



## HEALTHY SCHOOLS

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Dear Principals and Teachers,

### Welcome to your Fit Burst Toolkit!

In partnership with the Healthy Kids Community Challenge, the Windsor-Essex County Health Unit and your school board have worked together to design this toolkit which will help bring physical activity into your classroom. As educators, you know the benefits of physical activity go beyond physical health; incorporating daily physical activity into a student's daily routine has been shown to help with attention, memory, as well as their test scores. Unfortunately, most kids are not reaping the potential benefits of physical activity. As has been reported by the ParticipAction Report Card in 2015, Canadian children received a grade of D- in overall physical activity due to the fact that only 14% of kids aged 5 – 11 years are getting the recommended amount of physical activity each day. The objective of the Fit Burst Toolkit is to make it easy to include short breaks of activity in the school day, leading to health and academic benefits for students. The toolkit can also help with meeting the required Daily Physical Activity (DPA) time for schools.

### What's in the Fit Burst Toolkit:

Each Fit Burst Toolkit contains three main components: the Equipment List, the Movement Suggestion Poster Set, and the Active Games Posters. These components are explained in more detail below.

**1. Equipment.** Your kit contains a variety of equipment which can be used in small spaces such as a classroom, or larger spaces such as a gymnasium. Included in the equipment is the *Stretch It Out* poster with descriptions and diagrams of stretches for each major muscle group.

*To use:* The equipment list outlines each item along with some suggestions for how to use it. You will see that some pieces of equipment are directly incorporated into Active Games, while others can be used independently for shorter active breaks. Another suggestion is to allow students to be creative and come up with alternate activities.

**2. Movement Suggestion Poster.** This resource outlines a variety of movements you can incorporate into some of the Active Games, or use independently for shorter Fit Burst time frames.

*To use:* This resource can be used to guide quick active breaks with your class, where you or a student leads the class in a variety of movements. Additionally, this poster is incorporated into some of the Active Games.

**3. Active Games Posters.** These posters provide you with the tools needed to bring some active games into your classroom. These games are easy to play, require minimal equipment, and most can be done in smaller spaces. The poster outlines everything you will need for the game, a warm-up activity, the main game or activity, and a cool-down. There are also suggestions to modify the game, if desired. In some cases, the game is linked to a subject area (e.g., English or Math), making them a good way to transition into, or out of, a particular lesson.

*To use:* The Active Games can be done as a full class activity, or you can break the class into smaller groups and appoint a student to lead their group (age dependent).



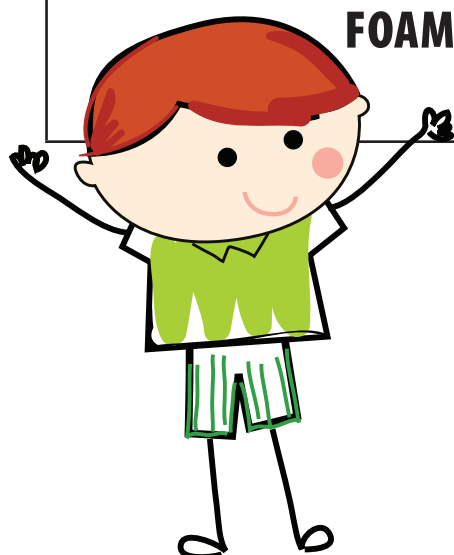
Remember, the objective of the Fit Burst Toolkit is to get children moving during the day. There are no right or wrong ways to use this resource; the kit is simply here to help give you some fun new ideas.

We hope you find this to be a useful tool in your classroom,

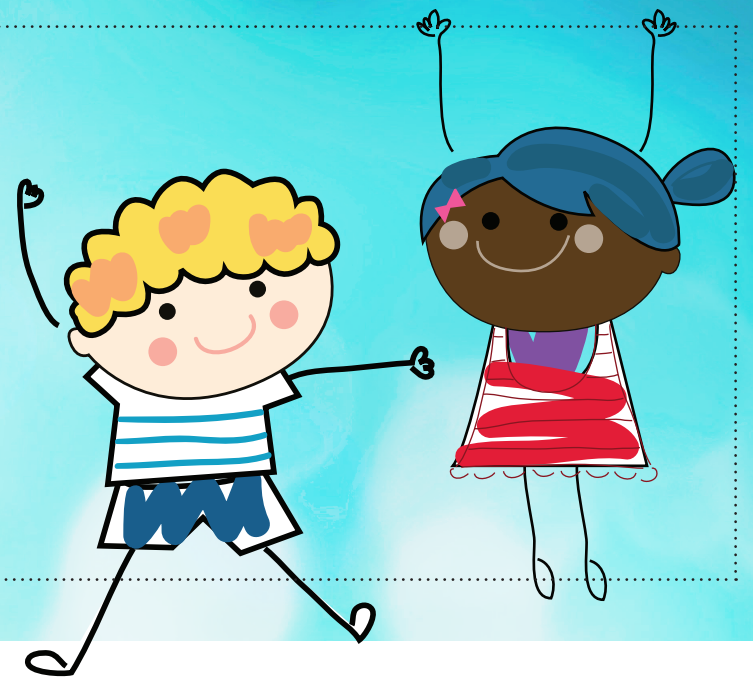
# EQUIPMENT LIST



Equipment Name	Uses & Benefits
<b>BEAN BAGS</b>	Bean bags can be thrown and caught safely by most ages. Students can master hand eye coordination and accuracy with these items. <i>Can be used in: Count, Clap, Catch, and Bullseye</i>
<b>PLASTIC CONES</b>	Cones can be used to mark off playing boundaries and as agility tools in obstacle courses (e.g., students are required to weave through them, run around them). <i>Can be used in: Strike (in place of bowling pins), and Hop To It</i>
<b>FOAM / SPONGE BALLS</b>	These balls are great for rolling and tossing for accuracy development, and to further develop hand-eye coordination in catching. These are slightly more challenging to catch than bean bags, especially in smaller sizes. <i>Can be used in: Strike, Bullseye, and Count, Clap, Catch</i>
<b>PLASTIC BOWLING PINS</b>	Pins can be set up in typical “bowling” style for students to work on their rolling accuracy; they can be used to mark off game boundaries, or used as obstacles. <i>Can be used in: Strike</i>
<b>RINGS</b>	These rings can be used as targets to toss bean bags into, or can be tossed onto plastic cones as accuracy skills. <i>Can be used in: Bullseye</i>
<b>RUBBER STRING BALLS (FOR PRIMARY GRADES)</b>	These balls are a fun way to introduce younger children to catching and tossing. The texture makes them appealing, are easier to grab, and help develop tactile awareness. <i>Can be used in: Count, Clap, Catch, and Bullseye</i>
<b>VINYL DISCS</b>	Discs can be used to mark playing boundaries or as bases/goals. Additionally, when used on carpet, they can be used as skates when students stand on them and push themselves around (as they slide on the carpet).
<b>FOAM FITNESS DICE</b>	These dice are an easy and fun way for students to get active in a short time frame. By tossing the set of dice, students perform what’s displayed on the face of the dice (the number shown is the number of times the students perform the activity).

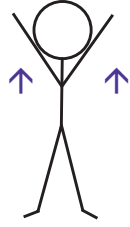

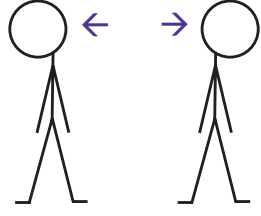
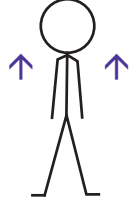



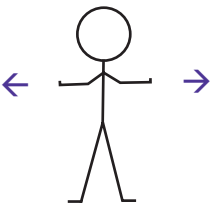




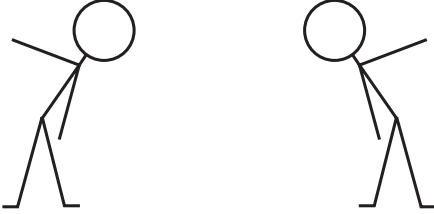

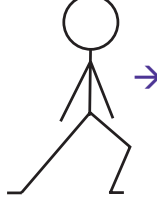

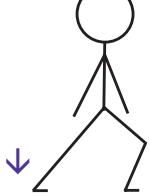

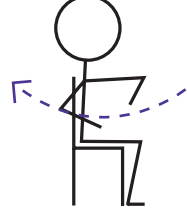

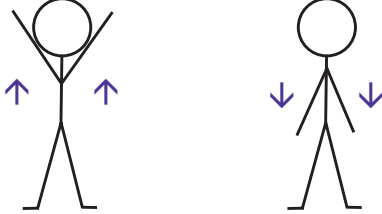
# STRETCH IT OUT



## INSTRUCTIONS FOR ALL STRETCHES:

- Hold for 15 – 30 seconds
- Make sure to perform stretch on both arms / legs, where appropriate
- Instruct students to breathe slowly and deeply while stretching
- Hold the stretch to the point you feel some tension, but not pain
- Don't bounce while holding the stretch

<p><b>REACH FOR THE SKY</b> Stand on toes and reach arms fully up.</p>	
<p><b>REACH FOR THE FLOOR</b> Bend at waist and reach arms to the floor.</p>	
<p><b>NECK</b> Gently look down, look up, look right, look left.</p>	
<p><b>SHOULDER SHRUGS</b> Bring shoulders up towards ears and hold for five seconds, release down.</p>	
<p><b>SHOULDERS</b> Bring right arm across front of body, hold with your left hand.</p>	
<p><b>CHEST</b> Arms behind back.</p>	
<p><b>UPPER BACK</b> Arms in front and lower chin to chest.</p>	
<p><b>BICEPS</b> Push arms straight out from sides, “push walls away”.</p>	

<p><b>TRICEPS</b> Reach bent arm overhead, gently holding elbow, reach down back.</p>	
<p><b>FOREARMS</b> Extend right arm out in front and use your left hand to gently pull fingers back.</p>	
<p><b>SIDE REACH</b> Slide the right arm down the right leg and reach the left arm overhead.</p>	
<p><b>LOWER BACK</b> Bring one leg up in front, hug knee towards chest.</p>	
<p><b>LUNGE</b> Begin with feet out wide, lean towards one side bending the knee, keeping the other knee straight.</p>	
<p><b>QUADS</b> Heel to buttocks, holding top of foot.</p>	
<p><b>CALF</b> Step one foot back and push heel to the ground.</p>	
<p><b>ANKLE ROLLS</b> Keep toes on the ground and roll foot to the right, then the left.</p>	
<p><b>SEATED LOWER BACK</b> Sitting in a chair, twist upper body to the right.</p>	
<p><b>SEATED HAMSTRING</b> Sitting in a chair, extend right leg out straight, bend at the waist and reach for toes.</p>	
<p><b>DEEP BREATH</b> Reaching arms up, take a deep breath in, lower arms down and exhale. This can be done sitting or standing.</p>	



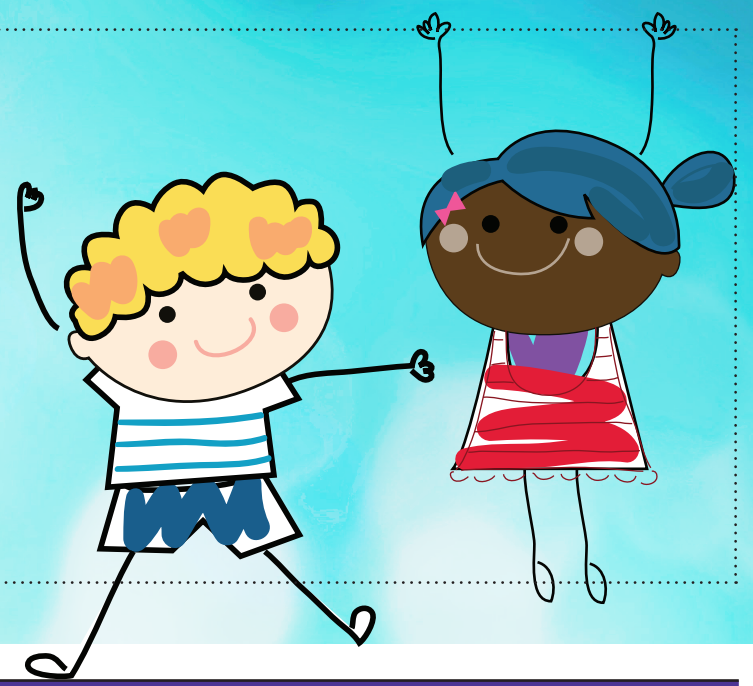


# MOVEMENT SUGGESTIONS



Movement Description	Example Images
<p><b>BENT ARM JUMPING JACKS</b>            (Similar to traditional jumping jacks, but arms stay bent at the elbows).            Students begin with feet together and arms bent.            They will jump up and land with feet wide and move elbows up, away from their body.            Keeping the arms bent takes up less space, making it safer for classroom use.</p>	
<p><b>IMAGINARY JUMP ROPE</b>            Students begin in standing position with their feet together, arms by their sides.            As they jump, they will rotate their wrists as though they were turning a skipping rope.</p>	
<p><b>TWIST JUMPS</b>            Students begin in a standing position, facing the front. They will bend their knees, then jump up and turn their body to face the back, bending their knees as they land for safety.            If they are unable to complete the half turn, they can turn a quarter of the distance.</p>	
<p><b>STAND AND SQUAT</b>            Students begin in a standing position with their feet under their hips, arms by their sides.            They will squat down, like they are sitting back in a chair, and then stand up again.            To help with balance, they can have their arms out in front, at shoulder height.</p>	
<p><b>4 POINT SQUARE HOPS</b>            Students begin in a standing position, facing the front, with feet together. They will look at the floor and imagine a square drawn on the floor. Students will jump in the shape of the square, hitting all four corners. Instruct which direction to go so students move in the same pattern and avoid bumping into each other (top right, top left, bottom left, bottom right). Start slow and speed up as they get the pattern; make it more difficult by jumping on one foot.</p>	
<p><b>SHUFFLE</b>            Students begin in a standing position with feet together.            With a small jump, they will put the right foot in front, and the left foot back.            With another jump, switch feet so the left foot is in front and the right foot is back. Arms move similar to running – opposite arm to foot. Start slow and speed up as they get the pattern.</p>	

# MOVEMENT SUGGESTIONS



Movement Description	Example Images
<p><b>HEEL KICKS</b> Students begin in a standing position. They will bring the right heel towards the buttocks, lower back to the ground, and repeat with the left heel. As they get used to the movement, it can be done at a higher level of difficulty by speeding it up to a jog, where they bring their heels up. Arms move opposite to feet – similar to running.</p>	
<p><b>BOXER BOUNCE</b> Students begin in a standing position with feet hip width apart and knees slightly bent. Keeping their weight on the balls of their feet, students will start bouncing up and down (small movement). Add in movement from left to right, and bring fists up in front of their faces, elbows bent – like a boxing guard.</p>	
<p><b>SWIMMING</b> Students begin in standing position, spaced out with an arms width between each other. Students will swim with the front stroke (making big arm circles to the front), or the back stroke (making big arm circles to the back). Increase intensity by having students march or jog on the spot at the same time.</p>	
<p><b>CALF RAISES</b> Students begin in a standing position with their hands on their hips. They will rise up onto their toes, and lower back down onto their heels.</p>	
<p><b>FULL REACH</b> Students begin in a standing position. They will reach down and touch their toes (or reach for them), and then straighten up and reach for the sky with arms overhead. The movement can be made bigger by adding a squat when reaching for their toes, and doing a calf raise as they reach for the sky.</p>	



# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Go For a Walk

**MOVEMENT SKILLS**  
Locomotion: Walking

**EQUIPMENT NEEDED**  
*Stretch It Out* Poster

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will be travelling around the room. Have students march on the spot to get their heart rate up. Demonstrate the different levels of walking (tall – on your toes and reaching for the sky, medium – regular walking or slightly bent over, low – crouching).

## TEACHER NOTES

If time allows, you can have a few students be the leader

## ACTIVITY

Have students line up and follow you (or the student leader) as you walk around the room, using the different levels. Leaders can get creative and find different ways to walk at the different levels, incorporating other locomotion skills.

## LESSON LINKS

Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Depending on student age and classroom space, the class can be divided into groups and have students lead the activity. Students can walk around different objects, making a more complex path.

## PHYSICAL ACTIVITY LEVEL

- Moderate
- Vigorous

## LOCATION

- Classroom
- Gymnasium
- Outdoors



# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Hop To It

**MOVEMENT SKILLS**  
Locomotion:  
Hopping, Skipping

**EQUIPMENT NEEDED**  
Plastic Cones OR Vinyl Discs (optional)  
*Stretch It Out* Poster

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will be hopping and jumping. Instruct students to collect the equipment (if using it) and lay them out in a pattern of their choosing. Have students divide into three groups (can also be done as one group). Have students march on the spot to get their heart rate up, and ask for three volunteers to lead the activity groups.

## TEACHER NOTES

If time allows, you can have a few students be the leader

## ACTIVITY

Demonstrate the difference between hopping and skipping for the students. Have students line up in their group, ready to respond to the leader's directions. The leader will lead their group through a variety of hopping or skipping patterns (around the equipment, if used) Leaders can get creative and mix skipping and hopping, different directions, and different patterns. Groups can rotate through different equipment and different layouts (if being used).

## LESSON LINKS

Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Have groups return their equipment. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

If using plastic cones or vinyl discs, you can alter the placement to make the activity more or less difficult for the class. For example, use them to mark a start and end point in a straight line. For a greater level of difficulty, you can place them in a pattern and students can hop around them in different directions.

## PHYSICAL ACTIVITY LEVEL

- Moderate
- Vigorous

## LOCATION

- Classroom
- Gymnasium
- Outdoors

# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Simon Says

**MOVEMENT SKILLS**  
Locomotion:  
Balance

**EQUIPMENT NEEDED**  
*Movement Suggestion Poster*  
*Stretch It Out Poster*

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will be performing a variety of movements. Instruct the students to spread out so they can move without touching anyone. Have students march on the spot to get their heart rate up, and ask for a volunteer to lead the activity. You can give the leader the *Movement Suggestion* poster for ideas if desired.

## TEACHER NOTES

If time allows, you can have a few students be the leader

## ACTIVITY

Have students stand in their own space, ready to respond to the leader's directions. Students will perform the movement dictated by the leader if they say, "Simon says". If they call a movement without saying "Simon says", students should not perform it.

## LESSON LINKS

Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Have students march on the spot between movements to keep their heart rate up. Have the leader speed the activity up to make it more challenging

## PHYSICAL ACTIVITY LEVEL

- Moderate
- Vigorous

## LOCATION

- Classroom
- Gymnasium
- Outdoors

# FIT BURST ACTIVE GAME



<b>ACTIVITY NAME</b> Jumping Jack Math	<b>MOVEMENT SKILLS</b> Jumping Balance	<b>EQUIPMENT NEEDED</b> Blackboard and Chalk Movement Suggestion Poster Stretch It Out Poster
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## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will answer math questions by performing a movement skill. Instruct the students to spread out so they can move without touching anyone. Have students march on the spot to get their heart rate up as you demonstrate the movement skills you and the class select. Have students perform the movement skills to ensure they know them.

## TEACHER NOTES

If time allows, you can have a few students be the leader

## ACTIVITY

Have students stand in their own space, ready to respond to the math question. Demonstrate the first movement skill they will use to answer the questions. Write a short math question on the blackboard, and have students give their answer by performing the correct number of movements (e.g.,  $5+3 = 8$  jumping jacks). Switch movements as often as desired; always demonstrate the new skill before asking a question.  
*\*For double digit answers, have the students perform the number of movements to represent each digit, saying AND between (e.g., an answer of 13 would be given by doing one jumping jack, saying AND, then doing three jumping jacks).*

## LESSON LINKS

Mathematics  
 Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when it is the last question. Have students march on the spot and let them know the activity is done. Have students perform two to three stretches from the Stretch It Out poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Have students perform different movements to give the answers. Assign a movement for even numbered answers and a different movement for odd numbered answers. Make the questions as challenging as needed for your class.

**PHYSICAL ACTIVITY LEVEL**

Moderate  
 Vigorous

**LOCATION**

Classroom  
 Gymnasium  
 Outdoors



# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Spelling Bee

**MOVEMENT SKILLS**  
Balance

**EQUIPMENT NEEDED**  
Curriculum Vocabulary List (or similar)  
*Stretch It Out* Poster

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will use their body to create letters to spell words. Have students march on the spot to get their heart rate up and instruct them to spread out so they can move without touching anyone. Ask students how they would use their body to make some basic letters (e.g., I, O, T). Work with students to find ways to make more challenging letters (e.g., B, G, H). Have your curriculum vocabulary list on hand (if needed).

## TEACHER NOTES

If time allows, you can have a few students be the leader

## ACTIVITY

Have students stand in their own space, ready to respond to the word. Say a word from the vocabulary list out loud and have students give their answer by using their body to form each letter, saying the letter out loud to ensure you know how they are spelling the word.

## LESSON LINKS

Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when it is the last word. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Have students work in teams: they can discuss the spelling, and have one student spell it, rotating through the group to ensure everyone has a chance to spell the word (teams should be four students maximum). If needed, use the word in a sentence to help students figure out how to spell it.

## PHYSICAL ACTIVITY LEVEL

- Moderate
- Vigorous

## LOCATION

- Classroom
- Gymnasium
- Outdoors



# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Bullseye

**MOVEMENT SKILLS**  
Throwing  
(underhand toss)

**EQUIPMENT NEEDED**  
Bean bags Targets (e.g.,  
rings, pieces of paper)  
*Stretch it Out* Poster

## SAFETY CONSIDERATIONS

Space for students to underhand toss bean bags without hitting other students  
Keep students focused on the task, only tossing the bean bag at the targets

## INTRODUCTION & WARM-UP

Explain the activity: the students will be throwing bean bags at various targets. Instruct the students to spread out so they can move without touching anyone. Divide students into groups of four to five and have them collect the equipment for their group (4 bean bags, 3 rings / pieces of paper). Have the students march on the spot to get their heart rate up, and get them to set up their station by placing the targets within their space. Targets can be placed on the floor at various distances, or taped to the walls if space permits. For variation, each group can arrange the targets differently.

## TEACHER NOTES

Rotate through the groups to make sure all students get their turn tossing the bean bags

## ACTIVITY

Students will take turns underhand tossing the bean bags at the targets set up at their station. Groups can rotate to different stations to try different target placements. While one student is throwing, another can keep track of points (one point for landing the bean bag in or on the target), and another can retrieve the bean bags to keep everyone involved.

## LESSON LINKS

Mathematics  
(if modifications are used)  
Health & Physical Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Have students return their equipment. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Have students try balancing on one foot while tossing the bean bags. Have students keep track of their team's "points" (the number of targets they successful hit) by adding up each student's score in their group. Report their team's score, and have them add up the class total.

## PHYSICAL ACTIVITY LEVEL

- Moderate  
 Vigorous

## LOCATION

- Classroom  
 Gymnasium  
 Outdoors

# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Balancing Act

**MOVEMENT SKILLS**  
Balance  
Locomotion

**EQUIPMENT NEEDED**  
Bean Bags or similar  
item (optional)  
*Stretch it Out* Poster

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

## INTRODUCTION & WARM-UP

Explain the activity: the students will work on their balancing skills using bean bags while doing a variety of movements. Instruct the students to spread out so they can move without touching anyone. Have students get a bean bag (or similar item) if using equipment for this activity. Have students march on the spot to get their heart rate up as you give tips on how to balance.

## TEACHER NOTES

Student skill levels will likely vary in terms of balance. Be attentive and offer different options to students as needed.

## ACTIVITY

Have students stand in their own space. Demonstrate standing on one foot, while balancing the bean bag on the back of your hand. Go through a variety of balancing skills: working at different levels, extending your leg out to the side, moving your arms around. Time the balance skills for 15 – 30 seconds. Use modifications as needed and as skills improve.

## LESSON LINKS

Health & Physical  
Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Let students know the activity is done and have them return the bean bags. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work. Ask the students for a tip that helped them keep their balance better, or things that made it harder.

## MODIFICATIONS

Without equipment, students can work through a variety of balance skills in the same manner. Have students balance the bean bag on different parts of their body (e.g., back of their hand, shoulder, head). Have students perform different tasks while balancing the bean bag (e.g., crouching, walking in a straight line, hopping up and down). Students can use a desk or chair for support, if needed.

## PHYSICAL ACTIVITY LEVEL

- Moderate  
 Vigorous

## LOCATION

- Classroom  
 Gymnasium

# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Count, Clap, Catch

**MOVEMENT SKILLS**  
Object Manipulation –  
Throwing and Receiving

**EQUIPMENT NEEDED**  
Bean Bags OR Foam Balls  
OR Rubber Band Balls  
*Stretch it Out* Poster

## SAFETY CONSIDERATIONS

Space for students to move without touching others or furniture

Students use control when tossing objects

## INTRODUCTION & WARM-UP

Explain the activity: the students will be tossing and catching a ball. Have students collect a ball from the equipment bag. Instruct the students to spread out so they can move without touching anyone. Have students march on the spot to get their heart rate up, and ask for a volunteer to lead the activity.

## TEACHER NOTES

Ensure students take turns leading the activity for those interested in that role

## ACTIVITY

Have students stand in their own space, ready to respond to the leader's directions. The leader will call out a number between 1 – 10. The students will toss their ball in the air, clap the number called by the leader, and catch their ball. The students will have to adjust how high they throw their ball and how quickly they clap depending on the number called.

## LESSON LINKS

Mathematics  
(if modification is used)

Health & Physical  
Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left. Have students return their balls to the equipment bag. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Leader / teacher can ask simple math questions (addition or subtraction), have the students verbally answer (to ensure everyone has the same, correct answer), then respond with the ball toss and clapping.

## PHYSICAL ACTIVITY LEVEL

- Moderate  
 Vigorous

## LOCATION

- Classroom  
 Gymnasium



# FIT BURST ACTIVE GAME



**ACTIVITY NAME**  
Strike

**MOVEMENT SKILLS**  
Object Manipulation –  
Tossing (rolling)

**EQUIPMENT NEEDED**  
Bowling Pins OR Plastic Cones  
Foam / Sponge balls  
Paper and pencil OR blackboard  
and chalk (for score keeping -  
optional)  
*Stretch it Out* Poster

## SAFETY CONSIDERATIONS

Space for students to roll a ball on the floor at pins  
Students use control when tossing objects

## INTRODUCTION & WARM-UP

Explain the activity: the students will be rolling a ball at a set of bowling pins to try and knock them down. Have students divide into groups of four or five and set up their pins (three pins and one ball per group). Have students march on the spot to get their heart rate up. If using plastic cones, they can be placed upside down so they are knocked over easily.

## TEACHER NOTES

Ensure sure students take turns leading the activity for those interested in that role

## ACTIVITY

Students will take turns as the bowler, pin collector, ball return, and the score keeper. Depending on how much time you have for Strike, the bowler can roll the ball one, two, or three times per turn. If bowling multiple times per round, the score keeper adds up the pins and records the total on paper or the blackboard. Ensure each student has a chance to be the bowler at least once per game.

## LESSON LINKS

Mathematics  
(if modification is used)  
Health & Physical  
Education

## COOL-DOWN & REFOCUS

Let students know when there are only two minutes left (ensure one full rotation of roles). Have students return their equipment. Have students add up their group's total score and share with the class, the group with the highest score can lead the class in some cool down stretches. Have students perform two to three stretches from the *Stretch It Out* poster, instructing them to breathe deeply throughout to lower their heart rate and get them refocused for desk work.

## MODIFICATIONS

Have students perform a movement skill for each pin the bowler knocks down (e.g., five jumping jacks per pin). The score does not have to be recorded, students can simply rotate through the other roles.

## PHYSICAL ACTIVITY LEVEL

- Moderate  
 Vigorous

## LOCATION

- Classroom  
 Gymnasium