**“Let’s Move in the Classroom”**

**KAHPERD Convention October 2014**

KAHPERD LMAS Committee Members: Catherine Arellano, Joan Bolt, Jill Cundiff, Rhonda Holt, Todd Junker, Shellie Stahley, Claudia Welch

**Catherine Arellano (**[**carellano@usd259.net**](mailto:carellano@usd259.net)**)**

**Clever Catch** Ice Breaker Clever Catch provides an excellent way for children to get to know each other and feel more comfortable in a large group. Students answer a series of questions about themselves and the things that matter to them at their appropriate age level. There are 72 questions included. Clever Catch Ice Breaker can be used at school in organized classroom activities. It can also be used on the playground or at home.

**Table Tennis Activity**  Crumble up a piece of paper and hit the piece of paper back and forth across a table/desk with a partner.  The first person to either miss the paper ball or not hit it over the table loses the point.

**Rock, Paper, Scissors Challenge**  This game incorporates a fun activity based on the rules of the game Rock, Paper, Scissors. In this version, instead of making the required shape (rock, paper or scissor) with their hands, participants choose to be a wizard (pretend to zap their opponent and say a spell, such as ‘shazam!’), a giant (reach up with both arms and growl) or a goblin (make a shrieking noise while rubbing fingers and thumbs together with both hands). Similar to the game of Rock, Paper, Scissors, each action can be beaten by one other action. A wizard action beats a goblin action, a goblin action beats a giant action and a giant action beats a wizard action. When the student loses, they join the winners “team” and students continue to “challenge” more teams until there are only two teams left with the rest of the students cheering on their leader.

**Joan Bolt (**[**jbolt@usd211.org**](mailto:jbolt@usd211.org)**)**

**Q and A Movement**

Provide students with dry erase board or paper at their desk. Students can stand or sit. Ask a question and student writes down the answer very large on a dry erase board or paper. Each student holds up the paper with two hands. Check for correct answers and ask another question. Works with math etc also. Do a friendly competition and the team that wins watches the other team do jumping jacks. (Easy dry erase papers can be made by putting a white piece of paper inside of a see-through plastic paper sleeve.)

**Spelling Exercise Stretch**

Review Spelling words by spelling out the letters with your body or hands while standing. Or while stretching spell the words. Example: Toe Touches – “Spell School”, while touching their toes the students spell “F…I…T…N…E…S….S” . Arm circles next spelling word. Etc.

**Exercise Add-Ons**

Stand in a large circle or your rows or divide class into

Teams of 4 or 5. First person does an exercise of choice. The next person does the same exercise then adds on. The next person does what the first two did then adds another one. Continue until someone messes up. Start over.

Example:

Person 1 does a Jumping Jack

Person 2 does a Jumping Jack, and then a toe touch

Person 3 a jumping jack, toe touch , and adds a twist hop.

Continue .

Can put the class in groups of 4 or 5 and play until someone messes up then start over.

**Jill Cundiff (**[**JCundiff@bluevalleyk12.org**](mailto:JCundiff@bluevalleyk12.org)**)**

**Spelling Squares**

Equipment: Indoor Foursquare Bases or foursquare marked off with masking tape on floor

Players: 4 players play the game, but others are in line for a turn

Object: Play continues until one player fails to return the ball or commits a fault

How to Play: the squares are numbered 1,2,3 and 4. A service line is drawn diagonally across the far corner of square #1. The player in the #1 square must stay behind this line when he serves. The serve always starts from the #1 square. The ball is served by dropping it and serving it underhanded for the bounce. If the serve hits a line, the server is out. The server can hit the ball to any of the other three courts. The player receiving the ball must keep it in play by striking the ball after it has bounced once in his square. He directs it to any other square with an underhand hit. Play continues until one player fails to return the ball 9or commits a fault.

The following are faults:

1. Hitting the ball sidearm or overhand
2. 2. Ball landing on a line between the squares.
3. 3. Ball landing on an outer boundary is considered good.
4. 4. Stepping in another square to play the ball.
5. 5. Catching or carrying a return volley
6. 6. Allowing ball to touch any part of th3e body except the hands.
7. When a player misses or commits a fault, he goes to the end of the waiting line and all players move up. The player at the of the waiting lines moves into square#4

**Chain Spelling**- the server names a word and each player in returning the ball must spell the correct letter in proper rotation.

**Think Fast**- the server names a number and whoever he hits it to adds a plus or minus. The third person names another number and the fourth person must do the math problem.

**Todd Junker (**[**tjunker@usd259.net**](mailto:tjunker@usd259.net)**)**

**Crazy 8’s**

Start with left arm extended and shake and count backwards from 8. Repeat with right arm, left leg, right leg. Repeat using a count backwards from 7 for each appendage. When you get to 1 count you will go super-fast.

**Hide it, Find it**

Pick one student to leave the room. They will be the finder. Hide an object in the room. You can make it as easy or as hard as you want. When the student returns to the room they must find the item by watching the other students run in place. If the students are running fast, the student is close, if they are walking in place, the student is far away. Play a round or two this way, then change it to a competition. Divide the class into two groups. One group wants the student to find the item, and one group is trying to trick the student. Give the student a set amount of time to find the item. The student has to decide which group to follow.

**Card Suits**

1. Draw the different card suits on the board. (hearts, clubs, diamonds, spades)
2. Under each picture put an activity you want them to do in the room and a number. (jumping jacks, high five a partner, push-ups, etc.)
3. Spread the cards in four places in the room face down.
4. Students go to each place to flip over one card, perform the activity, then take the card to one of the other three locations and place it face down.
5. Students then draw a new card.

You can make it competitive by having students keep track of how many different cards they got to do.

**Shellie Stahly (**[**kimberlie\_michelle@yahoo.com**](mailto:kimberlie_michelle@yahoo.com)**)**

**Popcorn Classroom Energizer**

Have students either sit or stand in a circle with several students crouching in the middle of the circle. The students making up the circle and say the following with the following actions-leader says first part and students say what the teacher says:

“First you pour in the oil, pour in the oil” (pretending to pour oil into pan)

“Sprinkle in the popcorn, sprinkle in the popcorn” (pretend to sprinkle popcorn into pan)

“Cover up the pan, cover up the pan” (pretend to put lid on pan)

“Turn up the heat, turn up the heat” (pretend to turn dial of stove burner)

All together everyone rubs hands together while saying “sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, sizzle, pop!”

The students who are crouched jump up upon “pop” and pop (jump) around in circle while students in circle sing:

“The popcorn’s in the popper let it pop, pop, pop.” (Repeat four times)

“Pop, pop, pop, pop, now it’s time to stop!”

**Shark Attack Classroom Energizer**

Students will stand in a circle and follow the movements of teacher and sing along with teacher the following:

“Baby shark, do, do, do, do, do, do” (make a small shark mouth with index finger and thumb). Repeat three times and one time say “baby shark”.

“Momma shark, do, do, do, do, do, do” (make a bigger shark mouth with hands clapping as a mouth). Repeat three times and one time say “momma shark”.

“Papa shark, do, do, do, do, do, do” (make a bigger shark mouth with arms coming together). Repeat three times and one time say “papa shark”.

“Surfer dude, do, do, do, do, do, do” (pretend to be surfing). Repeat three times and one time say “surfer dude”.

“Saw a shark, do, do, do, do, do, do” (hand over eyes like looking at something). Repeat three times and one time say “saw a shark”.

“Shark attack, do, do, do, do, do, do” (raise hands over head and shake them). Repeat three times and one time say “shark attack”.

“Swam away, do, do, do, do, do, do” (pretend to swim). Repeat three times and one time say “swim away”.

“Where’s my board? Do, do, do, do, do, do.” (shrug shoulders). Repeat three times and one time say “where’s my board?”

“Surfer shark, do, do, do, do, do, do” (make a shark fin on head with one hand and use the other arm to mimic surfing). Repeat three times and one time say “surfer shark”.

From “*Energizers! 88 Quick Movement Activities That Refresh and Refocus, K-6” Susan Roser*

**Claudia Welch (**[**cwelch@usd345.com**](mailto:cwelch@usd345.com)**)**

Friday Fitness Video from Seaman HS Students [http://www.seamannews.com](http://www.seamannews.com/)   
Click on SVTV Scroll down click on Health & Wellness  
Click on Fitness Friday or Fruit & Veggie and select from several videos

For information on future “Physical Activity Leader” trainings and other “Let’s Move! Active Kansas Schools” opportunities for your school, contact Rhonda Holt, LMAKS Project Director ([kansaslmis@gmail.com](mailto:kansaslmis@gmail.com)).