

# Physical Activity Breaks in the Classroom

Presenters:

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## Who Changed the Motion?

**Intensity:** Moderate to vigorous

**Activity:** Who Changed the Motion?

**Equipment:** None. (Use of music is optional)

**How to Play:** The class is organized into a circle, or around the perimeter of the classroom, with all players standing. Two players are selected to be the “detectives” and are placed in the center of the circle. The detectives are directed to hide their eyes for a few seconds while a “motion leader” is selected from the circle players. The new motion leader starts the motion (march, hop, jump, movement combinations such as march and flap arms, etc.) All circle players imitate these moves. Detectives open their eyes and try to watch the circle of players to detect who the leader is. The leader changes to another motion the second that the detectives’ eyes are off of him/her. All outside circle players change to the new motion as rapidly as possible without looking at the leader but looking at other players in order to confuse the detectives.

Each detective is allowed two guesses as to who the leader of the group is. If a detective guesses correctly, he/she gets to stay in for another turn. New detectives are selected, and play resumes.

## Full Body Rock Paper Scissors

**Intensity:** Low

**Equipment:** none

**Risk Management:** Body and spatial awareness

**How to play:** Show students rock (Standing with feet together) Paper (standing with feet sideways apart) and Scissors (Standing with one foot forward, one foot back) Students will then pair up with one other person and jump twice and on their third jump reveal ‘Rock paper or scissors’ (watch starting at 1:30-2:13 mins) <http://www.youtube.com/watch?v=fqxcZK8hXYQ>

*Rock* - Feet together

*Paper* - Feet spread to the side

*Scissors* - Feet spread front and back

Have students switch partners frequently-Winners pair with other winners and maybe give students options to keep track of how many wins they get!

## Simon Says

**Intensity:** Moderate to High (as much as you make it)

**Equipment:** None

**Risk Management:** Student body awareness in classroom and around peers

**How to Play:** Simon Says...and then give students a task to do. If you do not say 'simon says' and the students still do the task, have them (or the whole class) jump in place 5 times before moving onto the next 'simon says'

**Variations:** Jumping Jacks, Hop on one foot, Hop on two feet, run in place, side to side skier jumps, skip in place, squats, lunges, high knees, straight leg kicks, baby kicks, etc. You can also give other students an opportunity to lead the class, just ensure they keep everyone moving.

## Over, Under, Around, and Through

**Equipment:**

2 short ropes, scarves, or pieces of cloth/paper per group

**Organization:**

Students are scattered throughout the classroom in groups of 3. In each group, 2 members of the group face one another and "hold hands" with pieces of cloth. The third member or "runner" of the group stands to one side facing his or her partners.

**Description:**

1. The game begins when the teacher calls out a sequence of movements based on the commands Over/Under/Around/Through.
2. Only those 4 commands are used in the game, but they may be used in any sequence and number.
  - a. For instance, if the commands were "Over, under, over, around," the "runner" in each group would try to complete the sequence as quickly as possible on the "go" command. He or she would be required to go "over" the linked hands, "under" the hands, "over" the hands, then completely "around" both partners.
  - b. To go "through" the partners, the 2 group members facing one another would create a circle (1 set of hands up and the other set down) large enough (about the size of a hula hoop in vertical position) for the "runner" to walk through.
3. Each person in the group should get a chance to be the "runner" and complete the sequence before the teacher calls out a new sequence.
4. Determine how many commands the students can accurately remember.

**Variation(s):**

1. Ask each group of 3 to pick another group they want to challenge.
2. Invite 1 of the groups to pick the next movement sequence.

## Musical Chairs

**Intensity:** Moderate

**Equipment:** Music (Age-Appropriate)

**Risk Management:** Student body awareness in classroom and around peers. Also, be careful of objects around the classroom.

**How to Play:** When the music begins, students will stand up and push in their chairs and start the locomotor movement that the leader chooses around the classroom. Let the students perform the activity for 30-45 seconds and then stop music. When the music is stopped, the students will find the seat closest to them and sit down as quickly as possible. The teacher will then tell the students a new locomotor movement. Repeat as many times as time allows.

Movements can include: walking, walking backwards, jumping, hopping (Left or Right, Left then Right, or other patterns), etc.

**Variations:** Let students choose locomotor movements.

## People to People

**Intensity:** Low

**Equipment/music:** None

**Risk Management:** Student bodily control/interaction behavior with other students

**How to Play:** This moves kids around the classroom and allows for interaction with other students. Note: students have to be comfortable being in physical contact with their peers

Teachers will be the 'caller' and students will be moving around and constantly finding new partners.

Start the game off by explaining that students will be working with their peers and may be touching parts of their bodies together with a partner. Example: "Everyone get 'toe to toe with a partner'". That is their 'partner' in which they will interact with until the phrase 'people to people' is used. People to People means students need to find a new partner.

**Variations:** Add any body parts in here-Elbow to Elbow, knee to knee, people to people! Side to side, pinky to pinky, People to people! The key is to have students be with one partner for one or two 'calls' and then use people to people to rotate people around the room. Give students a challenge of finding a partner they have not been with yet or keeping track of how many different partners they have had to encourage working with everyone.

## Uno Fitness

**Intensity:** Moderate to high

**Equipment:** At least one deck of UNO cards and posters which correspond with colors on UNO cards.

These posters list a corresponding activity with each UNO card (i.e., Red = walk / jog; Yellow = abdominals and/or low back exercises; Blue = Bench steps; Green = jumping activities)

How to play: UNO cards can be spread out on the floor or students can get a card from the teacher. Each student picks one card at a time, checks with the poster to determine what activity to do, and does that activity. Upon completion, the student chooses another card and continues the pattern. Skip cards = skipping around gym; Reverse card = doing a locomotor activity in reverse; Draw 2 card = draw 2 UNO cards and do those activities; Wild draw 4 card = draw 4 cards and do those activities; Wild card = draw from a wild draw pile (made up separate and placed in the center away from the action) and do that activity; Numbered cards = do that number of repetitions of an activity that corresponds with the colored poster.

**Red Activities:**

Walk in a circle around the classroom  
Jog in place for 15 seconds  
'Quick football' feet in place

**Yellow activities:**

Crunches  
Sit ups  
Reverse planks  
Russian twists  
Scissor kicks

**Blue activities:**

Body weight squats  
Lunges  
Toe touches  
Burpees

**Green activities:**

Jumping jacks  
Ski jumps  
Forward/back line jumps  
High knee jumps

**Skip cards**

Skipping around classroom or in place for 15 seconds

**Reverse card**

Doing a locomotor activity (jumping, skipping, walking, crab walks etc ) in reverse

**Draw 2 card**

Draw 2 UNO cards and do those activities

**Wild draw 4 card**

draw 4 cards and do those activities

**Wild card**

YOUR CHOICE OF ACTIVITY

**Numbered cards**

Do that number of repetitions of an activity that corresponds with the colored poster.

Other Physical Activity Links:

<http://school.fueluptoplay60.com/tools/view.php?id=15749467>

[http://www.austinschools.org/curriculum/pe\\_health/resources/BrainBreaks/documents/14-activitybreaks\\_000.pdf](http://www.austinschools.org/curriculum/pe_health/resources/BrainBreaks/documents/14-activitybreaks_000.pdf)

[http://www.ecu.edu/cs-hhp/exss/upload/Energizers\\_for\\_Grades\\_K\\_2.pdf](http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf)