



Continuing Education and Local Support for Schools (CELSS) Resource Manual

Physical Activities for Classroom and Outdoors

The Feelings Hop

(Available for free download at <http://www.pecentral.org/lessonideas/viewLesson.asp?ID=1636>)

Grade Level: K-2

Formation: Hopping in a central activity area

Equipment Needed: A "Feelings Board" for each student in the class (see directions on how to make a "Feelings Board").

Purpose of Activity: To allow the students to express their emotions. To allow the students to explore the feelings associated with different real-life situations. To allow the students to practice the skill of hopping.

Setup: Directions for Making a Feelings Board: A Feeling Board is easily made by drawing a line down the middle of one side of poster board or large piece of paper. Draw or glue a smiley face on one side of the board and a frown on the other side. It is strongly recommended that the boards be laminated for durability. The only prerequisite for this activity is that the students know that a smiley face symbolizes happiness, whereas a frown symbolizes sadness. The students should review the basic cues in the skill of hopping.

Directions:

1. Have each student find their own space. Remind them that they must remain in their own personal space throughout the activity.
2. Give each student a Feelings Board. Review the skill of hopping.
3. Call out an event such as "I am having a birthday party!"
4. Have the students hop in different ways on the face which shows the feelings they would have if they were having a birthday party.
5. Continue giving different situations and have the students hop to whichever face symbolizes how they would feel in that situation.
6. Different types of hops can include hoping on the right/left foot, hopping at a high, medium, or low level, hopping hard/soft, fast/slow, etc...
7. Use other movement concepts to express emotion, i.e., Sad would be hopping slowly at a low level, Happy might be hopping quickly and lightly, Mad might be hopping in a zigzag pathway with strong force, while still traveling toward one of the smiley faces.
8. End the activity by discussing the importance of expressing their feelings.

Variations:

For older students, make a more in-depth Feelings Board. Feelings could include happiness, sadness, fear, surprise, or confusion.

Assessment Ideas:

Have the students list different situations that make them happy and different situations that make them sad.

Have the students discuss how hopping is used in different games and activities.

Adaptations for Students with Disabilities:

For students with disabilities, the physical skill could be changed from the locomotor skill of hopping to the nonlocomotor skill of stretching.

Physical Activities for Classroom and Outdoors

Go Bananas

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade Level: K-2

Formation: Standing at desks

Equipment needed: Barrel of monkeys

Directions:

1. Teacher empties barrel of monkeys and picks up one monkey.
2. Students jump as high as they can jump one time and teacher says GO BANANAS!
3. Students then GO BANANAS by wiggling their body in all directions or imitate a monkey
4. Teacher continues to pick up one monkey at a time and students jump once for each monkey
5. Teacher continues to say GO BANANAS after adding a monkey to the chain.
6. Continue until the chain of monkeys breaks and start over.
7. Integration: Teacher reads the book, *The Day the Teacher Went Bananas*. Students discuss bananas and how unique they are: color, peel, shape, nutritional value, where they grow, and/or snack ideas.

Physical Activities for Classroom and Outdoors

Over, Under, Around and Through

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade level: K-2

Formation: Around perimeter of room

Equipment needed: None

Directions: Teacher decides on a pattern where students go over, under, around and through imaginary or real objects. Lead the line of students around the room, following the pattern.

- Example 1: Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.
- Example 2: Over a turtle, under a big dog, around the elephant and through a giraffe's legs.

Geography examples:

Over

- steep mountain
- Atlantic Ocean
- Wiggly bridge
- Steep hill
- Thorny bush

Under

- subway
- underground
- sand
- dog
- water
- the school

Around

- hard, round rock
- dirty trashcan

-your desk

-chair

-circle

-school

-house

-campfire

Through

-deep, dark cave

-creaky door

-long tunnel

-window

-haunted house

-swamp

-spooky hole

-swimming pool

Physical Activities for Classroom and Outdoors

As If

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade Level: K-3

Formation: Standing at desks

Equipment needed: None

Directions:

1. Teacher reads sentence to class:
 - Jog in place **as if** a big scary bear is chasing you
 - Walk forward **as if** you're walking through chocolate pudding
 - Jump in place **as if** you are popcorn popping
 - Reach up **as if** grabbing balloons out of the air
 - March in place and play the drums **as if** you are in marching band
 - Paint **as if** the paint brush is attached to your head
 - Swim **as if** you are in a giant pool of Jell-O.
 - Move your feet on the floor **as if** you are ice skating
 - Shake your body **as if** you are a wet dog
2. Students act out each sentence for 20-30 seconds
3. Students may create their own sentences for additional activities.

Physical Activities for Classroom and Outdoors

Hallway Jive

(Available for free download at: <http://www.emc.cmich.edu/brainbreaks/activity/1-3.pdf>)

Grade Level: K-3

Formation: Line pattern in classroom

Equipment needed: You will need a playground ball for this activity.

Objectives: This activity helps students to work together during a transition period. Transitional activities allow children the opportunity to use energy that may otherwise be expressed through physical and/or verbal disruption of the class.

Directions:

1. The first step is to divide the class in half and have the class line up in their groups, single file, one on each side of the hallway.
2. Then have the two lines face one another. To begin this activity, have the child at the end of the line start by passing a ball to his/her partner (person facing him/her). That child will in turn toss the ball across to the person diagonal to him/her.
3. It should appear that the ball is being passed in a zigzag pattern down the hall.
4. The key is to have every child catch and pass the ball.
5. While the students are tossing the ball back and forth to one another the teacher could ask the students to recall information from the previous lesson as a way to review the information.
6. The ball is tossed after each response by the student holding the ball. A new question is asked once the previous question has been answered correctly.

Adaptations: To make this a little more fun and exciting you could change or add rules to the above activity. These changes could include:

- A. Time the children to see how fast they can get the ball down the row.
- B. Have the line move by having the children run to the front of the line once they have successfully passed the ball.
- C. Use two balls and have the children continue to move as in "B."
- D. Change the style of passing, i.e. Bounce pass, over the head pass, between the legs pass, behind the back pass.

Physical Activities for Classroom and Outdoors

Alphabet Soup

(Adapted from <http://www.pittschools.org/aes/PE-LP125.HTML>)

Grade level: K-5

Formation: Students travel around classroom

Equipment needed:

2 or more sets of foam alphabets or make your own out of carpet squares

Small Chalkboard or white board

Chalk or markers

Eraser

Objectives: Locomotor skills, body parts, integration of core curriculum (spelling, letter recognition, word recognition)

Set up:

Scatter letters around the room.

Have students sit in their personal space away from any letters.

Directions: There are three parts to this:

1. The way the students will travel around the room
2. The body part the students will use to touch the letters
3. The word that will be used

Let the students know how they will be moving around the room.

Some examples are:

- Walking
- Skipping
- Galloping
- Jogging
- Various animal walks

Let them know what body part they will use to touch the letters which are scattered around the room.

Some examples are:

- Head
- Elbow
- Fingers
- Knee
- Bottom
- Foot
- Wrist

Write a word on the board.

These will be words you associate with physical education. (If you are doing this lesson around the time of any end of grade testing then you could use words the teachers need their students to be aware of for the testing.)

Some examples are:

PE	Hop	Push up	Femur	Basketball
Run	Jump	Curl	Patella	Baseball
Skip	Jog	Tricep	Clavicle	Gymnastics
Gallop	Exercise	Bicep	Soccer	Golf
Walk	Sit up	Cranium	Football	Dance

You have a couple of options when you first start this game. For the younger students the word you write on the board could also be the way they would move around the room. Example: If you wrote the word skip then they would skip around the room while trying to spell the word skip.

Or you may assign random ways to move regardless of what is written on the board.

On your signal, (mine is music) the students will move around the room in the designated manner and touch the letters with the named body part. When they have finished they may sit back in their spots. When the music stops they have to come back to their spot regardless of whether they have found all of the letters or not.

This game presents a good opportunity for the students to become familiar with the different names of the muscles and bones. So, after your students become familiar with them, you may say, "I want you to skip around the room and touch the letters with your cranium."

Another option you have for small classes or special populations classes is to let them bring the letters up to the front of the room and lay them in order to spell the word you have written.

Physical Activities for Classroom and Outdoors

Exercise Tag

(Adapted from <http://www.pittschools.org/aes/PE-LP125.HTML>)

Grade Level: K & up

Formation: Around classroom

Equipment needed: 3 or 4 foam balls

Objectives: Gross motor skills, fitness skills, dodging, fleeing, and tagging

Directions: Have the students scatter and sit in their own personal space. Give out the foam balls to children who are sitting nicely and following directions. On your signal (e.g. music) everyone gets up and does a designated locomotor movement. The children with the foam balls try to tag (not throw) the other children with the ball. When tagged the children go to a designated area and do a specified exercise a specified number of times (10 jumping jacks, 8 sit ups, 15 toe touches, etc.). When finished they come back into the game.

On your signal have the children sit in their own space again. At this point I usually do a pulse or in the case of real young students a heart beat check. I like to do a pre/ post pulse check with several of my students using a pulse stick. This will allow some questions and discussion later about healthy hearts.

The children with the foams balls are now allowed to give them to someone else. I ask them to make sure they give it to someone who is/ has been listening and following directions. Repeat with a different locomotor movement and exercise.

Physical Activities for Classroom and Outdoors

Jump Rope Bingo

(Adapted from <http://www.pittschools.org/aes/PE-LP125.HTML>)

Grade Level: 1st & up

Formation: Around classroom

Equipment needed: Enough jump ropes for everyone, paper for everyone, pencils, and math flash cards.

Objectives: Integration of math skills and jump rope skills.

Directions: The first thing you need to do is go to each grade level in your school and find out what they are doing in math. Then you use those same skills in the game.

Children space themselves out on the floor with the equipment. Depending on the length of your class it may take two class periods to finish so I have the children write their names and class on each paper. You hold up a flash card (grade appropriate). The children write down the problem then they solve it. When they have the answer they jump rope that number of times. The children may jump any way they are able or that they like. After they finish they sit down and wait for the next problem.

I grade all of them and give them back to the students the class after we finish. Then we go over all of the answers as a group.

Options :

- Group younger children and Special Ed. children in groups of four or five and let them solve and jump together.
- Talk with the teachers and use the scores as an extra grade if it helps their average.
- Use some word problems with the older children.

Physical Activities for Classroom and Outdoors

Pass It On- UNO Style

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade level: 1-3

Formation: Circle

Equipment needed: UNO cards

Directions:

- Teacher hands out one card to each student
- Students identify color on card & perform activity that corresponds to that color for 10-15 seconds:
 - **Blue:** jump to the sky
 - **Red:** squats
 - **Yellow:** twist
 - **Green:** swim
- When teacher says “Pass it On”, students will pass the card to the person on their right and complete the activity that corresponds to their new card.

Physical Activities for Classroom and Outdoors

The Arkansas Wave

(Adapted from Dr. Blair Dean and Jim Stillwell at www.clt.astate.edu)

Grade Level: 1-4

Formation: Standing in classroom or gym

Equipment needed: Music- "Who Let the Dogs Out" by Baha Men (contributed by Dr. Blair Dean and Jim Stillwell at www.clt.astate.edu)

Directions:

4 counts Touch Right heel 2x: Touch Left heel forward 2x

8 counts Hustle R; Hustle L (grapevine may be substituted)

4 counts Both hands wave high R (2 counts) Both hands wave high L (2 counts)

4 counts Both hands wave low R (2 counts) Both hands wave low L (2 counts)

8 counts Repeat each wave above with single hand

4 counts Place R hand on L shoulder, place L hand on R shoulder. Place R hand on R hip, place L hand on L hip.

4 counts Jump forward 2x, do a $\frac{1}{4}$ jump to your right and clap

Physical Activities for Classroom and Outdoors

Movement in the Seats!

(Available for free download from Jean Blaydes Madigan at www.actionbasedlearning.com)

Grade Level: 1-4

Formation: In seats

Equipment needed: Music- e.g. "Jive Bunny and the Master Mixers," Album #5

Directions: Some suggestion patterns:

- Bounce feet on the floor while clapping hands and crossing hands up in the air to the right and left.
- While bouncing feet, shake hands in the air and then hug self.
- Twist shoulder, leaning side to side and forward and backward
- Clap hands and lean to touch chair leg on the left. Clap and touch chair leg on right.
- Touch shoulders, knees, toes, shoulders, arms up in air, twist
- Tae Bo: Pretend to box with fists, right arm then left.
- Rockettes: Kick right leg into air then left, while clapping in rhythm.

Physical Activities for Classroom and Outdoors

Litter Box

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade Level: 1-5

Formation: Partners

Equipment needed: Paper

Directions:

1. Have partners ball up a piece of paper and place on the floor
2. Ask the partners to pick up the paper using the body parts called out by the teacher:
 - Elbow and elbow
 - Foot and foot
 - Knee and knee
 - Forearm and elbow
 - Foot and elbow
 - Knee and elbow
 - Forehead and back of hand
 - Toe and finger
3. Students can place the paper ball back on their desks, or move it to other parts of the room.

Variations:

1. Each student can have own paper ball and play individually
2. Could be done as a team relay activity, where students hop around their desks with the paper ball between body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

Physical Activities for Classroom and Outdoors

Hit the Deck

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade Level: 2-5

Formation: Standing at desks

Equipment needed: 1 deck of cards

Directions:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity for each suit.
3. Would be helpful to write corresponding activities on the board for each suit;
 - Heart: touch elbow to knee or crunches for 20 seconds.
 - Diamond: jog in place or march in place for 20 seconds.
 - Club: jumping jacks or scissors for 20 seconds.
 - Spade: modified push up or cabbage patch for 20 seconds.
4. Provide other students with the opportunity to pick a card from the deck and repeat activity.

Suggestions:

1. Place activities on chart paper so activity can be done outside
2. Choose 3 or 4 cards of each suit instead of using entire deck to save time
3. This activity is easy for a substitute teacher to follow.

Physical Activities for Classroom and Outdoors

12 Days of Fitness

(Available for FREE download at: http://www.ncpe4me.com/pdf_files/K-5-Energizers.pdf)

Grade Level: 3-5

Formation: Standing near desks

Equipment needed: Holiday song "12 Days of Christmas"

Directions:

1. Students will act out the following fitness song
2. "On the first day of fitness, my trainer gave to me"
 - 12 jumping jacks
 - 11 raise the roofs
 - 10 knee lifts
 - 9 slide stretches
 - 8 jogs in place
 - 7 jabs/punches
 - 6 kicks to the front
 - 5 hula hoops
 - 4 jumping ropes (imaginary rope)
 - 3 muscle poses
 - 2 scissors (feet apart then cross in front, feet apart then cross in back)
 - 1 stork stand (balance on one foot)

Suggestion:

1. Write the activities on the board or poster board to make them easier for children to follow and to sing along.
2. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

Physical Activities for Classroom and Outdoors

Four Corner Warm-Up

(Adapted from <http://www.pittschools.org/aes/PE-LP125.HTML>)

Grade Level: 4-6

Formation: Groups of 4

Equipment needed: 4 cones, jammin' music with player

Concept: fitness, teamwork, and innovative exercises!!

Directions: Divide class into groups of four and put them in a circle around their teams cones (in four corners of the gym/room). Have students number themselves off and when the music starts #1 leads their favorite exercise 10x, then they lead their team into a lap around the gym. Once back to their respective cones #2 is the leader leading their favorite exercise and leading the line in a jog. Continue until all members have had a chance to lead.

Physical Activities for Classroom and Outdoors

Race Track

(Adapted from <http://www.pittschools.org/aes/PE-LP125.HTML>)

Grade Level: 4 -6

Formation: Groups of 3 or 4

Equipment needed: 6 cones, 12 mini cones, 12 deck tennis rings, box of rip flags

Concept: Fitness and team cooperation

Setup:

6 groups-spaced evenly around the gymnasium in our gym, each group is under a basketball basket groups are in line between the black safety line and the wall groups are in file formation.

We have a volleyball court painted on our gym floor so that court becomes the race track , place mini cones on the corners to curve your area and make an oval track Each group has one large cone in front of them with a deck tennis ring on the cone. First person on each team holds a deck tennis ring.

Directions:

Part 1: First person on each team runs one lap around the race track (for familiarity) when he/she gets home, hand the ring to the next person who runs, etc. continue until everyone has had one turn to run.

Part 2: Same as part 1, but, this time you are trying to tag the person who is running in front of you.

If tagged, the runner cuts through the center of the track and goes home meanwhile, teammate is watching. When teammate sees you get tagged, teammate picks up deck tennis ring from cone and starts to run; thus, team will always have a runner on the track.

Be careful, if you celebrate because you tagged someone, you may get tagged from behind. You can not wait for someone to tag them.

You may get tagged during the hand off; that is OK.

You will get tagged at some time; it is OK now.

You continue taking turns until the leader says stop.

You may have 1-2-3 turns/group member.

Part 3: Add parts 1 and 2 , also put a box of bean bags or rip flags in the center.

When tagged, pick up a flag and place it behind your line.

When game is over, count accumulated flags (*we do not play for points, but, to see if they would have fewer flags the next time*).

Physical Activities for Classroom and Outdoors

For more physical activities for the classroom...

After School Physical Activity Website - www.afterschoolpa.com

Alliance for a Healthier Generation - www.healthiergeneration.org

American Alliance for Health, Physical Education, Recreation and Dance - www.aahperd.org

BAM! Body and Mind - http://www.bam.gov/sub_physicalactivity/index.html

Big Sky, Fit Kids - <http://www.bigskygames.org/shapeup/bigskyfitkids/>

California Center for Physical Activity - www.caphysicalactivity.org

Calorie Control Council - Get Moving! Calculator - See how many calories you expend doing

your favorite exercise or activity - www.caloriecontrol.org/exercalc.html

Canada's Activity Guide - http://www.phac-aspc.gc.ca/guide/pdf/yth_teachers_guide_e.pdf

Let's Get Physical Challenge - www.physicalfitness.org

Mind and Body - <http://www.opi.mt.gov/pdf/health/Mind&Body.pdf>

North Carolina Physical Education is Active – www.ncpe4me.com/energizers.html

Operation FitKids - www.operationfitkids.org

PE Central: Website for Health and Physical Education Teachers - www.pecentral.org

SPARK Physical Education - www.foundation.sdsu.edu/projects/spark/index.html

Sports for Kids - <http://www.sports4kids.org/>

Sport Time - www.sporttime.com

U. Missouri - <http://extension.missouri.edu/explore/hesguide/foodnut/n00386.htm>

What Moves You? - <http://www.whatmovesu.com/index.aspx?vw=MAIN>