

second edition

Everybody Move!



a multimedia package for daily physical activity

CIRA Ontario



Includes DVD and CD featuring:



- 80 minutes of music for activities routines, and circuit training
- 93 minutes of video showing routines and instructional tips
- 235 reproducibles for circuits and other activities

Contents

Activity Finder v

How to Use This Book, DVD-ROM, and Music CD xiv

Acknowledgments xv

Part I GET READY!

**Setting Up a Daily
Physical Activity Program 1**

Chapter 1 Why Should Everybody Move? 3

**Chapter 2 Developing a
Daily Physical Activity Program 13**

Part II GET MOVING!

Fun Fitness Activities 29

**Chapter 3 Fun Fitness Activities
in the Classroom 31**

**Chapter 4 Activities for Spaces
In and Around the Building 69**

Chapter 5 Outdoor Activities 85

Chapter 6 Themed Activities 95



Part III GET MOVING TO MUSIC!
Funky Moves and Group Routines . . . 119

**Chapter 7 Move It to the Beat—
Actions for Music 121**

**Chapter 8 Ready-to-Use Routines—
Dances and Routines
on the DVD-ROM 133**

Chapter 9 Routines for Accessible Music 167

**Part IV
GET EVERYBODY ON BOARD!**

**Gaining Program Support
and Assessing Your Program 205**

Chapter 10 Supporting Your DPA program . . . 207

Chapter 11 Assessing Your DPA program 213

Appendix A Glossary of Fitness Activities 221

Appendix B Sample Newsletter 223

Appendix C Success Stories 227

References and Resources 231

About CIRA Ontario 234

About the Contributors 235

DVD-ROM User Instructions 239

CD and DVD Contents 240



PASS THE BASS

» OBJECTIVE

To have players lead different exercises

» PLAYERS

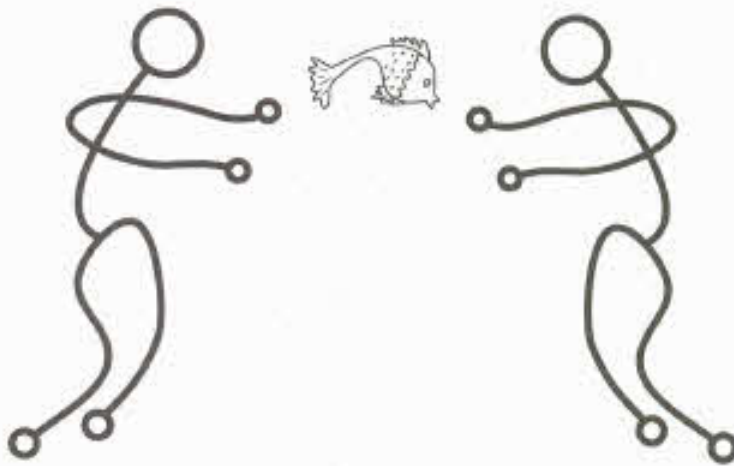
Groups of 5 to 12 are ideal

» EQUIPMENT

One rubber bass per group (A rubber chicken or another rubber animal, a beanbag, or a tennis ball can be used, but an animal makes the activity more fun.)

» SETUP

1. Players stand in a circle.
2. The leader takes the bass and throws it to anyone in the circle.



» INSTRUCTIONS

1. The person who is holding the bass does an activity to increase his heart rate, and everyone else in the class copies him, until the leader yells, "Pass the Bass!"
2. The player throws the bass to someone else in the circle, who selects a new activity.
3. Players continue doing the first player's activity until the second person begins the new activity.

 **Safety Tip**
Be aware of any latex allergies if using a rubber fish.

» VARIATIONS

- » Pass the Bass, Cool-Down and Stretch: Done in the same way as Pass the Bass but using slower activities and stretches.
- » Pass the Bass, Class to Class: When the class has done activities for 15 minutes, the students pass the bass to another class, challenging those students to do the same. Soon the whole school will be passing the bass! Classes can choose whatever activity they would like to do to get moving while they have the bass.
- » Musical Pass the Bass: When the music stops, whoever has the bass does a new activity.

LINE JUMP

OBJECTIVE

To create jumping patterns over a line or two

PLAYERS

Individual students or groups of any size

EQUIPMENT

Masking tape or string to make lines, or use existing lines on the floor

SETUP

1. Create lines beside desks or in an open area. Lines can be parallel or crossed in a T or an X.
2. Each player is given her own set of lines.

INSTRUCTIONS

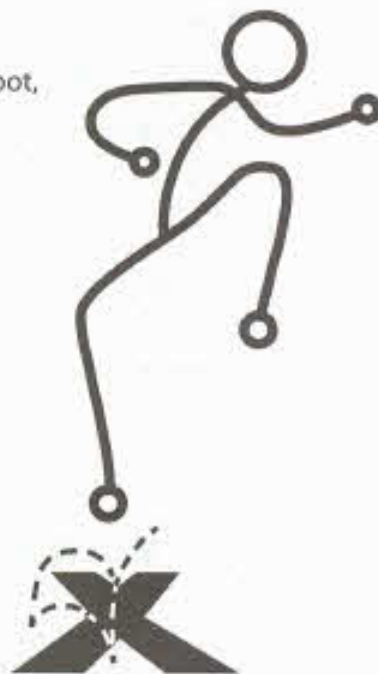
1. Players make up patterns for jumping over lines (e.g., straddle, cross, jump right, jump left, one foot, two feet). Players practice the patterns.
2. Players should keep the patterns simple at first and not overly active or they will not be able to sustain the activity.

SUGGESTED MUSIC

Choose music with a strong beat such as song 4 "Marching Circus" or song 21 "Stadium Rock."

VARIATION

Group Line Jump: Encourage players to make up three different patterns on their lines that they can remember. The students then teach a partner, and the partners put their patterns together. Players can teach the group and create massive patterns and routines.



HEALTHY SIMON SAYS

» OBJECTIVE

For players to complete the activities when "Simon says," using their knowledge of healthy living strategies

» PLAYERS

Any number (the teacher can be Simon, or a player can be chosen to lead the group)

» EQUIPMENT

A list of health and active living questions

» SETUP

1. Choose one person to stand at the front of the group and be Simon.
2. Have participants spread out around the play area.

» INSTRUCTIONS

1. The leader calls out an action by saying, "Simon says . . ." followed by a healthy statement and an action.
2. If the statement is true, players move accordingly.
3. If the statement is false, the players continue doing the action they are currently doing.
4. If a player changes his action after a false statement, discuss why the statement is false, and then continue with the game.

Examples: As an exit assignment at the end of a day, class, or unit, have each student prepare three cards each with a true or false question related to the unit you are studying. Use these cards for the Healthy Simon Says game.

Fitness examples:

- If stretching is a stress management technique, reach for your toes. (True)
- If being active every day will improve your fitness level, jog on the spot. (True)
- If push-ups are a strength activity, do 10 push-ups. (True)
- If going for a five-minute walk does wonders for your heart, do five jumping jacks. (False)

Math examples:

- If 5 times 5 equals 25, do five jumping jacks. (True)
- If 15 divided by 3 equals 4, run one lap of the room. (False)
- If 2 times 15 equals 30, do 10 mountain climbers. (True)

Nutrition examples:

- If eating lots of saturated fat is helpful for you because it gives you lots of energy, do 10 sit-ups. (False)
- If eating oranges is a great source of vitamin D, do a sideways stretch on either side. (False)
- If drinking milk is a great source of vitamin D and calcium, stretch your arms behind your back at shoulder level. (True)

■ VARIATIONS

- » **Run Both Ways:** Line up four pylons that players run around in a clockwise direction. When the answer is *false*, they turn around and run in a counterclockwise direction. If the answer is *true*, they continue to run the same way. Stress the importance of observing personal space so students avoid colliding when changing directions or while running in opposite directions.
- » **That's Me:** Players begin by sitting at their desks. Read a statement. If the answer is *true*, students stand up quickly (and safely), call out "that's me!" and sit down again. Read the next statement. This can be a great activity at the beginning of the year to quickly help you get to know your students better. Following are some sample questions.

That's Me statements:

- | | |
|--|---|
| I have blue eyes. | My favorite sport is baseball. |
| I have a younger brother. | I play an instrument. |
| I have an older sister. | I can whistle. |
| I am the oldest child in my family. | I have seen the ocean. |
| I am the youngest child in my family. | I have a grandparent who lives in the same city as I do. |
| I have brown eyes. | My favorite subject in school is art. |
| I can touch my nose with the tip of my tongue. | I finished reading a book during the last two weeks. |
| I can curl my tongue. | I read a part of a newspaper during this past week. |
| I have moved more than two times in my life. | I slept more than eight hours last night. |
| I walk to school most days. | I think I will travel to the moon during my life. |
| I love milk. | I went to a church, temple, or mosque during the last week. |
| I usually have cereal for breakfast. | |
| I eat at least one fruit a day. | |
| My favorite sport is soccer. | |

MATH MATCH

» OBJECTIVE

To match up questions with answers

» PLAYERS

Any number

» EQUIPMENT

Question and answer cards

» SETUP

1. Make math question and answer cards, with each question card having a matching answer card.
2. Place these cards facedown on the desks or the floor to begin.

» INSTRUCTIONS

1. Players move around the room (hopping, jogging, and skipping).
2. On the signal to begin, they pick up a card and try to find the person with the matching card. For example, a player with a card reading "5 x 7" finds the person with a card reading "35."
3. When a player finds his match, he does a fitness task with his partner (e.g., five bench step-ups), returns his cards to the leader, and continues to move around the room.

4. When everyone is finished, the leader can mix up the cards and redistribute them at random or have the players put them facedown on the desk at which they completed the activity.



0	$0 \div 1$	Verb	
1	$1 + 1$	dance	Adverb
2	$2 \div 1$	walk	quickly
3	$3 \div 1$		elegantly
4	$4 \div 1$		slowly
5	$5 \div 1$		secretly
6		Locomotor action	lightly
7		walk	heavily
8		run	optically
9		jump	basically
10		gallop	agerly
11		hop	onally
12		skip	ously
		leap	pily
		crawl	ously
		slither	ully
		swivel	
		wiggle	
		glide	
		spin	
		slide	
		march	
		contract	
		expand	
		bend	
		Pathway/Shape/Speed	
		curvy	
		zigzag	
		straight	
		curled	
		twisted	
		sideways	
		heavy	
		light	
		slow	
		fast	
		low	
		high	
		stretched	
		wide	
		narrow	
		diagonally	
		backward	
		forward	

» VARIATIONS

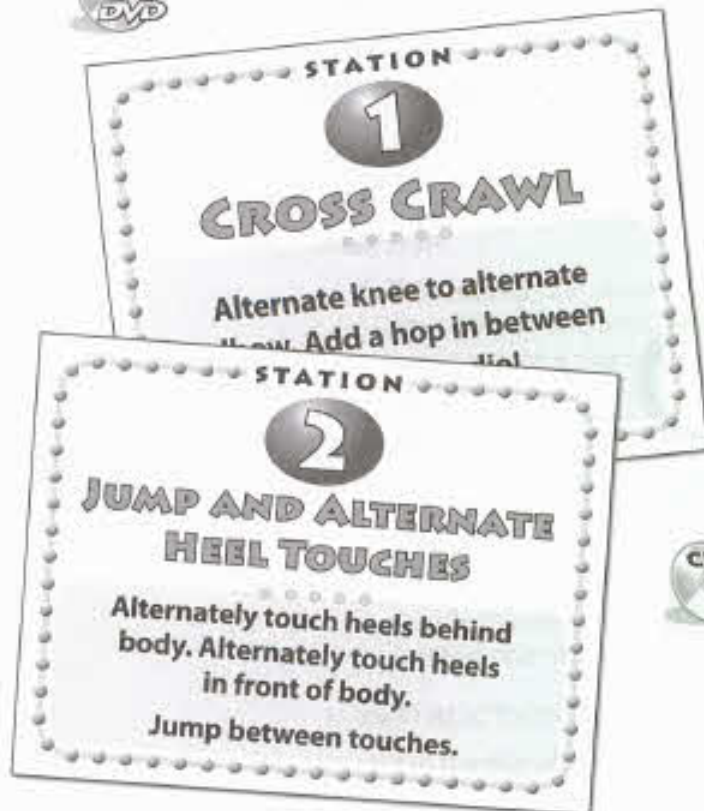
- » Verbs and Adverbs: Create cards with verbs and adverbs (one per card). Have players find a match and then act out what the combination says (e.g., "dance" "quickly," "jump" "elegantly," "walk" "smoothly.")
- » Create cards that reinforce other concepts (e.g., capitals with states, provinces, or countries; food groups; history dates and events). Have students develop two cards each as an exit activity for a unit, class, or day.

Adapted, by permission, from Ontario HPE Curriculum Support, Ophea.

FITNESS CIRCUIT

» OBJECTIVE

For the players to do the activities on the instruction cards at each station



» PLAYERS

Any number

» EQUIPMENT

Station instruction cards printed from DVD-ROM

» SETUP

Set up stations around the classroom, and distribute the players evenly at each station.

» INSTRUCTIONS

Have players move from station to station to do each activity. Stations are listed in the following table.



» SUGGESTED MUSIC

Use 30-second clips from the *Everybody Move!* CD.

Adapted, by permission, from Ontario HPE Curriculum Support, Ophea.

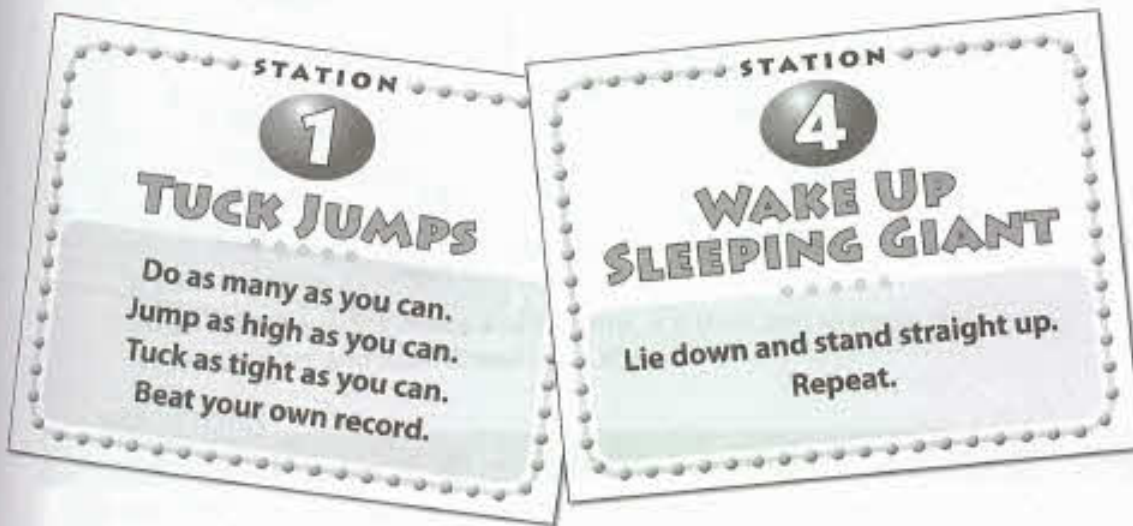
Station	Activity
Station 1: Cross Crawl	Alternate knee to alternate elbow. Add a hop in between for more cardio!
Station 2: Jump and Alternate Heel Touches	Alternately touch heels behind body. Alternately touch heels in front of body. Jump between touches.
Station 3: Jump and Twist Sideways	Jump and twist. Jump to the side and back.
Station 4: Jumping Jacks	Jump—arms out and feet out. Jump together. Keep knees flexed. How many can you do?
Station 5: Jogging on the Spot With Arm Punches	Punch in front, punch to the side, punch up. Raise your knees.
Station 6: Lunge	Lunge, then switch legs. Push off front leg back to standing. Add an arm action.
Station 7: Jogging on the Spot With Arm Crosses	Arms outstretched to sides at shoulder height. Cross your arms low and high. Raise your knees.

Safety Tip

Ensure players have enough room to move and will not bump into furniture or each other. Outline the expected safety practices to players before beginning.

VARIATIONS:

» Here is another set of stations:



Station	Activity
Station 1: Tuck Jumps	Do as many as you can. Jump as high as you can. Tuck as tight as you can. Beat your own record.
Station 2: Fireworks	Jump up and create a different pose each time.
Station 3: Hopping	Do 10 hops on one foot, 10 on the other, 10 on both, and repeat.
Station 4: Wake Up Sleeping Giant	Lie down and stand straight up. Repeat.
Station 5: Pushover	Stand facing the wall, pushing against it, trying to make the room bigger.
Station 6: Walk the Plank	Walk along a line on the floor, skip along it, and hop along it.
Station 7: Peek-a-Boo	Stand back to back with a partner, and take two giant steps forward. Bend at the waist, look between your legs, and wave at your partner. Then walk back to your partner on your hands and feet in straddle position.

(continued)

EDDIE THE RAZOR

Count	Instruction or pattern
16	Shoulder shrugs 8 times
16	Attitude 2 times
32	Point to the foot 16 times
32	Funky fish 8 times
32	Ophea hand jive
32	Power lunges 16 times (2 bounces on each leg, opposite hand jabs forward 2 times)
32	Jumping jacks (half time: 2 counts out, 2 counts in) 8 times
32	Heel chugs to the side (chest press with the arms) 16 times
32	Point to the foot 16 times
32	Funky fish 8 times
32	Ophea hand jive
32	Power lunges 16 times (2 bounces on each leg, opposite hand jabs forward 2 times)
32	Jumping jacks (half time: 2 counts out, 2 counts in) 8 times
	Throw hands up in the air on last beat