



HVA

90 MINUTE PHYSICAL ACTIVITY

RESOURCES

The State of Tennessee, as well as the Knox County school district, have mandated compliance with the 90 minute per week physical activity law. At HVA, we believe compliance can be made while honoring instructional time, and we do not advocate a loss of instructional time. Therefore, the following pages illustrate creative means of physical activity that can be accomplished in conjunction with teaching content and ensure students execute 90+ minutes of physical activity per week. Of course, these are only suggested activities and are not meant to replace teacher creativity; however, when you come up with those super activities please share them with others. This is required of all staff members in all classrooms. Have fun with it & “Strap in and get your move on!”



Snowball

Equipment – paper, pencil

All students are assigned to write down a problem or questions from a unit.

All students crumple the paper (or make paper airplanes – takes longer) and stand up.

On the “GO” from the teacher, students must throw at least 5 snowballs around the room.

Direct students to find ONE snowball – open it up and solve the problem/answer the question.

*Names can be placed on the problem and they have to find that person to check their answer.

Courtesy of and used by:



Find Your Partner

Use to review for a test

1. Come up with 3-5 review questions and answers.
2. On an index card, write the questions.
3. Students are scattered throughout the classroom. The teacher will say start with question number 1 and walk to a partner across the room.
4. Each student will walk briskly to find a partner and identify the answer to that question.
5. The teacher will then say start question number 2. tippy toe to a different partner.
6. This continues for three to five minutes.
7. As a review, the teacher can say find your question number 1 partner and students will find their original partner relative to that question.

Variations: Use different movements to find a partner. Have students create the questions. Use music as students are finding a partner. Time students (e.g., give students ten seconds to find a partner)



Much like
white board
formative
assessment



Flash Up, Flash Down

1. Provide each student with pieces of scrap paper.
2. Ask the students a review question and have the students quickly write their answers on the paper.
3. Call out "3-2-1 Flash Up!" and have the students jump out of their desks (or simply stand up) and show their answers to the front of the class.
4. Call out "Flash Down!" and the students sit while you review the correct answer to the question.

Cross-Curricular Linking:

Language Arts – Use to reinforce spelling skills and vocabulary.

Social Studies and Science - Have the students answer questions on a topic recently covered.

Math – Use to review. Write problems on the board and have students answer using the game.

http://tennessee.gov/education/schoolhealth/physed/doc/TNPhysActivHbook_10_07.pdf

great activity
for a complex
content topic

Walk and Talk

Break students into groups of 2 or 3, and assign a topic related to a current lesson plan that students need to discuss while taking a 5-minute walk.

They should report their discussion back to the class.

Teacher leads groups on walk so they do not have to focus on where they are going - just follow and discuss topic.

<http://school.fueluptoplay60.com/tools/view.php?id=15749467>



good review

Quiz Me

While reviewing for a test, ask the students a series of true-or-false questions.

If the question is **true** students should jump in place for 15 seconds.

If it is **false** they should touch their toes.

<http://school.fueluptoplay60.com/tools/view.php?id=15749467>



I have seen this work
well as a math
scavenger hunt
but it can be
useful in any
course.

Walking Worksheets

Tape worksheets on wall, easel and chalkboard throughout the classroom.

Students move from worksheet to worksheet and answer the different questions (also known as Carousel Activity).

Seasonal
partners

Friend Connect

Take 2 minutes to connect with a friend in class. Talk about your ~~weekend or your day, or even how you are doing.~~

thoughts on a current event or specific content from class discussion. Establish partners and use throughout term. Can be setup as 4 seasons, 3-6-9-12 o'clock, north-south-east-west, etc..

Courtesy of and used by:



Brain Toss Across

Have students split into 1-3 groups
(depending on size of class).

Students will stand in a circle and
toss a ball back and forth to other
members of the circle.

Ask content questions. The person
receiving the ball must answer the
question.

Courtesy of and used by:



Great before
tests

Calm Down

Lead students in stretches to help loosen up tension. Have students hold each stretch for 15-20 seconds:

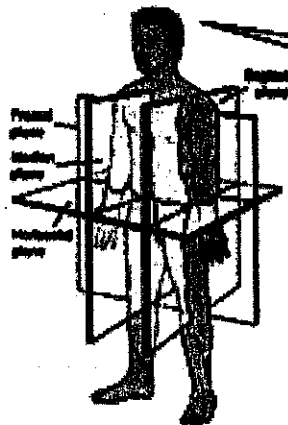
Reach for the sky
Touch toes
Arm circles
Neck circles
Knee to chest
Quad stretch, etc.



Brain Rules Challenge

Group members: _____

Goal = work cooperatively in your group to create a BRAIN BREAK that can be done safely in our classroom.



Activities that encourage crossing a variety of planes are HIGHLY effective brain stimulators!

RECALL

A brain break is a simple mental and physical exercise, taking no more than a minute or two to complete, that helps re-energize and re-engage your brain!

In the space provided below create a Brain Break for your classmates. Include the following:

1. Equipment needed (if any) = _____

2. Classroom Organization – draw or describe how that class should be spaced to SAFELY perform your activity

Create Your Own Brain Break
Lesson Plan Template - Page 1

3. Provide step-by-step directions for your activity below. You may include pictures or CUE words throughout to clearly outline your activity. Designate a least one member of your group to TEACH the class while everyone else DEMONSTRATES!

Chair Yoga

Important: Please remember; never push your body to a point that causes pain. You will still get the benefit of the postures even if you are not very flexible. The best part is, if you do yoga on a regular basis your flexibility and strength will increase. Be sure to check with your doctor before beginning any exercise practice, especially if you have any health issues.

1. *Forward Bend* – eases tension in upper back and neck.



Breathe in and breathe out as you bend forward. Let your head and arms hang over your knees. Relax into the position and hold for a few seconds and keep breathing. Breathe in as you slowly come back up to seated position.

2. *Spinal Twist* – increases circulation and flexibility in the spine.



Sit facing forward place your left hand on the outside of your right knee. Place your right arm over the back of the chair. Breathe in and breathe out as you twist to the right. Turn your head as well. Push against your right knee. Breathe normally and hold that position. Release slowly and come back to facing forward and repeat on the opposite side.

3. *Side Stretch* – increases flexibility of the spinal column, improves respiration, and reduces waistline.



Sit facing forward with feet slightly apart, breathe in, and raise your arms out to the sides. Breathe out and bend to the left, reaching toward the floor with your left hand and your right hand pointing toward the ceiling. Breathe in come back to starting position. Repeat with your right side.

4. *Knee Squeeze* – relaxes lower back, improves digestion and respiration.



Breathe out and breathe in and put both hands around the front of your knee pull your left knee to your chest, while holding the in breath. Lower your head to your knee hold for a few seconds and release slowly while breathing out. Repeat on your right side.



5. *Leg Lifts* – strengthen legs and lower back, and improves circulation to your legs and feet.

Sit and hold each side of the chair for balance. Breathe out and breathe in as you lift your straightened left leg and flex your foot. Hold for a few seconds and then slowly breathe out while lowering your leg. Repeat the same with your right leg.



6. *Sun Pose* – improves circulation to your head, massages internal organs, and limbers your spine and hips.

Sit back in the chair with legs apart and arms by your side. Breathe out completely then breathe in and with a sweeping motion bring your arms up over your head. Look up and stretch. Breathe out while bending forward between your legs and if you can put your palms on the floor. Slowly breathe in while raising back up with arms over head again, then lower your arms to the side.

I hope you enjoy these simple yoga stretches and experience improvement in flexibility and strength. Doing these yoga stretches once a day or even three times a week will be of benefit to your body, mind, and spirit. Namaste!

Please visit <http://www.livingwordsofwisdom.com> for more yoga wisdom.

**WHAT I LEARNED ABOUT IMPROVISATION
FROM THE AMAZING ANDREW MCMASTERS
AT THE 2015 TENNESSEE ARTS ACADEMY**

1. Improv. is awesome. Do it!
2. We were all **scared** about it at first but ultimately amazed at how much we grew as human beings through our improv. practice over the week. We found ourselves feeling more open and accepting, kinder and more confident, and overall, happier versions of ourselves. We all believe it will affect your students in the same way.
3. Leading others in improvisation takes **skill** and **practice**.
4. This book is the improv. bible: *Improvisation for the Theater* by Viola Spolin.



GAMES!!! "Let's play."

Word Ball	Simple Listening
Categories	Rant and Define
What are you doing?	Zoom Screech
Patterns	Second Question
Yes, And	Yay, Boo
Yes, Let's	Hand Shake
Dr. Know It All	Blind Poker
Seven Sentence Stories	"Yes, and" Party Planning
Foreign Poet	Character "Spine"

TWO THINGS TO REMEMBER

1. **Kindly** find ways to steer your attention-seeking kids towards more sophisticated ideas and jokes.
"I accept that, but it's only a momentary laugh. How can you do that smarter? Let's make it smarter. How can you make that smart enough/clever enough so that I don't even get it?"
2. Put your own mood and feelings aside. Be open to whatever ideas and responses your kids are bringing to the table. **Model the "Yes, and" philosophy.**

Improvisation: Practical Applications and Beyond

Appropriate Grades: K – 12

Objective

- In this workshop, we will approach bringing improvisation into the classroom on two levels: 1) Through the use of simple and fun improvisational games that can be adapted to teachers' specific curricula, and 2) to integrate the broader philosophies and skills of improvisational theater into the natural learning process.
- Participants in this workshop will understand how to:
 - Incorporate the philosophy of "Yes, And" into their teaching styles, and classroom culture.
 - Utilize the power of story to relay specific messages and ensure students retain the information
 - Adapt fun and easy improv games to any curricula, making the learning process interactive and engaging.
 - Create a sense of community and trust amongst students.
 - Present work to others.

This workshop can be a great link for achieving the Seattle Public Schools' Arts Standard 4: *The student makes connections within and across the arts, to other disciplines, cultures, life, and work.* Improvisation builds fundamental skills in listening, communication, creative problem solving, and confidence – skills that are applicable to all professions and walks of life.

Improvisational Warm-ups

• Word Ball

The purpose of this game is to start the free flow of ideas – to get out of your head and connect with someone else. The game is played standing in a circle. One person says a word, points at another person in the circle and makes eye contact, then that person sends a new word to someone else, etc. It is simply free association of words that sometimes makes sense and sometimes doesn't (e.g. "cat, dog, walk, park, cake, freedom").

Adaptation for Curriculum: Start a string of words that relate to a specific subject you are currently studying (e.g. If you were reading the Lord of The Rings, "Frodo, Bilbo, Orc, Middle Earth").

• Categories

This game is ultimately about brainstorming and problem solving. The game is played standing in a circle. One person names a category (e.g. "Types of Cars"); then you go around the circle and each person names something that fits in that category (e.g. "Honda, Ferrari, Volvo, Jeep, etc"). No repeats. Try and go as fast as possible.

Adaptation for Curriculum: The teacher names the category of study, and the students quickly answer with no repeats (e.g. If you were studying History – "Original Colonies of the US" "New York, Connecticut, New Hampshire, Georgia, etc").

• Bippidy Bippidy Bop

The main purpose of this game is to develop listening skills, and students' ability to focus. Stand in a circle, and one person enters the middle. The person in the middle approaches someone on in the circle and says "Bippidy Bippidy Bop". The objective of the person on the outside of the circle is to say the word "Bop" before the inside person finishes the phrase "Bippidy Bippidy Bop". If he/she doesn't say Bop in time, he/she is in the middle. OR the inside person can just say "Bop", and the outside person can't say anything.

- o Next Layer = Tableaus: After Bippidy Bippidy Bop has been established, you can add tableaus. These are images three people make with their bodies when the person in the middle calls it out. For example, the middle person may point at someone and say "Elephant!", then the person she is pointing at has to become the trunk of and

elephant, and the people on either side have to become the large ears. If anyone fails to do this before the center person counts to ten, then he/she is in the middle.

Adaptation for Curriculum: You can alter the words "Bippidy Bippidy" Bop to fit your unit. For example, if you were doing a unit on geology, you could say "Rickity, Rickity, Rock!", and then the tableaux could be "Igneous", "Metamorphic", "Sedimentary", etc.

- **What Are You Doing?**

The focus of this game is to stretch your mind, body, and listening skills. Participants must be doing one action while saying another. This exercise can be done in a circle or in pairs. One person begins a physical action such as jumping rope, the next person asks, "What are you doing?" and the first person must answer something OTHER than what he is doing – anything but jumping rope. The next person then begins the action that the first one answered. Then this continues around the circle or back and forth. If the person hesitates in answering the question, repeats an action that has already been said, or answers with something that looks like what he is doing then he is out.

Adaptation for Curriculum: The teacher can "label rounds". For example the teacher could choose to label the round "Chemistry", in which case ALL the answers to the question "What are you doing?" must relate to chemistry in one way or another (e.g. "splitting atoms to cause nuclear fission", "balancing an atomic equation", etc).

- **Patterns**

The skill learned in this game is the ability to listen and communicate very specific messages amidst chaos. This game is played standing in a circle. In the first round, the group will establish one pattern – names – in which everyone in the circle says one person's name. Practice that pattern until it is memorized. Then someone will initiate a second pattern (could be food, states, anything), and practice that pattern until it is memorized. Note that with each pattern, the person you are receiving and sending to should be different. Now practice running the first and second pattern at the same time. Add a third pattern, practice, and then try all three at once.

Adaptation for Curriculum: Select patterns that relate to your unit/curriculum. This game is great for helping students to memorize information. If they need to memorize US Capitols, do that as a round.

Introduction to "Yes, And"

"Yes, And" is the fundamental philosophy in improvisation that simply means you must accept the initial offer, and then build on it to keep the scene moving forward. The "Yes" is the acceptance of what has come before you, and the "And" is your creative addition to the offer. Not only does this philosophy keep the momentum going on scene work, but it is also extremely helpful in the classroom setting.

Yes, And in Practice:

- **Yes, And Story**

This simply story telling game is a great way to practice teamwork and listening. Sit or stand in a circle. Pretend that all of you just went on vacation together, and where it is you went. The first person starts by saying, "Remember when we went on that awesome trip to blank?", the next person in the circle starts her sentence with "Yes, and . . ." and fills in something that happened on the trip. This continues all the way around the circle until the trip ends. The only rules are that 1) what you say has to build off what the person before you said (i.e. no "aliens landed" in the middle of a story about a castle); and 2) if something happens on the trip, it happens to ALL of us (i.e. no "then Peter threw up!", rather "then we all threw up") – this keeps people from feeling singled out.

- **"Yes, Lets!"**

This game is a physical manifestation of Yes, And, and it's a great way to get students working together in a physical way. Spread out in a room that has open space. One person yells out a suggestion of a physical action (e.g. "Let's climb a Mountain!") and then everyone yells "Yes, Lets!" and begins to pantomime the action. Students take turns yelling out a new action. They will have to learn to give and take focus so that there is never more than one person yelling out an idea at one time.

- **Dr. Know It All**

This game is tremendous fun, but the bottom line is that students must listen and practice "Yes, And" to be successful. Three students stand shoulder to shoulder. Someone from the

audience/class asks a question (e.g. "Why is the sky blue?"). The three students must answer this question as if they were one person: one word at a time (e.g. "Because" "it" "reflects" "the" "ocean"). The answer doesn't have to be the correct one; it just has to make sense.

Adaptation for Curriculum: Have your students become the Dr. Know It All of the subject you are currently studying. Not only do they have to work together to answer the questions but also they have to have the knowledge as a team to answer the question.

- **Spellmaster**

This game builds on the Dr. Know It All skills, and has the team of three spell word that are given to them one-word-at-a-time, and then also makes the team define the word the same way. It uses team building and allows students to sound out words as well as discover the meanings of words they may not know.

Adaptation for Curriculum: Have your students become the Spellmaster and test their abilities to spell and define words from the spelling list you have. Students will have to work together, and help each other learn if they are not sure of the answer.

Story as a Communication Device

Many people use the story and story structure to create plays and skits. But story itself has multiple adaptations to everyday communication. Since we all understand stories and they stay in our memory, the use of story structure helps to cement lessons and make students think about how they present information to others.

Story in Practice:

- **Seven Sentence Stories**

Seven-sentence story structure is a compilation of all stories, broken down to their essence. It consists of the following even sentences:

Once upon a time...

And every day...

Until one day...

And because of that...

And because of that...

Until finally...

And ever since then...

Participants can create stories by adding just the one sentence, and listening to the previous story items and adding onto them. Together, seven people will make one story by all adding in their one plot point.

Adaptation for Curriculum:

By using this structure to help create stories from lesson plans, students can easily remember and have more connection to subject material. Story also helps students to learn *how* to present messages in a way that others can understand, and find useful. Students can also create stories with each one adding in a new fact about the subject matter for each of their sentences.

- **Pop Up Story**

Pop up story allows students to make a physical representation of the story they are telling. It also allows students who may not have the verbal skills to still tell stories, but using a physical manifestation of the action. Pop up story has one person who narrates the story being told, while the other players are creating physical shapes that correspond to the story. The narrator can 'turn the page' to get to the next part of the story, allowing the players to create another shape for the narrator to use in their story telling.

Adaptation for Curriculum:

Since it is a still picture, like a pop-up book, the students must practice control and help a narrator tell the story. The specifics of the poses the students take could have relevancy to the material being presented (how to dig for fossils, etc) while the story can be about a specific event.

- **Advance/ Expand**

Advance/ Expand is a scene where the players will advance the story when the moderator tells them to, or they will stop moving the story forward and just silently explore their environment when the moderator tells them to "expand." Advance/ Expand helps students understand what parts of the story are necessary – and what is irrelevant. It also helps them to

see what other parts of the story they might have forgotten in order to fully communicate the ideas they want.

Adaptation for Curriculum:

The story could be based on the curriculum that is being presented, and the expansion could be the students having to have hands on action of doing the activities associated with the lesson. The story could be about building a boat, and the expand could be the students silently figuring out what part goes where.

Other Games to Adapt

The games listed below are also a few that can be adapted for specific curriculum. Ideas and processes can be discussed during the workshop.

- **Naive Expert**

One person must go out of the room and then the rest of the group decides what the person is an expert on. They will then be invited back into the room, and interviewed on their area of expertise, even though they don't know what it is. This can allow students to have the fun of both guessing what the topic is, but also finding out what they know about that topic.

- **Just a Minute**

Three 'panelists' sit and one begins talking about a subject. If at any point they hesitate, deviate from the topic, or repeat themselves, another panelist can say 'just a minute' and then they get to take over speaking. Whoever is speaking at the end of one minute wins a point. This is really a test to see how students can listen, and demonstrate how much they know about a topic.

- **Foreign Poet**

Foreign poet has three players: one who speaks in gibberish as a foreign poet, one who then translates the poem into English, and one who performs the interpretive dance associated with the poem. The gibberish and the translator can be working together to communicate stories about a topic, as the dancer provides the fun and excitement.

A note about all the above items:

All the improvisational games listed here are examples of games we have considered for adapting. Throughout the workshop we will provide tools, and additional games to help teachers create their own formats based on what they feel will work for their style, curriculum and classroom.

TAA Additional Games/ Exercises

Simple Listening:

Purpose: Testing individual listening capabilities.

Working in pairs, one person tells a story for 90 seconds while the other listens. The listener is instructed to shut down their internal monologue as well as the need to smile, nod or respond.

Rant and Define:

Purpose: a tool for defining what an individual hears in a story.

Working in pairs, one person rants for 90 seconds, the other person listens. At the end of the time, the listener must condense the rant into one sentence and tell the rant-er what they heard. NOTE: additional information - match the intensity of the speaker to let them know they are being heard and understood, and to help move them down in intensity.

Zoom Screech:

Purpose: to quicken listening and responding reaction time, and get full body motion.

With the group in a circle, start with step one; pass the word 'zoom' around the circle in one direction as quickly as possible. Step two; introduce the 'screech' to change the direction of the 'zoom.' Step three; add 'zip' which can go across the circle. Step four; forgo the words and move your hips using the sounds that James Brown (or Michael Jackson) would make.

Second Question:

Purpose: to practice duel intentions and listening.

With the group in a circle, one person is in the middle facing towards a person in the circle. The outside person asks a question. The inside person then goes to the outside person number two, who asks a question as well. The inside person answers the first question, then goes on to the outside person number three. The outside person number three asks a question, and the inside person answers question number two. VARIATION: drag two questions rather than one.

Yea. Boo:

Purpose: Dealing with fear of failure:

In a circle, one person says something and everyone says 'YAY!' The next person says something and everyone says 'BOOO!' Go around twice so everyone has one of each response.

Hand Shake:

Purpose: Listening

The group mixes and mingles while shaking hands and introducing themselves. When people introduce themselves, they take the name of the person they just met. They then introduce themselves as that name to the next person. Rinse and repeat. If you get your own name back, you can sit out. NOTE: Play the game three times then give up.

Blind Poker:

Purpose: to begin a discussion about status and relationship.

Each person takes a card from a deck of playing cards and without looking at the card, places the card on their forehead. The group then walks around and interacts. At the end, make the group line up based on how people treated them.

Yes. and party planning:

Purpose: to feel the results of 'yes, and' and 'yes, but'

This game uses the "Yes, And" in a group setting. It helps identify how 'yes, but' blocks forward motion and 'yes, and' can build momentum.

Character 'Spine':

Purpose: for breaking down character movement and insight into physicalization of characters.

Have participants make a list of descriptive words that people might use when describing them. Have them narrow the list to a dominant word, and then translate that into simple motion (moving a chair, tying a shoe, etc.) NOTE: be sure to not let them 'act' the word. It is not about showing us the word, it is about how the word affects what you do and how you interact with others.

Resources –

<http://improvencyclopedia.org> - a good list and definition of games

Audience Prompts –

The main note we have for audience prompts is, the more specific you are, the more specific the audience will be. Even if they do not answer the question. The goal is to challenge the audience and yourself to be SPECIFIC, not general (general will get you cheese every time...). Examples:

- | | | |
|--------------------|---|--|
| Give me a location | - | Give me a room in the mansion that is permanently locked |
| An occupation | - | What does your weird uncle do for a living |
| A relationship | - | Who did you call last on your phone? What's your relationship? |
| An object | - | What's the birthday gift you always wanted? |
| A quality | - | What is a bullet point on your resume? |

Seven Line Story Structure

1. Once upon a time....

This is the basis, the beginning. It introduces us to what we are about to hear, and who we are about to meet.

2. And every day....

A pattern is being set. We can see the world laid out as it is currently.

3. Until one day....

The upset. Something that happens that takes our simple balance, and makes it unbalanced.

4. And because of this...

We see the ramifications of the upset action.

5. And because of this...

We see more ramifications of the ramifications!

6. Until Finally...

We see how the change has brought about a new balance.

7. And ever since then....

Our world is now stable again, and we can see the new order of things.

There are three basic parts to this story structure:

1. the BALANCE (1 and 2)
2. the UNBALANCE (3, 4 and 5)
3. the NEW BALANCE (6 and 7)

This is the story structure that Pixar uses for all it's films.