



# Wake Up, Warm Up, Power Up!

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.22, 3.1, 3.6, 4.1, 4.7
- 5th Grade – 1.18, 3.1, 3.6, 4.14, 4.5

### READY

Start off the day with some basic activities to get the brain and body ready to learn. These stretches and exercises are also good as a warm-up before other physically-active games.

### SET

Review the proper form for the hamstring stretch, quadriceps stretch, static standing calf stretch, overhead book press, bicep curl, squat, push-up, and abdominal curl (see pages 60-62).

### GO

1. Ask students to stand beside their desks.
2. Start with a few basic stretching movements (do each stretch/warm-up for 15 seconds), such as:
  - Reach for the sky, then try to touch your toes
  - Arm circles
  - Wrist circles
  - Ankle circles
  - Gentle neck stretches: look left, look right, look down (chin to chest), don't tilt neck back
  - Static seated twists
  - Hamstring stretch: put one foot on your chair, bend forward
  - Quadriceps stretch: grab ankle behind you
  - Static standing calf stretch

3. Lead the students in one of these simple aerobic activities (do for 30 seconds):
  - Jumping jacks
  - Jumping, moving forward and back
  - Jumping, moving side to side
  - Hopping on one foot to another, moving side to side, alternating feet
  - Imaginary jump rope
  - Dancing
4. Follow with a strength-building exercise, such as:
  - Knee lifts with opposite elbow touches (abs)
  - Overhead book press
  - Bicep curls
  - Heel raises
  - Squats
  - Lunges
  - Push-ups (traditional or modified)
  - Abdominal curl-ups
5. Work on balance. Hold each for 15 seconds, then switch legs and repeat.
  - Balance on one foot
    - Variations:
      - foot extended low in front of you
      - foot extended low in back of you
      - foot extended low to the side
  - Yoga “tree” pose

## GO FARTHER

- Lead a different set of exercises every day.
- As students become familiar with exercises and demonstrate good form, select a different student to lead the exercises each day.



# Hit the Deck!

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.4\*
- 5th Grade – 3.4\*, 3.5\*

*\*Addressed with the “Go Farther” activities.*

### READY

Do this quick energizer between subjects.

### SET

- Review the proper form for squats (see page 62).
- Place a deck of playing cards face down in front of the class.
- Post a sign or write the corresponding activities on the board for each suit:

|           |                               |
|-----------|-------------------------------|
| Spades:   | Do “the Twist” for 20 seconds |
| Clubs:    | Squats for 20 seconds         |
| Diamonds: | Jumping jacks for 20 seconds  |
| Hearts:   | Jog in place for 20 seconds   |

### GO

1. Have students stand next to their desks.
2. Review with students the proper form for doing squats.
3. Identify 5 students (such as a table cluster or row of students) each day to select a card and lead the activity. The suit tells you which activity you should be doing. For example, if a diamond card is chosen, you’ll do jumping jacks for 20 seconds.
4. Have the first student select a card, then lead everyone in the activity that corresponds with the card for 20 seconds. Continue with the remaining 4 students selecting cards and leading the activities.

## GO FARTHER

- Ask students to create their own activities for each suit. They can create themes, such as sports (basketball shot, baseball swing, volleyball spike), rock star (air guitar, air drumming, toe-tapping), or dance moves (grapevine, the twist, disco moves, hip-hop moves).
- Choose a certain “magic number/wild card” or designate certain cards (i.e., multiples of 3) to be “pick your own adventure,” where the students use their creativity and imagination to design their own physical activity movement for the class to follow.
- Designate strength-building activities for each suit, such as push-ups or curl-ups.\*\*

*\*\*Links to P.E. Model Content Standard.*



# Pass, Count, Go

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.6, 1.17\*
- 5th Grade – 1.14\*, 1.16\*

*\*Addressed with the “Go Farther” activities.*



### READY

The object of this activity is to see which pair can get to 100 the quickest—quick hands and minds required!

### SET

Set out objects for students to pick. These may include balls, bean bags, fluff balls, books, rolls of tape, or any safe classroom object.

### GO

1. Pair up students and have each pair pick one object that they can pass back and forth. Each pair of students passes the object back and forth, counting by 2s (2, 4, 6, 8...). The object of this activity is to see which group can get to 100 the quickest.
2. When you give the start cue, students start passing the object and counting. On the stop cue, students place their object on the ground and rotate to another object.
3. Give the stop cue every 15 seconds. Continue to pass and count and rotate until 3 pairs have reached 100.

## GO FARTHER

- As students get faster, increase the goal to 150 or 200.
- Have pairs add by 3s, 4s, 5s, prime numbers, etc. as a way to practice mental math. (Modify the goal number accordingly.)
- If sports equipment is available, do this activity outdoors to practice chest passes and bounce passes (basketball); foot-dribbling, passing, and overhead throws (soccer); forearm passing (volleyball); and throwing and catching skills (flying disks, softball, beanbag). Encourage students to slow down and use good technique.\*\*

*\*\*Links to P.E. Model Content Standard.*





# The 12 Days of Fitness

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.1, 1.22
- 5th Grade – 1.1, 1.18\*

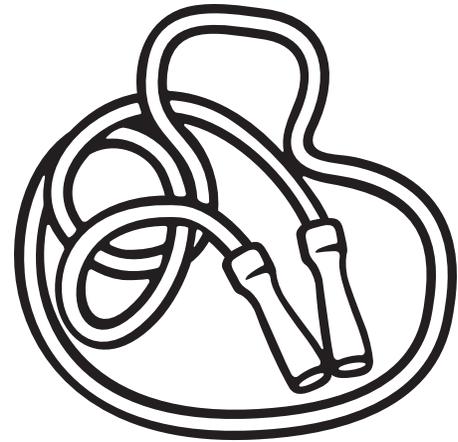
*\*Addressed with the “Go Farther” activities.*

### READY

Students will act out a fitness song in the style of “The Twelve Days of Christmas.”

### SET

- Review the proper form for the yoga “tree” pose (see page 62).
- You may wish to create a sign or write the activities on the board to make it easier for students to follow along.



## GO

1. Students stand next to their desks. Sing the song in the style of “The Twelve Days of Christmas,” but using the phrase “On the first day of fitness, my trainer gave to me...” and have students do each of the fitness moves during the song (you may need to pause to allow time to do the fitness moves). Sing the song in the traditional style, starting with the first day of fitness and building each day, or sing the song straight through from the twelfth day to the first day for a quicker activity. The twelve days of fitness are:

- 12 jumping jacks
- 11 raise the roofs
- 10 knee lifts
- 9 side stretches
- 8 jogs in place
- 7 jabs/punches
- 6 front kicks
- 5 jumping ropes (imaginary rope)
- 4 muscle poses
- 3 hula hoops
- 2 scissor jumps (feet apart then cross in front, feet apart then cross in back)
- 1 partridge in a yoga tree

- “On the first day of fitness, my trainer gave to me, a partridge in a yoga tree.”
  - “On the second day of fitness, my trainer gave to me, “2 scissor jumps, and a partridge in a yoga tree.”
  - “On the third day of fitness, my trainer gave to me...”
2. After you’ve reached Day 5, only act out the activity for the specific day, then march in place as students sing their way back down to Day 5. For example, on Day 9, sing: “On the ninth day of fitness, my trainer gave to me, 9 side stretches...” do the nine side stretches, then continuing marching and singing (On the eighth day of fitness..., On the seventh day of fitness..., etc.) until you reach Day 5. At Day 5, resume doing each activity for each day as it is sung.

## GO FARTHER

- You can teach this over 12 school days, teaching and adding the movement to the song each day.
- Have students “choreograph” their own song.\*\*
- Modify the song so it features fruits and vegetables, such as “On the \_\_\_ day of harvest, my farmer gave to me...”

\*\*Links to P.E. Model Content Standard.



# California Dreamin’

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 5.5
- 5th Grade – 5.7, 5.8

### READY

This simple activity gets the whole body moving and is a fun way to highlight some of California’s landmarks and agricultural treasures.

### SET

- You may wish to have a map of California available, so that you or your students can point out the regions of the state as you conduct the activity.

### GO

1. Students stand next to their desks. If you have the space, have students make a circle and walk in a circle as they do the activities.
2. Lead the students on an adventure through California. Students should use their imaginations and act out the movements associated with different parts of the state. Visit each place for about 15 seconds. You can make your “vacation” as long or as short as you want by choosing the number of destinations you visit.
  1. **Catch** a fish in the ocean near Bodega Bay.
  2. **Climb** up a redwood tree.
  3. **Whitewater kayak** on the Klamath River.
  4. **Ski** in the Sierra Nevada.
  5. **Pan** for gold in Coloma.
  6. **Do the “locomotion”** like the trains in Old Sacramento.
  7. **Walk** across the Golden Gate Bridge.
  8. **Do a touchdown dance** like a San Francisco 49’er.

9. **Swim** like a fish in the Monterey Bay Aquarium.
10. **Pull** garlic from the ground in Gilroy.
11. **Rock climb** in Yosemite.
12. **Pick** peaches in the Central Valley.
13. **Ride** a horse along the beach in Santa Barbara.
14. **Dig for clams** on Pismo Beach.
15. **Wave** to all your fans like an actor in L.A.
16. **Hit** a home run at Dodger Stadium.
17. **In-line skate** on the Strand (a biking and inline skating pathway) from Santa Monica to Manhattan Beach.
18. **Surf** in the Pacific Ocean in the O.C.
19. **Ride** a roller coaster at Disneyland.
20. **Swing** your golf club in Palm Springs.
21. **Run across the hot sand** in Death Valley.
22. **Stand on one leg** like a flamingo at the San Diego Zoo.
23. **Sit down, take a deep breath** and enjoy the sunset on a San Diego beach.

## GO FARTHER

- 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.
- Have students create activities based on your community.





# Beach Ball Volleyball

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.20
- 5th Grade – 1.17



### READY

This is a great cooperative activity that can accommodate a very large number of students and requires only balloons or beach balls for equipment.

### SET

- Inflate several beach balls or balloons.
- Review proper form for a volleyball set by visiting [www.bam.gov/sub\\_physicalactivity/activitycards\\_volleyball.html](http://www.bam.gov/sub_physicalactivity/activitycards_volleyball.html).

### GO

1. Gather students in an open area and demonstrate the proper technique for setting a volleyball.
2. Toss a beach ball into the crowd.
3. Introduce multiple beach balls to make it more challenging.
4. Keep the beach balls off the floor by “setting” them into the air.

## GO FARTHER

- Teach students another volleyball skill, the forearm pass (the “bump”), and incorporate both bumping and setting into the game.
- Incorporate nutrition education by having students call out a fruit or a vegetable as they set or bump the beach ball.
- Further challenge students by having them spell out a fruit or vegetable as they bump or set the beach ball. Students should attempt to keep the ball in motion while spelling the word. If they are successful, they can choose another fruit or vegetable and continue the activity.





# Stop and Scribble

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.4\*, 5.5
- 5th Grade – 3.4\*, 3.5\*, 5.5

*\*Addressed with the “Go Farther” activities.*

### READY

This energizer combines academics and power play into one fun activity.

### SET

- Compile a variety of math problems, spelling words, etc. for use in the activity.
- Make a master copy of the answers for use at the end of the activity.

### GO

1. Pair students up, giving each pair a piece of paper and a pencil.
2. Call out an activity, such as:
  - Hop in place
  - Twist
  - Jumping jacks
  - Knee lifts
  - March in place
  - Jog in place
  - Swimming motion with your arms
3. Students begin doing the activity and continue until you call out a math problem (such as  $1+5$ ,  $9-3$ ,  $2 \times 5$ ,  $2+4+6$ ), spelling word, etc.

4. Students should stop the activity and work together in their pairs to come up with the correct answer. Once students write down the answer on their piece of paper, have them resume the physical activity.
5. After 10-15 seconds (or when all the students have written down their answers and have resumed the activity), call out a new physical activity and a new problem.
6. Continue until all problems are completed or until the “energizer” time has ended.
7. As students stretch to cool down and return to their seats, write the correct answers on the board, so they may check their work. Remind students that doing power play every day will help them stay energized and better prepared for learning.

## GO FARTHER

- This activity can also be done using geography, science trivia, etc. Try including nutrition trivia to reinforce the *School Idea & Resource Kit* activities.
- Include strength-building physical activities, such as push-ups or curl-ups.\*\*

*\*\*Links to P.E. Model Content Standard.*



# Plant and Harvest

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.7, 5.4, 5.6
- 5th Grade – 3.7, 5.8

### READY

This energizer requires students to be quick and alert.

### SET

- In an open space, place single playing cards around the play space. Half of them should be placed face up, half should be placed face down.
- Have students count off by 2s. The 1s will be the Planters, the 2s will be the Harvesters.

### GO

1. Explain the goal of the game to your students. If you are a Planter, you want to turn all the cards so that they are face down. If you are a Harvester, you want to turn all the cards so that they are face up. Flip the card once, then move on to the next card. Be careful not to run into each other, bump heads, or to step on each other's hands!
2. On the start cue, students start flipping over the other team's cards. After 2 minutes, give the stop cue, and see which team has more of their cards facing their direction.

### GO FARTHER

- For more intense physical activity, have students do a big reach-jump to the sky before squatting down to flip the cards.

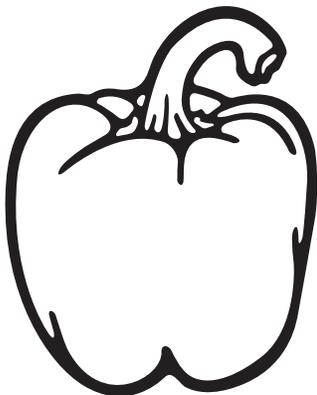




## As If!

### LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 5.5
- 5th Grade – 5.7



### READY

Students use their imaginations and move their bodies to get energized.

### SET

- Review the instructions and you're set!

### GO

1. Have students stand up next to their desks.
2. Lead the students through the activities below, encouraging them to use their imaginations and be creative.
  - Reach up as if you're picking an apple from a tree.
  - Swim as if you're in a big bowl of vegetable soup.
  - Dance as if you're sizzling peppers and onions on the grill.
  - Sway back and forth as if you're a tall corn stalk.
  - Touch the ground as if you're pulling a carrot from the garden.
  - Move your arms as if you're a sprinkler watering the plants at a farm.
  - Bounce as if you're a hot potato.
  - Circle your arms as if you're stirring a big pitcher of juice.
  - Jump around as if you're a salad being tossed.
  - Act as if you're peeling a giant orange.

### GO FARTHER

- Ask students to create their own "as if" activities.

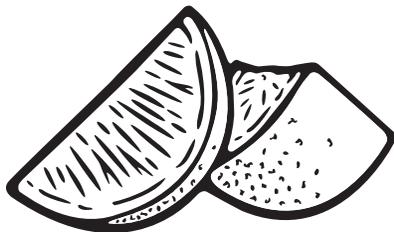




# “Let-us” Conga!

## LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.2, 1.22, 5.5
- 5th Grade – 5.7



### READY

This activity gets kids moving around the classroom.

### SET

- Play a conga or Caribbean style music CD to set the mood (optional).
- Explain the connection between how the students are moving and how fruits and vegetables grow:
  - Reach high in the air for fruits that grow on trees, like apples, bananas, and peaches.
  - Reach side to side for fruits and vegetables that grow on tall vines or bushes, like grapes, bell peppers, and tomatoes.
  - Squat down and reach low for fruits and vegetables that grow close to the ground, like melons, carrots, and lettuce.

### GO

1. Form groups of 4-5 students and line each group up to form a mini conga line.
2. Instruct students to place both hands on the shoulder of the person in front of them, until you call out the name of a fruit or vegetable.
3. Keeping one hand on the person’s shoulder, students should “pick” the fruit with the other hand, switching hands with each new fruit or vegetable.

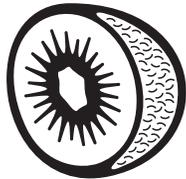
## GO FARTHER

- Have the conga lines connect and “grow” after more cues.
- Allow students to take turns calling out fruit and vegetable names.

Examples of fruits/vegetables:

### “HIGH” GROWING FRUITS & VEGGIES (REACH HIGH):

**Apple**  
Apricot  
**Avocado**  
Banana  
Cherry  
**Kiwifruit**  
Lemon  
Mango  
**Orange**  
Papaya  
**Peach**  
**Pear**

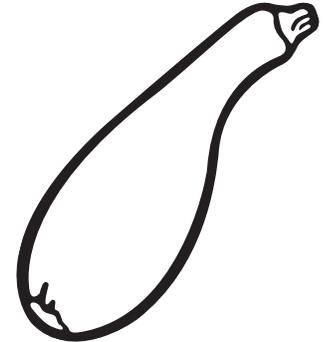


### “MEDIUM” GROWING FRUITS & VEGGIES (REACH TO THE SIDE):

**Bell Pepper**  
**Blackberry**  
Brussels Sprout  
**Corn**  
Cranberry  
Eggplant  
Gooseberry  
**Grapes**  
Okra  
**Peas**  
Pineapple  
**Plum**  
Pomegranate  
**Tomato**

### “LOW” GROWING FRUITS & VEGGIES (SQUAT AND REACH LOW):

Artichoke  
**Asparagus**  
**Broccoli**  
**Cabbage**  
**Carrots**  
Cauliflower  
**Cucumber**  
**Green Bean**  
**Lettuce**  
**Melon**  
Mushroom  
**Onion**  
Radish  
Rhubarb  
**Spinach**  
**Squash**  
**Sweet Potato**  
**Watermelon**



**Harvest**  
of  **the**  
**Month**  
Network for a Healthy California

Items in bold are featured  
in *Harvest of the Month*.