PHYSICAL ACTIVITY ‘HOMEWORK’

Participating in the NFL PLAY 60 Challenge means helping students get 60 minutes of physical activity every day — 30 minutes at school and 30 minutes at home. Teachers can encourage students to get active at home by assigning homework that requires physical activity.

Active Homework–Ideas or suggestions of physical activities that students can try during after-school hours:

1. **WALK AND TALK**: Students often need to talk with their families about things at school, grades, upcoming tests, activities or events. Once a week, assign students to take a Walk-Talk with their families (and pets) and give them a subject to discuss.

2. **QUIZ ME**: Students often get help studying from a family member or another student. While being drilled on spelling words or vocabulary, they can also be doing physical activity drills. Teach students an active study routine—for right answers they do jumping jacks, for questions they still need work on, they do push-ups. They should vary the activity to keep it fun. Their study buddy should join in too.

3. **GROUP WORK**: If students have group projects that require them to meet outside of class hours, encourage them to make physical activity a part of the group meeting. Suggest a game of catch or going for a bike ride before getting to work as a great way to get to know new classmates you’ve never worked with before, and burn off some energy so you can focus on the task at hand. When students turn in group projects, have them tell you what activities they did so they know you’re going to hold them accountable!

4. **SCAVENGER HUNT**: For science class have students explore parks to collect insects or leaves for a project.

5. **NOW AND THEN**: For a social studies assignment, encourage students to interview a family member or older person they know and ask them about what role physical activity played in their life compared to young people today (i.e. did they ride their bikes to get around, did they walk more places). To incorporate physical activity into this, walk while you conduct the interview.

6. **WALK IT OUT**: Encourage kids to visit a zoo, arboretum or an aquarium where they can walk around while they’re learning as part of a research project.
MAP IT: As part of a geography lesson have students learn about different types of maps. They can make their own maps of the local community either using pencils and paper or an online mapping program. Have students exchange maps and then test their classmate’s accuracy by walking a portion of the map.

SPORTS COUNT: Encourage students to participate in a sporting event and calculate the statistics of the game as a math activity (football, soccer, tennis, etc).

HUMAN ODOMETER: Have students measure the length of their stride and then determine the length of their block, length of their driveway and the area of their yard. Ask them to convert their calculations to metric.

WORK IT: Have students calculate their heart rate after five minutes of activities, such as jumping jacks, jogging in place and doing push ups. Have them determine which activity was best for their heart. (See science lesson on page 32.)

WATERING HOLE: Send students out to a local park or public place to collect a small water sample from a pond, pool or puddle in a disposable container (like a film canister). Bring the samples into class and using litmus paper, test the samples for acidity.

VISIT THE MUSEUM: Offer an extra credit assignment by having kids tour a local museum. Check in your community to see if you have a children’s museum that has an exhibit on health.

CHECK OUT THE LIBRARY: Libraries have tons of resources that can help kids get active, from children’s fitness videos to books. Challenge kids to find 2-3 different physical activity resources at the library and report back. If you have time, check out a resource as a class or have a show and tell where students demonstrate physical activity and their classmates join in.

MEASUREMENT: Assign students to measure different things using physical activities. How many hops long is a soccer field? How many rolls is a basketball court? How many steps between school and their home?

THROW THE DISTANCE: Have students throw a football as far as they can and measure how far it was thrown. Have them repeat 10 times and using their measurements, calculate their average throwing distance.

WALK ACROSS AMERICA: Encourage students to get pedometers and track their steps for 4 weeks. See if the class can walk across America with their total steps! (On a pedometer 2,000 steps = 1 mile)
17 CALORIMETER: Have students write down the calories they consume on a typical evening using food labels. Traveling 1 mile by foot (walking, running or jogging) burns 100 calories—have students calculate how many miles they would need to go to work off their evening snacks and dinner.

18 LOG-ON: Send students online to www.nflrush.com/health to check out fun games and additional opportunities and ideas for living a physically active life.

19 BAG OF TRICKS: Have students draw a physical activity (include yoga poses and stretching positions) from a bag or hat. They will research and learn the proper form for that specific exercise, identify the opposing muscle and then demonstrate this to their classmates and indicate the specific muscles (or muscle group) targeted. (Coordinates with the “Simon Says” physical activity break idea.)

20 PERIODIC TABLE FOOD: Produce copies of the Periodic Table of Elements for each student to take home. Each student needs to identify an element from the table that can be found in one of the meals they eat. Have each student perform an exercise of their choice for the same number of times as the Atomic Number in their element they have selected.

21 PUSH ALONG: Students are assigned to go to the grocery store with a parent or the person that gets groceries for their household. They will push or carry the basket. They will also choose at least one vegetable they like and one new one they would like to try. They will be responsible for preparing their selections for the family dinner. They can make them both the same night or prepare one each night. Students find pictures of their vegetables and write a paragraph about all the things they like about each and why it is nutritious.

22 FUEL UP: Have students work with their parents on calculating the amount of money and gas they can save if they walk or ride to the local park, library or work instead of driving. Have them determine their weekly, monthly and yearly savings.

A Family Affair. Help mom, dad, or a neighbor mow the lawn, pull weeds or trim bushes. This can be seasonal, too. If it is fall, rake the leaves making sure to place them into the appropriate garbage. In winter, kids can help shovel snow or clean the snow off their parent’s car. During the spring, have students help plant flowers or a fruit/vegetable garden.

23 A FAMILY AFFAIR: Help mom, dad, or a neighbor mow the lawn, pull weeds or trim bushes. This can be seasonal, too. If it is fall, rake the leaves making sure to place them into the appropriate garbage. In winter, kids can help shovel snow or clean the snow off their parent’s car. During the spring, have students help plant flowers or a fruit/vegetable garden.
ALGEBRAIC EXERCISE: Assign equations similar to the examples: \(X-7=13\), \(14+Y=24\), and \(8=Z-10\). Have students solve for \(X\), \(Y\), and \(Z\). \(X\) will represent the number of jumping jacks they have to do, \(Y\) will represent the number of push-ups they have to do, and \(Z\) will represent the number of crunches they have to do.

GETTING JUICY: With the help of parents, students will pick at least 2 fruits, vegetables or a combination of fruits and vegetables to create a fruit smoothie, using ice or low-fat yogurt. Come up with a creative name for this new drink and share the recipe with the class.

GEOMETRY BOX: Find a box at home; preferably a shoebox. Take the measurements of the box and calculate the surface area and volume of the box. Use the box as an obstacle/prop, and jump back and forth over the box, \(X\) times. \(X\) = the longest length of any side of the box. Repeat 5 times. Remember: Surface Area = \(2ab + 2bc + 2ac\)
Volume = \(abc\)

FITNESS RESOURCES: Have students find a 30-minute physical activity routine that is appropriate for their age in a fitness magazine or from a fitness website. They should do the routine at home.

HARVESTING NUTRITION: Have students plant a bean or seed in a cup and care for it until it matures. Bring it to class and talk about the food and nutritional value.

IN-FLIGHT FITNESS: Show students how to make paper planes. Have them launch their man-made airplane at home or outside and document the amount of time the plane stays airborne and also measure the distance the plane travels. Kids must run/sprint for the same amount of time the plane remained in-flight and measure the distance they were able to cover. They should write it down and compare results in class with other students.

STEP IT OFF: Have students walk for one minute and count the number of steps in that amount of time. Have them determine how long it will take to log 10,000 steps. Then have them figure out how fast they have to go to accumulate 10,000 steps in 1 hour, 45 minutes and 30 minutes. (If possible, have them get on a treadmill to “feel” the speed they would be going - running, jogging, fast walking, or leisurely walking.)

GET RIDE ON IT: Give homework points to those kids that ride their bike or walk to school each day. Offer ways for the students to be able to participate even if they ride the bus. (They can run two laps around the track before and after school or during lunch, or do extra sprints after school at a local park and keep track of it in their Game Planner.)
OLYMPIC GREATNESS: Have the students write one paragraph on an Olympian and their sport. Kids must explain the sport to their family members AND participate in that sport at least once as a part of the assignment. Extra credit is given to those students who get their family to do the activity with them.

COUNTRY OR CONTINENT CALISTHENICS: As students learn various countries or continents (or capitals), have them do an exercise at home that begins with the same letter as the proper noun. For instance, if studying Asia, do abdominal crunches. Do biceps curls for Brazil, etc. They can work on their own or in pairs.

WASH IT OFF: Students are to wash (and dry) their family, friends or neighbor’s car(s). If appropriate, have the class coordinate a free (or take donations and use the money for some new fitness equipment) Saturday or Sunday school car wash. Have kids work with their parents to get soap donated, most grocery stores will participate. It is a fun community outreach event and a good old-fashioned way to get exercise.

DRILL SERGEANT OF THE WEEK: Students are to design a simple 5-minute exercise routine they can do with their family for one week. Suggest push-ups, crunches, knee-to-elbow lifts, jumping jacks, touch toes then jump up, march in place, and touch fingers to toes. Require they lead the family at least two times each night and for every additional increment of 5 minutes, they get 5 extra credit points. Have them lead their classmates, too!

SEEK AND YOU SHALL FIND: Have students get in touch with their local YMCA, a local gym, or community center and learn about youth-appropriate classes. Have them find a class that sounds interesting to them and to give it a try. Just about every organization offers at least a free trial if not free classes.

CLIMB MT. MCKINLEY: Mount McKinley (“The Great One”) in Alaska, is the highest point in North America. Encourage students to get pedometers and track their steps for 1 week. See if each student can accumulate enough miles to have climbed to the top every day for the week! At the end of the week total up how many times the class has reached the top. On a pedometer 2,000 steps = 1 mile
Mt. McKinley has an elevation of 20,320 ft or 3.84 miles

EVERYBODY JUMP!: Have students practice learning to jump rope at home. If they have their own, they should start with 50 revolutions once they get the hang of it, and then increase jumps by 50 every night for a week. If they don’t have a jump rope, see if they can borrow one from the school or use an imaginary rope and go through the motions.
GENETIC CODE: Students will create a DNA model out of clay or colored paper to present to class. They will also discuss with their parents a genetic disease that may exist in their family such as heart disease. Each student will then choose an exercise that they feel will help minimize the genetic risk. They are to educate their family and do this exercise with them for a predetermined time.

A BLAST FROM THE PAST: Take a historical walk of your city or town with your family and/or friends. Contact your city or town for more information regarding a historical walk in your community.

STUDENTS IN ACTION: Make this a school-wide event. Students have a photograph taken of themselves while participating in their favorite physical activity or sport. They can email the photo or bring in a copy of the photo for the homeroom teacher to post on a bulletin board. Instead of a photo, students can draw a picture of themselves participating in their favorite physical activity or sport.

GET INVOLVED: Write a letter to your local government on how to promote physical activity in your community. Have your family provide suggestions to the local government on how they can promote physical activity in your community. For example, do you need more walking trails, safer biking routes, more field space at the local parks? Share it with your family.

FITNESS TRAIL: Take a walk in a local park with a friend or parent and turn it into a fitness trail. As you walk through the park, stop and perform different activities such as squats, lunges, toe raises, stretches, etc. Use benches as props for triceps dips and push-ups.

TRAIN LIKE AN NFL PRO: NFL players spend time working on their football skills and then spend time studying their upcoming opponent. Practice a specific skill to help you perform better in your favorite sport or activity. For example, if you enjoy tennis, work on your serve for 15 minutes before studying.

CREATE YOUR OWN PLAYBOOK: Create a new physical activity or sport and have your friends and family join in on the fun.

CALL IN A SUBSTITUTE: Choose to substitute one of your favorite family TV shows with a physical activity. For example, if you plan to watch a 30 minute program, substitute it for a 30 minute walk.

MAP IT OUT: Create a community activity map. Draw a map of your community and mark various community facilities that offer physical activities. Examples: Parks, basketball courts, tennis courts, swimming pools, trails, recreational centers, bike paths, school, bowling alleys, golf courses, etc.
PAY IT FORWARD: During the NFL PLAY 60 Challenge commit to participate in a local charity fun run or event such as the Start! Heart Walk.

CHANGE IT UP: Participate in a new physical activity that you never tried before and write about your experience.

TRAINING TABLE: Eat 3 to 5 different colors of fruits and/or vegetables in one day. Which did you like the best? Why?

FANTASY FOOTBALL PHYSICAL CHALLENGE: Pick your favorite running back, quarterback, and wide receiver. Every week you must jog in place the number of steps that correlate with the number of yards your players ran, passed, and received. For example, if Tom Brady passed for 300 yards, Adrian Peterson ran for 125 yards, and Larry Fitzgerald had 100 receiving yards, you would jog in place a total of 525 steps.

OBESITY TRENDS: Share with your parents the information regarding the rise in obesity rates across the United States and also the current obesity rates in your local and surrounding counties. (Share the information from the worksheet you completed during the Social Studies lesson: Obesity Trends). Discuss with your parents why they think the obesity rates vary between states and your local and surrounding counties. (Reinforces Social Studies Lesson 1).

MAKE AN ACTIVE DIFFERENCE: Share with your family the class ideas to make a healthier school environment. Discuss what you can do as a family to have a healthier home environment. Make a plan with your family to incorporate the healthy ideas into your life. (Reinforces Social Studies Lesson 3).

QUIZ TIME: Quiz a parent or friend on their knowledge of the risk factors that are reduced and the many possible health benefits as a result of participating in regular physical activity. See how many they can name and then share the information you learned in your Science Lesson: Does Physical Activity Really Make You Healthier? (Reinforces Science Lesson 1)

60 MINUTE GIVE-AWAY: Perform 60 minutes of physical labor to help a neighbor, school, community center, place of worship, or at your home! Physical labor can include activities such as: yard work, snow removal, painting, cleaning, etc.

EXPLORE A NEW SPORT: Select a sport or activity that you learned in English class through your classmates’ PowerPoint presentations. Share with your family what you learned about the sport or activity from your classmates and then participate in the activity as a family.
BACK IN TIME: Discuss with your parents the healthy lifestyle choices they have incorporated the past 20 years. Use the topics listed on the worksheet from the English Lesson Wellness in the Future to guide the discussion. Ask your parents what they did as students and what do they do now to live a healthy lifestyle in regard to physical activity and eating a healthy diet. Also, ask parents what they wish they would have done differently to live a healthier lifestyle and any recommendations they have to encourage you to live a healthy lifestyle.

IT TAKES FOUR: Find four friends to PLAY 60. Each person selects a sport or physical activity that the group will participate in together for approximately 15 minutes. The group will participate in each other’s selected sport/activity to accumulate 60 minutes of activity for the day.

PLAYOFF TIME: Gather a group of friends, neighbors or family and play a tournament. You could have a tournament with a variety of sports such as: badminton, croquet, 4-square, tetherball, tennis or 2 vs. 2 soccer tournament.

BALLOON VOLLEYBALL: Form two teams of two or more players. Each team has a blanket or towel and stands on opposing sides of a net such as a volleyball, badminton, or tennis net. Each team member holds one or two corners of the blanket or towel. The team works together and launches a water balloon over the net by using the blanket/towel. If the balloon bursts on the opponent’s side the launching team scores a point. Play to 15 points and then switch sides and/or team members. If a net is not available, play across a designated line or use a rope to indicate sides. Examples of how to modify the game: play the game as a cooperative game in which everyone works together to accumulate the most launches before the balloon bursts; play inside using air filled balloons.

PUSH-UP CHALLENGE: Watch an NFL or college football game on TV. Every time your team scores, do push-ups to equal your team’s total score. For an additional challenge, also do push-ups when the other team scores.

JUMP YOUR WAY TO BETTER HEALTH: Perform a variety of jumping activities to help develop muscle and bone strength: 20 jumping Jacks, 20 goal post jumps (vertically jump in the air), 20 standing long jumps (jump forward), jump rope 20 times.

PUNT, PASS, KICK: Measure the distance you can punt, pass and kick a football. Add the three distances together for a total combined score. Do this 5 times and then calculate the average of your total combined score. Participate in official NFL youth football events. Find out more about this program, which is celebrating it’s 50th anniversary, at NFLRUSH.com.
**PHYSICAL ACTIVITY—READ ALL ABOUT IT!** Students will interview a parent or guardian about their physical activity habits using the interview questions from English class.

**WHAT HAPPENS WHEN YOU MOVE?** Teach your family how to take their heart rate. Measure resting heart rate by finding radial pulse (at the wrist) or carotid pulse (at the neck). Count the number of beats in 10 seconds. Multiply that number by six to calculate the average number of heart beats per minute. Tell your family that you will be going on a 20 minute walk. Have everyone take their heart rate four times: 1) before going on the 20 minute walk 2) after walking for 10 minutes 3) right after completing the 20 minute walk 4) 10 minutes after you finish the walk. Have everyone share what their heart rate was for the four different times and discuss what happened to your heart rate and why. Take your heart rate during other physical activities such as jogging, biking or swimming.

**REV-UP READING:** When you assign reading homework, also provide students with some activities to help improve concentration, such as stretches before beginning and a break every 20 minutes.

**GO GREEN:** Helping the environment is healthy for you too. Have students pick up trash in their neighborhood or around the school grounds as part of an eco-awareness lesson. Make sure they wear gloves!

**WATER WORKS:** Staying hydrated can help you perform at your peak and prevent unpleasant problems like cramping and early fatigue. Have students work on getting eight cups of water every day for a week and notice if they’re performing better. Have them track their water intake in their Student Game Planners.

**JOINT EFFORTS:** Assign students a list of activities and have them perform the activities and identify what type of movable joint in the human skeleton is utilized — ball and socket, hinge, or gliding (swing a bat, throw a football, jumping jacks, push-ups, wave goodbye, hop on one foot, etc).

**SUPPORT A CAUSE:** Have students sign up for a 5K race for a cause in your community and run or walk as a class (students can also walk with their families).

**HOW SUCCESSFUL ARE YOU?** Play catch or shoot baskets with family or friends and calculate your percent of success. For example, if you make 8 out of 10 basketball shots, you are 80% successful.

**CREATIVITY IN MOTION:** Use any ball, a base (could be a paper plate or a pillow) and a flying disc to create a new game with 3 rules. Write it down and share it with your classmates!
INTERVAL WORKOUT: Do a workout at a local school track. Jog or run the straight-aways and walk the curves of the track. See how many times you can go around the track.

COMMIT TO WALK: Make a family commitment to park the car in a spot farthest from the mall, shopping center, or theatre. Visit MyHeartMyLife.org to find walking paths in your community or to create your own.

ENERGIZED SHOPPING: Walk three laps around the mall before you start shopping.

ROUTE TO EXPLORATION: Explore three different safe walking or bicycling routes to school. Practice by walking or biking one of them with a classmate to see how it feels.

LEND A HELPING HAND: Volunteer to do yard work for a neighbor in need.

MAKE IT A HABIT: Make a Saturday morning walk or bike ride a family habit.

ENVIRONMENTAL PLAY: Create an obstacle course at a local park using environmental features such as steps, benches, trees, playground equipment.

FAMILY CHAMPIONS: Challenge the members of your family to earn the Presidential Active Lifestyle Award https://www.presidentschallenge.org/challenge/active/index.shtml You can get a head start on this by going to your local school track and timing your family members at 100, 400 and 800 meters. Repeat monthly to measure progress and fill in with other activities!

PENTATHLON CHALLENGE: Research the pentathlon and then create your own 5 event challenge.

JUMP ROPE FOR FITNESS: Jump rope during commercial breaks. See how many times you can jump and see if your pace gets faster over time.

ACT IT OUT: Play sport charades. Include less popular sports like curling, field hockey, kayaking, etc.

BOTTLE PIN BOWLING: Using water bottles and a kickball, play pin bowling and keep score. You can play indoors or outside!

CLOCK WATCHER: Find a clock at home. As you see the minute change, begin walking in place. When 1 minute on the clock has gone by, begin jogging in place. When another minute has passed, then begin jumping in place. When the minute changes again, you can take a break! Repeat with different activities if you’d like.
**BOOKENDS:** Have students do 50 jumping jacks before they start their homework, do 15 crunches between subjects, and when they have finished all their homework, end with the “pretend jump rope” exercise, counting 50 revolutions.

**TV CHALLENGE:** If students are watching TV at night, provide a ‘workout routine’ conducive to commercial breaks (i.e. short 2-3 minute circuits such as push-ups, crunches, squats, etc). Have the class brainstorm to come up with a new circuit for every week and write it down in their Student Game Planners. Here are some ideas:

- Hop on one foot for 30 seconds, switch and hop on the other foot for 30 seconds. Walk up and down the hall or around the room on your tip toes for one minute
- Wall sit: Stand against a wall, slowly bend your knees down into a 90 degree angle, keeping back against the wall. Hold for 30-60 seconds
- Stand with feet shoulder width apart, bend one knee up into a 90 degree angle, balancing on the other leg. Hold for a count of 20 and switch legs. Do five repetitions
- Lay on your back and write your first name in the air with your toe. Switch legs and write your last name
- Three sets of push-ups — 15 each set
- Lay on your back, extend both legs into the air at a 90 degree angle from the floor. Slowly lower your legs (knees straight) to the floor. Repeat for 20 repetitions
- Jump tucks: Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest, land on balls of feet. Do 10 repetitions

**TACKLE OBESITY:** Create a 10 minute physical activity routine that you and your parents or siblings can do two to three nights a week. Compare your routine with your classmates.

**VERBS IN MOTION:** Read a sports article in the newspaper about a high school, college or professional game. Underline the action verbs in the article and perform the actions. For example, if you read an article about a football game you might underline action verbs such as pass, throw and kick.

**GAMES FROM THE PAST:** As a family, select and participate in a sport or activity that your parents participated in when they were in elementary, middle or high school.

**DANCE AROUND THE WORLD:** Have students research dances from different cultures and have them practice them at home—there just might be a show-and-dance the next day in class.
RUN THE DISTANCE: Select a sport, research the distance of the field or court, and measure that distance in your yard or at the park. Run or jog as a family the designated distance. For example run 100 yards to score a touchdown or 78 feet, the length of a tennis court. Repeat for a variety of sports.

POPULAR PHYSICAL ACTIVITIES: Select a state or a foreign country and research the most popular physical activities people participate in that state. As a family participate in as many of the activities as possible.

SCREEN TIME VS. PHYSICAL ACTIVITY TIME: For 2 weekdays and 1 weekend day, each family member charts the amount of time they spend being physically active and the amount of time they spend in front of a ‘screen’ (computer, TV, video games, cell phone, etc.). Compare results and discuss how to transfer some screen time to physical activity time. (Reinforces Math Lesson: ‘Screen Time vs. Physical Activity’)

SKIP FOR A DAY: Instead of walking, skip whenever you move in the house for a day. Ask the family to join you in the challenge.

BUZZ WORD FOR THE WEEK: Select a ‘buzz word’ for the week such as water, hungry, bed, etc. Every time that a family member says the buzz word, they do 15 jumping jacks or other activity. Join in and have everyone in the family do 15 jumping jacks no matter who says the buzz word.

TRAVEL THE UNITED STATES: As a family, keep track of the daily number of minutes everyone is physically active. Each minute is equal to a mile. See how long it takes the family to travel from your home to your favorite places in the United States.

EXPLORATION: Locate a park you have never been to and ask your family to join you in exploring the new park.

HOPSCOTCH: Draw a hopscotch pattern on the driveway or sidewalk with chalk or something else that is non-permanent. Play hopscotch with family and neighbors.

SURVEY SAYS?: Ask 5 people you know what their favorite physical activity or sport is and conduct a family vote on which one to try.

The following activities allow for participation by differently abled students:

BREAK THE CHAIN: Make a paper chain with 15 links. Every day that the family is physically active together a minimum of 30 minutes, break off a chain link. Set a family goal of breaking 15 chains in a month. Decide on a healthy reward when the family completes the challenge.
FISH BOWL: Everyone in the family writes down a physical activity that all family members can participate in on a piece of paper. Fold the paper and place in a bowl. Every day one family member pulls out a piece of paper and the family participates in the selected activity.

BALLOON CHALLENGE: Count how many times you can strike a balloon before it hits the floor. Ask family members to join in the contest. Make it more challenging by only using your feet to keep the balloon in the air.

FAMILY EXERCISE VIDEO: Create a family exercise video that can repeatedly be used for family exercise time. (Reinforces STEM Lesson: ‘Play Our Way’)

TRAINING PLAN: Create a training plan for each family member that can be utilized to improve fitness. (Reinforces Science Lesson: ‘Call Me Coach’)

BRAIN BREAK: Take a 2 minute break from homework every 15 minutes and perform a physical activity such as push-ups, curls, pretend jumping rope or jogging in place.

DANCE NIGHT: Turn on the music and have a family dance night. Each family member takes turns creating dance moves for everyone to do. Every 10 minutes, take a break for water and keep going!

FAMILY GAME NIGHT: Play a board game and assign a physical activity to different parts of the game. For example, in monopoly to buy a property you need to do 5 push-ups in addition to paying for the property. Modify the designated activity as needed for family members.

PAY BACK: Volunteer at the local elementary school by helping with field days and/or other games and activities for the younger students.