

# MOVING MINUTES ACTIVITY GUIDE



 **LEARN WELL**

— AN INITIATIVE OF HEALTHY CPS —

Created by the Office of Student Health and Wellness with contributions from Chicago Run, Mindful Practices and Playworks.

CHICAGO  
PUBLIC  
SCHOOLS

CPS

## MOVING MINUTES PARTNER TO PARTNER



### READY

**Objective:** Students will increase social comfort and develop listening skills.

**Space:** Any

**Equipment:** None

**Preparation:** None



### SET

1. Gather students into a circle.
2. Review rules and boundaries.
3. Review different body parts, depending on age level. For example – elbow, knees, toes, pinky, thumb, etc.
4. As a facilitator, model how to find a partner and follow directions.



### GO

Students are in a circle, and directed to stand next to a partner quickly.

The facilitator calls out commands such as ‘elbow to elbow,’ ‘knee to knee,’ ‘side to side,’ and the students match the directions accordingly.

When the facilitator calls ‘partner to partner’ again, students need to find another partner in 5 seconds or less.



### EXTEND

To increase student leadership, have students facilitate the commands.

To build rapport among the group, ask an icebreaker question for each student to share with their partner. For example, what’s your favorite game at recess? Favorite fruit? Something you’re excited for this weekend?

Use a varying number of claps to get students into groups. 3 claps = students, 5 claps = 5 students, etc.

## MOVING MINUTES 12 DAYS OF FITNESS



### READY

**Objective:** Energize students, repetition and coordination

**Space:** Classroom or gym

**Equipment:** None

**Preparation:** 12 days of Christmas Tune



### SET

1. Write out the actions on the board or sing them and ask class to repeat it.

2. Explain and demonstrate each movement before the song begins.

3. "On the first day of fitness, my trainer gave to me..."

- » 12 jumping jacks
- » 11 raise the roofs
- » 10 knee lifts
- » 9 side stretches
- » 8 jogs in place
- » 7 jabs or punches
- » 6 kicks to the front
- » 5 hula hoops
- » 4 jumping ropes (imaginary jump rope)
- » 3 yoga poses or muscles poses
- » 2 scissors (feet apart and jump to cross feet in front then in back)
- » 1 stork stand (balance on one foot)



### GO

1. Lead the song until the students are familiar enough to sing along



### EXTEND

Song can be sung as written above for a shorter version or sang all the way through with each line repeated like the original song

## MOVING MINUTES ACTION VERBS



### READY

- Objective:** Energize students and introduce them to action verbs
- Space:** Classroom
- Equipment:** Paper and marker
- Preparation:** Label several pieces of paper with physical action verbs (i.e., run, jump, gallop, dance, swim, etc.)



### SET

1. Select one student to stand in front of the class facing the class.
2. You will hold an action verb behind the selected student facing the class.
3. Instruct the rest of the students to perform the action written on the paper you are holding up.
4. Remind the students not to talk during the activity.



### GO

1. The selected student will guess the action verb based on observing the class performing the action. For example, if the paper you hold up reads “dance”, all the students in the class should dance in place, and the student facing the class should guess what they think the paper says based on the actions of the class.
2. If the selected student guesses the correct action verb, hold up the next action verb paper.
3. Continue to hold up action verbs until the selected student guesses incorrectly. Once he/she guesses incorrectly, select another student to come to the front of the class and guess the action being performed by the class.



### EXTEND

Instruct students to do five jumping jacks when the student in the front of the class guesses incorrectly.

## MOVING MINUTES

### ANIMAL RUN

#### READY



- Objective:** Energize students, increase heart rate, practice listening skills
- Space:** Classroom, Gymnasium, or Cafeteria
- Equipment:** None
- Preparation:** None

#### SET



1. Have students stand up near their desks and push their chairs in.
2. Make sure students are standing in their own “personal space,” with feet shoulder width apart and hands at their sides.
3. Pick 3 animals with varying degrees of speed. Turtle, horse, and cheetah work very well. Explain to the students the speed in which each animal moves, and that when you call out one of these animals they are to mimic its speed by running in place. A turtle moves very slowly, so students will run like they are moving in slow motion. A horse is faster, so when it is called, they will jog in place. A cheetah is very fast, so when you call that they must move their feet as fast as they can.

#### GO



1. Start by yelling out one of the three animals you’ve chosen.
2. Allow students to run at this speed for about 15-30 seconds, and then call a different animal.
3. If you notice that your students are getting tired, turtle is a good animal to call to allow your students to catch their breath.

#### EXTEND



Choose different animals every week as a way to introduce students to different species from around the world.

Have students take their pulse or simply feel their heart beat at the beginning of the activity. Explain that the goal of the activity is to increase their pulse or have their heart beating faster by the end of the activity. Have them check again part way through or at the end of the activity. If it is beating faster, they can give you a thumbs up, slower a thumbs down, or if it is the same they can hold their thumbs straight out to the side.



*Courtesy of Chicago Run*  
For more information about Chicago Run, please contact Alex Landberg at 773-961-8470 or alex@chicagorun.org.

## MOVING MINUTES MONKEY MOVES

### READY



**Objective:** Exercise core muscle groups  
**Space:** Classroom, gymnasium, or cafeteria  
**Equipment:** None  
**Preparation:** None

### SET



1. Have students stand up near their desks and push their chairs in.
2. Make sure students are standing in their own “personal space,” with feet shoulder width apart and hands at their sides.
3. Instruct students to grab their ears with thumb and index finger, or simply place hands behind their head.
4. Explain to students that they will be doing an exercise that works their stomach, or abdominal muscles.
5. Explain to students that when you say “Go” they will be bringing their LEFT knee and RIGHT, or opposite, elbow together until they touch. Explain that they will then switch, bringing their RIGHT knee to their left elbow.

### GO



1. On “Go”, students will begin by bringing one elbow to the opposite knee, keeping their hands on their ears or head, and then switching.
2. Call out the first couple, “Left knee to right elbow...right knee to left elbow” to help the students develop a rhythm.
3. Continue for 30 seconds, or a pre-determined number of elbow-to-knee touches (“Monkey Moves”), rest for 30 seconds, and repeat.

### EXTEND



Instruct students to breathe in through their nose as they bring their elbow and knee together, and then out through their mouth as they return to their original position.

Challenge students to see how many Monkey Moves they can do in a one minute period.



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## MOVING MINUTES MUSICAL CIRCLES

### READY



**Objective:**

Energize students, increase heart rate, and exercise core muscle groups

**Space:**

Gymnasium

**Equipment:**

Hula hoops, jump ropes or anything else that can create a circle or shape. Radio or whistle

**Preparation:**

Space 5-15 circular objects inside the perimeter of a basketball court or other pre-determined space

### SET



1. Have students spread themselves out around the perimeter of your pre-determined activity space (basketball court, volleyball court, soccer field).
2. Instruct students that when music starts (or they hear a whistle blow), they will begin running around the perimeter of the activity space.
3. Instruct students that when they hear the music stop or hear a double-whistle blow, they are to run inside the perimeter and attempt to be the first person inside one of the hula hoops (or other object). Instruct them that only one person is allowed inside each circle and those who don't make it in to a circle do 5 jumping jacks.
4. Demonstrate the activity for the students.

### GO



1. Start the music or blow whistle once to start students running.
2. Allow music to play for approximately 30 seconds and then stop it (or blow whistle twice).
3. Students who do not make it into a circle after the music stops do 5 jumping jacks.
4. Once all students outside of the circles have completed their jumping jacks, have students return to the outside of the perimeter and start the music again.

### EXTEND



Add additional activities/exercises that students have to do when they don't make it in to a circle (squat jumps, arm circles).

Increase or decrease the duration of time in which music is playing to keep students on their toes.



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# LEARN WELL

AN INITIATIVE OF HEALTHY CPS

## MOVING MINUTES

### FOUR CORNERS



#### READY

- Objective:** Energize students
- Space:** Classroom or gymnasium
- Equipment:** Four pieces of paper, marker and tape
- Preparation:** Label four pieces of paper with numbers 1 thru 4 and tape one in each corner of the room.



#### SET

1. Label the four corners of the classroom or gym with the numbers 1 thru 4.
2. Explain that the corners of the room are each labeled with a number; make sure each student knows the number of each corner.
3. Tell the students that you will select one student to be “IT” and when the IT person closes his/her eyes, students will have 5 seconds to move to one of the four corners and stand quietly.
4. The IT person will call a corner number and those students will then sit down.
5. The activity will be repeated until there is only one person left.
6. Remind students to be careful as they move and to respect the space of others.



#### GO

1. Place all children in the center of the room. Choose one student to be “IT”. This person stays in the center of the room with their eyes closed.
2. When the whistle is blown the students must travel to one of the four corners and stand quietly. The IT person then counts down from 5. All students must be in a corner by the number 1.
3. IT, who still has their eyes closed, must call out one of the corner numbers. All of the players in that corner are now eliminated. They must now sit in the middle of the gym or return to their seats if in the classroom.
4. The game continues as before with the remaining students traveling to a new corner and IT in the center with eyes closed and counting. Play continues until there is one person left. They are the new “IT”.



#### EXTEND

Instruct students to do an activity prior to the moving to the next corner. For example, tell students to do 5 jumping jacks before moving to the next corner.

## MOVING MINUTES HEART START

### READY



- Objective:** Test students' knowledge of the heart, energize them
- Space:** Classroom or gym
- Equipment:** None
- Preparation:** Students must have basic knowledge about the heart works and heart healthy habits

### SET



1. Prepare the students with basic heart knowledge and make sure they are educated on ways to take care of your heart through diet and exercise.
  - » Where is it located? Left side of chest
  - » What size is it? Size of a fist
  - » Function? Deliver blood to all parts of the body
  - » What strengthens it? Exercise and balanced diet
  - » What weakens it? Poor diet, inactivity, smoking,
2. Teacher calls out an activity that either strengthens or weakens the heart and the students respond by performing a jumping action (jumping jacks, star jumps, high jumps) for habits that strengthen the heart or a squatting or sitting action for habits that weaken the heart.

### GO



1. Activities that strengthen heart: riding your bike, taking the stairs, walking to school, walking your dog, playing sports, eating berries, carrots and other fruits and veggies
2. Activities that weaken heart: smoking, playing PlayStation or Xbox, eating pepperoni pizza, taking the elevator, eating fast food, watching TV instead of playing outside

### EXTEND



- » Have students think of their own habits that can either strengthen or weaken the heart
- » Adapt to a different body part or healthy habit
- » Have students share ways in which they plan to make heart healthy decisions

## MOVING MINUTES HIT THE DECK

### READY



- Objective:** Energize students  
**Space:** Classroom or gym  
**Equipment:** Deck of cards  
**Preparation:** Make sure students are familiar with and can recognize the suits in the deck of cards

### SET



1. Designate a certain activity for each suit in the deck of cards and write the actions on the board for reference
2. One at a time students will draw a card from the deck and perform the action associated with that suit. The number on the card gets doubled and serves as the number of repetitions the students do.
  - » For example. If diamonds correspond to jumping jacks and the student draws a 6 of diamonds, the action is 12 jumping jacks.
3. All face cards are worth a value of 10.

### GO



1. The student that draws the card must lead the class in the activity, explaining which action and how many repetitions must be completed.
2. Continue drawing cards until students are energized and at least 2 of each suit has been drawn.

### EXTEND



- » Before starting activity, choose 3 or 4 cards from each suit instead of using the entire deck to save time.
- » Pass out one or two cards to each student and go around the room performing the motion, led by the student
- » Change the value of repetitions. Multiply card number by x, add 3 to card number, etc.

## MOVING MINUTES HOT TAMALE

### READY



**Objective:**

Energize students while practicing directional and listening skills

**Space:**

Classroom or Gym

**Equipment:**

Any common object to serve as 'hot tamale'

**Preparation:**

Write corresponding directions to specific motions on the board and designate a student to step outside of the classroom while the 'hot tamale' object is hidden

### SET



1. Correspond directions to a specific motion and write them on the board.
  - » Move backward = swimming back stroke arm motion
  - » Move forward = march in place
  - » Move to the side = overhead side stretch in appropriate direction
  - » Up higher = climbing ladder motion
  - » Down lower = squat down
  - » Within 1 foot of hot tamale = students pretend they are stepping on hot coals, tip toe in place
2. Designate a student to be the seeker and have them step outside classroom while the 'hot tamale' object is hidden.
3. Once the hot tamale is hidden, allow the seeker to return to classroom.

### GO



1. Using the directional movements, students must guide the seeker to find the hot tamale without talking.
2. Once the hot tamale has been found, designate another student to become the seeker.

### EXTEND



- » Use to different active movements to correspond with the direction
- » Hide more than one hot tamale and break the class into teams. Have teams race against each other to see which team can find their hidden hot tamale first.

## MOVING MINUTES MUSICAL YOGA CARDS

### READY



- Objective:** Energize students  
**Space:** Classroom or gymnasium  
**Equipment:** Yoga pose cards (see appendix); music or percussion instrument  
**Preparation:** Teach yoga poses to students

### SET



1. This activity is played just like Musical Chairs.
2. Arrange the yoga cards in a large circle.
3. Instruct the students to move around the circle of cards in a particular style: dancing, skipping, walking or hopping.
4. Play music while the students are moving around the circle of cards.
5. When the music stops, the students practice the yoga pose that is on the card in front of them.

### GO



1. Start the music
2. Have the students move around the circle to music.
3. Stop the music.
4. Have the students practice the yoga pose that is in front of them.
5. Hold the pose for a 5 count.
6. Start the music again to cue them to move around the circle.
7. Repeat

### EXTEND



- » Have the students practice a variation of the yoga pose that is in front of them. For example, mountain pose could have both hands up instead of at the side. Tree pose could have hands on hips instead of overhead.



## MOVING MINUTES YOGA FREEZE

### READY



- Objective:** Energize students  
**Space:** Classroom or gymnasium  
**Equipment:** Yoga pose cards (see appendix); music or percussion instrument  
**Preparation:** Teach yoga poses to students

### SET



1. Post the yoga pose cards on the bulletin board for student reference.
2. Teacher instructs the students to move around the room in a particular style: galloping, skipping, walking or hopping.
3. Students move around the classroom while the music is playing.
4. When the music stops, the teacher calls out a yoga pose for the students to practice.

### GO



1. Start the music
2. Have the students move around the room to music. Stop the music.
3. Call out a yoga pose. Have students hold it for a 5 count.
4. Start the music again to cue them to move around the room.
5. Call out a yoga pose. Have students hold it for a 5 count.
6. Repeat

### EXTEND



- » Pair students and establish one person as A (the student doing the yoga pose) and one person as B (the mirror). Begin the music and cue students to move around the room. When the music stops, Student A chooses and practices a yoga pose. Student B mirrors it. After a few poses, switch A and B. Continue playing so that each partner has had a chance to lead a few times.

## MOVING MINUTES YOGA MACHINE



### READY

- Objective:** Energize students  
**Space:** Classroom or gymnasium  
**Equipment:** Yoga pose cards (see appendix)  
**Preparation:** Teach yoga poses to students



### SET

1. This fun exercise encourages collaboration and creativity as groups of students portray a single Yoga Machine with moving parts, stationary parts and buzzers.
2. Post the yoga cards on the bulletin board as a reference for students.



### GO

1. Arrange the students in groups of four to six.
2. Choose a student leader from each group to start the Yoga Machine by striking a yoga pose.
3. Direct students to join the Yoga Machine, one by one, by adding a yoga pose that is moving, stationary or making a buzzing noise.
4. The machine is complete when the students can work together to hold their machine for six consecutive seconds.



### EXTEND

- » Add more time, more yoga poses or more than six students.

## MOVING MINUTES YOGA SEQUENCING 1



### READY

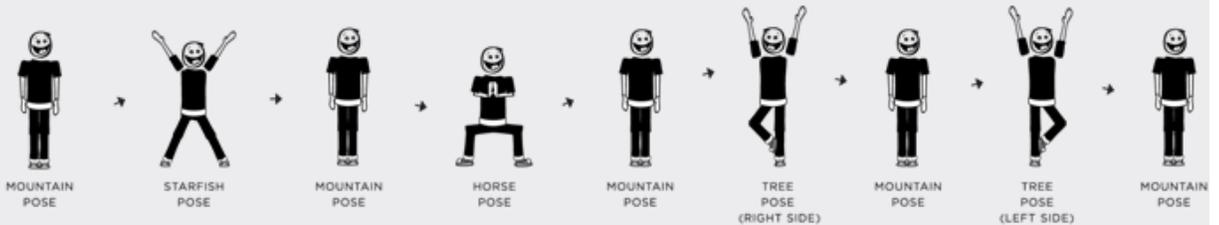
**Objective:** Energize students  
**Space:** Classroom or gymnasium  
**Equipment:** Yoga pose cards (see appendix)  
**Preparation:** Teach yoga poses to students



### SET

1. Use the yoga pose sequence below to provide physical activity/movement in the classroom.
2. Call out the name of each yoga pose.
3. Have the students hold the pose to the count of five.
4. Continue to the end of the sequence.
5. Repeat.

### GO



### EXTEND

- » Turn this into a Hip-HopYoga™ routine.
- » Play some music. Students dance for a 10 count between each yoga pose.
- » Turn it into a group activity by having students work collaboratively to create a Hip-HopYoga™ routine that can be performed for the class or at a Parent Wellness Night.

## MOVING MINUTES YOGA SEQUENCING 2



### READY

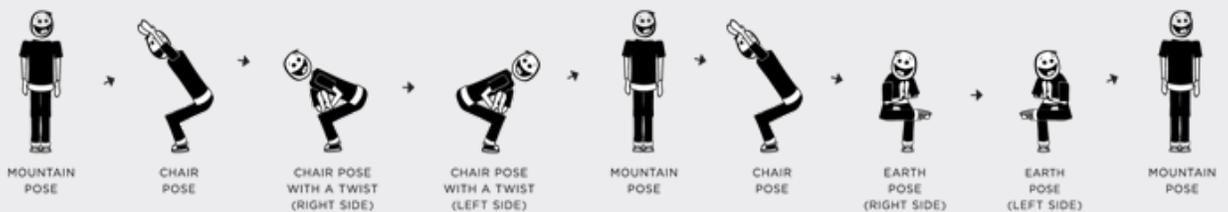
**Objective:** Energize students  
**Space:** Classroom or gymnasium  
**Equipment:** Yoga pose cards (see appendix)  
**Preparation:** Teach yoga poses to students



### SET

1. Use the yoga pose sequence below to provide physical activity/movement in the classroom.
2. Call out the name of each yoga pose.
3. Have the students hold the pose to the count of five.
4. Continue to the end of the sequence.
5. Repeat.

### GO



### EXTEND

- » Turn this into a Hip-HopYoga™ routine.
- » Play some music. Students dance for a 10 count between each yoga pose.
- » Turn it into a group activity by having students work collaboratively to create a Hip-HopYoga™ routine that can be performed for the class or at a Parent Wellness Night.

## MOVING MINUTES CIRCLE ANIMALS



### READY

- Objective:** Students will think quickly, follow directions, and practice team work.  
**Space:** Any space  
**Equipment:** None  
**Preparation:** None



### SET

1. Have students get into a circle.
2. Choose two or three animals to mimic.
3. Review the sounds and actions of each animal with students.
4. Demonstrate how each animal formation will look.
5. Review boundaries and rules, ask for questions.



### GO

1. All students are in a circle, with one student in the center.
2. The student in the center will point to a student in the circle and call out an animal.
3. The student who is pointed to, along with the students to his/her right and left, has to create the animal named.
4. If the student in the center points to Jose and says, 'Rabbit,' Jose holds two fingers over his head making rabbit ears. The two students next to Jose each tap one foot to mimic hopping.
5. If a student makes a mistake, or forgets the motion, they step back from the circle, do three jumping jacks, and re-enter the game.



### EXTEND

- » Other animals include: Elephant – middle: makes trunk with arm, left and right: make ears by placing arms in half circle next to head of middle. Cat – middle: makes claws with hands, left and right: use fingers of one hand to create whiskers next to face of middle.
- » Encourage students to be creative and come up with additional animals and movements!

## MOVING MINUTES DETECTIVE



### READY

- Objective:** Students will develop memorization, observation skills.  
**Space:** Any space  
**Equipment:** None  
**Preparation:** This game can be played in a circle or with students at their desks.



### SET

1. Get students into a circle, or seated at their desks.
2. Roll call with every student to make sure everyone knows their names.



### GO

1. One student leaves the room and becomes the detective.
2. Choose one student to hide in a place in the room where they will not be visible.
3. The rest of the circle changes places or switches seats.
4. Call the detective back into the room.
5. The detective then tries to guess who is hidden within one minute.
6. If s/he guesses correctly, s/he is the detective again.
7. If s/he is incorrect, the hiding student is the new detective.



### EXTEND

- » Rhythm Detective – similarly, the students all get in a circle or are seated at their desks. A student is chosen to start a rhythm with their hands, feet, or body. Everyone in the circle copies the rhythm. The leader of the rhythm can change it every few seconds and the rest of the group changes as well. The student returns to the room and tries to guess who the leader is.

## MOVING MINUTES INSTANT ID



### READY

- Objective:** Students will develop cooperation, quick thinking, strategy, and will learn everyone's name.
- Space:** Any space
- Equipment:** A blanket, tarp, or something that can act as a curtain.
- Preparation:** None



### SET

1. Roll call with every student to make sure everyone knows their names.
2. Divide the group of students into two teams.
3. Have two people hold a blanket or tarp that acts like a curtain.



### GO

1. Have a person from each team stand facing each other with the blanket or tarp between them, then quickly drop the blanket.
2. The first student to correctly say the other person's name earns a point for his/her team.
3. The two students high five each other after their round.
4. Students continue on, assuring that their entire team is obscured from the blanket or tarp so the other team cannot tell who will have the next turn.



### EXTEND

- » Have two students on each team face each other at the same time.
- » When students know each other better, have teams line up with their backs to each other. Choose a person from each team to walk backwards until their backs are almost touching. Allow the other players to face each other, and give their team member hints to who is standing behind them, without saying his/her name.

## MOVING MINUTES UP, DOWN, STOP, GO



### READY

- Objective:** Students will develop concentration and listening skills while getting physical activity in any space.
- Space:** Any space
- Equipment:** None
- Preparation:** None



### SET

1. Have students stand up either behind their desks or spread around the room/play area.
2. Demonstrate the appropriate actions for up, down, stop, and go.
  - » For up, students squat down.
  - » For down, students jump, or stretch as high as they can.
  - » For stop, students jog in place.
  - » For go, students freeze.
3. Do a practice round first so that all students understand the commands and movements that go with them.



### GO

1. With students either behind their desks or spread around the room, explain that this is an opposite game. Review what the opposite of up, down, stop, and go are.
2. Demonstrate the actions for each command and do a practice round.
3. Call out the commands one at a time.
4. If students make a mistake, they do three jumping jacks where they are, then rejoin the game.



### EXTEND

- » After a few minutes, allow individual students to lead the commands.
- » Add additional commands – right, left, backwards, forwards, etc.
- » Younger student variation – use literal commands (up means up, down means down, etc.).

## MOVING MINUTES TRUE OR FALSE



### READY

- Objective:** Review academic concepts while practicing aerobic and muscular strength.
- Space:** Classroom
- Equipment:** None
- Preparation:** Several content specific true or false questions and at least one aerobic exercise (jumping jacks, run in place, invisible jumprope) and one strength exercise (squats, arm circles, crunches)



### SET

1. I will say a statement. If the statement is true, you will perform an aerobic exercise. If the statement is false, you will perform a muscular strength exercise.
2. When I say “freeze”, you will stop the exercise and wait for the next statement.
3. Remember to stay in your own space and move safely!
4. Let’s practice: Show me the movement you will do if the statement is true. Now show me the movement you will do if the statement is false.



### GO

1. Tell students an aerobic exercise or let them choose one for true. Do the same for false.
2. When all students are standing next to their desks, give your first true or false statement.
3. Repeat several times

**Example:**

True = jumping jacks    False = squats

8 X 5 = 32 (false- squats)

Quickly is an adverb (true- jumping jacks)

Chicago is the capital of Illinois (false- squats)



### EXTEND

- » Increase the difficulty of the true or false questions.

## MOVING MINUTES TASK MASTER



### READY

**Objective:** Provide students with an opportunity to move in the classroom  
**Space:** Classroom  
**Equipment:** None  
**Preparation:** None



### SET

1. Have students stand up and push in their chairs.
2. Explain that you are going to give them a series of tasks and they should complete each task as quickly as possible.
3. Tell students to stop where they are and raise their hand once they have completed each task.



### GO

1. For the first task, have students touch 10 chairs not in a row.
2. For the second task, have students touch elbows with 5 classmates.
3. For the third task, have students touch toes with 4 different classmates.
4. For the fourth task, have students shake hands with 3 different classmates.



### EXTEND

- » Have students match up with other students according to specific criteria. For example, have the students high five 2 classmates born in the same month as them. Or, have students touch elbows with 4 students wearing 4 different colored shirts (i.e., red, blue, white, and black).

## MOVING MINUTES GIANTS, WIZARDS, AND ELVES



### READY

- Objective:** Cooperation/Challenge  
**Space:** Classroom, gym or playground  
**Equipment:** None  
**Preparation:** None



### SET

1. Remind students to be aware of their surroundings and neighbors.
2. Explain that the concept is very similar to Rock, Paper, Scissors where rock smashes scissors, scissors cuts paper, and paper covers rock. For this activity, rock, paper, and scissors will be replaced with Giants, Wizards, and Elves.
3. Giant: tip-toes, raise hands above head, curl fingers, growling sounds; Wizard: crouch slightly, wave and point a magic wand, shouting “kazaam!”; Elf: on haunches, hands cupped for big ears, shrill screeching noises.



### GO

1. Students find a partner and stand back to back.
2. Partners count 1-2-3-Go! and turn around on “Go” to reveal their character.
3. Giants squish Elves, Elves outwit Wizards, and Wizards zap Giants.
4. The losing partner must travel to a new partner while the winner stays in place waiting for a new opponent. If you have a tie, the same two partners play again.



### EXTEND

- » If you have a larger space you can have the winning characters chase the losing characters and attempt to tag them. Losing characters can do a locomotor movement such as hopping on one foot or crab walk to find their next opponent.
- » Use this game as a journal prompt or story starter for fantasy writing.

## MOVING MINUTES LIZARDS AND ROCKS



### READY

**Objective:** Students will practice social skills and math skills through physical activity  
**Space:** Classroom  
**Equipment:** None



### SET

1. Tell students, “Today we will pretend to be lizards and rocks. Lizards and other cold blooded animals must get energy from the sun through their skin. Lizards will find rocks to lie on in order to soak up some sun”.
2. Direct students to find a partner. Tell each pair to decide which student will be the rock first and which student will be the lizard first (can use Rock, Paper, Scissors method).
3. Rock practices making rock shape and lizard practices making lizard face.



### GO

1. Students count 1-2-3-Go! and partners show each other between 0 and 5 fingers on one hand.
2. If the combined total of the partners’ fingers is even, the rock stays in place and awaits the next lizard while the lizard travels on in search of a different rock.
3. If the combined total is odd, the partners switch roles and the new rock stays in place and awaits the next lizard while the new lizard travels on in search of a different rock.
4. Continue playing with lizards traveling through space looking to play with open rocks.



### EXTEND

- » Increase physical activity challenge: Lizards can crawl or hop through space to get to a rock and rocks can do a balance or jump in place while they wait for a lizard.
- » Social emotional: Have lizards and rock pairs practice polite ways of greeting each other each time.
- » Math: Use other math operations or both hands.

## MOVING MINUTES WEST AFRICAN JUMPING GAME

### READY



- Objective:** Students will practice social skills and Social Studies skills  
**Space:** Classroom  
**Equipment:** None  
**Preparation:** None

### SET



1. Tell students, “This is a variation of a game played by children in West Africa (point to a map or globe). It is similar to Rock, Paper, Scissors, which is popular in America.
2. Students find a partner and decide which student will be the “matching foot” winner and which student will be the “opposite foot” winner.
3. Tell students to face each other like mirror images.

### GO



1. Students count and jump in place: 1-2-3-Go! On “Go” partners extend one leg on the ground toward one another (be careful not to step on each other’s toes).
2. If the partners extend the matching foot, “matching foot” winner wins the round. If the partners extend the opposite foot, “opposite foot” winner wins the round.
3. Partners continue playing for several rounds. On the teachers signal, “opposite foot” partners travel through space to find a new partner while the other partners stay in place and await a new partner.

### EXTEND



- » Social emotional: Students practice friendly competition and good sportsmanship by keeping score with their partner. First one to win 15 rounds wins the match.
- » Social Studies: Students can say “hello” or “bah-oh” to each new partner in Yoruba, one of the many languages spoken in West Africa.
- » Math: Students keep score and can record each win on paper with tally marks. After the activity, the class can add all the “opposite” wins and all of the “matching” wins and see which had more. Math teachers can use this activity to demonstrate probability.

## MOVING MINUTES CLASSROOM FOOSBALL

### READY



- Objective:** Increase student heart rate and strengthen lower body muscles
- Space:** Classroom with desks pushed to the side or other open space
- Equipment:** Masking Tape (optional), one chair per player, gator skin ball, nerf ball or other soft ball, cones or other markers to make a goal
- Preparation:** None

### SET



1. Push desks to the side.
2. Divide the students into two teams and divide the room in half using masking tape (optional).
3. Each team gets two cones to use as their net. Nets are placed on opposite sides of the classroom.
4. Chairs are organized on each side of the classroom like a foosball table. Each player should be sitting on a chair on his/her teams' side of the classroom.

### GO



1. Teams can do Rock, Paper, Scissors or flip a coin to determine first serve.
2. Players must stay seated in their chairs at all times during the game and use the sides of their feet to kick the ball.
3. A point is scored when the ball hits the wall between the opposing team's goal markers.

### EXTEND



- » Use two or more balls to increase the amount of physical activity.
- » Keep score to make it a friendly competition.
- » Use a smaller size ball.

*Courtesy of Anthony (A.J.) Maloni from Brighton Park Elementary*



# APPENDIX