



ABC for Fitness™

Teacher's Manual

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Dr. David Katz, MD, MPH, FACPM, FACP

and the ABC for Fitness™ Development Team

Marvin Christley, MS, Physical Activity Consultant

Deborah Kennedy, PhD

Judy Treu, MS, RD

Allison Cuomo, BS

John DeBlasio, BS

*With special thanks to elementary school administrators and teachers
in the Independence School District in Missouri for their ideas and suggestions*

ABC for Fitness™ graphic was designed by Chris Wrinn

*Drawings of children exercising were used with the permission of Phil Black,
inventor of FitDeck® cards (available from the website <http://fitdeck.com>)*

Photographs of children were provided by Marvin Christley and John DeBlasio



A-B-C FOR FITNESS™

Activity Bursts in the Classroom

Dear Teachers and School Administrators,

At this time when childhood obesity is epidemic, and what used to be “adult onset” diabetes is occurring with increasing frequency in children under age 10, our kids need regular physical activity more than ever. But pressures on schools - in part related to the federal No Child Left Behind legislation - are causing reductions, not increases, in daily physical activity. In other words, No Child Left Behind is leaving more and more of our kids ON their behinds, all day long!

Physical activity is vital for children’s health. It is also vital for their attentiveness and concentration. As a parent of 5 children myself, I know all too well that young children can be restless and rambunctious. They need to move. Rambunctiousness is a normal, healthy childhood condition- and calls out for recess, not Ritalin. It is perhaps no coincidence that as daily physical activity levels decline, the diagnosis of attention deficit hyperactivity disorder is made with ever increasing frequency.

But how do we reconcile our children’s needs for regular activity, with the needs of schools to dedicate as much time to possible to teaching? How, in other words, do we reconcile the square peg to the round hole? By whittling the peg, or re-drilling the hole, of course! Enter ABC for Fitness™.

Inspired by my own son, Gabriel, who at the time was 5 years old, ABC for Fitness™ is a program designed to convert wasted time in school into productive, health-promoting activity bursts. The program is based on the amount of time TEACHERS say they typically waste during the school day in disciplining restless or inattentive children. By breaking activity into short “bursts” that can be delivered right in the classroom throughout the day, ABC for Fitness™ provides teachers a means to dissipate the restless energy of their pupils; keep the children alert and focused; and never interfere with teaching time. In fact, since creative teachers, and the training manual, have approaches to teaching during the activity bursts, teaching time can increase with this program.

ABC for Fitness™ is offered to schools at no cost in dollars. It comes at no real cost in time. And it can be in addition to any other physical education program a school may provide. The program is intended to promote health and fitness; enhance concentration and the behavioral environment in the classroom; and help optimize academic performance.

As a parent, I will be deeply gratified if children in your school benefit from ABC for Fitness.™ And Gabriel will certainly be pleased and proud of himself!

With all best wishes,

David L. Katz, MD, MPH, FACPM, FACP
Director, Yale Prevention Research Center
Founder, ABC for Fitness Program
www.davidkatzmd.com



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Chapter 1

Overview



Welcome to ABC for Fitness™!

What is ABC for Fitness™?

ABC for Fitness™ is a school physical activity program for elementary school students. It is designed to take the time that teachers spend each day getting restless children to settle down, or distracted students to concentrate – and convert this time into structured, productive bursts of supervised physical activity. By breaking physical activity into short bursts that students can do in the classroom, ABC for Fitness™ enables most children to accumulate 30 minutes or more of physical activity every day.

What is the mission of this program?

Our mission is to provide a fun, simple, engaging, no-cost, effective program that uses brief "bursts" of physical activity during each session of the school day. Since ABC for Fitness™ fits into small and currently wasted intervals throughout the school day, it is intended to provide physical activity in addition to whatever other programs a school offers. By combining creative teaching techniques with structured activity bursts, the program actually offers the opportunity to increase teaching time each day.

Which schools can benefit from ABC for Fitness™?

All schools can benefit from this program. Schools unable to make time for formal physical education classes can make time for ABC for Fitness™. And since the program is available free of charge, schools unable to fund physical education programs can afford ABC for Fitness™.

Can ABC for Fitness™ be tailored to meet the needs of different schools?

ABC for Fitness™ is designed to offer approximately 5 daily sessions of 6-minute bursts, adding up to a baseline level of 30 minutes of activity per day. However, bursts of slightly shorter or longer length, and slightly fewer or more in number, are perfectly acceptable variations on the theme and should be tailored to suit your needs.

We recommend that your school first determine, through informal discussion or formal polling, how many minutes of 'down time' teachers typically experience with their students during the typical classroom session. That becomes the "straw" that ABC for Fitness™ can turn into "gold"! Use that amount of time - 4 minutes, 6 minutes, 7 minutes - as the period for each activity burst. Fix the bursts at a standard time during each class session so they are spaced evenly apart. Then distribute the bursts over the sessions of the day.



Why is Exercise Important for Children?

Exercise can provide many benefits to children. First and foremost, it can greatly benefit children's health. In the U.S., obesity has become a major concern over the last few years. According to the Centers for Disease Control (CDC), 18.8% of children aged 6 to 11 in the U.S. are now overweight, which is nearly triple the 6.5% average in 1980. Type 2 diabetes, which is directly related to obesity, is also growing at a frightening rate. Type 2 diabetes is becoming more common among children and adolescents, particularly in American Indians, African Americans, and Hispanic/Latinos. Of the 20.8 million Americans who already suffer from diabetes, a staggering 85.2% are overweight.

The best way to combat the growing epidemics of obesity and diabetes is through exercise. Exercise helps contribute to weight loss, and helps prevent becoming overweight or obese. It strengthens muscles and increases their flexibility. It also strengthens the capacity of the lungs to breathe. Exercise may help decrease the risk of developing heart disease, Type 2 diabetes, and certain cancers. Engaging in physical activity during childhood increases the chance of remaining physically active as an adult.

Along with helping to keep children healthy, physical activity may help them perform better in the classroom. Exercise can reduce the effects of stress; while at the same time stimulating brain activity and increasing the ability to concentrate. Reducing stress can make it easier for children to develop physically, mentally, intellectually, and socially.

In addition, exercising in a group setting with other children can instill a sense of belonging. It can also help them develop important life skills such as taking turns, sharing, and cooperation. Striving to achieve a common goal can have a positive effect on the classroom environment.



General Tips for Exercise

Below are some tips to encourage healthy exercise and minimize the risk of injury.

1. Warm-up

A warm-up is a lower-intensity or lower-speed activity used to prepare for an athletic event or exercise session. It helps decrease the risk of injury, along with the risk of muscle soreness that may occur after exercise. The goal is to increase circulation around the body while preparing the body for the workload to come. It makes muscles pliable, while escalating the delivery of oxygen and nutrients to muscles by increasing blood flow. Lastly, warming-up, prepares your muscles for stretching, which is the next tip to come.

What you need to know about muscle soreness

Muscle soreness is unlikely with these brief bursts of activity. However, it helps to understand what muscle soreness is in case any students ask about it.

There are two common kinds of exercise-related muscle soreness:*

- **Acute soreness** can occur during or immediately after exercise. It often goes away after 1-2 minutes of rest. If it goes away, you can continue to exercise. If discomfort persists, you should stop.
- **Delayed soreness** can develop 12 hours or longer after exercise. It can happen to someone who is not used to a lot of activity, or a new type of activity. It is part of a normal response as the body adapts to exercise. Once the muscles recover, this process can lead to greater muscle strength.

Including a warm-up and cool-down will help prevent or minimize delayed soreness. You can also allow time for muscles to adapt to activity by gradually increasing physical activity over a few days. If soreness lasts for more than 7 days, see a doctor.

* SOURCE: Michael Ross. *Delayed-Onset Muscle Soreness: Work Out Now, Pay Later? The Physician and Sportsmedicine* Vol. 27, Issue 1 (January 1999) . Accessed at www.physsportsmed.com/index.html in June 2007.



2. Stretching

Stretching is extending your body to achieve a healthy range of flexibility. The goal is to allow you to move with a greater extent of motion through increasing joint mobility and stability. Stretching is also used to prevent injuries of the hamstring, quadriceps, calf, etc. It can help muscles to lengthen, which will make it easier to exercise and perform other daily activities. Stretching reduces muscle tension, enhances muscular coordination, and delays onset of muscle fatigue. Now after a good warm-up and quality stretch, its time to tackle the exercise at hand.



3. Aerobic exercise

Health experts advise that children get a total of at least 1 hour of aerobic exercise a day. It should be preceded by a warm-up, and followed by a cool-down.

For the purpose of ABC for Fitness™, aerobic exercise is any activity that increases breathing and heart rate. Under ideal circumstances, you should aim for at least 30 minutes of aerobic activity during the school day. In addition, you should include a brief warm up prior to each activity burst, and cool down when the burst is completed.

4. Cool down

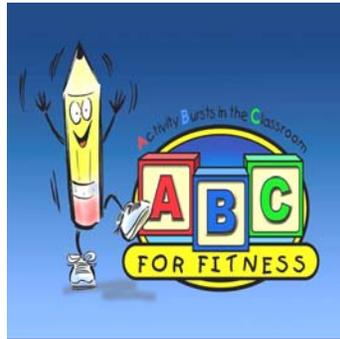
The purpose of a cool down is to slow your level of physical activity gradually, from high intensity to low intensity. It should follow aerobic exercise. It helps the heart rate and breathing return to normal, prepares muscles for the next activity, and helps prevent muscle cramps or spasms. A cool down will also provide time for the entire class to calm down, settle back into their seats, and be ready to learn.

5. Fluid intake

Drinking plenty of water is extremely beneficial for overall health. Water helps maintain proper muscle tone while eliminating wastes and toxins from the body. Water also relieves constipation and is essential for a healthy lifestyle. It may be appropriate for children to drink 4 to 6 fluid ounces of water after an activity burst. It should be readily available if needed for any children who are thirsty.

6. Classroom safety

This program is designed to be safe in any classroom. Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. For ideas on how to arrange your classroom, please refer to the diagram on page 41.



Chapter 2

Basic Activity Bursts



Components of an Activity Burst

Under ideal circumstances, you should aim for at least 30 minutes of activity bursts during the school day. Each activity burst should have 3 components:

- a warm-up that includes stretching/and or low intensity activity
- a core activity that increases breathing and heart rate
- a cool-down

Each time a new burst is performed, you may select a new warm up, core activity, and cool down. Here are some examples.

- A. Warm Up** (see pages 13-15 for stretches, and pages 16-23 for other activities)
This can include stretching and/or low intensity activity. Here are some examples:

Stretches

Hamstring stretch
Quadriceps stretch
Back stretch

Triceps stretch
Neck stretch
Calves stretch

Light aerobic activity

Walking

Arm circles

- B. Core Activity** (see pages 16-23)

Here are some sample activities that can count as the core activity. Make sure the students maintain a high intensity for the duration of the core activity.

Strength activities

Hop scotch
Bear walk
Squat thrusts
Lunges

Squats
Arm circles
Star jumps

Aerobic activities

Skipping
Jogging
Sliding
Gallop

Jumping in place or around room
Walking quickly
Hopping on 1 foot
Dancing to music

- C. Cool Down** (see pages 13-15 for stretches and pages 16-23 for other activities)

This may include stretching and/or low intensity activity. It is designed to help the students calm down, settle into their chairs, and be ready to learn. As part of the cool down, you can also ask students to be still and pay attention to their breath (see “*Watch Your Breath*” at the bottom of page 26).



General Instructions for Activity Bursts

- Select an activity burst for the class to follow. In the beginning, or when using a new activity, you can copy the picture and place it on the wall or chalkboard for the children to see.
- Start with a warm up. Examples are stretching, walking in place, or a slower version of the activity burst that you have selected.
- Increase the speed and intensity of the activity. This is the core of the activity burst.
- Cool down after the high-intensity activity. Examples are walking in place, or a slower version of the activity burst.
- If any children are thirsty, offer them water to drink.

Customizing the Bursts for Your Classroom

You may switch the intensity level based on the behavior of the class during a particular burst. As you know from your own teaching experience, classes can differ from one year to the next in terms of their behavior and the amount of classroom management required to deal with behavior issues. In addition, students can vary in terms of overall levels of fitness; this may be especially true at the time you first start to lead the activity bursts.

To accommodate the average fitness and behavior level among students at any given time, refer to the chart below. This chart provides guidance for varying the time spent on warm-ups, bursts, and cool downs based on classroom needs.

Intensity Levels:

Intensity levels are general indicators of how long students should perform the warm ups, core activity, and cool down, based on the class's overall levels of fitness and behavior.

1. **Low fitness levels and/or restless**
Students primarily are not very athletic and/or are generally very restless.
2. **Average fitness levels and/or on task 75% of the time**
Students are of average athletic ability and/or are rather well behaved.
3. **High fitness levels and/or very well behaved**
Students are very athletic and/or are very well behaved

INTENSITY LEVEL	ACTIVITY COMPONENTS		
	Options to combine warm up, core activity, and cool down		
	A	B	C
	Warm Up	Core Activity	Cool Down
1. Low fitness / restless	1 minute	2 minutes	3 minutes
2. Average fitness / on task	1 minute	3 minutes	2 minutes
3. High fitness / well-behaved	30 seconds	5 minutes	30 seconds



Varying the Number and Length of Bursts

ABC for Fitness™ is designed to be offered as approximately 5 activity bursts of approximately 6 minutes each. However, if this option does not work on a given day, you may want to adapt the length and number of bursts to suit your needs as long as the bursts add up to a total of approximately 30 minutes.

The basic intent is to use roughly the proportion of each class time that is currently frittered away disciplining restless children, and convert that into productive, physically active time. Since teaching can be done during activity bursts, used as intended, ABC for Fitness™ should increase teaching time, not decrease it.



Stretches

Here are some examples of stretches that you may include as a part of the warm up component. A muscle chart is provided in this section for your information.

STRETCHING TIPS:

- *Stretch each side 2 to 3 times. Do not stretch to the point where you are in pain.*
- *Choose at least 2 stretches. You do not need to perform all of the stretches before each burst.*

SAFETY TIPS:

- *Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. Make sure that the desks and chairs are stable if used for stretching.*
- *Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students' personal space.*

Hamstrings Stretch (option 1)

- Put your leg on the desk, keeping it straight.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.
- Make sure the desk/table or chair is secure.
- If the desk/table is too high, you can use a chair.



Hamstrings Stretch (option 2)

- Sit on the floor with one leg straight in front of you.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.



Quadriceps Stretch

- Hold onto a chair, desk or wall to balance.
- Stand on one foot while putting your opposite foot behind you. Slowly pull your opposite foot upwards.
- Grab your ankle with your hand, behind your body.
- Pull your foot until you feel the muscle stretching. Hold for a slow count of 10.
- Stretch both sides equally.
- To get more of a stretch, lean forward slightly.





Calves Stretch

- Hold on to a desk, table, or chair. Make sure the equipment that you are stretching on (desk, chair, or table) is secure.
- Put one leg in front and bend it, with your knee leaning forward.
- Keep your back leg straight with the sole of the foot flat on the ground.
- Lean forward so you feel stretch in the calf. Hold for a slow count of 10.
- Stretch both sides equally.



Triceps Stretch

- Put your hand on your back, reaching over your shoulder.
- With the opposite hand, grab your elbow and pull it back until you feel a stretch.
- Hold for a slow count of 10.
- Stretch both sides equally.



Upper Back / Shoulder Stretch

- Put one arm straight, across your body.
- With your opposite hand, reach under your straightened arm and pull at your elbow toward your body until you feel a stretch. Hold for a slow count of 10.
- Stretch both sides equally.



Arm / Shoulder Stretch

- Reach over your shoulder with one hand. Try to grab your other hand that is reaching from up behind your back.
- The goal is to connect your hands and pull slightly. However, you do not have to connect hands to get a stretch.
- Stretch both sides equally.



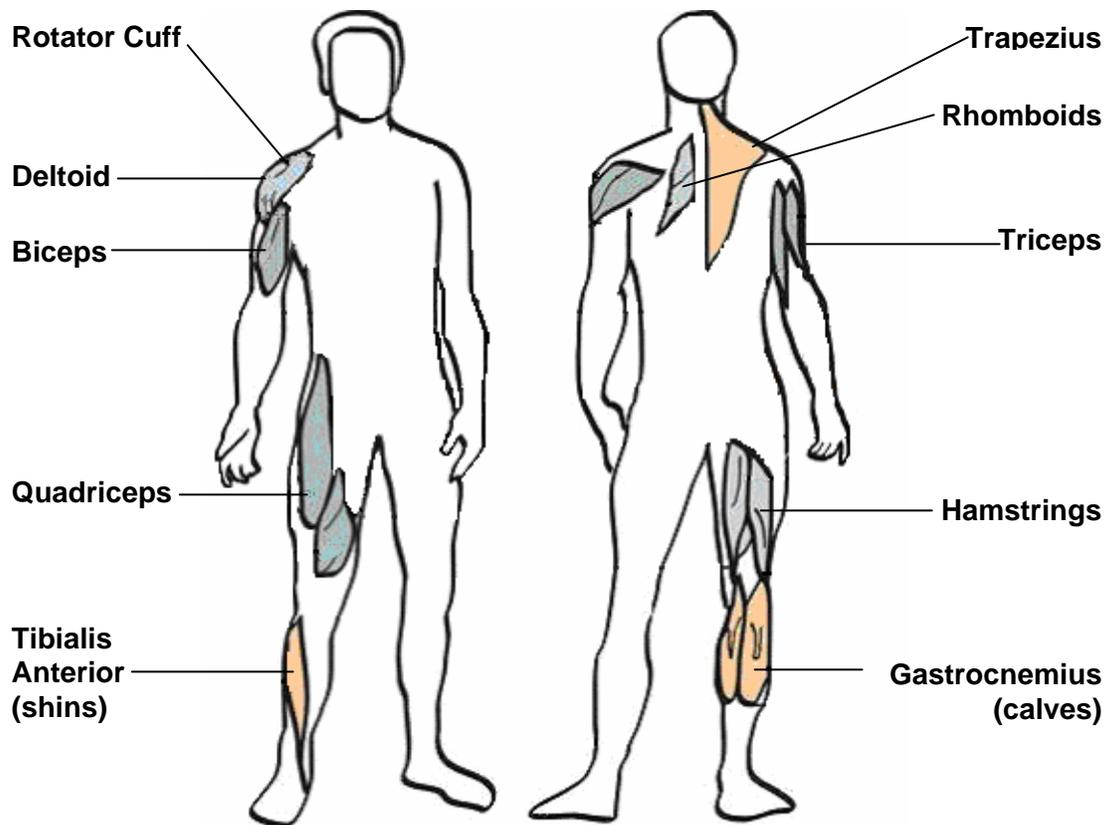


Neck Stretch

- Lean your head to one side, until you feel a stretch. If you use your hand to help pull, pull it lightly.
- Hold for a slow count of 10.
- Stretch both sides equally.
- You can also gently lean your head forward and backward, or slowly rotate it in a clockwise or counter-clockwise direction.



MUSCLE CHART



Adapted from the website www.weightlossresources.co.uk/exercise/muscles/muscle_diagram.htm



Core Activities (or Warm-ups or Cool-downs)

Here are some sample activities. They may count as the core activity if done at an intense pace which is sustained for the duration of the activity. If done slowly, they may count as part of the warm-up or cool-down.

MUSIC TIP: You may want to add music to accompany the activity bursts, if students enjoy it and school policy allows. Some music suggestions are provided elsewhere in this manual.

SAFETY TIPS:

- Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students.
- Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students' personal space.

Jumping Jack Flash

- Place both feet together.
- Jump with hands overhead and feet split apart.
- Jump back so that feet are touching and hands are at your sides.



Knee Lifts

- Start by jogging in place.
- Alternate a regular jog with bringing the knees up high in the front.
- Return to a regular jog.
- Alternate by bringing your heels back to their buttocks.
- Resume a regular jog.





Hop in a Box

- Either keep your arms up in a T or down by your sides.
- Place both feet together.
- Jump forward, back, left and then right.



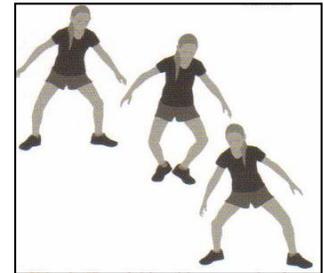
Jog in Place

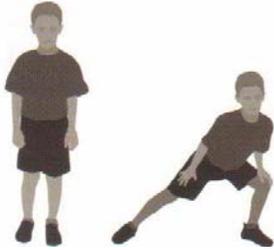
- Jog in place.
- You can move your arms up and down, or alternate with bicep or triceps curls.



Electric Slide

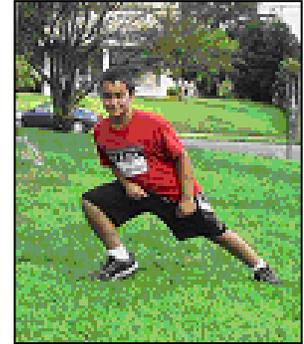
- Start with feet together and arms at your sides.
- Move to the left by sliding the left foot out to the side while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.
- Move to the right by sliding the right foot to the side while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.





Side Lunge

Lean to the side with one leg in a bent motion while the other leg is extending outward with foot firmly on the ground. Alternate sides.



Star Jump

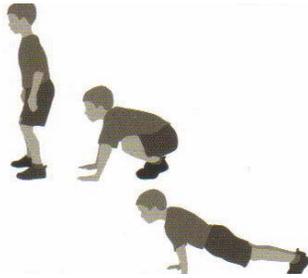
Start in a squat position and then explode into the air with your arms outward.



Bear Walk

Start with hands and feet on the floor then begin to crawl.





Squat Thrusts

Start in a push-up position then into a squat position then end standing up.



Hop Scotch

Jump forward while alternating between one and two feet.



Sit-up

Lay on your back with knees bent. Use your stomach muscles to rise from the ground.

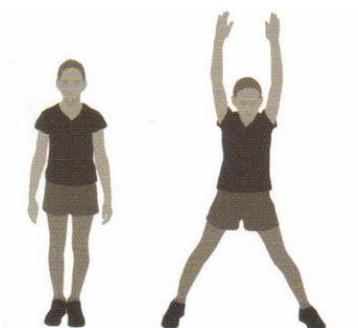




Alternate Lunge
Over-extend your arms
and legs while walking.



Knee Jump
Standing in place,
attempt to raise knees
to your chest.



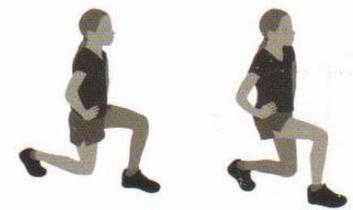
Jumping Jacks
Jump with your hands
over your head and
feet split apart.





Side Slide

Side shuffle from left to right. Do not cross feet.



Lunge

Alternate steps while staying in a lunge position. Switch legs. Do not let your knee go past your toes.



Crab Crawl

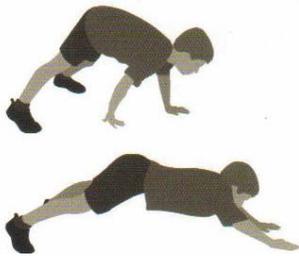
Crawl on hands and heels.





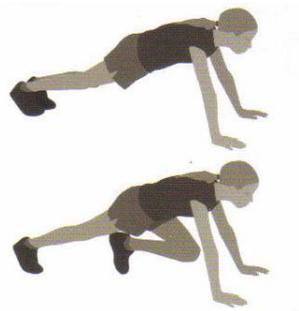
Hopping on One Foot

Hop on one foot.
Alternate feet.



Push-up Crawl

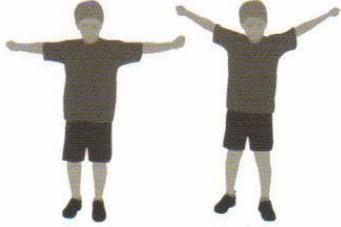
Start in a push up position,
then use your hands
to walk forward.



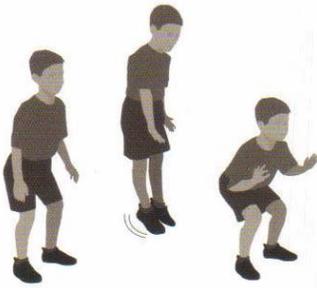
Mountain Climbers

Start in a push-up position
then alternate knees to
chest.

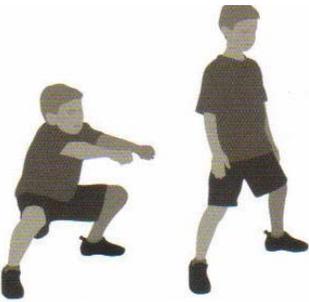




Arm Circles
Make circular motions with your arms changing both the size and speed of the circles.



Squat Jump
Use both feet to jump, land in a squat position.



Squats
Start standing up, then crouch down into a squat position.





Chapter 3

Enhanced Activity Bursts



Music Suggestions

If school policy allows, you may want to use music to accompany some of the activity bursts. A few suggestions are listed below (we recommend that you preview samples of music prior to purchase to determine if they are appropriate for your students). Some teachers have also used classical music selections.

KIMBO EDUCATIONAL

WEBSITE: <http://www.kimboed.com>

Kimbo is a children's educational music company that publishes CDs and DVDs for learning, fitness and fun. Examples of CDs include "Everybody Dance!" and "Dance Party Fun."

LAURIE BERKNER BAND

WEBSITE: <http://www.twotomatoes.com/site>

The Laurie Berkner Band has performed in concerts across North America, including the White House (for the Easter Egg Roll in 2000) and children's music festivals. Their CDs and DVDs are available at major national and online retailers. They can also be ordered directly from the website listed above, or by calling 1-877-MUSIC-77.

PUTUMAYO KIDS

WEBSITE: http://www.putumayo.com/en/putumayo_kids.htm

Putumayo offers Multicultural Activity Kits and CDs for use in the classroom. It also provides multicultural teacher training programs to school districts.

SONGS FOR TEACHING

WEBSITE: www.songsforteaching.com

Educational experts provide tested ideas for using music in lesson plans - many with lyrics, sound clips, and teaching suggestions.

STATION TO STATION MUSIC

WEBSITE: <http://store.shopstationpe.com/sttostcd.html>

Several music selections are available from the Station PE website. Types of music include hip hop, Latin, pop, country, world music, and classical music.



Imaginative Activities for Warm Up/Cool Down

Copy This (warm up)

One leader or several leaders can be chosen, including the teacher and/or student(s). The leader will create a series of movements that the class will mimic.

Countdown (cool down)

The teacher or classroom leader will countdown backwards from a certain number. By the time the teacher or leader gets to one, students are in a seated position.

Head, Shoulder, Knees and Toes (warm-up /cool down)

Just like the popular song, the class touches the various body parts as they sing the song.

Job Mimic (warm-up, cool down)

The teacher will name a profession, and the students act like that profession. Example (fisherman, basketball player, dancer, boxer, etc.).

Late for School (warm-up)

Students pretend they are asleep, then suddenly jump up and run in place as if late for school. They have to do everything fast – pretending to get dressed, brush teeth, eat breakfast, and run for the school bus. Teachers and students may come up with their own creations.

Slow Motion (cool down)

The class may move around the room or remain in place, moving as slowly as possible. The teacher will point out who is moving the slowest. Students are asked to over accentuate their movement.

Tick Tock (warm-up, cool down)

Students rock back and forth, chanting “Tick Tock”. The teacher will say “Tick Tock it is _____ o’clock” whatever time it is, students perform that repetition of the chosen exercise. Example: “Tick Tock its four o’clock” students perform four jumping jacks.

Visualization (cool down)

Students close their eyes and imagine themselves in a relaxed state. The teacher will give cues. At the end of visualization, students should be relaxed and ready for the next activity.

Watch Your Breath (cool down)

You can ask the students to watch their breath as part of a cool-down. It may help them quiet down and relax. You don’t need to ask them to change their breathing patterns. Instead, ask them to simply pay attention to the flow of their breath as they inhale and exhale.



ABC for Fitness™ Chant

This can be used to introduce ABC for Fitness™ to the class, and repeated periodically.

Procedure:

- Display a poster-sized copy of the words shown below, or write the words on a board.
- Have the students start by reciting the ABC for Fitness™ chant below, followed by reciting each letter and the name of the activity, all while acting out the activity suggested by each letter.

“ABC for Fitness™ is easy to see, how academics and fitness can benefit me! Not just you, not just me, but all of us, you see!”

A is for arm circles

N is for now we bow

B is for bounce

O is for open your arms

C is for clap

P is for point to the ceiling

D is for dance

Q is for quench your thirst

E is for energize

R is for run

F is for flap our arms

S is for skip

G is for gallop

T is for twist

H is for hop

U is for unite (hold hands)

I is for inhale

V is for vanish

J is for jumping jacks

W is for wiggle

K is for kick

X is for eXtra energy!

L is for lunge

Y is for yes I can (point to self)

M is for march

Z is for zoom



Exercise March

Procedure:

- Arrange desks or tables so students can move around the perimeter. Alternatively students may march in place at their desks.
- Students get up from their seats and push their chairs in and begin to march in a clockwise or counterclockwise direction (teacher selects). The teacher or student leader starts the chant, and then the students repeat the chant.

Chant:

This chant was written by physical education instructor Marvin Christley. Your students can use this one if they like, or come up with one of their own.

I don't know what you been told
Exercise is good for the soul

When we march, our knees stay high
And feel the burn all through our thigh

We stretch our bodies every day
Before we do sports and go out and play

Building our muscles can't be wrong
It helps to keep our bodies strong

Sound off (Leader)

1, 2 (Students) – *students stop and perform 2 jumping jacks*

Sound off (Leader)

3, 4 (Students) – *students stop and perform 2 jumping jacks*

Sound off (Leader)

1, 2, 3, 4 (Students) – *students stop and perform 4 jumping jacks*

Repeat

Variations:

- Various locomotor movements (skipping, etc.) around class
- Arm circles instead of jumping jacks
- Lunges instead of jumping jacks
- Students create room by their seat and perform march in place
- Students create their own chant



Capital Gains

Procedure:

- On the board or a piece of paper, write the names of the state capitals. Write the name of an exercise next to each state capital.
- Students sit at their desks or table. When the teacher names a state, the students will perform the exercise that matches the state. The teacher will point out who has selected the correct exercise. The exercise will continue for 1 minute. After 1 minute, the teacher will select a new state.

Example of exercises:

Connecticut (Hartford) = jumping jacks

Arizona (Phoenix) = push-ups

Colorado (Denver) = sit-ups

Dance Break

Equipment:

CD player and music

Procedure:

When the teacher starts the music, students may begin to dance in their own individual area by their desk/table.



Fitness Break

Procedure:

- Students are asked to stop what they have been working on in the classroom, and perform certain exercises.
- The teacher and/or students will pick 5 exercises. Each will be performed for 1 minute.

Exercises:

Chair dips

Jumping jacks

Lunges

Squats

Free dance moves

Sit-ups

Running in place

Push-ups

Bear walk

Crab crawl



Sentence Break

Procedure:

Students are asked to perform various exercises when the teacher points to a created sentence or reads a sentence. They keep performing the exercise until the teacher moves on to the next part of the sentence.

Verb	=	Jumping jacks
Noun	=	Squat jump
Adjective	=	Lunges
Pronoun	=	Push ups
Adverb	=	Arm circles
Preposition	=	Jogging in place
Conjunction	=	Knee jumps
Interjection	=	Hop scotch

Example:

The boy (squat jump) ran (jumping jacks) to the small (lunges) house (squat jump).

Variations:

- You can substitute different exercises.
- Students perform exercise in conjunction with the punctuation needed in the sentence or paragraph (example: jump high in air for an exclamation point).



Let's Swim

Procedure:

- When the students hear a certain swim word, they perform the coordinated action.
- The teacher will increase the intensity level from a medium to fast pace.

Movements:

- “Front stroke” – students move arms as if to swim forward
- “Side stroke” – students move arms as if to swim sideways
- “Back stroke” – students move arms as if to swim backwards
- “Breast stroke” – students move arms as if to do the breast stroke
- “Jump in” – students jump into the air and land squatting down to the ground as if to simulate jumping into a pool or lake

Intensity Levels:

- “Calm waters” – move at a medium pace
- “Sharks in the water” – move at a fast pace



Math Stations

Materials:

Math exercise cards created before hand

Activity:

- Students are divided into five teams 1 through 5, to use the 5 activity stations. Each station will be assigned to 1 exercise, and marked by a certain color.
- Each team gets up from seat and goes to the designated station. Once at the station, the team reads the math question at the station. Each group solves the same questions at each station. Once each group solves the question, they must perform the designated exercise that many times. Once the teacher says “switch” (or another designated cue), groups rotate clockwise to the next station and perform the exercise. Continue until all 5 stations are completed.
- Groups will alternate questions during the next activity burst.
- The teacher may create cards to align with current math lessons.

Example of Cards:

Station 1: $(5 + 23) / 2$	= Jogging in place	(Answer = 14)
Station 2: $(34 + 4) / 2$	= Jumping Jacks	(Answer = 19)
Station 3: $(7 * 7) - 19$	= Arm circles	(Answer = 30)
Station 4: $(2+2) + (5*5) - 9$	= Lunges	(Answer = 20)
Station 5: $25 - 13$	= Squat jump	(Answer = 12)



Circuit Training

Materials:

CD player and upbeat music (optional).

Procedures:

Have the children perform the following exercises for 1 minute each, in the following order (you may mix up the order if it is more convenient). The purpose is to vary the exercises within the core activity so that all the major muscle groups are utilized.

- Jogging in place
- High knees
- Jumping jacks
- Hopping with one or both feet

Possible variations:

- Set up stations in the 4 corners of the room or directly in the center. A picture of each exercise can be posted there. The children walk to the next station when their 1 minute activity ends. Once you set this up, it can be used throughout the day, week or semester. You may change the posted exercise by selecting any core activity listed in Chapter 2.
- Exercising to songs that are 1 minute in length can be fun. When the song changes, the students change stations.



Relay What You Learn

Materials:

- Containers labeled with sticky notes according to grammar objective
- Counting cubes, or tiles (paper clips, buttons, pennies, play money, etc.)
- Chart paper
- Markers
- Labeled index cards, or an information list for teacher

Procedures:

- Students line up in 2 evenly numbered rows forming teams (extra student can take turns being teacher's helper) The younger students may step on individual squares, or markers, to be spaced far enough apart. First person in line wears a "Start" sign. Last person in line wears a "Finish" sign.
- The teacher explains that this is a relay race based on spelling/grammar questions and that students are to run (or hop, if running is not allowed) towards a table and place a cube in the container that corresponds to the correct answer to the question. They are then to run/hop around the perimeter of their side of the room, back to the end of the line and jog in place until the line is finished.
- For younger students, the teacher can call out a word card (For example – "dog") and the first students in line will have to run/hop and place a chip in the container that has been labeled with the initial consonant "d." After placing the chip, they run/hop around the perimeter on their side of the room, return to the end of the line and jog in place until the last person in line has finished.
- Once the relay is completed, the teacher should review the answers with students and create a tally graph (younger students) or point chart (multiples) to compare which side of the relay line had the most cubes placed in the correct containers.
- The line that completed the relay first and kept jogging should receive extra points.
- Extra points may also be given when a team displays good sportsmanship.
- The team with the most points is the winning team.

Possible variations:

- Containers labeled with vowels (long/short)
- Parts of grammar (nouns, verbs, adj., etc.)
- Rules of grammar (question marks, exclamation point, periods)
- Homophones (too, two, to, there, their, they're, etc.)
- Math answers corresponding with math questions



Math and Fitness

Procedures:

1. Have students stand beside their desks, or arrange them so each has enough space to do a squat thrust.
2. Students repeat doubles equations while performing squat thrusts or other exercise outlined in Chapter 2.

Appropriate for grades K-2

- “ $1 + 1 = 2$, that’s true”
- “ $2 + 2 = 4$, close the door”
- “ $3 + 3 = 6$, pick up sticks”
- “ $4 + 4 = 8$, that’s great”
- “ $5 + 5 = 10$, clean the den”
- “ $6 + 6 = 12$, put up shelves”
- “ $7 + 7 = 14$, that’s keen”
- “ $8 + 8 = 16$, looking lean”
- “ $9 + 9 = 18$, time to clean”
- “ $10 + 10 = 20$, that’s plenty”

Appropriate for grades 3-6

Students repeat times tables while performing an exercise in Chapter 2.

- “ $1 * 1 = 1$, that’s fun”
- “ $2 * 2 = 4$, lets do more”
- “ $3 * 3 = 9$, that’s fine”
- “ $4 * 4 = 16$, eat your greens”
- “ $5 * 5 = 25$, exercise you’ll stay alive”
- “ $6 * 6 = 36$, no tricks”
- “ $7 * 7 = 49$, time to shine”
- “ $8 * 8 = 64$, close the drawer”
- “ $9 * 9 = 81$, almost done”
- “ $10 * 10 = 100$, that’s it”

*** Other math problems may be inserted into this format.



Chapter 4

Supplemental Information



Addressing Potential Challenges

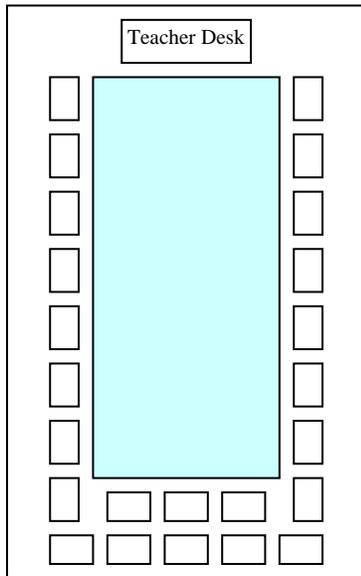
Potential Challenge	Strategy
Limited classroom space	<ul style="list-style-type: none"> • Have children stand behind their desks and jog or hop in place. • Have the children run around the school building on a nice day. • Have the children walk quietly down the hall with alternating high knees. • Set up 4 stations in each corner of the room, Post a picture of 1 activity at each station. Send ¼ of the class to each station, and switch every minute.
Cost	<ul style="list-style-type: none"> • The ABC for Fitness™ program itself is free. Any equipment mentioned in this manual (such as pedometers) is optional. • You can raise funds for any optional equipment if you want to use it.
Time	<ul style="list-style-type: none"> • The amount of time it takes to calm/ discipline “energetic” children is basically the amount of time it takes to have the children perform a burst of activity. Consider ABC for Fitness™ a “healthy” tradeoff for your students. • If doing several short bursts seems like too much, you can vary the number and length of bursts.
Students’ reluctance to participate	<ul style="list-style-type: none"> • Some individual students may be reluctant to participate due to lethargy, shyness, or feeling self-conscious. • Do not punish these students or bring undue attention to them. Over time, they may become more involved in the bursts.
Transitioning back to learning	<ul style="list-style-type: none"> • If the class takes awhile to settle down after the bursts, try these suggestions: <ul style="list-style-type: none"> ○ Ending with a “silent burst” where everyone is quiet. ○ Vary the type of music used. For example, try classical music. ○ Ending with a variation on “Simon Says” such as “Do as I’m doing, follow me; walk back to your seats slowly, follow me.” ○ Turn the lights down after the burst. ○ Ask students to direct their attention to their breath as they gradually slow down and catch their breath.
Students’ boredom with bursts	<ul style="list-style-type: none"> • Vary the stretches and bursts. • Have students take turns leading them. • Add music, or vary the music that you already use.



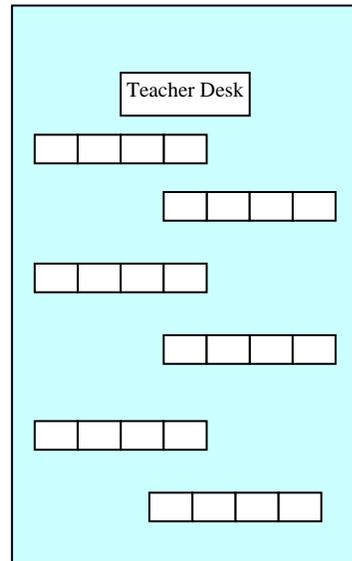
Classroom Space Diagrams

If space in the classroom is an issue, here are a few suggestions for alternative ways to arrange desks in the classroom. You may try an alternative arrangement if school policy allows it.

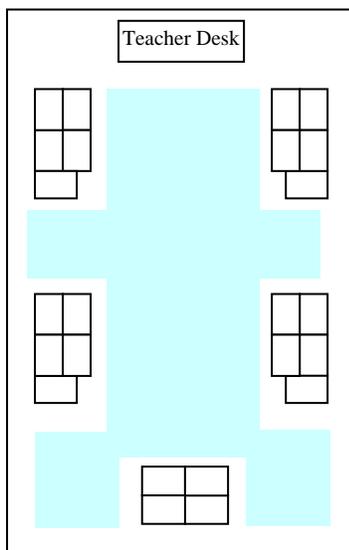
Horseshoe



Staggered Formation

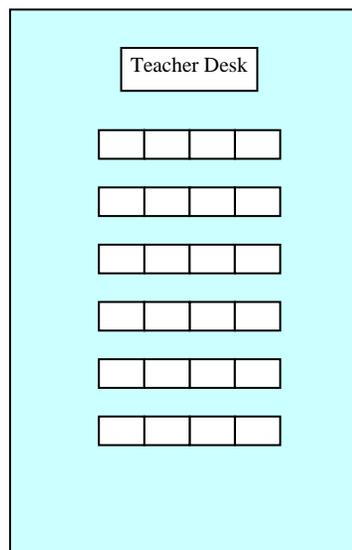


Cluster Formation



 = student desk
 = available space

Tight-Row Formation



Adapted from On the *Other Side of the Wall: Physical Education Activities in Limited Space and Classrooms* by William T Price, Program Coordinator, University of South Florida School of Physical Education, Wellness, and Sport Studies. Posted on the internet in 2002 with credits given to the Tampa Metro Civitan Club. Accessed from the website address <http://pe.usf.edu/projects/civitan/projects/wall/wall.html> on 6/14/07.

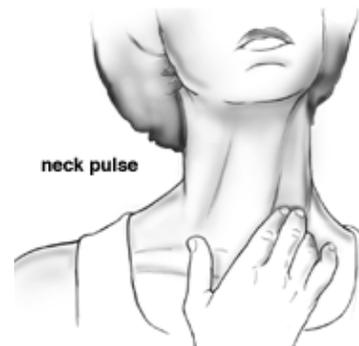


Measuring Heart Rate

Teaching children how to monitor their heart rate is an optional exercise that can be done in science, health or math class. Training at the right pace will help prevent over-training (which can be harmful), or under-training (which will not provide adequate results). If your students are too young to understand this concept, teach them to monitor their effort by this simple rule: “You are working too hard if you cannot speak while exercising, or if you feel dizzy or faint.”

Directions:

1. Have the children place their fingers on their wrist, or neck.
2. Count the number of beats for 15 seconds.
3. Multiply this number by 4 to get their heart rate in beats per minute.



Average Heart Rate for Children

Age	Resting	Average	Exercising
5-7 Years	65	100	133
8-11 Years	62	91	130



Pedometers

Pedometers are an optional addition to this program. You may be able to arrange for companies or organizations to donate pedometers for the students in your class (you can ask a local store or sport supply center that sells them). If you are unable to arrange for a donation, you can hold a fund-raiser to cover any costs of the pedometers.

You do not need a fancy version that monitors heart rate or calculates calories burned. You can look for either a simple *step counter* (which counts the number of steps taken in a given time) or an inexpensive *pedometer* (which calculates the distance traveled). The cost is about \$5 to \$9 each.

Once you have obtained the pedometers, there are many fun uses and competitions that you can use for your class and school. Here are some basic guidelines:

1. Give each child a pedometer and set it up according to the directions. The pedometer is set according to the length of the child's stride.
2. Once you have set up the pedometer, have them attach it to their belt, or their pants at waist level.
3. Develop a chart (either in the classroom or as a take home assignment) with the child's name and a place to record number of steps taken each day. You can either check their pedometer readings each morning and chart it, or ask their parents to chart the number of steps each night, re-set the pedometer for the next morning, and offer them encouragement.
4. In the classroom, create a bulletin board with the goal stated clearly. Update the board weekly with either the distance traveled or number of steps that each child took. Use stickers or pens to track progress across your state, or to the moon.
5. Set realistic goals for the following week with tips to improve and distribute medals to the highest achievers.
6. You can also create healthy competitions with other classes or schools as you race to your destination. Examples for goals are simulating a walk across your state, or the distance of an historic trail traveled by pioneers. Prizes can be donated by local vendors in exchange for publicity from the competition. Remember, stick with a healthy image. Don't approach a fast food restaurant for prizes or incentives that would encourage unhealthy eating or activity.

Step Conversion Grid

Steps	1	100	1000	10,000
Feet	2.64	264	2,640	26,400
Yards	.88	88	880	8,800
Miles	.0005	.05	.5	5
Meters	.8047	80.47	804.7	8047

FROM <http://www.liveitprogram.com>



Nutrition Detectives™ on the Go

This activity is based on concepts from our Nutrition Detectives™ program (available separately from the website www.davidkatzmd.com). It uses a detective theme to link physical activity with healthful nutrition tips. It can be turned into a competition/race among classrooms, if desired.

Materials:

- A large and detailed wall map of the United States (or of your state)
- Pins or markers to mark locations on the map
- Pedometers or step counters

Procedures:

Post the map on the wall. Give each student a pedometer. Arrange for the students to tally their steps each day on their pedometers, and to keep track in a log book dedicated to the program. The students should record their total for each day, and have a parent sign the log to verify. This offers an extra benefit of focusing parental attention on physical activity levels in the household.

The children should total their steps for the week, and turn in their weekly total once a week. The teacher should keep track of each student's weekly total steps, and calculate a total for the classroom. The total steps for the classroom should be converted into distance traveled (roughly 2500 steps per mile), and used to chart progress across the map of the U.S.

You can direct progress toward specific destinations where clues can be found. Each school or classroom can determine how lengthy and elaborate the mission should be; it can be designed to last an entire school year if desired. The "game" should begin with an initial destination selected based on your school's location. A destination in a neighboring state can be a good first stop.

At each stop along the way, the students receive a clue that indicates the next destination, along with a clue about the ultimate outcome of the mission (answering a question about nutrition and health). You can link this part of the program to a suitable course of instruction in geography, history, mathematics, and/or social studies. Each destination invites discussion about the special attributes and/or history of that town, city or site. The distance traveled to the site can be used as the basis for instruction in mathematics, including fractions, per teacher judgment and discretion.

If the program is competitive, the first classroom to reach the final destination and solve the nutrition mystery wins. If non-competitive, a classroom simply "fulfills its mission" when it reaches the final destination and solves the mystery. A classroom "celebration" of the successful resolution of the mission is encouraged, ideally focused on the subject of the mission.

For example, the clues could all relate to a particular food, such as a kiwi fruit. At each stop along the journey, another clue helps to narrow down the range of possible solutions. Clues should start out broad, such as relating to color, and progressively narrow down so the final answer is clear at the last destination. The celebration could include a classroom "snack session" featuring the food. Along with the "answer" to the mystery, the final destination could include a profile of the nutritional value of the "mystery food," and recipes to bring home to parents. The "answer" may be a food, a nutrient, a health condition, or anything else deemed pertinent.



FitDeck® Cards

The drawings of children exercising that are found in this manual were used with the permission of Phil Black, inventor of the FitDeck® cards. FitDeck Jr. ® is a 50-card exercise regimen for children ages 5 to 16 years. The exercises call for basic body movements and require no equipment. Each card contains illustrations and instructions describing 50 different upper, middle, lower and full body exercises. The cards are colorful and fun and the exercises have kid-friendly names like “Inchworm”, “Snow Angels”, “Flamingo” and “Red Rover.” Also included is a booklet with 70 FitDeck Jr. Games that can be played alone, with a friend, parent, teacher, or in a large group setting.

If you want to use these cards to provide additional ideas for student activities, you can order them from the website <http://fitdeck.com> or from other websites such as www.Amazon.com.

