the students to march in place while pretending to play the instrument they have selected. They will start by marching in place fast as if they were coming out onto the field.3. When the song begins the students will "play" their instruments while marching for about 4 to 5 minutes. |
| Variations: | <ul style="list-style-type: none">• Use the activity to introduce the different instruments of a band and the sounds they make. Have the students listen for which instruments are more prominent than others. Try replicating the marching beat of the song to increase counting and rhythmic skills.• (<i>Grades 3-5</i>) To incorporate music education, discuss the background of the song before engaging the students in the activity. For example, if using a march by John Philip Souza, talk about his career as a famous composer, his reputation as the "March King," and how he wrote the national march "The Stars and Stripes Forever." You can also discuss the time period in which the song was written. Have the students think about what the march was intended for - i.e., a military march, a parade, etc. |
| Adaptations: | <ul style="list-style-type: none">• Students with lower body limitations can focus on playing the drums.• Students who are hearing impaired can pretend to be the band director, or play instruments to feel the vibrations of the music. |
| Source | Adapted from Brain Breaks , an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Bakara Oni Lewis, University of Michigan. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08. |



Math

| Numbered Wall Touches | |
|-----------------------|--|
| Grade level | 1-3 |
| Subject area | Math |
| Formation | Students lined up in the center of the room or down the middle of the hallway |
| Equipment | Masking tape, paper |
| Directions | <ol style="list-style-type: none">1. Place a long strip of masking tape (long enough for all the students to stand on) either in the center of the classroom or down the middle of the hallway.2. Tape pieces of paper with odd numbers on one side of the wall. Do the same with the even numbers on the opposite wall.3. Have the students stand on the tape facing you.4. Explain that you will call out either an odd or an even number each time, and that examples of odd and even numbers are taped to the wall for visual clues.5. When you call out a number, the students should side shuffle to the correct side of the room or hallway, touch the wall, then side shuffle back to the midline. <p>Variations:</p> <ul style="list-style-type: none">• Vary the level of physical activity by using a variety of activities (hopping, walking, etc.).• Hold up a paper with the number written on it for a visual clue.• To illustrate the concept of odd vs. even numbers, choose an odd number such as 5. Ask 5 children to come to the front of the room and pair up. You will have 2 pairs of 2 children and 1 odd person without a pair. For every odd number, there will always be one person who will not be teamed with someone.• For older children, you could use this activity as a review or a test by having them call out the multiples of the number that you gave them as they moved towards the wall. (Example: $9 \times 3 = 27$) |
| Source | Adapted from Brain Breaks , an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Tom Weinmann and Albion College. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08. |



| Inches, Feet and Yards, Oh My! | |
|--------------------------------|--|
| Grade level | 1-4 |
| Subject area | Math |
| Formation | Students lined up around the perimeter of the room, or standing at desks |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent “inches” or “small.”2. Have students place one foot in front of the other to represent “feet” or “medium.”3. Have students take one giant step forward or backward to represent “yards” or “large.”4. Call out different measurements: Example—Move forward 2 feet, back 5 inches, sideways 1 yard.5. Have all students move in the same direction.6. Have students jump and stretch between measurements for at least 30 seconds. <p>Variations:</p> <ul style="list-style-type: none">• Add directions (right, left, forward, back).• Use the metric system with older students. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Math and Movement | |
|-------------------|---|
| Grade level | 1-5 |
| Subject area | Math |
| Formation | Students standing in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Arrange students so each one has enough space to perform an activity burst.2. Students recite equations while performing the activity. <p>Grades 1-2</p> <p>1 + 1 = 2, that's true 2 + 2 = 4, close the door 3 + 3 = 6, pick up sticks 4 + 4 = 8, that's great 5 + 5 = 10, clean the den 6 + 6 = 12, put up shelves 7 + 7 = 14, that's keen 8 + 8 = 16, looking lean 9 + 9 = 18, time to clean 10 + 10 = 20, that's plenty</p> <p>Grades 3-5</p> <p>1 x 1 = 1, that's fun 2 x 2 = 4, let's do more 3 x 3 = 9, that's fine 4 x 4 = 16, eat your greens 5 x 5 = 25, exercise you'll stay alive 6 x 6 = 36, no tricks 7 x 7 = 49, time to shine 8 x 8 = 64, close the drawer 9 x 9 = 81, almost done 10 x 10 = 100, that's it</p> <p>Variation:</p> <ul style="list-style-type: none">• Insert other math problems into this format. |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



| Math Stations | |
|--|---|
| Grade level | 3-5 |
| Subject area | Math |
| Formation | Students in teams at 5 activity stations |
| Equipment | Math exercise cards created before hand |
| Directions | <ol style="list-style-type: none">1. Create a set of 5 cards, each with a math problem that represents what students are currently learning in class. Make the math problems appropriate to the grade level you are teaching.2. Divide the class into five teams 1 through 5, to use the 5 activity stations. Each station will be assigned to 1 exercise.3. Each team goes to its designated station and reads the math question at the station. Once the team members decide on the answer, they must perform the designated exercise for the number of times representing that answer.4. When all the teams have performed the answer, say “switch” (or another designated cue). The teams rotate clockwise to the next station and perform the exercise.5. Continue until all 5 stations are completed. |
| Example of Cards: | |
| Station 1: $(5 + 23) / 2$ = Jogging in place (Answer = 14) | |
| Station 2: $(34 + 4) / 2$ = Jumping Jacks (Answer = 19) | |
| Station 3: $(7 \times 7) - 19$ = Arm circles (Answer = 30) | |
| Station 4: $(2 + 2) + (5 \times 5) - 9$ = Lunges (Answer = 20) | |
| Station 5: $25 - 13$ = Squat jump (Answer = 12) | |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools |



Science

| Leaf Line | |
|--------------|---|
| Grade level | K-5 |
| Subject area | Science |
| Formation | Students standing in groups in an open space in the classroom |
| Equipment | Leaves brought from home (1 leaf per child) |
| Directions | <ol style="list-style-type: none">1. Assign students in advance to bring in a leaf that has fallen from a tree (have several extra leaves available in case students have forgotten them). Alternatively, collect leaves from different types of trees in the school yard.2. Have students get into groups based on the type and/or size of leaves. If they are grouped based on the size of leaves, ask them to line up in order from the smallest to the largest leaf.3. Have students move to groups based on leaf color, shape, and texture. Discuss the differences among the leaves.4. (For grades 3-5) Have students try to identify what type of tree each leaf came from. Discuss the types of trees in class.5. In between discussions, students can act out the following for at least 1-2 minutes each while running in place.<ul style="list-style-type: none">• Tree swaying in the wind• Tree during a thunderstorm or hurricane• Tree weighted down with snow |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Space Jam | |
|--------------|---|
| Grade level | 1-3 |
| Subject area | Science |
| Formation | Students standing at desks or in an open area |
| Equipment | None |
| Directions | <ol style="list-style-type: none">1. Read the story to the students and have them identify each verb or “action” word. Pause while they act out each verb in place for 15 seconds.2. Continue until the end of the story. <p>Hi, my name is Zippy and I live on a space station. Today, I'll lead you on a tour through space. Let's put on our moon boots to walk through space.</p> <p>The first stop is Mercury, the closest planet to the sun. Mercury is very hot so, OUCH, be careful and step quickly so your feet don't burn. Mercury has many craters. On the count of 3, let's jump into a crater. 1 – 2 – 3, JUMP! Climb out so we can march to Venus.</p> <p>Venus is the second planet from the sun. It has very strong winds and volcanoes. See if you can walk in the wind without blowing over. A lot of its surface is covered with lava...here comes some . . . RUN!</p> <p>The next stop is Earth, the third planet from the sun. 71% of the Earth's surface is water, so hop in and start swimming.</p> <p>Our next stop is Mars, known as the red planet. The largest mountain in space is located on Mars. See if you can climb to the top!</p> <p>Jupiter is the fifth planet from the sun. It's made up of mostly gas and clouds. Find a cloud and see if you can float on it.</p> <p>Saturn is the sixth planet. It has a rocky core and lots of ice. WHOA, there's a huge piece of ice, be careful and slide across it. There are rings of gases around Saturn. Hop on one of these rings and spin in circles.</p> <p>Uranus is our next stop. It has a small rocky core. Can everyone tiptoe across Uranus watching out for the ice?</p> <p>On to Neptune. It has four rings and big storms with fast winds. It also has 13 moons. Quick, duck! Here comes a moon, move to the left so you don't get hit.</p> <p>Pluto, our last stop, is the furthest from the sun. It's so small that some people don't count it as a planet. It's a cold place because it's SO FAR from the sun. Shiver and rub your hands together to stay warm.</p> <p>This ends our tour of space. Let's hop back to the space station.</p> |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Planetary Fitness | | | | | | | | | | | | | | | | | | | |
|-------------------|--|---------|----------------|-------|-----------------|-------|--------------|------|----------|---------|------------------|--------|---------------|--------|----------|---------|---------------|--------|----------------|
| Grade level | 4-5 | | | | | | | | | | | | | | | | | | |
| Subject area | Science | | | | | | | | | | | | | | | | | | |
| Formation | Students standing in a designated area, with room to move | | | | | | | | | | | | | | | | | | |
| Equipment | None | | | | | | | | | | | | | | | | | | |
| Directions | <ol style="list-style-type: none">1. Ask the students to stand in a designated area.2. On the board, name and number each planet in order of its distance from the sun.<table><tbody><tr><td>Mercury</td><td>1</td></tr><tr><td>Venus</td><td>2</td></tr><tr><td>Earth</td><td>3</td></tr><tr><td>Mars</td><td>4</td></tr><tr><td>Jupiter</td><td>5</td></tr><tr><td>Saturn</td><td>6</td></tr><tr><td>Uranus</td><td>7</td></tr><tr><td>Neptune</td><td>8</td></tr><tr><td>Pluto*</td><td>9</td></tr></tbody></table>3. Assign a particular type of activity (such as a jumping jack, squat thrust, etc.) for each planet. For each “number” of the planet, have the students perform that number of repetitions (reps) of the assigned activity for that planet. | Mercury | 1 | Venus | 2 | Earth | 3 | Mars | 4 | Jupiter | 5 | Saturn | 6 | Uranus | 7 | Neptune | 8 | Pluto* | 9 |
| Mercury | 1 | | | | | | | | | | | | | | | | | | |
| Venus | 2 | | | | | | | | | | | | | | | | | | |
| Earth | 3 | | | | | | | | | | | | | | | | | | |
| Mars | 4 | | | | | | | | | | | | | | | | | | |
| Jupiter | 5 | | | | | | | | | | | | | | | | | | |
| Saturn | 6 | | | | | | | | | | | | | | | | | | |
| Uranus | 7 | | | | | | | | | | | | | | | | | | |
| Neptune | 8 | | | | | | | | | | | | | | | | | | |
| Pluto* | 9 | | | | | | | | | | | | | | | | | | |
| | <p>Example:</p> <table><tbody><tr><td>Mercury</td><td>1 jumping jack</td></tr><tr><td>Venus</td><td>2 squat thrusts</td></tr><tr><td>Earth</td><td>3 knee jumps</td></tr><tr><td>Mars</td><td>4 lunges</td></tr><tr><td>Jupiter</td><td>5 hops on 1 foot</td></tr><tr><td>Saturn</td><td>6 arm circles</td></tr><tr><td>Uranus</td><td>7 squats</td></tr><tr><td>Neptune</td><td>8 side slides</td></tr><tr><td>Pluto*</td><td>9 hop scotches</td></tr></tbody></table> | Mercury | 1 jumping jack | Venus | 2 squat thrusts | Earth | 3 knee jumps | Mars | 4 lunges | Jupiter | 5 hops on 1 foot | Saturn | 6 arm circles | Uranus | 7 squats | Neptune | 8 side slides | Pluto* | 9 hop scotches |
| Mercury | 1 jumping jack | | | | | | | | | | | | | | | | | | |
| Venus | 2 squat thrusts | | | | | | | | | | | | | | | | | | |
| Earth | 3 knee jumps | | | | | | | | | | | | | | | | | | |
| Mars | 4 lunges | | | | | | | | | | | | | | | | | | |
| Jupiter | 5 hops on 1 foot | | | | | | | | | | | | | | | | | | |
| Saturn | 6 arm circles | | | | | | | | | | | | | | | | | | |
| Uranus | 7 squats | | | | | | | | | | | | | | | | | | |
| Neptune | 8 side slides | | | | | | | | | | | | | | | | | | |
| Pluto* | 9 hop scotches | | | | | | | | | | | | | | | | | | |
| | <p>* NOTE: According to recent scientific consensus, Pluto is no longer considered a planet. However, you may want to include Pluto and use this as an opportunity to discuss Pluto.</p> | | | | | | | | | | | | | | | | | | |
| Source | Marvin Christley, physical education teacher, New Haven Public Schools | | | | | | | | | | | | | | | | | | |



| Jump Start Your Heart | | | | | | | | | | | | | |
|-----------------------|--|----------------|--------------|-------------------|------------|---------|---------------|---------------|----------------------|------------------|-------|--------|----------------------|
| Grade level | 4-5 | | | | | | | | | | | | |
| Subject area | Science | | | | | | | | | | | | |
| Formation | 6 groups of students, each at a different activity station | | | | | | | | | | | | |
| Equipment | 6 pieces of paper labeled with the parts of the heart and corresponding assignment for physical activity | | | | | | | | | | | | |
| Directions | <ol style="list-style-type: none">1. Discuss the role of the heart as a pump for the body. The blood travels from the right atrium to the right ventricle. From there it travels to the lungs and back to the left atrium. It then travels to the left ventricle. From there it goes to the rest of the body, and back to the right atrium. This process repeats itself over and over.2. Label 6 activity stations with the following names / activities:<table><tbody><tr><td>• Right atrium</td><td>Jog in place</td></tr><tr><td>• Right ventricle</td><td>Shadow box</td></tr><tr><td>• Lungs</td><td>Jumping jacks</td></tr><tr><td>• Left atrium</td><td>Pretend to jump rope</td></tr><tr><td>• Left ventricle</td><td>Squat</td></tr><tr><td>• Body</td><td>Pretend to chop wood</td></tr></tbody></table> <p>Write the following information on the board:</p> <p>Right Atrium → Right Ventricle → Lungs → Left Atrium → Left Ventricle → Body</p> <ol style="list-style-type: none">3. Send groups of students to each station.4. Call out “start your heart” and have students practice the activity that corresponds to their respective stations. Then have them stop.5. Call out “blood flow.” One by one, in the order listed above, each group performs the activity corresponding to that part of the heart.6. Rotate the groups of students to the next activity stations.7. Call out “start your heart” after students have moved to new location.8. Continue until all groups of students have gone to each station. <p>Variations:</p> <ul style="list-style-type: none">• Have students demonstrate other physical activities that can help strengthen the heart (jumping, swimming, jogging, etc.). | • Right atrium | Jog in place | • Right ventricle | Shadow box | • Lungs | Jumping jacks | • Left atrium | Pretend to jump rope | • Left ventricle | Squat | • Body | Pretend to chop wood |
| • Right atrium | Jog in place | | | | | | | | | | | | |
| • Right ventricle | Shadow box | | | | | | | | | | | | |
| • Lungs | Jumping jacks | | | | | | | | | | | | |
| • Left atrium | Pretend to jump rope | | | | | | | | | | | | |
| • Left ventricle | Squat | | | | | | | | | | | | |
| • Body | Pretend to chop wood | | | | | | | | | | | | |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html | | | | | | | | | | | | |



In a Heartbeat

| Grade level | 4-5 | | | | | | |
|---|--|-----|--------------------|-----------|----|------------|----|
| Subject area | Science | | | | | | |
| Formation | Students standing near their desks, with room to move | | | | | | |
| Equipment | A watch that counts in seconds; pencils and paper to record heartbeat | | | | | | |
| Directions | <ol style="list-style-type: none">1. Explain how the heart works. Relate this to physical activity and cardiovascular fitness.2. Teach the students how to locate and count their pulse.<ol style="list-style-type: none">A Have them place their fingers on their wrist, or neck.B. Tell them to count the number of beats for 10 seconds. While the students count their pulse, time them for 10 seconds.C. Tell them to multiply this number by 6 to get their heart rate in beats per minute. The product represents their resting heart rate. | | | | | | |
| | | | | | | | |
| <p>Average Resting Heart Rate for Children*</p> <table border="1"><thead><tr><th>Age</th><th>Resting Heart Rate</th></tr></thead><tbody><tr><td>5-7 years</td><td>65</td></tr><tr><td>8-11 years</td><td>62</td></tr></tbody></table> | | Age | Resting Heart Rate | 5-7 years | 65 | 8-11 years | 62 |
| Age | Resting Heart Rate | | | | | | |
| 5-7 years | 65 | | | | | | |
| 8-11 years | 62 | | | | | | |
| <p>* Source: Horizon Blue Cross Blue Shield of New Jersey. Accessed from the website www.horizonblue.com/shapeitup/siu_heart_rate.asp on 4/9/08</p> | | | | | | | |
| <p><i>CONTINUED ON THE NEXT PAGE....</i></p> | | | | | | | |



3. Explain the concept of a **target heart rate**.*

A target heart rates let you measure your initial fitness level and monitor your progress in a fitness program. This approach requires measuring your pulse periodically as you exercise and staying within 50 to 85 percent of your maximum heart rate. This range is called your **target heart rate**.

*Source: American Heart Association, www.americanheart.org

TARGET HEART RATE

Count the number of heartbeats for 10 seconds.

Multiply this number by 6.

| Age | Minimum Heart Rate Range | Training Heart Rate Range | Maximum Heart Rate Range |
|-----------|--------------------------|---------------------------|--------------------------|
| | 60% | 70% | 80% |
| 7 | 127 | 170 | 213 |
| 8 | 127 | 169 | 212 |
| 9 | 126 | 168 | 211 |
| 10 | 126 | 168 | 210 |
| 11 | 125 | 167 | 209 |
| 12 | 124 | 166 | 208 |

4. Engage in different kinds of exercises for specific periods of time (for example, 2 minutes per exercise). Upon completion of each exercise have students count their pulse again for 10 seconds, and multiply this number by 6 to get their heart rate.
5. Ask the students to compare their resting heart rate to their heart rate after each exercise.

Source

Adapted from **Brain Breaks**, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Beth Barrett, University of Michigan. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08.



Health

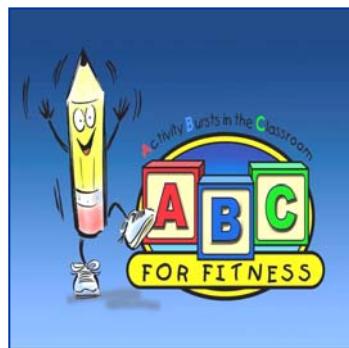
| Go Bananas! | |
|--------------|---|
| Grade level | K-2 |
| Subject area | Health |
| Formation | Students standing at desks |
| Equipment | Barrel of monkeys Optional: trail of paper bananas |
| Directions | <ol style="list-style-type: none">1. Empty the barrel of monkeys.2. Pick up one monkey. Each time, say GO BANANAS!3. Students jump as high as they can one time, then GO BANANAS by wiggling their bodies in all directions or imitating a monkey.4. Continue to pick up one monkey at a time and say GO BANANAS! while students perform the corresponding activity.5. Discuss bananas and how unique they are:<ul style="list-style-type: none">• Color• Peel• Shape• Nutritional value• Snack ideas• Where they grow <p>Variation:</p> <ul style="list-style-type: none">• Make a trail of paper bananas. Have the students follow the trail using different types of movements: marching, hopping, etc. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities, 3rd Edition July 2006</i> . North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| Heart Smart | |
|--------------|---|
| Grade level | 3-5 |
| Subject area | Health |
| Formation | Students standing near their desks or in an open area |
| Equipment | None |
| Directions | <p>1. Discuss the heart:</p> <p>Where is it located? Left side of the chest. What size is it? Size of a fist. Function? Deliver blood to the body. What strengthens the heart? Jumping, swimming, jogging. (Students will act out each activity) What weakens the heart? Inactivity, smoking, unhealthy diet.</p> <p>2. Call out the name of a habit that strengthens or weakens the heart.</p> <p>If the habit strengthens the heart, students will respond by jumping for 15 seconds.</p> <p>If the habit weakens the heart, students will respond by squatting for a few seconds.</p> <p>Riding a bike - jump Watching TV all the time- squat Walking your dog - jump Smoking cigarettes – squat Dancing with your friends – jump Skating – jump Never eating fruits/vegetables – squat Shooting baskets – jump Playing PlayStation all the time – squat Eating fast food – squat Raking the leaves - jump Taking the stairs – jump Taking the elevator – squat Swimming – jump</p> <p>Variation:</p> <ul style="list-style-type: none">• Have students think about their own habits and how they might affect their hearts. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



| What's for Dinner? | |
|--------------------|---|
| Grade level | 3-5 |
| Subject area | Health |
| Formation | Students sitting at / standing next to their desks |
| Equipment | Paper plates (1 per student), crayons, markers |
| Directions | <ol style="list-style-type: none">1. Give each student 1 plate.2. Students will draw a nutritious or typical meal on their plates.3. Students will then choose a partner and stand up at their desks. One partner will hold both plates.4. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates for 30 seconds.5. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds. <p>Examples</p> <p>Waving plates up and down in front of body Swimming underwater using plates for fins Jumping jacks while holding plates</p> <ol style="list-style-type: none">6. Students repeat variations of movements.7. Have students return to desks with their own plates.8. Discuss a nutrition concept such as healthy food choices or portion sizes. Have students identify the healthful foods that they drew on their plates. |
| Source | Adapted from <i>Energizers Classroom-Based Physical Activities</i> , 3 rd Edition July 2006. North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: www.ncpe4me.com/energizers.html |



Chapter 5

Resources



Physically Active Learning Resources

The following resources are available free of charge from the internet.

Brain Breaks

WEBSITE: www.emc.cmich.edu/BrainBreaks

Brain Breaks is an online resource for elementary classroom teachers, with activities designed to help incorporate physical activity into language arts, music, math, science, and social studies lessons. Developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance, Albion College, Concordia College, and the University of Michigan.

CircusFit

WEBSITE: www.circusfit.com

Ringling Bros. CircusFit lessons combine health and science information with physical movement and exercise so that fitness can be integrated into almost any curriculum or time frame. Each lesson features a *CircusFit* character and “Word of the Day,” allowing teachers to incorporate character education and vocabulary building with fitness development.

Energizers

WEBSITE: www.ncpe4me.com/energizers.html

Energizers are classroom-based physical activities that integrate physical activity with academic concepts. These are short activities that classroom teachers can use. There are different sets of activities available for elementary and middle school classes. Provided by the North Carolina Department of Public Instruction.

Health E Tips - Just-A-Minute (JAM) School Program

WEBSITE: www.healthetips.com/jam-program.php

The *JAM School Program* brings health education and daily activity into the classroom. JAM is designed to teach healthier lifestyle habits to children and adults. It delivers a weekly 1-minute exercise routine (the JAMmin’ Minute) and a monthly health newsletter (Health-E-Tips).

Move in the Classroom

WEBSITE: www.moveintheclassroom.com

This website provides a set of quick one-sentence tips to incorporate physical activity into various subject areas (art, language arts, math, psychology, science, social studies, speech communication, and foreign languages). Provided by Julian Reed, EdD, Assistant Professor of Health and Exercise Science at Furman University, Greenville SC.



Music Resources

If school policy allows, you may want to use music to accompany some of the activity bursts. A few suggestions are listed below (we recommend that you preview samples of music prior to purchase to determine if they are appropriate for your students). Some teachers have also used classical music selections.

Kimbo Educational

WEBSITE: www.kimboed.com

Kimbo is a children's educational music company that publishes CDs and DVDs for learning, fitness and fun. CDs are available for a variety of exercise themes such as dance, aerobics & exercise, marches & rhythms, musical play, and yoga for children.

Laurie Berkner Band

WEBSITE: www.twotomatoes.com/site

Laurie's CDs and DVDs can be ordered from the website or by calling 877- 687-4277. Songs range from catchy tunes with fun themes like dinosaurs, bumble bees, or goldfish to old favorites such as "She'll be Comin' Round the Mountain" and "The Erie Canal."

Putumayo Kids

WEBSITE: www.putumayo.com/en/putumayo_kids.htm

Putumayo Kids introduces children to other cultures by using fun, upbeat music from around the world. Examples include African, Asian, Caribbean, Celtic, French, Hawaiian, and Latin music. It offers multicultural activity kits and CDs for use in the classroom.

Songs for Teaching

WEBSITE: www.songsforteaching.com

Educational experts provide tested ideas for using music in lesson plans - many with lyrics, sound clips, and teaching suggestions. This site contains pages for teachers to peruse. Innovative teachers share their classroom pointers and extension activities using children's music. Songs from a wide variety of artists are presented by academic subject.

Station to Station Music

WEBSITE: <http://store.shopstationpe.com/sttostcd.html>

Station to Station CDs are formatted to manage student movement. Divide the room into stations and start the music. When the music stops, the students stop and rotate to the next station. When the music starts again, the students begin to move. Several selections are available, including classical, country, hip hop, jazz, Latin, pop, and world music.



Pedometers

Pedometers are an optional addition to this program. You may be able to arrange for companies or organizations to donate pedometers for your class (ask a local store or sport supply center that sells them). If you are unable to arrange for a donation, you can hold a fund-raiser to cover costs. You don't need a fancy version that monitors heart rate or calculates calories burned.

Once you have obtained the pedometers, there are many fun ways that you can use them in your class and school. Here are some guidelines:

1. Give each child a pedometer and set it up according to the directions. The pedometer is set according to the length of the child's stride.
2. Once you have set up the pedometers, have students attach them to their belt, or to their pants at waist level.
3. Develop a chart with the child's name and a place to record number of steps taken each day (see example below). You can either check their pedometer readings each morning and chart it, or ask their parents to chart the number of steps each night, re-set the pedometer for the next morning, and offer them encouragement.
4. In the classroom, create a bulletin board with the goal stated clearly. Update the board weekly with either the distance traveled or number of steps that each child took. Use stickers or pens to track progress across your state, or to the moon.
5. Set realistic goals for the next week, with tips to increase distance. Distribute medals to the highest achievers.
6. You can also create healthy competitions with other classes or schools as you race to your destination. Examples are simulating a walk across your state, or the distance of an historic trail traveled by pioneers. Local vendors can donate prizes in exchange for publicity from the competition.

DAILY DISTANCE LOG

1. Once you are dressed for the day, attach the step counter to your clothing.
2. If you change clothes, put the pedometer on your new set of clothing.
3. If you take a shower, remove the pedometer.
4. Just before you go to bed, record the distance on the pedometer. Re-set it to 0.

| Day | Date | Day of the week | Distance traveled |
|-----|------|-----------------|-------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |



FitDeck® Jr. Cards



The drawings of children exercising that appear in this manual were used with permission from Phil Black, inventor of FitDeck® cards for children and adults. FitDeck Jr.® is a 50-card exercise regimen for children ages 5 to 16 years. The exercises call for basic body movements and require no equipment. Each card contains illustrations and instructions for 50 different upper, middle, lower and full body exercises. Samples of the cards are shown on the next page.

The cards are colorful and fun, and the exercises have kid-friendly names like “Inchworm,” “Snow Angels,” “Flamingo,” and “Red Rover.” Also included is a booklet with 70 FitDeck Jr. games that can be played alone, with a friend, parent, teacher, or in a large group setting.

If you want to use these cards to provide more ideas for activity bursts, you can order them from the FitDeck® website at <http://fitdeck.com> or from other websites such as www.Amazon.com.

ABC for Fitness™ teachers qualify for a 15% discount!

If you order FitDeck® cards from the website <http://fitdeck.com>, you can receive a 15% discount by typing “ABC” in the coupon discount code area when you reach the “checkout” step of the order process. See example below.

Enter your coupon name to receive a discount

Coupon Discount • •



Samples of FitDeck Jr® Cards

The actual size of each card is larger than the samples shown below.

