



Just Move™

Start-Up Guide



COLUMBIA UNIVERSITY
MEDICAL CENTER



NewYork-Presbyterian
Ambulatory Care Network

Dear Just Move™ School Champions,

Congratulations and welcome to the Just Move™ program! We're honored that you selected our program, and thank you for being your site champion. Our team is excited to be working with the Active Schools Acceleration Project to implement the program in your schools. This year Just Move™ will be in almost 230 schools in 42 states!

Our program was created in an urban environment where resources to support activity are often limited. We began with one partner school in 1999, and have expanded and modified our program regularly to meet the growing need for health promotion in schools. Our aim in creating Just Move™ was to work in collaboration with school staff to develop an easy to implement and effective program. We've been successful at achieving schools' buy-in because we have used their feedback to make the program easy to fit into the school day. Since the movements are tied to the Common Core Learning Standards, classroom teachers can seamlessly integrate learning objectives with physical activity.

The program has taken various forms since its inception over a decade ago. Our program has consistently been an effective model for increasing physical activity. The positive results of using our in-class exercise were recently published in the *Journal of Community Medicine & Health Education*.

In this guide, you'll find materials to help you explain the Just Move™ program to classroom teachers and school administration. Teachers will also receive detailed training materials and videos to give them the tools for a successful and active school year.

Just Move™ is part of a larger obesity prevention initiative called CHALK (Choosing Healthy & Active Lifestyles for Kids™). The program is made possible by NewYork-Presbyterian Hospital and Columbia University Medical Center. We encourage you to visit our website www.chalkcenter.org to learn more about our efforts.

If you have any questions, please don't hesitate to contact us.

Best wishes for a healthy school year,



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Section 1: OVERVIEW



Background and History of the Just Move™ Program

Just Move™ is an in-class physical activity break program that delivers short bursts of movement throughout the school day. The program was created in an urban environment where resources to support activity are often limited. The activity breaks are designed so that students can perform these movements right at their desks. The Just Move™ program demonstrates that even without a gym or outdoor play space any school can become an active school.

The Just Move™ program began with one partner school in 1999, and has expanded and modified the program regularly to meet the growing need for health promotion in schools. This year the Just Move™ program will be implemented in more than 225 schools across the nation. Our aim in creating Just Move™ was to work in collaboration with school staff to develop an easy to implement and effective program. We've been successful at achieving schools' buy-in because we have used their feedback to make the program easy to fit into the school day.

Since the movements are tied to the Common Core Learning Standards, classroom teachers can seamlessly integrate learning objectives with physical activity. The program has taken various forms since its inception

over a decade ago. Our program has consistently been an effective model for increasing physical activity. The positive results of using our in-class exercises were recently published in the *Journal of Community Medicine & Health Education* and in June 2012 the Just Move™ program was named a winner in the Active Schools Acceleration Project's Innovation competition.

The teachers and school staff that are implementing the Just Move™ program in New York City report tremendous benefits in their classrooms. The program helps focus and engage students and provides unique opportunities for student leadership. Beyond the obvious benefits to student health, many teachers find that weaving activity breaks into the fabric of the school day has become an indispensable classroom management tool.



The teachers and school staff that are implementing the Just Move™ program in New York City report tremendous benefits in their classrooms.



Physical Activity Breaks

What are they and how will they benefit my students?



Physical activity breaks during the school day provide children an opportunity to be active and take a break from sedentary activities in the classroom (e.g. sitting at their desks, reading, computer work). Physical activity breaks can increase daily physical activity levels of children, and leave them more focused and ready to learn.

Integrating exercise into classroom learning provides another opportunity to infuse meaningful activity into the school day. Physical activity in the classroom helps activate the brain, improve on-task behavior during academic instruction time, and increases daily in-school physical activity levels among children. Classroom teachers have the potential to influence children’s healthy behaviors and lifestyle choices. Including short bursts of physical activity into the complete learning experience maximizes students’ learning during academic activities that are mostly sedentary.



Why is physical activity important for my students?

- Improves psychological well-being, including gaining more self-confidence and higher self-esteem
- Reduces the risk of diabetes and some kinds of cancer
- Raises HDL (“good”) cholesterol
- Reduces blood pressure
- Controls weight

We are confident you will see the benefit of adding these breaks into your instructional day and look forward to hearing your feedback about the program.

The Just Move™ physical activity break program is a great tool you can utilize to keep your students active and focused during the school day.



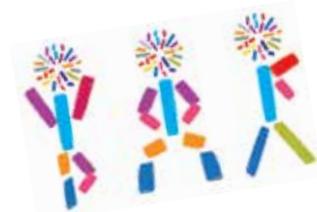
Section 2:

Key Roles and Best Practices for Physical Activity Breaks in the Classroom



Key Roles

Classroom Teachers & School Staff



Just Move™ typically takes place in the classroom and is facilitated by teachers and in-class school staff. You choose the implementation style that's best for your classroom and teaching style. Do you notice that your class is a little sluggish after lunch? **Want to re-fresh your students as you transition from math to reading? Inject an activity break!** At first, introducing activity breaks into your classroom may seem like yet another thing you have to do. In fact, teachers who've used the program have found that activity breaks help them meet other objectives by having a more focused, more attentive, more awake class. Just Move™ physical activity cards also allow students to assume a leadership role. Whether led by staff or student, both methods of implementation can prove successful.



Teachers who've used the program have found that activity breaks help them meet other objectives by having a more focused and attentive class..

Students

Your students can be both your participants and program leaders!

You can also assign a student to complete your classroom's monthly physical activity log.

ASAP Champion

The ASAP champion is charged with facilitating the successful implementation of Just Move™ at the school.

Your school's champion may be a teacher, an administrator, a parent or other school staff member.

She or he will educate school staff about Just Move™ and its benefits and instruct teachers on how to get the most out of the program in their classrooms. The ASAP champion should also be responsible for seeing that all classrooms have access to the Just Move™ activity cards. Ideally, each classroom should have a grade specific set of activity cards.

Administration

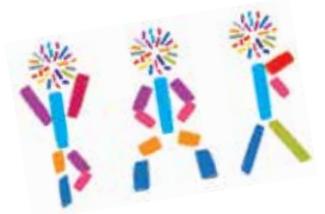
School administration plays a vital role in the success of the Just Move™ program.

If you become an advocate for physical activity breaks, chances are your staff will too.

- Visit classrooms as they participate in the Just Move™ program and join in.
- Build time into the schedule where the whole school participates in their respective classrooms, such as during morning announcements.
- Talk with teachers throughout the year and get their feedback on the program.
- Find out about the impact it's having on students, classroom energy level and school culture.



Leader Best Practices and Classroom Management Tips



Physical activity has been shown to assist students with concentration and learning. It also provides many benefits that can positively affect children's health, mental and social well-being, and performance in the classroom. Frequent breaks during the school day are recommended and can be done in 15, 10 or 5 minute intervals. The goal is to have students engaged in moderate to vigorous physical activity for at least 15 minutes daily.

Make physical activity break time routine by creating a signal or sign that can focus students quickly so that they can "stop" and listen to the teacher when they need to start or end the activity. This will maximize the time dedicated to the activities.

Start with a Signal:

Signal a movement break by using a key phrase.

Examples of this include **"Give me a hand"** - Tell the students, **"give me a hand"** and students raise one hand in the air. **"Give me a clap"** and students clap. **"Give me a stomp"** and students stomp one foot. You can then ask any combination such as **"Give me three claps and a stomp"** and this means it's physical activity break time. Be consistent in using the same routine. When students know it's physical activity time they should stand up, push their chairs under their desks and be ready to listen.

Practice this routine several times. Teachers can also use other cues for physical activity break time, such as: a bell, turning the lights on and off or a verbal cue.

The Just Move™ physical activity break program is a great tool you can utilize to keep your students active and focused during the school day. We are confident you will see the benefit of adding these breaks into your instructional day and look forward to hearing your feedback about the program.

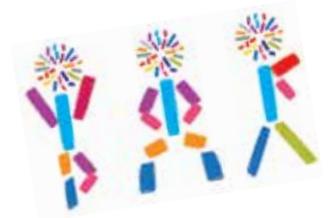
Teach Heart Rate Monitoring:

- Students should learn about heart rate and taking one's pulse the first time you introduce physical activity breaks. Explain that the goal of physical activity is for their hearts to beat faster during the exercises.
- Prompt students to check their heart rates before and after participating in the activities. Show your students how to feel their pulse on their wrist and have them count how many times their heart beats in a minute. Have them perform light activity that will get the heart rate up. Ask students to measure their pulse again. Explain how, as we exercise, the heart works harder to pump more blood through the body.
- Conduct more intense activities followed by periods of rest and measure the pulse at regular intervals to show how it can vary; talk about how exercise actually strengthens the heart since it is a muscle.



**Provide instruction
on heart rate and pulse
before introducing the
activity cards**

Leader Best Practices and Classroom Management Tips (continued)



Make Modifications:

Challenge students to do their personal best and reinforce the idea that a personal best looks different for each individual. If a student has a disability or cannot perform a certain exercise, they should be allowed to perform an alternative move or exercise.

For example: if a child has limited lower body mobility and the rest of the class is marching in place, the child should climb with his/her hands.

Students will be more engaged when you change up the physical activity break routine often. Utilize music,



incorporate different student leaders to lead the activity, and vary the way the activity cards are implemented to keep the program fresh.

Be a Role Model:

Teachers are powerful role models for students. We encourage teachers to perform the exercises with their classes. Exercising together will help students

understand the importance of daily physical activity as a part of a healthy lifestyle.



Section 3:
How to Implement the
Just Move™ Program



Implementation Ideas

The Just Move™ program is an in-class physical activity break program that can be implemented in a variety of ways. **The goal is for students to do daily moderate to vigorous physical activity for at least 15 minutes daily.** We recommend intervals of 15, 10 or 5 minutes.

Keep in mind that the Just Move™ program is intended to supplement, rather than replace physical education offerings in school. Teachers can utilize these activities as a movement-based transition between subjects or even to relax before tests. The key is to make the Just Move™ Program a regular part of the day.



Implementation Best Practices:

1 First, select an appropriate time for a break. It helps keep students focused and maintains their readiness to learn. Another option is to start the school day with an activity burst and add others after lunch and before dismissal. In this way, you have three regular exercise times that students will learn to expect and even request!

2 Second, ensure you do each of the exercises before teaching them, so that you can be confident when teaching the exercises to your students. It is best to laminate the cards and bind on a large ring. Hang them in a visible and easily accessible location so you'll be more likely to use them daily.

3 Finally, identifying a student champion is a great way to build in accountability. Teachers often assign students jobs that are part of a class routine. Students also practice leadership responsibilities and can be taught to log the activity on the activity log sheet or even lead some of the breaks.

A physical activity log is included in this start-up guide. This log is designed as a monthly record of how many minutes your class participates in Just Move™ or other physical activity break programs throughout the school day. It can be used in your classroom as a goal-setting tool and can be completed by your designated student champion. Recording daily activity can provide you with great feedback and the motivation your classroom needs to keep moving!

Just Move™ cards are divided into grade groupings based on children's motor skills, coordination and development. They are grouped for K-1, 2-3 and 4-5 grades. The blue cards promote moderate to vigorous physical activity while the yellow cards are for relaxation and stress relief.



The best part about the program is that you can personalize it to the unique needs of your class and your school.

There are additional suggestions on how to creatively implement the use of the activity cards in the videos located on the Active Schools Acceleration Project's website. [↗](#)

Implementation Ideas (continued)

Activity Break Guide:

15 MINUTES:

Just Move™ breaks may be done in a 15 minute interval by having the students perform moderate to vigorous activities (blue cards) for four minutes followed flexibility-oriented activities (yellow cards) for one minute. The teacher can then repeat this 5 minute cycle three times using different blue and yellow cards each time. This longer break is best used as a morning wake-up.

10 MINUTES:

Just Move™ breaks may be done in a 10 minute interval to transition between different subjects. Use blue cards for eight minutes followed by yellow cards for two minutes. The blue cards get the students' heart rates up, while the yellow cards are a calming transition to settle back into work at their desks. These 10 minute breaks can be used throughout the day – to transition between subjects, to help refocus a class after a long lesson plan, or even to transition from lunch back to learning.

5 MINUTES:

Just Move™ breaks may also be used in intervals as short as 5 minutes. Teachers may utilize this method to “pepper” the physical activity breaks throughout the school day. One blue card activity may be performed for four minutes, followed by a yellow card activity performed for one minute. Utilize different cards for each five minute break during the school day.



SAMPLE: 15 Minute Break – Grades K-1

00:00 – 00:59	ABC Arms
01:00 – 01:59	Marching
02:00 – 03:59	Alternate between Jumping Jacks for 10 counts and squats for 10 counts
04:00 – 04:59	Growing Tree Pose
05:00 – 05:59	Jumping Jacks – Addition/Subtraction academic integration component
06:00 – 06:59	Squats
07:00 – 07:59	Jumping Jacks – Addition/Subtraction academic integration component
08:00 – 08:59	Marching
09:00 – 09:59	Wood Chop Pose
10:00 – 10:59	ABC Arms – Review vocabulary words of the week while having students spell the words out using their arms
11:00 – 11:59	Jumping Jacks
12:00 – 12:59	ABC Arms – Review vocabulary words of the week while having students spell the words out using their arms
13:00 – 13:59	Marching
14:00 – 14:59	Child's Pose



Implementation Ideas (continued)

 SAMPLE: 15 Minute Break – Grades 2-3	
00:00 – 00:59	Arm Circles
01:00 – 01:59	Running in Place
02:00 – 03:59	Alternate between skipping for 10 counts and squats for 10 counts
04:00 – 04:59	Tree Pose
05:00 – 05:59	Skipping – Multiplication/Division academic integration component
06:00 – 06:59	Squats
07:00 – 07:59	Skipping – Addition/Subtraction academic integration component
08:00 – 08:59	Marching
09:00 – 09:59	Camel Pose
10:00 – 10:59	Arm Circles – Review vocabulary words of the week while having students spell the words out loud while performing forward arm circles
11:00 – 11:59	Skipping
12:00 – 12:59	Arm Circles – Review vocabulary words of the week out loud while performing backward arm circles
13:00 – 13:59	Running in Place
14:00 – 14:59	Child's Pose

 SAMPLE: 15 Minute Break – Grades 4-5	
00:00 – 00:59	Liberty Lifts
01:00 – 01:59	Cross-Countries
02:00 – 03:59	Alternate between Jumping Jacks for 10 counts and squats for 10 counts
04:00 – 04:59	Eagle Tree Pose
05:00 – 05:59	Jumping Jacks – Greater than/Less than academic integration component
06:00 – 06:59	Squats
07:00 – 07:59	Jumping Jacks – Addition/Subtraction academic integration component
08:00 – 08:59	Cross-Countries
09:00 – 09:59	Warrior 1 Pose
10:00 – 10:59	Liberty Lifts – Review vocabulary words of the week while having students perform the liberty lifts
11:00 – 11:59	Jumping Jacks
12:00 – 12:59	Liberty Lifts – Review vocabulary words of the week out loud while students perform liberty lifts
13:00 – 13:59	Cross Countries
14:00 – 14:59	Child's Pose



Implementation Ideas (continued)



SAMPLE: 10 Minute Break – Grades K-1

00:00 – 01:59	Squats/Jumping Jacks: Ask your students a series of true/false questions. If the answer is true the class performs squats, if the answer is false the class performs jumping jacks. The class continues performing the activity until a new true/false question is posed.
02:00 – 02:59	Marching
03:00 – 04:59	ABC Arms – Have students go through the alphabet using their arms to write the letters
05:00 – 06:59	Alternate between jumping jacks for 10 counts and squats for 10 counts
07:00 – 07:59	Marching – Have students count to 100 by tens while marching
08:00 – 08:59	Star Pose
09:00 – 09:59	Child's Pose



SAMPLE: 10 Minute Break – Grades 2-3

00:00 – 01:59	Squats/Running in Place: Ask your students a series of true/false questions. If the answer is true the class performs squats, if the answer is false the class runs in place. The class continues performing the activity until a new true/false question is posed.
02:00 – 02:59	Skipping
03:00 – 05:59	Arm Circles – Review vocabulary words of the week out loud while performing backward arm circles then forward arm circles
05:00 – 06:59	Alternate between skipping and squats while counting to 60 by twos.
07:00 – 07:59	Running in Place – Use the “as if” activity. Have a student pick a “run as if” statement; then the class follows the instructions. For example: Run as if you were a wild horse. You may want to ask 2 or 3 students to come up with an “as if” statement.
08:00 – 08:59	Seated Twist Pose
09:00 – 09:59	Child's Pose



SAMPLE: 10 Minute Break – Grades 4-5

00:00 – 01:59	Squats/Jumping Jacks: Ask your students a series of true/false questions. If the answer is true the class performs squats, if the answer is false the class performs jumping jacks. The class continues performing the activity until a new true/false question is posed.
02:00 – 02:59	Liberty Lifts
03:00 – 05:59	Cross Countries: Have students create a number pattern by acting out each new rule with cross countries. If the rule is “add 3” then students should do 3 cross countries before stating the next number in the pattern.
05:00 – 06:59	Alternate between squats for 10 counts and liberty lifts for 10 counts
08:00 – 08:59	Camel Pose
09:00 – 09:59	Child's Pose

Implementation Ideas (continued)

 SAMPLE: 5 Minute Break – K-1	
00:00 – 01:59	ABC Arms: Have students spell some of their weekly vocabulary words as a group
02:00 – 02:59	Alternate marching for 10 counts then squats for ten counts
03:00 – 05:59	Jumping Jacks
05:00 – 06:59	Star Pose

 SAMPLE: 5 Minute Break – Grades 2-3	
00:00 – 01:59	Arm Circles: Have students spell some of their weekly vocabulary words while performing backward and forward arm circles
02:00 – 02:59	Alternate running place for 10 counts then squats for ten counts
03:00 – 05:59	Skipping
05:00 – 06:59	Child's Pose

 SAMPLE: 5 Minute Break – Grades 4-5	
00:00 – 01:59	Liberty Lifts– Review vocabulary words of the week out loud while students perform liberty lifts
02:00 – 02:59	Alternate jumping jacks for 10 counts then squats for 10 counts
03:00 – 05:59	Cross Countries
05:00 – 06:59	Child's Pose



Implementation Ideas (continued)

We encourage teachers to be creative and make their own routines, as well as using the blue cards followed by the yellow cards. We have found teachers also have success using just the yellow cards to calm a classroom.

Tips from the Field:

Below are some creative ideas of how to use the exercise cards in your classroom.

- During test review, ask students a series of true-or-false questions. If the question is true, have students jump in place for 15 seconds. If it is false, ask students to perform squats. Refer to the Just Move™ blue cards for other exercise ideas.
- Read a paragraph, page of a book, or story and ask students to act out the action verbs.
- Pick different students to come up with an “as if” to go along with activities listed on the blue cards. For example: Run in place as if a dog was chasing you.
- Utilize the blue and yellow cards, such as the ABC Arms, Arms Circles, and Liberty Lifts to review classroom vocabulary words. For example if one of the vocabulary words for the week was “cat” have the students use their arms to spell the word while reciting the letters. Arms circles can also be done while spelling words in a class vocabulary list.
- After a quiz ask students to do one of the yellow cards, such as a child’s pose then after a few minutes begin your lesson.
- Ask students to lead the exercises to practice public speaking as well as leadership skills. The opportunity to lead a Just Move™ break may also be used as a reward for exemplary performance or behavior.
- End activity breaks with a quiet meditation & visualization exercise like the test stress relief at the bottom of the Just Move™ cards. Especially before a test, ask students return to their seats, instruct them to cover their eyes with their hands, and ask them to visualize a place that is calm and happy. Allow the class to remain quiet for a minute in this exercise, calming their bodies and minds.
- Create a sequence of movements and put them together to provide a quick transition between activity cards. Music is a great addition once a routine has been established!



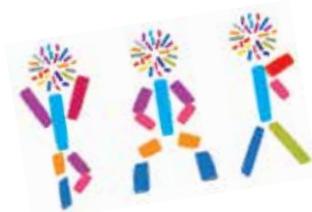
<p>Routine #1 (K-1) March in place (four counts) Say “March 2, 3, 4”</p> <hr/> <p>Jumping Jacks (four counts) “Jumping Jacks 2, 3, 4”</p> <hr/> <p>Squats (four counts) “Squats 2, 3, 4 “</p> <hr/> <p>March in place (four counts) “March 2, 3, 4”</p> <p><i>Repeat this sequence 8 times</i></p>	<p>Routine #2 (Grades 2-3) Run in place (four counts) Say “Run in place 2, 3, 4”</p> <hr/> <p>Arm Circles (four counts) “Arm Circles 2, 3, 4”</p> <hr/> <p>Skip (four counts) “Skip 2, 3, 4”</p> <hr/> <p>Squats (four counts) “Squats 2, 3, 4”</p> <p><i>Repeat this sequence 8 times</i></p>	<p>Routine #3 (Grades 4-5) Cross-Countries (four counts) Say “Cross-Countries 2, 3, 4”</p> <hr/> <p>Squats (four counts) “Squats 2, 3, 4”</p> <hr/> <p>Liberty Lifts (four counts) “Liberty Lifts 2, 3, 4”</p> <hr/> <p>Jumping Jacks (four counts) “Jumping Jacks 2, 3, 4”</p> <p><i>Repeat this sequence 8 times</i></p>
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- Ask students if they can think of other movements that they could do to keep active such as: Hopping, scissors move (feet apart then crossed in front, feet apart, then crossed in the back,) skier jump (jumping side to side over an imaginary line,) knee lifts, toe raises with arms/hands reaching toward the sky, lunges, etc. These new movements can be incorporated in any of your favorite routines.
- Students may participate in simulated sports moves:
- Kicking a field goal, shooting a jump shot, serving a tennis ball, swinging a bat, throwing a football, skating, swimming, etc.
- Be creative and weave in physical activity throughout your lessons to reinforce learning objectives.



Share your implementation ideas with the Active Schools Acceleration Project (ASAP) and your fellow teachers!

Aligning Physical Activity Breaks with Educational Standards

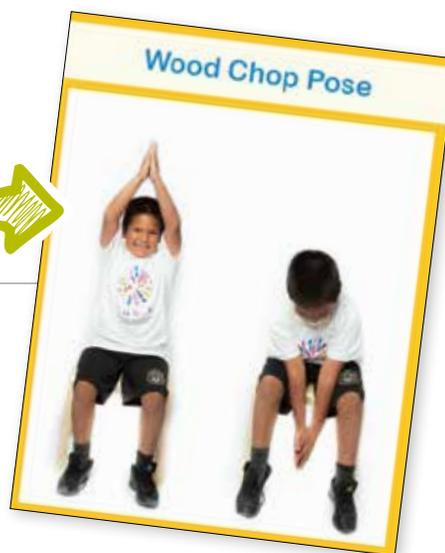


Teachers, parents and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. The Common Core State Standards allow teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

The Common Core State Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Just Move™ was created with continuous input from school staff. Using their feedback, we mapped the exercises on our flash cards to common core standards to make sure teachers don't lose valuable teaching time. Students learn concepts in different ways so adding a kinesthetic approach to learning can be beneficial in many ways!



Just Move™ “blue cards”
which promote moderate to vigorous activity are mapped to the Mathematics Common Core State Standards.



Just Move™ “yellow cards”
which promote relaxation and stress management are mapped to the Science Scope and Sequence.

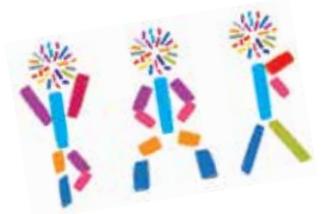
The net result of using Just Move™ is that kids get fit and teachers can reinforce key learning concepts at the same time. We encourage being creative and connecting in-class exercise to learning standards beyond the examples we provide on our flash cards. Share your own examples with us at: www.ActiveSchoolsASAP.org. We would love to add to our knowledge base by learning from other teachers and schools around the US!



Section 4:
Just Move™ Resources



Program Roll-out Checklist



We are happy you will be implementing the Just Move™ Program and want to give you the tools for an active start to the school year.

This guide covers the key elements to consider when launching the program at your school. The checklist is meant to be a guide, so the timeframes may vary and not all items may be applicable.



One Month Prior to Anticipated Start Date:

Raise Awareness & Get Approvals

As your school's Just Move™ Champion, your key task is to first raise awareness in your school and community. Meet with the District Wellness Coordinator, Principal, PTA/PTO Board, classroom teachers, PE teachers, and other stakeholders to present the program, answer questions, explain the activity cards, and share how physical activity breaks can be implemented in a classroom. The Just Move™ Program PowerPoint can assist you with addressing all the key points and benefits of the program in a more formal, structured presentation style.

- ✓ With school or faculty approval, determine a start date for the program and develop a time line of key dates for the steps below.
- ✓ If appropriate, speak at a community/school night or PTO/PTA meeting.
- ✓ Send communication to the school community announcing the program and explaining the benefits of participation. Build excitement and promote the training sessions once the dates/locations are scheduled.
- ✓ Send the “Welcome to Just Move™” parent letter home. (See page 19)

Make a Plan & Schedule Trainings

- ✓ Decide if your school wants to train all school staff (recommended) or just a few teachers on the Just Move™ program.
- ✓ If you decide to train all staff, ask your Principal to designate a professional development period in September or October. We feel that making the entire school staff aware of the program is a key to success.
 - Train on Just Move™ in-class exercise breaks (consider having a Physical Education teacher lead this training). Set the expectation that students should receive at least 15 minutes of in-class exercise each day.
 - Explain the Physical Activity Log (Show that a Just Move™ student champion may lead this section).
 - Show the Just Move™ videos provided by ASAP on the Active Schools Acceleration Project's website. ☑
- ✓ If you decide to train selected teachers, designate a training time to do the Just Move™ flash card demonstration and explain the logging system. Assign a school champion to complete these trainings in the beginning of the school year.
- ✓ Determine how many teachers will be implementing the Just Move™ Program and print copies of the activity cards and start-up guide for each teacher.
- ✓ Determine if you want to add pictures of your students to the activity card templates included in this start-up guide. If so, schedule a photo shoot with students and obtain needed consent from parents/guardians.



Program Roll-out Checklist (continued)

One Week Prior to Launch:

- ✓ Explain the program to the students & teach them the exercise break transition 'signals' you plan to use.
- ✓ Select a student champion to log physical activity minutes and review the directions with him/her.
- ✓ Make sure you have a set of flash cards and printed activity logs.
- ✓ Review the instructional videos if needed.
- ✓ Ask students to create posters for Just Move™ in art class to put up around school and build anticipation among students.

Just Move™ Launch Date:

- ✓ Get the students excited and show the Just Move™ overview video. You can access the video here: <http://www.ActiveSchoolsASAP.org/featured-schools/chalk/just-move> ☑
- ✓ Let them know students in 42 states are doing these exercises & that they help them have fun and stay active.
- ✓ Practice! It may take a few weeks for the breaks to blend seamlessly with instructional time.

Post-Launch Ideas:

- ✓ Try using the activity cards in different ways with your students.
- ✓ Add music.
- ✓ Share best practices with other school staff using the cards.
- ✓ Experiment with activity breaks at different times during the day to see what is most effective in your classroom (e.g., as part of morning activities, before the most focused coursework, before/after lunch, as an afternoon pick-me-up).
- ✓ Share with others around the country implementing the Just Move™ program to continue to gather new ideas on how to implement the program to engage students by visiting the ASAP website: www.ActiveSchoolsASAP.org ☑
- ✓ Spread the message with your community about how the program helps to refocus and re-engage students.

Final Weeks of School:

- ✓ Share the results on how the Just Move™ program worked in your school with the district wellness committee, or PTA/PTO organization.
- ✓ Celebrate your successes and meet with the school team to plan for using the program again next year.

(Optional) Testing Weeks:

- ✓ Consider using more yellow cards to help relax students immediately before a test.
- ✓ Have students use the Test Stress Relief section on the bottom of each card to practice different breathing and relaxation techniques that can be used during the test.
- ✓ Increase exercise breaks during standardized testing weeks to help students manage stress and improve concentration.



Parent Letter

To: [Parents/Guardians]

From: [First and Last Name]

Date: [Month, Day, Year]

This year your child will be participating in a classroom-based physical activity program called Just Move™.

The program complements the teachers' lessons because it is aligned with common core standards, so learning objectives are reinforced while students are engaging in activity. Just Move™ is now in schools nationwide, and we are excited to implement it here at our school this year.

Just Move™ is a simple, in-class, physical activity program designed for elementary school students and it requires little space. The program uses brief "breaks", typically over the course of the school day. The goal is to achieve at least 15 minutes or more of activity in the classroom. Here are the goals of the program.

- Promote health and fitness
- Enhance concentration, provide stress relief, and improve students' readiness to learn
- Assist students in meeting their daily physical activity goal*

Our school values the Just Move™ program as an effective way to teach students the importance of staying active. Please let me know if you have any questions about Just Move™.

Sincerely,

[Teacher/Administrator Name]

[Teacher/Administrator Contact Information]

**The Physical Activity Guidelines for Americans published by the U.S. Department of Health and Human Services recommends that children accumulate a total of 60 minutes of physical activity each day.*



Teacher Welcome Letter from Just Move

Congratulations and welcome to the Just Move™ program! We're honored that your school selected our program, and thank you for participating under the direction of your school champion. Our team is excited to be working with the Active Schools Acceleration Project to implement the program in your school. This year Just Move™ will be in almost 230 schools in 42 states!

Just Move™ is an in-class physical activity break program that delivers short bursts of movement throughout the school day. Our program was created in an urban environment where resources to support activity are often limited. We began with one partner school in 1999, and have expanded and modified our program regularly to meet the growing need for health promotion in schools. Our aim in creating Just Move™ was to work in collaboration with school staff to develop an easy to implement and effective program. We've been successful at achieving schools' buy-in because we have used their feedback to make the program easy to fit into the school day. Since the movements are tied to the Common Core Learning Standards, classroom teachers can seamlessly integrate learning objectives with physical activity.

The program has taken various forms since its inception over a decade ago. Our program has consistently been an effective model for increasing physical activity. The positive results of using our in-class exercises were recently published in the *Journal of Community Medicine & Health Education*. The teachers and school staff that are implementing the Just Move™ program in New York City report tremendous benefits in their classrooms. The program helps focus and engage students and provides unique opportunities for student leadership. Beyond the obvious benefits to student health, many teachers find that weaving activity breaks into the fabric of the school day has become an indispensable classroom management tool.

In this guide, you'll find materials to help you implement the Just Move™ program in your classroom. Teachers and school staff will also receive detailed training materials and videos to give them the tools for a successful and active school year.

Just Move™ is part of a larger obesity prevention initiative called CHALK (Choosing Healthy & Active Lifestyles for Kids™). The program is made possible by NewYork-Presbyterian Hospital and Columbia University Medical Center. We encourage you to visit our website www.chalkcenter.org to learn more about our efforts.

If you have any questions, please don't hesitate to contact us.

Best wishes for a healthy school year,



Dodi Meyer, MD
Associate Clinical Professor of Pediatrics
Director, Community Pediatrics
Columbia University Medical Center



Andrea Hausel, MPH, RD, CDN
Program Manager
CHALK (Choosing Healthy & Active Lifestyles for Kids)
NewYork-Presbyterian | Ambulatory Care Network
622 W 168th St, VC 412
New York, NY 10032
(o) 212-342-0713
anb9097@nyp.org



COLUMBIA UNIVERSITY
MEDICAL CENTER

NewYork-Presbyterian
Ambulatory Care Network



Classroom Physical Activity Log Chart

Teacher Name: _____

Month: _____

Year: _____

The goal is to do at least 15 minutes of moderate to vigorous activity each day using the Just Move™ cards. The other category is for other classroom-based physical activity your class participates in during the day (e.g., other physical activity break programs, Jammin' minute)

Monday

15m 10m 15m

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tuesday

15m 10m 15m

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wednesday

15m 10m 15m

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thursday

15m 10m 15m

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Friday

15m 10m 15m

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

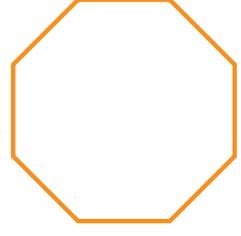
Blue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student
Champion
Name: _____

Directions:

Check the box that corresponds with the number of minutes your class was active each day. Was it more than 15 minutes on any day? Great job! Write that number in the circle.

At the end of the month, total the number of minutes, and put the total number in the octagon below:



Suggested Uses of Grant Funds or Other Resources

Think of your purchases as a way to make your program sustainable even after the initial grant funds are spent. The grant funding should set your program up for success. Take some time to assess your school's current resources and assets before determining how dollars will be spent.

Below are suggested uses that your school may consider to maximize your funds:



Teacher Incentives:

Create incentives for the Just Move™ Program at your school. Small incentive items like T-shirts or exercise equipment for the teacher's classroom are always appreciated. **Consider hosting a healthy lunch at your school for all the teachers and school staff that participate in the program.** Another idea is to have a competition where the class that logs the most minutes in a given semester wins a prize for their classroom.



Activity Cards:

With the Just Move™ start-up guide you received one set of activity cards. This set features photos of current Just Move™ students demonstrating each exercise. You may want to print a set of these for all participating teachers. A second set of customizable activity cards can be accessed via the Active Schools Acceleration Project website at www.ActiveSchoolsASAP.org. This set is composed of card templates which give you the option to create activity cards that feature photos of students from your own school. This is a hallmark of the Just Move™ program. **Organize a photo shoot with students to create custom cards that can be copied, laminated and shared with classrooms throughout the school.** You may elect to schedule this a few weeks or months into the school year to reward exemplary students with the opportunity to be included in the photo shoot.



Music:

Energizing music adds a boost to the Just Move™ program. **Teachers who use music with their activity breaks report their students are more enthusiastic and more engaged in the program.** Use funds to create CDs or playlists using online music sharing services (e.g., iTunes or Spotify). Allowing your students to vote on new songs each week or month is a great way to keep the program current. It also gives students the opportunity to weave their favorite dance moves into the cards.



Printing

Introducing a new program involves creating many letters, flyers, and signs. You might also choose to print the Just Move™ start-up guide for every participating teacher. **Award funds can be used to supplement these costs.**



Suggested Uses of Grant Funds or Other Resources (continued)



Kick-Off Assembly

Host an assembly to introduce the program to students, teachers, and parents to get everyone excited about the year ahead. Your school may already run a fall assembly. See if you can add Just Move™ to the agenda. **Perhaps you can even lead the entire school through a Just Move™ routine together!**



Family Nights

Family nights are a great way to engage your student's parents, brothers and sisters in your school's active culture. **There is no better way to win support from parents and caregivers than by having them participate!** Select an evening to host a Just Move™ kick-off event. Invite families to join their students in demos of the in-class activity routines. Good uses of award funds may include creating flyers to publicize the event and purchasing healthy snacks and water.



Just Move™ Activity Cards



*The following Just Move™ Activity Cards are provided in groupings based on grade level (K-1, 2-3, 4-5); however, many cards can be used across all grade levels. You will find both blue cards and yellow cards provided in the start-up guide. The blue cards are cards that provide moderate to vigorous physical activity and the yellow cards are cards that provide stretching and yoga poses. As your students progress through the school year you may want to add additional exercises to keep the breaks fresh and exciting.

ABC Arms



ABC Arms

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Kindergarten

(Counting and Cardinality: K.CC.3)

Use your arms to write out numbers up to 20 in front of you.

First Grade

(Ops & Algebraic Thinking: 1.OA.5)

Use your arms to make a + sign, - sign, and = sign to complete an equation.

- For example, $2+2=4$, 2 (fingers up), + (arm addition sign) 2 (fingers up) = (equal sign) 4 (fingers up)

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Place your hands together.
3. Use your arms to write out the alphabet in front of you.

TEST STRESS: Reach and Pull Breathing

1. Stand up tall. Stand up proud.
2. Breathe in through your nose (inhale) as you reach up.
3. Breathe out through your nose (exhale) as you pull your arms down.
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Marching



Marching

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Kindergarten

(Counting and Cardinality: K.CC.1)

Count up to 100 by 1s and 10s while **Marching**.

First Grade

(Num. and Ops. in Base Ten: 1.NBT.1)

Count up to 120 while **Marching**.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. March in place.

TEST STRESS: Find Your Pulse

1. Stand up tall. Stand up proud.
2. Before exercising, place two fingers on the back of your jaw bone.
3. Gently slide them down to the middle part of your neck, closer to your chin.
4. Feel your pulse.
5. Exercise for at least one minute.
6. Feel your pulse again to see if you feel a difference.

Remember to record how long you exercised each day on your exercise log!



Jumping Jacks



Jumping Jacks



ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.

CURRICULUM: Math Common Core State Standards

Kindergarten

(Ops. & Algebraic Thinking: K.OA.1)

While doing addition or subtraction, show the answer in **Jumping Jacks**.

- For example, $10-6=4$. Do 4 jumping jacks.

First Grade

(Num. and Ops. in Base Ten: 1.NBT.1)

While doing addition or subtraction, show the answer in **Jumping Jacks**.

- For example, $20-7=13$. Do 13 jumping jacks.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Clap you hands over your head and jump your feet apart (like a capital A).
3. Bring your hands down and bring your feet together (like an I).
4. Repeat several times.

TEST STRESS: Fast and Slow Motion

1. Stand up tall. Stand up proud.
2. Start doing jumping jacks.
3. When you hear “slow,” do jumping jacks very slowly as if you were in slow motion.
4. When you hear “fast,” do jumping jacks very slowly as if you were being fast-forwarded.

Remember to record how long you exercised each day on your exercise log!



Squats



Squats

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Kindergarten

(Measurement and Data: K.MD.2)

Compare the height of someone who is standing and someone who is **squatting**.

First Grade

(Measurement and Data: 1.MD.1)

Place in order from tallest to shortest of someone **squatting**, someone standing, and someone sitting in their seat.

- Compare the heights of each.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Put your hands on your hips.
3. Bend your knees as if you are sitting in a chair without really sitting.
4. Stand up tall. Repeat several times.

TEST STRESS: Bunny Breathing

1. Stand up tall. Stand up proud.
2. Take three quick breaths in through your nose (inhale).
3. Only let out three breaths out through your nose (exhale).
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Growing Tree Pose



Growing Tree Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Kindergarten

(Unit 1: Trees Through the Season)

Create different **Tree Poses** seen during the seasons.

- In winter, you are a small seed.
- In spring, you are a growing tree.
- In summer, you are a strong tree.
- In fall, your leaves fall to the ground.

First Grade

(Unit 3: Weather and Seasons)

Show how plants change with different seasons or weather with **Tree Poses**.

- In winter, you are a small seed.
- In spring, you are a growing tree.
- In summer, you are a strong tree.
- In fall, your leaves fall to the ground.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Focus your eyes on something that does not move.
3. Lift your arms overhead.
4. Lift one heel up with your toes still resting on the ground.
5. Repeat on the other side.

TEST STRESS: Calm Mind, Calm Body

1. Stand up tall. Stand up proud.
2. Close your eyes and take several breaths.
3. Place the palms of your hands together and rub them together.
4. Build up some warmth and heat, and place your hands over your closed eyes.
5. Focus on the warm feeling and on something that makes you feel good.
6. Relax your mind. Relax your body.

Remember to record how long you exercised each day on your exercise log!

Star Pose



Star Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Kindergarten

(Unit 2: Exploring Properties)

Use your body to make different **Star Poses**.

- Shooting star: Stretch your arms and legs out. Lean to one side and switch.
- Twinkling star: Stretch your arms and legs out. Wiggle your fingers.

First Grade

(Unit 2: Properties of Matter)

Use a tape measure or ruler to measure a partner's **Star Pose** from one hand to the other.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Spread out your arms and legs as if you were a star.

TEST STRESS: Five Finger Breathing

1. Stand up tall. Stand up proud.
2. Hold up five fingers.
3. Breathe in through your nose (inhale) while counting slowly on your five fingers.
4. Breathe out through your nose (exhale) while counting slowly on your five fingers.
5. Repeat several times.

Remember to record how long you exercised each day on your exercise log!

Wood Chop Pose



Wood Chop Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Kindergarten

(Unit 2: Exploring Properties)

Use your **Wood Chop Pose** to cut down the tree.

- What is a tree made of?

First Grade

(Unit 3: Weather and Seasons)

The sun moves from east to west.

- Place both hands to the right. This represents the sun rising from the "east."
- Slowly bring one hand towards the left. This represents the positions of the sun during the day and setting in the "west."

DIRECTIONS:

1. Turn in the chair to have open space in front of you.
2. Place your hands together over your head.
3. Slowly bring your hands down towards the floor.
4. Slowly bring your hands up towards the ceiling.
5. Repeat several times.

TEST STRESS: Positive Thinking

1. Stand up tall. Stand up proud.
2. Close your eyes and take several deep breaths.
3. Focus on a positive thought or good feeling while relaxing your mind and body.
4. Focus on this positive thought for 30 seconds, or until you feel calm.

Remember to record how long you exercised each day on your exercise log!

Child's Pose



Child's Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Kindergarten

(Unit 3: Animals)

Some animals, such as bears, squirrels, and bats, hibernate, or take a deep sleep, during the winter.

- When you hear the word, hibernate, go into **Child's Pose**.
- Bats hibernate in caves.
- Bears hibernate in dens.

First Grade

(Unit 1: Animal Diversity)

Bears hibernate in dens. Bats hibernate in caves. When you hear the correct match, place your head down on your desk as with **Child's Pose**.

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Lift your hands up and let them greatly fall towards your desk.
3. Look down at your toes and gently lean back.
4. Hold for several seconds.

TEST STRESS: Tense and Relax

1. Sit up tall. Sit up proud.
2. Choose one body part that you will tense or squeeze.
3. Hold that squeeze for a few seconds and then relax.
4. Now tense and relax other parts of your body.

Remember to record how long you exercised each day on your exercise log!

Arm Circles



Arm Circles

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Second Grade

(Num. & Ops. in Base Ten: 2.NBT.4)

When comparing two numbers, make a $<$ sign or $>$ sign with your arms.

- $<$ sign: extend your open arms out in front of you and turn them to the right.
- $>$ sign: extend your open arms out in front of you and turn them to the left.

Third Grade

(Measurement and Data: 3.MD.1)

Use your arms to tell time.

- Your left arm tells the hours.
- Your right arm tells the minutes.
- For example, use your arms to tell 3:15

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Make circles with your entire arm.

TEST STRESS: Reach and Pull

1. Stand up tall. Stand up proud.
2. Breathe in through your nose (inhale) as you reach up.
3. Breathe out through your nose (exhale) as you pull your arms down.
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Running in Place



Running in Place

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Second Grade

(Ops. & Algebraic Thinking: 2.OA.2)

While doing addition or subtraction, tell the answer while **Running in Place**.

- For example, $25-5=20$. Run for 20 seconds or steps.

Third Grade

(Measurement and Data: 3.MD.8)

While solving for perimeter, **Run in Place** for each given side and the total length.

- For example, for a rectangle with a perimeter of 3×2 , run for 3 steps for each long side and 2 steps for each short side.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Run in place.

TEST STRESS: Find Your Pulse

1. Stand up tall. Stand up proud.
2. Before exercising, place two fingers on the back of your jaw bone.
3. Gently slide down to the middle part of your neck, closer to your chin.
4. Feel for your pulse.
5. Exercise for at least one minute.
6. Feel for your pulse again to see if you feel a difference.

Remember to record how long you exercised each day on your exercise log!



Skipping



Skipping

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Second Grade

(Num. & Ops. in Base Ten: 2.NBT.2)

When counting up to 1000, **Skip** while counting by 5s, 10s, 100s.

Third Grade

(Num. & Ops. in Base Ten: 3.NBT.3)

While Multiplying or dividing, **Skip** out the answer.

- For example, $2 \times 20 = 40$. Do 40 skips.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Bring your knees up, as with marching.
3. Push off your toes as you add a little hop to each march. Lift your arm up.
4. Land flat on your foot.
5. Repeat several times.

TEST STRESS: Fast and Slow Motion

1. Stand up tall. Stand up proud.
2. Start skipping in place.
3. When you hear "slow," skip very slowly as if you were in slow motion.
4. When you hear "fast," skip very quickly as if you were being fast-forwarded.

Remember to record how long you exercised each day on your exercise log!



Squats



Squats

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Second Grade

(Ops. & Algebraic Thinking: 2.OA.3)

When counting:

- Every time you hear an odd number stand up.
- Every time you hear an even number **Squat** down.

Third Grade

(Num. & Operation-Fractions: 3.NF.1)

A fraction has a numerator (top number) and a denominator (bottom number).

- Every time you say or hear the numerator, stand up.
- Every time you say or hear the denominator, **Squat** down.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Put your hands on your hips.
3. Bend your knees as if you are sitting in a chair without really sitting.
4. Stand up tall.
5. Repeat several times.

TEST STRESS: Bunny Breathing

1. Stand up tall. Stand up proud.
2. Take three quick breaths in through your nose (inhale).
3. Only let out one breath through your nose (exhale).
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Tree Pose



Tree Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Second Grade

(Unit 3: Plant Diversity)

When in **Tree Pose**, identify the different parts of a tree.

Third Grade

(Unit 4: Plant and Animal Adaptations)

When in **Tree Pose**, you or a partner identify the different parts of a tree.

- What do those parts do?
- How do they help the tree survive?

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Focus your eyes on something that does not move.
3. Lift your arms overhead.
4. Lift one foot up and let it rest on the other leg.
5. Repeat on the other side.

TEST STRESS: Calm Mind, Calm Body

1. Stand up tall. Stand up proud.
2. Close your eyes and take several deep breaths.
3. Place the palms of your hands together and rub them together.
4. Build up some warmth and heat, and place your hands over your closed eyes.
5. Focus on the warm feeling and on something that makes you feel good.
6. Relax your mind. Relax your body.

Remember to record how long you exercised each day on your exercise log!

Seated Twist Pose



Seated Twist Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Second Grade

(Unit 2: Forces and Motion)

Try twisting quickly and slowly.

- When you are twisting, you are pushing your hand down to your leg.
- When you are untwisting, you are pulling your hand away from your leg.

Third Grade

(Unit 3: Simple Machines)

Try twisting quickly and slowly.

- How would your speed change if you had something heavy in your hands?
- How would your speed change if you had something light in your hands?

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Reach your right hand in the air.
3. Bring it across your body, toward your opposite hip or leg.
4. Twist your body to look behind you.
5. Repeat on the other side.

TEST STRESS: Five Finger Breathing

1. Sit up tall. Sit up proud.
2. Hold up five fingers.
3. Breathe in through your nose (inhale) while counting slowly on your five fingers.
4. Breathe out through your nose (exhale) while counting slowly on your five fingers.
5. Repeat several times.

Remember to record how long you exercised each day on your exercise log!

Camel Pose



Camel Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Second Grade

(Unit 2: Forces and Motion)

Observe and compare the differences in the body when in **Camel Pose** and when seated.

Third Grade

(Unit 4: Plant and Animal Adaptations)

A camel can survive in the desert because of its hump, an adaptation.

- Learn more about animal adaptations.
- Create new poses to show these animals or adaptations.

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Place your hand on your lower back with your elbows back.
3. Slowly lift your chin high towards the ceiling as you open up your chest.
4. Slowly tuck your chin back into your chest as you round your back.

TEST STRESS: Positive Thinking

1. Sit up tall. Sit up proud.
2. Close your eyes and take several deep breaths.
3. Focus on a positive thought or good feeling while relaxing your mind and body.
4. Focus on this positive thought for 30 seconds, or until you feel calm.

Remember to record how long you exercised each day on your exercise log!

Child's Pose



Child's Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Second Grade

(Unit 2: Forces and Motion)

Observe and compare the differences in the body when in **Child's Pose** and when seated.

Third Grade

(Unit 3: Simple Machines)

How would **Child's Pose** look if there was no gravity?

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Lift your hands up and let them gently fall towards your desk.
3. Look down at your toes and gently lean back.
4. Hold for several seconds.

TEST STRESS: Tense and Relax

1. Sit up tall. Sit up proud.
2. Choose one body part that you will tense or squeeze.
3. Hold that squeeze for a few seconds and then relax.
4. Now tense and relax other parts of your body.

Remember to record how long you exercised each day on your exercise log!

Liberty Lifts



Liberty Lifts

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Fourth Grade

(Geometry: 4.G.1)

Use your arms to make angles.

- Acute angle: stretch your right arm out to the side. Raise your left arm straight, but leaning toward your right arm.
- Obtuse angle: stretch your right arm out to the side. Raise your left arm up but leaning away from your right arm.

Fifth Grade

(Num. & Ops. in Base Ten: 5.NBT.3.B)

When comparing two decimals, make a < sign or > sign with your arms.

- < sign: extend your open arms out in front of you and turn them to the right.
- > sign: extend your open arms out in front of you and turn them to the left.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Raise one arm up.
3. Bring it across your body, towards your hip or opposite leg.
4. Raise it back up.
5. Repeat several times and then switch sides.

TEST STRESS: Reach and Pull Breathing

1. Stand up tall. Stand up proud.
2. Breathe in through your nose (inhale) as you reach up.
3. Breathe out through your nose (exhale) as you pull your arms down.
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Cross Countries



Cross Countries

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Fourth Grade

(Ops. & Algebraic Thinking: 4.OA.5)

Create a number pattern by acting out each new rule with **Cross Countries**.

- For example if the rule is "Add 3," then you must do three cross countries before stating the next number in the pattern.

Fifth Grade

(Measurement & Data: 5.MD.1)

When converting meters (m) into centimeters (cm) each answer should be given with **Cross Countries**.

- For example, in 0.25 m there are 25 cm. Do 25 cross countries.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Reach one arm forward and step one leg forward.
3. Quickly switch to bring your other arm and leg forward.
4. Repeat several times.

TEST STRESS: Find Your Pulse

1. Stand up tall. Stand up proud.
2. Before exercising, place two fingers on the back of your jaw bone.
3. Gently slide them down to the middle part of your neck, closer to your chin.
4. Feel for your pulse.
5. Exercise for at least one minute.
6. Feel for your pulse again to see if you feel a difference.

Remember to record how long you exercised each day on your exercise log!



Jumping Jacks



Jumping Jacks



ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.

CURRICULUM: Math Common Core State Standards

Fourth Grade

(Num. & Ops. in Base Ten: 4.NBT.1)

While doing multiplication or division, show the answer in **Jumping Jacks**.

- For example, $4 \times 10 = 40$. Do 40 jumping jacks.

Fifth Grade

(Num. & Ops. in Base Ten: 5.NBT.2)

While doing multiplication or division with decimals, show the answer in **Jumping Jacks**.

- For example, $60 \times 0.3 = 18$. Do 18 jumping jacks.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Clap your hands over your head and jump your feet apart (like a capital A).
3. Bring your hands down and bring your feet together (like an I).
4. Repeat several times.

TEST STRESS: Fast and Slow Motion

1. Stand up tall. Stand up proud.
2. Start doing jumping jacks.
3. When you hear "slow," do jumping jacks very slowly as if you were in slow motion.
4. When you hear "fast," do jumping jacks very quickly as if you were being fast-forwarded.

Remember to record how long you exercised each day on your exercise log!



Squats



Squats

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Math Common Core State Standards

Fourth Grade

(Ops. & Algebraic Thinking: 4.OA.4)

Determine if a given whole number is prime or composite.

- If the whole number is prime, then stand up.
- If the whole number is a composite, then **Squat** down.

Fifth Grade

(Geometry: 5.G)

Determine if a line is parallel or perpendicular to an axis.

- If the line is parallel, then stand up.
- If the line is perpendicular, then **Squat** down.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Put your hands on your hips.
3. Bend your knees as if you are sitting in a chair without really sitting.
4. Stand up tall.
5. Repeat several times.

TEST STRESS: Dragon Breathing

1. Stand up tall. Stand up proud.
2. Take quick breaths in through your nose (inhale).
3. Take quick breaths out through your nose (exhale).
4. Repeat several times.

Remember to record how long you exercised each day on your exercise log!



Eagle-Tree Pose



Eagle-Tree Pose



ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.

CURRICULUM: Science Scope and Sequence

Fourth Grade

(Unit 1: Animals & Plants Environment)

While in **Eagle-Tree Pose** identify the different parts of an eagle and a tree.

- How do trees get food, air, and water?
- How do eagles get food, air, and water?

Fifth Grade

(Unit 4: Exploring Ecosystems)

A forest is made up of many different types of plants.

- Create a pose for these different types of plants and trees that make up a forest.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Focus your eyes on something that does not move.
3. Cross one arm over another with your hands on your chest.
4. Slowly slide one foot up against the other leg.
5. Repeat on the other side.

TEST STRESS: Calm Mind, Calm Body

1. Stand up tall. Stand up proud.
2. Close your eyes and take several deep breaths.
3. Place the palms of your hands together and rub them together.
4. Build up some warmth and heat, and place your hands over your closed eyes.
5. Focus on the warm feeling and on something that makes you feel good.
6. Relax your mind. Relax your body.

Remember to record how long you exercised each day on your exercise log!

Warrior 1 Pose



Warrior 1 Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Fourth Grade

(Unit 1: Animals & Plants Environment)

During ancient times, people had different roles in the community.

- Create a new pose for warriors, hunters, gatherers, farmers, and merchants.

Fifth Grade

(Unit 3: Food and Nutrition)

During ancient times, people had different roles in a community.

- Create new poses for the different people responsible for a community's food supply.
- How have these roles changed?

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Bend on knee while keeping the other leg straight.
3. Turn your body in the same directions as your bent knee.
4. Reach your hands up high in the air.
5. Repeat on the other side.

TEST STRESS: Five Finger Breathing

1. Sit up tall. Sit up proud.
2. Hold up five fingers.
3. Breathe in through your nose (inhale) while slowly counting to five on your finger.
4. Breathe out through your nose (exhale) while slowly counting to five on your fingers.
5. Repeat several times.

Remember to record how long you exercised each day on your exercise log!

Camel Pose



Camel Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Fourth Grade

(Unit 1: Animals & Plants Environment)

People sometimes use camels to travel across the desert.

- Create a pose of an animal that would help you travel to school.
- How does that animal fit into your environment?

Fifth Grade

(Unit 4: Exploring Ecosystems)

People sometimes use camels to travel across the desert.

- What adaptations make the camel a good choice for desert travel?
- Create a pose of an animal that would help you travel to school. Describe it.

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Place your hand on your lower back with your elbows back.
3. Slowly lift your chin high towards the ceiling as you open up your chest.
4. Slowly tuck your chin back into your chest as you round your back.

TEST STRESS: Positive Thinking

1. Sit up tall. Sit up proud.
2. Close your eyes and take several deep breaths.
3. Focus on a positive thought or good feeling while relaxing your mind and body.
4. Focus on a positive thought for 30 seconds, or until you feel calm.

Remember to record how long you exercised each day on your exercise log!

Child's Pose



Child's Pose

ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.



CURRICULUM: Science Scope and Sequence

Fourth Grade

(Unit 1: Animals & Plants Environment)

People and animals need to sleep to survive.

- Why is it important to get a good night's sleep?
- While discussing sleep, place your head down as with **Child's Pose**.

Fifth Grade

(Unit 1: Animals & Plants Environment)

People and animals need to sleep to survive.

- Why is it important to get a good night's sleep?
- While discussing sleep, place your head down as with **Child's Pose**.

DIRECTIONS:

1. Sit up tall. Sit up proud.
2. Lift your hands up and let them gently fall towards your desk.
3. Look down at your toes and gently lean back.
4. Hold for several seconds.

TEST STRESS: Tense and Relax

1. Sit up tall. Sit up proud.
2. Choose one body part that you will tense or squeeze.
3. Hold that squeeze for a few seconds and then relax.
4. Now tense and relax other parts of your body.

Remember to record how long you exercised each day on your exercise log!

Instructions for Creating Your Own Just Move™ Activity Cards



Instructions for Creating Your Own Just Move™ Activity Cards

The Just Move™ Start-Up Guide comes with two sets of activity cards. The first set is ready to go the day you receive the Start-up guide. These were developed by the CHALK team and feature photos of students from New York City, where the program was created. This set may be found in Appendix i. The second set consists of customizable template cards that allow you to insert photos of your own students. An example of a customizable template card follows these instructions, but to access all of the customizable cards you will need to visit the ASAP website at www.ActiveSchoolsASAP.org to download them as a set.

The option to create Just Move™ activity cards using pictures of your own students sets the Just Move™ program apart from other classroom-based physical activity programs. This novel feature allows you to showcase your own students demonstrating the exercises. Being featured on an activity card could be used as a reward for students. You might want to start with just a few customized cards and then add more throughout the school year as your student leaders emerge. This unique option allows you to highlight individuals that the other students in your class recognize and there is no limit to how many times you can change the pictures on the cards.



Creating customized cards for your school or classroom is simple and fun. We have designed this process so you may create your own cards with software and equipment nearly all schools already have available. Just follow these steps.

STEP 1 – STAGE A PHOTO SHOOT

Identify students to participate and serve as exercise demonstrators. You may use this opportunity as a reward for great performance or behavior, as a way to engage more introverted students in your classroom, or simply as a fun activity for the class. **There are 24 activity cards in the Just Move™ set so you have the option to let many students participate!** You may do all your customized activity cards at once or introduce a new one each week/month. It's up to you!

Before you take any photos of your students talk to your school's administration to ensure you are in compliance with your school's image use policy. Some schools will require you secure parental permission to photograph students. At other schools all parents are required to sign an image release waiver

at the beginning of the year. Find out your school's policies BEFORE you get started.

Assign each child participant his or her pose and give them the opportunity to practice. Use the Just Move™ activity cards as a guide to make sure students are executing exercises correctly. Role assignment should be done a day or two in advance of your photo shoot. If you'd like your activity cards to be consistent, you might encourage your students to dress similarly on the day of the photo shoot (such as in your school colors).

Find a brightly lit space to set up. The best photos will be taken against a solid background, such as an undecorated wall. Look for space in your gymnasium, cafeteria, or even a hallway.



Instructions for the Create Your Own Just Move™ Activity Cards (continued)

STEP 2 – SET UP YOUR EQUIPMENT

You will need digital photo files to create your own Just Move™ activity cards. If you do not have access to a digital camera, your local photo developer should be able to provide you digital files of your prints on a CD or flash drive.

Because Just Move™ activity cards are full page (8.5x11), you will want to work with high resolution images. Otherwise the photos you insert may be blurry. A good rule of thumb

is to look for a camera that can shoot 8 megapixels or higher. Most digital cameras today (and most smartphones) have this capability.

If you have access to one, set your camera up on a tripod (for a low-tech solution use a chair or table). This will allow you to get steady, consistent shots of your students. The key is to bring the camera down to the student's level so your photo is taken "head-on" and not angling

downwards or upwards.

When taking photos of your student demonstrators, be sure you capture the student's entire body and zoom in so that the child takes up most of the frame. You don't want your students to look far way in the pictures. This will make exercises difficult to discern. We would suggest taking several photos of each pose so that you have multiple images to choose from for each card.

STEP 3 – INSERT YOUR PHOTOS INTO THE ACTIVITY CARD TEMPLATES

Once your photos have been taken, upload the files to a computer. Your photo files should be either .JPG or .PNG format.

Next open the template set of Just Move™ activity cards. You may download these from the ASAP website, at www.ActiveSchoolsASAP.org. This is a .DOCX file so you will need Microsoft Word 2010 or newer version to open.

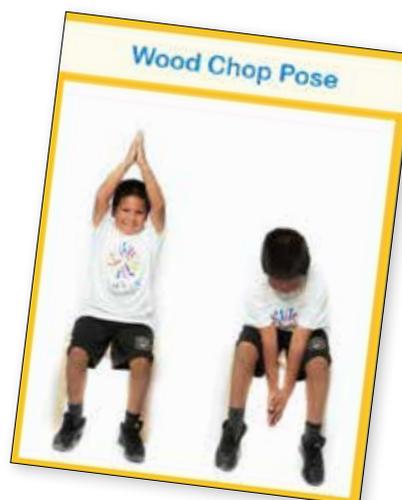
Let's walk through inserting your photos into the 'Jumping Jacks' activity card which we have included in this appendix.

This card contains two position images so there are two image placeholders on the card. Hover over the "Highlight Text + Insert Picture" text for the left hand pose and click. A perforated outline will appear around the placeholder.

In the toolbar click "Insert" and select "Picture". Locate the image file on your computer for the first pose in the Jumping Jack sequence and select it. Your photo will insert into the placeholder. Use the photo corners to drag and resize the image to fit the space. If you find that the dimensions of your photo do not fit

the placeholder you may crop your photo using a program such as Paint, Preview, or Adobe Photoshop. Once you are happy with the photo's position on the template, repeat with the second pose in the Jumping Jack sequence. Once complete save the file to preserve your changes.

Repeat with all activity cards. Remember that you can access the rest of the "Create Your Own" Just Move™ activity cards on the ASAP website, at www.ActiveSchoolsASAP.org. ☑



Jumping Jacks



Jumping Jacks



ORGANIZATION:

Time: 5-15 minutes

Set Up: Have students stand near their desks.

CURRICULUM: Math Common Core State Standards

Kindergarten

(Ops. & Algebraic Thinking: K.OA.1)

While doing addition or subtraction, show the answer in **Jumping Jacks**.

- For example, $10-6=4$. Do 4 jumping jacks.

First Grade

(Num. and Ops. in Base Ten: 1.NBT.1)

While doing addition or subtraction, show the answer in **Jumping Jacks**.

- For example, $20-7=13$. Do 13 jumping jacks.

DIRECTIONS:

1. Stand up tall. Stand up proud.
2. Clap you hands over your head and jump your feet apart (like a capital A).
3. Bring your hands down and bring your feet together (like an I).
4. Repeat several times.

TEST STRESS: Fast and Slow Motion

1. Stand up tall. Stand up proud.
2. Start doing jumping jacks.
3. When you hear "slow," do jumping jacks very slowly as if you were in slow motion.
4. When you hear "fast," do jumping jacks very slowly as if you were being fast-forwarded.

Remember to record how long you exercised each day on your exercise log!