

fitGames

Teacher's Guide

Welcome to [fitGames](#)

Health and physical education go hand-in-hand. Educators told us about the need for activities that build awareness of healthy behaviors and support emotional development that can be part of a physical education class. We've created *fitGames* to fill that gap!

fitGames was developed for all learners. Inclusive practices and strategies are embedded in each game to provide opportunity for everyone to develop life-long healthy behaviors.



The fun and engaging game-based learning activities align with skill development benchmarks and competencies identified by the National Physical Education Standards, National Health Education Standards, CASEL Social and Emotional Competencies, and CDC Healthy Behavior Outcomes.

As a *fit* program, *fitGames* highlights four key factors of a healthy lifestyle: recharge (sleep and relaxation), mood (emotions and motivation), food (nutritious food choices), and move (physical activity). Our resources cultivate an understanding of how key influencers—recharge and mood— impact daily food choices and move behaviors, then develop skills and habits for healthy living.

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How *fit* Works

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Being *fit* is more than just eating right and exercising. It's recognizing what influences our choices! All activities associated with *fit*Games are grounded on the four *fit* pillars: recharge, mood, food, and move. These pillars support the development of knowledge and skills for long-lasting healthy habits.



RECHARGE

Your energy level influences your choices. Recharge by finding healthy, screen-free ways to relax and by getting the sleep your body needs.

Program Outcomes

Recognize that energy influences your choices.

Get an appropriate amount of sleep.

Develop healthy relaxation skills.



MOOD

Feelings and emotions put you in a mood. Your mood influences your choices and it changes throughout the day.

Program Outcomes

Recognize the connection between your mood and motivation.

Identify feelings and emotions and practice healthy coping strategies.

Recognize when you need help and learn how to ask for help.



FOOD

Food is fuel. Being aware of nutritious choices and how to try new foods empowers kids to fuel their bodies and brains.

Program Outcomes

Make nutritious food and beverage choices.

Reduce sugar consumption.

Increase fruit and vegetable consumption.



MOVE

Physical activity is essential for a healthy body and brain. Move many times, many ways, and in many places throughout the day.

Program Outcomes

Be physically active throughout the day.

Choose many ways to move.

Replace screen time with physical activity.

Energy Tag

Partners move quickly or in slow motion to show healthy ways to recharge energy.

1. Identify screen-free relaxation, bedtime routines, and sleeping for 9–12 hours as examples of *fit* recharge choices.
2. Identify actions that decrease energy such as lack of sleep and too much screen time.
3. Identify when adult assistance is needed to make *fit* choices.
4. Demonstrate sliding as a movement skill.

- *fit* Posters
- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Scarves
- Cones or place markers

Energy Zapper

Play a tag game to reinforce healthy ways to recharge energy throughout the day.

1. Describe “energy makers” as activities that recharge your energy throughout the day.
2. Apply a variety of motor skills and movement patterns to game play.

- Energy Zapper Cards
- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Jump ropes, clothespins, balls, stacking cups

Get Your Zs

Toss beanbags (pillows) to hit targets showing healthy choices for bedtime routines.

1. Identify 9–12 hours as the amount of sleep needed each night to recharge energy.
2. Describe healthy behavior choices for a bedtime routine.
3. Apply throwing and tossing skills throughout activity.

- *fit*Games Recharge Cards
- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Beanbags

Relaxation Stations

Rotate through relaxation stations to practice ways to relax and refresh energy throughout the day.

1. Identify screen-free relaxation activities, such as meditation, yoga, puzzles, or calm breathing, to get energy to manage mood and focus attention.
2. Apply a variety of motor skills and movement patterns to station activities.

- Tangram printable
- Mindful Moments Cards
- *fit*Boost Cards
- *fit*Flow Yoga Cards

Screen Tag

Play a tag game to learn about alternatives to screen time that promote health and wellness.

1. Identify healthy choice alternatives to screen time.
2. Determine health helpers who can assist with screen-free activities.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Jump ropes
- Pool noodle or soft ball for tagging



Emotion Commotion

Role the dice to move through a hula hoop circle while learning to recognize different feelings and emotions.

1. Identify various feelings and emotions.
2. Identify that feelings and emotions create your mood, and your mood influences your choices.
3. Apply a variety of motor skills and movement patterns throughout activity.

- *fitGames* Mood Cards
- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Dice
- Hula hoops

Greetings!

Play a tag game to practice mindful greetings and communication skills.

1. Identify “mindful greetings” as a way to be mindful of self and others.
2. Demonstrate giving and receiving mindful greetings.
3. Apply a variety of motor skills and movement patterns to game play.

- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Cones or place markers
- Pool noodle or soft ball for tagging
- Mesh vests

It’s Complimentary

Play a tag game to practice giving compliments that recognize strengths in others.

1. Identify compliments as a way to be mindful of others.
2. Demonstrate giving and receiving sincere compliments.
3. Apply a variety of motor skills and movement patterns to game play.

- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Music
- Pool noodle or soft ball for tagging

Mood Moments

Rotate through station activities to practice self-talk and self-management.

1. Identify various feelings and emotions that influence mood.
2. Demonstrate using self-talk to self-direct healthy choices (e.g., choose to recharge energy, get active, do something fun, and/or do something with a friend).
3. Apply a variety of motor skills and movement patterns to station activities.

- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Balls of various sizes for throwing and catching.

Motivation Stations

Rotate through station activities to practice self-regulation of emotions.

1. Identify various feelings and emotions that influence mood.
2. Describe healthy decisions to motivate mood (e.g., choose to recharge energy, get active, do something fun, and/or do something with a friend).
3. Apply a variety of motor skills and movement patterns to station activities.

- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Music
- Foam balls
- Jump ropes
- Cones or place markers



Fuel Tag

Play a tag game to spotlight nutritious food and drink choices and promote healthy eating.

1. Identify nutritious fruits, vegetables, whole grains, protein foods, dairy, and water as food and drink choices.
2. Explain that nutritious food choices give your body fuel to move and think.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Pool noodles or soft balls for tagging
- Jump ropes

MyPlate in Motion

Teams do a relay activity to identify MyPlate food groups.

1. Identify fruits, vegetables, whole grains, protein foods, and dairy as MyPlate food choices.
2. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- *fit*Games Food Cards
- MyPlate Meal Printable

Red Food, Green Food

Play a modified game of Red Light, Green Light (Red Food, Green Food) to identify nutritious food choices.

1. Identify “food” as fuel for your body and brain.
2. Identify fruits, vegetables, whole grains, protein foods, milk, and water as nutritious food choices that give your body the most power to move and think.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- *fit*Games Food Cards

Shake Up Your Wake Up

Toss beanbags to hit targets showing nutritious food choices to eat for breakfast.

1. Using a stoplight as a tool, identify nutritious green-light food choices you can eat for breakfast (fruits, vegetables, whole grains, protein foods, milk, and water).
2. Apply throwing and tossing skills to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Eat More, Eat Some, Eat Less Food Chart
- Beanbags
- Colored paper

Sugar Land

Teams work together to tip or stand up cones that represent nutritious food choices without added sugar.

1. Distinguish green-light foods and beverages (i.e. foods and beverages with no sugar or only natural sugars) from red-light foods and beverages (i.e., foods and beverages with added sugar).
2. Identify fruits, vegetables, protein foods, whole grains, milk, and water as nutritious food choices.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Jump Ropes
- Pool noodles or soft balls for tagging

Boost Your Brain Power

Demonstrate animal movements at low, moderate, and vigorous intensity levels to feel heart rate changes.

1. Identify low, moderate, and vigorous physical activity options.
2. Identify changes in heart rate with low, moderate, and vigorous exercise.
3. Apply a variety of motor skills and movement patterns throughout activity.

- *fit*Boost Cards
- *fit*Flow Yoga Cards

Daily Moves

Rotate through stations representing times and places to be active throughout the day.

1. Identify increased energy, bone and muscle strength, and improved concentration as benefits of physical activity.
2. Identify friends and family as influencers of move choices.
3. Demonstrate ways to be physically active.
4. Apply a variety of motor skills and movement patterns to station activities.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Jump ropes
- Foam balls

Fitness Fun

Play a tag game “Fishy, Fishy, Cross My Ocean,” to recognize that fitness can be fun!

1. Recognize that participation in game play is a fit choice and a fun way to engage in physical activity.
2. Engage in moderate to vigorous physical activity during game play.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Games Recharge Cards
- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Beanbags

Memory Power

Play a relay game to see how physical activity powers your brain.

1. Recognize that physical activity powers the brain to enhance learning.
2. Demonstrate physical activity options to be active throughout the day.
3. Apply a variety of motor skills and movement patterns to game play.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Beanbags
- Frisbees
- Cones or place markers

Skip the Screens

Rotate through station activities to learn about healthy choices to replace screen time.

1. Identify “screen time” as time spent on electronic devices.
2. Identify a minimum of 3 physical activity choices to replace screen time.
3. Apply a variety of motor skills and movement patterns to station activities.

- *fit*Boost Cards
- *fit*Flow Yoga Cards
- Jump ropes
- Pool noodles or soft ball for tagging



Gotta Goal?

Learn about setting short-term goals during a throwing and catching activity.

1. Distinguish between short-term and long-term goals.
2. Create a plan to achieve a short-term goal.
3. Apply a variety of motor skills and movement patterns throughout activity.

- *fitGames* Goal Poster
- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Balls
- Hula hoops

Power Up

Rotate through station activities to practice making choices that are mentally and emotionally healthy.

1. Identify *fit* choices for brain power: Recharge to store information, manage mood for problem-solving, fuel the brain with food, and move to light up brain pathways.
2. Identify health helpers who can assist with *fit* choices.
3. Apply a variety of motor skills and movement patterns to station activities.

- *fitGames* Food Cards
- *fitBoost* Cards
- *fitFlow* Yoga Cards

Stop and Think

Use movement to show whether an influencer, such as a person, place, or thing, is helping you to make healthy choices.

1. Describe “influencers” as a person, place, thing, or mood that supports or delays your *fit* choices.
2. Give examples of recharge, mood, food, and move influencers.
3. Apply a variety of motor skills and movement patterns throughout activity.

- *fit* Posters
- *fitBoost* Cards
- *fitFlow* Yoga Cards
- Music

Think *fit*. Be *fit*! Healthy Choice Stations

Rotate through station activities to practice healthy recharge, mood, food, and move choices.

1. Demonstrate healthy recharge, mood, food, and move choices.
2. Give examples of when and where recharge, mood, food, and move choices can be made.
3. Apply a variety of motor skills and movement patterns to station activities.

- *fit* Posters
- *fitGames* Food Cards
- *fitBoost* Cards
- *fitFlow* Yoga Cards
- MyPlate diagrams

Would You Rather?

Use movement to show preferences for healthy recharge, mood, food, and move choices.

1. Identify the four parts of *fit*: recharge, mood, food, and move.
2. Identify recharge, mood, food, and move choices.
3. Identify situations when a health-related decision is needed.
4. Apply a variety of motor skills and movement patterns throughout activity.

- *fit* Posters
- *fitBoost* Cards
- *fitFlow* Yoga Cards

Standards and Competencies

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fitGames Key:

- *fit* (Game includes all 4 pillars)
- Recharge
- Mood
- Food
- Move

Gotta Goal	Power Up	Stop and Think	Think fit Be fit Stations	Would You Rather	Energy Tag	Energy Zapper	Get Your Zs	Relaxation Stations	Screen Tag	Emotion Commotion	Greetings!	It's Complimentary	Mood Moments	Motivation Stations	Fuel Tag	MyPlate in Motion	Red Food, Green Food	Shake Up Your Wake Up	Sugar Lad	Boost Your Brain Power	Daily Moves	Fitness Fun	Memory Power	Skip the Screens
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National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.					x			x															x	x
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.			x				x				x					x			x		x			
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		x				x				x					x					x				
5. Students will demonstrate the ability to use decision-making skills to enhance health.	x	x	x	x			x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
6. Students will demonstrate the ability to use goal-setting skills to enhance health.															x									x
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Students will demonstrate the ability to advocate for personal, family, and community health.		x	x		x	x		x			x	x			x		x			x			x	x

CASEL Social Emotional Competencies

Responsible Decision-Making	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Self-Awareness		x	x	x	x	x					x	x	x	x	x									
Self-Management	x	x	x	x	x			x		x				x	x									
Social Awareness												x	x											
Relationship Skills												x	x											

National Physical Education Standards

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.						x	x				x	x			x		x			x			x	
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	x																			x	x	x	x	x

Guidelines for Grouping Learners

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Grouping students for games and activities has come a long way since the days of captains picking teams, grouping by gender, or simply numbering off. Today, taking an inclusive approach to grouping ensures that learners are physically and emotionally safe while optimizing participation and skill development—regardless of ability level.

Group size should enable continuous engagement in the activity rather than having to wait to participate. Grouping possibilities are endless! Some quick and easy interactive strategies to get started are listed below. The key to successful grouping is to model the grouping practice before your students try it out!

Back to Back Participants stand back to back to find a partner of similar height.

Bracelets Collect rubber bracelets of various colors. Give learners a bracelet (or small hair band) to wear on their wrists. Be sure to have several colors so you have several options for dividing the class.

Craft Sticks Use markers to write vocabulary words or make a dot-dash pattern on craft sticks. Learners draw a stick then find the person(s) with the same word or pattern. Or, color-code sticks—color the tip of the craft stick with a marker, then learners draw sticks and match colors for teams.

Deck of Cards Deal playing cards to students. Match them by suit or number. Alternatively, make your own deck by writing the learner's names on the cards. Shuffle and deal your groups!

Elbows Mingle (wander around) then connect elbows with a person after leader cue.

Find a Friend Use categories to create small teams or pairs. Use height, birth month, birth date, eye color, clothing color, etc. "Find a friend who has the same birth month as you."

Standers and Sitters Select a partner. One person stands, and the other sits. Standers are one team; sitters are the other. Repeat to make four groups. Repeat for eight groups.

Toe to Toe Participants mingle. They wander around until the leader gives a cue, then point one foot and go toe to toe with a partner.

Teacher's Choice Use your knowledge of learners' skills and compatibility and make up groups in advance. Change groups frequently throughout the year.

Leader tip:

Establish an efficient way to group a solo (those who cannot fill a group). For example, solos walk over to the teacher or leader. Use a prompt such as "If you are a solo, walk to me."

Web tools:

- Random Group Maker <https://www.classdojo.com/toolkit/groupmaker/>
- Random Student Generator <http://www.transum.org/software/RandomStudents/>
- Classroom Group Maker <https://www.superteachertools.us/instantclassroom/#.WIO-A1Q-eL8>

Apps:

- Chwazi Finger Chooser-App will group students according to the criteria you enter.
- Randomly for Educators-FREE iOS app to group students.
- Team Shake-For iOS devices to quickly group students.
- Who's Next-Random student generator with sound effects.

Learner Assessment Rubric

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Lesson: _____

Date: _____

Class: _____

Grade: _____

	Physical Skills (PS)	Health Skills (HS)	Personal Responsibility (PR)
4 Exemplar	Skill is automatic. Locomotor and manipulative skills are performed with ease.	Sustaining healthy actions. Applies health skills in home and community settings.	Repeatedly considerate and cooperative. Encourages others to be their best.
3 Competent	Consistent and correct performance of locomotor and manipulative skills.	Adopting new health habits. Applies health skills in classroom and school settings.	Consistently shows respect for classmates and teachers and acts in a safe manner.
2 Developing	Demonstrates correct technique for locomotor and manipulative skills. Needs minimal corrections.	Planning for change. Shows some evidence of the ability to apply health skills.	Shows respect for classmates and teachers and acts in a safe manner with minimal reminders.
1 Beginning	Beginning to perform locomotor and manipulative skills. Needs frequent reminders and corrections.	Thinking about change. Shows some understanding of health concepts and skills, yet not making healthful choices.	Needs frequent rehearsal and reminders to act in a respectful and safe manner.

Learner	PS	HS	PR	Comments
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