FitFun Game Guide

A physical activity resource for K-5 classroom teachers
Redwood City School District

The FitFun Game Guide was compiled and adapted by LeAnn Mitchell, RCSD Wellness Coordinator, and Dana Schuster, Health & Fitness Instructor, with input from the RCSD Wellness Council, district teachers, principals, students, and parents. This project was funded in part through a mini-grant from the Get Healthy San Mateo County Task Force. Much of the general information and many of the activities contained in this guide were adapted from the Sports4Kids (now Playworks) Playbook (www.sports4kids.org/images/stories/sports4kids%20playbook.pdf) with our sincere appreciation. The RCSD Wellness Council would also like to acknowledge Sequoia Hospital Health & Wellness Center for creating and funding the “Make Time for Fitness” courses at all district schools and for providing the binding supplies for this guide.

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Section I: Introduction

Regular physical activity is one of the most important ways to maintain and improve one’s physical health, mental health, and well-being. Schools that offer consistent physical activity and physical education programs see positive effects on academic achievement, increased concentration, and improved mathematics and language arts test scores. Teachers also see reduced classroom disruptive behavior, even when scheduled physical education (PE) classes reduce the time devoted to academics. The Redwood City School District is committed to establishing physical activity as a priority in each school day by attempting to offer a range of activities that are enjoyable, develop basic loco-motor skills, and help students improve and maintain their physical fitness.

State Mandate

All students in grades 1-6 must be provided at least 200 minutes of physical education for every ten (10) school days, not including recesses and lunch period. In fact, PE is the only discipline with mandated instructional minutes. Redwood City School District teachers, administrators, and parents acknowledge the importance of regular physical activity for both student health and school performance and at the same time identify challenges to meeting the Ed. Code PE requirement, including access to PE equipment or supplies, time constraints, activity ideas and directions, and teacher training opportunities.

Guidebook Contents

In an effort to help address these challenges, the RCSD Wellness Council has assembled this teacher-friendly reference guide outlining a number of K-5 age-appropriate indoor and outdoor physical activities. Included are ideas submitted by RCSD teachers as well as information and activities from the Sports4Kids Playbook and the Activity Promotion Laboratory of East Carolina University. Included are:

- 10 different indoor class games for each K-2 and 3-5
- 7 outdoor class games for each K-2 and 3-5
- 3 outside skill-building-for-recess games
- 5th grade only: activities for FITNESSGRAM preparation and testing
- Appendix including the RCSD Wellness Policy, K-5 PE content standards, and evaluation forms to help track the efficacy of the activities in this guide

Elementary PE Standards

In grades K-5 the PE content standards and new state guidelines emphasize the following:

- Participation over competition
- Development of movement skills, social interaction, and self-image over how fast or how skilled a student might be at a particular sport
- The way in which students move in time and space in their environment
- The way in which the student and a partner move in space together
- Continuity and change in movement
- Manipulation of objects in time and through space
- Manipulation of objects with accuracy and speed

Guidebook Activities
The overall goal of this guidebook is to provide activities to help students enjoy being active and develop positive exercise habits that will last a lifetime! The specific games were chosen in an effort to provide:
- Student and staff safety
- Inclusiveness and manageability
- Variety and student interest (students helped choose activities)
- Age appropriateness
- Opportunities for high-energy movements
- Minimal time waiting or watching others
- Skill levels that do not negatively impact accessibility or enjoyment
- Focus on fun participation, being active, and developing a sense of community through cooperation and teamwork (addresses a number of “bullying” issues)
- Minimized role of competition and scoring
- Options that consider space and time restrictions
- Minimal need for PE equipment

Teacher/Staff Participation
By taking an active role in playing games with children, rather than solely providing instructions and facilitating the game, adults create opportunities to model healthy behavior. Playing games in which one is not highly skilled also models for students that the ultimate goal is to have fun rather than to perform or compete with others. Adult participation also supports engaging children who may be hesitant to play alone or try a new game and can help break down stereotypes so all children feel included and able to participate on their level.

Section II: Guidelines for Success

Creating an Inclusive Environment
When teaching physical activities, creating an environment that promotes inclusion and respect is the best means to decrease potential challenging behaviors or conflicts. Some helpful steps may include:

- Reviewing all rules and expectations prior to starting a game
- Choosing teams or groups using practices that do not single out a student’s gender or ability, or result in students being selected by “captains”
- Being aware of how language may inadvertently give messages that interfere with the accessibility and healthy experiences for children
- Intervening clearly and decisively in the face of any discrimination or bias—ignoring a situation can be viewed as your approval
- Preventing and working with situations in which children are being excluded or disrespected, focusing on behavior (not the individual)
- Providing both positive encouragement and objective constructive criticism

Signals
A clear signal or set of signals establishes that you are the leader and helps students focus their attention on you without having to raise your voice. Signals are used for four main reasons: to start action, stop action, focus attention, and make a transition. Be comfortable acting energized and animated! Signal ideas you can use include:

- “Clap once if you can hear my voice. Clap three times if you can hear my voice. Clap 10 times if you can hear my voice,” etc.
- “Match Me” - Put up a particular number of fingers and have students match the number you have put up.
- “Raise your hand if you can hear my voice. Put your hands on your hips if you can hear my voice. Squeeze your earlobes if you can hear my voice,” etc., until everyone is focused.
- Try other calls-and-responses, rhythms, or chants. Have students suggest ideas for signals. Be creative.

Structuring Physical Activity
Many of the games in this guidebook are of a “warm-up” nature and can be used simply to help students feel energized and refocus on their work. When the goal is to teach PE or engage in sustained physical activity, include the following components:

1) Opening - Explain your outline of planned activities to the students. This is also an opportunity to share information, such as physical activity terms or nutritional fun facts.

2) Warm Up - Jogging slowly in place, running lightly, waving/reaching the arms overhead and forward, lifting alternate knees, etc., for several minutes helps get the blood flowing to muscles in preparation for the fitness activity.
3) **Stretch** - Complete several basic upper and lower body stretches.

4) **Physical Activity** - Play the game/activity you have chosen.

5) **Cool Down** - Use different simple movements without any bounces to bring heart rate and breathing back to resting levels.

6) **Cool-Down Stretch** - Encourage deep, slow breaths, inhaling through the nose and out through the mouth (as if blowing out candles), and complete a couple of upper and lower body stretches.

7) **Closing** - This allows students to transition to the next part of their day more easily. A closing can be a cheer, asking students to share something they learned, or giving five people a high-five. Vary closings and enjoy being creative!

**Lesson Guide Checklist**

Before you begin an activity, ask yourself the following questions:

- Are there any environmental or personal barriers that need to be addressed?
- Do I have the equipment and set-up ready?
- Does this activity provide for differences in the skill levels of my students?
- Is this activity developmentally appropriate for my specific students?
- Can all students be successful, have fun, and be challenged?
- Does the activity provide for maximum participation and/or interaction?
- Is the activity safe with the number of students present?
- Can higher order problem-solving questions and/or academic content standards be integrated in some manner?

**Student Awareness**

Physical activity helps children develop awareness of their bodies, the space around them, and the level of effort needed to accomplish particular tasks—all necessary steps to be ready to play sports and games. This can be achieved by:

- Teaching children to make shapes or lines with their body, moving high and low, and spinning or running through groups without touching
- Practicing different speeds (slow, fast, in between), playing with the concept of force (heavy, medium, light), and getting into different size groupings
- Teaching partner skills with simple copy-cat exercises and partner challenges
- Using observation games/challenges to teach awareness of the environment

**Teacher Awareness**

Not all see themselves as “fit” or “athletic.” A past negative experience with PE or recess may interfere with being positive while teaching physical activity. Being more aware of your own perceptions, fears, or biases about sports, fitness, and body image will help you avoid unintended negative consequences for your students. Be confident, have fun, and know that daily physical activity plays a vital role in maintaining and enhancing the physical and emotional health of your students!
Section III: Stretching

Consider beginning every school day gathered on your “Make Time for Fitness” course with a two-minute schoolwide assembly to stretch, or start each day this way in your own classroom! Regular stretching can improve the range of motion of joints and lengthen muscle fibers so they will move more effectively. Stretching should be done slowly and without bouncing. Hold each stretch for 10 seconds, then add time gradually up to 30 seconds. Demonstrate each stretch so students learn the correct posture.

**Forward Bend** (stretches lower back (Latissimus Dorsi) and hamstrings (Bicep Femoris)): Keep your knees slightly bent. Reach both arms up straight above your body. Slowly lower your arms and upper body until your back is perpendicular to your legs, making a “table” with your back. Let your arms and head hang while you hold the stretch. Place hands on thighs and straighten to standing by “rolling” up one vertebra at a time, starting at the tailbone and having the head come up last.

**Lunge** (stretches anterior hip (Tensor Fasciae Latae)): Extend your left leg back, knee bent, so the top of the foot is resting on the ground. Bend your right leg, making sure the foot is flat and the knee is above the ankle (it should never go past the toes!). Gently lean your body forward over the front foot, keeping your back and torso straight while extending the hip. Stretch both left and right legs.

**Sky Stretch**: Extend the arms up overhead and stand on tiptoes. Hold 3 seconds. Exhale and slowly lower arms and heels.

**Soaring Eagle** (stretches triceps): Reach your left arm up as if you are waving to a friend, bend the elbow, and drop the forearm and hand behind your head. Reach your right arm behind you at rib height and see if you can clasp hands. If it is difficult to clasp hands, you may also introduce this stretch with foot-long strips of cloth for students to hold onto until they become more flexible.

**Caution**: Do not let students help each other grasp hands, as students should only stretch as far as they are able.

**Sitting Eagle** (stretches shoulder): Hold both arms out in front of you with your palms facing up. Cross your right arm over your left. Bring your palms up toward your face and then give yourself a high-five. Repeat with left arm on top.

**Flamingo** (stretches quadriceps): Stand on one foot. If balancing is a challenge, place one hand on the shoulder of a partner or a wall/chair back. Hold the other ankle with the free hand and raise the heel of the lifted foot to the buttocks (or as close as comfortably possible). Keep your body upright; if you start to wiggle, put your foot down rather than jumping. Stretch both left and right legs equally.

**Calf Stretch**: Stand with one foot in front of the other, shoulder-width apart, with the front foot facing forward and the back foot at a 45-degree angle. The front knee is bent just far enough so it is above the ankle and the back leg is straight without the knee locking. Press the heel of the back leg into the floor until a stretch is felt in the calf. Switch so back leg is now forward and repeat.

**Head and Neck Stretch**: Drop your right ear toward your right shoulder and hold. Move your head slowly so your chin is down toward your chest and hold. Move your left ear toward your left shoulder (completing a half-circle) and hold. Bring head back up to center. Repeat the movement going back the other way. Students should use only the weight of their heads to stretch their necks. This stretch can be done sitting or standing.

Adapted from Sports4Kids Playbook
Section IV: Helpful Vocabulary Words and Phrases

**Aerobic Exercise**: An activity that raises a person's heart rate. The target heart rate to improve fitness is between 60% and 80% of the heart's maximum rate.

**Awareness**: Keen perception using all the body's senses, including intuition, and taking in everything both inside us and in the surrounding environment.

**Cardiorespiratory Endurance**: The ability of the heart and lungs to continue supplying the body with needed oxygen and nutrients to be strong, sturdy, and robust.

**Endorphins**: Neurotransmitters released by the brain when physical activity occurs, which send a “feel good” sensation to the brain.

**Fair Play**: An understanding between two or more people to follow a set of rules for a given game; circumstances during play where cooperation is understood as a central component of fierce competition; a respect for the opponent or opponents in a given game and a graciousness in winning and losing.

**Fitness**: The heart, lungs and muscles are strong and the body is flexible and alert. When people are fit, they have enough energy to function through regular daily activities and have energy left over for recreation and/or other demands.

**Flexibility**: Being able to move muscles and joints through their full range of motion. In a child, flexibility can be measured with the combination of speed, agility, and balance necessary for the body to react quickly and with coordination.

**Health**: To have energy and freedom from injury to the body and mind.

**Muscular Endurance**: The ability and strength of the muscles to continue supporting and moving the body over a period of time.

**Nutrition**: The foods and liquids composed of vitamins, minerals, carbohydrates, fats, and proteins the body needs for proper functioning.

**Physical Activity**: Movement that requires focus and effort; usually associated with health and fitness.

**Physical Education**: A curriculum that teaches motor skills and fun and challenging games, sports and activities that facilitate physical health and well-being.

**Strength**: The power of the mind, body, and spirit to apply force.

**Teamwork**: The act of positively communicating and interacting within a group to accomplish specific group goals; strategic play that involves individual responsibility coupled with awareness of the whole.

Adapted from Sports4Kids Playbook
Section V: Indoor Games for Grades K-2

Name of Activity: *Over, Under, Around, and Through*
Formation: Students line up around the perimeter of the room (can also be done standing at desks)
Equipment Needed: None

Rules/Directions:
1. Teacher decides on a pattern where students go over, under, around, and through imaginary or real objects.

2. Lead the line of students around the room, following this 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 (geography) - Over a turtle, under a big dog, around an elephant, and through a giraffe’s legs.

More examples:

<table>
<thead>
<tr>
<th>Over</th>
<th>Under</th>
<th>Around</th>
<th>Through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steep mountain</td>
<td>Subway</td>
<td>Hard, round rock</td>
<td>Deep, dark cave</td>
</tr>
<tr>
<td>Atlantic Ocean</td>
<td>Underground</td>
<td>Desk</td>
<td>Creaky door</td>
</tr>
<tr>
<td>Wiggly bridge</td>
<td>Sand</td>
<td>Chair</td>
<td>Long tunnel</td>
</tr>
<tr>
<td>Steep hill</td>
<td>Dog</td>
<td>Circle</td>
<td>Window</td>
</tr>
<tr>
<td>Thorny bush</td>
<td>Water</td>
<td>Dirty trashcan</td>
<td>Haunted house</td>
</tr>
<tr>
<td></td>
<td>Limbo stick</td>
<td>Your school</td>
<td>Swamp</td>
</tr>
<tr>
<td></td>
<td></td>
<td>House</td>
<td>Spooky hole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campfire</td>
<td>Swimming pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sleeping giant’s bed</td>
<td></td>
</tr>
</tbody>
</table>

Variations:
1. Integrate curriculum from language arts or social studies by using vocabulary words, book characters, or regions being studied as your objects.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivnc.org
Name of Activity: *Pass It On - UNO Style*

**Formation:** Form a circle around the perimeter of the room

**Equipment Needed:** UNO cards

**Rules/Directions:**

1. Teacher hands out one card to each student.

2. Students identify color on card and perform activity that corresponds to that color for 10-15 seconds. Examples:
   - Blue: jump to the sky
   - Red: squat
   - Yellow: twist (from hip up, keeping lower body still)
   - Green: swim

3. When teacher says “Pass It On,” students pass the card to the person on their right and complete the activity that corresponds to their new cards.

**Variations:**

1. Teach colors in Spanish.

2. For younger children, squat and slide card on floor to the right rather than handing the card to the next person.

3. Vocabulary words, names of states, geometric shapes, etc., may be used instead of colors to integrate language arts, social studies, or math into the activity.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Wiggles*

Formation: Standing at desks

Equipment Needed: None

Rules/Directions:

1. Jog in place while doing the following activities.
2. On teacher’s signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

Variations:

1. Start from toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as a cool-down.
3. Integrate arithmetic by saying things such as “wiggle your fingers 2 + 3 times” and have a student say the total as you do the movement.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: As If
Formation: Standing at desks
Equipment Needed: None

Rules/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 a marching band.
   - Paint as if the paintbrush 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.

Variations:

1. Use a tree map for children to generate additional action words.

2. Incorporate social studies content, vocabulary words, etc., into the action sentences.

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: On the Farm
Formation: Standing at desks
Equipment Needed: None

Rules/Directions:

1. Teacher calls out various farm animals:
   - Pig
   - Cow
   - Chicken
   - Horse
   - Rooster
   - Sheep
   - Dog

2. Students mimic the farm animal (sounds and movement) until teacher calls out a new farm animal.

Variations:

1. Play “Old MacDonald” as background music and change animals with the song.

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: Morning Routine
Formation: Standing at desks
Equipment Needed: None

Rules/Directions:

1. Have students begin the day with a series of simple activities lasting 30 seconds or more:
   - Jumping jacks
   - Knee lifts
   - Flapping arms like a bird
   - Hopping
   - Scissors (feet apart then cross in front, feet apart then cross in back)

2. Follow each activity with a basic stretching movement:
   - Sky Stretch
   - Lunge
   - Forward Bend
   - Flamingo
   - Soaring Eagle
   - Calf Stretch

3. Hold stretches for 10-30 seconds.

4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

Variations:

1. Count forward, then backward when holding stretches.

2. Spell the week’s spelling words while performing activities; e.g. say one letter of a word for each jumping jack, etc.

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Air Writing*

Formation: Standing at desks or in small groups

Equipment Needed: None

Rules/Directions:

1. Students begin by moving in place or around the room:
   - Jumping
   - Marching
   - Hopping
   - Twisting

2. Teacher calls out a letter, number, word, or shape and students stop activity.

3. Students draw the letter, number, word, or shape in the air using their hand, arm, leg, head, elbow, knee, bottom, or any combination of body parts until teacher calls out another activity. (Note: Teacher can identify body part(s) to be used or let students choose.)

4. Students continue new activity until teacher calls out another letter, number, word, or shape.

Variations:

1. Current vocabulary or spelling words can be used for “body spelling” to incorporate relevant language arts content into activity.

2. Simple math calculations (adding, subtracting, multiplying, etc.) could also be the focus for “body spelling.”

Adapted from *Energizers* developed by:

Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Litterbox*

Formation: Partners

Equipment Needed: Paper

Rules/Directions:

1. Have partners ball up a piece of paper and place it on a chair or 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 his or her own paper ball and play individually.

2. Could be done as a team relay activity, in which students hop around their desks with the paper ball between the 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.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *It's a Zoo in Here*

Formation: Standing at desks

Equipment Needed: None

Rules/Directions:

1. Teacher selects an animal or has students select an animal:
   - Monkey
   - Bear
   - Snake
   - Elephant
   - Giraffe
   - Kangaroo
   - Lion
   - Tiger

2. Students imitate the way the animal walks or moves beside their desks or around the classroom.

3. Students continue until teacher signals to move like the next animal.

Variations:

1. Make cards with animal names to use as flashcards (Grades 1-2) and have the students read/spell the names and then act them out.

2. Use pictures of animals for Grades K-1.

Adapted from *Energizers* developed by:

Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Surfing Warm-Up*

**Formation:** Spread out around the room

**Equipment Needed:** CD/tape player and song "Wipe Out" by the Beach Boys

**Rules/Directions:**

1. Have students spread out with as much personal space between them as possible.

2. Start the music.

3. When the drums are playing, have the students do a specific movement such as:
   - Pretend to drum
   - Jog in place
   - Pretend to swim

4. When the music changes, have the students pretend to be surfing, stretching, and leaning in different positions to work on balance.

Adapted from Sports4Kids Playbook, p. 215
Section VI: Outdoor Games for Grades K-2

Name of Activity: Running Through the Forest
Developmental Goal: To enhance children's imagination
Skills Practiced: Jogging, jumping, running, ducking, and following instructions
Equipment Needed: None

Rules/Directions:

1. Have students line up around the "Make Time for Fitness" course.
2. Tell all of the students to imagine that they are not on the yard but in a forest. Explain that they are going to be explorers going on a walk through the forest using their imaginations.
3. Have all the students walk in place while you describe the trip the class is taking through the woods. Occasionally have the students duck under "branches" and jump over "fallen trees."
4. Slowly begin to speed up the pace of the children's walking.
5. Maybe you hear something coming and you speed up so it doesn't catch the class. Soon the class is jogging in place instead of walking.
6. Suddenly yell that there is a bear or some kind of predator chasing them and speed the jog to a run.
7. Add in the "branches" and the "fallen trees" so that the students are warming up their other muscles as well by jumping and ducking.
8. After the students are winded, slow them down again.
9. Next, you can pretend to "swim" across a river or "climb" a tree or cliff.
10. Any other variation that requires movement at different speeds and loosens the body is great.

Variations:

1. After students are familiar with this warm-up, it's fun to have their input on the type of story to tell or journey to take—the beach, a hike through the mountains, etc.
2. Grade-level social studies content can be integrated into the selected journey location as well.

Adapted from Sports4Kids Playbook, p. 54
Name of Activity: *Simon Says*

Developmental Goal: To increase children’s listening skills

Skills Practiced: Running, skipping, hopping, balancing, and physical awareness

Equipment Needed: None

Rules/Directions:

1. Make sure that the students are clear on the consequences when they do not follow directions.

2. Students should be reminded to maintain safe distances between themselves.

3. Explain that you are going to give directions to perform a specific movement or sound and students should follow your direction only if you first say “Simon says.”

4. Anyone who follows your direction when you don’t say “Simon says” will jog in place for the next round.

5. The leader can call all types of directions—touch your nose, toes, etc., stretch to the sky, run in place, jump 5 times, skip high, make silly animal noises, etc.

Variations:

1. Allow students to take on the leader role and be “Simon.”

Adapted from Sports4Kids Playbook, p. 57
Name of Activity: *Tip It Over, Pick It Up*

**Developmental Goal:** To follow directions and remember a task

**Skills Practiced:** Listening, coordination, awareness

**Equipment Needed:** A contained area, square or circle, 20-30 cones. The “Make Time for Fitness” course is perfect for this!

**Set-Up:** Place cones randomly inside the boundaries of the game

**Rules/Directions:**

1. Make sure students understand safety precautions, such as hands and feet should be kept to themselves, and are aware of other students.

2. Students should understand what to do when you blow the whistle.

3. Divide students into two teams. One team is known as the “Tipper-overs,” who must knock the cones over. The other team is known as the “Picker-uppers,” who must stand the cones up.

4. Cones must be tipped or picked up gently with one hand and the students’ feet should never touch the cones.

5. On your whistle, all students must freeze and put their hands in the air.

6. Count how many cones are tipped and how many are standing.

7. After the first round, switch the teams so each team gets a chance to do the other job.

8. Each round is one minute in length.

*Adapted from Sports4Kids Playbook, p. 61*
**Name of Activity:** *Clap and Move*

**Developmental Goal:** To enhance participants' active listening capability

**Skills Practiced:** Running forward and backward, skipping, hopping, galloping, etc.

**Equipment Needed:** None

**Set-Up:** Set up a clearly designated rectangular play area with visible boundaries. The "Make Time for Fitness" course is perfect!

**Rules/Directions:**

1. Make sure all students know what signal indicates they can begin to run.

2. Clap a few times with a different number (e.g., twice or six times) to demonstrate what the signal does not sound like. Then clearly clap three times and count out loud to show what the "run" signal sounds like.

3. Students listen for the signal of three claps in a row. When you clap three times they will run to the other side of the track or field without touching anyone else.

4. Once the students have done this successfully several times, you repeat the game with a different method for them to get across the field, for example, skipping, hopping, or leaping.

**Variations:**

1. Change the number of claps students are listening for.

2. Change the rhythm of the claps so it is harder to hear the number of claps.

*Adapted from Sports4Kids Playbook, p. 67*
Name of Activity: Magic Tag

Developmental Goal: To develop body and spatial awareness

Skills Practiced: Agility, evasion

Equipment Needed: None

Set-Up: Designate a large play area with clear boundaries that has room for children to run. The “Make Time for Fitness” course will work well.

Rules/ Directions:

1. Demonstrate safe tagging: light touch, like a butterfly wings, on the shoulder. (Unsafe tags: hard contact that might cause the person being tagged to fall.)

2. Demonstrate that when you get tagged, you turn into a magic wand, which means you freeze with your hands down at your sides.

3. Demonstrate how to turn the magic wand back into a person, which requires two people to join hands in a circle around the “wand” and say “abracadabra” to break the spell.

4. Review the boundaries and the consequence for going outside them, which is that you automatically become a magic wand.

5. Designate 3 magicians and signal to start the game.

6. The object of the game is to avoid being tagged by the magicians, who are trying to turn everyone into magic wands.

7. If you are not tagged, you are avoiding the magicians and undoing the spell for students who have become magic wands.

8. Rotate the magicians so that everyone has a chance to be the magician.

Variations:

1. You can make undoing the magic wand spell more animated with a dance and a song.

Adapted from Sports4Kids Playbook, p. 88
Name of Activity: *Statue Tag*

**Developmental Goal:** To develop body and spatial awareness

**Objectives Learned:** Understanding of different shapes the body can make, learning about fair play, learning balance and coordination

**Skills Practiced:** Running, evasion, freezing, how to make shapes with the body

**Equipment Needed:** None

**Set-Up:** Use the "Make Time for Fitness" course to set up clear boundaries for play area

**Rules/Directions:**

1. Review body shapes (wide, narrow, rounded, twisted, crooked, small, tall, pointed, flat, and so on) with the students.

2. Show students how to freeze versus moving, and let them practice. Have a flag or jersey for the student(s) who will be "it."

3. Demonstrate safe tagging: light touch, like butterfly wings, on the back or shoulder. (Unsafe tags: hard contact that might cause the person being tagged to fall.)

4. Review what to do when tagged and what to do when you go outside the boundary, being careful not to run into other classmates.

5. Assign one or more students to be "it" and put a jersey or flag on them.

6. Students who go outside the boundaries become frozen.

7. Be sure all students know who is "it."

8. Change the shape in which students must freeze every round.

**Variations:**

1. Students can become unfrozen through a particular action by another unfrozen player (e.g., when tapped on the shoulder).

2. Vary the play area or have a time limit for "it" or "its" to freeze everyone as a challenge.

Adapted from Sports4Kids Playbook, p. 83
Name of Activity: *Shadow, Shadow*

Developmental Goal: To develop awareness of self and others

Skills Practiced: Agility, partner work, reflexes

Equipment Needed: None

Set-Up: None

**Before You Start:**
- Demonstrate how to move and how to be a shadow.
- Choose a volunteer to help you.
- Exaggerate and make funny movements to make the game more fun.
- Designate a signal to begin moving and to stop moving.
- Emphasize the importance of awareness, to avoid contact with your partner and others.

**Rules/Directions:**

1. The object is to continuously follow a partner without running into him/her.

2. Identify what type of movement is possible (walking, fast walking, running, etc).

3. Designate signals for the pairs to:
   - Begin moving around the play area.
   - Stop moving.
   - Change roles after one minute so both sides have the chance to lead.

**Variations:**

1. Add other movements: skipping, hopping, leaping, crawling, etc.

Adapted from Sports4Kids Playbook, p. 99
Outdoor Recess Games for K-2

Name of Activity: Four-Square

Four-Square Basic Game Rules:
1. A standard four-square area is one large square 10’ x 10’ divided into four smaller squares (each 5’ x 5’). Squares are labeled A, B, C, D (or 1, 2, 3, 4). Square A contains a smaller service box (1.5’ x 1.5’) in the far outside corner of the square.

2. Four players per playing group. One player is in each square and the others wait in line. The player in square A is the server. The goal is to get to square A and stay there.

3. The server controls play of the game. Play begins when the server drops the ball once into his/her square and then hits it into a different square (serves the ball). The server must keep both feet in the service box until the serve is completed.

4. The ball can bounce only once in any square.

5. Players must hit the ball with any part of their hands into an opposing player’s square after it has bounced only once in their own square.

6. If the ball lands on a line or goes out of bounds before it bounces, the player who hit the ball needs to return to the waiting/cheering line for another try. If a player hits the ball and it bounces again in his/her own square, s/he also needs to return to the waiting line.

7. If the ball bounces more than one time before it is hit into another square, the player who let the ball bounce must return to the waiting line for another try.

8. If the ball is returned before it is allowed to bounce, the player who returned the ball early must return to the waiting line.
9. Anytime a player moves out of the game into the waiting line, a square is left open. The person in the front of the line advances to square D, and the remaining players advance to close the gaps between squares A and D.

4-Square Fundamental Skills:
- Underhand hit: to return the ball instantaneously, without catching it; hands make contact once with the underside of the ball, palms facing up
- Overhand hit: to return the ball instantaneously, without catching it; hands make contact once with the topside of the ball, fingers pointing up, palms angled forward or toward the ground

Grade Level Objectives: Kindergarten
- An understanding of the four boxes as boundaries
- The basic rotation around the squares
- Underhand hit with catching
- Aiming the ball into another square

Grade Level Objectives: First Grade
- Everything in the previous grade
- The proper serve technique
- Underhand hit without catching
- The concept of an “out” and some of the ways a player gets out

Grade Level Objectives: Second Grade
- Everything in the previous grades
- Mastery of underhand hitting
- Mastery of the rotation
- Mastery of the serve

Adapted from Sports4Kids Playbook
Four-Square Lead-Up Grades K-2: *Catch and Drop*

**Group Size:** 2-4 per playing group

**Developmental Goal:** To develop hand-eye coordination and the concept of the game of four-square

**Skills Practiced:** Underhand and overhand ball hitting, ball placement, hand-eye coordination, agility

**Equipment Needed:** Standard rubber playground balls for each group

**Before You Start:**
- Use the four-square courts on the playground and/or draw new courts with chalk if needed.
- Explain how to hit the ball and where to place the ball.
- Use student volunteers to demonstrate.
- Point out various rules and directions.
- Choose several volunteer groups to demonstrate before having everyone begin.
- Ask students how many bounces can occur in their square and to name three ways play can be stopped.

**Rules/Directions:**

1. The game begins when one player serves the ball.
2. Players let the ball bounce once and then hit it into a different player’s box.
3. The receiving player must let the ball bounce once, and then s/he may catch it before s/he returns the ball.
4. Play continues until the ball:
   - Is hit outside the square.
   - Bounces twice before it is returned.
   - Is not allowed to bounce.
   - Is hit onto a line.
5. When a player stops the play, s/he goes to the end of the line. A new player comes in square D, and remaining players close the gaps, moving up as necessary.

Adapted from Sports4Kids Playbook, p. 118
Name of Activity: **Jump Rope and Double Dutch**

**Jump Rope School Rules:**
1. For group play, a minimum of three people participate at one time: two turners and one jumper.
2. For both Double Dutch and single rope jumping, a standard jump rope is a 15 feet long.
3. Waiting players form a line, or designate and follow a jumping order.
4. The turners each hold one end of the rope and face each other. When turning, the rope should be arced and touch the ground at one center point.
5. The jumper stands in front facing one turner with the side of one foot touching the rope at the center point of the rope.
6. At a recess: One rope grants one jumping turn; two ropes (Double Dutch) grants two jumping turns.
7. After a jumper has completed her/his turn s/he takes the place of a turner, and the turner goes to the end of the line. Make this clear so there is not confusion about the responsibilities.
8. No do-overs are allowed; once a turn has happened, the player needs to show sporting behavior and fair play by taking her/his turn turning the rope.
9. Jump rope is the most common and widely played cooperative playground game - all active participants (turners and jumpers) need to be aware and be paying attention for the jumper to do the best job s/he can.

**Jump Rope Fundamental Skills:**
- Turning: Elbows at side, upper body still and strong, eyes watching the feet of the jumper
- Indoons: Hands and forearms turn rope in towards the midline of the body
- Outdoors: Opposite of indoors—hands and forearms turn rope out toward shoulders
- Jumping two-footed: Both feet take off from and land back on ground at the same time
- Jumping one-footed: Player keeps one foot suspended in air by bending leg backwards at knee
- Double Dutch: a jogging-type of jump; feet alternate making contact with and separating from the ground
- Entering: Getting under the turning rope, starting from the outside of the rope
- Exiting: Leaving the rope by jumping out (for Double Dutch) or running out (single rope) while the rope turns
- Jumping order: Knowing who is first, second, third, etc., in the order to jump

**Grade Level Objectives: Kindergarten**
- How to hold and turn a single rope with a partner
- The concept of a jumping order
- The technique of a two-footed jump

**Grade Level Objectives: First Grade**
- Everything in the previous grade
- The one-try-per-turn rule
- Beginning the technique of a single-footed jump
- Mastery of a two-footed jump

**Grade Level Objectives: Second Grade**
- Everything in the previous grades
- Beginning level entering a single rope
- Beginning the technique of turning around while jumping

Adapted from Sports4Kids Playbook
Jump Rope Lead-Up Grade K-2: *Snake*

**Developmental Goal:** To develop foot-eye coordination

**Skills Practiced:** Jumping skills, rope-handling skills, working with a partner

**Equipment Needed:** Several jump ropes

**Before You Start:**
- Review concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and in the different roles.
- Demonstrate the skill and use students to help you.
- Ask students to explain the concepts and the rules back to you.

**How to Play:**
- This is an extremely simple and fun way for students to begin learning the eye-foot coordination needed to jump rope.
- Divide students into small groups.
- Each group gets one rope. Two students are turners, everyone else jumps.
- The two turners kneel or sit on the ground and hold the rope to the ground.
- The turners’ job is to move the rope back and forth, first slowly then increasingly faster, while the jumpers try to jump over the rope using either the two-footed or one-footed jump.
- The challenge is also to try to jump over the rope without touching the rope.
- The players switch positions when you give a signal.
- If necessary, start the activity with still ropes for one full round.

Adapted from Sports4Kids Playbook
Name of Activity: *Kickball*

**Kickball School Rules:**

- 9 players on each team.
- Field positions:
  - 3 base players: first, second, third
  - 3 outfield: left, center, right
  - 1 shortstop
  - 1 pitcher
  - 1 catcher
- A regulation kickball field is 60' x 60' between the bases.
- An approximate size for kindergarten is 30' x 30' between the bases.
- Increase distance as students' age and skill level advances and as space allows.
- A base line marks the running path between the bases.
- The team who wins Ro-Sham-Bo gets to choose whether to kick or field first.
- The kicking team stands in their kicking order.
- The fielding team takes the field in their positions.
- The pitcher controls the play of the game. Play begins with the pitcher rolling the ball to the person up to bat, the kicker. Play stops when the ball is thrown to the pitcher.
- Teams switch sides after three outs or nine runs are scored. Outs are granted when:
  - The kicker kicks a fly ball and it is caught before it touches the ground. Note: When a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
  - The base player has control over the ball and a foot on the base before the base runner reaches the base.
  - The base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base. Note: If the base runner must advance because of another runner or kicker behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a force and the fielder with the ball must tag the base runner.
  - One base runner passes another.
• A base runner intentionally interferes with a fielder who is trying to recover the ball.

- A runner advances one base on an overthrow to the base player.
- A run is scored for the kicking team when a base runner touches all four bases, in order, without being called out at any time.
- If the ball is kicked and rolls out of bounds before going past first or third base, it is called a foul.
- Three fouls by an individual kicker equal an out.
- If a ball is touched by a member of the fielding team before it bounces, it is a fair ball.

**Kickball Fundamental Skills:**
- **Throwing:** Hold ball in dominant or “favorite” hand; step with opposite foot in desired direction of throw; extend the elbow then follow through with wrist.
- **Catching:** Position body under or behind ball; cradle ball with two arms at the stomach or grab the ball between two hands above the head.
- **Fielding:** Watch the ball, reach for and get in line with the ball.
- **Kicking:** Make contact with the ball with the dominant foot.
- **Beginning kick:** Begin with opposite foot out in front and dominant foot behind the body; swing foot into ball when it reaches the plate.
- **Advanced kick:** Anticipate kick with one or more step(s) into the kick; foot can contact ball with side, toe, or shoelaces.
- **Base running:** After kicking the ball, proceed to run to first base, second, third, and then back to home plate, when it is judged safe to do so.
- **Position playing:** Each player has a specific job and area to cover.
- **Pitching:** Cradle ball in dominant hand with bent wrist; step with opposite foot; gradually release ball to rotate forward on the ground.

**Grade Level Objectives: Kindergarten**
- The order of running the bases
- Beginning-level ball-kicking technique (toe and inside of foot)
- Throwing a kickball underhand
- Catching an underhand throw
- Basic understanding of a kicking order
Grade Level Objectives: First Grade
- Everything in the previous grade
- Basic understanding of the role of a fielder
- Understanding when to run the bases
- Mastery of basic kicking technique (toe and inside of foot)
- Basic fielding strategy

Grade Level Objectives: Second Grade
- Everything in the previous grades
- Mastery of throwing and catching underhand
- Beginning-level understanding of kicking with the shoelace part of the foot
- Beginning-level understanding of a foul versus a fair ball
- Beginning-level understanding of the base as “safe”
Kickball Lead-up K-2: Crazy Kickball

Developmental Goal: To develop children’s understanding of the structure of a kickball field

Skills Practiced: Kicking, catching, running, throwing, fielding, and understanding a batting order

Equipment Needed: Bases, cones, three or more kickballs, and a hula hoop

Before You Start:
- On a traditional kickball field, place a large container that can hold many balls at the pitcher’s mound (a hula hoop also works well).
- Mark the outfield with enough numbers for half the group. The numbers should designate outfield play positions. Positions can be marked with cones (with numbers) or chalk.
- Do not put positions farther into the outfield than you expect the students to kick.
- Adjust the field positions for the ages playing; younger students are closer to the infield.
- Discuss the importance of staying at your position, calling your ball, and, if necessary, passing the ball to teammates in the outfield.
- Also inform students to stay behind the pitcher while students are kicking.
- Be prepared to discuss staying in your kicking order.
- Have everyone run the bases once all together in a single file line to reinforce where the base line is and where each base is.
- This is a good game to teach the basic concepts of fielding and passing while staying in a position zone as well as running the bases. With all this action, everyone is involved.
How to Play:
- Divide the group into infield and outfield teams and give each child on each team a number.
- The numbers denote the kicking order and their positions in the outfield.
- Kickers come up one at a time. They kick the ball into the field and run around the bases continuously for a home run.
- Emphasize to the runners that they need to touch each base with their foot.
- While one kicker runs, the next kicker comes up to home plate and kicks.
- There are many balls so there can be many runners going around the bases at a time.
- The fielders retrieve the kicked balls, pass them infield, and put them into the container.
- The fielders try to quickly pass the balls infield to keep the container full.
- Tell the fielders to get the balls that come toward their position and throw them inward to the nearest player until the ball gets back into the container.
- Encourage students to pass the ball to each other rather than running it all the way back on their own.
- When the whole kicking team has kicked and run the bases one time, the teams switch roles.

Variations:
- For older students who know the game of kickball, players can stop at any base and wait for the next kick before continuing to run.
- Allow more than one player to be on a base at a time.
- You could try allowing players to be tagged out in between bases.

Adapted from Sports4Kids Playbook
Section VII: Indoor Games for Grades 3-5

Name of Activity: *California Dreamin’*
Formation: Standing at desks or walk around in a circle to do the activities
Equipment Needed: None

Rules/Directions:
Lead the students on an adventure through California, where students use their imaginations to act out movements associated with different parts of the state. Visit each place for about 15 seconds. Make your “vacation” as long or as short as you want by the number of destinations you visit.

- **Catch** a fish in the ocean near Bodega Bay
- **Climb** up a redwood tree
- **Ski** in the Sierra Nevada
- **Pan** for gold in Coloma
- **Walk** across the Golden Gate Bridge
- **Do a touchdown dance** like a San Francisco 49er
- **Swim** like a fish in the Monterey Bay Aquarium
- **Pull** garlic from the ground in Gilroy
- **Rock climb** in Yosemite
- **Pick** peaches in the Central Valley
- **Ride** a horse along the beach in Santa Barbara
- **Dig for clams** on Pismo Beach
- **Hit a home run** at Dodger Stadium
- **In-line skate** on the Strand from Santa Monica to Manhattan Beach
- **Ride** a roller coaster at Disneyland
- **Swing** your golf club in Palm Springs
- **Run across the hot sand** in Death Valley
- **Stand on one leg** like a flamingo at the San Diego Zoo
- **Sit down, take a deep breath**, and enjoy the sunset on a San Diego beach

**Variations:**

1. Teacher can use a wall map to point out specific landmarks or areas and integrate specific social studies regions of study.

2. Have students create their own travel destinations and activities based on their studies of California in the fourth grade or the United States in the fifth grade, or based on your own community.

*Adapted from Network for a Healthy California - Children’s Power Play! Campaign, Energizer 5, pages 37-38*
Name of Activity: **Wiggles**
Formation: Standing at desks
Equipment Needed: None

**Rules/Directions:**

1. Jog in place while doing the following activities.
2. On teacher’s signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.

**Variations:**

1. Start from toes and work your way up (toes, knees, hips, etc.).
2. Repeat activity without jogging as cool-down.
3. Integrate arithmetic by saying things such as “Wiggle your fingers 2 x 3 times” and have a student say the total as you do the movement.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: Heart Smart
Formation: Standing at desks
Equipment Needed: None

Rules/Directions:

1. Teacher will discuss the heart:
   - Where is it located? Left side of the chest.
   - What size is it? Size of a fist.
   - What is its function? Deliver blood to the body.
   - What strengthens the heart? Jumping, swimming, jogging. (Students will act out each activity.)
   - What weakens the heart? Inactivity, smoking, unhealthy diet.

2. Teacher calls out a habit that strengthens or weakens the heart.

3. If the habit strengthens the heart, students will respond by jumping.

4. If the habit weakens the heart, students will respond by falling down or squatting.
   - Riding a bike - jump
   - Eating four pepperoni pizzas - fall
   - Walking your dog - jump
   - Smoking cigarettes - fall
   - Never going outside to play and watching TV all the time - fall
   - Dancing with your friends - jump
   - Skating - jump
   - Never eating fruits and vegetables - fall
   - Shooting baskets - jump
   - Always playing PlayStation - fall
   - Eating a lot of fast food - fall
   - Raking the leaves - jump
   - Washing the car - jump
   - Taking the stairs - jump
   - Taking the elevator - fall
   - Swimming - jump
   - Eating a lot of potato chips and Twinkies - fall

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Memory Lane*

Formation: Standing at desks with partners

Equipment Needed: None

Rules/Directions:

1. Teacher calls out one task at a time and partners complete that task.

2. Tasks should be called out in the order provided.
   - High-five right
   - High-five left
   - Low-five right
   - Low-five left
   - High-ten
   - Low-ten
   - Backwards ten-high
   - Backwards ten-low
   - Tunnel-ten (feet apart, back to back, reach between legs and hit low-ten)
   - Sole of shoes right
   - Sole of shoes left
   - Elbow right
   - Elbow left
   - Both elbows

3. Partners repeat the tasks beginning with the first task each time.

4. Have students repeat sequence as fast as they can with accuracy.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: The 12 Days of Fitness
Formation: Standing at desks
Equipment Needed: Use an instrumental version of the holiday song

Rules/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 side 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)

Variations:

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.

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: Morning Routine  
Formation: Standing at desks  
Equipment Needed: None

Rules/Directions:

1. Have students begin the day with a series of simple activities lasting 30 seconds or more:  
   - Jumping jacks  
   - Knee lifts  
   - Flapping arms like a bird  
   - Hopping  
   - Scissors (feet apart then cross in front, feet apart then cross in back)

2. Follow each activity with a basic stretching movement:  
   - Sky Stretch  
   - Lunge  
   - Forward Bend  
   - Flamingo  
   - Soaring Eagle  
   - Calf Stretch

3. Hold stretches for 10-30 seconds.

4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

Variations:

1. Count forward, then backward when holding stretches.

2. Spell the week’s spelling words while performing activities; e.g. say one letter of a word for each jumping jack, etc.

Adapted from Energizers developed by:  
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University  
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: Leaf Line
Formation: Standing at desks
Equipment Needed: Leaves brought from home (one leaf per child)

Rules/Directions:

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture.
4. Have students try to identify the type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following:
   - Tree swaying in the wind
   - Tree during a thunderstorm/hurricane
   - Tree weighted down with snow

Note: Teacher should have several extra leaves available.

Variations:

1. Objects other than leaves may be used to integrate academic content from language arts, math, science, etc. For example, students could have flashcards with math facts (such as 8 + 2 or 4 x 3) and have to line up in order of the answers smallest to largest, then hop or jump the correct number of times.

Adapted from Energizers developed by: Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Sports Galore*

**Formation:** Standing at desks

**Equipment Needed:** None

**Rules/Directions:**

1. Teacher calls out the following sports skills to mimic:
   - Shooting a jump shot
   - Running through tires
   - Batting a baseball
   - Serving a tennis ball
   - Skiing downhill
   - Spiking a volleyball
   - Swinging a golf club
   - Throwing a football
   - Juggling a soccer ball
   - Shooting an arrow
   - Shooting a hockey puck
   - Swimming underwater
   - Fielding a ground ball and throwing it to first base
   - Dunking a basketball

2. Do each sports skill for 30 seconds

**Variations:**

1. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:
   - If Juan made 5 jump shots and 2 went in the basket, how many did he miss?
   - If Briana hit 2 home runs, how many bases would she have to touch? (8 bases)

2. Ask students for skills to mimic.

Adapted from *Energizers* developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: Jump Start Your Heart

Formation: Students are divided into six groups and each group is sent to a part of the room that is labeled as described below

Equipment Needed: Six pieces of paper labeled right atrium (jogging in place), right ventricle (shadow boxing), left atrium (pretending to jump rope), left ventricle (twisting), lungs (cross-country skiing—jumping jack with feet going forward and back rather than side to side), and body (pretending to chop wood)

Rules/Directions:

1. Teacher will discuss the heart: What does it do? The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle; from the right ventricle it travels to the lungs and back to the left atrium. It then travels to the left ventricle, and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.

2. Teacher labels six parts of the room with following activities:
   (a) Right atrium (jogging in place)
   (b) Right ventricle (shadow boxing)
   (c) Left atrium (pretending to jump rope)
   (d) Left ventricle (twisting)
   (e) Lungs (cross-country skiing)
   (f) Body (pretending to chop wood)

   Right Atrium→ Right Ventricle→ Lungs→ Left Atrium→ Left Ventricle→ Body

3. Teacher sends groups of children to each part of the room that is labeled.

4. Teacher calls out “Start your heart,” and students begin movement that corresponds to their location.

5. When teachers say “Blood flow,” students stop and move to the appropriate location for correct blood flow.

6. Students will move to the location where the blood travels next.

7. Teacher again calls out “Start your heart” after students have moved to new location.

8. Continue until students have gone to each location.

Variations:

1. Teacher has students demonstrate other exercises that will strengthen the heart: jumping, swimming, jogging.

2. Teacher can post location signs in random order.

Adapted from Energizers developed by:
Activity Promotion Laboratory, School of Health and Human Performance, East Carolina University
in partnership with NCDPI, NC HEALTHY SCHOOLS, and beactivenc.org
Name of Activity: *Chair Aerobics*

Formation: Sitting in chairs moved away from desks if possible

Equipment Needed: Tape/CD player and fun background music recommended but not required

Rules/Directions:

1. Begin with a warm-up with slow music, gently waving arms and stretching.

2. After 3-5 minutes, lead several chair exercises such as:
   - Hold the bottom of the chair with both hands and raise alternate knees up and down.
   - Reach down to the floor with the left hand, then the right hand.
   - Hold the bottom of the chair with both hands and alternate lifting each leg straight up to seat level and down again.
   - Stand in front of the chair and place the hands on either side of the chair and raise the right leg backwards and up 10 times, then repeat with the left leg.
   - While marching the feet quietly on the floor, clap hands overhead, then straight out in front, then on the knees. Repeat the sequence.

Variations:

1. Integrate language arts curriculum into this activity by having students spell a different vocabulary word with each different movement.

2. Math can be integrated by having students repeat a movement 5 x 6 times, etc.

Adapted from Sports4Kids Playbook, p. 211
Section VIII - Outdoor Games for Grades 3-5

Name of Activity: *Shaq Says*
Developmental Goal: To increase children’s listening skills
Skills Practiced: Running, skipping, hopping, balancing, and physical awareness and/or basketball skills/moves
Equipment Needed: None

Before You Start:
- Play a practice round to make sure students understand.
- Students are clear on the consequences when they do not follow directions.
- Students understand how to maintain safe distances between themselves.

Rules/Direc\ons:

1. Line up students around sides of the "Make Time for Fitness" track. Explain that you are going to give directions to perform a specific movement and that students should follow your direction only if you first say “Shaq says.”

2. If someone follows your direction when you don’t say “Shaq says,” they jog in place until the next round.

3. The leader calls directions that are related to basketball such as:
   - **Defense**: all the players should go into a defensive position
   - **Slide**: all of the players shuffle their feet once in the direction you indicate (right or left)
   - **Pass** (using an imaginary ball)
   - **Shoot or Dunk**: with or without a jump (using an imaginary ball)
   - **Dribble**: using an imaginary ball (a) in front, (b) around your back, (c) between your legs, and (d) with your left/right hand
   - **Spin**: an imaginary ball on your finger

**Variations:**

Allow students to take on the leader role and be “Shaq.”

Adapted from Sports4Kids Playbook, p. 57
Name of Activity: Switch
Developmental Goal: To develop active listening capability
Skills Practiced: Agility and conflict resolution
Equipment Needed: Cones may be used but are not required
Set-Up: A four-square court or four cones forming a square and one in the middle—one set-up for each five students playing. Use the four corners of the “Make Time for Fitness” track plus two groups placed in the center of the track to structure the activity.

Before You Start:
- Make sure students know the four (or more) areas to run to.
- Review how to Ro-Sham-Bo.
- Play a practice round.

How to Play:
1. Have five players at a time or at each square set-up. Each player occupies a corner or the middle.

2. Play begins when the person in the middle says “Switch,” then all players must find a new corner/cone to occupy.

3. If two players arrive at the corner at the same time, a quick Ro-Sham-Bo is played. Winner stays and other student moves to a different corner.

4. If you are playing with five students at a time, do a couple of rounds and then rotate the next five students in.

Variations:
1. Use different shapes (triangle, hexagon, etc.).

2. Add more areas kids can run to (e.g., first base to second, etc.).

Adapted from Sports4Kids Playbook, p. 62
Name of Activity: *Dance Freeze*

**Developmental Goal:** To increase aerobic fitness through ongoing dance

**Skills Learned:** Increasing aerobic fitness, developing various motor skills and coordination, listening and awareness

**Equipment Needed:** Radio or tape/CD player

**Set-Up:** Designate an open area free of obstacles approximately 20' x 20'. The "Make Time for Fitness" course will make a good boundary. Have the radio or tape/CD player ready with an appropriate station or music selection.

**Rules/Directions:**

1. In this activity, students dance as the music plays.

2. When the music stops, each student must freeze immediately and hold that position until the music begins again. If a player does not freeze immediately, s/he does 10 jumping jacks during the start of the next round and then rejoins the dance. (Since this is an aerobic game, it is better not for students to get "out." )

3. You (or a student) should demonstrate appropriate dance moves and how to do the freeze, and note the guidelines for inappropriate conduct.

4. Students are ready to start when they understand the rules to the game and each person has their personal space to dance.

**Variations:**

1. While dancing, students assigned as the look-out pick out a unique dance move. When the music stops, they demonstrate the move for everyone, then the group tries the new move at the start of the next round.

2. Rather than have students do 10 jumping jacks, have them do something else—push-ups, a balance challenge, etc.

Adapted from Sports4Kids Playbook, p. 73
Name of Activity: **Blob Tag**

**Developmental Goal:** To develop agility, communication, and evasion skills

**Skills Practiced:** Evasion, partnering, endurance

**Equipment Needed:** None

**Set-Up:** Designate a playing area large enough run in

**Before You Start:**
- Spread students out within playing area.
- Ask for two volunteers, and assign both of them to be it. They become the Blob and must link elbows.
- Demonstrate safe tagging: Light touch, like butterfly wings, on the back or shoulder. (Unsafe tag: hard contact that might cause the person being tagged to fall.)
- Demonstrate with volunteers how to move with a partner, how to link when you are tagged, and how to separate when there are four people in the Blob.
- Make sure the students understand the rules, boundaries, and the importance of safety.

**Rules/Directions:**

1. When play begins, the Blob moves, keeping elbows linked, trying to tag the rest of the players.
2. When someone gets tagged, s/he also links elbows and becomes part of the Blob.
3. When a fourth player is tagged, the Blob then separates into two separate Blobs.
4. Every time a Blob becomes four players, it splits; two players detach, creating two separate Blobs.
5. Play continues until all of the players are turned into Blobs.
6. If a player runs out of bounds while trying to avoid the Blob, s/he must then connect with the nearest Blob and continue to play.
7. The last two players can then become the first Blob for the next game.

**Variations:**

1. If students are playing safely, the Blob can stay connected and continue to grow bigger and bigger until all the players are tagged. Challenge the class to stay together when they move.

Adapted from Sports4Kids Playbook, p. 82
Name of Activity: *Crooked Circle*

Developmental Goal: Working with a group to meet a challenge

Skills Practiced: Trust

Equipment Needed: None

Set-Up: None

Before You Start:
- Have students form a circle. Number off by 1s and 2s.
- Explain that the game is a challenge and discuss the concept of “trust.”
- Designate a signal to start.
- Make sure students are holding hands and remember their numbers.
- Emphasize the importance of holding hands firmly but not painfully.

Rules/Directions:

1. The students hold hands and when you give the signal, the 1s lean forward and the 2s lean backward. The challenge is to keep holding hands and get balanced while half the group is leaning back and the other half forward.

2. Once the group has managed to balance, bring them back to center and change roles.

3. If the group has switched roles successfully, challenge them to do it with their eyes shut.

4. Discuss how “trust” played a role in the game.

Variations:

1. Play it in a straight line with the ends standing straight.

2. Put bean bags on their heads and challenge the team to not drop one while switching.
Name of Activity: All Tangled Up
Developmental Goal: To develop verbal communication and problem solving skills
Skills Practiced: Negotiation, patience, verbal communication, strategic thinking
Equipment Needed: None
Set-Up: None

Before You Start:
- Divide the students into small groups of up to 12 people and have them form a tight circle.
- Make sure students are holding hands of other students who are not next to them.

Rules/Directions:
1. The students take one hand and grab the hand of anyone in the group except the people standing next to them.
2. The students take their other hand and grab the hand of anyone in the group except the people standing next to them and the person they are already holding hands with.
3. The challenge is to get untangled without letting go of each other's hands. Emphasize that getting untangled requires a lot of communication.
4. Mid-point questions:
   - Is there anything about this game that is particularly difficult?
   - Has anyone discovered any secrets that might help the rest of the group get untangled?
5. Closing questions:
   - Was this game difficult?
   - How did people feel when they found it hard to get untangled?
   - Did anyone get tempted to cheat and just let go of a hand?
   - Shall we try the game again and time ourselves to see how long it takes to get untangled?

Variations:
1. Make the groups larger.
2. Add restrictions to their communication methods.

Adapted from Sports4Kids Playbook, p. 108
**Name of Activity:** *Over Under*

**Developmental Goal:** To develop children’s cooperation skills

**Skills Practiced:** Running, passing, receiving

**Equipment Needed:** One ball per team (teams of 8-10 students)

**Set-Up:** Designate a start and finish line. Two sides of the “Make Time for Fitness” course will work well.

**Before You Start:**

- Have students line up behind each other in groups of 8-10, spreading out one arm’s length distance apart.
- Demonstrate how to pass the ball over someone’s head then under someone’s legs.
- Give the person in front of the line a ball.

**Rules/Directions:**

1. The object of the game is for the group to pass back the ball either over their heads or under their legs, alternating methods with each person (first person passes over head, second person passes under legs, third person over head, etc.)

2. When the last person in line gets the ball, he or she runs/skips/jumps/etc. to the front of the line and starts passing the ball back again.

3. Game ends: Play until the line reaches a finishing point (the line should have moved up with each new start) or until a specific number of turns.

**Variations:**

1. Have students shut their eyes while they are passing and receiving.

2. Play with a basketball. Players must take (or make!) a shot at a basket before returning to the front of the line.

3. Add dribbling challenges such as left/right hand only or pivoting before passing the ball back.

4. Play with a soccer ball with similar challenges.

*Adapted from Sports4Kids Playbook, p. 111*
Outdoor Recess Games for Grades 3-5

Name of Activity: Four-Square

Four-Square Basic Game Rules:
1. A standard four-square area is one large square 10' x 10' divided into four smaller squares (each 5' x 5'). Squares are labeled A, B, C, D (or 1, 2, 3, 4). Square A contains a smaller service box (1.5' x 1.5') in the far outside corner of the square.

2. Four players per playing group. One player is in each square and the others wait in line. The player in square A is the server. The goal is to get to square A and stay there.

3. The server controls play of the game. Play begins when the server drops the ball once into his/her square and then hits it into a different square (serves the ball). The server must keep both feet in the service box until the serve is completed.

4. The ball can bounce only once in any square.

5. Players must hit the ball with any part of their hands into an opposing player’s square after it has bounced only once in their own square.

6. If the ball lands on a line or goes out of bounds before it bounces, the player who hit the ball needs to return to the waiting/cheering line for another try. If a player hits the ball and it bounces again in his/her own square, s/he also needs to return to the waiting line.

7. If the ball bounces more than one time before it is hit into another square, the player who let the ball bounce must return to the waiting line for another try.

8. If the ball is returned before it is allowed to bounce, the player who returned the ball early must return to the waiting line.
9. Anytime a player moves out of the game into the waiting line, a square is left open. The person in the front of the line advances to square D, and the remaining players advance to close the gaps between squares A and D.

4-Square Fundamental Skills:
- Underhand hit: to return the ball instantaneously, without catching it; hands make contact once with the underside of the ball, palms facing up
- Overhand hit: to return the ball instantaneously, without catching it; hands make contact once with the topside of the ball, fingers pointing up, palms angled forward or toward the ground

Grade Level Objectives: Third Grade
- Everything from the previous grade
- Continuous play without catching the ball
- A clear understanding of all the ways a player can be "out"
- Ability to explain the school rules for the game
- Beginning level strategy

Grade Level Objectives: Fourth Grade
- Everything in the previous grade
- Beginning level understanding of the overhand hit
- How to use the whole box to return the ball
- Mastery of aiming the ball when hit over or under hand

Grade Level Objectives: Fifth Grade
- Everything in the previous grade
- Mastery of the overhand hit
- Ability to demonstrate good sporting behavior when out
- Mastery of strategy

Adapted from Sports4Kids Playbook
Four-Square Lead-Up Grades 3-5: Drop and Hit Two-Square

Developmental Goal: To develop hand-eye coordination and the concept of the game of four-square

Skills Practiced: Underhand and overhand ball hitting, ball placement

Equipment Needed: Enough standard rubber playground balls for each pair

Before You Start:

➢ Use the four-square courts or create two adjacent boxes approximately 5 feet square with chalk or rope.
➢ Explain the underhand position for hitting the ball.
➢ Demonstrate with two students volunteers.
➢ Point out various rules and directions.
➢ Choose several pairs to demonstrate before beginning.
➢ Review the rules and ask students to repeat them back to you.

Rules/Directions:

1. The game begins when one player serves the ball. They let the ball bounce once and then hit it into their partner’s box.
2. The receiving player must let the ball bounce once and then return it.
3. Play continues until the ball:
   ➢ Is hit outside the square
   ➢ Bounces twice before it is returned
   ➢ Is not allowed to bounce
   ➢ Is hit onto a line
   ➢ Is carried or held
4. If there are only two students, the server is the player who did not stop the play.
5. If there are players waiting in line, the player who stopped the play goes to the end of the line and the next player comes in.

Variations:

1. Allow older students to add a limited number of more complex rules, e.g., “blackjacks” or “double-hits.” These rules should be clear and agreed upon before the game begins.
2. As students master play with one partner, move to having four players.

Adapted from Sports4Kids Playbook, p. 117
**Name of Activity: Jump Rope and Double Dutch**

**Jump Rope School Rules:**
1. For group play, a minimum of three people participate at one time: two turners and one jumper.
2. For both Double Dutch and single rope jumping, a standard jump rope is a 15 feet long.
3. Waiting players form a line, or designate and follow a jumping order.
4. The turners each hold one end of the rope and face each other. When turning, the rope should be arced and touch the ground at one center point.
5. The jumper stands in front facing one turner with the side of one foot touching the rope at the center point of the rope.
6. At a recess: One rope grants one jumping turn; two ropes (Double Dutch) grants two jumping turns.
7. After a jumper has completed her/his turn s/he takes the place of a turner, and the turner goes to the end of the line. Make this clear so there is not confusion about the responsibilities.
8. No do-overs are allowed; once a turn has happened, the player needs to show sporting behavior and fair play by taking her/his turn turning the rope.
9. Jump rope is the most common and widely played cooperative playground game - all active participants (turners and jumpers) need to be aware and be paying attention for the jumper to do the best job s/he can.

**Jump Rope Fundamental Skills:**
- Turning: Elbows at side, upper body still and strong, eyes watching the feet of the jumper
- Indoors: Hands and forearms turn rope in towards the midline of the body
- Outdoors: Opposite of indoors—hands and forearms turn rope out toward shoulders
- Jumping two-footed: Both feet take off from and land back on ground at the same time
Jumping one-footed: Player keeps one foot suspended in air by bending leg backwards at knee

Double Dutch: a jogging-type of jump; feet alternate making contact with and separating from the ground

Entering: Getting under the turning rope, starting from the outside of the rope

Exiting: Leaving the rope by jumping out (for Double Dutch) or running out (single rope) while the rope turns

Jumping order: Knowing who is first, second, third, etc., in the order to jump

Grade Level Objectives: Third Grade
- Everything in the previous grades
- Jumping into a single rope
- Beginning level turning of double ropes
- Beginning level jumping inside the double ropes

Grade Level Objectives: Fourth Grade
- Everything in the previous grades
- Exiting a single rope
- Beginning level jumping into double ropes
- Mastery of jumping into a single rope

Grade Level Objectives: Fifth Grade
- Everything in the previous grades
- Mastery of jumping inside the double ropes
- Beginning level entering the double ropes
- Various special techniques while jumping inside the double ropes

Adapted from Sports4Kids Playbook
Jump Rope Lead-Up Grades 3-5: Zero, 1, 2, 3

Developmental Goal: To develop basic jump roping skills and understand jump rope school rules
Skills Practiced: Turning with a partner, entering and exiting the rope, and jumping
Equipment Needed: Several jump ropes

Before You Start:
- Review concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and in the different roles.
- Demonstrate the skill and use students to help you.
- Ask students to explain the concepts and the game back to you.

How to Play:
1. Divide into groups of 4-10, depending on number of available ropes and student age. Each group gets one rope.
2. The leader assigns two turners and gives each jumping student a number.
3. This number is the jumping order for each group.
4. The two turners begin by turning the rope.
5. One by one, the students enter the rope, then exit the rope.
6. In the first round, the jumpers try to run under the rope without jumping or touching the rope.
7. Then the jumpers jump once and exit on their turn.
8. After the jumpers have jumped once and exited, they go through and jump twice, then three times, etc., until you signal it is time to switch.
9. If a jumper misses on his or her turn, s/he goes back in line and continues to try the same number of jumps until s/he successfully jumps and exits.
10. Be sure to rotate the students who are turning the rope.

Variations:
1. For more skillful and advanced jumpers, change from just jumping and exiting to doing tricks while jumping.
2. Examples of tricks are turning around while jumping, touching the ground while jumping, criss-crossing the feet, or one-footed jumps.

Adapted from Sports4Kids Playbook
Name of Activity: *Kickball*

**Kickball School Rules:**

- 9 players on each team.
- Field positions:
  - 3 base players: first, second, third
  - 3 outfield: left, center, right
  - 1 shortstop
  - 1 pitcher
  - 1 catcher
- A regulation kickball field is 60’ x 60’ between the bases.
- An approximate size for kindergarten is 30’ x 30’ between the bases.
- Increase distance as students’ age and skill level advances and as space allows.
- A base line marks the running path between the bases.
- The team who wins Ro-Sham-Bo gets to choose whether to kick or field first.
- The kicking team stands in their kicking order.
- The fielding team takes the field in their positions.
- The pitcher controls the play of the game. Play begins with the pitcher rolling the ball to the person up to bat, the kicker. Play stops when the ball is thrown to the pitcher.
- Teams switch sides after three outs or nine runs are scored. Outs are granted when:
  - The kicker kicks a fly ball and it is caught before it touches the ground. Note: When a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
  - The base player has control over the ball and a foot on the base before the base runner reaches the base.
• The base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base. Note: If the base runner must advance because of another runner or kicker behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a force and the fielder with the ball must tag the base runner.

• One base runner passes another.

• A base runner intentionally interferes with a fielder who is trying to recover the ball.

- A runner advances one base on an overthrow to the base player.
- A run is scored for the kicking team when a base runner touches all four bases, in order, without being called out at any time.
- If the ball is kicked and rolls out of bounds before going past first or third base, it is called a foul.
- Three fouls by an individual kicker equal an out.
- If a ball is touched by a member of the fielding team before it bounces, it is a fair ball.

**Kickball Fundamental Skills:**

- **Throwing:** Hold ball in dominant or “favorite” hand; step with opposite foot in desired direction of throw; extend the elbow then follow through with wrist.
- **Overhand and underhand throws.**
- **Catching:** Position body under or behind ball; cradle ball with two arms at the stomach or grab the ball between two hands above the head.
- **Fielding:** Watch the ball, reach for and get in line with the ball.
- **Kicking:** Make contact with the ball with the dominant foot.
- **Beginning kick**: Begin with opposite foot out in front and dominant foot behind the body; swing foot into ball when it reaches the plate.
- **Advanced kick**: Anticipate kick with one or more step(s) into the kick; foot can contact ball with side, toe, or shoelaces.
- **Base running**: After kicking the ball, proceed to run to first base, second, third, and then back to home plate, when it is judged safe to do so.
- **Position playing**: Each player has a specific job and area to cover.
- **Pitching**: Cradle ball in dominant hand with bent wrist; step with opposite foot; gradually release ball to rotate forward on the ground.

**Grade Level Objectives: Third Grade**
- Everything in the previous grades
- Mastery of the kicking technique with the shoelace part of the foot
- The concept of an “out” and the three-outs-per-inning rule
- The concept of a “run”
- Increased understanding of fielding strategy

**Grade Level Objectives: Fourth Grade**
- Everything in the previous grades
- Beginning level understanding of playing a position in the field
- Beginning level understanding of “tagging up”
- Throwing and catching a kickball thrown overhand
- Basic teamwork

**Grade Level Objectives: Fifth Grade**
- Everything in the previous grades
- Mastery of base running strategy
- Mastery of fielding skills
- Increased awareness of teamwork
- The concept of a double play

Adapted from Sports4Kids Playbook
Kickball Lead-up Grades 3-5: Over-Under Kickball

Developmental Goal: To develop skill sets needed to play kickball or baseball
Skills Practiced: kicking, catching, running, throwing, and verbal communication
Equipment Needed: Cones for bases and a standard rubber playground ball

Before You Start:
- Set up cones as bases on a traditional kickball field.
- This game can be played with all four bases or two bases.
- Practice the over/under passing together as a whole group or as a short relay race.

How to Play:
1. When the ball is pitched, the first student kicks the ball and runs the bases.
2. The runner goes continuously, trying to get around the bases as many times as possible.
3. If you are using two bases, the student runs back and forth as many times as possible.
4. The fielders retrieve the ball. Once a fielder gains possession of the ball, his/her teammates run as quickly as possible to line up in single file behind her/him.
5. The ball is then handed over the student’s head to the next person in line.
6. The second person hands the ball through his/her legs (under) to the next person who then hands the ball over her/his head again.
7. The students pass the ball over and under until the last person in line has possession of the ball and yells, "Stop!" At this point, the runner freezes where s/he is and announces how many times s/he made it around to home plate.
8. One point is given for each base s/he has touched.
9. Everyone kicks through the order once and then the teams switch sides.

Variations:
1. Runners go around bases as a team. See Example B in Kickball Group Time.
2. After fielding players pass the ball, have the last person run to front of the line to go through the Over-Under line twice.

Adapted from Sports4Kids Playbook
Section IX: Fifth Grade Physical Fitness Testing Activities

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs, by teachers to design the curriculum of physical education programs, and by parents and guardians to understand their students' fitness levels. California Education Code Section 60800 mandates that the PFT be administered annually to all students in grades five, seven, and nine. The state Board of Education designated the FITNESSGRAM® as the PFT for students in California schools. This instrument uses criterion-referenced standards to evaluate fitness performance on six tests as follows:

1. One-mile run
2. Height and weight (must provide for student privacy when measured)
3. Abdominal curl-up
4. Trunk lift
5. Push-ups
6. Shoulder stretch

Performance on each of these fitness tests is classified into one of the following:
- Healthy Fitness Zone (HFZ)
- Needs Improvement

Most of the fitness tests can be administered in a space equivalent to the size of most classrooms. Certain variations or accommodations may be provided for students with disabilities who need special assistance on the PFT. General considerations for all students include:

- Preparation to include instructions and practice in pacing and in techniques for heart rate monitoring
- Adequate time for warm-up before taking the test and cool-down after completing the test
- Not administering the test during unusually high temperature and/or humidity or when the wind is strong
- Providing students with games and activities to build endurance, strength, and flexibility during the school year prior to testing

The following schedule may be helpful in the preparation of students to be successful in physical fitness testing:
October: Students should be doing brief runs during class game time. The “Make Time for Fitness” course is ideal for running activities. Introduce stretching during warm-up with at least four stretches each time.

November: Incorporate more running into your game time—even one or two laps will prepare the students for longer distances later in the year. Continue to incorporate regular stretching on a daily basis. Lead-up endurance games (see next pages) may also be used as well as classroom games such as Dance Freeze and Clap and Move.

December: Introduce strength-building exercises into class game-time warm-up. If necessary, shorten the stretching portion of your warm-up or alternate beginning your class by stretching or strengthening.

January: Continue to include stretching/running/strength-building in your warm-ups. Consider starting a running club and weekly stretching/strength activities offered at recess time.

February: As possible, set up and begin a running club (see guidelines in Sports4Kids Playbook, pages 197-200). Continue to do some stretching/running/strength-building in your classroom game time.

March: Once your running club is established, pick a different day of the week to lead stretching/strength-building activities. This can be handled as a club or as a game of the day. Have a stretch of the day or a daily strength-building challenge.

April: Continue to monitor running club and stretching/strength-building activities. Make sure to show the students how they are improving, building endurance, strength, and flexibility. Let them set goals and help them work to achieve those goals.

May: It’s Physical Fitness Test time!

Use the games on the following pages to help students prepare for physical fitness testing and be successful in reaching the Healthy Fitness Zone for endurance, flexibility, and strength.

Adapted from Sports4Kids Playbook
Lead-Up Endurance Game #1: *Minute Masters*

**Developmental Goal:** To build endurance and develop an understanding of the importance of having a healthy heart

**Skills Practiced:** Jogging, jumping, running, dribbling, and following directions

**Equipment Needed:** Jump rope, basketball, bench

**Set-Up:** Designate and clearly mark four stations. The bases of the "Make Time for Fitness" course would work well.

**Before You Start:**
- Divide students into four separate groups and have them gather in designated areas.
- Walk through and demonstrate each station as you explain it verbally.

**How to Play:**
- The students in station 1 will be asked to jog in place.
- The students in station 2 will be asked to do jumping jacks.
- The students in station 3 will be asked to jog in a large circle.
- The students in station 4 will be asked to walk at a natural pace.
- At the whistle, students do their station's activity for one minute without stopping.
- At the one-minute whistle, students switch stations and begin the next task for one minute without stopping.

**Variations:**

1. For more advanced students, include such activities as jumping rope continuously, dribbling a ball while on the move, and stepping up and off a low bench.

Adapted from Sports4Kids Playbook, p. 187
Lead-Up Endurance Game #3: *Pace Yourself*

**Developmental Goal:** To pace oneself so one's heart rate increases/decreases, to build endurance and stamina, to practice setting and meeting goals

**Skills Practiced:** How to pace and regulate effort

**Equipment Needed:** None

**Set-Up:** Use the “Make Time for Fitness” course as the running area

**Before You Start:**
- While the leader describes the activity, four students can demonstrate the jogging process and how to set an easy, relaxed pace.

**How to Play:**
- Class forms a single file line (if the group is large, you can divide the group into two or three smaller groups).
- The goals are for the group to jog around the running area without passing anyone and without stopping until time is called.
- The main rules are:
  - Students must maintain their order at all times
  - Students are not allowed to pass other runners or interfere with others' forward progress (keep hands and feet to themselves)

**Variations:**

1. Divide the class into groups of at least six, but no more than 10. In this activity, the leader sets an easy pace, and when the leader says “Go!” the last person in line moves to the right of the line, sprints ahead, and becomes the first person in line. At this point, the new leader slows down to match the previously set easy pace. This activity adds a strength-building component to a good aerobic base activity.

2. The mode of travel can be changed to walking only, skipping, jumping, jump rope (everyone has their own single-size jump rope), and so on. Be creative.

Adapted from Sports4Kids Playbook, p. 189
Flexibility: *Stretching Circuit*

Including daily stretching as a regular part of your classroom game time will help keep students flexible. Refer to Section III in this guide for the specific stretch descriptions and instructions. To prepare for the flexibility portion of the Physical Fitness Test, take one day a week and set up a stretching circuit with specific sections marked for each stretch. Ideally, this area will be near the school building so students can do forward bends with the comfort/confidence of not having anyone behind them. An example of how to set up this circuit:

<table>
<thead>
<tr>
<th>School or other building</th>
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<tbody>
<tr>
<td><strong>Forward Bend</strong></td>
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<tr>
<td><strong>Lunge Land</strong></td>
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<tr>
<td><strong>Calf Stretch</strong></td>
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<tr>
<td><strong>Soaring Eagle</strong></td>
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<tr>
<td><strong>Sitting Eagle</strong></td>
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<td><strong>Flamingo</strong></td>
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You can arrange your circuit in a way that suits your students and your yard. Be sure to teach all the stretches during your class game time. If the students are having trouble remembering the stretches, let them work in pairs. Make a list of the stretches and let students check off the appropriate box each time they complete a stretch. Have the students power-walk or jog between the stretching stations and move through the circuit as follows:

1. Forward Bend
2. Lunge Land
3. Calf Stretch
4. Soaring Eagle
5. Sitting Eagle
6. Flamingo

Adapted from Sports4Kids Playbook, p. 191
**Strength Activity: Partner Crunches**

**Developmental Goal:** To strengthen the abdomen  
**Objectives Learned:** Understanding the stomach muscles and how they work, when to rest, and working in pairs  
**Skills Practiced:** Proper curl-up position, proper breathing and movement coordination, idea of form over count  
**Equipment Needed:** Mats or carpet squares  
**Set-Up:** Set students up around the “Make Time for Fitness” course in pairs or small groups with mats or carpet squares.

**Before You Start:**  
- Demonstrate the proper way to do crunches.  
- Pair the students up.

**How to Play:**  
- Crunches work primarily on the upper abdomen. The partner is watching primarily to count and encourage the active student to take a break and maintain the proper form.  
- Correct form is when the heels never leave the ground, hands are free and not grabbing the head and the neck is not straining. If any of these things happen, the child should stop and rest. Children should go at their own pace and should not spend more than one minute for each turn.  

1. Lie on back on the mat/carpet square with knees bent, feet on the floor, arms stretched down by the sides, palms down and not holding anything.  
2. Take a big dragon breath in, then slowly breathe out while sliding the hands down, closer to the feet, by lifting the torso up off the mat (without dropping the chin toward the chest). Return the head and torso to the floor, letting the hands slide back. Students should take one breath lying down and then repeat.  
3. Goal is to be able to do 15 repetitions, then have the partners switch. Each student should get three turns.

Adapted from Sports4Kids Playbook, p. 192
**Strength Activity: Leg Lifts for the Abs**

**Developmental Goal:** To strengthen the lower abdomen

**Objectives Learned:** Understanding the stomach muscles and how they work, when to rest, and working in pairs

**Skills Practiced:** Proper breathing and movement coordination, concept of form over count

**Equipment Needed:** Mats or carpet squares

**Set-Up:** Set students up around the “Make Time for Fitness” course in pairs or small groups with mats or carpet squares

**Before You Start:**
- First demonstrate, then have students practice pointing and flexing their feet.
- Pair the students up.

**How to Play:**
- The partner is watching primarily to count and encourage the active student to maintain the proper form or to take a break.
- Correct form is when the heels/feet never land completely on the ground and the head never leaves the ground. If any of these things happen, the child should stop and rest. Children should go at their own pace but should not spend more than one minute for each turn.
  1. Lie on your back with knees bent and feet on the ground. Lift your bottom off the ground and then place your hands down underneath your bottom, palms facing down.
  2. Take a big dragon breath in and lift your feet off the ground, bringing your knees toward your chest.
  3. As you breathe out slowly, lower your feet toward the ground, touch the heels gently on the ground, and then immediately bring your knees back up toward your chest.
  4. Breathe in and point your feet, slowly lowering them to the ground as you breathe out, this time touching the toes gently and then immediately bringing them back up toward your chest again.
  5. Repeat steps 2-4. The goal is to do 15 repetitions before having partners switch. Each student should get three turns.

Adapted from Sports4Kids Playbook, p. 193
**Strength Activity: Chest and Arms Strengthening Stations**

**Developmental Goal:** To strengthen the chest area

**Objectives Learned:** To understand the chest and arm muscles and how they work

**Skills Practiced:** Proper push-up position, proper breathing and movement coordination, concept of form over count

**Equipment Needed:** Mats or the mat under a play structure

**Set-Up:** Set up stations around the “Make Time for Fitness” course

**Before You Start:**
- These exercises take a fair amount of explanation on the first go around.
- Make sure all students understand proper form and breathing for each exercise.
- Students are ready for push-ups when they understand banana back vs. neutral back and how to coach each other using only one finger to touch the back for correction.

**How to Play:** In this activity, students will work on their chest and arm muscles with two activities: bent-leg push-ups and strong arms. One way of doing this is breaking the class into two groups and having them rotate through each exercise, letting them spend about three minutes in each area.

1. **Bent-leg push-ups:** Most students, when trying to do push-ups, cannot hold their back flat, and this puts a lot of pressure on the lower back and can cause damage. To introduce this type of push-up, ask the students to raise their hand if they know an adult who complains about their back; most children will. Tell them that you are teaching them this special push-up that will keep them from having an aching back when they get older. Pair the students up so they can coach each other on their form.
   - Show an example of a bad push-up with a curved banana back and one with collapsed shoulders; then show a good bent-leg push-up with a neutral/flat back. Ask another teacher/adult to be your partner if
possible, demonstrate the “one-finger touch” on the back, where you are either collapsed (finger touch between the shoulder blades) or have banana back (finger touch to the middle of the back).

- Have one of each pair get on their knees with their upper legs straight off the ground so they are “tall.”
- Tell the students to put their hands on the ground and walk them forward until their hands are slightly forward of their shoulders.
- Students should breathe in as they come down until the chin almost touches the ground, elbows bending out to the side, then breathe out as they push back up.
- Goal is to complete 10 repetitions in good form and then have the partners switch. Each student should get three turns.

2. **Strong arms:** This is preparation for true push-ups. It works the upper chest, back, and arms. Show an example, then have the students pair up, the partner watching for form and counting by “one, one thousand.”

   Correct form is with back completely neutral/flat, with no collapse in the shoulders. If any of these things happen, the child should stop and rest.
   - Get into bent-knee push-up position with the hands directly below the shoulders.
   - One leg at a time, stretch out the legs straight behind, so that only the toes are on the ground.
   - Hold until tired or until there is a loss of form (i.e., a collapse in the back or shoulders).
   - Have the partners switch. Each student should get three turns.

Adapted from Sports4Kids Playbook, p. 194-195
FitFun Game Guide Equipment List

The majority of activities in this guide do not require physical education equipment. However, to be able to do ALL of the activities with a classroom of 20-32 students, the following equipment/supplies would be needed:

- UNO cards with colors, math flashcards, and/or vocabulary word flashcards
- Sheets of paper, crumpled (“Litterbox”) or labeled (“Jump Start Your Heart”)
- CD or tape player and music: “Wipe Out” by Beach Boys, “12 Days of Christmas” (instrumental version), and aerobic/upbeat music for chair aerobics
- 20–30 cones
- 10–16 standard rubber playground balls
- 4–6 jump ropes, each 15 feet long
- Hula hoop (to “corral” balls for kickball)
- Basketball for fifth-grade fitness test preparation activity
- ~16 mats or carpet squares (one per student pair) for fifth-grade fitness test preparation activities
**FitFun Game Guide Tracking Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Game/Activity</th>
<th># of Students</th>
<th>Playing Time</th>
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FitFun Game Guide Evaluation Form - Teacher

Name of Game/Activity: ________________________________

1. What did you think worked well?

2. What did you find to be problematic?

3. Rate this game experience, from 1 (poor) to 5 (great):

   1  2  3  4  5

4. Additional comments:

________________________________________________________________________

__________________________

FitFun Game Guide Evaluation Form - Teacher

Name of Game/Activity: ________________________________

1. What did you think worked well?

2. What did you find to be problematic?

3. Rate this game experience, from 1 (poor) to 5 (great):

   1  2  3  4  5

4. Additional comments:
FitFun Game Guide Evaluation Form – Students

Name of Game/Activity: ________________________________

1. What did you like best about this game?

2. What did you like least about this game?

3. Would you choose this game to play again? YES___ NO___

4. Anything else you want to say about the game?

______________________________________________________________________________

FitFun Game Guide Evaluation Form – Students

Name of Game/Activity: ________________________________

1. What did you like best about this game?

2. What did you like least about this game?

3. Would you choose this game to play again? YES___ NO___

4. Anything else you want to say about the game?
Redwood City School District
ADAPTED PHYSICAL EDUCATION

Regular Physical Education
MODIFICATIONS/ADAPTATIONS

1. Provide a structured routine for every PE lesson.
2. Permit the substitution or interchange of game/activity duties by analyzing and assigning positions in games in accordance with abilities of the student with special needs.
3. Modify the facilities by limiting the play area when movement capabilities are restricted.
4. Modify equipment used as to size and weight to vary speed and performance standards (i.e. use a larger ball to make it easier to catch).
5. Provide extra practice time and repetition.
6. Permit students to rest at their own discretion (students with asthma).
7. Include activities in which contact is made and maintained with a partner (“buddy”), small group, or object.
8. Vary teaching methods by using peer models, repeating directions, and demonstration, etc.
9. Avoid or modify elimination-type games or activities.
10. Divide large groups into smaller groups and use stations.
11. Analyze task to be presented, and then divide into simpler components (task analysis).
12. Use a teaching strategy that allows many different responses (i.e. movement education, perceptual motor activities, etc.).
13. Place student at front of group/class to receive instruction or directions.
14. Allow extra time for student to process information. Restate instructions or directions in a different way.
15. Provide demonstration with verbal instructions.
16. Check often for understanding/review.
17. Include a variety of activities during each lesson with varying degrees of difficulty.
18. Modify rules to equalize competition.
19. Ignore inappropriate behaviors not drastically outside the class limits.
20. Reward appropriate behaviors.
21. Use cues to stay on task.
Provided by Scott Green, RCSD adaptive PE teacher
Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006, all schools must have in place a local wellness policy developed with the involvement of parents, students, a representative from school food service, school board, school administrators and the public.

Students

STUDENT WELLNESS

Integrated Wellness Policy for Nutrition Education, Physical Activity, Food on Campus and other School-Based Activities

The Redwood City School District is committed to creating a healthy school environment through an integrated and coordinated school health program that promotes healthy eating and physical activities to support student achievement and enhance the development of lifelong wellness practices. The Governing Board recognizes that healthy, active, and well-nourished children and youth are more likely to attend school and are more prepared and motivated to learn. In addition, the Governing Board acknowledges the increasing rates of childhood obesity and eating disorders and recognizes that an integrated wellness plan can help reduce the health risks associated with these conditions. The Board also believes that activities set forth in this policy shall help students understand and accept individual differences in the growth and development and decrease stigmatization or discrimination of others based on body type.

The District will maintain a Wellness Committee which will continue to monitor and adapt this integrated wellness policy.

Decisions regarding the allocation of resources to implement the Student Wellness Policy will be made in the context of all the district’s goals and will be determined by available resources. Efforts will be made to engage the community in the successful implementation of the Wellness Policy and to seek out funds from additional sources, including grants and contributions from the private sector.

To further the goals of this wellness policy, it is the intent of the Governing Board that the District provides classroom-based nutrition education in grades K-8, the opportunity for students to
be physically active on a regular basis and serve foods during the school day with consideration for promoting student health.

Goals for Nutrition Education

The RCSD Nutrition Education program will:

a. Integrate current, scientifically accurate content that adheres to the US Department of Agriculture Dietary Guidelines and other evidence-based instructional strategies.

b. Encourage experiential learning opportunities and culturally relevant participatory instructional strategies.

c. Involve families and community members.

d. Utilize campus facilities to support the concepts promoted through the program.

Goals for Physical Education and Physical Activity

Physical Education is a planned sequential program of curricula and physical activity that develops the knowledge, skills, and confidence necessary for an active lifestyle.

Physical activity provides students with opportunities for structured or unstructured activity on a daily basis.

RCSD will provide Physical Activity and Physical Education programs to:

a. Establish physical activity as a priority that is to be included in each school day.

b. Identify and address potential barriers to providing regular physical education and physical activity at each school site.

c. Maximize use of existing facilities to promote children being safely active on a daily basis in all types of weather.
d. Attempt to offer a range of activities that meet the needs, interests and abilities of all students and which are enjoyable, playful, develop basic skills and are not only competitive.

e. Integrate fitness education and individualized assessment/feedback to help students understand, improve and/or maintain their physical well-being.

f. Work towards expanding opportunities for students to participate in extracurricular physical activity through clubs, intramural programs and special events.

g. Ensure that school staff do not use physical activity, or withhold opportunities for physical activity, or recess, on a regular basis as punishment.

Goals for Food and Beverages Sold at School Sites

The District’s standards for foods and beverages sold on campus are described below:

a. Foods and beverages offered within the School Meal Program shall meet or exceed all applicable federal, state and local requirements.

b. Foods and beverages that do not meet nutrition guidelines as established by federal and state requirements will not be sold or marketed on school campuses in any way.

c. Individual food items sold outside the federal reimbursable meal programs shall meet local, state, and federal requirements.

d. The term “sold” refers to any food or beverages provided to students on school grounds in exchange for money, coupons, or vouchers. The term does not refer to food brought from home for individual consumption.

e. The food service department has the sole authority to sell food and beverages from the beginning of the school day until after the last lunch period to ensure food safety and to maximize the schools’ ability to serve healthy and appealing meals.
f. Food service staff will work with teachers to engage students and parents, in selecting foods offered through the school meal programs.

g. Ensure that all children have the opportunity to eat breakfast at school, in order to meet their nutritional needs and enhance their ability to learn.

h. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

i. Schools in which more than 50% of students are eligible for free or reduced-price school meals and which are designated a Summer School Site will sponsor the Seamless Summer Feeding Option.

Goals for other School-based Wellness Activities/Programs

The Wellness Committee will continue to work to develop goals and request administrative regulations be adopted in regards to areas of student and school community wellness to include, but not be limited to, emotional health, stress management, oral health, student safety, drugs and alcohol, violence prevention and building respect for self and others.

School district staff should not use food or beverages as a reward for student accomplishments on a regular basis, nor withhold food or beverages as punishment.

Measurement and Enforcement

The superintendent or her/his designee will ensure compliance with established, district-wide wellness policy and accompanying administrative regulations. Administrative regulations will be developed to ensure that information will be gathered to assist the Board and district in evaluating implementation of these policies.

Policy adopted: June 28, 2006
**Kindergarten PE Standards**

1. **Movement Concepts**
   - 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
   - 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
   - 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
   - 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

2. **Body Management**
   - 1.5 Create shapes by using nonlocomotor movements.
   - 1.6 Balance on one, two, three, four, and five body parts.
   - 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
   - 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

3. **Locomotor Movement**
   - 1.9 Perform a continuous log roll.
   - 1.10 Travel in straight, curved, and zigzag pathways.
   - 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

4. **Manipulative Skills**
   - 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
   - 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
   - 1.14 Kick a stationary object, using a simple kicking pattern.
   - 1.15 Bounce a ball continuously, using two hands.
**Rhythmic Skills**

1.16 Perform locomotor and nonlocomotor movements to a steady beat.

1.17 Clap in time to a simple, rhythmic beat.

**Standard 2**

*Movement Concepts*

2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.

2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

**Body Management**

2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

2.4 Explain base of support.

**Locomotor Movement**

2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

**Manipulative Skills**

2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.

2.7 Identify the point of contact for kicking a ball in a straight line.

2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

**Standard 3**

*Fitness Concepts*

3.1 Participate in physical activities that are enjoyable and challenging.

**Aerobic Capacity**

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

**Muscular Strength/Endurance**

3.3 Hang from overhead bars for increasing periods of time.
3.4 Climb a ladder, jungle gym, or apparatus.

**Flexibility**

3.5 Stretch shoulders, legs, arms, and back without bouncing.

**Body Composition**

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity

**Assessment**

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

**Standard 4**

**Fitness Concepts**

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

**Aerobic Capacity**

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

**Muscular Strength/Endurance**

4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

4.8 Describe the role of muscles in moving the bones.

**Flexibility**

4.9 Identify the body part involved when stretching.

**Body Composition**

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

**Standard 5**

**Self-Responsibility**
5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

Social Interaction

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

5.5 Participate as a leader and a follower during physical activities.

Grade One PE Standards

Standard 1
Movement Concepts

1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.

1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.

1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).

1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management

1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement

1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.

1.8 Land on both feet after taking off on one foot and on both feet.
1.9  Jump a swinging rope held by others

Manipulative Skills

1.10  Demonstrate the underhand movement (throw) pattern.

1.11  Demonstrate the overhand movement (throw) pattern.

1.12  Demonstrate the two-handed overhead (throw) pattern.

1.13  Catch, showing proper form, a gently thrown ball.

1.14  Catch a self-tossed ball.

1.15  Catch a self-bounced ball.

1.16  Kick a rolled ball from a stationary position.

1.17  Kick a stationary ball, using a smooth, continuous running approach.

1.18  Strike a balloon upward continuously, using arms, hands, and feet.

1.19  Strike a balloon upward continuously, using a large, short-handled paddle.

1.20  Dribble a ball in a forward direction, using the inside of the foot.

1.21  Dribble a ball continuously with one hand.

Rhythmic Skills

1.22  Create or imitate movement in response to rhythms, and music.

Standard 2
Movement Concepts

2.1  Identify the right and left sides of the body and movement from right to left and left to right.

2.2  Identify people/objects that are within personal space and within boundaries.

Body Management

2.3  Identify the base of support of balance objects.

Loco-motor Movement

2.4  Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills
Identify examples of underhand and overhand movement patterns.

Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.

Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

Explain that the point of release influences the direction of a tossed object and of a thrown object.

Describe the proper hand and finger position for catching a ball.

Demonstrate and explain how to reduce the impact of force while catching an object.

Identify the placement of the non-kicking foot when kicking with a smooth, running approach.

Identify the location of the contact point to strike an object upward.

Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

**Standard 3**

*Fitness Concepts*

3.1 Participate in physical activities that are enjoyable and challenging.

*Aerobic Capacity*

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

*Muscular Strength/Endurance*

3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.

3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

*Flexibility*

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

*Body Composition*
### Standard 4

**Fitness Concepts**

| 4.1 | Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. |
| 4.2 | Explain the importance of drinking water during and after physical activity. |
| 4.3 | Explain that nutritious food provides energy for alertness and mental concentration. |

**Aerobic Capacity**

| 4.4 | Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. |
| 4.5 | Explain that increasing the heart rate during physical activity strengthens the heart muscle. |
| 4.6 | Identify physical activities that cause the heart to beat faster. |
| 4.7 | Describe the role of blood in transporting oxygen from the lungs. |

**Muscular Strength/Endurance**

| 4.8 | Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. |
| 4.9 | Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time. |

**Flexibility**

| 4.10 | Explain that the proper body position while stretching and strengthening will help prevent injury. |
| 4.11 | Diagram how flexible muscles allow more range of motion in physical activity. |

**Body Composition**

| 4.12 | Identify the body components (e.g., bones, muscles, organs, fat, and other tissues). |
Standard 5
Self-Responsibility

5.1 Participate willingly in new physical activities.
5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics

5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

Grade Two PE Standards

Standard 1
Movement Concepts

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement
1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
1.6 Skip and leap, using proper form.

Manipulative Skills
1.7 Roll a ball for distance, using proper form.
1.8  Throw a ball for distance, using proper form.

1.9  Catch a gently thrown ball above the waist, reducing the impact force.

1.10 Catch a gently thrown ball below the waist, reducing the impact force.

1.11 Kick a slowly rolling ball.

1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.

1.13 Strike a ball with a bat from a tee or cone, using a correct grip and side orientation.

1.14 Hand-dribble, with control, a ball for a sustained period.

1.15 Foot-dribble, with control, a ball along the ground.

1.16 Jump a rope turned repeatedly.

Rhythmic Skills

1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

Standard 2

Movement Concepts

2.1 Define open space.

2.2 Explain how to reduce the impact force of an oncoming object.

Body Management

2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.

2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement

2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills

2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
2.7 Identify different opportunities to use striking skills.

2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.

2.9 Explain key elements of throwing for distance.

2.10 Identify the roles of body parts not directly involved in catching objects.

2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.

2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.

2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.

2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

**Standard 3**

*Fitness Concepts*

3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

*Aerobic Capacity*

3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

*Muscular Strength/Endurance*

3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

3.4 Traverse the overhead ladder one bar at a time.

*Flexibility*

3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

*Body Composition*

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

*Assessment*

3.7 Measure improvements in individual fitness levels.
**Standard 4**  
*Fitness Concepts*

4.1 Explain the fuel requirements of the body during physical activity and inactivity.

4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

4.3 Identify ways to increase time for physical activity outside of school.

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

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**Aerobic Capacity**

4.6 Compare and contrast the function of the heart during rest and during physical activity.

4.7 Describe the relationship between the heart and lungs during physical activity.

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

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**Muscular Strength/Endurance**

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.

4.10 Identify muscles being strengthened during the performance of particular physical activities.

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

4.12 Explain the role that weight-bearing activities play in bone strength.

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**Flexibility**

4.13 Identify the muscles being stretched during the performance of particular physical activities.

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

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**Body Composition**

4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

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**Standard 5**  
*Self-Responsibility*
5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one’s own behavior in a group activity.

Social Interaction

5.3 Acknowledge one’s opponent or partner before, during, and after an activity or game and give positive feedback on the opponent’s or partner’s performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others and equipment during physical activities.

5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

5.7 Participate positively in physical activities that rely on cooperation.

Grade Three PE Standards

Standard 1

Movement Concepts

1.1 Chase, flee, and move away from others in a constantly changing environment.

Body Management

1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.

1.3 Perform a forward roll.

1.4 Perform a straddle roll.

Locomotor Movement

1.5 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills

1.6 Balance while traveling and manipulating an object on a ground-level balance beam.

1.7 Catch, while traveling, an object thrown by a stationary partner.

1.8 Roll a ball for accuracy toward a target.
1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.

1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

1.11 Kick a ball to a stationary partner, using the inside of the foot.

1.12 Strike a ball continuously upward, using a paddle or racket.

1.13 Hand-dribble a ball continuously while moving around obstacles.

1.14 Foot-dribble a ball continuously while traveling and changing direction.

**Rhythmic Skills**

1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

**Standard 2**

*Movement Concepts*

2.1 Describe how changing speed and changing direction can allow one person to move away from another.

**Manipulative Skills**

2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.

2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.

2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.

2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

**Rhythmic Skills**

2.6 Define the terms *folk dance, line dance, and circle dance.*

2.7 Compare and contrast folk dances, line dances, and circle dances.

**Standard 3**

*Fitness Concepts*

3.1 Demonstrate warm-up and cool-down exercises.

3.2 Demonstrate how to lift and carry objects correctly.

*Aerobic Capacity*
3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.

3.5 Climb a vertical pole or rope.

Flexibility

3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck.

Body Composition

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.8 Measure and record improvement in individual fitness activities.

Standard 4

Fitness Concepts

4.1 Identify the body’s normal reactions to moderate to vigorous physical activity.

4.2 List and define the components of physical fitness.

4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.

4.4 Recognize that the body will adapt to increased workloads.

4.5 Explain that fluid needs are linked to energy expenditure.

4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

Aerobic Capacity

4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.

4.8 Describe and record the changes in heart rate before, during, and after physical activity.
Muscular Strength/Endurance

4.9 Explain that a stronger heart muscle can pump more blood with each beat.

4.10 Identify which muscles are used in performing muscular endurance activities.

4.11 Name and locate the major muscles of the body.

4.12 Describe and demonstrate how to relieve a muscle cramp.

4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

Flexibility

4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.

4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

Body Composition

4.16 Differentiate the body’s ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

Standard 5
Self-Responsibility

5.1 Set a personal goal to improve a motor skill and work toward that goal in non-school time.

5.2 Collect data and record progress toward mastery of a motor skill.

5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Social Interaction

5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

5.5 Demonstrate respect for individual differences in physical abilities.

Group Dynamics

5.6 Work in pairs or small groups to achieve an agreed-upon goal.

Grade Four PE Standards
**Standard 1**

*Body Management*

1.1 Perform simple balance stunts with a partner while sharing a common base of support.

1.2 Change direction quickly to maintain the spacing between two players.

1.3 Change direction quickly to increase the spacing between two players.

1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

*Locomotor Movement*

1.5 Jump a self-turned rope.

*Manipulative Skills*

1.6 Throw and catch an object with a partner while both partners are moving.

1.7 Throw overhand at increasingly smaller targets, using proper follow-through.

1.8 Throw a flying disc for distance, using the backhand movement pattern.

1.9 Catch a fly ball above the head, below the waist, and away from the body.

1.10 Kick a ball to a moving partner, using the inside of the foot.

1.11 Kick a stationary ball from the ground into the air.

1.12 Punt a ball dropped from the hands.

1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.

1.15 Strike a gently tossed ball with a bat, using a side orientation.

1.16 Keep a foot-dribbled ball away from the defensive partner.

1.17 Keep a hand-dribbled ball away from a defensive partner.

1.18 Manipulate an object by using a long-handled implement.

1.19 Stop a kicked ball by trapping it with the foot while standing still.

1.20 Volley a tossed lightweight ball, using the forearm pass.

*Rhythmic Skills*
1.21 Perform a series of basic square-dance steps.

1.22 Perform a routine to music that includes even and uneven locomotor patterns.

**Standard 2**

*Movement Concepts*

2.1 Explain the difference between offense and defense.

2.2 Describe ways to create more space between an offensive player and a defensive player.

*Body Management*

2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.

2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

*Manipulative Skills*

2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.

2.6 Distinguish between punting and kicking and describe the similarities and differences.

2.7 Compare and contrast dribbling a ball without a defender and with a defender.

2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.

2.9 Identify key body positions used for volleying a ball.

*Rhythmic Skills*

2.10 Design a routine to music that includes even and uneven locomotor patterns.

**Standard 3**

*Fitness Concepts*

3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

3.2 Demonstrate the correct body position for pushing and pulling large objects.

*Aerobic Capacity*
3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

Body Composition

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

Standard 4

Fitness Concepts

4.1 Identify the correct body alignment for performing lower-body stretches.

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.

4.4 Identify healthful choices for meals and snacks that help improve physical performance.

4.5 Explain why the body needs water before, during, and after physical activity.

4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

4.7 Explain the purpose of warm-up and cool-down periods.
Aerobic Capacity

4.8 Calculate personal heart rate per minute by recording heartbeats for 10-second intervals and 15-second intervals.

4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.

4.10 Identify two characteristics of physical activity that build aerobic capacity.

4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance

4.12 Describe the difference between muscular strength and muscular endurance.

4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.

4.14 Recognize how strengthening major muscles can improve performance at work and play.

4.15 Describe the correct form to push and pull heavy objects.

Flexibility

4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition

4.17 Explain the effect of regular, sustained physical activity on the body’s ability to consume calories and burn fat for energy.

Standard 5
Self-Responsibility

5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.

5.2 Collect data and record progress toward attainment of a personal fitness goal.

5.3 Accept responsibility for one’s own performance without blaming others.

5.4 Respond to winning and losing with dignity and respect.

Social Interaction

5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics
5.6 Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

Grade Five PE Standards

Standard 1
Body Management

1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

1.2 Jump for height, using proper takeoff and landing form.

1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

1.4 Enter, jump, and leave a long rope turned by others.

1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.

1.6 Throw and catch an object underhand and overhand while avoiding an opponent.

1.7 Field a thrown ground ball.

1.8 Punt a ball, dropped from the hands, at a target.

1.9 Stop a kicked ball by trapping it with the foot while moving.

1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.

1.11 Hit a softly tossed ball backhanded with a paddle or racket.

1.12 Strike a tossed ball, with different implements, from a side orientation.

1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.

1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.

1.15 Dribble a ball and kick it toward a goal while being guarded.

1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.

1.17 Volley a tossed ball to an intended location.
**Rhythmic Skills**

1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

1.19 Design and perform a routine to music that involves manipulation of an object.

**Standard 2**  
*Movement Concepts*

2.1 Explain the importance of open space in playing sport-related games.

2.2 Explain the differences in applying and receiving force when jumping for height and distance.

**Body Management**

2.3 Explain how to adjust body position to catch a ball thrown off-center.

**Manipulative Skills**

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

**Rhythmic Skills**

2.5 Design a routine to music, changing speed and direction while manipulating an object.

**Standard 3**  
*Fitness Concepts*

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

**Aerobic Capacity**

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

**Muscular Strength/Endurance**

3.4 Perform an increasing number of oblique curl-ups on each side.

3.5 Perform increasing numbers of triceps push-ups.
**Flexibility**

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

**Body Composition**

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

**Assessment**

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

3.9 Meet age-and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

**Standard 4**

**Fitness Concepts**

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

4.3 Develop and describe three short-term and three long-term fitness goals.

4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

4.5 Explain the elements of warm-up and cool-down activities.

4.6 Record water intake before, during, and after physical activity.

4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

**Aerobic Capacity**

4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

4.10 Compare target heart rate and perceived exertion during physical activity.
4.11 Measure and record the heart rate before, during, and after vigorous physical activity.

4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

4.14 Explain the benefits of stretching after warm-up activities

Body Composition

4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

4.16 Describe the short-and long-term benefits of maintaining body composition within the healthy fitness zone.

Standard 5
Self-Responsibility

5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.

5.2 Work toward a long-term physical activity goal and record data on one’s progress.

5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction

5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics

5.7 Accommodate individual differences in others’ physical abilities in small-group activities.

5.8 Appreciate physical games and activities reflecting diverse heritages.
Physical Education/Activity Resources

Adapted Physical Education National Standards (APENS)
www.cortland.edu/apens

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

American Heart Association
www.americanheart.org

AskERIC Lesson Plans - Physical Education (K-12)
askeric.org/cgi-bin/lessons.cgi/PhysicalEducation

Association for Experiential Education
www.aee.org

Biomechanics World Wide
www.per.ualberta.ca/biomechanics

California Association for Health, Physical Education, Recreation & Dance
www.cahperd.org

California Champions for Change
www.cachampionsforchange.net

California State Department of Education Physical Fitness Testing (PFT)
www.cde.ca.gov/ta/tg/pf/

Fitness Lesson Ideas (K-12)
www.teachnet.com/lesson/health/fitness/index.html

Health and Health Care in Schools
www.healthinschools.org/home.asp

K-12 Public School Physical Education Sites
www.cwu.edu/~jefferis

PE Central
www.pecentral.org

PE Central Lesson Ideas (K-8)
www.pecentral.org/lessonideas/pelessonplans.html
PELINKS4U
www.pelinks4u.org

www.calendow.org

School Health Program News

Sports4Kids Playbook

Sports Media
www.sports-media.org