

# CRUNCH & MOVE



## Physical activity booklet

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# CONTENTS

Introduction	3
How much do they need?	4
Physical Literacy	5
CRUNCH & MOVE physical activity games	6
Captains' Orders Game	6
Surfer Skills Game	8
Builders and Bulldozers	10
What's the Time, Mr. Wolf?	11
Head, Shoulders, Knees, and Hats	12
Jenga Fitness	13



# Introduction

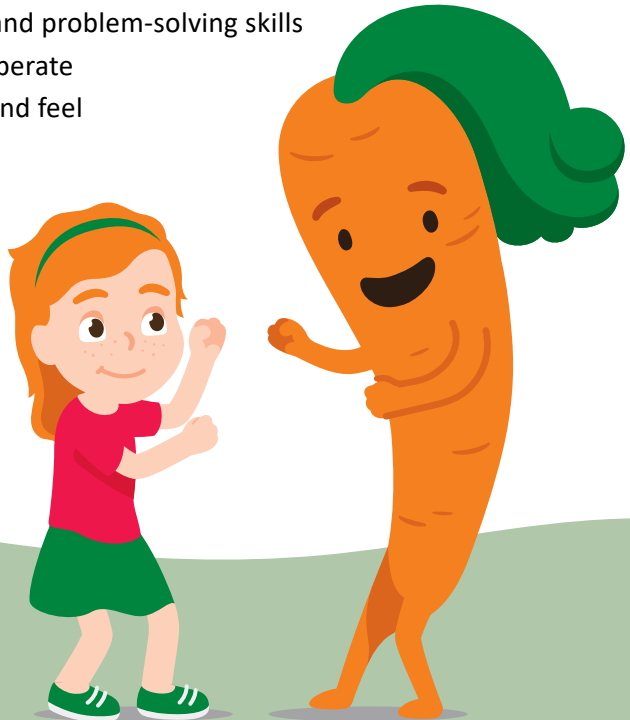
Physical activity has wide ranging benefits and is essential for healthy childhood development. Encouraging kids to stay active in the early years also helps kickstart a healthy routine, which they are more likely maintain into the future. Let's encourage kids to make time to move their bodies every day.

## Health benefits of physical activity for kids include:

- Increasing bone, muscle, heart, and lung strength
- Improving coordination, balance, posture, and flexibility
- Supporting growth
- Maintaining a strong immune system

## Being active can also teach kids to:

- Feel calm or more relaxed
- Have positive self-esteem and feel more confident
- Improve communication and problem-solving skills
- Share, take turns and cooperate
- Form social connections and feel a part of a community



# How much do they need?

Physical activity is simply moving our bodies. This can include walking, tidying up toys, swimming in the pool, playing under the sprinkler, playing chasey, running around the backyard, or playing organised sports. Physical activity can be classified as light, moderate, vigorous, or strength based.

**Light physical activity** requires little effort and doesn't noticeably change heart or breathing rate. These activities could include strolling, standing up and petting a dog, or watering the garden.

**Moderate physical activity** requires more effort, causing a little change in breath.

**Vigorous physical activity** requires the most effort and will increase heart rate, as well as cause huffing and puffing.

**Strength-based physical activities** help build strong muscles and bones; examples include climbing, swinging on monkey bars, and yoga.

The [Australian physical activity guidelines](#):

- For **3 to 5-year-olds**, aim for at least three hours of movement every day, with one hour being energetic play
- For **5 to 12-year-olds**, aim for at least one hour of moderate to vigorous activity every day, and include strength activities at least three days per week

When introducing new ways to be physically active, check in and ask children how it makes them feel, and invite them to experiment with different ways to move their bodies. Physical activity is a fun way to develop new skills!



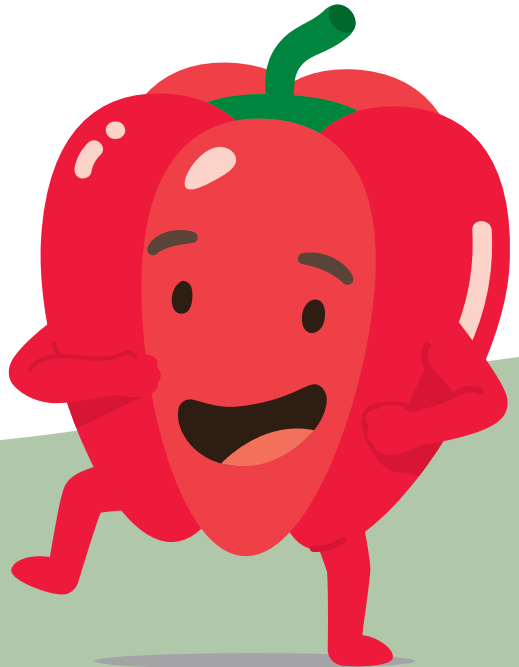
# Physical Literacy

Physical literacy involves holistic lifelong learning through movement and physical activity. Being physically literate provides physical, psychological, social, and cognitive health and well-being benefits.

Physical literacy helps develop:

- physical skills and fitness
- the attitudes and emotions that motivate you to be active
- the knowledge and understanding of how, why, and when you move
- the social skills to be active with others.

Please see the Australian Sports Commissions *Physical Literacy Framework* at the end of this activity book for more information.



# CRUNCH & MOVE

## Physical activity games

### Captains' Orders Game

**Grade:** Kindy – Year 6

**Skills:** Reaction time, Stability, Agility, Coordination

**Equipment Needed:** 4 x cones

**How to Set Up:** Set up the outdoor playing zone using the cones.

#### How to Play:

- To begin the game, students spread out around the designated area.
- The “captain” (leader) calls out orders that the students must listen to and follow.
- Below is a list of orders – explain all orders before beginning the game.

#### The list of orders includes:

- **To the ship:** Run to the captain’s right.
- **To the island:** Run to the captain’s left.
- **Hit the deck:** Lay down on your stomach.
- **Attention on deck:** Salute and yell, “Aye, aye captain!” Players may not move until the captain gives the order, “At ease!” (Even if the captain gives a different order such as “to the ship,” the crew must remain at attention until told “at ease.”)
- **Three men in a boat:** The crew must form groups of three and sing “Row, row, row your boat.” Anyone not in a group of three is eliminated.
- **The love boat:** Crew members grab a partner and dance. Anyone without a partner is eliminated.
- **Scrub the deck:** Everyone must get on their knees and pretend they are scrubbing the deck.
- **Captain’s quarters:** Everyone runs towards the captain.



- **SHARK!!!!**: Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated.
- **Three maids in a row**: Children form groups of three and sit in a vertical row. Players who are the odd-one-out are eliminated.
- **Sick turtle**: Everyone falls onto their backs and waves hands and feet in the air.
- **Bow**: Run to the front of the boat.
- **Stern**: Run to the back of the boat.
- **Port**: Run to the left side of the boat.
- **Starboard**: Run to the right side of the boat.
- **Row the boat**: Each player finds a partner, sits face-to-face, holds hands, and pretends to row a boat. Players who can't find partners or are too slow are eliminated.



## Tip:

After playing once, gather everyone together to talk about the game. Was it easy or hard to remember the instructions? What was their favorite command to do?

## Surfer Skills Game

**Grade Level:** Kindy – Year 6

**Skills:** Reaction time, Agility, Speed, Cardiovascular endurance

**Equipment Needed:** 6 x cones

**How to Set Up:** Set up the outdoor playing zone using the cones. Mark a finish line along one side.

**How to Play:**

- To begin the game, have players get into pairs and line up along the centre facing each other (with a meter separating the two players).
- Facing their partner, all players jump three times before picking a character and displaying the appropriate action (listed below).
- Surfer Dude surfs on Wave (Surfer Dude wins), Wave crashes on Shark (Wave wins), and Shark eats Surfer Dude (Shark wins).
- The player who loses the action must run to the finish line without getting tagged.
- If the player crosses the line, they are safe. If the player gets tagged, the other player gets a point.

**The list of actions includes:**

- **Surfer Dude:** One hand in front, one hand behind, pretending to ride a surfboard.
- **Shark:** Clasp hands on top of head, making a shark fin.
- **Wave:** Move arms up and down, pretending to be a wave.

**Tip:**

This activity helps to develop reaction time, agility, and locomotor skills.



**Variation:**

- Split the class into two teams. Each team will huddle together and decide which character they are going to be. Teams will face off at the centre line. The winning team chases and tries to tag as many players from the other team as they can. Any players that get tagged must join the other team. Play until all players are on one side.



## Builders and Bulldozers

**Grade Level:** Kindy – Year 6

**Skills:** Coordination, Agility, Collaboration, Motivation, Engagement & Enjoyment

**Equipment Needed:** 4 x cones, 12 x witches hats

**How to Set Up:** Set up the outdoor playing zone using the cones. Place witches hats inside the playing zone, some upright and some knocked over.

**How to Play:**

- To begin the game, the leader divides the class into two teams: the Builders and the Bulldozers.
- On the leader's signal, players begin to play. The Builders' job is to set any knocked-over witches hat upright. The Bulldozers' job is to knock over any upright witches hat (they must use their hands and cannot kick hats).
- Each round lasts 1-2 minutes. If there are more hats set upright than knocked over at the end of the round, the Builders win. If there are more hats knocked over than are upright, the Bulldozers win.
- After each round, have the teams switch roles.



# What's the Time, Mr. Wolf?

**Grade Level:** Kindy – Year 6

**Skills:** Reaction time, Agility, Cardiovascular Endurance

**Equipment Needed:** 4 x cones

**How to Set Up:** Set up the outdoor playing zone using the cones. Mark a start and finish line on opposing sides. Central playing zone is 'Forest', and is surrounded by 'Forest Edge'.

## How to Play:

- To begin the game, have all the students stand on the Forest's Edge. They will be the Sheep.
- The leader will stand on the opposite Forest Edge and will play the role of Mrs./Mr/ Wolf. The leader will play the role of Mrs./Mr. Wolf.
- The Sheep call out, "What time is it, Mrs./Mr. Wolf?"
- Mrs./Mr. Wolf will respond by saying an hour (e.g., "4 o'clock").
- The Sheep then move forward X number of large steps toward the finish line, where X is the hour Mrs./Mr. Wolf called.
- This continues until Mrs./Mr. Wolf responds to the Sheep's question with "Lunch Time!"
- When they do so, all the Sheep must run back to the start line before getting tagged by Mrs./Mr. Wolf. If a Sheep is tagged, they join Mrs./Mr. Wolf as a Wolf. Play continues until all the Sheep have been converted into Wolves.



# Head, Shoulders, Knees, and Hats

**Grade Level:** Kindy – Year 6

**Skills:** Reaction, Colour recognition, Cardiovascular Endurance

**Equipment Needed:** 4 x cones, witches hats

**How to Set Up:** Set up the outdoor playing zone using the cones. Place witches hats in a line down the middle.

## How to Play:

- To begin the game, players stand across from a partner with a witches hat directly in between them. The leader will call out either “Head,” “Shoulders,” “Knees,” or “Hat.”
- Players put their hands on their head, shoulders, or knees when they are called. If they hear “Hat,” they need to be the first one to grab the hat in front of them. The player that grabs the hat first is the winner and gets a point.



# Jenga Fitness

**Grade Level:** Year 1 – Year 6

**Skills:** Muscular Endurance, Coordination, Stability, Agility, Motivation

**Equipment Needed:** Jenga blocks, 2 x dice

## How to Play:

- Write an exercise on each block.
- Stack up the Jenga blocks.
- Ask kids to play Jenga, as they remove a block they must do the exercise nominated. Roll the dice to determine how many reps.
- Play until the Jenga tower falls over.

## Exercise List:

- Squat
- Star jump
- Push-up
- Side jump
- Hop
- High knee



**AUSTRALIAN PHYSICAL LITERACY FRAMEWORK — AT A GLANCE**

The Physical Literacy Framework (the Framework) supports the development of physical literacy in all people throughout their lifetime.

Physical literacy is about building the skills, knowledge and behaviours to lead active lives.

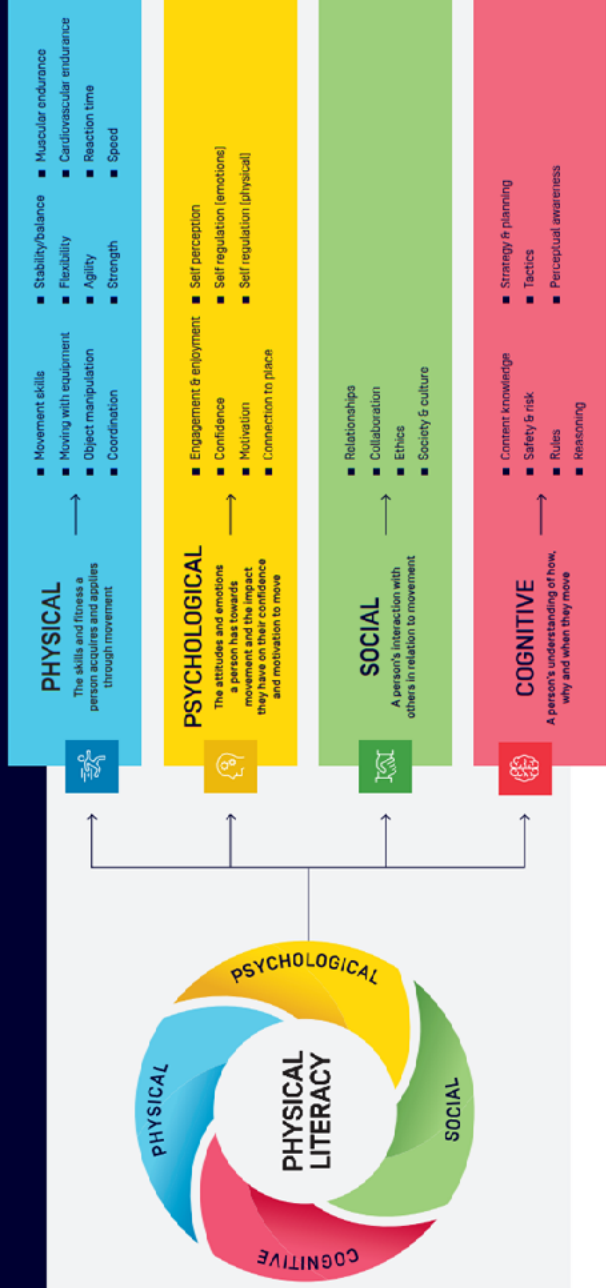
The Framework helps people understand how to progress on physical, psychological, social and cognitive levels and enjoy lifelong participation in sport and physical activity.

**DOMAINS**

Developing physical literacy involves holistic learning through each of the four domains.

**ELEMENTS**

Each domain is made up of elements. These elements are the required skills, knowledge and behaviours that enable development of physical literacy.



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