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# Physical Activity Cards

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## Fitness Basics

Children and teens need 60 minutes of moderate to vigorous physical activity every day. Examples of moderate physical activities include: brisk walking, hiking, dancing, and bicycling less than 10 miles per hour. Examples of vigorous activities include running, swimming freestyle laps, aerobics, basketball, and bicycling more than 10 miles per hour.

### **Always take time to:**

- Warm up before physical activity.
- Cool down after physical activity.

### **Warm up your muscles**

Take time to warm up before moving on to more vigorous physical activity. Warming up prepares muscles for working harder and helps prevent injury. A warm-up can just be a slower version of a moderate to vigorous activity. For example, you can take time to walk before doing running activities. Warm up at a pace that gradually gets your heart beating rapidly. Breathing will be harder during warm-up, but not as hard as during the more vigorous activity.



### **Cool down activities**

Stretch as a cool down activity when muscles are warm and easier to stretch. A five minute cool-down period allows heart rate and breathing to return to normal. Walk slowly and do stretching exercises to keep muscles from getting sore and stiff.

### **Take a break for thirst**

Make sure water is available for everyone to drink whenever they want it. Encourage students to drink water before, during and after physical activities. After the cool-down activity, give students a short water break before moving on to snack preparation and eating.

### **Keep a physical activity log**

Allow class time for students to record their physical activities in a personal log. Physical activity logs are available through Extension Publications, publication N864 or <https://extension.missouri.edu/publications/n864>. Encourage students to record time spent on physical activity on days when they are not in class. Keeping an activity log is a suitable activity for students in second grade and above. You can help children younger than this log their time.



## How to Use Physical Activity Cards

### Teacher tips

- Physical activity cards should not be used as a stand-alone activity. They are to be used in conjunction with a nutrition curriculum such as *Kids in the Kitchen* or *Show Me Nutrition*. Directions for integrating physical activity into a nutrition curriculum are included on the back of each card.
- Use a *MyActivity Pyramid for Kids poster*.
- When working with preteen audiences, it's best not to use activities that require holding hands or touching at the first lesson. Wait until a later lesson when they have had a chance to get to know each other.

**Select a warm up activity, one or more strength and aerobic activities, and at least one cool down activity. Mindfulness activities are available as an option and can be used as a cool down exercise if desired.**

The type of activity is indicated on each card in the upper left corner.

- Warm up
- Strength
- Aerobic
- Cool down
- Mindfulness



**An age level(s) is suggested for each activity:**

| Level   | Age            |
|---------|----------------|
| Pre-K/K | 4 to 5 years   |
| A       | 6 to 9 years   |
| B       | 10 to 12 years |
| C       | 13 to 15 years |

**Equipment:**

- Many of the activities can be done without any equipment.
- Other activities require simple equipment like scarves, bean bags or jump ropes.
- Several parachute activities are included. Buying parachutes with SNAP-Ed funds is not allowed. However, schools or other agencies may have parachutes that you can borrow.



# Classroom Management Skills - 1

*Teaching physical activity can require skills different from those needed for traditional classroom instruction. Here are some management skills to help you handle students in an active setting.*

## **Entering the activity area**

- Explain how the class should enter the area and what they are supposed to do, for example: “When I say enter the room, I want you to walk in and begin to walk around the area.”
- While the class is in the freeze position, describe the day’s activities, for example: “Everyone freeze. When you all are in freeze position I will tell you the games we will play.”

## **Delivering instructions**

- Make sure students are listening before giving instructions.
- Deliver instructions 1-2 points at a time (maximum of 30 seconds in length).
- Alternate short instructional episodes with periods of activity.
- Be specific. For example, tell students *when* before *what*: “When I say go, I’d like you to ....”

## **Stop and start a class consistently**

- Pick a consistent signal and use both an audio and a visual (for instance, whistle while raising your hand\*).

\*Check with your school before using a whistle. Some schools do not like using whistles.

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- Use different signals for starting and stopping.
- Practice with your class.
- Praise students when they perform the behavior properly.
- Expect that all students will stop when signaled.
- Scan the class to see if students have stopped and are ready for more instructions.

### **Grouping**

- Ask students to pick the nearest person who is not their friend.
- Get toe-to-toe or back-to-back with a partner.
- Students without a partner go to the center.
- To split a group in half, have one partner kneel and the other stand.
- Students form groups according to the number of whistles blown.
- Students sit down when they have the correct number in their group.

### **Formations**

- To form a circle or a single file line, have students run/walk randomly.
- On the command *fall in*, students fall in line behind someone until a circle is formed.
- Use cones or markers to outline your activity area or circle size.

## Classroom Management Skills - 2

### **Systematic approach for improving class behavior**

Use a consistent approach for dealing with undesirable behavior that occurs randomly on an individual basis. Discuss your class behavior plan so it is accepted by students. Students should know exactly what is acceptable and unacceptable behavior and understand what actions will be taken if they practice unacceptable behavior.

Time-out communicates to youngsters that they have disrupted the class and must be removed so that the rest of the class can participate as desired. Children can also use the time-out area as a spot they can go voluntarily if they become angry, embarrassed or frustrated.

### **Some possible consequences for unacceptable behavior**

- First misbehavior: Student is warned quietly on a personal basis to avoid embarrassment.
- Second misbehavior: Student is told to go to a pre-designated time-out spot. Student must stay there until ready to re-enter the activity and demonstrate the desired behavior.
- Third misbehavior: Student goes to time-out\* for the remainder of the period.  
*Remember, time-out doesn't work if students don't enjoy being in class.*

\* Check this plan with the teacher or leader to make sure this is okay or consistent with what the teacher or leader usually does.



# Bumper Cars

## Equipment needed:

- Cones or other boundary markers (such as cardboard boxes or empty milk jugs)

## Directions:

1. Mark off play space with cones or other markers.
2. Divide students into two-person teams. Explain how to play Bumper Cars.
  - One partner is the *car* and the other is the *driver*.
  - *Cars* must keep eyes closed at all times (you may want to blindfold the cars) and listen to directions given by their *drivers* to find out where to go and to keep from running into anything.
  - *Cars* and *drivers* must stay within the play space marked by cones.
  - *Drivers* must keep their cars at a walk during this activity. Tell *drivers* they can give their *cars* directions like: slow, reverse, honk, left, right, stop.
3. Have the teams begin the activity. As they get better at giving and following directions, call out instructions such as:
  - It's raining, turn on your windshield wipers!
  - Stop, there's an animal in the road!

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4. After a few minutes, have the *car* and *driver* switch roles.
5. Once the students are comfortable with this activity, try adding some safe objects for them to maneuver around such as a folded mat or a few cones.

### **How to integrate into nutrition curriculum**

Have car and driver teams drive to the store and pretend to pick up foods. Ask them to make five stops and pick up a food from each food group at each stop. Ask each student to tell how they prepare and eat one of the foods they picked at home.



## Pass the Hoop

**Equipment needed:**

- ☐ 1 hula hoop

**Directions:**

1. Have students join hands in a big circle and remain holding hands throughout the game.
2. Give the hula hoop to one student in the circle. They should put it on one arm and re-join hands with the second person. The person with the hula hoop raises their arm to transfer the hoop to the second person.
3. The second person must climb through the hula hoop while still holding on to the first person's hand. The hoop goes from the second person's arm, over their head, then down to the other arm.
4. The third person must try to do the same thing.
5. The goal is to move the hula hoop all the way along the circle.
6. Make the game more exciting by challenging the group to time how long it takes them to pass the hoop along the circle.



### **How to integrate into nutrition curriculum**

For levels B and C, as you pass the hula hoop to the first student, whisper a nutrition fact that is related to the lesson into their ear. For example, if the lesson is about the Dairy group, the nutrition fact could be “Milk gives us strong bones and teeth.”

Each student should whisper the same fact to the next person as they pass the hoop. The last person should shout out the nutrition fact. Ask the first student if the message has changed from what was whispered in their ear.

For level A, do the same thing but just whisper the name of a food.

## Grapevines

**Directions:**

1. Describe and demonstrate grapevines.
2. Stand with your feet slightly apart. Shift your weight onto your right foot.
3. Pick up your left foot stepping back and crossing behind your right foot.
4. Place your weight onto the ball of your left foot and pick up your right foot stepping to the right of your left foot. (Feet should be parallel with each other.)
5. Repeat the motions over again, until you have gone the desired distance.
6. Once you have traveled the desired distance to the right, repeat motions towards the left.
7. Start by placing your weight onto your left foot, crossing your right foot behind the left foot.
8. Then place your weight onto the ball of your right foot, and step out to the left with your left foot.

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### **Extend the activity**

- At the end of the grapevine series have the students jump up landing with their feet together.
- As the students are jumping have them clap their hands together.
- Then have students turn to the right at a ninety-degree angle and repeat a grapevine, jump, clap and turn until they complete a full square.
- After the students complete a full square have them grapevine to the left and complete the jump, clap and turn to the left.

## Single Leg Toe Touch

### Directions:

1. Stand with all your weight on your right leg while making sure your right knee is slightly bent.
2. Lift your left leg while pushing your left foot back behind you. You should hinge at the hips when doing this exercise, (not bend at the waist) and touch the ground with your left hand slightly in front of your toe without falling. Then, slowly stand back up.
3. Not everyone will be able to reach the floor. Only reach as far as it is comfortable.

Note: To hinge at the hips is to bend forward at the hips keeping the head, upper back and lower back aligned.

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**Extend the activity:**

After students have demonstrated the ability to do the single leg toe touch, have a contest to see who can do it the longest (or the three to five students who can do it the longest). Make it more difficult by having students lift their arms above their head, move their head side to side (like they are shaking their head no), or even closing their eyes.

## Standing Toe Touch

**Directions:**

1. Stand with your feet slightly apart.
2. Bend at the waist while keeping your legs straight. Reach toward the floor with your hands. Be sure that you are not bouncing up and down while reaching for the floor.
3. Hold this position for approximately 20 seconds, then slowly return in the upright position.
4. Repeat 10 times.





## Shuffle Cross

### Directions:

1. Stand with your feet shoulder width apart and your knees slightly bent. Your elbows should be bent with your hands in a fist at shoulder level.
2. Shift your weight to your left leg and slide your right foot slightly out to the right. Shift your weight to the right leg and slide your left toward your right leg so you are back to the original stance, with your feet shoulder width apart. Repeat this step two more times.
3. Now we are going to cross our body. You will rotate your hips turning your feet slightly to the right and jab with your left hand causing your arm to cross your body. Shuffle three steps to the left and turn your feet to the left slightly and jab across your body with the right arm.
4. Do 10 repetitions

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**Extend the activity:**

Once students become familiar with this exercise give instructions for changing up the move. For example, make a square doing the shuffle cross exercise. Shuffle cross to the left. Pivot so that as you shuffle cross again, it will be perpendicular to the line you just shuffled from. For the third shuffle cross, pivot so you are parallel to the first shuffle cross. The fourth shuffle cross will be parallel to the second and that closes the square. Then, shuffle cross to the right back around the square!

## Leg Swings

**Directions:**

1. Stand with your right side toward a wall or beside a chair. Place your right hand on the wall, or chair, for support. Flex your right foot and swing your leg forward and backward ten times.
2. Flex your right foot and swing your right leg forward and backward ten times and then swing your flex foot backwards for ten repetitions.
3. Complete two sets of 10 swings on each leg. Rest for 30 seconds after each set.

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**Extend the activity:**

- Stand facing a wall. Leave enough room between you and the wall to swing your leg across the front of your body. Place both hands on the wall for support.
- Put your weight on your left leg and swing your right leg out to your right side, keeping your toe pointed toward the wall. Bring your right leg back in front of your body and swing it to the left. Then, bring your right leg back to its original position.
- Put your weight on your slightly bent right leg. Swing your left leg out to the left side of your body, keeping your toes pointed toward the wall. Then, swing your leg back in front of your body to the right side and bring it back and place your left foot on the floor.
- Complete two sets of 10 on each leg.

## Chair Exercises

**Equipment needed:**

- Chair without arms for each student
- Optional: appropriate music

**Directions:**

Select one or more exercises:

1. Sit tall in your chair. March in place 10 times with your feet close together and your arms swinging at your side. Move your feet apart about 18 inches and march in place 10 more times. Put both hands on your knees. Stand up and sit down 10 times.
2. Stand with both feet together facing the back of your chair. Hold the back of the chair for balance. Step out with your right foot so that it lands 2 to 3 feet to the right of the chair. Return to starting position. Repeat with your left foot. Repeat 10 times.
3. Sit tall in your chair and place your palms on the side of the chair. Lift your feet off the ground, then lift legs and bottom off chair.

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### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. This activity counts toward their 60 minutes. Ask students to share an activity they will do to count toward their 60-minute goal.

# Pantomime

**Directions:**

1. Explain the definition of pantomime. **Tell students** pantomime is acting out a story or event without using words. Show a few examples of pantomime to give students a concrete example. Act out throwing a baseball and have the students guess what you are doing. Then, act like you are dribbling a ball and shoot it into an imaginary hoop.
2. Ask the students to stand next to their desks.
3. Choose a student to lead the class in a pantomiming activity. The student pantomime should not tell the other students what the activity is.
4. When the activity stops, ask the students to guess what they were doing.
5. Give each student a turn as leader.



### **How to integrate into nutrition curriculum**

The pantomime activities should all be related to the theme of the lesson. For example, bake bread for the Grain group; milk a cow for the Dairy group.



## Partner Challenges

### Directions:

1. Arrange the class so that each student is standing face-to-face with a partner.
2. Present the following challenges:
  - Raise both arms up and move arms to the side, making circles.
  - Put your feet toe to toe with your partner and place your hands on each other's shoulders. Try to walk around like this.
  - Hold hands with your partner and lift them up to make a bridge.
  - Hold hands with your partner and walk in a circle.
  - Clap your partner's hands, then clap your own legs (repeat several times).
  - Hold hands with your partner. Slide your foot towards your partner, then bring your other foot closer to your first foot. Slide your feet, one at a time, away from your partner so there is room between you again!



## **How to integrate into nutrition curriculum**

As partners do each challenge, ask them to shout out their favorite:

- Fruit
- Vegetable
- Dairy food (give examples like milk, cheese, yogurt, etc.)
- Grain food (give examples like bread, cereal, oatmeal, crackers, etc.)
- Protein foods (give examples like hamburger, chili, chicken, etc.)

## Food Group Colors

**Directions:**

1. Call out each color on MyPlate.
2. Students must:
  - Stand up and shout out the name of the food group that corresponds to the color
  - Run to something in the room that is the same color and touch it
  - Run back to their seat and sit down



## **How to integrate into nutrition curriculum**

Use this activity to teach the food groups on MyPlate.

Source: P.L.A.Y., Arizona Department of Health Services.

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## Reach for the Sky

**Directions:**

Select one or more activities:

1. Start with both hands on your shoulders. Stretch both arms straight out in front of you. Return hands to your shoulders. Repeat 20 times. Walk in place for one minute while swinging both arms.
2. Start with both hands on your shoulders. Stretch both hands up to the sky. Return hands to your shoulders. Repeat 20 times. Walk in place for one minute while swinging both arms.
3. While marching in place, put one hand on your shoulder with your elbow bent. Stretch your other hand straight out to the side at shoulder height. Switch positions at each step. Repeat 20 times. Walk in place for one minute while swinging both arms.

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### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. This activity counts toward their 60 minutes. Ask students to share an activity they will do to count toward their 60-minute goal.

## Arm Circles

**Directions:**

1. Stand with your feet slightly wider than shoulder-width apart. Evenly distribute your weight to create a solid base.
2. Raise your arms to the side of you, making a T shape.
3. Slowly move your arms in small circles. Your arms should move in a circular motion approximately the size of an apple or orange.
4. First, move your arms in a forward motion for thirty seconds. Then, move your arms in a backward motion for thirty seconds.
5. Do 1 minute of arm circles. Rest for 30 seconds and complete a second set of arm circles for a total of 2 minutes of arm circles.





## Grocery Grab

**Directions:**

1. Stand with your feet approximately shoulder width apart. Place your hands on your hips.
2. Reach across your body with your right hand and twist at your waist slightly, as if you are grabbing a can of vegetables off a shelf. Bring your arm back and place your hand on your hip. Repeat this action with your left arm.
3. Do two to three sets of 10 repetitions and rest for 30 seconds between each set. Students should start the movements slowly at first and then may increase their speed as they become more familiar with the movements.

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**Extend the activity:**

To increase your movement for this exercise. Have students bend their knees slightly making sure their knees do not pass their toes, and continue to reach and grab across their bodies.

## High Knee March

**Directions:**

1. Stand with your feet together. Put your hands in the air to form a Y shape.
2. Pull your right knee up to the sky, so your thigh is parallel to the ground. You will feel like you are marching.
3. As you are pulling your knee up, lower your arms and clap your hands under your knee. After the clap, raise your arms back up into the Y position and lower your foot back to the floor.
4. Repeat actions with the left foot and arms.
5. Do two to three sets of 10 repetitions and rest for 30 seconds between each set.

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**Extend the activity:**

Students should start the movements slowly at first and then may increase speed as they become more familiar with the movements.

## Walking Knee Hugs

**Directions:**

1. Stand with your feet aligned with your shoulders.
2. Step forward with your right foot.
3. Bring your left knee up towards your chest and hug your knee by placing your hands behind your knee (inside the fold between your upper and lower leg).
4. Hold the knee hug for 2 seconds.
5. Let go of your left knee and slowly lower your knee down as you step forward.
6. Repeat with your right knee.
7. Do 10 repetitions, rest for 30 seconds. Repeat 5 more times.



### **Extend the activity**

**Tell students** that in addition to eating foods from each of the food groups every day, it is also important to get 60 minutes or more of moderate to vigorous physical activity and you should include muscle and bone strengthening activities at least 3 days each week. This activity is good to use as a warm up exercise. Ask students to share an activity they can do as a warm up exercise.

## Toss Up

**Equipment needed:**

- 6- to 8-inch ball
- Chalk

**Directions:**

1. With chalk, draw one large circle. Have students stand around the circle. Explain the game to the students.
2. The leader stands in the middle of the circle and calls out a motion for everyone to perform. (Example: grapevine to the left, bunny hop to the right, run in place.)
3. As the group is performing the motion the leader counts to three aloud and says a student's name and tosses the ball in the air for the student to catch.
4. The student runs to the center of the circle to catch the ball while the other students continue to complete the action.
5. Once the student has gained control of the ball, the leader moves to the circle with the rest of the students. The student with the ball will then call on a student that has not been in the middle and the leader will call out a new action.
6. The game continues until all students have been in the center.



### **How to integrate into nutrition curriculum**

Toss the ball to a student. When the student catches it, ask them a review question. If the student can't answer, ask the rest of the class. Whoever gives the correct answer gets to take a turn in the center. Ask them to ask a question about the lesson as they toss the ball.



## Catch the Ball Challenge

**Equipment needed:**

- 1 soft ball (beach ball or foam ball)

**Directions:**

1. Have students stand in a circle. Start by throwing the ball to one of the students. That student should throw it to another student, who throws it to another student and so on.
2. Throw the ball continuously back and forth. As students are passing the ball around, periodically have them stop and change positions to make it more challenging to catch the ball.
  - Standing on one foot.
  - Putting one hand behind their back.
  - Challenge the group to go down on one knee and continue to catch the ball. Students must stay in that position to catch and throw the ball.
  - Students must throw the ball from down on both knees.
  - Students must throw the ball from down on one elbow.
3. As play continues, students will be in different positions.



### **How to integrate into nutrition curriculum**

Each time someone catches the ball, ask a question from the nutrition information covered in the lesson.  
Or, ask students to set a healthy eating goal related to the lesson.

## Hula Around the Room

### Equipment needed:

- 1 hula hoop per student (make sure you have a few extras)
- Optional: appropriate music
- Optional: music player

### Directions:

1. Tell students that having fun with a hula hoop will help exercise their stomach muscles.
2. Here's how to get started making hip circles with a hula hoop:
  - Stand in the center of the hula hoop with feet apart and bend knees slightly.
  - Hold the hoop at the waist.
  - Bring the hoop back to one side, as a wind up.
  - Push the hoop to the opposite side and rotate hips in a circle.
3. Encourage everyone to make as many circles as they can.
4. Challenge the students to see who can hula hoop:
  - For the longest time.
  - The fastest.

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- If you have students that are real hula hoop stars, let them borrow hoops from other students and try to spin multiple hoops.

### **How to integrate into nutrition curriculum**

Ask students if they are having fun. Tell them that having fun with the hula hoop, just like other fun activities, counts toward the 60 minutes of physical activity they need each day. Ask them: What are some other fun activities you like to do? Remind them that as long as you are moving your body, all activities count.

## Bean Bag Toss

**Equipment needed:**

- ☐ 1 bean bag per student

**Directions:**

1. Arrange students in a straight line facing a long open area.
2. Before students throw bean bags, demonstrate how to:
  - Hold bean bag in your preferred hand (remember, some students will be left-handed).
  - Take a big step forward on the opposite foot from the throwing arm.
  - Throw bean bag by pulling your arm back, and releasing the bean bag in an underhand throw.
3. Encourage the students to throw as far as they can. Do not use a target.

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4. Vary the activity by having the kids run to get the bean bag but walk backwards back to the line. Or, have students gallop to and from getting their bean bag.
  - Hold the bean bag in the preferred hand.
  - On your signal, throw bean bags as far as possible.
  - Retrieve the bean bags after your signal.
  - Repeat on your signal.

### **How to integrate into nutrition curriculum**

Use colored bean bags to match the food group colors on MyPlate. Use a *MyPlate poster* to show students what food group their bean bags represent. Ask students to share their favorite fruits, vegetables, etc.

## Locomotor Skills

### Directions:

1. Arrange students in a scatter formation with space between them so all students can see you.
2. Locomotor skills are: walking, running, jumping, hopping, galloping, and skipping. Hopping is a jump taking off from one foot and landing on the same foot. In galloping, the same foot is always in the front (leading). Skipping is step-hop, step-hop.
3. Have the students move around the area using each skill. Emphasize to students that they should be in control of their movements. For example, they should try not to bump into each other.
4. Begin with walking, then progress to running, jumping and so on. Skills listed become increasingly difficult.
5. You may have to help by holding a child's hand while hopping or demonstrating and practicing other skills.



## **How to integrate into nutrition curriculum**

### **Ask students:**

- If we want to stay healthy we should eat lots of different foods each day. What foods do you like to eat?
- We should also have fun moving our bodies every day. What are some fun activities you like to do?



## Fun with Catching

**Equipment needed:**

- 1 (8½-inch) foam ball
- 1 (8½-inch) playground ball

**Directions:**

1. Arrange students in one long horizontal line facing an open area.
2. This activity will help students develop and practice catching skills. Catching progresses in the following order:
  - With a foam ball, have students:
    - Sit with legs spread and stop a rolled ball.
    - Stand and stop a rolled ball (roll ball slowly, directly to student).
    - Stand with arms extended, palms up, and capture ball. (Toss ball in an arch directly to the hands of the student from a distance of about 10 feet.)
  - With a playground ball, have students:
    - Stand and watch a spot on the floor and catch a bounced ball. (Toss the ball so it bounces on the spot the student is watching.)
3. Practice each skill. Once that skill is mastered, move on to the next.



### **How to integrate into nutrition curriculum**

Use the lesson theme to ask the students simple questions as you roll or toss the ball to them. For example, what vegetable does your family like to eat? Or, do you put fruit on your cereal? What kind?

## Kicking Fun

### Equipment needed:

- 1 crushed newspaper ball per student\*
- Several 8½-inch foam balls
- Several 8½-inch playground balls

\*Newspaper balls don't roll as fast and are easier for young children to kick. Make balls about 5 inches in diameter.

*Caution: Ask students to be careful so they don't step on a real ball and fall.*

### Directions:

1. Arrange students in one long line facing an open area.
2. This activity will help students develop and practice kicking skills. Kicking progresses in the following order. Have students:
  - Push a newspaper ball forward with one foot.
  - Swing leg and contact newspaper ball with foot.
  - Take one step and kick newspaper ball with foot.
  - Take two or more steps and kick newspaper ball with foot.
  - Run, take a large step (which lifts student off ground) and kick newspaper ball.
3. Demonstrate each skill. Then have students practice each skill. Once a skill is mastered, move on to the next skill.
4. Once students have mastered the above skills with a newspaper ball, let them try with a foam ball, then a playground ball.



### **How to integrate into nutrition curriculum**

**Tell students:** We need to eat lots of different foods each day so we will be healthy and have lots of energy for kicking. Ask them to tell you some of their favorite foods that will help them be healthy and have lots of energy for kicking.

# Thunderbumper

**Equipment needed:**

- 1 (8½-inch) playground ball per student

**Directions:**

1. Arrange students in a scatter formation with space between them, facing an open area. Give each student a ball.
2. This activity will help students develop and practice bouncing skills with the long-term goal of dribbling the ball.
3. Present the challenges in order, giving a new challenge as students master each skill. Have students:
  - Bounce and catch ball with both hands.
  - Toss ball, let it bounce and catch it with both hands.
  - Bounce and catch ball with both hands three times in a row.
  - Drop ball and bounce it with one hand.
  - Drop ball and bounce it with one hand, catch it with two.
  - Drop ball and bounce it with one hand two times in a row.
  - Bounce ball with one hand as many times as they can.

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4. Once students have mastered a skill with one hand, have them switch hands and try to master the skill with their other hand.

### **How to integrate into nutrition curriculum**

Use colored balls to match the food groups, or put colored stickers on balls. Show students a *MyPlate poster*. As you point to each color have students with balls matching that color stand up and shout out their favorite food from that group. Ask them to name some of their favorite foods from each group. Don't stress placing foods in food groups for preschool and kindergarten. Just emphasize eating lots of different kinds of food each day.

## Food Group Scramble

### Equipment needed:

- 1 blanket
- 5 crushed newspaper balls\*
- Masking tape

\*Newspaper balls don't roll as fast and are easier for young children to kick. Make balls about 5 inches in diameter.

### Directions:

1. Set up the following stations in different areas, far enough apart so students can run from station to station:
  - **Station #1** – Mark a path with two lines of tape so students can crawl down the path.
  - **Station #2** – Lay masking tape out in a curved shape for students to walk like a balance beam.
  - **Station #3** – Drape a blanket over two chairs or a table (whatever is available) for students to crawl under.
  - **Station #4** – Use any object available for students to jump over (rock, book, etc.) Make sure the object is small enough for everyone to safely jump over it.
  - **Station #5** – Lay out crushed newspaper balls for students to kick as far as possible.
2. Demonstrate the path and action at each station; run between stations.

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3. Have students go one at a time. Repeat several times.

### **How to integrate into nutrition curriculum**

Identify each of the five stations as a different food group, using colors and/or pictures of food from the food group. Each time a student arrives at a different station, they should shout out their favorite food from that food group.



## Rollie Pollie

### Equipment needed:

- 1 tennis ball or other small ball per student
- Chalk or poly spots

### Directions:

1. Arrange students in a long, straight line facing an open area.
2. Present the following challenges to them, demonstrating if necessary:
  - While standing, use feet to roll the ball and do the following:
    - Walk forward and roll the ball—the ball should be on the ground.
    - Roll the ball over a designated spot.
    - Roll the ball at the spot and try to make it stop on the spot.
  - While standing, use hands to:
    - Toss the ball up and let it bounce.
    - Toss the ball and catch it—start with very small tosses.
    - Toss the ball from hand to hand.
    - Toss the ball to a partner.
3. As students master each skill, move on to the next.



### **How to integrate into nutrition curriculum**

Use colored balls or colored poly spots to match the food groups. Use this as a way for students to learn the food groups. Talk about what foods belong in each food group.

## Parachute Play

### Equipment needed:

- 1 parachute for up to 30 students
- Light objects, like foam balls, foam frisbees, etc.

### Directions:

1. Arrange the students around the edge of the parachute.
2. Begin by shaking the parachute. Place light objects (foam balls, foam frisbees, etc.) on the parachute and have the students try to shake them off.
3. Have students walk in one direction while holding the parachute with the inside hand. Reverse directions and hold the parachute with the other hand.
4. Stand, holding the parachute with both hands and:
  - Raise and lower the parachute.
  - Allow it to fill with air.
  - Have everyone raise the parachute above their head and move inside, put the parachute behind them and sit on it. It should remain filled with air like a tent and everyone is sitting in a circle under the parachute.



## **How to integrate into nutrition curriculum**

Use light plastic food models and toss them onto the parachute and have the students try to shake them off. Ideas include:

- Toss fruit and vegetable models (or any other combination of foods) on the parachute and ask: What food groups are missing?
- Have a student select several food models from different food groups and toss them on the parachute. Ask the rest of the students: Are any food groups missing? Which one(s)?
- Ask the students to set a goal for a new food they will try.

## Parachute Fun

**Equipment needed:**

- 1 parachute for up to 30 students

**Directions:**

1. Space the students around the edge of the parachute. If there is more than one adult, spread them out among the students.
2. Have everyone stand facing the center and grasp the parachute with both hands and:
  - Hold the parachute still by not moving hands or arms.
  - Wiggle the parachute using small arm and hand movements for 30 seconds, then stop.
  - Do big wiggles by moving the arm and shoulders up and down for 30 seconds, then stop.
3. Raise the parachute above the students' heads; then lower it to waist height. Repeat several times.
4. Raise the parachute again, but lower it to the ground. Repeat several times.

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5. When the parachute is raised high, have a student you name run under and then back to their original position. Repeat until all children have had a turn.
6. Extend play by having each student run around the outside of the parachute and back to their place.

### **How to integrate into nutrition curriculum**

As each student takes a turn, have them:

- Level A: Name a food from the food groups as you list them.
- Level B: Ask them to answer a nutrition question related to the lesson. (This is a good way to review the lesson.)

## Parachute Activities

**Equipment needed:**

- 1 parachute for up to 30 students
- 6 to 10 bean bags

**Directions:**

Arrange students around the parachute and try the following activities:

**1. Mushroom activities**

- To form a mushroom, students begin with the parachute on the ground, kneeling on one knee and holding with two hands. Stand up quickly, thrusting arms overhead. Keep arms overhead and walk forward 3 to 4 steps toward center. Keep arms overhead until parachute deflates.
- Make a mushroom. All students release chute at the peak of inflation and either run out from under the chute or move to the center and sit down while the chute lands on top of them.
- Make a mushroom. While moving toward center, release hands and run once around the inside of the chute, counterclockwise, back to place.

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## 2. Dome activities:

- To make a dome, students begin with the parachute on the floor, holding it with two hands and kneeling on one knee. To trap air under the chute, students stand up quickly and thrust arms above their head and then return quickly to standing position with arms down.
- Some of the students can change to the inside of the chute on the down movement.
- Domes can also be made while moving in a circle.

## 3. Popcorn

- Place six to 10 bean bags on the chute. Shake the chute to make them bounce like popcorn.

### **How to integrate into nutrition curriculum**

When making a dome, have students count off into the five food groups. On the down movement, call out one of the food groups and have those students change to the inside of the chute.



## Sharks and Lifeguards

### Equipment needed:

- 1 parachute for up to 30 students

### Directions:

1. Arrange students sitting around the parachute and have them hold it tight at waist to chest height. The parachute should be at a height where the *shark* underneath can move around with one hand up to make a shark fin (so that the hand makes a prominent bulge).
2. Pick one student to be the shark and one or two students to be a lifeguard. The shark moves beneath the parachute while the students chant: “shark, shark”, and try to keep the shark from biting them (pulling them under the parachute). The lifeguard tries to save the sitting students from being bitten by the shark and pull them back out to safety.
3. Once a student is bitten, they then become a shark and try to bite others still sitting around the parachute.
4. Continue play until the parachute collapses because so many students have been bitten.

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5. Alternate way to play: Have three or four *sharks* under the parachute at one time – the parachute collapses quickly.

### **How to integrate into nutrition curriculum**

Ask students if they are having fun. Remind them that they need to get 60 minutes or more of physical activity every day. Tell them that these activities count toward their 60 minutes. Ask them: What are some other fun activities you like to do? Remind them that, as long as they are moving their bodies, all activities count.

## Pencil Roll, Inchworm and Rocker

**Equipment needed:**

- Optional: mats

**Directions:**

If you are using mats, lay mats out and have students line up at each mat. Have students practice as you give instructions. Repeat each activity as time allows.

**1. Pencil roll:**

- Have students lay flat on their back, arms extended overhead.
- Keep body straight like a pencil and roll onto stomach.
- Continue moving back and forth from stomach to back.
- Make sure students roll in a straight line.
- Repeat several times.

**2. Inchworm:**

- Have students stand with feet together and legs as straight as possible.
- While holding feet still, have students bend over and walk hands forward until body is straight.

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- Then, holding hands still, have students walk feet toward hands.
- Repeat until a specific distance has been covered (for example, 10 feet).

### 3. The rocker:

- Have students lay flat on back.
- Bend legs bringing them toward chest.
- Hug knees with both arms by grabbing legs under knees.
- By moving head forward and backward, rock the body.

### **How to integrate into nutrition curriculum**

Ask students if they are having fun. Remind them that they need to get 60 minutes or more of physical activity every day. Tell them that these activities count toward their 60 minutes. Ask them: What are some other fun activities you like to do? Remind them that, as long as they are moving their bodies, all activities count.

## Tummy Tag

### Equipment needed:

- Cones or other boundary markers (empty milk jugs or cardboard boxes)
- Scarves

### Directions:

1. Set out cones or other items to mark boundaries for playing area.
2. Tell students they will be playing tummy tag and give directions:
  - Have students scatter around the playing area.
  - Ask for one or two volunteers to start out as *chasers* who will be identified by a scarf tied on their arm.
  - At the signal, the chasers run after the *free runners* and try to tag them.
  - If tagged, you must *freeze* in place.
  - Students remain *frozen* until tagged on the hand by a *free runner*.
3. Change *chasers* frequently, and vary the movements of the *chasers* and *free runners* by having them run, walk, hop or skip.



### **How to integrate into nutrition curriculum**

Use colored scarves to match food group colors on MyPlate and to help students learn the food groups. Give *frozen* students another way to be freed by answering a nutrition question\* from the lesson. Put questions on pieces of paper ahead of time to give out to volunteers.

\*You will need several adult volunteers or older students to help.

# Mulberry Bush

**Directions:**

1. Arrange students in a circle with 2 feet or more of space between them.
2. While walking in a circle, sing chorus:

Here we go round the mulberry bush, mulberry bush, mulberry bush. Here we go round the mulberry bush so early in the morning.

3. Then, sing each verse below and do the action. Repeat the chorus after each verse.

This is the way we \_\_\_\_\_ (repeat three times)

This is the way we \_\_\_\_\_

So early in the morning.

|                 |                 |                |
|-----------------|-----------------|----------------|
| swing our arms  | jump in the air | bend our knees |
| hop on one foot | run in place    | twist our hips |



### **How to integrate into nutrition curriculum**

Use this activity when you are studying fruits. Let them taste some berries (strawberries, raspberries, blueberries). Ask if any students have mulberry bushes in their yard.



## Going on a Trip

### Equipment needed:

- Cones, carpet squares, or milk jugs filled with sand or water to use as markers

### Directions:

1. Create a route with markers.
2. **Tell students:** *We are going on a trip, and each time we make a stop, we will change movements.*
3. One student at a time takes a *trip*. Each time they make it to the next stop (marker) pick one student to call out a movement. Movements can include: gallop, skip, run, hop, etc.
4. After every student has made a *trip*, line up together to form a train and move from stop to stop, changing movements at each stop.



### **How to integrate into nutrition curriculum**

Have each stop (marker) represent a food group. Put a number of pictures of food or food models at each stop. Have students pick up a food when they stop at each marker (food group). Or, they can pretend to pick up a food they like from that food group.

**Tell students:** While we are on our trip we need to pick up some food for dinner tonight. We all are going to have to get food from the store. When you stop at each food group you will need to gather a food item from that group you would like to try or enjoy eating.

**Tell students:** *To stay healthy, we need to eat foods from all five food groups each day.* Ask them what foods they chose from each food group and what food they would like to prepare at home.

# Hoops

**Equipment needed:**

- 1 (24- to 30-inch) hoop per student (Carpet squares can be substituted for some movements if you don't have hoops)

**Directions:**

1. Arrange students in a scatter formation with space between them and give each one a hoop.
2. Present the following challenges, demonstrating if necessary:
  - With hoop on the floor, walk around hoop (repeat with running, hopping, skipping).
  - With hoop on floor, stand with one leg in the hoop and one leg out of the hoop.
  - With hoop on floor, balance with two feet outside the hoop and two hands inside the hoop
  - Hold the hoop above your head and stand under the hoop.
  - Go through the hoop.
  - Roll the hoop slowly.
  - Roll the hoop quickly.



### **How to integrate into nutrition curriculum**

Display *MyPlate poster* and talk about which foods are round (apple, bagel, sausage patty, etc.).

**Ask students:** to name a round food from each food group.

## Scarf Activities

**Equipment needed:**

- 3 scarves per student

**Teacher tip:**

Secure a safe place for the unused scarves, so students do not slip and fall while they are on the ground.

**Directions:**

1. Arrange students in scatter formation with space between so they can see you.
2. Demonstrate each of the following movements. Have the students try the activity for a set amount of time, then move on to the next activity.
  - Throw the scarf in the air, do a karate punch (with or without a hy-yah!) and catch the scarf.
  - Throw the scarf in the air, do a karate kick (with or without a hy-yah!) and catch the scarf.
  - Throw and catch two scarves.
  - Throw and catch three scarves (juggle).
  - Throw and catch the scarves overhead.
  - Blow and catch one scarf.
  - Blow and catch two scarves.



- Throw from behind your back and catch.
- Throw a scarf and catch it between your legs.
- Throw a scarf and catch it with your foot.
- Throw a scarf and catch it with your head.
- Throw a scarf, spin around, and catch the scarf.
- Throw a scarf, touch the ground, and catch the scarf.
- Play catch with another person.
- Play catch and spin around with another person.

3. Have students work with a partner to create a new game to share.

### **How to integrate into nutrition curriculum**

Use scarves that match the food group colors on MyPlate. When students pair off for catch or to create a new game, ask them to find a partner with a different color scarf. The partners should describe a healthy snack using one food from each of their food groups. For example, a blue scarf (Dairy group), could partner with an orange scarf (Grain group) and create a snack of yogurt and whole-grain crackers.

## Streamers Galore

### Equipment needed:

- 36-inch streamers\* made from ribbon, plastic or crepe paper (1 or more per student)
- Optional: appropriate music
- Optional: music player

\* scarves can be substituted

### Directions:

1. Give each student a streamer and arrange them in a scatter formation at least an arms length away.
2. Students should move their streamers using as many arm patterns as possible. Encourage them to be creative and come up with their own routines. They should keep moving the entire time until given another instruction.
  - Suggestions for streamer movements:
    - Form letters or write out words with the streamer.
    - Move the streamer at a low, medium and high rate of speed.
    - Switch the hand that you use to wave the streamer.
    - Move the streamer through your legs, above your head and around your waist.
    - Throw the streamer in the air, catch it and keep moving.
    - Make figure-eight shapes in front of your body.

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- Make large and small circles on each side of your body or above your head.
3. Have students move to a new location by skipping, jumping, hopping or jogging. Then continue moving streamers.
  4. Variations:
    - Have each student work with two or three streamers.
    - Have students work with a partner with several streamers.
    - Have students work with a partner to create a special movement to share.

### **How to integrate into nutrition curriculum**

Use streamers that match the food group colors on MyPlate. Give students several streamers in different colors. Have them describe a snack using a food from each food group represented by their streamer colors.



## Streamer Fun

### Equipment needed:

- 36-inch streamers\* made from ribbon, plastic or crepe paper (1 or more per student)
- Optional: appropriate music
- Optional: music player

\* scarves can be substituted

### Directions:

1. Give each student a streamer and arrange them in a circle an arms length away from each other.
2. Demonstrate and then have the students do each activity:
  - Circles: to the sides, in front, overhead.
  - Squiggles: quickly wiggle the streamer; try it high and low.
  - Figure eight: connect two circles, using a smooth motion.
  - Snapping to the beat: moving the wrist, snap the streamer in a hammering motion.
3. Combine the various movements and do them while walking, playing follow-the-leader, or put them to music.
4. If students know the alphabet, call out letters for them to make with their streamer(s).



### **How to integrate into nutrition curriculum**

Use streamers that match the food group colors on MyPlate. Give students several streamers in different colors. Have them name the food group represented by their streamer color.

## Crows and Cranes

### Equipment needed:

- Chalk or tape
- A way to keep time (watch/stopwatch, clock, timer, etc.)

### Directions:

1. Use the chalk or tape to make two goal lines about 50 feet apart. Make another line halfway between the two goal lines. Divide students into two groups, the *Crows* and the *Cranes*. Set a timer to mark the end of the game.
2. Have the groups face each other with one foot on the halfway line.
3. A leader calls out either *Crows* or *Cranes*, using an exaggerated “cr-r-r-r” sound at the start of either word to mask the result.
  - If *Crows* is the call, the crows chase the cranes to their goal line.
  - If *Cranes* is the call, then the cranes chase the crows to their goal line.
4. Any student tagged goes to the other team.
5. The game ends when the time is up or everyone is on the same team. The last person tagged can be named the new leader.



### **How to integrate into nutrition curriculum**

This game is very active and students will need to drink plenty of water, especially if weather is hot. Be sure to take time for water breaks. Tell students it's important to take time to get a drink before they play, during play and after play. Water helps us stay healthy.

## Dragon's Tail

### Equipment needed:

- 1 (36-inch) streamer\* made from ribbon, plastic or crepe paper for each group of 8 to 10 students

\* Scarves can be substituted

### Directions:

1. In groups of 8 to 10 students, form a dragon by having each student hold on to the waist of the student in front of them. The last person carries a streamer (the tail).
2. The goal is for the dragon's head (first student) to catch the tail. The tail then becomes the new head.
3. This can also be played with two or more dragons trying to catch the tail of other dragons.



### **How to integrate into nutrition curriculum**

Use streamers in colors to match the food groups. Show a *MyPlate poster* and explain that orange streamers represent the Grain group, green streamers represent the Vegetable group and so on. Ask students what foods they like from each group.

## Catch the Comet

### Equipment needed:

For each group of 4 to 6 students, you will need:

- 1 blindfold
- 5 tennis balls
- 5 tube socks

### Directions:

1. Divide the class into groups of four to six students and assign a play area to each group.
2. Each group picks one person to be the *comet thrower*. The *comet thrower* goes to the opposite end of the group's area with five tennis balls in five tube socks.
3. Blindfold the *comet throwers*, and have each group of comet catchers hold hands and form a circle.
4. On your signal, have the *comet throwers* throw a comet (sock with tennis ball) as high as possible into their areas.
5. Have the *comet catchers* hold hands and move the circle so the *comet* lands within their circle. They can yell or chant at the *comet catcher* to help direct the throw.
6. Continue until all five *comets* have been thrown.



### **How to integrate into nutrition curriculum**

Use colored markers, ribbons or stickers to mark the five comets (socks) with the colors of the different food groups. After the five comets have been thrown, have each group see which food groups (colors) landed successfully within their circle. (Note: Some groups may have all five colors, others may have less.) Have each group name a food they like from each food group that landed in its circle. Remind the students that they need to eat foods from each food group every day to keep them healthy.



## Whistle Mixer

**Equipment needed:**

- Whistle

**Directions:**

1. Have students scatter throughout the designated area, walking in any direction they want. Explain to the students that you will blow the whistle a number of times with short, sharp blasts. They should then form circles with the number of students in the circles equal to the number of whistle blasts.
2. The goal is to not be left out or caught in a circle with the wrong number of students.
3. Encourage students to move to the center of the area and raise their hands to facilitate finding circles that need more students.
4. After all circles are formed, call *walk* and continue the game.



### **How to integrate into nutrition curriculum:**

Assign each food group a number. For example: Grain – 3, Vegetable – 4, Fruit – 5, Dairy – 6, Protein Foods – 7. Write food groups and numbers and display in a prominent place. Instead of blowing a whistle, call out a food group name. Students should then form circles with the number of people that corresponds to the food group named. For example, if you call out *dairy*, students should form circles of six people. Ask each student to share one of their favorite foods from that food group and a favorite way to prepare it at home.

## Busy Bee and Worker Bees

### Directions:

1. Divide students into two groups. Have one group form a large circle facing inward. They become the worker bees.
2. Have the other students find a partner in the circle and stand in front of them.
3. Designate one student to stand in the center of the circle and be the *busy bee*.
4. When everyone is in place, have the busy bee call out directions that all paired worker bees must follow, such as: back to back, face to face, shake hands, kneel on one knee (or both knees), hop on one foot, etc.
5. The other students should follow the directions.
6. At some point, the busy bee calls out *busy bee*.
7. All players will now scramble to find a different partner while the busy bee also tries to find a partner. Students must find a new partner each time the leader calls out busy bee. No partner may be repeated. The student without a partner becomes the new busy bee.



### **How to integrate into nutrition curriculum**

Instead of busy bee, have the center student become one of the food groups, for example *Dairy*. The student designated *Dairy* should call out directions. At some point, *Dairy* should call out a food from the Dairy group, like chocolate milk. Play continues as above. Pick a new food group each time the center student changes.

## Fruit Salad

### Equipment needed:

- 1 chair, dot or carpet square with non skid backing for each student

### Directions:

1. Have students form a circle of chairs, dots or carpet squares. Designate one student to be *it* and stand in the middle of the circle.
2. All players, including the one who is *it*, should think of one of four fruits (such as apple, orange, strawberry or banana). All players keep their fruit choice a secret and stay the same fruit throughout play.
3. Tell students, the player who is *it* will try to get a seat or square by one of these methods:
  - *It* calls out one of the four fruits, which signals everyone who chose that fruit to find another seat. *It* tries to get a seat during the exchange. The player without a seat becomes *it*.
  - *It* calls out *Fruit Salad*, which means all players must find a new seat. *It* tries to get a seat during the exchange. The player without a seat becomes *it*.

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4. Players are not allowed to come back to the same seat, or the one to the right or left of it. This encourages everyone to be more active and move around the circle as much as possible.

### **How to integrate into nutrition curriculum**

Instead of fruit, pick another food group that matches the theme of the lesson.

## OK to Sweat

**Equipment needed:**

- 1 jump rope per student
- Optional: music
- Optional: music player

**Directions:**

1. Have each student set a personal goal for the number of times they can jump rope without missing. They should keep the number secret. Encourage them to compete with themselves, not others.
2. Start jumping rope. Give each student three or four chances to meet or exceed their goal. Continue until everyone works up a sweat. Put on music to make jumping more fun.



### **How to integrate into nutrition curriculum**

- Talk about the benefits of jumping rope or just getting up and moving.
- Ask how they felt the longer they jumped rope. (Sweaty, breathing harder, warmer face, faster heartbeat).
- Talk about how we need to drink plenty of water when we are moving a lot. Drinking water helps keep our bodies from getting too hot.
- Ask what would be a good drink choice? Why? Talk about the benefits of plain water.



## Find Your Food Group

### Equipment needed:

- Music
- Music player

### Directions:

1. Have students form a large circle. Whisper one of the five groups into each student's ear. Alternate between: Grain, Vegetable, Fruit, Dairy, Protein Foods.
2. Explain how to play:
  - When the music starts, skip around the area.
  - When the music stops, quickly scatter to different areas and stop moving.
  - Think of a food from your food group. (Tell students if they can't think of a food, they should raise their hand and you will come and whisper a hint.)
  - When the music starts again, students should start walking around the area calling out the food from their food group.
  - Continue calling out their food until they find all the foods from their group.



3. Tell students to remember that the other foods from their group could be the same as theirs or very different. For example, students in the Dairy group would be listening for milk, yogurt, cheese, cottage cheese, etc.
4. Variation: Have the students get together in groups that have one food from each food group.

### **Teacher tips**

- Watch for students who are having trouble matching foods to food groups and give them assistance.
- This activity may be too complex for younger students in level A.
- Instead of whispering a food group into each student's ear, you can write food groups on slips of paper and give one to each student.

### **How to integrate into nutrition curriculum**

Use this activity to help students learn the five food groups on MyPlate and to learn about different foods in each food group. Don't worry if students aren't matching foods and groups correctly. Just remind them to have fun moving.

## Back to Back

### Equipment needed:

- Cones, cardboard boxes or empty milk jugs to mark boundaries
- A stopwatch or watch/clock with a second hand

### Directions:

1. Set out cones to mark the boundaries of the movement space. Arrange students in a scatter pattern at least an arm's length apart so they have room to move.
2. Give them the instructions for playing the game:
  - When you give the *Ready, Go* signal, students should walk around within the cone boundaries until you call out *Freeze*.
  - When they hear the *Freeze* command, each student should pair up with the student nearest to them and *freeze* in whatever position matches the command. (For example, if you call out *Freeze – Knee to Knee*, they could face each other with both knees touching, or they could stand side by side with one knee touching.)
  - Each time play starts again, you will give them a different movement other than walking.
  - Remind students that it's important to listen carefully so they know what movement to do. Practice one command.



3. Now you are ready to start the game. Before giving the *Ready? Go!* signal, describe the next movement you want the group to do instead of walking, such as jumping, running or galloping. Other moves you could do include: skipping, hopping, marching, sliding, frog-leaping, jogging, bounding like a deer, pretending to swim, slithering like a snake, etc. (Let students help think of movements to do.)
4. Gradually increase the intensity of the action you call out (for example, move from walking slowly to sliding to jogging to jumping to running) and lengthen the time you have the students do the designated movement (for example, 20 seconds to 1 minute).
5. Each time you call a *Freeze* command, change the body parts to be matched (backs, knees, shoulders, hips, elbows, wrists, palms, ankles, feet, forearms or heels). Once the students have mastered matching the same body part, start calling out different body parts to match (knee to elbow, hip to ankle, etc.).

### **How to integrate into nutrition curriculum**

Instead of calling out a movement, designate a movement to each of the food groups and tell the students. For example:

Grains – walk, Vegetables – slide, Fruits – jog, Dairy – gallop, Protein Foods – run.

Then say, *Ready? Go! – Vegetables*; or *Ready? Go! – Fruits*, etc. The students should do the movement that matches the food group named. It doesn't matter if people make mistakes; just have fun moving.

## Blast Off

**Directions:**

1. Designate two lines in the blast off area. The students will all line up on the same line to start the activity.
2. The adult takes the first turn at being the *rocket launcher* and selects a student to take the next turn, etc. Help students count backward if necessary.
3. The *rocket launcher* counts backward: 5, 4, 3, 2, 1, blast off!
4. At the command *blast off*, everyone runs as fast as possible to the opposite line.
5. Play until everyone has had a chance to be the *rocket launcher*. Repeat.



### **How to integrate into nutrition curriculum**

Instead of counting backward, have students say the names of the five food groups (in any order) before saying blast off. If they are too young to remember the food groups, just have them say five of their favorite foods before blast off.

## Paper Bag Derby

### Equipment needed:

- 1 paper grocery sack per student
- Slick surface such as tile or wood
- Cones, cardboard boxes or empty milk jugs to designate the race track
- Tape to mark the start/finish line

### Directions:

1. Use cones to designate the race track area. Use tape to mark a start/finish line.
2. Give each student a grocery bag. Have them start their engines (make engine noises like hurmph, humm, brummm).
3. Start one student at a time a few seconds apart so they will be spaced out on the race track.
4. Students should scoot themselves around the race track sitting on their bags, holding the sides of the bag and pushing or pulling with their feet.
5. If the racers get too close together, stop the race and spread them out. Then restart the race.
6. Each student wins every time they go around the track and back to the start/finish line.



### **How to integrate into nutrition curriculum**

Use boundary markers that represent the food groups to help students learn the five food groups. For example, use cardboard boxes and add color to match the food groups with paint or colored markers. You can also tape on pictures of food to represent each food group.



## Red Light, Green Light

### Equipment needed:

- Red and green paint or marker pens
- Masking tape
- Foam core or poster board

### Directions:

1. Make a sign by drawing a red circle on one side of the foam core or poster board and a green circle on the other. Print the word *Stop* on the red side; print the word *Go* on the green side. Use masking tape to mark two parallel lines on the floor about 20-50 feet apart.
2. Arrange the students on one line facing you. Explain the signals for stop (red circle) and go (green circle).
3. The students should try to get from one line to the other. However, they can only move when you say *green light*. They should move as fast as possible toward the opposite side when you say *green light*.
4. When you say *red light*, everyone must stop moving.
5. Students will get to the opposite side at different times depending on how fast they move. When all students have reached the opposite side, have everyone walk back to the starting position. Then, the game begins again.

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6. Make the game more challenging for older students by changing signals often and quickly; or, use only the stop and go signs.
7. For younger students, use both the sign and a verbal signal. Give them plenty of time to move between signals.

### **How to integrate into nutrition curriculum**

Have students count off using: Grains, Vegetables, Fruits, Dairy, Protein Foods. When you say go, add the name of one of the food groups; for example, go grains. Only the grains students should move. Be sure to take turns with all the food groups so all the students have a chance to make it to the other side. Don't worry if students forget their food group and move when they are supposed to be standing still. Just have fun moving.

## Fitness March

**Equipment needed:**

- Optional:  
marching music
- Optional: music  
player

**Directions:**

1. Arrange students in 1 to 2 lines facing the front.
2. Demonstrate how to march by lifting knees high on each step, and swinging arms vigorously while walking in a circle.
3. With you as leader, march around the area in various patterns (lines, zig zags, circles, etc.).
4. Give each student a chance to be the leader. Switch leaders often.



## **How to integrate into nutrition curriculum**

**Say to students:** If we want to stay healthy, we should eat lots of different foods and have fun moving our bodies every day. What are some fun activities you like to do (by yourself, with your friends, with your families)?

# Trucks

**Equipment needed:**

- Cones, cardboard boxes or empty milk jugs

**Directions:**

1. Mark boundaries of play area with cones.

2. **Tell students:**

- Pretend that you are a truck. We are going to practice driving our trucks fast and slow. (Demonstrate the difference between moving fast and slow.)
- When I say *start your engines*, start your truck and walk slowly around the area.
- When I say *fast*, drive your truck quickly around the area. (Make sure students know they have to stay within the marked area and keep their movements under control.)
- When I say *slow*, slow down your truck and walk around the area.
- When I say *slow down, curve ahead*, everyone must walk around the outside of the area.

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3. Alternate signals *slow*, *fast*, and *slow down*, *curve ahead* several times.

### **How to integrate into nutrition curriculum**

Use cardboard boxes to mark the boundaries of the play area. Decorate each box with either grain foods, vegetables, fruits, dairy products or protein foods. Put pictures or plastic models of foods in each group in the boxes. Have students drive to each food group box and pick up one food from each box. When the game is over, have the students show what foods they picked up. Ask them to return the foods to the correct boxes.

## Musical Movements

### Equipment needed:

- Lively music (polka, two-step, march)
- Music player

### Directions:

1. Arrange students in a circle. Have them turn to the right so they will be moving in a counterclockwise direction.
2. Start the music and move around the circle. Call out for students to skip, gallop, fast walk or run.
3. Stop the music and have students slowly lower one knee to the floor, holding for five counts. Stand up, start music, and move in the opposite direction.
4. Stop the music and have students slowly lower their other knee to floor, holding for 10 counts. Stand up, start music, and move in the opposite direction.
5. Stop the music and have students touch one elbow to the floor, holding for five counts. Stand up, start music, and move in the opposite direction.
6. Stop the music and have students touch their other elbow to floor and hold for 10 counts. Stand up, start music, and move in the opposite direction.

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7. Stop the music and have students lay with their stomach on the floor, holding for five counts. Stand up, start music, and move in the opposite direction.
8. Stop the music and have students lay with their back on the floor, holding for 10 counts. Stand up, start music, and move in the opposite direction.
9. Stop the music and have students put their forehead on the floor, holding for five counts. Stand up, start music, and move in the opposite direction.

### **How to integrate into nutrition curriculum**

Instead of the movements given above, have students do one of the following movements each time the music is stopped: pick 10 apples, dig five potatoes, pull 10 carrots, plant five bean seeds, pick 10 tomatoes, etc. Ask students to think of some movements that relate to gardening.



## Locomotor Challenge

### Directions:

1. Arrange students in a scatter formation.
2. Present the following challenges (For older students, tell them how many times or how long.):
  - Walk slowly; don't bump or touch anyone else.
  - Walk forward; stop; walk backward; stop; walk backward; stop; walk forward; stop; walk backward; stop.
  - Walk, then balance on one foot (repeat).
  - Hop on one foot, then hop on the other foot.
  - Walk several steps, hop several times, then walk backward.
  - Run slowly; hop; walk backward; hop.
  - Walk several steps, then jump.
  - Run several steps, then jump.
  - Walk several steps, then hop.

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- Jump backward, then jump forward (repeat).
- Step (walk), then hop, step-hop, step-hop.
- Crab walks
- Bear walks
- Monster walks

3. As students master each challenge, move to the next challenge. Challenges should be repeated. Use surprise to keep interest.

### **How to integrate into nutrition curriculum**

To keep students' interest, ask them to solve a simple riddle about food each time students master a challenge. Here are some examples. Students can also make up riddles to ask others:

- I am white. You can drink me. (Milk)
- I am a vegetable that may be green or red. Sometimes I am hot and spicy. (Pepper)
- I am a fruit that is yellow and long. Monkeys like me. (Banana)
- I am green and I look like a tree. I'm a vegetable. (Broccoli)
- I am made from grain and you can make sandwiches with me. (Bread)
- I am orange, but my top is green. I'm a vegetable. (Carrot)

Source: K. T. Thomas, Iowa State University

## Bounce the Ball

**Equipment needed:**

- 2 or 3 Wiffle balls
- 1 bed sheet, parachute or lightweight blanket

**Directions:**

1. Space students evenly around the sheet (make sure someone is at each corner) and have them hold it taut with both hands at about waist height.
2. Place Wiffle balls in the center of the sheet.
3. Have students shake the sheet, which will cause the balls to bounce in the air.
4. The object of the game is to have the balls bouncing in the air, but to keep them from bouncing off the sheet.



### **How to integrate into nutrition curriculum**

Draw a large circle on the sheet and divide it into sections like MyPlate. Color each section with markers to match the food groups on MyPlate. (You may use a MyPlate poster.) As the ball hits the section of the plate, have the students call out a healthy food they like to eat from that food group. Don't worry about mistakes as long as all food groups are mentioned.

## And the Beat Goes On

### Equipment needed:

- Selection of music
- Music player
- Optional: microphone

### Directions:

1. Ask for volunteers to lead dance instructions. Consider trying one or more styles of dance such as: Latin samba, Russian folk, clogging, Polish polka, swing, country line or ballroom.
2. Demonstrate moves and give students time to practice to ensure they are successful.
3. Ask the students what other dances they know and incorporate them.



### **How to integrate into nutrition curriculum**

Ask students if they know how much physical activity is recommended for teens each day. (*At least 60 minutes of moderate to vigorous activity.*) Make sure to point out that dancing is fun and it's a great way to add some vigorous physical activity to your daily routine. Ask students to name some other activities they like to do. Decide if the activities mentioned count toward getting 60 minutes of moderate to vigorous activity each day.

## Balloon Air Dribble Relay

### Equipment needed:

- 1 inflated balloon per group of 4 to 6 students
- Tape or poly spots

### Directions:

1. Mark *start* and *finish* lines for each group using tape or poly spots.
2. Have the class form groups of four to six students, and have each group line up behind its *start* mark. Give the first student in each group a balloon.
3. On your signal, students must walk to the finish line at the other end of the area and back to the start line while dribbling the balloon in the air. If the balloon is dropped, pick it up and continue.
4. The next student in line starts as soon as the active student crosses the start line.
5. When each team finishes, have students root for all the other teams and so on until everyone finishes.

### Teacher tip

Inflate extra balloons ahead of time as they will get broken during play.



### **How to integrate into nutrition curriculum**

Use balloons in colors to match the five food groups. When all teams have finished, have each team vote on their favorite food from the food group matching their balloon color.



## Jab-jab-cross

**Directions:**

1. Stand with your right foot slightly in front of your left foot, approximately shoulder width apart.
2. Elbows should be bent with your hands in a fist at shoulder level. Jab (punch out) twice with your right fist straight out, then punch crossing your body with your left fist.
3. Do 10 repetitions. Switch sides and repeat, punching out with left arm and crossing to the right.

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**Extend the activity:**

If time allows, teach students to move a step to the left by sliding the left foot one step to the left straight out from their side and then bringing the right foot in so their feet are shoulder width apart. Have them do this for two steps and then jab-jab-cross with right fist and then left fist. Repeat the exercise by sliding back two steps to the right and then starting the jab-jab-cross exercise with the left fist. Teach this process by doing it slowly with the students. As they master the skill you can speed the exercise up or slow it down with your commands.

## Shuffle Squat

### Directions:

1. Stand with your feet shoulder width apart and knees slightly bent.
2. We are going to move to the right. Shift your weight to your left leg and slide your right foot about a half step out to the right. Shift your weight to your right leg and slide your left leg to the right, making sure your feet are shoulder width apart. Repeat this step two more times.
3. Squat by using a sitting motion like there is a chair behind you. Bend your knees like you are going to sit on the invisible chair. This should be done slowly. Make sure your knees do not pass your toes. Stand back up.
4. Do a shuffle squat to your left.
5. Do 10 repetitions.

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**Extend the activity:**

1. Add a jump after you complete the shuffle squat exercise. By adding the jump students will complete a strength, aerobic and bone building exercise.
2. Incorporate the shuffle jab exercise and have students do 5 shuffle squats to the left, then 5 shuffle jabs to the left. Go back with 5 shuffle squats and 5 shuffle jabs to the right.
3. Divide the group into two parallel lines facing each other. Have one of the lines start the above drill by going to the left and the other going to the right. They should meet back where they started.

## Ski Jump

**Equipment needed:**

- Chalk or existing lines on the ground surface.

**Directions:**

1. Mark a long line with chalk or tape on the floor. Or, use an existing line on the floor or playground.
2. Stand on the right side of the line, feet together, with your left foot closest to the line. Your toes will be pointed straight out in front of you.
3. Slightly bend your knees into a squat position lowering your bottom and pushing it back. This will keep your knees from extending over your toes.
4. You are now in a downhill snow skier's position. Your arms will be bent at the elbows with your hands in a soft fist by your side.
5. You will swing your arms as you jump up and left to land on the other side of the line.
6. Make sure you push off through your heels as your jump. As you land, bend your knees slightly to take pressure off your knees and hips. Repeat actions back to the other side of line.
7. Do 3 repetitions of 10 jumps, rest for 30 seconds after each set of 10 jumps.



### **Extend the activity:**

**Tell students:** I am going to read you a story. As I am reading you the story you are going to do the ski jump exercise that you learned earlier. When you hear the word right or the person's name Wright you will ski jump to the right, and when you hear the word left, you will ski jump to the left.

**Mr. Wright** got a call from **Mrs. Wright** asking him to go to the store **right** after work to get some fruit. **Mr. Wright left, right** away so he would get home on time. He **left** his office, **right** after he told his coworkers goodbye. As **Mr. Wright** got off the elevator, he remembered he **left** his keys on his desk. He went **right** back upstairs to his office and got his keys.

**Mr. Wright** finally made it to his car. As he **left** the parking lot, he turned **left** onto Pine Street. As he traveled down Pine Street, he passed a park on the **right**. **Mr. Wright** turned **left** into the grocery store parking lot. As he walked into the store the fruit was **right** to the **left** of the door. **Mr. Wright** selected raspberries. To the **left** were some strawberries that looked just **right**. **Mrs. Wright** called again asking for **Mr. Wright** to grab some apples and lemon juice.

After **Mr. Wright** selected the apples, he **left** the fruit section to find the lemon juice. When **Mr. Wright** went to check out at the store, he bumped into his old friend **Mr. Left**. **Mr. Left** was **right** by the bottled water. **Mr. Wright** invited **Mr. Left** to his house for dinner. **Mr. Left** followed **Mr. Wright right** down the street to **Mr. Wright's** house. **Mrs. Wright** was very happy to see **Mr. Left**. They enjoyed their evening eating and catching up with each other. **Mr. Left** had to go home and told **Mr. and Mrs. Wright** thank you for dinner.

## Protein Foods Group Relay

### Equipment needed:

- Chalk or tape
- Dairy Council Food Model cards

### Directions:

1. Mark the beginning line for two teams. Designate one as the “Plant team” and the other as the “Animal team”. At an area at least 25 yards from the starting point, scatter Dairy Council Food Model cards across the area. Spread the cards out so students don’t step on them as they search.
2. Have students count off by saying plant, animal, plant, animal to form two teams. Students should line up with their team.
3. The objective of the game is to win the race as you run (or skip, jog, hop) to the area where there are pictures of foods from all the food groups. Correctly choose a food from the Protein Foods group, and run back to your team’s starting line.
4. The next person leaves as the first person’s foot touches the starting line upon their return. When the last person returns to the starting line yell “protein foods!”

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5. The team that completes the task first will show their food pictures. If all their foods are from the Protein Foods group, they win the relay. If they have a food from another food group, the pictures from the other team will be reviewed to determine if they have more correct pictures than the team completing the relay first.

**Teacher tips:**

- This game can be played featuring any other food group.
- If there is an uneven number of students on the teams, explain that the first person in the line with fewer students will do the relay twice.
- If a student chooses a food such as cheese from the pictures explain that, while cheese does have protein, it is a part of the Dairy group.
- If time allows, do the race by running one time, hopping one time and skipping one time. Or, have a relay in which one team chooses animal protein foods and the other chooses plant protein foods.



## Scissor Steps and Scissor Arms

### Directions:

1. Stand with your right foot out in front of you, approximately shoulder width apart from the left foot. (Left foot should be slightly behind you, as if you have just stepped forward with your right foot while walking.)
2. Your arms should bend at the elbows as if you are going to run. They should align with your legs. If your left leg is forward, your left arm should be forward.
3. You will hop switching your arms and legs back and forth in a scissor motion moving your legs and arms at the same time
4. Complete the exercise 3 times for 30 seconds.

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**Extend the activity:**

Have students raise their legs higher and make the scissoring movement larger.

## Dairy Group Nutrient Moves

### Directions:

1. Students will perform a move that will be related to one of the nutrients found in the Dairy group. Read aloud each of the nutrients and complete the action as described. (Calcium, vitamin D, potassium and protein)
2. **Vitamin D** helps your body absorb calcium which is important for your bones. It also helps your muscles move. Since we use both bones and muscles when we walk, the activity we will do to remember vitamin D is walk taking baby steps. Put one foot in front of the other so your heel touches the toes of your other foot on each step. Walking warms your muscles and prepares them for harder work.
3. **Potassium** also helps your muscles move or contract. To remember potassium, you will use your muscles when you take giant steps as you clap your hands with your arms fully extended above your head and then down low.
4. **Calcium** helps your bones grow and stay strong. Weight-bearing exercises are good for your bones. You will jog to remember calcium.

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5. **Protein** is important for building and repairing all body cells, especially muscles. Your heart is a muscle and it will work hard as you jog. We will remember protein as we walk slowly to help our hearts slow down.

**Extend the activity:**

Once students have learned each move, have them line up and do each activity as you call the name of one of the nutrients. You may also form teams and do a relay with students completing each of the activities once.

## Shuffle Foot

**Equipment needed:**

- Colored dot stickers in two colors

**Directions:**

1. Have the students form pairs.
2. To help students remember which foot is right and which foot is left, put one color of dot stickers on all left feet, and put the other color of dot stickers on all right feet.
3. The two players stand facing each other about 3 feet apart.
4. Have them run in place for 20 steps. On the 20th step, have each player put a foot forward.
5. If the feet are the same (right and right, or left and left), have the students give two thumbs up.
6. If the feet are different (right and left), have the students give one thumb up.



Source: P.L.A.Y., Arizona Department of Health Services.

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## Hide the Veggie

### Equipment needed:

- Pictures of vegetables or plastic vegetables

### Directions:

1. Designate one student to be the *veggie searcher*. Have the veggie searcher stand to one side with their eyes covered while another student hides the veggie in the room.
2. The veggie searcher can uncover their eyes.
3. Have the students walk and run in place while the veggie searcher moves around the room trying to locate the veggie. Tell them to walk and run faster when the searcher gets near the hidden veggie.
4. Once the hidden veggie is found, another round starts with new students as the veggie searcher and the veggie hider.



### **How to integrate into nutrition curriculum**

Use the food group featured in the lesson to determine what will be hidden. When the veggie (or other food) is found, ask the student who finds it to say how they like to eat the veggie at home.

Source: P.L.A.Y., Arizona Department of Health Services.



## Rolling Dice

**Equipment needed:**

- A pair of dice for each small group

**Directions:**

1. Divide the class into small groups and give each group a pair of dice.
2. Have the students take turns rolling the dice. When the dice stop, the dice roller calls out an activity and the group (including the dice roller) should do the activity as many times as the dice indicate.
3. Tell students the activity should be something that will get their heart pumping, like hopping on one foot, jogging in place, imaginary jump rope, frog jumps, etc.



### **How to integrate into nutrition curriculum**

Before rolling the dice, think of five physical activities and match them up to a food group. For example:

- Jog in place – Grain group
- Hop on one foot – Vegetable group
- Gallop in a circle – Fruit group
- Twist back and forth – Dairy group
- March – Protein Foods group

When the dice stop, the roller should call out the name of the food group. The students should do the physical activity that matches the food group that was named. You can make a poster to help them remember the activities. It doesn't matter if someone does the wrong activity; just have fun.

## Overhead Relay

### Equipment needed:

- Objects to represent each food group (milk jug, bean bag, etc.) for each small group

### Directions:

1. Divide the class into groups of equal numbers (four to six people). Each group should form a straight line with the first person facing the instructor. The remaining group members will fall in line behind the first person.
2. Lay one of the objects on the floor in front of the first person in each line.
3. At your signal, the first person in each line claps their hands, picks up the object, passes it overhead and drops it in front of the person behind them.
4. The next person then claps their hands, picks up the object, passes it overhead and drops it in front of the next person in line.
5. Play continues until the last person in line receives the object. After the last person claps and picks up the object, they should run to the front of the line and sit down. Everyone else in line moves back one space.
6. Play is over when all lines are seated.



### **How to integrate into nutrition curriculum**

Objects can represent all the food groups. Or, if the lesson theme is milk, objects can all represent different foods from the Dairy group.

Source: P.L.A.Y., Arizona Department of Health Services.

## Who's Leading?

### Directions:

1. Have students form a circle, either sitting at their desks or on the floor.
2. Designate two people to be *it*. Both people who are *it* should step away from the circle and cover their eyes.
3. Designate another person to be the *leader*. They should lead the class in different activities such as jumping, bending down, twisting back and forth, hopping on one foot, running in place, etc.
4. The students who are *it* uncover their eyes and try to guess who is the *leader* as the class changes from one activity to another. They can talk to each other to help figure out who is the *leader*.
5. The *leader* and the rest of the class try to fool the students who are *it* by looking at people other than the leader.
6. The students who are *it* get two guesses. If they correctly identify the *leader*, the *leader* becomes *it* and picks another student to be *it* with them.
7. If the students who are *it* can't guess who the *leader* is, just pick two new students to be *it*.



### **How to integrate into nutrition curriculum**

Have the leader lead the other students in movements that represent picking fruits or vegetables. For example, bend over to pull up carrots, reach up to pick apples, dig up potatoes, etc.

## Zig Zag Toss Across

**Equipment needed:**

- ☐ 1 bean bag

**Directions:**

1. Arrange the students in two lines facing each other, leaving about 5 or 6 feet between the lines.
2. Give the bean bag to a student on the end of one line. The student should toss it to the person across from them. The student who catches the bean bag then tosses it across to the next person in the opposite line. This continues until the bean bag gets to the end of one line.
3. The last student to catch the bean bag runs to the first position in their line.
4. Repeat as many times as you like.

**Teacher tips**

- The lines need to be even, so the leader may have to take a place in one line.
- Say the name of the students that are tossing and catching so they are both ready before a toss. For example: *Chris, you are going to toss to Alice. Alice, get ready to catch.*



## **How to integrate into nutrition curriculum**

Each time a student tosses a bean bag, ask them to shout out:

- Something they learned today, or
- Their favorite food from the Grain group (Fruit, Vegetable, Protein Foods, Dairy)



## Shake, Stomp and Roll

**Equipment needed:**

- Music
- Music player

**Directions:**

1. Arrange the students in a scatter formation with space between them. Have them stand where they can see you.
2. Play music and alternately call out the following:
  - Shake – Students should shake all their body parts (arms, legs, head).
  - Stomp – Students should alternately stomp their feet.
  - Roll – Students should lay on the floor or ground and roll from back to stomach to back.
  - Roll alternative: Students stand up and roll their arms in a circle in front of their body.

**Teacher tip**

Give younger students plenty of time to do each movement. For older children, change the type of movement more often. Running in place can also be inserted between shakes, stomps and rolls.



### **How to integrate into nutrition curriculum**

Instead of shake, stomp and roll movements, each time you change have the students do a food-related activity, such as: reach up high and pick cherries, reach down low and plant seeds, dig up your garden, knead bread, etc.

## Jump the Line

**Equipment needed:**

- String and chalk or colored tape

**Directions:**

1. Draw a line with the chalk or colored tape. Arrange students so that each is on the line.
2. Have students:
  - Jump with both feet along the line.
  - Jump over the line, turn and jump back over the line. Repeat.
  - Jump from side to side over the line.
  - Jump forward and backward over the line.
  - Jump high over the line.
  - Jump with one foot forwards and backwards over a line.
3. Repeat several times.



### **Extend the activity**

- Have students demonstrate or lead jumping by selecting one of the ways to jump.
- Arrange students in a line. The first student is the leader who selects a way of jumping. Ask the other students to follow the leader. You can also be the leader.

### **How to integrate into nutrition curriculum**

- If you are learning about or tasting food from one of the food groups, ask students to call out their favorite food from that group each time you change ways of jumping.
- If food safety is the lesson theme, ask students to call out a time when they should wash their hands each time you change ways of jumping. For example, after using the bathroom.

## Balloon Volleyball

### Equipment needed:

- Inflated balloon  
(Have several on hand as backups.)
- Rope to use as a net

### Directions:

1. This game can be played with students standing, sitting, or seated at their desks.
2. Stretch rope across playing area just above students' reach to divide them into teams.
3. Students should try to bat a balloon back and forth across the rope. Each team can bat the balloon as often as necessary to get it across the rope.
4. Two balloons in play at once provides good action.
5. Set up a rotation system so all players have a chance to be in a position near the rope.
6. If you want to keep score, you can give the opposite team a point when the team with the balloon lets it touch the floor or a wall.
7. Variation: Put a small marble or button inside each balloon before inflating. This causes the balloon to take an erratic path, which adds interest to the game.



## How to integrate into nutrition curriculum

Instead of keeping score, ask the team that lets the ball hit the floor or wall to solve a riddle. Here are some examples:

- It's very red and also glossy, but it's not bossy. (apple)
- It's very sour and yellow, it's a fruit, and it's not mellow. (lemon)
- Cut into slices, it's made of wheat, baked in a loaf, and it's good to eat. (bread)
- It's part Italian, it has tomato sauce, it has mozzarella cheese, the first step is to toss. (pizza)
- It's a type of berry, it's red, purple or green, it's little and round, it can be as small as a bean. (grape)
- It's very sloppy, with vegetables and meat, it comes from Mexico, you can't eat it neat. (tacos)

Source of riddles: Favorite Foods of Kids at: <http://library.thinkquest.org/6041/answers.html>

## Star Jump

### Directions:

1. Stand with your feet together. Hands should be by your side with the palms of your hands touching the sides of your legs.
2. Start in a quarter squat (knees slightly bent with your knees behind your toes) position with your back flat. Your hands/palms will be at knee level.
3. Jump up, raising your arms and legs out to your sides (Your body should make a “star” or “X” in mid-air.)
4. Land gently back into your original position with your knees slightly bent and immediately lower yourself back into the starting position.
5. Do 10 repetitions, rest for 30 seconds, do 10 additional repetitions.

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### **Modify the exercise**

Take out the jumping portion. Keep one foot on the ground, raise the opposite foot taking a step to the side while raising arms above your head.



## Crabwalk

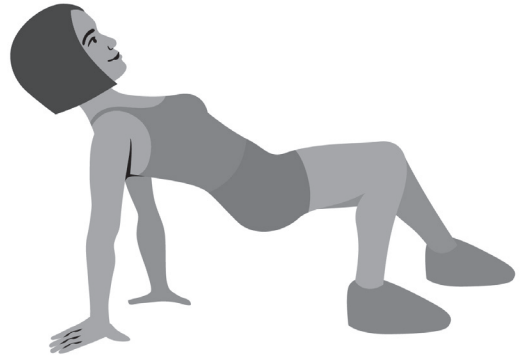
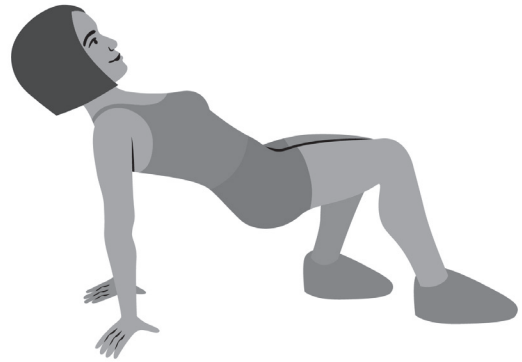
**Directions:**

1. Sit on the ground with your hands placed behind you. Bend your knees with your feet tucked up under your bottom.
2. Push with your legs lifting your bottom up in the air.
3. Slowly walk your hands and feet backwards.
4. Complete 15 steps/walks and rest for 30 seconds. Repeat 4 times.

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### **Extend the activity**

Divide the group up into two teams. Set up a goal area on opposite sides of the playing area. Students will play soccer using general soccer guidelines. The students will crabwalk to move towards the ball. Once the student reaches the ball, they will kick the ball in the direction of the other team's goal.



## Frog Jump

### Equipment needed:

- Optional: floor dots or cones
- Optional: music
- Optional: music player

### Directions:

1. **Tell students:** This is an up and down motion.
2. Stand with your feet slightly wider than shoulder-width apart. Evenly distribute your weight to create a solid base.
3. Keeping your spine in line you will squat by bending at the hip and knees, making sure your knees do not pass your toes as you squat.
4. Your arms will hang in front of your body as you do the frog jump. Your fingertips will graze the floor at the bottom of the squat.
5. Push upward with your legs by jumping into the air and landing softly with bent knees keeping your weight on the balls of your feet.
6. Your arms will stay in front of your body.
7. Do 3 repetitions of 10 jumps, rest for 30 seconds after each set of 10 jumps.

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**Extend the activity:**

If you have extra time, do musical frog jumps. Place floor dots, one per student, on the floor. Dots can be in a circle or scattered. Play music for the students and have them do frog jumps to the location of the floor dots or cones. While students are jumping, remove a dot/cone. Stop the music and the person without a dot/cone will be out. Start music and remove a dot/cone. Repeat.

## Bear Walk

**Directions:**

1. Students will get down on their hands and feet with their knees slightly bent. Students should keep their backs straight or flat, as if they are carrying a board on their back.
2. Students will lift their right hand and left foot to take a step forward.
3. Then they alternate and move their left hand and right foot forward.
4. Students will continue walking and alternating sides until they do this 15 times.
5. Do 15 bear walks, rest for 30 seconds and repeat 3 more times.



## Monster Walk

**Directions:**

1. Stand with your feet shoulder width apart, clear of any obstructions.
2. Bend your knees slightly, creating a squat.
3. Slowly take a step with your right foot and then your left foot. Keep your feet shoulder width apart as you walk. Be sure to maintain the slight squat.
4. As you move forward, inhale and exhale slowly.
5. Do 20 monster walks, rest for 30 seconds and repeat 3 more times.





## Power Jumping

### Equipment needed:

- Measuring tape
- Masking tape
- Colored markers  
(Orange, green,  
red, purple, blue)

### Advance Preparation:

Write the students' names in different colors that represent the food groups from MyPlate.

### Directions:

1. Make a starting line with the masking tape. Give each student a marker and a couple pieces of masking tape. Have students write their name on each piece of tape.
2. Ask students how far they can jump.
3. Have them take turns as follows:
  - Stand at the starting line with both feet together.
  - Swing arms back and jump forward as far as possible.
  - Place their tape where their heels land. (It may be helpful to have a student or assistant help to watch and mark where the jumping student landed.)
4. Measure how far each student jumps. Allow each student to do 2-3 jumps.
5. Talk about how they can improve their jumps. (Bend knees more, push off harder with their toes, etc.)

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6. Have students complete 2 or 3 rounds of jumps.

### **How to integrate into nutrition curriculum**

When each student lands their jump, ask them:

- What is one food group on MyPlate?
- What is one food from that group that you eat? Or, what is a new food from this group that you tried?

# Squat

**Directions:**

1. Stand with your feet shoulder width apart. Keep your hands straight in front of you at chest level.
2. Use a sitting motion as if there were an invisible chair under you. Push your bottom back as you are making the sitting motion, so that your knees never go past your toes.
3. Slowly stand back up.
4. Do 10 repetitions, rest for 20 seconds, do 10 additional repetitions.

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**Extend the activity:**

If time allows, set up three exercise stations. At each station, have an 8.5 x 11” paper that lists the movement the students need to do:

1. Do 10 squats;
2. Do 10 jumping jacks and 5 squats;
3. Do 7 squats and 7 jumping jacks.

Divide the students into groups of three or four and rotate them through each of the stations.

## Windmill

**Directions:**

1. Stand with your feet slightly wider than shoulder width apart.
2. Keep your weight on the heels of your feet. Arms will be placed to the side extending straight out.
3. Keeping your legs straight reach with your right hand and touch your left toes. If you cannot touch your toes get as low as you can without it hurting.
4. Slowly stand up bringing your arms back out to your side. Reach down with your left hand to touch your right toes, and slowly stand back up.
5. Do 10 repetitions, rest for 30 seconds. Repeat 5 more times or do the extended activity.

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**Extend the activity:**

Have the students make a windmill wave. Line students up side by side on a real or imaginary line with arms extended out from their side. As the first student touches their toe, the second starts down. This goes on to the end of the student line with students holding their hands at their toes until the wave comes back. The wave comes back when the person at the end of the line touches their toe and then brings their hand back up. As their hand comes up, the person next to them will come back up and so on until all students are standing with both arms out to the side.

## Plank

### Directions:

1. Lay with your stomach on the ground. Position your elbows directly under your shoulders, making a 90-degree angle. The palms of your hands are lying flat on the floor or ground.
2. Position your tip toes on the ground with your heels up, then push your hips up to create a straight line from your toes to the top of your head.
3. To modify, keep your knees on the ground like you are in a modified push-up position. Try to make a straight line from your head to your knees.
4. Your neck should be relaxed with your eyes looking at the floor.  
**Warning:** Avoid arching your back, sagging your hips and tilting your head up, which could cause injury.
5. Hold the plank for 10 seconds to start, then rest for 30 seconds. Over time, you can increase your time to 20, 30, 40 or 60 seconds.

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## **Extend the activity:**

### **Mountain climber**

- Start in the top of a push-up position. Your wrists should be in line under your shoulders. Keep your back flat so there's a straight line from your head to your toes.
- While holding your back and body in the flat angle, pull your right knee forward toward your chest. Move it back to its original position and bring your left knee forward and then back. As you get better it will be like your feet are running in place.
- Complete the mountain climber for 30 seconds and then rest of 30 seconds repeat 2 more times.



## Boat Pose

**Directions:**

1. Sit on the floor with your knees bent and feet flat on the floor.
2. Make a V shape with your body by leaning your upper body back and balancing on your tailbone.
3. Raise your legs with your heels together and your upper body leaning slightly back.
4. Hands can be out straight in front or supporting your legs.
5. Hold the position for 10-15 seconds. Repeat 6 times.

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**Extend the activity:**

While holding the boat pose position, students will place their hands behind their head. They will rotate their right shoulder bringing their left knee to their right elbow, and then twist the opposite direction with the left elbow and right knee. Their legs will move in a bicycle motion without touching the ground. Have students complete this motion for 30 seconds and then rest for 30 seconds and repeat 3 more times.

## Lemon Squeezers

**Directions:**

1. Sit on the edge of your chair and hold on to the sides of the chair.
2. Lean slightly backward while pulling your knees to your chest. Squeeze your knees tight to your chest. Hold for 15 seconds and then lower.
3. Do 6 repetitions, for 15 seconds.

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**Extend the activity:**

Students can hold their arms out to the side then bring them in when their knees come up to squeeze their knees into their chest. Hold for 15 seconds then lower, as if they are making lemon juice for lemonade.

## Wall Push-ups

**Directions:**

1. Stand in front of a wall about arm's length away with your feet placed shoulder width apart.
2. Place the palms of your hands firmly on the wall at about shoulder height and slightly wider than your shoulders.
3. Keep your legs straight and your head facing straight ahead. Slowly bend your elbows moving your head and chest toward the wall. Straighten your arms moving your head and chest away from the wall. Be sure to keep your back straight the whole time. (Students should move slowly as they lean in to the wall counting 1, 2, 3, 4 and 1, 2 as they push away from the wall.).
4. Do 3 sets of 15 wall push-ups. Rest for 30 seconds after each set.

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**Extend the activity:**

As students gain more strength in their arms, they can begin working on push-ups from the floor.

- Have students lay on the floor with their stomach facing the ground.
- Students will then place their hands under their shoulders, and elbows pointing out and back like an arrow, so their shoulder blades are squeezing together.
- Students may keep their knees on the ground, or they can keep their legs straight with toes pointed to the ground.
- Students will push their bodies up and while keeping their back flat so there's one straight line from their head to their knees or toes.

Do 3 sets of 10 push-ups. Rest for 30 seconds after each set.

# Alphabet Soup

**Equipment needed:**

- Poster board
- Markers

**Directions:**

1. Arrange students in a scatter pattern with space between them, so they can all see you.
2. Ask students to make each of the letters of the alphabet with their bodies.
3. As students wiggle and squirm they are also problem-solving, enhancing flexibility, strengthening, and increasing awareness of their bodies.

**Teacher tip**

Some students may have difficulty making the connection between what a letter looks like in their mind and making it with their body. So, make a chart of alphabet letters on poster board and display it



## **How to integrate into nutrition curriculum**

As the students form each letter, ask if they can name a food that starts with that letter.



## Cool Down Course

### Equipment needed:

- ❑ 5 markers (poly spots, carpet squares, or milk jugs filled with sand or water)

### Directions:

1. Set up a marker for each stop on the course.
2. Ask the students to travel with you around the course. Describe and demonstrate each stop; then have students practice each activity. Slowly walk between stops.
3. Divide students into five groups. At your signal have one group begin at each stop. Groups rotate between stops at your signal.
  - Stop 1: Whole body stretcher — Lay on your back and do a slow, whole body stretch. Hold to a count of 10. Repeat.
  - Stop 2: 1-2-3 breathe - Sit tall on the floor, place one hand on your stomach and one hand on your chest. Slowly inhale, and count 1-2-3, then exhale.
  - Stop 3: Twister — Stand with your feet shoulder-width apart and hands on waist. Slowly turn your upper body as far as possible in each direction. Repeat.



- Stop 4: Seal walk — Lay face-down on the floor with your legs extended and the tops of your feet on the floor. With your hands placed on either side of your chest and push up with your arms. Support your body weight with your arms for a count of 10. Repeat.
- Stop 5: Butterfly stretch — Sit on the floor with your legs folded like butterfly wings (the soles of your feet will be touching). Gently press down on knees. Hold to a count of 10.

### **How to integrate into nutrition curriculum**

After each stop on the course, give students one of the riddles to answer before they can move on to the next stop. When the course is finished, make up some additional riddles about food as a class:

- I am red and have a green “hat” and I am juicy and sweet. What am I? (strawberry)
- I am from the Vegetable group, and I grow underground. I am healthy snack that can be eaten raw or cooked. My favorite color is orange. What am I? (carrot)
- What do you call cheese that isn’t yours? (nacho cheese)
- I am small like a golf ball with a brown fuzzy exterior. On the inside I am green and sweet. Some know me as a fruit or even a bird. What am I? (kiwi)
- I am red and have seeds. You can eat me from the garden, or put me in a salad and can even turn me into a sauce. What am I? (tomato)



## Slow Walk

**Directions:**

1. Have students walk slowly while focusing on taking long slow breaths in and out.
2. Do a slow walk for 3 minutes.

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**Extend the activity:**

As students are slow walking ask them to name foods from the food groups.

## Untie the Knot

**Directions:**

1. Divide class into groups of six or seven students. Have the students in each group stand in a circle, cross their arms, and hold hands with the person on each side.
2. Give them about 10 minutes to “untie” the knot without breaking the circle.
3. Tell them they will need to turn, twist, and step over hands without letting go. If hands break apart, they must reconnect the circle just as it was and continue.
4. Encourage students, but avoid offering hints unless time becomes limited. Be sure everyone succeeds.



### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. This activity counts toward their 60 minutes and helps them warm up muscles for more vigorous activity.

### **Teacher tips**

- Use this activity after youths have spent some time together.
- If they are sensitive about joining hands, modify the activity so that youths join hands holding the same item (i.e., a straw) so that they're still connected but not touching hands.
- Be sensitive to youths' concerns with body image.
- After students have successfully "untied" the knot in groups of six or seven, divide into larger groups of 10 to 12 students and try again.

## Spaghetti Stretches

### Equipment needed:

- 1 jump rope per student
- Optional: soft, calming music
- Optional: music player

### Directions:

1. Tell students they are all going to cool down and stretch with jump ropes.
2. Have students double their ropes. Then, hold the two ends in one hand and the loop in the other.
3. Explain that they should try to hold steady stretches for a minimum of 15 seconds, keeping their ropes pulled tight.
4. Lead students in performing stretches such as:
  - Spread arms wide above your head with feet about shoulder-width apart.
  - Spread arms wide above your head with feet about shoulder-width apart and lean to one side; repeat on other side.
  - With arms in front and feet about shoulder-width apart, twist to one side and hold; repeat on the other side.

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- Hold the rope behind the body with both arms down at your sides. Gradually lift both arms up and back to feel a shoulder and upper back stretch.

### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. This activity counts toward their 60 minutes and helps them do some stretching and cool down after more vigorous activity. Ask students to set a goal for increasing physical activity.



## Chair Flexibility Activities #1

**Equipment needed:**

- A chair for each student

**Directions:**

Use some of the following stretching activities to cool down from more vigorous activities:

1. Sit tall in your chair, feet flat on the floor. Twist to the right, stretching your left arm across your body. Try to grab the back of the chair with your left hand. Hold for 10 seconds. Twist to the left, stretching your right arm across your body and hold the stretch for 10 seconds. Return to the starting position and stretch both arms forward, hold for 10 seconds. Repeat three times.
2. Sit on edge of your chair with arms hanging at your sides and feet flat on the floor. Slowly drop your head forward and roll your spine down an inch at a time until your chest is touching your thighs. Circle wrists three times in both directions as your arms hang relaxed. Now, unroll your spine an inch at a time until you are sitting tall again.

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3. Sit tall in your chair, lifting your right foot and draw the letter A, then place your right foot back on the ground. Then lift your left foot and draw the letter B. Continue to alternate lifting your feet as you spell out the additional letters of the alphabet.

### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. Ask students to set a goal for increasing physical activity.

## Chair Flexibility Activities #2

**Equipment needed:**

- A chair for each student

**Directions:**

Use the following stretching activities to cool down from more vigorous activities:

1. Sit tall in your chair, feet flat on the floor. Slowly lift both shoulders up toward your ears. Without dropping your shoulders, press shoulder blades together tightly; release. Now, lower your shoulders and press shoulder blades together; release. Then, round your shoulders forward; release. Repeat three times.
2. Stand next to your chair and put one hand on the chair for balance.
  - Slowly lift the leg that is away from the chair straight forward until it is parallel to the floor. Point your toe straight ahead. Hold for 10 seconds. Return to original position and pause.
  - Lift the same leg out to the side and point your toes. Hold for 10 seconds. Return to original position and pause.
  - Extend the same leg behind you and point your toes. Lift your leg as high as you can without bending forward. Hold for 10 seconds. Return to starting position.

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- Turn around and repeat the exercises with the other leg.

### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. Ask students to set a goal for increasing physical activity.

## Standing Flexibility Activities

### Directions:

Stand tall with feet shoulder-width apart to do these exercises:

1. Reach for the sky and lock your fingers together. Make small circles high overhead with your hands and at the same time, circle your rib cage in the opposite direction. Repeat 10 times in each direction.
2. Raise one arm and put your hand down the middle of your back like you are patting yourself on the back. Keep the other arm by your side and reach up with your hand to try to touch fingertips of both hands together. Hold to the count of 10. Switch arms and repeat.
3. Reach your right hand behind your back and place it on the back of your left hip. Place your other hand lightly on top of your head. Tilt your head gently to the left. Hold for 30 seconds and repeat on other side.
4. Place your hands on your rib cage and try to touch your shoulder blades together. Hold to the count of 10. Repeat five times.
5. Reach your right arm up like you are picking an apple. Stretch as far as you can reach comfortably. Repeat with your left arm, keeping your eyes focused on the “apples.” Repeat five times with each arm.

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### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. Ask students to set a goal for increasing physical activity.

## Wall Flexibility Activities

**Equipment needed:**

- Wall space

**Directions:**

1. Stand with your head, back and hips against wall. Place your feet about 12 inches from wall. Gently drop your chin to your chest and slowly roll your spine down and away from the wall. Let your arms relax and hang forward but don't drop your hands below knee level. Keep your hips against the wall, keep your tummy muscles tight, and breathe normally. Tighten tummy muscles more and slowly roll your spine back up the wall to original position. Repeat 10 times.
2. Stand facing the wall with toes touching the wall. Place your hands on the wall in a push-up position. Take a small step backward with your right foot, keeping the heel on the floor. Do it again with the other foot behind. Check to make sure your heel is still on the floor. The front leg (the one not being stretched) may bend slightly at knee. Keep going backward one small step at a time until your heel starts to leave floor. Stretch heel down slowly and hold for 20 seconds. Repeat with your other leg.

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3. Stand tall with your back and head pressed against the wall. Make the shape of a goal post with your arms, also pressed against the wall, and hold this position if you can. Raise your arms straight overhead while trying to keep your arms touching the wall. Bring them back down to the starting position. Repeat 10 times.

### **How to integrate into nutrition curriculum**

Tell students that besides eating foods from all the food groups each day, it's also important to get 60 minutes or more of moderate to vigorous physical activity. Ask students to set a goal for increasing physical activity.



## Bean Bag Fun

**Equipment needed:**

- 1 bean bag per student

**Directions:**

1. Arrange students in a large circle.
2. Present the following bean bag challenges to students. Demonstrate as necessary: Place the bean bag on your \_\_\_\_\_ and hold for five to 10 seconds:  
arm    elbow    leg    shoulder    back    hip  
knee    head    calf    foot    hand    thigh
3. Then, ask the students to do the following with their bean bag:
  - Balance it on your head and walk.
  - Put it on the floor and walk around it.
  - Toss it and catch it.
  - Toss it from hand to hand.



### **How to integrate into nutrition curriculum**

Toss the bean bag to a student and ask them to name their favorite grain food (repeat with vegetable, fruit, dairy, protein).

## Balance Challenge

### Equipment needed:

- Mats, carpet squares or a soft surface

### Directions:

1. On a soft flooring surface, arrange students in a scatter formation with space between them.
2. Present the following balance challenges. If the students don't understand how to do each skill, demonstrate.
  - Balance on:
    - one foot.
    - on tippy toes.
    - the other foot.
  - Get down on the floor and:
    - balance on one knee and one hand.
    - switch to other knee and hand and balance.
3. Switch quickly from one challenge to another. Repeat.

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4. Ask students if they can think of other ways to balance. Have them lead the class. (Do not allow balance challenges on head or hands. Examples: headstand or handstands)

### **How to integrate into nutrition curriculum**

As students do each balance challenge, ask them to shout out their favorite:

- Food
- Green vegetable
- Meal (give them examples if necessary: lunch, breakfast, dinner, supper)
- Snack
- Orange vegetable
- Kind of pizza
- Sandwich
- Way to eat chicken

## Non-Locomotor\* Skills

**Equipment needed:**

- Chalk, tape or carpet squares

**Directions:**

1. Use chalk, tape or carpet squares to mark spots for each student in a scatter formation with space between them.
2. Arrange students on their special spot.
3. Remind students to stay on their special spot as they practice skills.
4. Ask students to do the following movements. Demonstrate if necessary:  
twist      bend      balance      shake      swing  
sway      stretch      lean      wiggle      curl
5. Vary the movement by asking students to move only one arm or leg instead of their whole bodies.

\*Non-locomotor skills are movements that are done without changing locations.

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### **How to integrate into nutrition curriculum**

Coordinate the movements with activities related to gardening, such as pulling weeds, raking leaves, digging up potatoes.

Source: K. T. Thomas, Iowa State University

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# Tree

**Teacher tip:**

If this balance is difficult, place your heel on the ankle of the standing leg while keeping your toes on the ground.

**Directions:**

1. Stand with your weight on one leg.
2. Bend the knee of the other leg, and place your foot on the inner calf of the standing leg. Try to hold your balance while reaching your hands up to the sky like the branches of a tree.
3. Do this exercise 3 times holding the pose for 15 seconds each.
4. Switch legs and repeat the directions above.



**Extend the activity:**

Take three deep breaths while standing in the tree position. With arms down at your sides, take a long deep breath in while you slowly raise your arms up over your head. Then, slowly exhale as you lower your arms back down.



## Sunflower

**Directions:**

1. Stand with feet shoulder width apart and arms stretched out to each side of your body.
2. Breathe in as you reach your arms up to the sky.
3. Breathe out as you fold forward, bending the knees and sweeping hands to the ground.
4. Breathe in and sweep the arms up to standing. Breathe out and sweep the hands down.
5. Repeat 3-5 times. Move slowly to prevent getting dizzy.



## Growing Broccoli

**Teacher tip:**

This exercise can also be done while seated.

**Directions:**

1. Stand with feet shoulder width apart and arms stretched out to the sides.
2. Bring palms together at the chest. Press palms together and breathe in while pushing your hands up to the sky.
3. Explode the arms out with the exhale and sweep the arms down to the sides.
4. Bring the palms back together as you inhale.
5. Repeat 3 to 5 times.





## Peas

**Directions:**

1. Lie on your back and pull your knees into your chest.
2. Curl up in a tight ball just like a pea. You can rock forward and back like a pea rolling on a plate.
3. Repeat 3 to 5 times.





## Seed

**Directions:**

1. Kneel down on the floor, and then sit back with your bottom against your heels.
2. Slowly raise your hands above your head.
3. Slowly bend your upper body forward to bring your forehead down to rest on the floor with your arms extended forward. (Do not force your head all the way down if you are unable; simply reach forward as far as you can without causing discomfort.)
4. Repeat 3 to 5 times.





## Hand Jive

**Directions:**

1. Close fists tight, and then spread fingers out wide. Repeat 10 times.
2. Keep hands wide open and touch all fingers to the thumb. Keep fingers wide apart while touching thumbs.
3. Interlock fingers of right and left hand and make circles with your hands clockwise and counter clockwise. Circle wrists as far as possible in both directions.



### **How to integrate into nutrition curriculum**

**Tell students** that just as it's important to stretch our hands to keep them flexible, it's also important to keep them clean. Ask students to raise their hands if they think the answer to the following statements is yes. If they think the correct answer is no, they shouldn't raise their hands. Should we wash our hands:

- After we participate in physical activity?
- When we finish doing homework?
- After giving the dog a bath?
- Before fixing ourselves a snack?
- Before eating at a restaurant?

## 1-2-3 Breathe

**Equipment needed:**

- Optional: music
- Optional: music player

**Directions:**

1. Sit in a safe space and think about one thing that you like about yourself.
2. Place one hand on your chest and the other hand on your stomach.
3. Close your eyes and slowly breathe counting 1, 2, 3 to yourself and then exhale counting 1, 2, 3. (Students should breathe from the bottom up, trying not to raise their shoulders or expand through the chest before filling the belly with air.)
4. Do this exercise for 1-3 minutes.

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**Extend the activity:**

Play positive and calming music and ask the students questions to quietly think about.

1. What are you grateful for?
2. What is your intention for the day?
3. What is the most important thing you need to do today?

## Asparagus

**Directions:**

1. Stand with feet together, press palms together in front of the chest.
2. Keeping palms pressed together, stretch arms up overhead as high as you can. Grow as tall as you can like an asparagus spear.
3. Lean slightly from side to side as the asparagus moves in the breeze.
4. Repeat 3 to 5 times.



## Lettuce

**Directions:**

1. Hold arms out to the side, and slowly bring them in to form a large circle in front of your body. Imagine you are holding a huge head of lettuce. While holding that lettuce, twist your upper body slowly from side to side.
2. Take a deep breath in. As you exhale, bring the lettuce to the right as far as you can while keeping your hips facing forward.
3. Inhale as you bring it back to the middle.
4. Exhale as you bring the lettuce to the left as far as you can, then back to the middle.
5. Repeat 3 to 5 times on each side.





## Carrots

**Directions:**

1. Stand with your feet together.
2. Reach one arm up as high as you can, like you are a carrot growing and trying to come up out of the soil. Stretch as high as you can before bringing that arm down and repeating with the other arm.
3. Stretch both sides 3 to 5 times.



## Butterfly

**Directions:**

1. Sit on the floor with a straight back and your legs stretched out in front of you.
2. Slowly bend your knees and place the soles of your feet together. Your hands can rest on your ankles or knees.
3. Either hold this position or move your legs up and down slowly like the wings of a butterfly.
4. Hold this position for 30 second and repeat 2 to 4 times.



## Fresh Lemons

**Directions:**

1. Sit back in your chair.
2. Allow yourself to get comfortable. It may help to close your eyes.
3. Now, while you are relaxing, imagine there is a bowl of beautiful fresh lemons on the table in front of you. The lemons are fresh from the tree and the oil from the rind is very fragrant. Allow yourself to enjoy the lemony smell. Now imagine yourself taking a lemon from the bowl. Bring the lemon to your nose. You can smell the fragrant oil from the smooth skin of the lemon. Imagine the lemon has been cut in two. Bring the lemon to your mouth. Bite the lemon, allowing the juice to fill your mouth.
4. What happened when you bit the lemon?

**Teacher tip**

- Slowly read the guided meditation above and take long pauses between each sentence to allow time for students to visualize the described story.





## Standing Tall

**Directions:**

1. Stand tall.
2. Allow yourself to get comfortable. It may help to close your eyes.
3. Slowly inhale and raise your arms at the same time reaching up as far as you can.
4. Slowly exhale and lower your arms at the same time and reach your fingertips towards the ground while continuing to stand tall.
5. Repeat these actions 5 times.





# Stop

**Directions:**

1. Find a comfortable position an arm's length away from others. (Students can be standing or sitting.)
2. It may help to close your eyes.
3. Extend your arms out in front of your body with your palms facing out and fingertips pointed up like you are pushing the air away from you. Pause for a few seconds.
4. Move your arms out to the side with the palms of your hands pointed up and focus on your breathing. Breath in and out 5 times.
5. Slowly raise your arms up until your palms touch together. Ask yourself how you are feeling, and be aware of your thoughts.
6. Lower your arms. Take this with you throughout your day and be aware of times that you may need to STOP to take a mindful moment to yourself.



## Positive Thoughts

**Directions:**

1. Stand tall with your feet shoulder width apart.
2. Allow yourself to get comfortable. It may help to close your eyes.
3. Raise your hands above your head and stretch as tall as you can while keeping your feet flat on the ground.
4. Think of a positive quality about yourself.
5. Lower your hands to your shoulders and think about another positive quality you have.
6. Lower your hands to your side and think about a positive quality you give to others.
7. Take 3 slow, deep breaths and slowly open your eyes.

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**Extend the activity:**

With a partner have the students share at least one or two of the following:

- I am happiest when \_\_\_\_\_.
- Describe your perfect vacation.
- Share a happy event that has happened in your life.
- Name the proudest moment you have of yourself.



# Thankful

**Directions:**

1. Allow yourself to get comfortable. It may help to close your eyes.
2. Focus on your breathing and sit quietly for 30 seconds.
3. Think of five things that you are thankful for today.
4. Turn to a neighbor and share these five things you are thankful for.



## 5 Senses

**Directions:**

1. Allow yourself to get comfortable and take 30 seconds to focus on slowly breathing.
2. Continue to breathe in and out slowly and silently notice the following:
  - What are 5 things that you see? (Allow 20 seconds for this action.)
  - Find four things that you can touch around you. (Pants, skin, hair, chair, grass, etc.)
  - What three things that you can hear? (Bird, mower, clock ticking, music, breeze, etc.)
  - What are two things you can smell? (Cut grass, coffee, lunch, candle)
  - What is one thing you can taste? (Fresh air, gum, candy, etc.)

