

ELEMENTARY PHYSICAL EDUCATION:

Sample Strategies for Incorporating Physical Education and Physical Activity into the K-3 Classroom



Regulations of the Commissioner of Education
Section 135.4 (c)(2)(i)(a) and Section 135.4 (c)(4)(i)
The University of the State of New York
THE STATE EDUCATION DEPARTMENT

2011

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GENERAL INFORMATION

This document was developed to provide school districts with appropriate information and resources to incorporate active learning into the core curriculum at the K-3 levels.

Childhood obesity rates have been climbing on a regular basis. In the report, *F as in Fat: How Obesity Policies Are Failing in America 2009*, a report released on July 1, 2009 by the Trust for America's Health (TFAH) and the Robert Wood Johnson Foundation, lists the child obesity and overweight percentage for New York State at 32.9% putting New York State at a rank of 18 on the list for high obesity rates. The State Education Department recognizes that the obesity crisis facing our youth will need a multifaceted approach that involves parents, community, and businesses and not just a school based approach. However, physical education and an increase in opportunity for physical activity are pieces of the answer that school districts can address.

The State Education Department is providing school districts with this document to help districts address a variety of issues such as:

- Addressing the obesity crisis by increasing the activity level of students;
- Assist in the attainment of required compliance for physical education instruction;
- Increasing student attention and readiness to learn through active learning.

SUPPORTING ACADEMIC SUCCESS

Research on the positive relationship between physical education, physical activity and academic performance is a growing field and both physical education instruction and physical activity have been found to have a positive relationship on academic success. From a classic 1973 study published in *Developmental Psychology*, to recent articles in professional journals such as the *Journal of Pediatrics*, *Journal of School Health*, and *Archives of Pediatrics & Adolescent Health*, to the December 2009-January 2010 issue of *Educational Leadership* that focused entirely on health and learning, physical activity and physical education instruction are key factors that lead students to better academic performance.

I. PHYSICAL EDUCATION INSTRUCTION

School districts that plan to integrate physical education learning standards into the core curriculum of science, math, social studies and ELA can use the sample lessons as a guide to developing additional lessons at the district level. Integrating physical education instruction into the core curriculum would help districts meet Commissioner's Regulation, Part 135.4(c)(2) on required instruction:

CR135.4(c)(2) Required instruction.

(i) Elementary instructional program-grades K through 6.

(a) all pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than three times each week. The minimum time devoted to such programs (K-6) shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering; or

(b) notwithstanding the provisions of clause (a) of this subparagraph, pupils in grades 5-6 who are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns; or

(c) as provided in an equivalent program approved by the Commissioner of Education.

Curriculum development is a local school district decision in New York State. If a school district's curriculum plan includes the provision of integrated physical education instruction with the certified classroom teacher as part of the above requirement, the school district must comply with Commissioner's Regulation, Part 134.4(c)(2)(i)(c) above to seek approval from the commissioner for the equivalent program, as well as Part 135.4(c)(4) Personnel:

(4) Personnel.

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

The State Education Department recognizes that the most qualified person to provide instruction in physical education would be a certified physical education teacher. Accordingly, one of the goals of the above personnel regulation is to ensure that elementary classroom teachers receive sufficient, on-going assistance from a certified physical education teacher to enable them to teach physical education such that they:

- understand the purpose of lessons and/or activities ;
- understand the lessons and/or activities' alignment to the learning standards for physical education;
- understand how to incorporate lesson and/or activities into their classes;
- understand how to correctly and safely perform lessons and/or activities;

- correctly lead by example; and
- receive guidance and comment on the physical education lessons and/or activities they provide.

A common question received by the State Education Department, Office of Curriculum and Instruction is on the use of “recess” for the purposes of meeting the physical education instruction requirement. This has been addressed in appeals to the Commissioner of Education which provide that , “[u]nstructured play at recess or structured play under the supervision of a lunchroom monitor does not constitute physical education and may not be included as part of a district’s physical education program. See, e.g., Appeal of Phillips, 37 Ed Dept Rep 204, Decision No. 13,843; Appeal of Williams, 32 Ed Dept Rep 621, Decision No. 12,934. .

SAMPLE SCENARIOS FOR INTEGRATING PHYSICAL EDUCATION INSTRUCTION INTO THE ELEMENTARY CLASSROOM

Integrating physical education instruction into the elementary classroom can take many forms. It can be as simple as the elementary classroom teacher directly providing physical education instruction in class or physical education instruction by the elementary classroom teacher into the core curriculum. Sample scenarios for integrating physical education into the elementary classroom are provided below. The lessons taught by the elementary classroom teacher *must* be under the direction and supervision of a certified physical education teacher.

Example 1: School District A: physical education lessons taught in the classroom

Grades K-3 receives physical education instruction by the certified physical education teacher three times per week for a total of 90 minutes of instruction. The remaining requirement of 30 minutes of instruction and two days will be taught by the elementary classroom teacher under the direction and supervision of a certified physical education teacher on the other two days for a block of 15 minutes each. The classroom teacher and the physical education teacher will collaborate on the activities to be taught during this time to ensure the continuity of the instructional program.

Example 2: School District B: physical education lessons included in the core curriculum lessons

Grade K-4 physical education classes are with a certified physical education teacher 2 days per week for 30 minutes each day (total 60 minutes per week). The remaining day/time requirement is being met with a curriculum that integrates physical education

into the core subjects. Grades K-3 are provided integrated lessons 3 days per week for 20 additional minutes each of those days. Grade 4 needs a minimum of one additional day with an integrated lesson for an additional 60 minute lesson (this can be split into more days i.e. 2 days at 30 minutes each which would provide the required time and exceed the day requirement).

Lessons are designed and implemented under the direction and supervision of the certified physical education teacher with the elementary classroom teacher at each level. A review of the curriculum at each level indicates areas where physical education concepts/activities can be integrated. The following is a sample lesson for this scenario:

Lesson Scenario: A 3rd grade unit on Communities Around the World is learning about New Zealand. Integrating lessons on sport and recreation activities of New Zealand children and the ethnic dances of the Maori people are incorporated into the unit. The classroom teacher and students select a modern day activity from the KIWIDEX (http://www.sparc.org.nz/Documents/Young%20People/kiwidex_games.pdf) they found online and decide to learn the famous Haka, an ancient war dance of the Maori people. The physical education teacher and the classroom teacher design the lessons for the games and dance and learn each activity before teaching them to the students. The time students spend on researching the games of modern New Zealanders and the history of the Maori Haka, learning to play the games and perform the dance, may all be credited to the physical education days and time requirement.

II. PHYSICAL ACTIVITY

Schools are encouraged to provide physical activity throughout the school day beyond the minimum physical education instruction requirements. The National Association for Sport and Physical Education has the following to say about adding physical activity breaks and integrating active learning into the classroom:

“Physical activity breaks during the school day provide children and youth an opportunity to be active and take a break from sedentary activities in the classroom (e.g. sitting, reading). Physical activity breaks can increase daily physical activity levels of youth, and leave them more focused and ready to return to their academic studies.

Incorporating physical activity into classroom learning provides another opportunity to infuse meaningful activity during the school day. Physical activity in the classroom helps activate the brain, improve on-task behavior during academic instruction time, and increases daily in-school physical activity levels among children. Classroom teachers have the potential to influence children's healthy behaviors and lifetime choices by including bouts of physical activity into the total learning experience, and in turn, maximize student learning during academic activities that are mostly sedentary.”

SAMPLE SCENARIOS TO INCORPORATE PHYSICAL ACTIVITY INTO THE ELEMENTARY CLASSROOM

The following scenarios are samples of how schools may increase the amount of physical activity in a variety of ways throughout the school day by the elementary classroom teacher or the physical education teacher, in addition to the formal physical education instruction required by the Commissioner's regulations. Sample scenarios for incorporating physical activity in the classroom are provided below. The following activities should be done with the direction and supervision of a certified physical education teacher to ensure they are age appropriate and safe for students to perform.

Example 1: School District C: adding physical activity to each day

Grades K-6 receive physical education with the certified physical education teacher the appropriate number of days and minutes per week (120).

To add additional physical activity to the student's day, each day, elementary classroom teacher's provide a "take five" exercise break during the morning and afternoon of each school day. Each exercise is sequential in skills, appropriate for each grade level, learned for correct performance, and safe for student performance and designed to be compatible for use in the classroom.

Example 2: School District D: adding physical activity throughout the day

All grades K-3 receive the required amount of instructional physical education by the certified physical education teacher. The school district recognizes the benefits of physical activity on academic performance and desires to increase the amount of physical activity for each student. To build more physical activity into the entire school day, the district provided exercise balls for each student and teacher to use in lieu of chairs in every classroom. The entire staff received a full day of instruction prior to the beginning of the school year on the benefits and use of exercise balls such as how to build core strength and how to use them for exercise routines). In addition, the staff receives updates on new activities and exercises from the physical education teacher at the monthly faculty meeting.

Example 3: School District E: adding physical activity and physical education at the beginning of each day

All grades K-6 receive the appropriate days and time for required physical education instruction. The school district recognizes the benefits of physical activity on academic performance and has decided to increase the amount of physical activity for each student. The district chooses to begin each school day with an 8 minute lesson led by a

certified physical education teacher via classroom internet or video on a fitness component and related exercise(s) that students will do at their desks in their classroom.

The video shows sequential steps for the chosen exercise to match different grade levels thereby keeping the lesson in line with the definition of instructional physical education. The elementary classroom teacher has been provided instruction on the sequential skills and exercises for their grade level on the particular concept being taught in advance so they can lead the students appropriately and safely in the exercise for that day.

APPENDIX

**SAMPLE INTEGRATED LESSONS
FOR
ELA, SOCIAL STUDIES, MATH, and SCIENCE**

The lesson plans on the pages that follow were designed to serve as *samples* for school districts as they develop a full repertoire of integrated lessons through cooperative effort of the physical education teacher and the elementary classroom teacher. The format included is only a suggest model as school districts may design or use current lesson plan formats that best suit their needs.

Each one integrates physical education learning standards with learning standards and performance indicators in ELA, social studies, math and science. There is one sample lesson in each core for each grade K-3.

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PHYSICAL EDUCATION AND ELA

Grade Level: K

New York State Physical Education Learning Standards

#1 Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: Students will:

 X **A.** perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

 A. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

Students understand and be able to manage their personal and community resources

Key Idea: Students will:

 A. will be aware of and able to access opportunities available to them within their community to engage in physical activity.

 B. be informed consumers and be able to evaluate facilities and programs.

 C. be aware of some career options in the field of physical fitness and sports.

Lesson Title: Stop & Go Fun!

Interdisciplinary Area: ELA: Listen attentively for different purposes.

Physical Education: Practice locomotor and non-locomotor movements learned in physical education class and following directions;

Time: 10-12 Minutes

Safety: Students find self-space in the classroom

Materials: Pictures of different movements: jumping, hopping, skipping, marching in place, twisting, squatting, bending, turning, etc.; a picture of a stop light with the RED light colored in and a picture of a stop light with the GREEN colored in; each picture also has the word describing the activity under it.

Modifications: None

Assessment: Observation

Lesson Focus:

1. Teacher reviews the stop light pictures: RED means STOP – the activity; GREEN means GO – begin the activity, then reviews the movement pictures and words, cautioning the students to be aware of their space and to do the activity without talking.
2. Teacher holds up a movement picture and reads the word that describes the activity then holds up the GREEN stop light and tells the students to “go”. Students begin performing the movement for 10-15 seconds.
3. Teacher holds up the RED stop light and calls for the students to “stop” the activity.
4. The teacher holds up another picture and reads the word, then holds up the GREEN stop light and tells the students to “go” and the lesson continues with a different movement for 10-15 seconds.
5. After all movements have been completed at least twice, the teacher has students sit and reviews the signs asking the students to name the movement to associate it with the picture and the word.

Variation: Teacher can use the activity outside and add more active movements such as walking, running, galloping and skipping and including directions on avoiding contact with other students.

Grade Level: 1

New York State Physical Education Learning Standards

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_____ **B.** be informed consumers and be able to evaluate facilities and programs.

_____ **C.** be aware of some career options in the field of physical fitness and sports.

Title: Good Behavior-Bad Behavior

Interdisciplinary: ELA: Summarize main ideas from instructional texts; use own personal perspectives and opinions to comprehend text

Physical Education: Students learn to demonstrate care, consideration, and respect of self and others during physical activity.

Time: 10-12 Minutes

Safety: None, students sitting in desks or in story area.

Materials: Book *The Recess Queen* by Alexis O'Neil

Modifications: None

Assessment: Observation and verbal response by students

Lesson Focus:

1. Teacher will read the book *The Recess Queen* to students. (The book tells the story of Mean Jean who is the playground bully until a new girl – Katie Sue – shows up in school and turns her bullying ways around by being kind and asking Mean Jean to play with her).
2. Students answer questions about proper playground behavior, sharing games and equipment, and peaceful ways to react to others.
3. Suggested questions
 - a. What things did Mean Jean do on the playground?
 - b. Why was everyone afraid of Mean Jean?
 - c. What happened when Katie Sue came to the school?
 - d. How did Mean Jean feel when Katie Sue went first?
 - e. How did Katie Sue make friends with Mean Jean?
 - f. Is it fair if the same person gets to do everything first?
 - g. Why is sharing a good thing to do?

Variation: Any book available in the classroom that has a theme of proper personal and social behavior, preferably while doing an activity. Other times when proper behavior should be expected can also be included such as in the cafeteria, waiting for the bus, lining up when leaving the classroom, sharing when playing with family or friends.

Grade Level: 2

New York State Physical Education Learning Standards

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 B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

 A. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

 X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

Students understand and be able to manage their personal and community resources

Key Idea: Students will:

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 B. be informed consumers and be able to evaluate facilities and programs.

 C. be aware of some career options in the field of physical fitness and sports.

Title: Vocabulary Hot Potato

Interdisciplinary: ELA: Spell correctly previously studied words.

Physical Education: Manipulation skills: hand-eye coordination, catching and tossing an object with accuracy.

Time: 10-12 Minutes

Safety: Students find self-space in the classroom, toss with control (softly) to another student

Materials: A small soft ball (yarn ball or foam ball) or balled up piece of paper, spelling or vocabulary lists

Modifications: None

Assessment: Observation and immediate verbal feedback

Lesson Focus:

1. Review proper throwing techniques with the students for both the underhand and overhead throw. Be sure that the students are stepping with the opposite foot and following through. These skills were previously taught in physical education class. This activity can be done in a circle or standing by their desks.
2. The teacher chooses a word and tosses the object to any student. That student must give the first letter of the word and then pass the ball to the next student who gives the next letter. This will continue until the word is spelled correctly.
3. The students who correctly spelled the word choose an exercise that the whole class does – one time per letter in the word. (i.e. vacation = 8 jumping jacks, 8 seconds of running in place, 8 seconds of marching in place, 8 toe touches, etc.)
4. Teacher chooses the next word to be spelled and tosses the object to start the next game.

Variations: Students could first spell the complete word; the next student would tell how many syllables are in the word; the next would use it in a sentence, etc.

Grade Level: 3

New York State Physical Education Learning Standards

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#2 A Safe & Healthy Environment

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#3 Resource Management

Students understand and be able to manage their personal and community resources

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Title: Adverbs on the Move (Clancy, 2006)

Interdisciplinary: ELA: Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms.

Physical Education: Locomotor movements: walk, run, jog (in place if indoors), skip, hop, jump, gallop, etc.

Time: 10-12 Minutes

Safety: Start in general space aware of desks etc.

Materials: 3X5 Cards, list of adverbs recently learned, dictionary, pencils.

Modifications: None

Assessment: Observation and verbal response by students

Lesson Focus:

1. Students are each given a card with an adverb on the top of the card. Using the dictionaries, they look up a synonym and an antonym for each adverb and print these under the adverb.
2. Students carry the card as they do the movement. Instruct students to move in place (if indoors) using the locomotor movement chosen by the teacher (e.g. jog). On the stop signal, students cease moving and each student passes their card to the student behind them, last student passes their card to the front person. They read the card and determine how that adverb (e.g. softly, quickly) is instructing them to move. On your signal to go, they continue with the locomotor movement (jog) but must now adjust the movement to express the adverb. Have them repeat the movement, but now adjust according to the synonym listed on the card. Repeat the movement adjusted according to the antonym listed on the card. Pass the cards again, change the movement and begin the cycle again.
3. Adverbs could also be applied to non-locomotor movements. Use words that the students are familiar with. You could also try some adjectives such as stormy, red or angry. Another idea would be to state a sentence and have the students identify the adverb and move like that adverb.

PHYSICAL EDUCATION AND SOCIAL STUDIES

Grade Level: K

New York State Physical Education Learning Standards

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Title: Locomotor License (PE Central)

Interdisciplinary: Social Studies: Apply rules and respond appropriately in different situations (home, school, etc.), explain how rules/laws govern and protect us

Physical Education: Reviews locomotor skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways

Materials: If desired a license for each person, directions to give commands

Modifications: None

Assessment: Observation

Lesson Focus:

This activity will allow the students to perform various movement sequences while following a set of directions. It also requires them to remember a list of commands. This activity will review all locomotor skills in the gymnasium as well. We must obey traffic laws in our community when on the roads in order for everyone to be safe. Today we are going to turn our classroom into a traffic area and you must follow my commands in order to not get a ticket. Remember to move throughout the classroom under control.

After quickly reviewing what it means to travel safely in general space (move away from others--no crashes; move to all the areas; you can't follow anyone), introduce the activity by going over a few of the movement prompts found below. Let students know the teacher will be the "police officer" who is looking to see that they can travel safely...and if they forget a "rule of the road", they will receive a mark on their license (a "ticket") for being an unsafe driver. If they receive 3 tickets, they will lose their license. After handing out all the licenses, the students spread out in a self space around the gym and begin to move according to the prompt called out (i.e., bumpy road ahead means skipping, narrow road ahead means galloping, etc.).

- Speed limit 30 mph - walking
- Bumpy road ahead - skipping
- Narrow road ahead - galloping
- School crossing - walk really slow
- Road construction - leap over the potholes (use square tiles on the floor if possible)

- Flat tire - hopping
- Interstate driving - running
- Out of gas - take a break--sit where you are!
- Traffic jam - do 3 modified push-ups
- It's raining - put on your windshield wipers by doing jumping jacks
- Emergency - freeze
- Ambulance - students pull over to outer side of area
- Stuck in the mud - jog in place

If the teacher observes any student disobeying the traffic laws, then that student should receive a warning or a ticket by putting an **X** on their license. If a student receives 3 tickets his/her license is "revoked" (i.e., they sit out for one or two commands to observe how "safe drivers" travel).

Grade Level: 1

New York State Physical Education Learning Standards

#1 Personal Health and Fitness

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C. be aware of some career options in the field of physical fitness and sports.

Title: Where Are You Going?

Interdisciplinary: Social Studies: Identify and locate directions, physical; features on a globe or map

Physical Education: Reviews locomotor skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways, careful of obstacles

Materials: If desired a license for each person, directions to give commands

Modifications: None

Assessment: Observation

Lesson Focus:

To prepare, label each wall of the room with the proper cardinal directions. In order to begin to use a map effectively, you must be able to determine direction. The cardinal directions are north, south, east and west. The intermediate directions lie halfway between the cardinal directions. They are northeast, southeast, southwest and northwest. Follow my directions as I have you move in certain ways in different directions. Add intermediate directions when you feel the students are ready. Have a good stop and go signal to keep control.

- Skip south
- Run north
- Leap east
- Bear walk west
- Walk north and perform 2 jumping jacks upon arrival
- Slide east
- Jog and touch all 4 directions
- Hop and follow the path of the sun

Grade Level: 2

New York State Physical Education Learning Standards

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X **A.** perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

B. design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition.

#2 A Safe & Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

A. demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

X **B.** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

#3 Resource Management

Students understand and be able to manage their personal and community resources

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Title: State Tag

Interdisciplinary: Social Studies: History of US and New York

Physical Education: Reviews locomotor, dodging and fleeing skills

Time: 12 Minutes

Safety: Head on a swivel, look forward, travel in clear pathways, careful of obstacles

Materials: 50 state cards

Modifications: None

Assessment: Observation

Lesson Focus:

Each player is given two cards at the start of the game. On each card is a picture of a state and on the opposite side some information about that state. On the signal, players try to tag each other (everyone is a tagger). If a player is tagged, the two players have to face each other. The player who was tagged must show a card to the tagger. If the tagger guesses the name of the state shown on the card, he/she is given the card. The object is to gather as many cards as possible. No one is ever eliminated-they may continue to tag payers with cards in order to regain cards of their own.

Variation: If a player guesses the state and correctly answers a trivia question about the state, he/she gets all of the cards the tagger is holding

Grade Level: 3

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Title: West African Jumping

Interdisciplinary: Social Studies: World Communities

Physical Education: Locomotor skill of Jumping

Time: 12 Minutes

Safety: Remain in self space with a partner

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Children form pairs and stand facing each other. The players decide who the “same” winner is and who the “different” winner is. The game begins with the players jumping in place 6 times. On the 6th jump, both players randomly stick one foot forward when they land. If the feet match on the same side, the “same” player wins, if the feet are on opposite sides, the “different” player wins. The game continues with the players jumping 6 times again. Play to 7. Find a new partner to play against. This is basically a jumping version of rock, paper, scissors.

PHYSICAL EDUCATION AND MATH

Level: K

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Title: Numbers Are Fun

Interdisciplinary: Math, K.S.5: Identify more, less, and same amounts from pictographs.

Physical Education: Locomotor movements, exercises designed to increase heart rate, health benefits

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Number flash cards with (symbols equal to the number represented for the card).

Modifications: None

Assessment: Observation and verbal response by students

Lesson Focus:

Physical activity helps keep our body strong and healthy. Feeling fit can help you learn better and feel good! We should participate in some form of physical activity every day for at least 60 minutes or 1 hour! Wow. That is a long time. What do you do to stay healthy? Are you active at school? How about at recess or in physical education? What do you do at home to be active? Today our classroom activity will not only get you moving but it will also help you with your math!

How to Play: The teacher shows a card and calls on individuals to identify that number represented by the symbols (pictographs) displayed. When the correct answer is given, the teacher then asks **all** students to perform a specific task that matches that number (a list of exercises the children already know will be provided by the physical education teacher). For example: 8 jumping jacks. The teacher can have students give different answers by asking what number comes after or before the number shown. For example: what number comes after 11, and then have students perform the bear walk for a 12 count. The teacher can be creative and have students finish patterns or count by 2's, 5's, or 10's if ready.

Level: 1

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Title: Counting Fun

Interdisciplinary: Math, 1.N4.: Identify number names orally through 100; and 1.N.5: Count forward by 1's to 100, 2's to 20, 5's to 50 and 10's to 100.

Physical Education: Locomotor movements, Intensity

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Flash cards 1-100 or paper plates with the numbers 1-100 written on them.

Modifications: None

Assessment: Observation

Lesson Focus:

Physical activity encourages your heart to beat stronger, your lungs to breathe better and your muscles to grow stronger. Today we will be moving around the room attempting to increase our heart rate. Put one hand over your chest right now. Your heart is beating but not very fast. Remember this feeling. At the end our activity, we will check our heart rate again using our hand. Hopefully, you will be able to feel the difference. Did you begin to sweat? Did your body get hot? These are other ways that we can simply measure how hard our workout was!

Take 100 paper plates and put numbers 1-100 on them. Turn them upside down on the floor so that the numbers are not visible. Time the class to see how quickly they can pick up the plates and put them in numerical order. Each student may pick up one plate at time and set it in the designated spot and go get another. Watch cannot be stopped until all are in proper order. Stop the watch while checking.

Variation: Spread out the paper plates. Each student starts at his/her own number. On "go," each students searches for his/her next number in the correct order. Continue until each student reaches his/her original number. Can also have the students attempt to count by two's, five's, ten's or even or odds.

***Vary the locomotor skill when traveling from plate to plate.

Level: 2

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Title: Money, Money, Money

Interdisciplinary: Math, 2.M.8: The multiple uses of numbers in the real world-practice the exchange and counting of money (up to \$1.00).

Physical Education: Health Related Fitness: Muscular Endurance

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom. The teacher may want to move desks and chairs to the perimeter of the room to create an open area in the middle of the room.

Materials: Plastic coins

Modifications: None

Assessment: Observation

Lesson Focus:

Strong muscles allow us to participate in a variety of activities, including chores, school and play. Muscles that have good endurance allow us to play and work safely for long periods. This fun activity will help us increase our muscular endurance. In other words, how long can you perform an activity using your muscles without getting tired. If you have good muscular endurance you will also have good posture, strong bones and strong muscles!

Have students pair up and assume a push-up position facing one another leaving enough space in between to make a "stack" of coins. On your signal have them begin forming ONE stack in front of them. They must use different denominations of coins so that they are different in size. In other words, the same two types of coins should never be touching. The object is to stay in push-up position and alternating turns to make the tallest stack of coins. When the time is up or the stack has fallen, have them add up the total amount of the coins. You can have a table where they exchange some of their cones for bills. Pairs can play against another set of pairs to see who ends up with the most money at the end of the game.

Level: 3

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Title: Math Shootout

Interdisciplinary: Math, 3.N.18, 3.N.19, 3.N.22: Add, subtract, multiply and divide whole numbers.

Physical Education: Locomotor movements, exercises to increase heart rate.

Time: 10-12 Minutes

Safety: Students need to be careful of desks, chairs, and any other objects that may be a hazard in the classroom.

Materials: None

Modifications: None

Assessment: Observation

Lesson Focus:

Each student finds a partner. The object of the game is to be the first person to get the correct answer. Each partner shoots out one hand with any number of fingers. Add them up and shout the answer first. Can then use two hands and try multiplication. Whoever shouts out the correct answer first gets a point and gets to choose the exercise that both partners complete the number of times as their answer.

e.g. Addition. Partner 1 shoots a 5 and Partner 2 shoots a 3=8, Partner 1 shouted it out first and decides that they will perform 8 stride jumps.

Variation: Have the students travel around the room to music using a designated locomotor skill. When the music stops, the students all find a partner. Continue the same way as above but have them travel after each round. Not only does this get them moving and increasing their heart rate more but it also allows them to work with different students for each round.

PHYSICAL EDUCATION AND SCIENCE

Level: K

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Title: This space is mine!

Interdisciplinary: Science, S 3.1a: Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

Physical Education: Review locomotor skills

Time: 12 Minutes

Safety: Travel in clear pathways.

Materials: Radio, record player, iPod, flute, or other music producing device; poly spots

Modifications: None

Assessment: Observation, thumbs up/thumbs down when in a habitat

Lesson Focus:

This is a form of 'musical chairs' where only one student may occupy a specific space when the music or direction to stop is given. Move desks toward the walls leaving an open space in the center or do the activity outside. Place enough poly spots for all students on the floor.

Directions for students:

1. Review various locomotor movements with students (hop, skip, jump, etc. If doing the activity outside add more vigorous movements such as run, leap, gallop, etc.
2. Remind students about safety and they are not to touch anyone while doing this activity.
3. Review the science lesson presented on matter - it takes up space and has mass.
4. Tell students they are all matter and they take up space. Ask students to slowly walk to a poly spot and stand on it.
5. Direct students to leave their spot and begin HOPPING when the music starts. When the music stops they have to WALK to the closest spot. Allow them to do the movement for 10-15 seconds then stop the music while students walk to a spot.

6. Repeat using a different movement when leaving their spot and another different one when the music stops. Remind them not to touch anyone during the moves.
7. After doing this several times bring the class together and review. Sample follow-up:
 - what would happen if two students tried to stand on the same spot (space)
 - does bigger matter (mass) need to take up more space
 - students can volunteer to demonstrate how they can move to take up a tiny space
 - demonstrate how to move to take up a larger space

Level: 1

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Title: Matter in Motion

Interdisciplinary: Science, S 3.2a: Matter exists in three states: solid, liquid, and gas.

Physical Education: Reviews locomotor skills, movement patterns such as animal walks

Time: 12 Minutes

Safety: Travel in clear pathways, watch out for others at different levels

Materials: Boundary markers to delineate space. Best if done in a large open setting.

Modifications: If using the classroom, clear all desks to the sides of the room.

Assessment: Observation, Students can be asked to list characteristics of matter on a blackboard during review.

Lesson Focus:

1. This activity will demonstrate the characteristics of matter's three states. Bring the class together in the middle of the space. Tell them they are all "matter" and will be moving in the space marked. Some students will be gases and can move anywhere and quickly; some will be liquids and can move a little slower; and some will be solids and will be stationary but can vibrate in place. The gases and liquids will move about in any locomotor movement they wish, but they can not touch one another.
2. Have the students move for about one minute...making sure no one touches another. Stop them tell them that you now represent temperature and you are making it colder in the space which will make them move slower. Tell them to move again without touching anyone.
3. Stop them again and decrease the temperature some more so they can barely move. Tell them to move as slow as they can without touching anyone. Turn the temperature colder until the liquids now have to freeze in place and the gases can still move but very, very slowly.
4. Bring the students together sitting down. Explain that when they were able to move quickly in the space when it is warm, but when it gets colder they can't move as fast. When the temperature decreased the first time, they were able to move quick, but not as quick as before. When the area was so small they could hardly move at all, they were like a solid.
5. Repeat the activity with students playing different types of matter.

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Title: Hop, Skip, and Jump Challenge

Interdisciplinary: Science, S 3.1d: Measurements can be made with standard metric units and nonstandard units.

Physical Education: Body Awareness, combination of locomotor movements, teamwork.

Time: 12 Minutes

Safety: Move desks to sides of room to clear activity space, or do activity on playground. Make sure there is enough clear space to avoid chance of injury.

Materials: Masking tape, tape measure, paper & pencil.

Modifications: None

Assessment: Observation

Lesson Focus:

This activity will focus on measuring the distance student's hop, skip and jump. Pairs of students will combine their scores. Pairs with the highest total distance will be the class champions. Mark a take-off spot with masking tape on the floor. All measurements will begin from the tape. When doing the recorded jumps, make sure toes do not cross the take-off mark. If the toes pass the take-off tape, the jump does not count and they can do it over – only once. Record the measurements using both metric and non-metric measurements.

1. Group students into teams of two. Allow students to practice the hop, skip and jump several times before the score is counted. This can be practiced during recess or during class time.
2. After practices are complete, each pair will do the hop, skip, and jump once. One student jumps and the other measures and records, then they reverse positions. Students add both measurements together for a total score.
3. The team with the longest total distance becomes the champs for the class.

Variations: Classrooms can challenge other classrooms in this activity to come up with a grade level champion team.

Level: 3

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Title: What's on your plate? (PE Central)

Interdisciplinary: Science: Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health. (S. 5.3a)

Physical Education: Fitness, running, exercise.

Time: 12 Minutes

Safety: Be aware of obstacles in the classroom, move desks to sides of room, or do activity on the playground.

Materials: Hula hoops (plates) Bean bags (food items), index card (credit card) per team, music.

Modifications: None

Assessment: Give the students a menu to plan and check it to see if they plan a meal that's healthy. Or, have them write a food journal for a day, meal or week and have them bring it back to class for discussion.

Lesson Focus:

1. Good nutrition, exercise and rest are essential to human growth. Before beginning this activity, it is important to define "well- balanced" meals. Discuss and show examples of a well-balanced meal. Encourage the students to collect appropriate numbers of foods from each food group.
2. Use a different colored bean bag to represent the different foods. Suggestions: Red=Meats and Poultry; Blue=Milk and Dairy; Green=Vegetables; Orange=Fruits; Yellow=Grains; Purple=Fats & Oils. Write this down on a poster board or gym chalkboard so that the students can easily view it during the game.
3. Divide the students into groups of three and have them initially stand behind a hula hoop (plate) which is placed around the perimeter of the gym space. Scatter the bean bags (food) in the middle of the gym. The first person on the team has an index card (credit card) which serves as her/his pass so as to make sure only the person with the pass leaves their plate.
4. When the music begins, the first person on the team runs to the middle, grabs one bean bag (food) and brings it back and puts it in the hula hoop (plate). (S)he then gives the credit card (or pass) to the next person in line and then goes to the end of the line. The next person does the same thing, and this activity continues until all the bean bags (food) are gone out of the middle.

5. Once all of the bean bags are gone from the middle, the person on the team with the credit card may go to another team's plate (hula hoop) and take one bean bag (food) and bring it back to her/his plate. Or, (s)he may take an unwanted food item (only one) from his plate and drop it in another person's plate. Students must only do one or the other when it's their turn - not both. In other words, if (s)he takes a food from another team's plate, (s)he may not also drop one of her/his unwanted foods on their plate- only one or the other per turn. Note: Students want a well-balanced meal so "unwanted" foods would be too many items from the same food group.
6. Inform the students to not block or hide bean bags and to place, not throw, the bean bags into the hoops(plates). During the game the teacher walks around and asks teams what type of foods they have on their plate. When the music stops (play this activity for about five minutes), each team will bring their plate to the middle of the gym. Each team separates their bean bags into each food group and discusses a well-balanced meal, the need for exercise to burn any extra "unwanted" foods to maintain a healthy weight, etc.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY RESOURCES

WEBSITES

ABC Fitness Teacher Manual

WEBSITE: <http://www.davidkatzmd.com/abcforfitness.aspx>

ABC Fitness Teacher Manual is a physical activity program developed by David Katz for elementary school students to provide fun, simple engaging activities that encourage physical activity in the classroom.

American Association for Health, Physical Education, Recreation and Dance (AAHPERD) Teacher Toolbox

WEBSITE: <http://www.aahperd.org/naspe/publications/teachingTools/toolbox/index.cfm>

New items posted for all grade levels every month. Calendars, activities, brain fun, teacher tools.

Brain Breaks

WEBSITE: www.wmc.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 lifestyles 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 subjects 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.

Action Based Learning

WEBSITE: www.actionbasedlearning.com

Action Based Learning is an educational consulting firm featuring award winning Consultant and Speaker, Jean Blaydes Madigan, an internationally known Neurokinesiologist. She is a master at making the connections between physical activity and academic performance.

Spark

WEBSITE: www.stationpe.com

Station PE are Activities for implementing sections of the coordinated school health programs in your school, including literacy training and many other fun activities.

PE Central

WEBSITE: www.pecentral.com

PE Central is the premiere website for anyone who wants to know more about implementing quality physical education classes.

Brain Gym

WEBSITE: www.braingym.com

Brain Gym can be implemented in the gym or many of the techniques can be implemented in classrooms. Another great resource for making the connection in physical activity and academic performance.

Take 10!

WEBSITE: www.take10.net/

TAKE 10!® is a classroom-based physical activity program for kindergarten to fifth grade students. *TAKE 10!*® is a curriculum tool created by teachers for teachers and students its materials contain safe and age-appropriate 10-minute physical activities.

TeachersFirst

WEBSITE: www.teachersfirst.com/

TeachersFirst is a rich collection of lessons and web resources for K-12 classroom teachers, their students, and even students' families. Materials are arranged by subject area and grade level, making it easy to locate lesson plans and associated web resources quickly.

New Teacher Resources from Teachers First

<http://www.teachersfirst.com/newbie.cfm>

Energizers Classroom based physical activity

WEBSITE:

www.preventioninstitute.org/SA/enact/school/documents/afterschool.pa.programs.K-5-Energizers.pdf

Developed by Activity Promotion Laboratory College of Health and Human Performance of East Carolina University, this is a classroom based physical activity program for students K-5th grades. It is a curriculum tool created by teachers for teachers and students that integrates academic learning objectives with movement that is safe and age appropriate 10 minute physical activity.

HeartPower!

WEBSITE: www.americanheart.org/heartpower

Developed by the America Heart Association

HeartPower! includes free, science-based lesson ideas and activities that help make learning about heart-health easy for all educators and fun for students. Lesson ideas may be sorted by curriculum, grade level, lifestyle message and type of material. HeartPower! also offers lesson ideas in Spanish for Pre K through 1st grade.

BAM! Body and Mind

WEBSITE: www.bam.gov (click on teacher's corner)

BAM! Was developed by the Center of Disease Control *BAM! Body and Mind* also serves as an aid to teachers, providing them with interactive, educational, and fun activities that are linked to national education standards for science and health set by the National Research Council, the American Association for the Advancement of Science, and the Joint Committee for National School Health Education Standards. Representatives from Association for the Advancement of Health Education; the American Public Health Association; the American School Health Association; the Society of State Directors of Health; Physical Education and Recreation; and the American Cancer Society composed the committee. These standards are used by teachers, teacher educators, and national organizations across the country. In addition, most state departments of education use the science standards in whole or in part to set their state curricula.

BOOKS

Clancy, M.E. (2006). *Active bodies, active brains: Building thinking skills through physical activity*. Champaign, IL.: Human Kinetics.

Lattanzi Roser, S (2009). *Energizers! 88 Quick Movement Activities That Refresh and Refocus-K-6*. Northeast Foundation of Children, Special Edition.

Sutherland, C. (2006). *No gym? No Problem! Physical activities for tight spaces*. Champaign, IL: Human Kinetics.