



TOOLS FOR CREATING **ACTIVE CLASSROOMS**

ELEMENTARY

A Public Service of



Active Classroom Management

The 3-Gs

These 3 instructional tips will help you manage physical activity safely and effectively.

1. Groups First

- Before giving instruction, get students where they need to be to start the activity.
- Once students are in groups, or standing next to their desk with chairs pushed in, or standing with a partner, THEN they are ready to hear about the activity's procedures.
- Failure to follow this first "G" will cause you to repeat yourself at least twice.
- To group kids, start with, "When I say 'Go!' find a group of 3 (or other number) and get toe-to-toe. Ready, Go!"

2. Give Instruction

- Give clear and concise instructions. Start with the object of the activity. Then tell students how they can meet the objective. This helps the kids visualize the instructions as you give them.
- For example, "The object of the activity is to score points. You can score points by performing jumping jacks while the music is on."
- Remember the STOP signal. It might be the most important instruction you give. For example, "Stop all movement and look at me when you hear the word, *FREEZE!*"

3. Get them going!

- Start the activity. Watch for kids who didn't quite understand what to do. Move to them quickly and help get them on track.
- Think about safety. Think about safety. *Think About Safety!*
- Stop the activity if it doesn't seem to be going quite right. Just say, "Freeze!" Explain the instructions again with an emphasis on safety and re-start the activity.
- Cheer them on! Give them high fives! Tell them how awesome they are! Have fun!

Physical Activity Management

Just a few additional tips for running a smooth physical activity sessions.

Aim the Arrow

Your voice is an arrow, aim for the back of the group and "shoot" over their heads.

The "When" before the "What"

"When I say 'GO...'" are the 4 most important words when giving directions.

Don't forget to say "GO!"

Hustle, Hustle

When you want students to respond to your instructions quickly, slowly start counting, "10, 9, 8, 7, 6...." It will make 97.8% of kids move faster.

Give the Signal

Save your voice and use a start/stop signal with a little more power. Music with a pause button is the most powerful signal of all!

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	Foam Dice (Set of 6)	1135589	Link to e-Store
1	Colored Buckets (Dozen)	1393491	Link to e-Store
6	Juggling Scarves (Dozen)	1206258	Link to e-Store
1	Fruit and Veggie Spot Markers (Dozen)	1343038	Link to e-Store
2	Bean Bags (Dozen)	1293418	Link to e-Store
2	Low Profile Cones (Dozen)	1255690	Link to e-Store
1	Task Tents (Set of 6)	1389878	Link to e-Store
4	Deck of UNO Cards	4036	Link to e-Store
1	Voit Bouncee Foam Balls (Set of 6)	1395254	Link to e-Store
1	Mesh Storage Duffle Bag	4095	Link to e-Store

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Active Classrooms

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Use a variety of different equipment types, including auditory balls, different textures, sizes, and weights ✔ Use brightly colored equipment ✔ Use equipment like cones and spots to create physical boundaries 	<ul style="list-style-type: none"> ✔ Allow students to modify rules to meet their own needs ✔ Modify group size based on the needs of students ✔ Modify boundaries (smaller or larger) 	<ul style="list-style-type: none"> ✔ Use visual start/stop signals ✔ Modify lighting and/or sounds in an effort to meet sensory needs ✔ Clear desks away to make room for specialized equipment 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction ✔ Use proximity strategies

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

Warm or Cold

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Active Schools
Champion

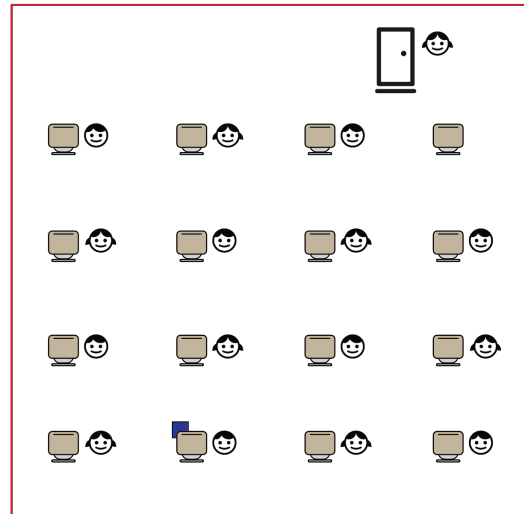
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 bean bag

Set-Up:

- Students stand up next to their desks and push their chairs in.
- One student will stand just outside the classroom door while the teacher hides the bean bag.



Activity Procedures:

- It's Active Classroom Time! We're going to play a game called Warm or Cold.
- The object of the game is for the student "seeker" to find the bean bag hidden in the classroom.
- One student will stand just outside the door while the teacher hides the bean bag. Once the bean bag is hidden, the teacher will call the student back into the room.
- The students at their desks will indicate whether the "seeker" is warm or cold by either jogging slowly in place (cold), or running quickly in place (warm). The closer the "seeker" gets to the object, the faster the students will move.
- When the student finds the bean bag, she/he will become the "hider," and another student will become the "seeker."
- TEACHER NOTES:**
 - ✓ The teacher can be the full-time "hider" if the students aren't ready to play that role.
 - ✓ Any safe object can be hidden for the "seeker" to find.

Academic Language Focus:

- Control** (verb) To manage or regulate the movement or actions of something.
- Prompt student to **control** the speed, balance, and silliness of their movements.

STANDARDS & OUTCOMES ADDRESSED

College & Career Readiness (Speaking & Listening)

Participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

College & Career Readiness (Language)

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- DOK 1:** In your own words, what does control mean?
- DOK 2:** What did you notice about the way students control their movements and behavior during Active Classroom time?
- DOK 3:** How is self-control related to our ability to learn in our classroom?

Bounce and Balance

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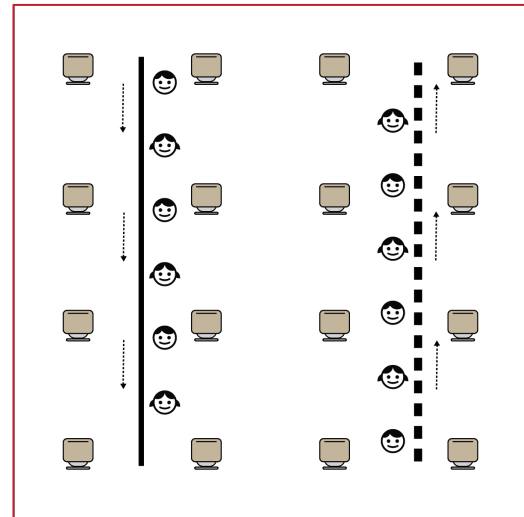
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ▶ Masking Tape
- ▶ Music ([U R what U Eat: Hip Hop Public Health](#))

Set-Up:

1. Create a solid line of tape next one aisle of desks, and a dashed line next to another aisle.
2. Students line up on the solid line in 1 single-file line.



Activity Procedures:

1. It's Active Classroom Time! We're going to play a game called Bounce and Balance!
2. The object of the game is to stay on our balance lines while you move down each aisle.
3. When you're on the solid line, walk heel-to-toe like it is a balance beam. Hold your arms out to your sides to help you keep your balance.
4. When you get to the dashed line, bounce (jump) with a 2-foot takeoff and 2-foot landing.
5. We'll bounce and balance while we listen to a song. When the song stops, freeze, stand tall, and be ready to listen.
6. **TEACHER NOTES:**
 - ✓ This can be done with "imaginary lines" if masking tape is not an option. Designate 1 aisle as the balance line and 1 as the bounce line.

Academic Language Focus:

- ▶ **Balance** (verb) To keep or put something in a steady position so that it does not fall.
- ▶ The use of the word balance is obvious when talking to students about walking on a line. However, also reinforce the importance of jumping and landing with balance.

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DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- ▶ **DOK 1:** What does the word balance mean?
- ▶ **DOK 2:** What did you notice about your balance when you were walking on the line? What about when you were jumping and landing?
- ▶ **DOK 3:** How is balance related to safety?

Fitness UNO

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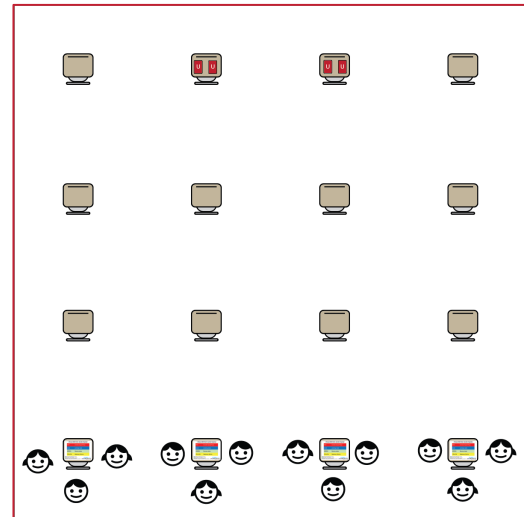
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of UNO cards
- 1 Fitness UNO Chart per group of 2–4 students

Set-Up:

1. Create teams of 2 to 4 students; each team gathered around a home base (1 desk at the end of an aisle).
2. Each team has 1 Fitness UNO Chart.
3. Uno Cards are scattered on 1 or 2 desks in the row furthest from home bases.



Activity Procedures:

1. It's Active Classroom Time! Let's play Fitness UNO. There are 2 parts to this game.
2. The object of Part 1 is to collect 7 cards per team in a relay race format. When the music starts, 1 player from your team will move to the front desk and collect 1 UNO card. When that player returns to the team, the next player will go. Continue until you have 7 UNO cards.
3. The object of Part 2 is for your team to play (get rid of) your UNO cards 1 at a time. Use the Fitness UNO Chart to identify the exercises that correspond to the card color. Then, complete the number of repetitions displayed on the card. Example: to discard a "Blue 9," the entire team completes 9 repetitions of the exercise that corresponds to the blue cards. As soon as the exercise is complete, a player from your team will run and put the card back in the card pile at the other end of the activity area.
4. When your team has 1 card left, yell out, "UNO!" before completing the final exercise.
5. TEACHER NOTES:
 - ✓ Use the MS Word formatted document to create your own customized Fitness UNO Charts.

Academic Language Focus:

- **Active Lifestyle** (noun) A way of life that values physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and recreation.
- Reinforce that activities like Fitness UNO help the students build activity into their daily routine.

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DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- **DOK 1:** What would you include on a list about active lifestyles?
- **DOK 2:** How would you compare and/or contrast an active lifestyle with a sedentary lifestyle?
- **DOK 3:** How is an active lifestyle related to a person's happiness?

Sort Yourself

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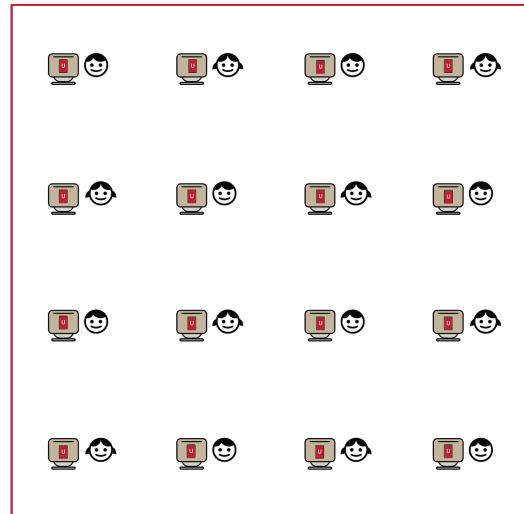
ACTIVITY SET-UP & PROCEDURE

Equipment:

- UNO Cards

Set-Up:

1. Place 1 UNO card on each student's desk – face down, without students seeing the card.
2. Distribute UNO cards in number-order with identical sets for each color. For example, numbers 1 through 6 from red, blue, green and yellow.
3. Students stand up next to their desk and push their chairs in.



Activity Procedures:

1. It's Active Classroom Time! Let's play Sort Yourself! From this point on, there's no talking.
2. Each student has an UNO card face-down on their desk. When I say, "Cards up!" put your UNO card on your forehead (without looking at it) so that your classmates can see it. When I say, "GO!" group yourselves by color without talking. No peeking at your own card!
3. **TEACHER NOTES:**
 - ✓ As an additional challenge, after students group by color, have them line up in number order.

Academic Language Focus:

- **Nonverbal Communication** (noun) A transfer of information without the use of spoken language; rather, with the use of elements such as facial expressions, hand gestures, posture, etc.
- Discuss and reinforce the importance of positive, nonverbal communication.

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DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- **DOK 1:** How can you recognize nonverbal communication?
- **DOK 2:** How did you apply nonverbal communication skills in this activity?
- **DOK 3:** How do you change your nonverbal communication signals to communicate different emotions?

Nutrition True or False

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ACTIVITY SET-UP & PROCEDURE

Equipment:

- Nutrition True/False Questions
- Nutrition Academic Language Cards
- 1 juggling scarf per student

Set-Up:

1. Students stand up next to their desks and push their chairs in.
2. Each student with a scarf placed in the center of her/his desk.



Activity Procedures:

1. It's Active Classroom Time! We're going to play a game called Nutrition True or False.
2. I'm going to read nutrition statements. If you think the statement is TRUE, do 10 jumping jacks. If you think the answer is FALSE, toss your scarf straight up and then catch it 5 times.
3. When you're done with your exercise, stand tall and silent, ready for the next statement.
4. **TEACHER NOTES:**
 - ✓ You can change the exercises based on your equipment and student interests and abilities.
 - ✓ This activity can be done to review for tests or quizzes in any academic area.

T/F Questions:

- A calorie is a unit of energy that fuels our bodies. (TRUE)
- Energy Balance is the relationship between how many calories you eat and how many calories you burn. (TRUE)
- Snacks are one of the 5 food groups. (FALSE)
- Hydration is related to how much water you use when you take a shower in the morning. (FALSE)
- Nutrition is the process of eating the food that needed for good health and normal growth. (TRUE)
- A nutrient is a substance that provides the nourishment that your body needs to stay alive. (TRUE)

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DEBRIEF
QUESTIONS

Depth of Knowledge Tiered Question Sets:

- **DOK 1:** What are the 5 food groups that we should eat from every day?
- **DOK 2:** What do you know about the Fruit group? Vegetables? Grains? Protein? Dairy?
- **DOK 2:** What do you know about MyPlate?
- **DOK 3:** Can you predict what might happen to a person's health if she/he only ate food from 1 food group? Provide as many details as you can.

Fresh Fruit Frenzy

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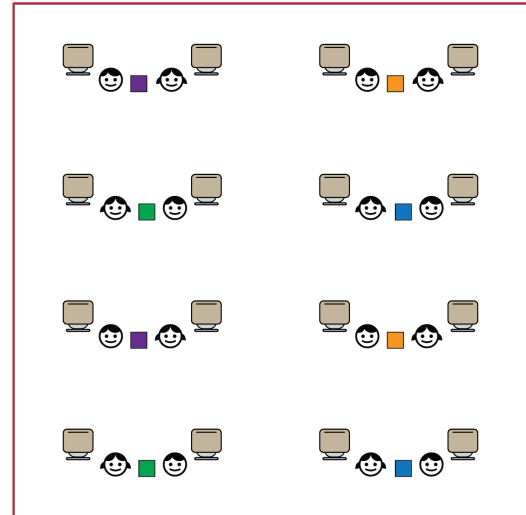
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music ([Everybody: Hip Hop Public Health](#))
- 1 bean bag or juggling scarf per pair

Set-Up:

1. Chairs are pushed under desks to provide room for students to sit in aisles or rows.
2. Students in pairs, sitting cross-legged facing each other.
3. Place the bean bag or scarf on the ground in between students.



Activity Procedures:

1. It's Active Classroom Time! We're going to play a game called Fresh Fruit Frenzy!
2. The object of the game is to grab the fresh fruit (bean bag or scarf) before your partner does. You'll do that by listening carefully to the music. When it stops, grab the fruit.
3. After each turn, replace the fresh fruit and listen for the music.
4. **TEACHER NOTES:**
 - ✓ Prompt students to move safely and with consideration for others. If a "tug-of-war" starts over the fresh fruit, take a few minutes to emphasize that Active Classroom activities are meant to be fun and active.

Academic Language Focus:

- **Safe** (adjective) Protected against physical, social, and emotional harm.
- Focus your feedback on safe participation and positive language.

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DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- **DOK 1:** How can you recognize safe behavior?
- **DOK 2:** How does being safe affect how much fun we have during Active Classroom time?
- **DOK 3:** How is positive language related to social and emotional safety?

- **DOK 1:** What is an example of a fresh fruit?
- **DOK 2:** What do you know about why eating fruit is important?
- **DOK 3:** How is fresh fruit related to a balanced and complete meal?

MyPlate Dinner Dice

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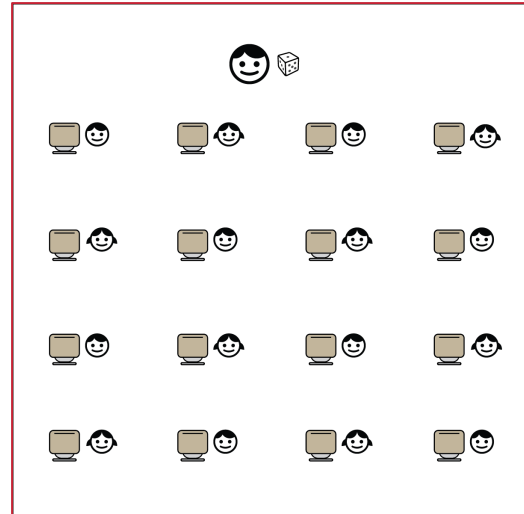
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Dice
- MyPlate Dinner Dice Chart

Set-Up:

1. Students stand up next to their desks and push their chairs in.
2. Teacher with dice (or a single die) at the front of the classroom.
3. Display Dinner Dice Chart on a screen for all to see.



Activity Procedures:

1. It's Active Classroom Time! We're going to play a game called MyPlate Dinner Dice!
2. I'm going to roll 1 die for each food group, starting with the protein group. Next, I'll roll it for the grain group, and so on.
3. After each roll, we'll name a food from that food group and then look at the chart and perform the exercise associated with the number for each specific food group.
4. After we roll 1 time for each food group, we'll start again. Let's see how many balanced meals we can build.
5. **TEACHER NOTES:**
 - ✓ Use the MS Word formatted MyPlate Dinner Dice Chart to create custom exercise charts.
 - ✓ If you have a 6-color set of dice, use the 5 colors that correspond to each MyPlate food group and roll them all at 1 time.

Academic Language Focus:

- **Energy Balance** (noun) The relation between intake of food and output of work that is positive when the body stores extra food as fats and negative when the body draws on stored fat to provide energy for work.

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ADDRESSED

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DEBRIEF
QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- **DOK 1:** How would you describe energy balance?
- **DOK 2:** How does physical activity affect your energy balance? What about the foods that you choose to eat?
- **DOK 3:** How is energy balance related to good health?

Pass MyPlate

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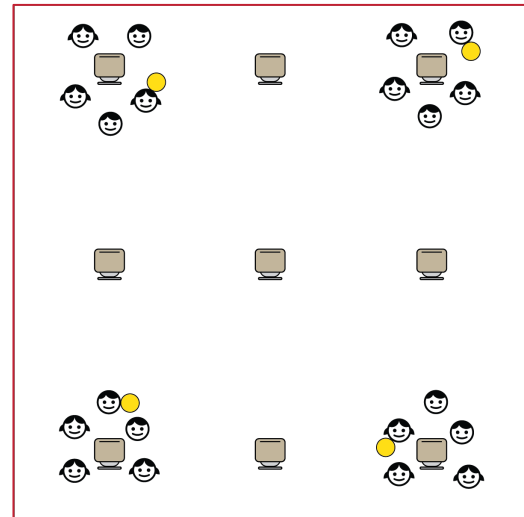
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ▶ 1 ball per group of 5

Set-Up:

1. Students circled in groups of 5 with a clear desk in the center of the group.
2. Assign each student in the group with a food group (Fruits, Vegetables, Grains, Protein, Dairy).
3. Each group with 1 ball.



Activity Procedures:

1. It's Active Classroom Time! We're going to tossing a catching game called Pass MyPlate.
2. Each player on your team has been assigned a food group. The object of the game is to pass the ball around our group from player-to-player creating balanced meals with foods from each food group.
3. When you catch the ball, name a food from your food group. Next, pass the ball to a new player and listen for their food and food group.
4. How many balanced meals can you make in 60 seconds?
5. After 1-minute, assign new food groups to each player.
6. TEACHER NOTES:
 - ✓ This activity can be played with beanbags, scarves, or any other safe tossable item.

Academic Language Focus:

- ▶ **Food Group** (noun) A collection of foods that have similar nutritional values. There are 5 MyPlate food groups.
- ▶ Food groups are the building blocks of healthful eating. Help students remember and apply knowledge of the 5 food groups.

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DEBRIEF QUESTIONS

Depth of Knowledge (DOK) Tiered Question Sets:

- ▶ **DOK 1:** How can you recognize a balanced meal?
- ▶ **DOK 2:** How can you apply what you know about food groups when you're choosing foods for a healthy meal?
- ▶ **DOK 3:** What facts would you select to support the importance of eating balanced meals? Can you elaborate on why you chose those facts?

Fitness UNO Chart

RED	Invisible Speed Rope
BLUE	Jumping Jacks
GREEN	Mummy Jacks
YELLOW	Stationary Sprints

- ✔ Wild cards: free—discard with no repetitions.
- ✔ Draw 2 cards: draw 2 new cards.
- ✔ Reverse cards: count 10 repetitions backward.
- ✔ Skip cards: free—discard with no repetitions.
- ✔ Wild Draw 4 cards: give to another team—they must draw 4.

MyPlate Dinner Dice Fitness Chart

	Protein	Grain	Vegetable	Fruit	Dairy
1	10 Invisible Jump Ropes	10 Ski Jumpers	10 Calf Raises	10 Ski Jumpers	10 Arm Circles Both Ways
2	10 Tuck Jumps	10 Calf Raises	10 Lunges	20 Jumping Jacks	10 Star Jumps
3	15 Jumping Jacks	10 Side Arm Circles	20 Jumping Jacks	10 Lunges	10 Calf Raises
4	10 Ski Jumpers	10 Invisible Jump Ropes	10 Squats	10 Tuck Jumps	10 Second Reach the Sky
5	10 Star Jumps	10 Marching Knees and Arms	20 Invisible Jump Ropes	10 Side Arm Circles	15 Jumping Jacks
6	5 Squat Jumps	10 Shoulder Shrugs	10 Tuck Jumps	10 Invisible Jump Ropes	5 Tuck Jumps

CALORIE

(Noun)

A unit of energy (which usually comes from food) that fuels our body.

After Mr. Costello gave a lesson on the energy that comes from a **calorie**, Sophia understood that her body needs **calories** to grow and play.

CALORIC INTAKE

(Noun)

The number of calories that a person consumes on a daily basis.

Aisha wanted to gain weight, so she made sure her **caloric intake** was more than her caloric expenditure.

ENERGY BALANCE

(Noun)

The relation between intake of food and output of work that is positive when the body stores extra food as fats and negative when the body draws on stored fat to provide energy for work.

Josh wanted to assess his **energy balance**, so he started measuring his caloric intake and expenditure.

ENERGY EXPENDITURE

(Noun)

The amount of calories a person needs to carry out bodily functions and engage in physical activity.

Kecia wanted to calculate her **energy expenditure** so she bought an activity tracker that she could wear to calculate calories burned.

FOOD GROUP

(Noun)

A collection of foods that have similar nutritional values. There are **5 MyPlate food groups.**

(Fruits, Vegetables, Grains, Protein, Dairy).

Mary understood the importance of eating a variety of foods from all **5 food groups.**

HYDRATION

(Noun)

A supply of water to the body in order to restore or maintain a balance of fluids.

Bruce drinks water before, during, and after events in order to maintain healthy **hydration**. By staying **hydrated**, he is able to perform his best.

NUTRIENT

(Noun)

A substance that provides nourishment essential for growth and the maintenance of life.

Blair consumes a variety of **nutrients** in order to stay healthy.

NUTRITION

(Noun)

The process of providing or obtaining the food necessary for health and growth.

Julie chooses healthy foods because she knows that proper **nutrition** is important for her to be happy and healthy.

PHYSICAL ACTIVITY

(Noun)

Any physical movement that uses the body's energy.

Taking a walk with my family is a great **physical activity** and helps us stay healthy.