

Keep it Moving!

Grade Band: K-2

Student Objectives:

- Participate in various types of movement
- Classify movement as aerobic or muscle-building
- Identify the benefits of physical activity

Materials:

- “Wellness Triangle Anchor Chart” from the *Learn Together* lessons or chart paper
- Sticky notes or small pieces of paper and tape
- Markers or crayons
- Radio or other music source
- Student Activity Sheet: Why We Move (one per student pair)

Suggested Time Frame: 2 class periods (based on 45-minute intervals)

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.”

An important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life. Physical wellness is body wellness and includes nutrient intake, how we take care of our body-hygiene, being safe, and how we move our bodies.

Physical activity is an important part of maintaining an active, healthy lifestyle. In fact, it is recommended that children and adolescents get an average of 60 minutes or more of physical activity every day. In addition to helping to maintain physical wellness, there are many benefits to being physically active each day. Some will be more immediately relevant to students (improves appearance) while others will seem less relevant or immediate (improves heart health). But they are all important in maintaining an active, healthy lifestyle. Benefits of physical activity include:

My Body (Physical) Benefits

- Burns calories
- Increases muscle strength
- Increases efficiency of heart and lungs
- Increases stamina
- Increases bone strength
- Improves circulation
- Lowers blood pressure
- Maintains a healthy body weight
- Helps with digestion
- Increases resistance to disease
- Boosts energy
- Improves posture
- Helps to maintain calorie balance

My Mind and Feelings (Emotional) Benefits

- Reduces stress
- Reduces anxiety
- Improves sleep
- Reduces the chance for depression
- Builds self-confidence
- Increases enthusiasm
- Establishes good habits

My Friends and Family (Social) Benefits

- Provides a fun way to share an activity with family and friends
- Helps with problem-solving and getting along with others
- Promotes collaboration and working with others

Some studies even suggest that regular physical activity can improve students' attention level and improve academic performance.

Physical activity burns calories that we consume through what we eat and what we drink. That helps us maintain a healthy weight. Typically, the more vigorous the activity, the more calories we burn. When we consume the number of calories we use for physical activity and body functions (like sleeping, pumping blood through the body), that's called calorie balance. In this lesson, students are introduced to different types of physical activity and their benefits. During aerobic physical activity, the heart rate increases to supply the muscles with more oxygen to produce extra energy. To meet the body's need for oxygen during aerobic exercise, it beats faster and harder to get more blood out in each beat.. But it can only beat harder if it has been strengthened through exercise. Like other muscles, the heart enjoys a good workout.

When we give the heart this kind of workout regularly, it will get stronger and more efficient in delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of the body. Many aerobic activities, such as running or jumping rope, also help strengthen children's bones. The second type of physical activity mentioned in this lesson is muscle-building. . Muscle-building activities increase muscle strength and endurance. According to the CDC, young children do not typically need to follow formal muscle-strengthening programs, such as lifting weights. Younger children are able to strengthen their muscles when they play on the playground, participate in gymnastics, climb trees, and do other physical activities of a similar nature.

Note: Since all children grow at different rates and those in your class likely will be different weights, you will want to be sensitive to discussions about being overweight or obese. The most important takeaway for students is the importance of maintaining physical wellness which includes healthy eating patterns and daily physical activity (at least 60 minutes per day). As always, you will want to be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Centers for Disease Control and Prevention: Measuring Physical Activity Intensity. <http://www.cdc.gov/physicalactivity/basics/measuring/hearttrate.htm>
- Center for Disease Control and Prevention: How Much Physical Activity Do Children Need? <http://www.cdc.gov/physicalactivity/basics/children/index.htm>
- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations <http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Let's Move <http://www.letsmove.gov/action>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity <http://www.cdc.gov/bam/activity/index.html>
- Fact Sheet for Health Professionals on Physical Activity Guidelines for Children and Adolescents http://www.cdc.gov/physicalactivity/downloads/pa_fact_sheet_children.pdf
- Office of Disease Prevention and Health Promotion. Examining the relationship between physical activity and health. <http://health.gov/paguidelines/guidelines/chapter2.aspx>
- SHAPE America Lead-up Games <http://www.shapeamerica.org/publications/resources/pa/lead-up-games.cfm>

Procedure:

Session 1: What is physical activity?

1. Bring students to an open space in the classroom or outside. Explain that you are going to play a game of Simon Says. Review the rules. Tell students that in this version of

Simon Says, they must also figure out what Simon likes to do based on what he says.

State the following:

- a. Simon says, "Do 10 jumping jacks."
 - b. Simon says, "Skip five times."
 - c. Pretend to watch TV.
 - d. Simon says, "Jump up and down 15 times."
 - e. Sit in your chair
 - f. Pretend to play on the computer
 - g. Simon says, "March in place."
 - h. Simon says, "Skip to the front of the room."
2. Ask students if they think they know what Simon likes to do. Guide students to conclude that Simon likes to move his body because all of his instructions involved movement. Explain that another term for "moving" is "physical activity".
 3. Ask why Simon might like physical activity. Read the following possible reasons and instruct students to stand up if they agree:
 - a. When I move, I feel happy.
 - b. I have fun moving and playing with my friends.
 - c. My heart beats quicker when I exercise.
 - d. After I move, I feel strong.
 - e. Moving and exercising make me feel good about my body.
 - f. I have fun exercising and moving with my family.
 - g. Moving around makes me feel tired, but it is a good kind of tired.
 4. Guide students to understand that each time a person stood up, it represented a benefit (good thing) about moving. There are many different reasons why Simon, and everyone in your class, might like physical activity. Give each student a sticky note or small piece of paper, and instruct them to draw a picture of their favorite way to move. Tell students that it could be a sport that they play, an afterschool activity, or something that they like to do outside. As long as their body is moving, it counts. Try not to give too many examples, so that everyone in your class doesn't draw the same activity.
 5. As students are drawing their favorite ways to move, display the "Wellness Triangle Anchor Chart." If you haven't saved this from the *Learn Together* lessons, draw a quick triangle on the board with "My Body" and a stick figure on one side, "My Mind and Feelings" and a smiley face and sad face on another side, and "My Friends and Family" and three stick figures on the third side.
 6. Bring students back together as a whole group. As students rejoin the group, instruct them to stick or tape their drawing to the outside of the Wellness Triangle so that they make a frame around the chart paper.

7. Explain that, just as there are different ways that we can move, like [insert examples from the students' drawings here], there are also many different reasons why it is important to move. Moving helps us be well on all sides of the Wellness Triangle.
8. To demonstrate this, challenge students to run in place for one minute and to think about how their bodies feel as they do so. What, if anything, changes about the way their bodies feel as they run?
9. After the minute is up, immediately ask students to share their observations. Probe for answers like "I'm breathing more heavily," "My legs are tired," and "My heart is beating faster." Explain that all of these descriptions mean that their heart, lungs, bones, and muscles are getting stronger. Remind students that our bodies don't get stronger unless we use them.
10. Tell students that they're now going to brainstorm how movement helps the other two sides of the wellness triangle. Divide students into groups of three or four students for a dance party. Tell students that they are in groups so that they can dance together and help each other come up with dance moves. Students shouldn't be afraid to be a little silly or try a move that a friend suggests. Turn on the radio or another music source and allow students to dance for a few minutes.
11. Bring the class back together, and point to the "My Mind and Feelings" side of the wellness triangle. Ask students to describe how dancing just made them feel. Were they happy? Excited? Full of energy? Explain that movement helps their Mind and Feelings stay well because it can help improve their mood and make them feel happy.
12. Then point to the "My Friends and Family" side of the Wellness Triangle. Ask: How did dancing with your classmates make you feel? Did anyone in your group help you solve a problem, like not knowing what dance move to do? How might it have been different if you were dancing by yourself? Explain that physical activity helps your relationships with your friends and family stay well by helping them learn how to work together, solve problems, and have fun together.
13. Refer back to the movement drawings that surround the Wellness Triangle. Tell students that each of their favorite ways to move helps them be well on at least two sides of the Wellness Triangle and some even help all three sides. [Note: Individual activities like running may not have a clear tie to the "friends and family" side of the Wellness Triangle.] Instruct students to turn to the person next to them and share the activity that they drew, and how it helps them on at least two sides of the Wellness Triangle. Call on a few students to share with the entire class.

Session 2: Moving makes us well

1. Begin by asking: If I don't eat breakfast in the morning, how would I feel? Lead students to the answer that you would feel tired, lethargic, grumpy, hungry, etc. Refer back to what students learned in the *Eat Together* lessons, and remind students that food gives us energy. Food gives our brain energy to think and our muscles energy to move. Without food in our bodies, we wouldn't be able to be physically active.
2. Explain that when we are physically active, there are two main ways that we can move our bodies. One way makes us breathe more heavily. As we breathe heavily, our heart beats faster and becomes stronger. Tap your heart and demonstrate heavy breathing to model what occurs during aerobic activity. Ask the class to copy you.
3. Explain that the second main type of exercise uses muscles. Using your muscles helps make your muscles stronger. Flex your arm muscles, but explain that there are muscles all over your body. Ask students to point to one part of their body where they have muscles.
4. Divide the class into groups of three or four students. Explain that you will be calling out different kinds of physical activities. After you call out each type of physical activity, have students discuss with their groups whether the activity makes them breathe harder *or* builds their muscles. It could be tricky because some activities might do both. Once they reach their decision, they should share it silently by either pretending to breathe heavily and tap their heart *or* flex their arm muscles.
 - Playing basketball
 - Doing sit-ups
 - Swimming
 - Bike-riding
 - Tug-of-War
 - Jumping rope
 - Playing soccer
 - Climbing trees
 - Playing tag
 - Doing gymnastics
7. Refer back to the Wellness Triangle and point to "My Body." Reiterate that moving is good for our whole body. Some activities help to make our muscles stronger, while other activities are good for our heart. Moving can even make our bones stronger. Also take a moment to review the benefits of physical activity on the other two sides of the Wellness Triangle: My Family and Friends and My Mind and Feelings, both of which were discussed last lesson.

8. Distribute the “Why We Move” student activity sheet to pairs of students. Instruct them to work together to illustrate how physical activity helps their body, their mind and feelings, and their relationships with their family and friends. In other words, students are to illustrate how moving helps all sides of the Wellness Triangle. Students can also describe their drawings in words on the lines provided.
9. When there are ten minutes left, bring the students back together and allow student pairs to share. Record answers on the board, and see how many different reasons to move have been brainstormed. Conclude by saying, “Simon says to name one reason it’s good to be physically active” and invite students to share answers.

Family Connection:

Ask students to survey family members to see how many benefits of physical activity they can identify. Instruct students to share about how physical activity helps all three sides of the Wellness Triangle!

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Create posters about the benefits of physical activity. Have each student place a poster in a community location that they visit frequently, and encourage them to speak with community members about the importance of moving when they hang up their poster.

Standards Correlations:

National Health Education Standards

- Standard 2: Students will analyze influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Second Grade:

Speaking and Listening

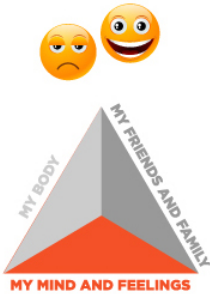
- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet: Why We Move!

Moving is good for **my body** because:



Moving is good for **my mind and feelings** because:



Moving is good for my relationships with **my friends and family** because: