

Classroom PA Breaks

By

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“Tony Chestnut” By: Kelsey Henry – have students follow your lead, singing and performing the following song where each name or syllable is a reference to a part of the body or a movement. Tony = touch your toes, touch your knees; Chestnut = touch your chest, touch your head; knows = touch your nose; I = touch the side of your eyes; love = cross your hands over your heart; you = point to class; Ilene = touch the side of one eye, then lean over to one side (reaching out to that side and balancing on that foot); Neal = kneel down onto one leg; Pat = pat one knee with your hands; Bob = hop up and down; Russell = move body around like your are “rustling”; Skip = skip in place; silly = make a funny face; hip = point to hips or move hips side to side; ends = point to back side; guess what = open hands as if to ask a question.

Equipment: Music

“Tony Chestnut”

Tony Chestnut knows I love you,
Tony knows, Tony knows.

Tony Chestnut knows I love you,
That’s what Tony knows.

Tony Chestnut knows I love you,
Tony knows, Tony knows.

Tony Chestnut knows I love you,
That’s what Tony knows.

Tony, Tony, and his sister, Ilene,

And Ilene loves Neal,

And Neal loves Pat,

But Pat still loves Bob.

And there’s Russell,

And Skip.

This song is silly,

But it’s hip!

How it ends,

Just one man knows.

And guess what?

It’s Tony Chestnut!

Air Writing Brain Break by Chrissy Redfern

For this activity the students will be up and moving around. The students will be teacher directed to do one of the following locomotor skills: jumping, marching, hopping, twisting, galloping, skipping. To start, have the children march in place and progressively add different or more difficult movements to get them traveling around the room. This task can be done with or without music. The children will be focusing on staying in open space and being away from others. Once everyone is up and moving, the teacher will add in the cognitive piece of the brain break.

At various points the teacher will call out different items such as letters, shapes or numbers. The students then will stop in their own space. Using various body parts, head, arms, legs,

hands or index finger, the child must “spell out” the item called. For younger children, start with the ABC’s, shapes and numbers lower than 10. To add difficulty, mix letters and numbers to the task as well as words or combinations of all three. After about 20 seconds or so of attempts, the teacher will direct the children to move around and wait for another letter, shape or number to be called.

To modify the task initially, the teacher could allow students to march in place at their desks. Doing this would isolate different areas of the body. Students would be less active in a locomotor sense, but they would still have axial movement. Sometimes isolating the different areas of the body can be challenging for students to do. For older children, having them spell words or their name while demonstrating locomotor skills will be a challenge. Calling out specific body parts such as arms, feet or head and having them use only those body parts is another way to add variation. Depending on the unit or lesson the children are in you could have them draw a lot of different things (animals, cars, places). This activity is ideal for children K-2nd grade.

Equipment:

- Students
- Space
- Music (optional)

Deck of Cards Fitness by Rachel Schneider

Equipment:

- 1 deck of cards
- Upbeat music (optional)

Exercises: Based on Suit

- Hearts - squats
- Spades - jumping jacks
- Clubs - pushups
- Diamonds - Lunges (each leg)

Each of the four suits (hearts, diamonds, clubs and spades) is assigned a particular exercise. The number of each exercise you do is determined by the face value of the cards with 2-10 equal to the number, jacks = 11, queens = 12, kings = 13 and aces = 14.

Remove the jokers from the deck of cards and shuffle the deck. Draw the top card from the deck, call out the number and the exercise associated with the suit, then perform the exercise as a group. Discard the used card and draw a new card. Repeat for 5 minutes.

Options for deck modification (choose one or more, depending on how much modification needs to occur):

- Remove face cards
- Remove numbers 2-4
- Remove 8-A

Find a Buddy by Leah Nicklason

This activity requires students to move in general space while a song plays and when the music stops, students must find a buddy to perform the movement announced by the teacher. I will use the

song "Year 3000" by the Jonas Brothers for this demonstration due to its upbeat rhythm, but most elementary appropriate songs would work for this activity. The students begin by moving around in general space throughout the classroom performing the locomotor movement chosen by the teacher. If it's a smaller room, have students simply walk for this exercise. When the music stops, the teacher will instruct students to get toe to toe with a buddy. After students have found partners, the teacher will instruct students to perform a movement with their partner. An example of a movement could be having students give their partner a hand hug with their right hands and performing five split squats with their right leg leading, then switching hands and lead legs to perform five split squats on their left side. After students have finished performing the exercise, the music will begin to play again for students to move around in the general area until the music stops again. The students are then instructed to go toe to toe with a new partner to perform the new exercise given by the teacher. The movements and exercises involved specifically in our activity is listed below in order of how they will be instructed to students in class.

Locomotor movement in general area

10 Split squats with hand hug (5 each side)

Locomotor movement in general area

5 Wall pushups

Locomotor movement in general area

10 Standing twists with high fives each side (5 each side)

Locomotor movement in general area

10 side step jumping jacks (5 each side)

Locomotor movement in general area

The split squat is what was explained earlier which involves students giving their partner a hand hug with the same hand while performing split squats with the same lead leg on both sides. A modification for students who are having trouble would be to perform a shallow split squat, going only as low as they are capable. A cue for this exercise is remind students to be straight up and down like a bodyguard. Not only will this help to have better posture, but will help students have proper form and avoid having their knee go other their toes. The next exercise requires students to find wall space with a partner. Students will high five their partner with the same hand while holding a plank position. A challenge for this exercise is having students perform claps in-between pushups to make it more difficult for them. A cue for this exercise will to remind students to not have "mountains" or "valleys." Mountains are referred to as students having their behind up in the air while valleys are when students have a curved back. Both are reminders for students to have a straight back. The third exercise has students go back to back with their partner. Students must rotate their body in order to high five one another using opposite hands. If one partner turns to their left high fiving with their right hand, the other partner must turn to their right and high five with their left hand. If students are having trouble twisting far enough to high five their partner, tell students to go as far as they can without hurting themselves. A cue for this exercise with to instruct students to have "tight tummies" when twisting. For the last exercise, students will find a buddy and face them. They will both perform the movement of a jumping jack, but instead of jumping, will alternate which foot steps to the side each repetition. A cue that could help students would be to remind them to step and clap their hands together at the same time. Because this exercise is already modified from a general jumping jack, there are no modifications

for this movement. After students have found a partner for each of the exercises, the teacher is able to say, “find your lunge buddy” or “find your twist buddy” in order for students to identify and work with their same partners.

Equipment:

- Students
- Space
- Music

Penguin Dance by Dalton Earlywine

The penguin dance is focused for elementary aged students to get their bodies moving in a fun way. We found this video on YouTube, which was made and submitted by The Learning Station. This dance involves moving both of your arms, both legs, head, sticking out your tongue, head and also spinning in a circle to the penguin song. This is just plain, good, fun MVPA!! While introducing this brain break we will emphasize safety for all movements.

https://www.youtube.com/watch?v=_FEpPjhVtdc

Safety:

- When moving arms “flippers” tap sides softly not hard
- When spinning around don’t spin too fast to avoid getting dizzy
- Always maintain personal space to avoid injury to yourselves or others
- When moving head use slow, easy movements to avoid injuring your head or neck
- Be careful not to bite tongue when sticking out tongue or moving head
- When tapping heels on the ground make sure not to tap hard to avoid injuring legs/feet

Movements:

- Stand in attention right hand salute
- Right flipper tap your side
- Stand in attention right hand salute
- Right flipper, left flipper tap your side
- Stand in attention right hand salute
- Right flipper, left flipper, tap your side, right foot tap your heel
- Stand in attention right hand salute
- Right flipper, left flipper tap your side, right foot, left foot tap your heel
- Stand in attention right hand salute

- Right flipper, left flipper tap your side, right foot, left foot tap your heel, bob your head up and down
- Stand in attention right hand salute
- Right flipper, left flipper tap your side, right foot, left foot tap your heel, bob your head up and down, stick out your tongue
- Stand in attention right hand salute
- Right flipper, left flipper tap your side, right foot, left foot tap your heel, bob your head up and down, stick out your tongue, turn in a circle
- Stand in attention left and right hand salutes

Uno Workout by Nolan Bradley

Uno workout is meant to be a cognitive and physical warm-up that uses Uno cards to symbolize movements and exercises. Each card represents a different exercise or movement by the color that is meant to get the arms moving above the head, heart pumping, be cross-body and have a cognitive aspect. The number on the cards represents repetitions. Remind students to breathe while doing each exercise.

Before beginning the workout, do a brief breathing introduction by breathing in through the nose, swinging arms to the sides and then squatting down when bringing the arms back together and breathing out.

Green cards symbolize squats which the emphasis is on proper form and waking up the dormant glutes, hamstrings and quads. *“Everyone squat, knees stay behind the toes, breathe out when squatting down”.*

Yellow cards represent power poses; hold a power pose of choice for the amount of seconds on the card. The choices for power poses include: both hands above head with legs spread apart looking up slightly and hands on hips feet spread apart looking forward. Power poses and body language can help release endorphins and if practiced enough can build confidence. Remind students to breathe as they hold their pose. *“Hold one of the power poses! Feet spread and either hands high or hands on hips, breathe normally”.*

Blue cards represent the movement of stomping and clapping that goes as such; stomp left foot, clap, and right hand slap left leg, then stomp right foot, clap and left hand slap right leg. Do the movement to a three count. This is a cross body movement that weaves the cognitive aspect of doing multiple actions in sequence using opposite sides of the body. *“Left stomp, clap, right hand to left thigh, reverse”.* *“One, two three, one two three”.*

Red cards represent modified jumping jacks. Modified jumping jacks are low impact and are performed by stepping to the left and right while raising the hands above the head like normal jumping jacks, just slower. *“Step right, step left, keep your hands together then extended over your head”.*

Wild cards represent acting wild! Shake different body parts together, separate or spin around in place. Reverse cards involve everyone walking around to other people giving double high fives above the head and saying “hello” or “you’re awesome” until everyone has given five high fives. *“Move around the room! Give five people double high fives”*.

Uno workout is successful with a custom deck. Take an Uno deck and pick out specific numbers and colors so when done randomly, the exercises and number of movements are not too much or too frequent. Place the deck on the document cam so the entire class can see which card is played and then flip the top card of the deck over each time an exercise or movement is complete.

Uno Workout:

Deck contents:

4 red, 4 blue, 4 green, 4 yellow, 4 wild cards, 4 reverse cards.

Exercises:

Green: Squats

Yellow: Power pose

Blue: Stomp, clap, slap

Red: Modified Jumping jacks

Wild: Shake body, spin

Reverse: Five, double high fives

Physical Activity Jeopardy by James Leach

Tape 15-20 envelopes with one physical activity listed inside each envelope on the board in the front of the classroom. Write 10, 15, 20, 25, etc. on the outside of each envelope. Call on a student to pick one of the envelopes and the class performs the physical activity inside it for the number of repetitions listed on the front of the envelope. Activities could include: boxing jabs, jumps, push-ups, triceps dips using their chair, arm circles, jumping jacks, elbow to opposite knee touches, etc. Multiple envelopes can include the same activities, with varies amounts of reps.

Equipment:

- Envelopes
- Paper with various activities written on them
- Tape

Dice Fitness by Ale Marquez

Students will all stand up and push in their chairs. I will have made two large dice. One will have six numbers on it, and one will have six exercises on it. (Jumping Jacks, Push ups, Squats, Rocket Jump, Lunges-on each leg, Balance-on each foot). I will then pick two students at a time to roll a dice. For example, a student might roll one dice that says “7” and one that says “jumping jacks.” The whole class

will then proceed to do seven jumping jacks. Then I will pick two new students to roll the dice and we will all do the next exercise. Modifications will be made, depending on the exercise, for example if they do push ups the option will be given to do wall push ups or knee push ups if needed. Continue the activity for 5 or so min.

Equipment:

- Paper to make large dice
- Marker to write on dice
- No equipment needed for students performing the activity

You name it challenge by Johnathan hall

This is a Safe dance with simple ground rules and expectations. Students will be moving with control and awareness of others, listening and following directions of the poster. The dance can be done by the students at their desk. This activity is a full body dance students can perform in personal space. The song that will be used is called " you name it instrumental challenge." It is 16 total movements to the sound of the beat. Each movement will be performed in a linear sequence for a 1-8 count. After the 16th movement is performed it will be repeated once more. We will begin the dance by moving the right foot, left foot, right hand, left hand, right knee swing, left knee swing, right shoulder, left shoulder, hip side to side, marching it out, march clap, march side to side, march turn left/right, Arms to the left/right side , arms diagonally left/right and March and reach. The Set time limit for the activity is five minutes.

When The instructor says GO, the dance will begin

Equipment : music speaker

https://m.youtube.com/watch?v=7pDx_b5xKVk

Mirror Memory by Austin Wilson

This is a partner add-on activity. The object of the activity is to try and simulate as many movements you and your partner make as possible. Your partner will start with one movement, then you will add a move, and continue to add on after you have simulated or mirrored what action they did. Students will go through many different limb and or body movements making the activity diverse. Dance moves, sports actions, spins, clapping, anything that makes mirroring a little challenging. The object is to build as many moves as possible without making any mistakes.

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.

Phase 10 fitness by Chrissy Redfern

After instruction, students will get up from their desks and push in their chairs nicely. They will walk around the room while waiting for card selection. When a card is selected, we will display it either on the document camera or directly to students. Each card will have a color and number on it. The color will indicate which exercise will be done and the number will tell the students how many reps to do. I have provided an example list of exercises for students to do, but they could easily be switched out for other cardio/muscular endurance exercises, balance poses, core work (planks, side planks, sit ups, etc), or flexibility/stretchers. Between exercises, students will march it out to keep their heart rate up for the duration of the activity break. For a longer time period, the class could work in two large groups and race to complete various sequences with the cards. The first group to complete a phase sequence must complete the entire exercise phase that their cards represents. This activity could be done in class, on the playground or gym depending on availability, time or class size.

Materials Needed:

Standard Phase 10 Deck of Cards #1-12, wild card, skip card
Music (optional)
Document Camera (optional)

- **Red:** squat jumps
- **Blue:** crab dips (could use desks)
- **Yellow:** Push ups (regular/modified)
- **Green:** Jumping Jacks (regular/low impact)
- **Wild Card:** 10 seconds of dance/movement
- **Skip Card:** 10 seconds of skipping

Game Phases

Phase 1: two sets of three

Phase 2: one set of three + one run of four

Phase 3: one set of four + one run of four

Phase 4: one run of seven

Phase 5: one run of eight

Phase 6: one run of nine

Phase 7: two sets of four

Phase 8: seven cards of one color

Phase 9: one set of five + one set of two

Phase 10: one set of five + one set of three