



## Physically Distanced Physical Activities for the Classroom

*\*Students should participate in the space near their desk to ensure physical distancing. Involve students in choosing the movements and questions. More instructions and many more related ideas are provided in the links.*

### **Jungle Run** (K-9; Time required: 5 -10 min.)

[BOKS Physical Distancing Burst Activities](#)

1. Students follow along with your prompts to move and embark on an adventure through the jungle. Prompts include running (on the spot) from a tiger, jumping over logs, and ducking under branches.

#### *Adaptations:*

- Depending on the class's interest the theme can be changed. E.g., mountain adventure, hiking trip.

### **How Long is a Minute?** (Grades 1-8; 5-10 min.)

[Winter Daily Physical Activity Ideas](#)

1. When you say *Go!* students will complete a chosen exercise for what they think is one minute.
2. When a student thinks they reached one minute, they must stop and stand with their hands on their head. As the clock-watcher, you do not say when the minute is up.
3. Let most students stop the activity first and then say who was closest to the minute.
4. Do not let students go over 1.5 minutes or they will lose interest.

#### *Adaptations:*

- Use a shorter time frame for younger grades.

### **This or That?** (K-9; 10 min.)

Adapted from [BOKS Physical Distancing Burst Activities](#)

1. Mention two different objects, or put two different pictures on the board and include an action with each one.
2. Students will each choose their preferred object and do the corresponding exercise. E.g., Apple = 10 high knees. Orange = 12 toe touches.

*Adaptations:*

- Use a true and false format. E.g., Water is a choose-most-often drink. True: 5 push-ups, False: 10 squats
- For older students, use a multiple choice format. E.g.,  $3 \times 3 =$  a) 6 high knees b) 9 jumping jacks c) 12 fast feet

**Paper Skate** (Grades 4-8; 10 min.)

[Winter Daily Physical Activity Ideas](#)

1. Each student receives two pieces of scrap paper and stands on them pretending they are skates.
2. Demonstrate the proper skating form.
3. Set up a designated course around the classroom that students have to follow while skating and maintaining physical distance.

*Adaptations:*

- Students can use one piece of paper as a scooter or skateboard.
- Pair students in partners to limit congestion and ask them to move one pair at a time.
- Finish the lesson with a snowball fight - crumple the paper and throw!

**Fit Mitts** (Grades 1-6; 15 - 20 min.)

[Active After School Fitt Mitts Resource](#)

1. Set up 10-12 stations around the classroom marked by paper cut-out mittens with a movement written on each one (e.g., high knees, lunges, etc.).
2. On your signal, students move to an area with a mitten and do the activity for 45-60 seconds.
3. You determine the activity intensity with your arm height (*arm low = low intensity; arm at shoulder height = medium intensity; arm above head = high intensity*).
4. When you call out *Snowfall!* students will use a specific locomotion (different each round, chosen by you or students) to move from one station to another.
5. Make sure students change stations in a specific order to maintain social distancing.

*Adaptations:*

- Students can do this by their own desks. Each round, a different student chooses a mitten, and another chooses the intensity.
- Write questions on the mittens that have a numerical answer and action. Students will complete the action corresponding with the answer. E.g., If the answer is 8, do 8 squats.

**On the Spot Questions** (Grades 4-6; 10 -15 min.)

[On Our Way With DPA Resource](#)

1. Divide the class into 4-5 groups and have each group choose a spokesperson.

2. Assign each group an area of the room for the duration of the activity.
3. All groups start by jogging on the spot.
4. Ask a curriculum based question. The first group to answer correctly continues to jog on the spot while the other groups complete an exercise task.
5. Keep going for your chosen amount of time.

*Adaptations:*

- If space is limited, group students with desk neighbors and have them complete the activity in their area with their group.
- Ask groups to write their answers in large letters on paper and hold it up for the teacher to see. The first group to answer correctly continues to jog, the second group to answer correctly completes a low number of repetitions of the exercise task, the third group completes slightly more repetitions, and so on.