

Hot Potato

- Have each student grab a school item that fits comfortably in their hand (pen/pencil, eraser, water bottle, etc.)
- When the teacher gives the signal, “**Go**,” students pass the item repeatedly from one hand to the other until the teacher gives the signal, “**Stop**.” If the item is in a student’s right hand they must complete butt kickers for 30 seconds. If the item is in a student’s left hand they must complete air drumming for 30 seconds.
- Continue the game for multiple rounds and use the [Fitness Movement List](#) to change the movements each round.

Head, Shoulders, Knees, Toes, Fit Kids!

- Have students place a school item (pen/pencil, eraser, water bottle, etc.) on the floor or on a desk in front of them.
- Begin by calling out, “**Head**” “**Shoulders**” “**Knees**” or “**Toes**”, in any order.
- Students should touch whichever part of their body the teacher calls out. When the teacher calls out, “**Fit Kids!**”, students should quickly pick up the school item.
- If a student mistakenly does one of the following, they must complete a teacher-chosen fitness movement for 30 seconds before sitting down:
 - 1) Touches the wrong body part.
 - 2) Touches a body part instead of picking up the item.
 - 3) Picks up the item instead of touching the body part called.

Use the [Fitness Movement List](#) for movement options.

- Continue the game for multiple rounds and change the movement each round.

Keep It Up

- Have students crumple a piece of paper into a small ball.
- When the teacher gives the signal, “**Go**”, students should use the palm of their hand to continuously pop the paper ball in the air. If a student’s paper ball falls to the floor, the student must complete a teacher-chosen fitness movement for 30 seconds before sitting down. Use the [Fitness Movement List](#) for movement options.
- The last student standing wins the round.
- Continue the game for multiple rounds and change the movement each round.

Zoom Out (screen projection required)

- Divide the class into groups of two or more.
 - Using printed images or items around the classroom, place the image or item extremely close to your computer’s camera without students seeing the image or item.
 - Slowly begin to pull the item away from the camera (closer to you) so the item comes into focus.
 - Groups should try to guess the image or item before it comes into full focus.
 - If a group guesses incorrectly, they must complete a teacher-chosen fitness movement for 30 seconds before sitting down. If a group guesses correctly, the other groups must complete a teacher-chosen fitness movement for 30 seconds.
- Use the [Fitness Movement List](#) for movement options. Each group gets one guess.
- **Game Tip:** Choose items that will fit in your camera’s view and that can be clearly seen.




Fit Kids Says

- Have students stand then start the game by saying: "Fit Kids says, **do butt kickers.**" Repeat the "Fit Kids says" command several times, calling out different fitness movements. Use the [Fitness Movement List](#) for movement options.
- Occasionally call out a trick command such as, "Fit Kids says, **don't do jumping jacks**". Students who perform the trick command must complete the movement for 30 seconds before sitting down.
- The last student standing wins the round.
- Continue the game for multiple rounds.

Heads or Tails

- Give each student a coin. You can use larger coins for younger students and smaller coins for older students.
- On the teacher's count, "**1, 2, Flip**" students gently flip their coin in the air. Encourage students to catch their coin, but it is ok if the coin falls on the floor.
- Call out a fitness movement to be completed for 30 seconds if the coin lands on heads and a different fitness movement if the coin lands on tails. Use the [Fitness Movement List](#) for movement options.
- Continue the game for multiple rounds and change the movement each round.

Two Truths and a Lie



- One at a time, each student should tell the class two truths and one lie.
- The students should listen carefully to determine the lie. On the teacher's count: "**3, 2, 1**", students should hold up ,  or  fingers to indicate which sentence they think is the lie.
- Students who guess incorrectly must complete a teacher-chosen fitness movement for 30 seconds. Use the [Fitness Movement List](#) for movement options.
- Game continues until all students get an opportunity to share or for time.

Would You Rather?

GAME PLAY OPTION 1



- Create a list of "**Would You Rather**" questions or use the list provided on the following page.
- For each round, ask a "**Would You Rather**" question. Students must show, using their fingers, if they agree with option 1 or option 2.

Example: "**Would You Rather** swim in the ocean  or snowboard down a mountain  ?"

- If students show  (swim in the ocean), call out a fitness movement that must be completed for 30 seconds. If students show  (snowboard), call out a different fitness movement. Use the [Fitness Movement List](#) for movement options.
- Continue the game for multiple rounds and change the movement each round.

Would You Rather?

GAME PLAY OPTION 2

- Create a list of “**Would You Rather**” questions or use the list provided below.
- The teacher starts by asking one student a “**Would You Rather**” question.
Example: “**Would You Rather 1) be a lion or 2) be a tiger?**”
- Before the student answers, the class must show using their fingers, if they think the student answering will answer  lion or  tiger.
- Once all the students show their guess, the student whom the teacher originally asked the question reveals their choice.
- Students who guess incorrectly must complete a teacher-chosen fitness movement for 30 seconds. Use the [Fitness Movement List](#) for movement options.
- Continue the game for multiple rounds, changing the student answering the question and the movement each round.

WOULD YOU RATHER, TAKE...



an art class?



OR



a music class?



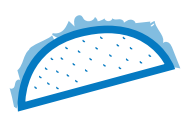
WOULD YOU RATHER, EAT...



spaghetti?



OR



tacos?



WOULD YOU RATHER, EAT...



fruits?



OR



vegetables?



WOULD YOU RATHER, RIDE IN...



a hot air balloon?



OR



an airplane?



WOULD YOU RATHER, BE...



a fish?



OR



a bird?



WOULD YOU RATHER, DRINK...



orange juice?



OR



apple juice?



Would You Rather?

WOULD YOU RATHER, EAT...



cake?



OR



ice cream?



WOULD YOU RATHER, BE...



too hot?



OR



too cold?



WOULD YOU RATHER, HAVE...



a pet snake?



OR



a pet tarantula?



WOULD YOU RATHER, WORK FOR...



the police dept?



OR



the fire dept?



WOULD YOU RATHER, WATCH...



a comedy?



OR



a scary movie?



WOULD YOU RATHER, BE...



a puppy?



OR



a kitten?



WOULD YOU RATHER, LIVE...



in the mountains?



OR



by the beach?



WOULD YOU RATHER, HAVE...



a tail?



OR



elf ears?



Would You Rather?

WOULD YOU RATHER, BE...



WOULD YOU RATHER, VISIT...



WOULD YOU RATHER, TRAVEL...



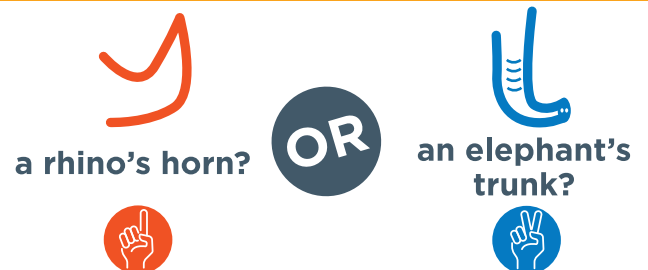
WOULD YOU RATHER...



WOULD YOU RATHER, BE...



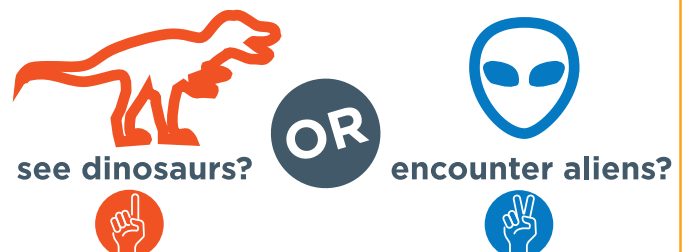
WOULD YOU RATHER, HAVE...



WOULD YOU RATHER, GO...



WOULD YOU RATHER...



Would You Rather?

WOULD YOU RATHER, SMELL LIKE...



an onion?



OR



garlic?



WOULD YOU RATHER, EAT...



pancakes?



OR



waffles?



WOULD YOU RATHER...



talk like Yoda?



OR



breathe like
Darth Vader?



WOULD YOU RATHER...



watch your
favorite movie?



OR



read your
favorite book?



Talk in Sixty Seconds

- Create a list of topics your students can talk about for 60 seconds or use the list provided on the following page. Let students choose whichever topic they feel most comfortable with.
- Choose one student to begin. Have the student announce what topic they have chosen to talk about.
- On the teacher's count "**3, 2, 1**" the student should begin talking and continue talking for the entire 60 seconds. While the student is talking, the teacher should run a timer and announce when the 60 seconds is up.
- If the student talking is able to talk for the full 60 seconds without stopping for more than 3 seconds, repeating something they have already said, or running out of things to say, the whole class must complete a teacher-chosen exercise for 30 seconds. Use the [Fitness Movement List](#) for movement options.
- If the student talking is not able to talk for the full 60 seconds without stopping for more than 3 seconds, repeating something they have already said, or running out of things to say, the student must complete a teacher-chosen fitness movement for 30 seconds.
- Game continues until all students get an opportunity to share or for time.

Talk in Sixty Seconds

TOPICS: (Encourage students to elaborate on their answers)

- Five things you can't live without. **Why** can't you live without them?
- If you could build your dream house, **what** would it look like? **What** rooms would it have?
What would the yard look like?
- If you had to watch one show or play one video game for the rest of your life, **what** would it be?
Why would you make that choice?
- **What** are your favorite activities for each of the four seasons (Spring, Summer, Fall, & Winter)?
- Three things you would change or laws you would create in America if you were president.
Why would you change those things or make those laws?
- Three things you would buy if you had a million dollars. **Why** would you buy those things?
- Think of someone who motivates/inspires you. **What** do they motivate/inspire you to do?
How do they motivate/inspire you?
- Imagine you woke up on the first day of your dream job. **What** would your dream job be?
Why is it your dream job? **What** do you do at your job?
- If you could be famous for something, **what** would it be?
- Describe the craziest dream you have ever had.
- Imagine you are creating your dream restaurant. **What** kind of food would you serve,
what would the menu look like, and **how** would the restaurant be decorated?
- Describe three goals you have for yourself.
- **What** is the bravest thing you've done in your life? **Why** did you make the choice you did?
How did you feel during and after the situation?
- **What** is one thing you're really good at? **How** did you get so good?
- **Think** about a time you did something kind for someone else. **What** did you do?
How did it make you feel? **How** did it make the person you helped feel?
- Imagine your life in ten years. **What** do you think you will be like? **What** will you be doing?
- **What** would your perfect weekend look like? **What** things would you do? **Who** would you see?
What would you eat?
- Write about your least favorite chore. **What** don't you like about it?
What would you invent to make the chore easier?