

GET FIT & FLOURISH

Enhanced Physical Activity Manual

Developed by Sandra Noel for the Illinois Public Health Institute with support from the American Cancer Society

2013



What's Inside?

- Lesson plans designed to teach the benefits of exercise and increase moderate-to-vigorous physical activity (MVPA) in P.E. class and after-school settings
 - Tips to minimize sedentary time: choosing teams and small groups
 - Lesson plans integrating nutrition and physical activity
 - Description of enhanced physical education
 - Common Core Standards connections
 - Health and physical education standards & theoretical frameworks
 - Adapted P.E. strategies
 - Worksheets that support lesson plans
 - Grab and go snacks and recipes for nutritious snacks
- Letters to parents and guardians explaining the benefits of healthy choices



For additional information about the Enhanced Physical Activity Manual or its authors, contact:

Illinois Public Health Institute

954 W. Washington Blvd, Suite 405

Chicago, IL 60607

312-850-4744 – phone

312-850-4040 – fax

www.iphionline.org - website

—Or—

Sandy Noel

sandy.noel625@gmail.com

708-386-6613 –phone

Copyright August, 2013. *Get Fit & Flourish* can be used and reproduced for educational and non-profit purposes only.

Suggested Citation:

Noel, Sandra (2013). *Get Fit & Flourish: Enhanced Physical Activity Manual*. Chicago, IL: Illinois Public Health Institute.

To download a copy of this manual, visit:

http://iphionline.org/pdf/Enhanced_Physical_Activity_Manual.pdf

Table of Contents

Acknowledgments	3
Introduction	4
Purpose/Use	5
Foundations of Enhanced Physical Education.....	6
Common Core and Physical Education.....	6
National and NASPE Standards.....	8
Theories of Enhanced P.E. and Learning	10
”Enhanced” P.E. - What Is It?	12
Tips to Minimize Sedentary Time: Choosing Teams and Small Groups	13
Adapted P.E. Strategies	14
Hints for Classroom Management and Participation.....	15
Strategies to Increase Moderate-to-Vigorous Physical Activity (MVPA) in P.E. Class ...	20
Strategies to Increase MVPA Out of Class Time	22
Lesson Plan Sequence	23
Suggested Equipment List	26
Suggested Skill Progressions for Lessons	27
Photo Guide of Fitness Activities	28
Lesson 1: Focus on Fitness	30
Fitness Circuit Challenge Diagram.....	33
Fitness Circuit Cards	36
Handouts: Parent Sheet, Benefits of Exercise and Movement	38
Lesson 2: Get Fit, Get Smart	41
Minds a Movin’ Diagram.....	44
Minds a Movin’ Cards	47
Handout: Fitness Information Sheet/Diary	51
Lesson 3: Egg Scramble, Jump Rope Stations	53
Jump Rope Stations Diagram	55
Jump Rope Stations Cards	56
Handouts: Benefits of Breakfast and Good Nutrition, ROYGBIV	68
Lesson 4: Fit Deck Tag, Food Toss	70

Handouts: Rainbow Food Diary, Nourish to Flourish	73
Lesson 5: Hydration/Dehydration and Calories In/Calories Out	75
Calories In/Calories Out Game	77
Food Cards	78
Handouts: Benefits of Hydration, Grab and Go Snacks.....	84
Lesson 6: Grab and Go, ROYGBIV Rainbow Rangers, Catch Your Zs	86
Handouts: Benefits of Sleep, Buddy Bite Snack Recipes.....	89
Lesson 7: Partner Work Out and Keeping It Up	92
Handout: Make and Take Nibbles Recipes	95
Lesson 8: 5-a-Day	96
Lesson 9: Great Grains	98
Handout: 3 G Workout	100
Lesson 10: Plant to Plate	101
Plant It, Plate It Diagram	103
Lesson 11: Survivor Island	104
Handout: Survivor Challenge	107
Lesson 12: Munchers, Garden Salad Relay K-2.....	108
Garden Salad Relay Diagram	111
Garden Salad Relay Food Cards	112
Lesson 13: Bones Macarena, Bag of Bones, Bare Bones	113
Bag of Bones Diagram	117
Bare Bones Match Exercises	118
Bone Cards	119
Lesson 14: Healthy Hearts	135
Healthy Hearts Diagram	138
Heart Healthy Plate Cards	139
Lesson 15: Go for Goals	143
Handouts: People Search, Goal Setting Sheet	145
Appendix	147
References & Resources	148
About the Developer	152

Acknowledgements

We thank the following individuals for their assistance with developing, piloting, and reviewing this manual:

Mary Aillon, P.E. Teacher, Pasteur Elementary School
Coby Jansen Austin, CDC Public Health Prevention Specialist
Sarah Chusid, Program Assistant, Illinois Public Health Institute
Michael Cruz, P.E. Teacher, Hatch Elementary, Oak Park
Ivan Delgado, P.E. Teacher, Calmecca Academy of Fine Arts and Dual Language
Peggy Dunleavy, P.E. Teacher, Joseph Warren Elementary
Amy Heveran, P.E. Teacher, STEM Magnet Academy
Deeana Ijaz, Intern, Illinois Public Health Institute
Heather Ilser, P.E. Teacher, Hammerschmidt Elementary
Becky Kammin, P.E. Teacher, Next Generation School
Jules Kim, Intern, Illinois Public Health Institute
Jessica Lynch, Senior Associate, Illinois Public Health Institute
Ken Mansell, P.E. Teacher, Quincy Notre Dame High School
Gina Parker, P.E. Teacher, Prairie Oak Elementary School
Andrew Pickett, P.E. Administrator, Chicago Public Schools
Caryn Putra, Asst. Professor of Human Performance, Department Chair, Concordia University
Aaron Reed, P.E. Teacher, Ninos Heroes Community Academy
Tom Rocco, P.E. Teacher, Beye Elementary School
Janna Simon, Program Associate, Illinois Public Health Institute
Erin Tun, Youth & Family Director, High Ridge YMCA
Haley Underwood, P.E. Teacher, Cardenas Elementary
Jill White, P.E. Teacher, Alice L. Barnard Computer, Math & Science Center
Andrea Strening, P.E. Teacher, South Shore Fine Arts Academy
Hatch Elementary, Brooks Middle School, Oak Park and River Forest High School students for their willingness to take photos for the manual

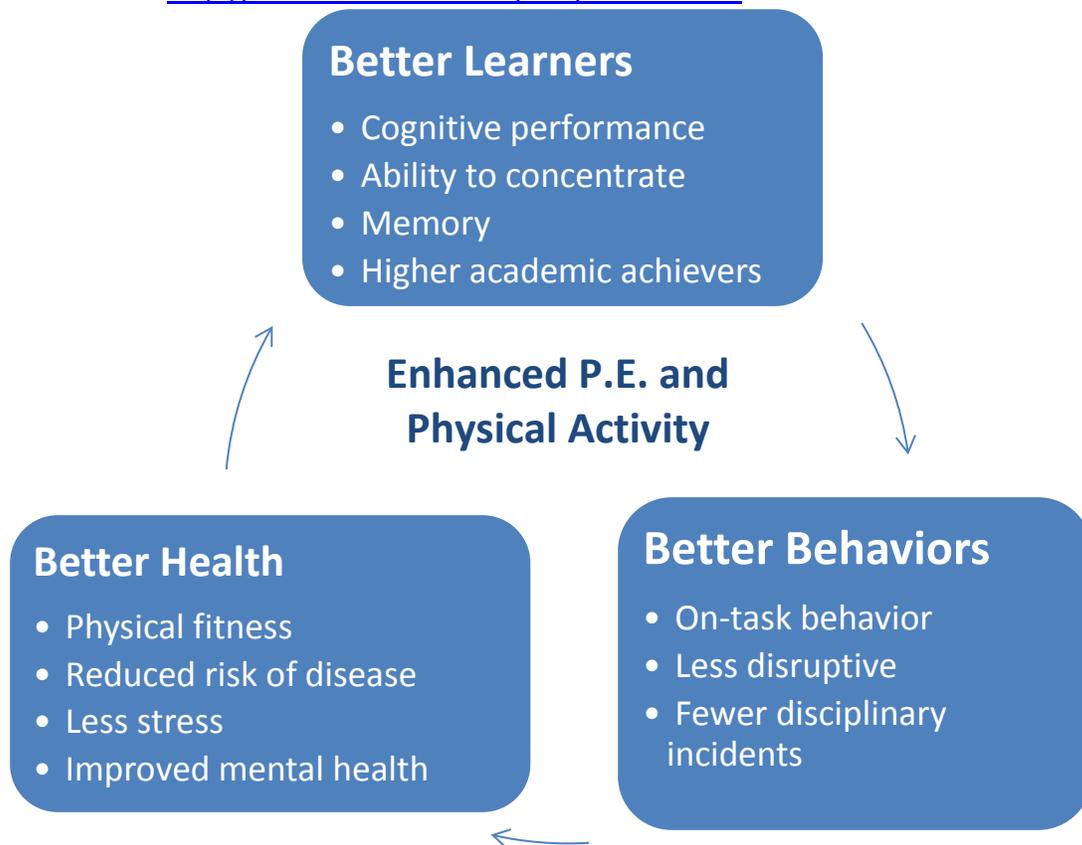
Thank you to Rudy Benton, Cindy Bross, Paul and Gail Dennison, Don Hellison, Kathy Houston, Heather Isler, Eric Jensen, Jean Blaydes Madigan, Larry (Mac) McDonald, Gina Parker, James Ross, and Kathy Wagner for their commitment to sharing the importance of learning through movement. Their workshops have provided inspiration for this manual.

Introduction

Enhancing physical education and adding more physical activity during the day is important for children because it improves health, learning and behavior. Changing policies and practices to ensure more time is spent in moderate-to-vigorous physical activity (MVPA) during physical education and physical activity programming will enhance these practices and maximize their positive impact.

The Research:

There is substantial evidence of a relationship between physical activity, fitness and improved cognitive and executive functioning of the brain. Regular physical activity - even short bouts - enhances various aspects of brain activity that affect academic performance, including learning, memory, concentration, and mood.¹ Some researchers believe that physical inactivity is one of the biggest public health problems of the 21st century.² Being physically active and fit can reduce risk of chronic diseases like type 2 diabetes, heart disease, and some cancers – even in the presence of higher body mass index (BMI).³ For additional information on the research between physical activity and learning, behavior and health, visit the Illinois Enhance P.E. Task Force Website at <http://www.isbe.state.il.us/EPE/default.htm>



¹ Sattelmair, J., Ratey, J. (2009). Physically active play and cognition: An academic matter? American Journal of Play

² Blair SN. (2009) Physical inactivity: the biggest public health problem of the 21st century. Br J Sports Med. 43:1-2.

³ Hainer, V., Toplak, H. and Stieh, V. (2009) Fat or Fit: What Is More Important? Diabetes Care. 32(suppl 2):S392-S397.

Purpose

The purpose of this manual is to provide a program which increases moderate to vigorous physical activity (MVPA) while focusing on the benefits of enhanced physical activity, proper nutrition, and their connection to lifetime wellness. Lessons and handouts will:

- Empower students to make sense of and create meaning in regard to information about healthy choices and personal fitness
- Encourage students to personalize knowledge about healthy actions through active participation in meaningful experiences and goal setting
- Teach students how their decisions affect the way they feel, learn, perform and develop based on current Physical Education and Health Standards
- Provide experiences for students to value all learning styles and skill levels based on the “Multiple Intelligences” Cooperative Learning and the enhanced P.E. models
- Allow students to work cooperatively in groups to enhance their interpersonal skills
- Encourage students to advocate for personal and family health

How to Use this Manual

This manual can be used in a variety of settings, from P.E. classes to after-school programs. Lessons can be used in order or out of sequence; the main goal is to get kids moving. Printing out the manual and laminating the visuals may be useful. To print the manual, it is suggested that you separate the sections with tabs. [YouTube videos](#) are available for many of the activities and can be viewed by clicking on the link embedded in the activity name on the lesson plan sequence page.

Foundations of Enhanced Physical Education

Common Core Overview

Common Core State Standards (CCSS) were developed to make education in the United States more consistent so that students who change schools or states have the same base from which to learn. Since 2010, 45 states have adopted Common Core State Standards in English, Language Arts and Mathematics. School districts are writing curricula utilizing these standards. In addition, the Illinois Enhance Physical Education Task Force utilized the Common Core to revise the standards as part of their charge in 2013.

The Common Core State Standards were written to assure that educators are preparing students for college and career readiness. The CCSS achieve this goal by:

- aligning with college and work expectations
- including knowledge relevant to the real world
- building upon strengths and lessons of current state standards
- preparing students to succeed in our global economy and society
- basing standards on evidence-based practice

For more information on CCSS, visit www.corestandards.org, or Illinois' website, http://www.isbe.net/common_core/.

Integrated Physical Education and Common Core...

- Aligns with college and work expectations of knowing how to maintain health and fitness levels to be able to perform a job at an optimal level
- Challenges all students at appropriate academic and motor level and teaches students how to utilize higher order thinking and communication skills within physical education
- Builds upon current state standards and practices by
 - ✓ Updating and revisiting current teaching practices
 - ✓ Integrating reading, speaking, writing and project based learning
 - ✓ Developing common assessments
- Uses evidence-based practice in the areas of health, wellness, and physical education
- Prepares students to succeed in our global economy and society through understanding of global sports and health and wellness practices to be able to ambulate throughout the world
- Prepares students to succeed in our global society by fostering an appreciation of diversity

Tips for implementing Common Core in physical education classes

- Post P.E. and Health standards and student objectives in the class
- Utilize team-building and cooperative skills throughout daily activities: walk-talk, pair-share and in-and-out-circle exchange
- Prepare station signs and pictures for students to read, interpret, and perform tasks

- Read non-fiction and fiction books to students and have them perform actions
- Use math equations to form groups, to determine number of times to perform a task, to determine how much activity was performed during a challenge
- Utilize P.E. equipment as math manipulatives
- Use project based assessment to describe connections, explain relationships, explain cause and effect, interpret/explain information, and convey information through movement

National Health Education Standards⁴

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

⁴ The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12, by the Joint Committee on National Health Education Standards.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

National Association for Sport and Physical Education (NASPE) Physical Education Standards⁵

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

⁵ NASPE is the National Association for Sport and Physical Education and has a mission to enhance knowledge, improve professional practice, and increase support for high-quality physical education, sport, and physical activity programs.

Theories of Enhanced P.E. and Learning

When working with students, it is the responsibility of teachers to prepare lessons based on best practices and research. The lessons in this manual are written based on neuroscience research in “brain compatible learning.”

Brain-Based Learning - Learning is enhanced through physical activity (Jensen, 2000), and “exercise juices up the brain, feeding nutrients in the form of glucose and increasing nerve connections - all of which make it easier for kids of all ages to learn” (Hannaford 2005, p. 58).

Brain Gym – A set of activities, developed by Paul E. Dennison and Gail F. Dennison, designed to stimulate the brain/body and prepare students to learn. Activities include crossing the midline, lengthening activities and energy exercises (Dennison, 1989).

Dominance Factor - Patterns of lateral dominance which influence the processing of information and thus influence the kinds of learning activities that students prefer (Hannaford, 1997).

Multiple Intelligences – Learning strengths in the following areas: logical, linguistic, musical, spatial, kinesthetic, interpersonal, intrapersonal, naturalist (Gardner, 1993).

Cooperative Learning – Process in which a student actively participates, using academic and social skills in face to face interactions that foster individual accountability and positive interdependence (Jensen, 1995).

Student Responsibility – Students’ internal motivation that takes the form of personal goal setting (Levitt, 1992) and showing respect for themselves in order to help create a caring learning environment.

Teaching Personal and Social Responsibility (TPSR) - Students learn to take personal and social responsibility through physical activity in order to become sensitive to their well-being and that of others (Hellison, 2011).

Self- Reflection – Student self-evaluation of learning, participation and collaboration (Stiggins, 2001).

Enhanced P.E.—WHAT IS IT?

	OUTDATED P.E. LOOKS LIKE THIS	ENHANCED P.E. LOOKS LIKE THIS
Curriculum	<ul style="list-style-type: none"> • Skills and rules to play team games (EX: basketball, football, soccer, baseball) 	<ul style="list-style-type: none"> • Physical competence and cognitive understanding about physical activity so students can be active for a lifetime (EX: fitness activities, outdoor education, individual lifetime activities, dance, integrated lessons)
Grouping	<ul style="list-style-type: none"> • Large groups; limited equipment • Athletes are leaders 	<ul style="list-style-type: none"> • Small groups; adequate equipment for active participation • All students have opportunities for success
Fitness Emphasis	<ul style="list-style-type: none"> • Skill-related • Comparison to national norms 	<ul style="list-style-type: none"> • Emphasis on health-related fitness components • Students engaged in self-testing, applying principles of fitness, designing an individual program based on personal goals • Students understand that they ‘own their own fitness’ and learn to maintain/improve it to optimize health and well-being • Students understand how level of fitness affects health and cognitive function
Instruction	<ul style="list-style-type: none"> • Teacher-directed • Teacher controls and paces the entire lesson 	<ul style="list-style-type: none"> • Teacher as coach/guide • Uses instructional strategies to allow students to progress at individual pace and to self-assess • Maximize time engaged in moderate to vigorous activity (MVPA) in order to reap benefits to cognitive function and health
Social Skills	<ul style="list-style-type: none"> • Emphasis on competition – winning and losing 	<ul style="list-style-type: none"> • Emphasis on cooperation, working together, leadership, conflict resolution during active participation situations • Develop self-awareness and self-management skills to achieve school and life success* • Use social-awareness and interpersonal skills to establish and maintain positive relationships* • Demonstrate decision-making skills and responsible behaviors in school*
Grading and Assessment	<ul style="list-style-type: none"> • Based on attendance, dress, skill level, fitness scores 	<ul style="list-style-type: none"> • Based on self-improvement, self-evaluation; peer assessment; skill rubrics • Used to monitor and reinforce student learning
Games	<ul style="list-style-type: none"> • Teacher officiates games, giving feedback on skill performance and knowledge of rules; • large group games, students waiting in line to play; • winning emphasized 	<ul style="list-style-type: none"> • Students engage in activities and sports with a health-related fitness component • Emphasis on participation and getting everyone active
Technology	<ul style="list-style-type: none"> • Stopwatch 	<ul style="list-style-type: none"> • Computers; pedometers; heart rate monitors; other fitness technology

*Social-Emotional Learning Standards.

Adapted from materials by: American Academy of Pediatrics, Illinois Chapter; IAHPERD; American Heart Association

Choosing Teams and Small Groups

How to create two teams: Have students find a partner. Ask one of the partners to stand, the other to sit. Those standing are on one team; those sitting are the opposing team.

Ideas for Choosing Small Groups:

COLORS

- Something the student is wearing
- Shoelaces, socks, favorite color!

CLOTHING

- Stripes/ Plain/ Patterns/ Letters/ Numbers/ Long Sleeves/ Short Sleeves

SHOES

- Tie/ Velcro/ Slip on

PETS

- Cat/ Dog/ Fish
- Number of legs pet has

FAMILIES

- Number of people in family
- Number of siblings
- Number boys/ girls

BIRTHDAYS

- Months
- Days
- Season

PATTERNS

- A,B,A,B
- A,B,B,A, etc.
- Stand, Sit

LETTERS/ NUMBERS

- Initials
- Number of letters in first name/ last name
- Number of vowels in name
- Syllables in name
- Last digit of phone #
- House number (odd/even)

TRANSPORTATION TO SCHOOL

- Walk/ Bike
- Bus/ Car

DOMINANCE FACTOR COMBINATIONS

- Right hand, left foot
- Right eye, left hand

(32 dominance combinations can be found in Smart Moves by Carla Hannaford)

***Enhanced P.E. – All students have an opportunity for
SUCCESS***

Adapted P.E. Modifications

When working with students with disabilities, it is important to keep in mind that “individuals with disabilities, for the most part, can gain very similar benefits from physical activity and the accrued physical fitness as people without disabilities” (Seaman, Corbin, and Pangrazzi 1999, 12). Best practice offers a variety of levels of activity and levels of difficulty in order to assure that all students are involved and actively participating (Tripp, Piletic, and Babcock, 2004). Following are some ways of adapting tasks:

- Use a variety of different sized and textured, weighted and/or inflated balls to accommodate students with grasping difficulty.
- Use balloons or punch balls for students with visual, reaction time, range of motion and strength disabilities.
- Use foam noodles cut into 2-3 foot lengths as a tagging implement for students with locomotor and strength difficulties.
- Attach Velcro to gloves, mitts and objects to be caught to aid students with grasping difficulties.
- Use pillow polo sticks, plastic bats or other lightweight implements as an alternative to kicking.
- Adjust height, distance and type of target used to aid in successful completion of throwing challenge.
- Assign student helpers to assist in retrieving objects during games and relays.
- Modify time, steps and distance during games and relays.
- Assign a classmate to assist during tag games, lead-ups games and relays.
- Modify push-ups for students in wheelchairs and allow them to use the arm rests of their chairs.
- Assign a helper to push a student’s wheelchair to help the student manipulate objects or participate in games where hands are needed to ambulate around space.
- See additional resources at the end of the manual.

Hints for Classroom Management and Participation

1. Establish classroom rules, procedures, and consequences the first day of class and continue to reinforce them often throughout the year. This reinforces expectations and appropriate behavior - especially if the teacher is consistent.
2. Use visuals to clarify explanations of classroom rules and procedures, directions, and activities as in the EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, and BELOW EXPECTATIONS charts. Be specific in explanations such as “no name calling, we address each other only by name,” and we never call classmates, “cheaters.” Problem solving strategies such as rock, paper, scissors, or do-overs empower the students to take responsibility and mediate their own disagreements. These strategies work fabulously because the kids feel that they are fair. Students learn conflict resolution and team building by actually practicing it. The norm is “putting up,” not “putting down,” so that everyone, including the teacher, has FUN.
3. Establish signals that correspond to certain commands such as the following:
 - “Calling all kids” means students walk to teacher, sit, and listen for instructions.
 - Add a time factor such as, “By the time I count to 5”, or “Meet me at the circle by the time I count down to 0”, or “Before I finish my song”.
 - “Stop” and “Go” signs and signals for students to follow to begin games or activities (examples: music, hand signals, rhymes or whistling).
4. When speaking to students in a large area or outside, call students in close to minimize distractions. Have students sit to minimize movement during directions.
5. Preface games and activities by saying, “When I say go,” “When you hear the music,” or “When I put my hands on my cranium” (reinforcing body systems concepts), so that there is a clear time to begin and play with the equipment. (Otherwise students will pick up equipment, begin playing with it, and miss out on important directions.)
6. Establish a location where equipment will be placed. Establish how equipment will be taken out and returned at the beginning and end of games and activities. Define and enforce consequences for children who do not follow directions.
7. Set boundary lines for games so that students do not run into walls. Use cones or markers if lines are not on the gym floor.
8. Give clear and concise directions first, demonstrate the activity, and then distribute equipment.
9. Get students active as quickly as possible.
10. If a student is having difficulty following the rules and procedures, have a place where the student can spend a few moments (timeouts should not be long) thinking about appropriate behavior. Students might sit in a designated chair with a picture of “The Thinker” wearing

gym shorts and a t-shirt. Place the responsibility on the student for correct behavior and have him/her explain how he/she will follow rules and procedures before returning. Have a picture of a “light bulb” next to the chair. When the student holds it up, that is the signal for the student to walk to the teacher, briefly explain how, he/she will do better, and get back in the game. An alternative is to have the student fill out a THINK PAPER with the following questions:

- What is the rule?
- Did I break the rule?
- What could I have done differently?
- What will I do in the future?

For younger students, discretely approach the student and ask the student to say the rule that he/she is ignoring. Explain that it is important to follow directions and rules so that everyone enjoys the activities and games.

11. When a student apologizes to a classmate, it is important that in addition to saying, “I’m sorry”, he/she says what he/she is apologizing for. For example, a child might say, “I’m sorry for pushing you in line”. This helps the child take responsibility for his/her actions and recognize how their choices affect others.
12. Remember that no lesson plan is set in stone. Many factors contribute to what you may accomplish in a lesson such as class dynamics, change in routine, or an unsettling event. The key is to know your students, and be flexible.
13. When acknowledging positive behaviors, use hand stamps, stickers, or create cards acknowledging the behaviors required of students.

I did my best



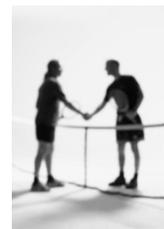
I followed directions



I encouraged others



I acted as a role model



Below Standards

Not Following Directions

Being Uncooperative

Not Trying

Not Being Helpful

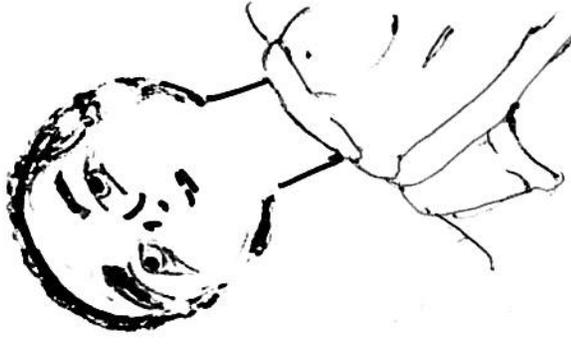


Meeting Standards

Having A Positive Attitude



Following Directions



Participating With Others



Always Trying

Exceeds Standards

Being Self-Responsible

Acting As A Role Model

Cooperating With Others

Encouraging Others

Trying My Best



Strategies to increase moderate-to-vigorous physical activity (MVPA) during class

Moderate physical activity refers to an activity that increases your heart rate to an intensity equivalent to brisk walking or biking.

Vigorous physical activity produces a large increase in breathing and heart rate to an intensity equivalent to jogging, bicycling uphill and aerobic dance. *Healthy People 2010* recommends that students be engaged in MVPA for at least 50 percent of P.E. class time (Partnership for Prevention, 2008).

The following list provides strategies to increase MVPA in class:

1. Give clear and concise instructions and demonstrations.
2. Develop a plan for taking out equipment and returning it.
3. Minimize transition times by having prearranged signals for starting and stopping.
4. Create tag games and circuits using minimal, inexpensive and donated equipment.
5. Modify games by changing rules and creating small group and small sided games. Examples include the following:
 - ***Elimination games become cooperative and inclusive ones!***
 - Instead of “Musical Chairs” play “Musical Hoops,” reinforcing locomotor movements to music. As hoops are removed, students begin sharing until there are only two or three hoops left.
 - “Steal the Bacon” becomes “Grab and Go,” a partner game with multiple games occurring at one time and stressing the importance of eating a variety of fruits and vegetables.
 - Traditional “Kickball” becomes “5-a-Day Kickball” – the pitcher continually rolls one ball after another to the batters who will kick and continually run the bases (following the person in

front of him/her) into the coned-off area (home). The fielders retrieve kicked balls and get them into the hula hoop near the pitcher who is not allowed to field any ball. The fielding team gets a point if all five balls are in the hula hoop before the last runner crosses into “home”.

- Traditional “Soccer” becomes “Kaleidoscope Soccer.” Divide students into 3-5 teams (depending on class size) with no less than four and no more than six on a team. Direct each team to stand by their assigned goal and count off: 1. Goalie, 2. Defense, 3. Offense, 4. Offense. This activity is one giant game of four-way soccer. Each team has a goal to protect and each team may score on the other teams’ goals. Goalies are to keep track of how many goals are scored during the round. Each round lasts for two minutes. At the signal, students will stop, and students will change jobs. After each round, the team who scored the most points will widen their goal and the team that had the most points scored on them will shrink their goal. Continue until students play every position

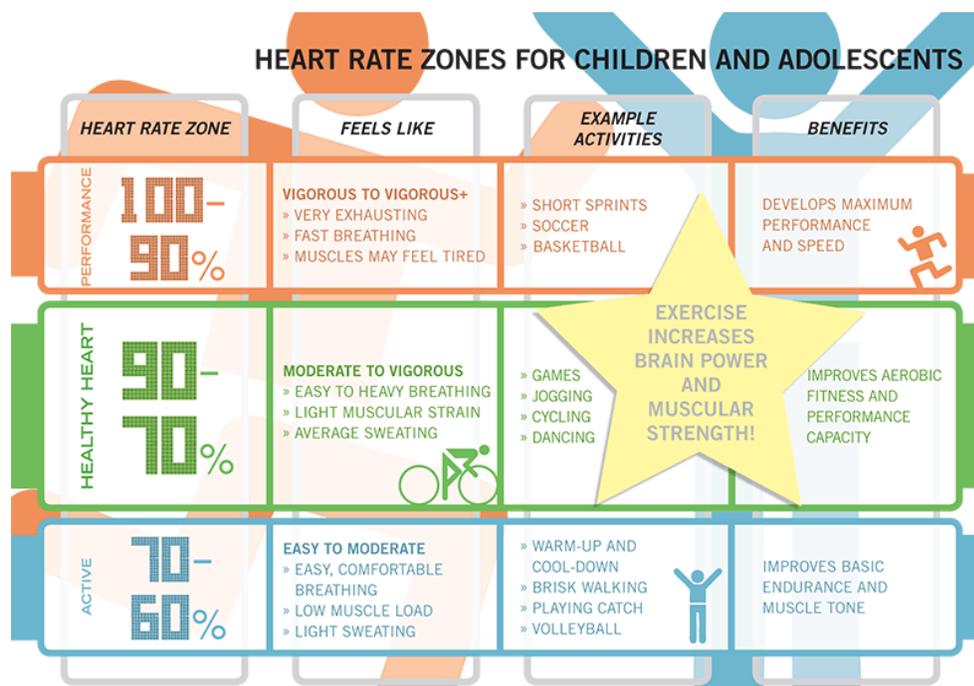
➤ ***Modify relays to allow for maximum movement and participation.***

- Allow time/song for relay teams comprised of 3-4 students to complete tasks. Repeat with same amount of time and challenge students to beat the number of turns.
- Give relay teams tasks to complete all together with each student taking a turn relay fashion to retrieve a task card as in “Calories in, Calories Out”. At the signal to go, the first person runs down, picks up a card from his/her team container and brings it back to the group. The group identifies the food, number of calories in that food and the number of activities to be done to work off that number of calories. *ALL* perform the activities together. Person number two then runs down and gets a card. Repeat until all cards are out of each box.

Strategies to increase Moderate-to-Vigorous Physical Activity (MVPA) outside of class

1. Practice components of fitness during TV commercials and create an exercise log.
 - First commercial – jog in place
 - Second commercial – curl-ups
 - Third commercial – push-ups
 - Fourth commercial – stretch
2. Create an exercise routine to music.
3. Play music and dance as a study break.
4. Play your favorite sport.
5. Learn a new sport, or reinvent a traditional one.
6. Create an obstacle course and include the concepts of over, under, around and through.
7. Invent fun, active games and exercise with a friend or family member.
8. Jump rope while practicing spelling and math.
9. Have a family dance party, hula hoop contest, and go for a walk after dinner.

Heart Rate Chart for Children from Polar.com



Lesson Plan Sequence

1. Focus on Fitness

- Musical Cards
- Fitness Circuit Challenge
- Reflection
- Fitness Circuit Challenge Diagram
- Fitness Circuit Place Cards

Handouts – Parent sheet, Benefits of Exercise and Movement

2. Get Fit, Get Smart

- [Fitness Tag](#)
- [Minds a Movin'](#)
- Reflection
- Minds a Movin' Diagram
- Minds a Movin' Cards

Handout – Fitness Information Sheet, Fitness Diary

3. Egg Scramble and Jump Rope Stations

- [Egg Scramble](#)
- Jump Rope Stations
- Reflection
- Jump Rope Stations Diagram
- Jump Rope Stations Cards

Handouts – Benefits of Breakfast and Good Nutrition, ROYGBIV

4. Fit Deck Tag, Food Toss

- Fit Card Tag
- Fit Deck Musical Cards
- [Food Toss](#)
- Reflection

Handouts – Food Diary, Nourish to Flourish

5. Hydration/Dehydration and Calories In/Calories Out

- [Hydration Tag](#)
- [Calories In, Calories Out](#)
- Reflection

- Calories In/Calories Out Game
- Food Cards

Handout – Benefits of Hydration, Grab and Go Snacks

6. Grab and Go, ROYGBIV Rainbow Rangers, Catch Your Zs

- [Grab and Go Game](#)
- Rainbow Rangers (underhand tossing and catching)
- [Sleepwalker](#)
- Reflection

Handouts – Benefits of Sleep, Buddy Bite Snack Recipes

7. Partner Work Out and Keeping It Up

- Partner work out (soccer/basketball skills)
- [Keep it Up Challenge](#)
- Reflection

Handout – Make and Take Nibbles Recipes

8. 5-A-Day

- Patty Cake Tag Push-Ups
- [5-a-Day Relay](#)
- [5-a-Day Kickball](#)
- Reflection

9. Great Grains

- Great Grain Game (bran, germ, starch)
- [Three G Workout](#)
- Reflection

Handout—Three G Workout

10. Plant to Plate

- Cupid Shuffle
- [Three on a Stalk](#)
- Plant It, Plate It
- Reflection
- Plant It, Plate It Diagram

11. Survivor Island

- [Follow the Leader \(one behind\) Warm-up](#)

- [Survivor Island](#)

- Reflection

Handout – Survivor Challenge

12. Munchers

- Partner Tag
- Munchers
- Garden Salad Relay K-2
- Reflection
- Garden Salad Relay Diagram & Food Cards

13. Bare Bones

- Bones Macarena
- Vertebrae Tag
- Bag of Bones
- Bare Bones Match
- Reflection
- Bag of Bones Diagrams
- Bone Cards

14. Healthy Hearts

- Cholesterol Busters Tag
- [Healthy Hearts](#)
- Reflection
- Healthy Hearts Diagram
- Heart Healthy Plate Cards

15. Go for Goals

- People Search
- Go for the Goal
- Goal Setting
- Reflection

Handouts – People Search Sheet, Goal Setting Sheet

*Note: Titles in blue indicate that there is a link available to a YouTube video demonstrating the activity.

Suggested Equipment List

While many activities in the manual can be done with limited equipment, activities are best performed with the equipment listed below.

Equipment	Cards/Posters/Handouts
Hula hoops (5-7 different colors/rainbow colors)	Deck of playing cards
Jump ropes	Fit Deck cards
Music (Including Cupid Shuffle, Macarena, Ghostbusters, Bunny Hop songs)	Calories In/Calories Out sheets
Plastic Eggs	Food cards
Beanbags (5 different colors)	Three G Workout sheets
Cones (several; small)	New Food Plate poster
Fruit and vegetable beanbags (optional)	My Plate poster
Basketballs	Skeleton poster
Punchball/Balloon	Bone cards
Gator Skin balls	Poster of Exercises
Yarn balls	Red and Blue Paper Hearts set
Noodles	Healthy Heart Food cards
Yarn balls	Yellow Paper Circles set
Seed packets	People Search sheets
Noodle pieces (5 pieces)	Goal Setting sheets
Scooters	Grain puzzle pieces set
Dice (x2)	
Containers	
Pens, Pencils	
Poly spots	

Suggested Skill Progressions for Lessons

Most lessons in the manual are great for all ages and skills; however, some may require age-specific modifications to increase their appropriateness depending upon students' abilities and academic knowledge. Suggestions for modifications are included for K-2 and beginning skill variations in individual lessons.

A Photo Guide to Fitness Activities

FITNESS ACTIVITIES



PATTY CAKE PUSH-UPS



COOK'S HOOK-UP



DOUBLE DOODLE



PATTY CAKE CRAB WALK



SIT UPS/CURL UPS



MOUNTAIN CLIMBERS



LUNGES



ROCK-PAPER-SCISSORS



PUSH-UPS



SCARF JUGGLE



LEG LIFTS



HEEL RAISES



JUMP ROPE



ARM CIRCLES



SIT AND SPIN



PENDULUM SWINGS



WALL SIT



SKIP ACROSS



SKI JUMPS



BUNNY HOP

STRETCHES



TRICEPS STRETCH (FRONT AND BACK VIEW)



SHOULDER BRIDGE



DELTOID STRETCH



QUADRICEPS STRETCH



HAMSTRING STRETCH



HAMSTRING STRETCH



GASTROCNEMIUS STRETCH

JUMP ROPE STATIONS



JUMP AND HALF TURN



HOP LEFT



HOP SCOTCH



HOP RIGHT



ZIG-ZAG JUMP

Lesson 1: Focus on Fitness

National Health Education Standards: 1, 4, 5, 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will understand the components of fitness: aerobic capacity, muscular strength and endurance, flexibility.
- Students will demonstrate an understanding of pulse/heart rate by checking their resting and exercising rate.
- Students will understand that doing push-ups and sit-ups strengthens muscles.
- Students will demonstrate proper form while doing push-ups and curl-ups.
- Students will demonstrate safe movement during activity.
- Students will be physically active and have fun.
- Students will treat peers with respect.

Equipment Needed

- Deck of playing cards, numbers 5 and up
- Fitness Circuit Station cards (see page 30)
- Hula Hoops
- Jump Ropes
- Music

Musical Cards

Scatter cards face down around the room. Direct each student to stand behind a card. With the teacher leading, stretch hamstrings and deltoids, holding each stretch for 15 seconds. While stretching, explain that flexibility is a component of fitness. Tell students that when the music begins, they will move around the area performing a designated locomotor movement. When the music stops, students find the closest card, turn it over and perform the strengthening activity (directed by the teacher) the number of times indicated on the card (face value cards having a value of 10). Examples of activities include knee lifts, arm curls, single leg lifts, lunges, trunk twists. Each time the music begins, change the locomotor movement and the task. Finish with walking to music.

For K-2, demonstrate and practice each task as a class before beginning activity.

Fitness Circuit Challenge

Ask students to reflect on what researcher Robert Dustman's statement means: "Improve the function of the heart and lungs, and you get smarter." What pumps oxygen to our brain? What part of our body takes in the oxygen? Take a deep breath and feel your heart beating at resting rate. Does having a healthy heart and lungs (cardiovascular system) mean more oxygen to the brain? That's what Dr. Dustman proposes. Discuss the benefits of exercise - strong muscles, stronger bones, more energy, improved memory and concentration. Explain that our circuit will be a challenge which includes components of fitness: aerobic capacity, muscular strength and endurance, and flexibility.

Direct students to find someone who was born in the same season. Explain that one partner is to stand at the task card and the other in the jogging area. While the music plays, one partner performs the task while the other jogs/power walks. When the music stops, partners change jobs. (If they start jogging, they perform the task, if they performed the task, they jog.) After completing the task and jogging, students rotate counterclockwise to the next station and repeat with the new task.

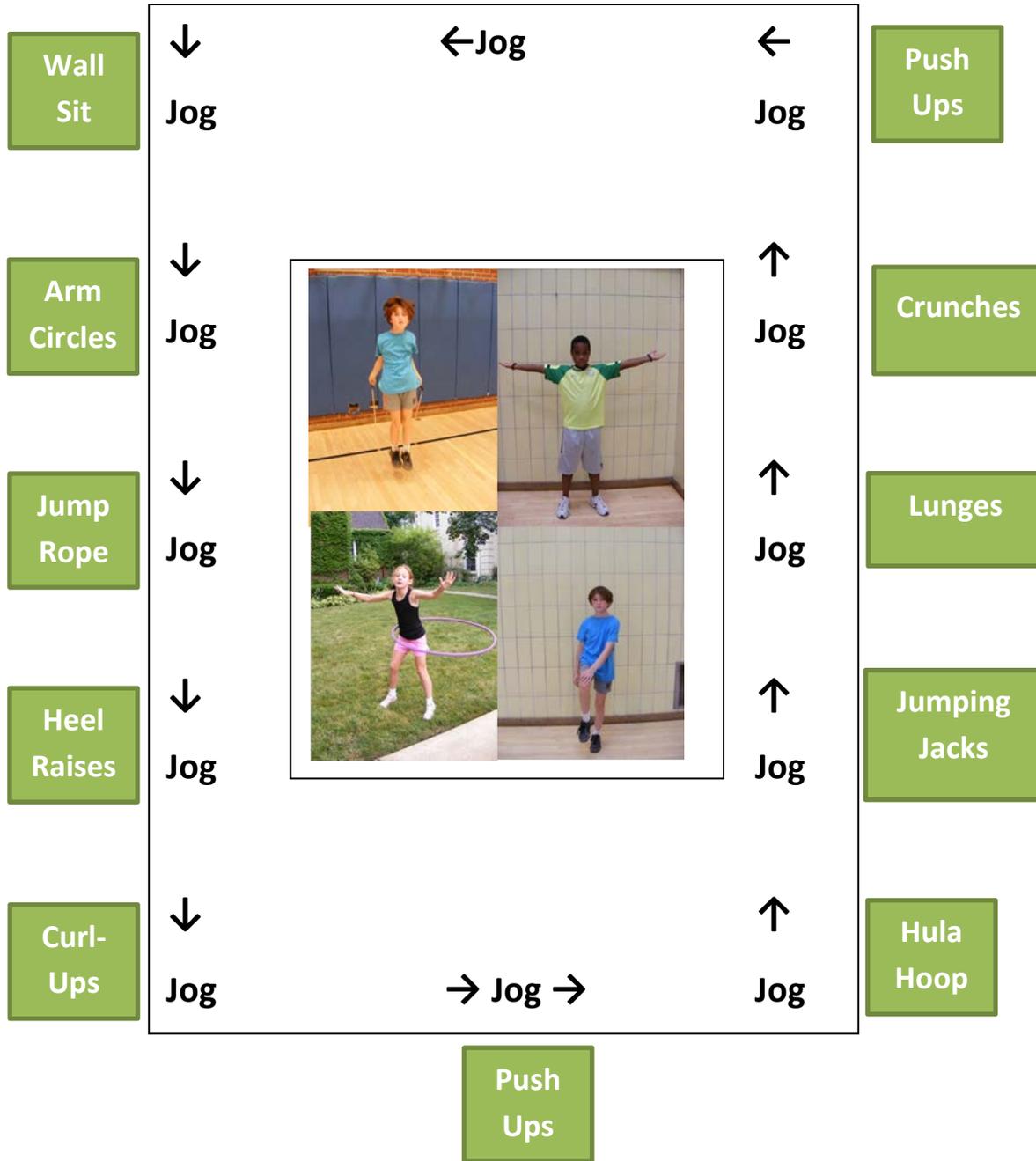
After completing the circuit, direct students to check their heart rate, then walk to cool down and check heart rate again.

For K-2 students, have them power walk instead of jog and practice each task as a class before beginning. The jump rope may be stationary on the floor.

Reflection and Handouts

Ask students if they felt their hearts beating faster when they exercised and believe they are getting stronger because of this workout. Explain that they will be getting a letter to share with parents/guardians, a **"Benefits of Exercise" sheet** to share as well and an **"Exercise Diary"** to fill out to track their fitness workouts. Ask who can act as encouragers and help with their diary.

Fitness Circuit Challenge



Fitness Circuit Challenge Place Cards

WALL SIT



ARM

CIRCLES



JUMP ROPE



HEEL

RAISES



HULA HOOP



JUMPING JACKS



LUNGES



CRUNCHES



CURL-UPS



PUSH-UPS



Dear Parents and Guardians,

Children who are rested, hydrated, properly nourished, and feel secure will experience the joy of learning and fun while participating in the classroom and physical activities. By applying this information both at home and at school, we can work together for our student's health and happiness.

SLEEP



- Adequate sleep is vital to the memory process of young children.
- Structure your child's day to include 9-11 hours of sleep each night.

FOOD



- Learners need a balanced diet to maintain energy throughout the day.
- Breakfast is an excellent way to jump-start our brain.
- Introduce a wide variety of foods and serve balanced meals.

WATER



- Sufficient hydration prevents restlessness and lethargy.
- Discuss the importance of staying hydrated.

PHYSICAL ACTIVITY



- Movement is important to cognitive learning – exercise grows brain cells.
- Encourage running, spinning, walking, biking, dancing, and exploring.

EMOTIONAL SECURITY



- Kids learn best when no emotional issues are going on.
- Model empathy, set clear rules and be consistent.

MUSIC AND THE ARTS



- Learning the arts enhances cognitive growth and provides high quality human experiences.
- Encourage singing, playing instruments, moving to music, drawing, and coloring.

Benefits of Exercise and Movement



Grows brain cells

Increases oxygen to the brain

Improves brain efficiency for learning and memory

Improves concentration, focus, and test scores

Escalates creativity and self-esteem

Elevates mood, and reduces stress and anxiety

Creates a more positive attitude towards school

Builds a healthy heart and lungs

Improves resistance to certain diseases

Helps maintain a healthy weight

Enhances sleep



Lack of Exercise Contributes to:

Childhood obesity

Type 2 diabetes in children

Difficulty focusing

Memory problems

Tips for the Family

- Practice components of fitness during TV commercials
 - First commercial – jog in place
 - Second commercial – curl-ups
 - Third commercial – push-ups
 - Fourth commercial – stretch
- Create an exercise routine to music
- Play music and dance as a work break
- Jump rope while practicing spelling and math facts
- Play your favorite sport
- Learn a new sport, or reinvent a traditional one
- Create an obstacle course and include the concepts of over, under, around and through
- Invent fun, active games and exercise with a friend or family member
- Have a family dance party, or hula hoop contest
- Go for a walk after dinner
- Create an exercise log



Lesson 2: Get Fit, Get Smart

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will understand the components of and benefits of fitness: aerobic capacity, muscular strength and endurance, flexibility.
- Students will demonstrate an understanding of pulse/heart rate by checking their resting and exercising rate.
- Students will demonstrate proper form while doing push-ups and curl-ups, ski jumps, and pendulum swings.
- Students will demonstrate safe movement during activity.
- Students will be physically active and stay hydrated.
- Students will treat peers with respect and have fun.

Equipment Needed

- Minds a Movin' Cards (See page 41)
- Music

Fitness Tag

Tell students that John Ratey, of Harvard University says, “At Harvard, we now have discovered that exercise is the fertilizer for the brain, and that fertilizer is so good I would call it miracle grow.” During our tag game, we will not only get more physically fit, we will be growing brain cells! Our muscles will be getting stronger while we are getting smarter and having fun. Have students check resting pulse/heart rate. Choose five students as taggers. Tagger one will tag and say, “Five push-ups,” tagger two, “Five sit-ups,” tagger three, “Five ski jumps,” tagger four “Five pendulum swings,” tagger five, “Five sips of water.” When tagged, student performs the task in a specified area and reenters the game. Put on music and play for one song. Play begins and ends with the song. Repeat with new taggers. Have students check exercising heart rate and walk to cool down.

For K-2, have three taggers and three tasks. Practice each task as a class before game begins.

Minds a Movin’

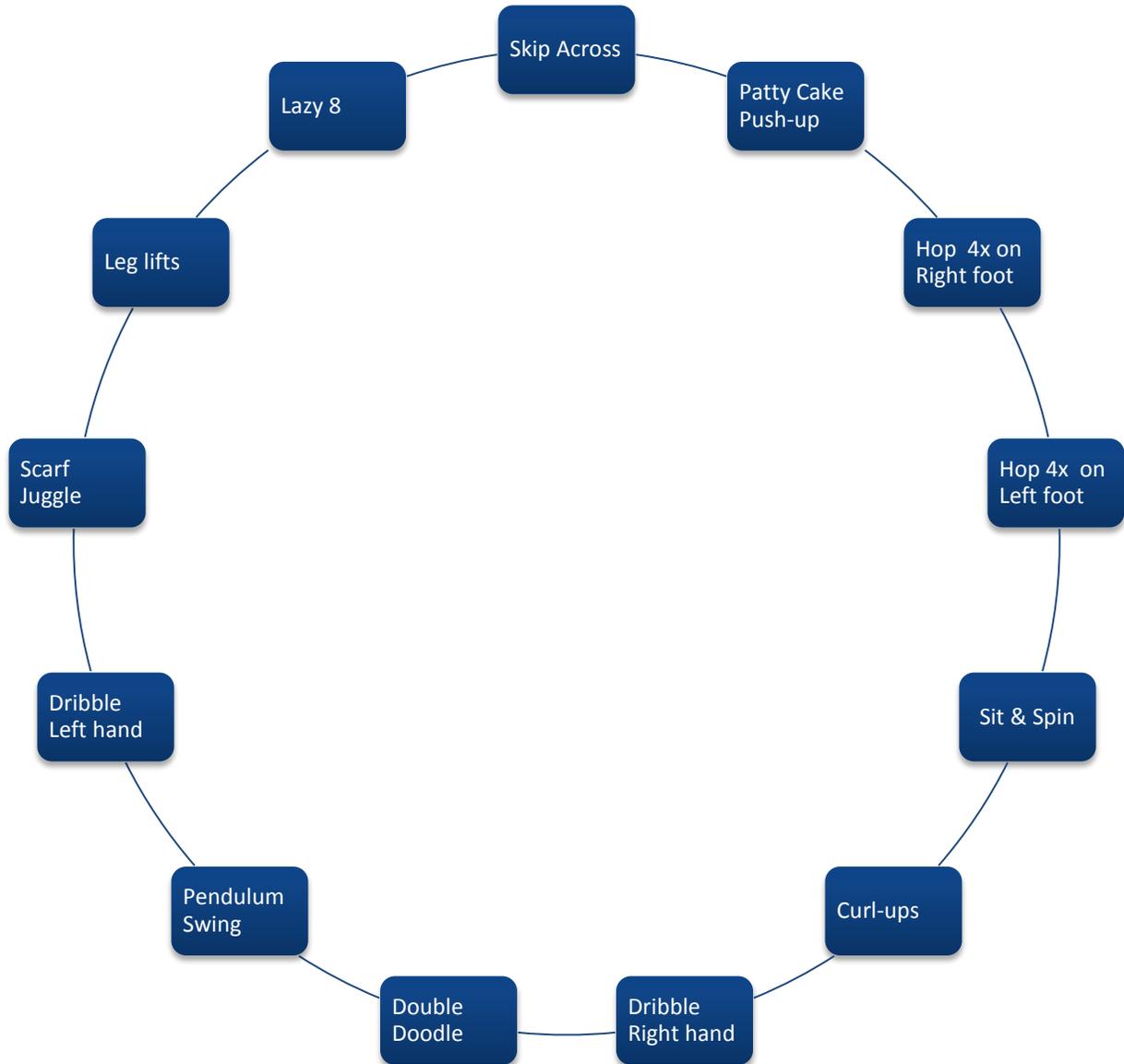
Have one to two students stand behind activity cards. Explain that crossing our midline builds superhighways across the middle of our brains. When both sides of our brains work together our learning improves in the classroom and we are more effective on the playing field. Put on music and rotate clockwise every 15 seconds.

For K-2 use Lazy 8, Skip Across, Double Doodle, Single Leg Lifts, Scarf Juggle (one scarf – throw across body with right hand, catch with left and reverse), Bounce and Catch ball, Hop on R foot, Hop on L foot. Review each movement with class as necessary for understanding. More than one student may be at a task card, and students will move as a group.

Reflection and Handouts

Explain that they will be getting handouts including a sheet explaining the components of exercise and an “Exercise Diary.” This is to be filled out to track their fitness workouts. Ask who can act as encouragers and help them with their diary.

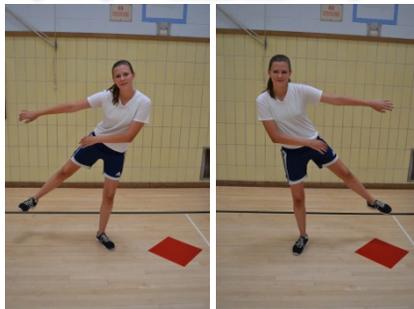
Minds a Movin'



Minds a Movin' Place Cards

PENDULUM

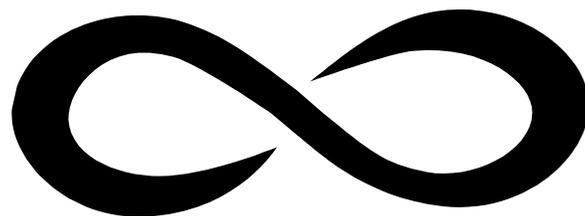
SWING



SKIP ACROSS



LAZY 8



LEG LIFTS



SCARF JUGGLE



DRIBBLE



LEFT HAND

DOUBLE

DOODLE



DRIBBLE

RIGHT

HAND



HOP ON RIGHT FOOT



PATTY CAKE

PUSH-UPS



HOP ON

LEFT FOOT



CURL-UPS



Fitness Diary Information Sheet

Training on the components of fitness 3-4 times a week using principles of fitness (frequency, intensity, time, and type - FITT) helps us reach our goals. Suggested activities include the following:

Aerobic Capacity – at least 10 minutes

- Jump Rope
- Jog
- Roller Blade
- Ride Bike
- Soccer
- Basketball
- Hockey
- Power Walking
- Swimming
- Interval Training (jog – walk – jog –walk)

Muscular Strength – do activity until tired in 3 sets

- Push-ups
- Wall Push-ups
- Chair Dips
- Pull-ups

Muscular Endurance – do slowly until tired

- Sit-ups
- Curl-ups (hands on legs)
- Crunches (feet up)

Flexibility – hold stretches for 20 second minimum

- Hamstring and gastrocnemius stretch
- Deltoid stretch
- Triceps stretch

Fitness Diary

Name _____



AC – aerobic capacity

ME – muscular endurance

MS- muscular strength

FL – flexibility

Write in the activity you did each day to work on fitness.

	Monday	Tuesday	Wed.	Thursday	Friday	Saturday	Sunday
AC							
MS							
ME							
FL							
AC							
MS							
ME							
FL							
AC							
MS							
ME							
FL							

Lesson 3: Egg Scramble, Jump Rope Stations

National Health Education Standards: 1, 4, 5, & 7

NASPE Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand the components of fitness: aerobic capacity, muscular strength and endurance, flexibility.
- Students will demonstrate an understanding of pulse/heart rate by checking their resting and exercising rate.
- Students will demonstrate the correct form for curl-ups, push-ups, vertical jump and ski jumps, mountain climber, pendulum swings.
- Students will understand the benefits of good nutrition for their body.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Plastic eggs
- Jump Ropes
- Jump Rope Station Cards (see page 44)
- Music

Egg Scramble

Direct students to find a partner who has the same number of pets they do. Have students decide who will get the egg and then scatter with their partner. Tell students that protein builds strong muscles and bones. In addition to milk, cheese and yogurt, we find protein in nuts, beans, broccoli, spinach, collard greens and eggs. Eating breakfast and a variety of fruit and vegetables keeps us strong and healthy as we play. Explain that Partner A will spin the egg and Partner B will perform the designated task as long as the egg is spinning. Partners then switch jobs; Partner B spins, and Partner A performs the task. Explain that every few minutes, partners will be directed to change tasks. Examples of tasks include the following: vertical jumps, curl-ups, push-ups, pendulum swings, mountain climbers, jog around partner, jump and half turns, sit and spin, hop on each foot 5x. Variation: Have partner who is spinning choose exercise task. (Adapted from James Ross)

For K-2 students, the teacher spins the egg and the students perform the task after the teacher has explained and demonstrated it.

Jump Rope Stations

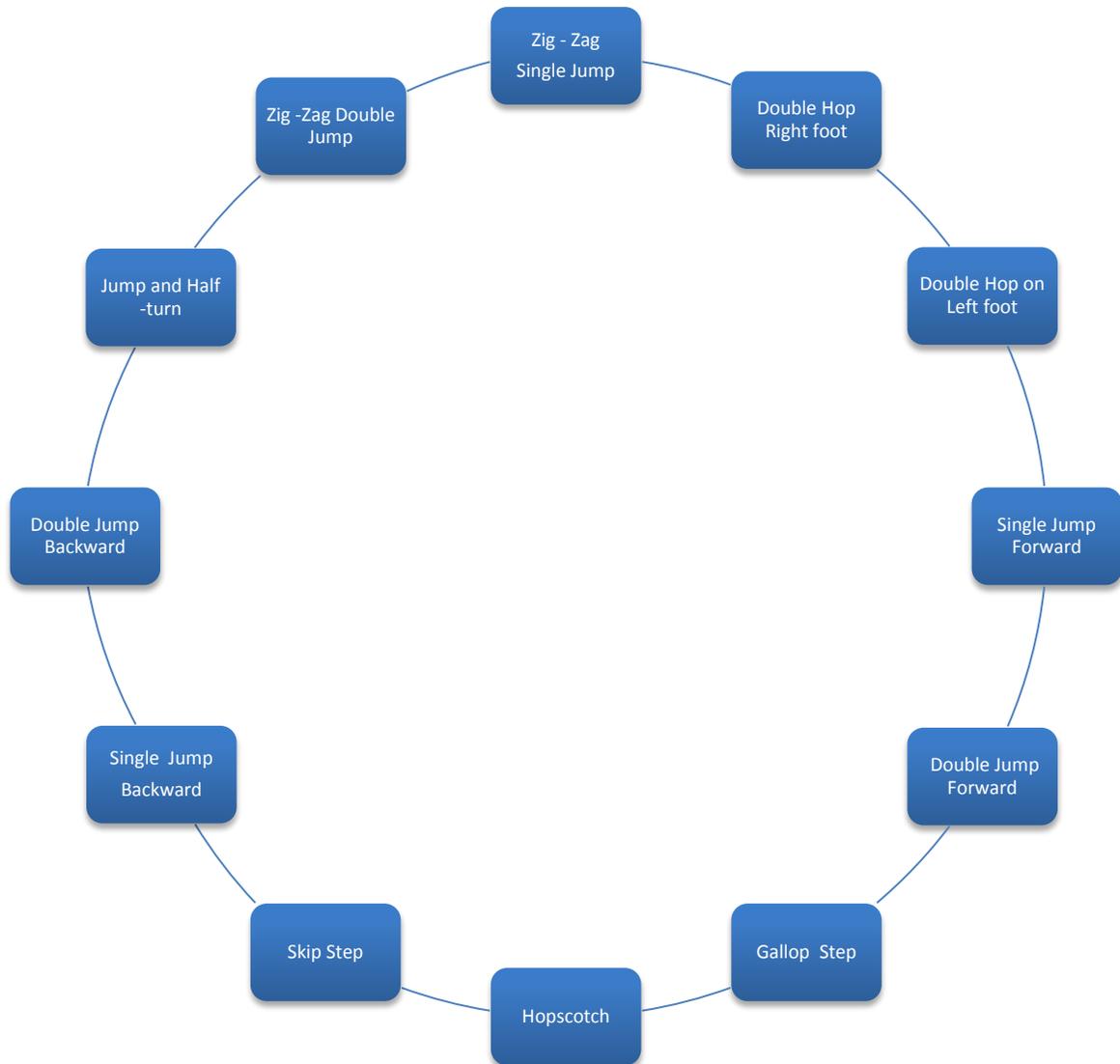
Remind students that jumping is a great aerobic activity. Jumping is good for our heart, muscles and bones. Explain that they will be rotating to a number of stations and practicing jumping skills; depending on ability levels of the students, the skills may be performed with a stationary rope on the floor or by turning the rope.

For K-2 and beginning level students - demonstrate each skill separately, and have all students practice the skill at the same time.

Reflection

While stretching, ask students if they felt their heart rate increasing during the jumping activity. What did they do to help their muscles get strong? Ask what they can eat to keep their heart, muscles and bones strong? Tell students that they will be receiving “Benefits of Nutrition” sheet, a “Color Code” sheet. Encourage them to eat all the colors of the rainbow each day. Remind students to continue filling in their “Fitness Diary.”

Jump Rope Stations



Jump Rope Station Cards

ZIG – ZAG

SINGLE

JUMP

ZIG-ZAG DOUBLE JUMP

JUMP AND HALF-TURN

DOUBLE JUMP BACKWARD

SINGLE JUMP BACKWARD

SKIP

STEP

GALLOP STEP

DOUBLE JUMP FORWARD

**SINGLE
JUMP
FORWARD**

DOUBLE

HOP

RIGHT

FOOT

**DOUBLE
HOP
LEFT FOOT**

HOP SCOTCH

Benefits of Breakfast and Good Nutrition

- Lowers cholesterol levels
- Stabilizes sugar levels
- Controls cravings throughout the day
- Enhances clear thinking
- Raises test scores
- Lowers hyperactivity, anxiety and depression
- Helps maintain a healthy weight
- Helps the body sleep better



Malnutrition causes symptoms of fatigue and dehydration

Tips for the Family

- ❖ Be a role model for healthy eating – imitation is a powerful tool.
- ❖ Eat fresh fruit, vegetables, and unprocessed, high fiber foods, and avoid refined sugars and deep-fried foods.
- ❖ Add grated vegetables to pasta sauces, and keep fresh fruits on the table for a quick and easy snack after school.
- ❖ Size up the servings, and be aware of portion size. Visit www.usda.gov for information and specific recommendations.
- ❖ When tasting new foods, describe whether it is sweet, salty, sour, crunchy or chewy.
- ❖ Keep trying – many children must be offered a food 8-10 times before they will try it or develop a taste for it.
- ❖ Serve new foods with familiar ones. Use yogurt as a dip for trying kiwi or pineapple. Offer salad dressings as a veggie dip.
- ❖ Involve the family in the preparation of food – stir, mash, measure, and create edible food art and garnishes. **Kids who make it, taste it!**
- ❖ Serve bright colors and interesting textures such as bright red and yellow peppers, or crunchy fruits and yogurt.
- ❖ Read stories about food such as *Eat Healthy, Feel Great* by William Sears, M.D., and *How to Teach Nutrition to Kids*, by Connie Evers.



R O Y G B I V COLOR CODE

RED - Healthy Heart, Lungs, Immune System
Cranberries, Guava, Tomatoes, Watermelon

ORANGE – Healthy Gums, Eyes, Heart, Immune System
Carrots, Sweet Potatoes, Apricots, Oranges

YELLOW – Healthy Eyes, Skin, Heart, Digestive System
Peppers, Pineapple, Mango, Pear

GREEN – HEALTHY BONES, TEETH, EYES
BROCCOLI, SPINACH, KALE, COLLARD GREENS, AVOCADO

BLUE - Healthy Brain Function, Muscular Endurance
Blueberries

INDIGO/VIOLET – Healthy Immune System, Gums
Grapes, Plums, Eggplant

Lesson 4: Fit Deck Tag, Food Toss

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand the heart pumps faster and more forcefully during exercise.
- Students will understand that exercising increases heart rate by checking their pulse.
- Students will demonstrate proper form while performing locomotor movements.
- Students will demonstrate proper form while performing muscular strength and endurance challenges such as curl-ups and sit-ups.
- Students will understand the importance of eating a variety of fruits and vegetables every day.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Fit Deck cards
- Beanbags
- Music

Fit Card Tag

Explain that students receiving the cards (about 5 students) are to be the taggers who run and chase anyone without a card. Each card tells the number of repetition choices for each movement. Taggers use a one-hand tag, and then hand the card to the person who they tagged. After getting the card, the student who was tagged looks at the value and the task, and performs the appropriate number of the task. He/she then becomes the new tagger, and hands the card over to the person that they tagged. Play begins and ends with the music. Task card choices for first round may include the following: push-ups, inchworm, arm circles, curl-ups, and squats. Repeat for round two with the following task cards: wall sit, crab walk, bear walk, hop scotch, and jumping jacks. Have students walk a lap to cool down after checking their exercising heart rate.

For K-2 students, give out three cards and choose three students as taggers. They will be taggers for an entire round. Choose 3 students for the second round and give out three different cards. Explain, demonstrate and practice tasks on cards before round.

Fit Deck Musical Cards

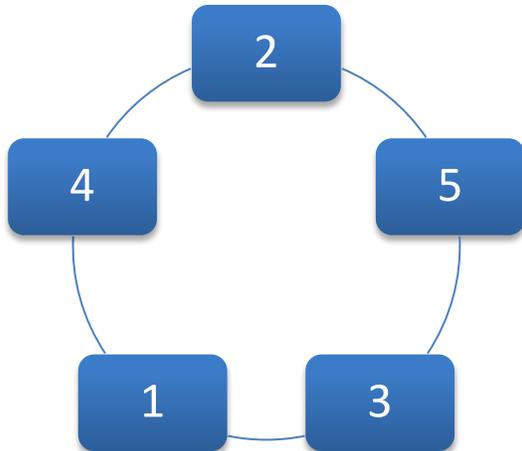
Hand each student a “fit deck” card. Explain that when the music plays, students will move around the room performing a designated locomotor movement – walking, running, hopping, skipping, galloping, sliding, leaping, and spinning. When the music stops, students perform the activity on their card. When the music begins again, students may begin exchanging cards with each other. When the music stops, students perform the task on the card in their hand. Repeat changing locomotor movements.

Food Toss

Explain that even adults find it difficult to eat breakfast and have their 5-a-day, but it is important that we make time to eat healthy foods. We may have to juggle our time to in order to eat right. Divide the students into groups of 5 according to the season in which they were born. Each group is to spread out in the shape of a star, evenly spaced. Tell students that they are to toss and catch the fruit and vegetables in a star pattern, always receiving from the same person, and always passing to the same person.

Additional objects may be added when precision is attained. Remind students to use opposition when tossing and to aim for the receiver's hands. The goal is to get five colors of objects going at a time.

For K-2, have the students sit and roll the objects to each other in the circle, and only add additional ones after students understand the pattern and complete it successfully.



Reflection

While stretching, ask students if they felt their heart rate increasing when they were moving around running, skipping, and galloping. Ask what components of fitness they worked on today. Ask what they can eat to keep their heart strong and arteries clear. Was it easy in the game to get 5 tosses and catches in the group? Is it easy to eat 5-a-Day of our fruits and vegetables? Explain that today they will be getting a “Food Diary” to fill out to keep track of their 5-a-Day and information about “Brain Building and Brain Draining Foods.”

Rainbow Food Diary

Name _____

Draw the fruit and/or vegetable that you ate in each box.

Red



Orange



Yellow



Green



Blue



Violet

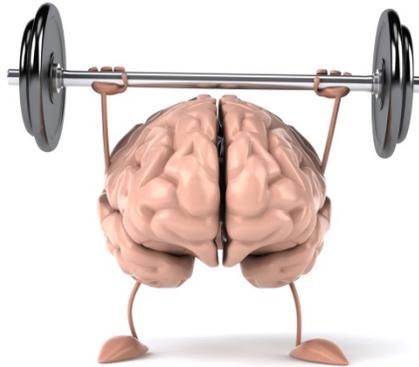


Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

NOURISH TO FLOURISH

Brain Building Foods

Collard Greens
Blueberries
Bananas
Brussel Sprouts
Spinach
Chicken
Turkey
Peanut Butter
Milk
Cheese
Brown Rice
Wheat Germ



Avocado
Oranges
Cantelope
Legumes
Soybeans
Salmon
Tuna
Eggs
Yogurt
Flaxseed
Oatmeal

Brain Draining Food

Artificial Food Coloring
Partially Hydrogenated Fat
High-Sugar Drinks
White Bread
White Potatoes

Frostings
Colas
Artificial Sweeteners
White Rice
Corn Syrup

Lesson 5: Hydration/Dehydration and Calories In/Calories Out

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will understand the importance of staying hydrated.
- Students will demonstrate the correct form for sit-ups, push-ups, vertical jumps and ski jumps while taking turns in a relay.
- Students will understand the definition of a calorie.
- Students will understand that exercise burns calories by participating in “Calories In, Calories Out” relay.
- Students will understand that certain types of food need more energy to burn them off by pairing calories with activities.
- Students will treat self and others with respect by working cooperatively in a group and encouraging teammates.

Equipment Needed

- Calories In/Calories Out sheets
- Food cards (see page 75)
- Cones, Hula Hoops
- Music

Hydration Tag

Tell students that water helps us stay healthy and is necessary for optimal brain activity. Water helps us perform better in the classroom and in sports because it refreshes us and helps us to be more alert, and has NO CALORIES.

Choose two to three students to be the “Dehydrators.” Upon the signal to begin (music), taggers (dehydrators) chase and tag classmates on the shoulder. When tagged, the student becomes “dehydrated,” wilts and lays down on the floor on his/her back with knees bent. Students may be “rehydrated” by being pulled to the “water fountain” at either END of the gym, past the end line. Once passed the line, the student who was saved says “H₂O - helps me go!” and reenters the game. Explain to students that while running, it is important to run **AROUND** those on the floor, and they must be pulled by connecting with **both hands**. Points may be earned by saving - one point if one person saves someone alone; two points if two boys or two girls save someone; three points if one boy and one girl save someone.

Calories In/Calories Out

Explain that a calorie is defined as the quantity of heat required to raise the temperature of .1 gram of water by 1-degree C. Ask students what that might mean in regard to calories in food and exercise. Explain that to maintain a healthy body, we need an energy balance. The number of calories we burn through should be equal to the calories we eat each day. In the next activity, we will see the link between calories in and calories out. Direct students to form groups of four with both girls and boys in each group and sit one behind the other in relay formation. Give each group a copy of the calorie sheet, a container of food cards and a cone. Tell the first person to place the container with the food cards opposite the group at the other end of the room next to the cone. At the signal to go, the first person runs down, picks up a card from his/her team container and brings it back to the group. The group identifies the food, and the number of activities to be done to work off that number of calories. ALL perform the activities together. Person number two then runs down and gets a card. Repeat until all cards are out of each box.

Reflection and Handouts

Gather the students together and ask students to explain the connection between calories in and calories out. Ask them what foods had the most value for the calories. How did the salad compare to the junk food? Have students discuss how it felt to do all the activities together as a group. Did they act as encouragers for each other? Remind student to keep filling out their diaries and tell them that today’s handouts are a “Benefits of Hydration” sheet and a “Grab and Go Snack” sheet.

Calories In/Calories Out Game



**C
A
L
O
R
I
E
S

I
N**

	Laps	sit-ups	push- ups	vertical jumps	ski jumps
1 to 50 calories	1				
51 to 100 calories	1	5			
101 to 150 calories	1	5	5		
151 to 200 calories	1	5	5	5	
201 to 300 calories	2	5	5	5	5
301 to 400 calories	3	5	5	5	5
400+ calories	4	5	5	5	5

CALORIES OUT



Bread, Cereal, Rice, & Pasta Cards

RYE BREAD (1 slice)



– Calories	65
– Protein	2 g
– Carbohydrate	12 g
– Fat	1 g
– Cholesterol	0 mg
– Sodium	175 mg

EGG NOODLES (1/2 cup)



– Calories	106
– Protein	4 g
– Carbohydrate	20 g
– Fat	1 g
– Cholesterol	26 mg
– Sodium	5 mg

ENGLISH MUFFIN (½ muffin)



– Calories	70
– Protein	3 g
– Carbohydrate	14 g
– Fat	1 g
– Cholesterol	0 mg
– Sodium	189 mg

WHITE BREAD (1 slice)



– Calories	65
– Protein	2 g
– Carbohydrate	12 g
– Fat	1 g
– Cholesterol	0 mg
– Sodium	129 mg

RICE (White, long-grain, cooked, ½ cup)



– Calories	131
– Protein	3 g
– Carbohydrate	28 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	2 mg

OATMEAL (Instant, cooked, ½ cup)



– Calories	73
– Protein	3 g
– Carbohydrate	13 g
– Fat	1 g
– Cholesterol	N/A
– Sodium	1 mg

WHEAT BREAD (1 slice)



– Calories	70
– Protein	3 g
– Carbohydrate	13 g
– Fat	1 g
– Cholesterol	0 mg
– Sodium	180 mg

CORN FLAKES (1 ounce)



– Calories	110
– Protein	2 g
– Carbohydrate	24 g
– Fat	0 g
– Cholesterol	N/A
– Sodium	351mg

Fruit Cards

ORANGE (1 medium)



– Calories	65
– Protein	1 g
– Carbohydrate	15 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	0 mg

STRAWBERRIES (1/2 cup)



– Calories	24
– Protein	0 g
– Carbohydrate	5 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	1 mg

APPLE (1 medium)



– Calories	80
– Protein	0 g
– Carbohydrate	21 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	1 mg

GRAPES (1/2 cup)



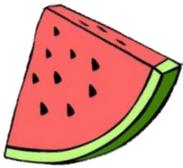
– Calories	30
– Protein	0 g
– Carbohydrate	8 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	1 mg

CANNED PEARS (1/2 cup in juice)



– Calories	62
– Protein	0 g
– Carbohydrate	16 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	5 mg

WATERMELON (1/2 cup)



– Calories	25
– Protein	0 g
– Carbohydrate	6 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	2 mg

BANANA (1 medium)



– Calories	105
– Protein	1 g
– Carbohydrate	27 g
– Fat	1 g
– Cholesterol	0 mg
– Sodium	1 mg

GRAPEFRUIT (1/2 medium)



– Calories	40
– Protein	1 g
– Carbohydrate	10 g
– Fat	0 g
– Cholesterol	0 mg
– Sodium	0 mg

Fats, Oils, & Sweets Cards

GLAZED DOUGHNUT



-	Calories	235
-	Protein	4 g
-	Carbohydrate	26 g
-	Fat	13 g
-	Cholesterol	21 mg
-	Sodium	222 mg

CHOCOLATE CANDY BAR (1 ounce)



-	Calories	145
-	Protein	2 g
-	Carbohydrate	16 g
-	Fat	9 g
-	Cholesterol	6 mg
-	Sodium	23 mg

PEANUT BUTTER (2 tablespoons)



-	Calories	188
-	Protein	8 g
-	Carbohydrate	7 g
-	Fat	16 g
-	Cholesterol	70 mg
-	Sodium	153 mg

JELLY (1 teaspoon)



-	Calories	17
-	Protein	0 g
-	Carbohydrate	4 g
-	Fat	0 g
-	Cholesterol	0 mg
-	Sodium	2 mg

SOFT DRINK (12 fluid Ounces)



-	Calories	151
-	Protein	0 g
-	Carbohydrate	39 g
-	Fat	0 g
-	Cholesterol	0 mg
-	Sodium	14 mg

CHOCOLATE CAKE (1/16 of a 9-inch cake)



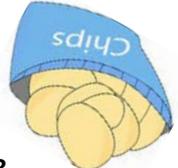
-	Calories	235
-	Protein	3 g
-	Carbohydrate	40 g
-	Fat	8 g
-	Cholesterol	37 mg
-	Sodium	181 mg

BACON (3 slices)



-	Calories	109
-	Protein	6 g
-	Carbohydrate	0 g
-	Fat	9 g
-	Cholesterol	16 mg
-	Sodium	303 mg

POTATO CHIPS (1 ounce)



-	Calories	148
-	Protein	2 g
-	Carbohydrate	15 g
-	Fat	10 g
-	Cholesterol	0 mg
-	Sodium	133 mg

Vegetable Cards

BROCCOLI (Fresh, cooked, ½ cup)

–	Calories	23
–	Protein	2 g
–	Carbohydrate	4 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	8 mg



GREEN BEANS (Fresh, cooked, ½ cup)

–	Calories	22
–	Protein	1 g
–	Carbohydrate	5 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	2 mg



CELERY (1 stalk)

–	Calories	6
–	Protein	0 g
–	Carbohydrate	1 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	35 mg



BAKED POTATO (Flesh & skin, 1 large)

–	Calories	220
–	Protein	5 g
–	Carbohydrate	51 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	16 mg



CARROTS (Fresh, cooked, ½ cup)

–	Calories	35
–	Protein	1 g
–	Carbohydrate	8 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	25 mg



CORN (Frozen, cooked, ½ cup)

–	Calories	67
–	Protein	2 g
–	Carbohydrate	17 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	4 mg



CAULIFLOWER (Fresh, cooked, 1/2 cup)

–	Calories	15
–	Protein	1 g
–	Carbohydrate	3 g
–	Fat	0 g
–	Cholesterol	0 mg
–	Sodium	4 mg



GREEN PEAS (Frozen, cooked, ½ cup)

–	Calories	63
–	Protein	4 g
–	Carbohydrate	11 g
–	Cholesterol	0 mg
–	Sodium	70 mg



Milk, Yogurt, & Cheese Cards

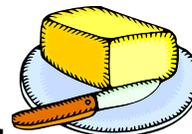
PLAIN YOGURT, Nonfat (1 cup)

-	Calories	127
-	Protein	13 g
-	Carbohydrate	17 g
-	Fat	0 g
-	Cholesterol	4 mg
-	Sodium	174 mg



BUTTER (1 teaspoon)

-	Calories	34
-	Protein	0 g
-	Carbohydrate	0 g
-	Fat	4 g
-	Cholesterol	10 mg
-	Sodium	39 mg



PARMESAN CHEESE (1 Tablespoon)

-	Calories	23
-	Protein	2 g
-	Carbohydrate	0 g
-	Fat	2 g
-	Cholesterol	4 mg
-	Sodium	93 mg



AMERICAN CHEESE (1 ounce)

-	Calories	106
-	Protein	6 g
-	Carbohydrate	0 g
-	Fat	9 g
-	Cholesterol	27 mg
-	Sodium	406 mg



2% LOWFAT COTTAGE CHEESE (1/2 cup)

-	Calories	102
-	Protein	2 g
-	Carbohydrate	0 g
-	Fat	2 g
-	Cholesterol	4 mg
-	Sodium	93 mg



WHOLE MILK (1 cup)

-	Calories	150
-	Protein	8 g
-	Carbohydrate	11 g
-	Fat	8 g
-	Cholesterol	33 mg
-	Sodium	120 mg



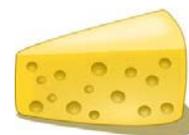
SOFT ICE CREAM (1/2 cup)

-	Calories	189
-	Protein	4 g
-	Carbohydrate	19 g
-	Fat	11 g
-	Cholesterol	77 mg
-	Sodium	77 mg



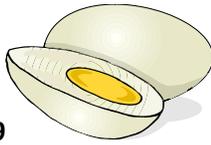
SWISS CHEESE (1 ounce)

-	Calories	107
-	Protein	8 g
-	Carbohydrate	1 g
-	Fat	8 g
-	Cholesterol	26mg
-	Sodium	74 mg



Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Cards

HARD-COOKED EGG (1 egg)



-	Calories	79
-	Protein	6 g
-	Carbohydrate	0 g
-	Fat	6 g
-	Cholesterol	274 mg
-	Sodium	69 mg

SIRLOIN STEAK (3 ounces)



-	Calories	180
-	Protein	26 g
-	Carbohydrate	0 g
-	Fat	8 g
-	Cholesterol	76 mg
-	Sodium	56 mg

SHRIMP (Boiled, 3 ounces)



-	Calories	84
-	Protein	18 g
-	Carbohydrate	0 g
-	Fat	1 g
-	Cholesterol	166 mg
-	Sodium	190 mg

TUNA IN WATER (Canned, 3 ounces)



-	Calories	116
-	Protein	23 g
-	Carbohydrate	0 g
-	Fat	2 g
-	Cholesterol	35 mg
-	Sodium	376 mg

BEEF HOT DOG (2 ounces)



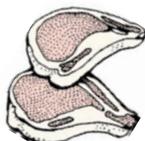
-	Calories	184
-	Protein	6 g
-	Carbohydrate	1 g
-	Fat	17 g
-	Cholesterol	27 mg
-	Sodium	584 mg

NAVY BEANS (Canned, ½ cup)



-	Calories	148
-	Protein	10 g
-	Carbohydrate	27 g
-	Fat	1 g
-	Cholesterol	0 mg
-	Sodium	587 mg

PORK CHOP (Broiled, 3 ounces)



-	Calories	219
-	Protein	25 g
-	Carbohydrate	0 g
-	Fat	13 g
-	Cholesterol	80 mg
-	Sodium	57 mg

HAM (11% fat, 3 ounces)



-	Calories	156
-	Protein	15 g
-	Carbohydrate	3 g
-	Fat	9 g
-	Cholesterol	48 mg
-	Sodium	1119 mg

Benefits of Hydration

- Promotes healthy brain activity
- Enhances concentration
- Refreshes us and helps us to be more alert
- Keeps lungs moist for efficient transfer of oxygen to the blood
- Helps students perform better in the classroom and in sports
- Enhances the health of skin, hair, and nails

Signs of Dehydration

- **HEADACHE** – first sign
- Poor concentration
- Irritability
- Light-headedness



Tips for the Family:

- ❖ Make drinking water a habit.
- ❖ Reach for a glass of water first thing in the morning, and get your blood flowing.
- ❖ Drink water when going to bed.
- ❖ Take regular water breaks - every 45 minutes during the waking day.
- ❖ Avoid relying on sodas to provide your fluid need. High sugar and artificial flavors are harmful to teeth and overall health.
- ❖ Drink water prior to eating, and after eating, to support the digestive process. Water helps the liver convert stored fat into usable energy. A lack of water makes it harder for nutrients to be broken down and used as energy.
- ❖ Carry either bottled water or tap water everywhere, to school, to the gym, in the car, to the office.
- ❖ During exercise, replenish fluid at least every 20 minutes.
- ❖ Don't wait until thirsty to drink.
- ❖ Know the early signs of dehydration which include: headache, poor concentration, lethargy, fatigue, irritability, diminished mental performance.

***Drink one eight-ounce glass each day for every 25 pounds of body weight
Hydrate every 45 minutes of the waking day for optimal performance.***



Grab and Go Snacks

Almonds

Apple slices

Applesauce

Bananas

Baby carrots

Blueberries

Celery sticks

Cherries

Clementine

Dried Fruit

Grapes

Kiwi

Pears

Pepper slices

Plums

Popcorn

Pretzels

Raisins

Raspberries

Soy nuts

Strawberries

String cheese

Tomatoes

(cherry or grape)

Walnuts

Mini bagels

(whole grain)

Crackers

(whole grain)

Lesson 6: Grab and Go, ROYGBIV Rainbow Rangers, Catch Your Zs

National Health Education Standards: 1, 4, 5, & 7
NASPE Physical Education Standards:

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand the health benefits of choosing “grab and go” snacks.
- Students will understand the importance of eating a rainbow of fruits and vegetables.
- Students will demonstrate correct form (opposition) when underhand tossing.
- Students will understand that adequate sleep increases alertness, enhances problem solving, improves ability to pay attention, and improves relationships with family and friends.
- Students will treat self and others with respect by working cooperatively in a group and encouraging teammates.

Equipment Needed

- Fruit and vegetable beanbags or rainbow colored beanbags
- Hula Hoops
- Music

Grab and Go

Ask students to name snack foods they see on commercials. Ask how many have seen commercials for celery, oranges, or carrot sticks. Ask students to name some “Grab and Go” snacks that they remember from their sheet. Explain that the beanbags used in this game represent healthy “grab and go” snacks like those on the sheet that was handed out. Divide students into groups of four. Space each group along one sideline, one behind the other in the gym. Tell two students to walk across to opposite sideline and face the others in their group – two facing two. Place one snack or beanbag equidistant between each group of two facing two. Explain that the students are running their own games. The first students in each line decides who will say “Ready, Go.” At “Go” the first in each line runs toward the “snack.” The one who gets it runs back to his/her end line, the other chases. If the runner makes it to the end line safely, he/she gets a point. If tagged, no point. These two put the “snack” back, go to the end of their line and the next two are up for a turn. After a few minutes of play, have teams on one side stay and rotate the teams on the other side one group to their right. Continue playing and changing teams.

Rainbow Rangers

Choose three students to be the “ROYGBIV Rainbow Rangers” taggers and have them place 7 hula hoops (like the 7 colors of the rainbow – red, orange, yellow, green, blue, indigo, and violet) around the room with a ball or beanbag in each. Ask students to notice the rainbow colors of the equipment and explain why we need to eat all the colors. Tell students to scatter around the room, and have them demonstrate an underhand toss with opposition (hand from one side, foot from the other). Explain that when the music begins, the rangers will tag them. When tagged, a student stands in the hoop, picks up the piece of equipment, and waits for anyone still running to stand facing him/her. To get saved, the student in the hoop says the name of a fruit or vegetable, underhand tosses the beanbag (ball) to the saver, and the saver repeats the name and tosses it back. After putting the ball down, both students are free to run. Repeat with new taggers.

For K-2, student may roll instead of toss. Always remind students that when they are rolling or throwing, they must make sure that the person they are throwing to is ready to catch. Hint: Have students make a target for the thrower and “wiggle their phalanges” as a sign that they are ready to receive.

Sleepwalker

Ask how many students have ever gone to a sleepover. Inquire how they felt the next day. Did they have to take a nap? Explain that researchers have created a sleep pyramid, and elementary students need 9 -10 hours of sleep each night in order to remain alert, solve problems, and have positive relationships with others. Direct students get into groups of four and count off. Number 1, the “awake” partner, is to keep the “sleepwalkers” in his/ her group moving. “Sleepwalkers” are to put their arms straight out in front of them and walk in the direction that they are facing. If a sleep walker steps on a boundary line or touches anyone

else, he/she must stop moving. The “sleepwalker” can only move again when his/her “awake” partner touches his/her shoulders and guides him/her in a different direction. The “awake” person is responsible for keeping the other three members of the group moving. Repeat so that each member of the group gets a chance to be “awake.”

For K-2, have the students in groups of three, and limit the amount of time that each is an “awake” person.

Reflection and Handouts

Ask students to share how they cooperated with classmates today to help the games run smoothly. Did their hearts beat faster during the games? Are they continuing to work on muscular strength and endurance outside of class? Today’s handouts include the “Benefits of Sleep,” a “Buddy Bite Snack” and “Recipe” sheet. Just as we worked together today, some foods are both nutritious and delicious when combined.

Benefits of Sleep

- Improves ability to pay attention
- Enhances abstract thinking and concept formation
- Improves verbal creativity
- Promotes ability to handle complex tasks and problem solve
- Helps maintain positive relationships with family and friends
- Enhances alertness and physical performance
- Improves ability to maintain a healthy weight



Tips for the Family

- ❖ Most kids need 9-10 hours of sleep each night.
- ❖ Go to bed at the same time each night.
- ❖ Getting enough sleep helps you do your best.
- ❖ When you sleep, your brain keeps working and your body recharges.
- ❖ Sleep in a quiet place since noises keep us awake.
- ❖ A warm bath before bed helps us relax.
- ❖ Getting enough sleep helps boost brainpower.
- ❖ Bodies have a “special clock” that helps us rise with the sun and sleep at night.
- ❖ If you don’t get enough sleep, you’ll be tired during the day, and might miss some really important information.
- ❖ Keeping a sleep diary helps us see if we need more sleep.
- ❖ Drinking sodas with caffeine can keep you awake.



Inadequate sleep causes difficulty focusing, behavior problems and increased health problems

Buddy Bite Combo Snacks

(* recipe included, no cooking required)



- Apple with peanut, almond or soy butter
- Fruit and yogurt parfaits
- Fruit smoothies – juice, yogurt, fruit*
- Fruit kabobs – colors of rainbow
- Fruit platter with yogurt dipping sauce*
- Two melon soup (cantaloupe and honeydew)*
- Celery logs with almond butter and raisins
- Celery logs with low-fat cream cheese
- Raw veggie platter with hummus
- “No Fry Fries” (Jicama) and barbecue sauce
- Baked corn chips and guacamole*
- Trail mix with dried fruit, nuts and seeds
- Lean meat on whole grain mini bagel
- Peanut (almond, soy) Butter Bites*
- Popcorn with dried fruit and nuts
- Swiss Oatmeal-yogurt, fruit, oatmeal*

Buddy Bite Snack Recipes

Fruit Smoothie – Mango/Orange

- 1 cup frozen mango
- 1 cup orange juice
- ½ cup vanilla yogurt

Add juice and yogurt to blender, then add mango. Secure lid and blend until smooth. Create own combinations with a variety of fruits, juices and yogurt flavors.

Yogurt Dipping Sauce

- 1 cup vanilla yogurt
 - 2 tablespoons orange juice
- Combine yogurt and juice
Mix in cinnamon to taste.

Two Melon Soup

- 1 ripe cantaloupe
 - 1 ripe honeydew melon
 - Juice of 1 lemon
 - Juice of 1 lime
- Puree cantaloupe with lemon and transfer to container to refrigerate for three or more hours.
- Puree honeydew with lime and transfer to container to refrigerate for three or more hours.
- At serving time, transfer purees to separate cups. With one cup in each hand, simultaneously pour equal amounts of purees into individual bowls. The purees will stay separated. Garnish with yogurt and mint sprig.



Guacamole

- 2 avocados
 - 1 large diced tomato
 - 1 diced onion to taste
 - ½ tablespoon fresh chopped cilantro
 - 2 tablespoons fresh lime juice
- In a medium bowl, mash the avocado. Mix in tomato, onion, and lime juice. Chill 30 minutes.

Peanut Butter Bites

- 1 cup honey
 - 1 ½ cups dry milk
 - 1 cup peanut butter
 - 1 ½ cups wheat germ
 - 1 teaspoon nutmeg
- Crushed corn flakes
- Mix all ingredients together and roll in crushed corn flakes

Swiss Oatmeal

- ½ cup rolled oats
 - 1 small container of vanilla yogurt
 - ¼ cup skim milk
 - 1 Granny Smith apple, diced
 - 1 banana, diced
 - 2 tablespoons dried fruit – currants, raisins, cherries
 - 2 tablespoons orange juice
- Optional – nuts

Lesson 7: Partner Work Out and Keeping It Up

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will demonstrate proper form (opposition) when underhand tossing.
- Students will demonstrate proper form while performing curl-ups, push-ups, crab walk, and Spiderman walk.
- Students will demonstrate proper form while dribbling a basketball.
- Students will demonstrate proper form (bounce pass) when passing a basketball.
- Students will understand the importance of eating a variety of fruits and vegetables every day.
- Students will treat self and others with respect by working cooperatively with a partner and in a group, and encouraging teammates.

Equipment Needed

- Cones (small)
- Yarn balls or beanbags
- Basketball,
- Balloons, Punchballs
- Music

Partner Workout – Ball Mania

Tell students to find a partner with the same number of syllables in their name - each get one cone and choose who will get a beanbag (or yarn ball) for the twosome. Direct students to stand facing each other and place cones next to them, 3-6 feet apart (depending on skill level). Explain that there will be challenges for them to perform with their partner. Students will be directed when to change the task.

1. Partners toss or roll back and forth using correct underhand form.
2. Pass **5 times** – the partner who ends up with the ball runs around his/her partner and the cone. Continue the tossing and catching pattern.
3. Pass **5 times** – the partner with the ball, throws and catches to self, naming fruits and vegetables, while his/her partner crabwalks around him/her and the cone. Continue the tossing and catching pattern.
4. Pass **5 times** - the partner with the ball, does push-ups while his/her partner monkey walks around him/her. Continue the tossing and catching pattern.
5. Pass **5 times** – the partner with the ball does curl-ups while his/her partner skips around the cone. Continue tossing and catching pattern.

Direct one of the partners to sit down and the other to stand. Have the standing partners leave their partner and find a new one (one who is sitting down). Tell the students to decide who will return the beanbag and get a basketball. Repeat challenge pattern with basketball bounce passes instead of tossing.

Variation: Use basketball dribbling around cones while running, incorporate soccer passing, trapping, and dribbling skills.

Keep It Up Challenge

Direct students to get into groups of 5 and form a circle. Explain that the students are to hold hands and keep a balloon (punchball) in the air while staying connected. Challenge the student who contacts the balloon with his/her arm to name a fruit or vegetable. Challenge players to reach a specified number.



For K-2, either give each student their own balloon or direct them to find a partner. Give students the following challenges for 10 to 15 seconds. Tell students to count how many times they can keep the balloon in the air counting fruits and vegetables in alphabetical order. Sing the “Alphabet song” and begin the challenge.

- Right hand – Count – apples one, apples two...
- Left hand – Count – bananas one, bananas two
- Head – Count – cauliflower one, cauliflower two
- Right elbow – Count – eggplant one, eggplant two
- Left elbow – Count – fig one, fig two
- Right knee – Count – grapes one, grapes two
- Left knee – Count -- horseradish one, horseradish two



Reflection

While leading stretches, ask students what components of fitness they worked on during class today. Is it getting easier to do push-up and curl-ups? Are their muscles getting stronger? As in today’s game, are students keeping up with their fruits and vegetables? Today’s handout includes a “Make and Take” sheet with recipes that include fruits, vegetables, eggs, milk, and whole grains.

Make and Take Nibbles Recipes

Peanut (Almond, Soy) Butter Squares



- 1/4 cup brown sugar
- 1/3 cup honey
- 1 cup peanut butter
- 2 cups crisped rice cereal
- 2 cups "Total" cereal
- 1 cup carob or chocolate chips

Bring sugar and honey to a boil. Remove heat and add peanut butter. In a separate bowl, combine cereals and chips. Add peanut butter mixture to cereal mixture, stirring until chips are melted. Place in 9x9 pan and refrigerate. HINT: Partially cut into desired size before completely cooled.

Apple Date Goodies

- 1 cup dates and ¼ cup chopped dates
- ½ cup water
- 1 cup shredded raw apple
- ¾ cup oil
- ½ cup chopped walnuts (optional)
- ½ teaspoon salt
- 1 teaspoon vanilla
- 3 cups rolled oats



Combine dates and water in saucepan. Heat, mash and stir until smooth. Add shredded apple and oil and heat until smooth and oil is emulsified. Add other ingredients, mix well. Let stand 10 minutes to absorb moisture. Beat briskly. Drop from teaspoon onto ungreased cookie sheet. Bake at 375 degrees for 25 minutes, or until nicely browned.

Oat Chippers

- ½ cup vegetable oil
 - 2 eggs
 - ¼ teaspoon salt
 - ¼ cup honey
 - 1 teaspoon vanilla
 - 1 cup whole wheat flour
 - ¼ teaspoon baking soda
 - 3 cups uncooked old-fashioned oats
 - ½ cup carob or semisweet chocolate chips
- Beat oil, eggs, salt, honey, and vanilla until smooth. Mix flour and baking soda together and add to mixture and blend. Stir in oats and chips. Drop by teaspoon-fuls onto slightly greased cookie sheet. Bake in a moderate oven – 350 degrees for 10 to 15 minutes. Cool on wire rack.

Sweet Potato Muffins

- 1/3 cup raisins, any kind
 - ¼ cup butter, melted, or vegetable oil
 - 1/3 cup molasses
 - ½ cup packed light brown sugar
 - 1 cup masked cooked sweet potato or winter squash or pineapple
 - 2 eggs
 - ½ cup buttermilk
 - 1 ¾ cups flour
 - 1 tsp. baking powder
 - 1 tsp. baking soda
 - ½ tsp. salt (optional)
 - 1 tsp. ground cinnamon
- Preheat oven to 375 F. Oil or spray muffin tins. Mix the raisins and wet ingredients in bowl until smooth; mix the dry ingredients in a second bowl. Combine the two, mixing gently until well blended. Spoon the batter into the muffin tins and bake on the middle shelf until lightly browned, 25 minutes.

Lesson 8: 5-a-Day

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand that exercise increases pulse/heart rate.
- Students will demonstrate agility when reaching for equipment.
- Students will demonstrate proper form (opposition) when underhand tossing and rolling.
- Students will demonstrate proper kicking form.
- Students will demonstrate proper running form and touching bases in order.
- Students will understand the importance of eating a variety of fruits and vegetables every day.
- Students will treat self and others with respect by working cooperatively with a partner and in a group, and encouraging teammates.

Equipment Needed

- Hula Hoops
- Beanbags
- Cones
- Gator Skin balls
- Music

Patty Cake Push-up Tag

Choose one or two taggers. Explain that when a student is tagged, he/she will get in push-up position until another student faces him or her in push-up position. Students will patty cake alternating opposite hands five times (counting in English or Spanish) and rejoin the game. Repeat and explain that when a student is tagged, he/she will get into crab walk position until another student faces him/her in that same position and they patty cake alternating opposite feet four times (counting in English or Spanish). Ask students to walk a lap to cool down and check their heart rate as they are walking.



5-a-Day Relay

Tell students to form groups of 4, and sit one behind the other well-spaced along the sidelines. Have the first person in the group get a hoop and place it in front of the group. Ask two students to put two hula hoops in the center of the room with plastic fruits and vegetables in each hoop (beanbags or yarn balls may be substituted). Explain that upon hearing the signal to begin, the first person from each team runs to the middle of the room and takes ONE item to put into his/her hoop. Student waiting for a turn are to jog in place. The first student then tags the next person in line (relay fashion). Explain that after all the items are gone from the center, students may take from each other's hoops. The first team to get 5 in their hoop shouts "FIVE-A-DAY" and celebrates. Repeat, having the first person in each group move one group clockwise, and the last one move one group counterclockwise.

5-a-Day Kickball

Divide students into two teams by odd or even numbered addresses. Explain that the fielders scatter on the field and one team member is the pitcher. Tell the "at bat" team to line up in batting order with the first "batter" behind home plate. Explain that the pitcher will continually pitch one ball after another to the batters who will kick and continually run the bases (following the person in front of them) into the coned-off area (home). The fielders are to retrieve kicked balls and get them into the hula hoop near the pitcher who is not allowed to field any ball. The fielding team gets a point if all five balls are in the hula hoop before the last runner crosses into "home." Teams then change jobs. Have students set up equipment in playing area - 5 balls in a hoop for the pitcher, three bases on the floor, and four cones in line with third base as home area. Call out, "Batter up" to begin the game, and play 3-4 innings.

Reflection

Ask students what components of fitness they worked on during this class. What components will they need to work on outside of class? Ask if anyone tried any of the "Buddy Bite" recipes or the "Make and Take" recipes. Remind students to stay hydrated, "catch their zzzzs," and eat 5 A DAY.

Lesson 9: Great Grains

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will apply chasing and fleeing strategies during activity.
- Students will demonstrate proper running form.
- Students will demonstrate an understanding of pulse/heart rate by checking their resting and exercising rate.
- Students will demonstrate proper form when performing curl-ups, push-ups, pendulum swings.
- Students will understand that they are building muscular strength and endurance when performing curl-ups and push-ups.
- Students will understand the parts of a whole grain.
- Students will treat self and others with respect by working cooperatively.

Equipment Needed

- Grain puzzle pieces – bran, germ starch
- Hula Hoops
- Three G Workout sheets
- Music

Great Grain Game

Ask students to define “whole grain.” Explain that many studies list the benefits of eating whole grains. Whole grains are good for our heart and help prevent diseases. Yet, many of us do not know how to define whole grain. It is the intact germ, bran, and starchy endosperm which might be ground, cracked or flaked and used in cereals or breads. Choose two to three students to be the “millers” or taggers and ask them to scatter hula hoops around the floor and place the puzzle parts of the grain inside each. The hula hoops are the mills. Choose 3 students to be the savers and give student 1 a “bran” puzzle piece, student 2 a “starch” puzzle piece, and student 3 a “germ” puzzle piece. When tagged, students stand inside the “mill,” and call out the missing piece of their puzzle. Saving players help create “whole grains by handing the germ, the bran, or the starch (endosperm) to complete the “whole grain.” When the student has all three, he/she exclaims, “Whole grain!” puts the parts back in the hoop while keeping the “saving” puzzle piece (becoming a saver) and reenters the game. Repeat with new taggers.



Three G Workout

Direct students to form groups of three, and tell each other the parts of a whole grain. Tell each group that they will get one sheet to compete together as a group. Explain that tasks may be completed in any order, and each student is to initial the task completed in the designated amount of time.

For K-2, students go through the sheet with the students and perform tasks as a class.

Reflection

Ask students to tell someone sitting close to them the components of fitness and what they worked on today. Have student check their pulse while sitting. Ask if their hearts were beating faster during the activities. Ask who can name the 3 parts of a whole grain and name a whole grain that we can eat for breakfast. Ask who knows that our state snack is popcorn and that corn is a whole grain.

Three G Work Out

- ✓ Complete the tasks listed below with the group
- ✓ Initial after each task
- ✓ Complete in any order



1. Do a 30 second dance _____
2. Wall sit and sing:
*“O beautiful for spacious skies
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!”* _____
3. Hula hoop 15 times _____
4. Do 10 push-ups _____
5. Run 5 laps around the room _____
6. Do 25 curl-ups _____
7. Do 20 vertical jumps _____
8. Hop on each foot 5 times _____
9. Toss a beanbag 5 times around your triangle _____
10. Jump 20 times _____
11. Dribble ball 10 times with dominant hand _____
12. Dribble ball 10 times with non-dominant hand _____
13. Skip 5 laps around the room _____
14. Do 10 Pendulum swings _____
15. Stretch right hamstrings for 20 seconds _____
16. Stretch left hamstrings for 20 seconds _____
17. Stretch right triceps for 20 seconds _____
18. Stretch left triceps for 20 seconds _____
19. Tell teacher 5 vegetables _____
20. Walk and touch all 4 walls _____

Lesson 10: Plant to Plate

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will apply chasing and fleeing strategies during activity.
- Students will demonstrate an understanding of pulse/heart rate by checking their resting and exercising rate.
- Students will demonstrate proper running form.
- Students will demonstrate knowledge of the parts of a whole grain.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Hula Hoops – enough to form a center line
- Beanbags, plant cut outs, or noodle pieces
- Yarn balls for taggers
- Music and Song, “Cupid Shuffle”

Cupid Shuffle

Direct students to scatter and find personal space. Lead the class in the dance with variations during the turns. Ask students to check their heart rate before beginning and again at the end of the dance: *Steps:* 1-4 Four steps to the right

1-4 Four steps to the left

1-4 Kick four times right, left, right, left

1-4 Walk in a circle – Add variations to this part of the dance.

- Jumping Jacks
- Kick and raise both arms
- Kick and raise, right then left arms
- Cross country
- Pendulum swing
- Hop on each foot
- Jump and turn

Three on a Stalk

Reviews the three parts of a whole grain – bran, germ, starch, and remind the students that corn is a whole grain that we eat as a vegetable. Choose 4 students to scatter in the room and hold a “corn stalk” (noodle) so that it is touching the ground and planted in the earth. Choose 3 students to be the taggers and give each a yarn ball. Explain that when a student is tagged, he/she is handed the yarn ball and becomes the new tagger. To avoid being tagged, students may go to a “stalk” and be safe. However, there can only be three students on the stalk at a time. When a fourth student comes to the stalk, the first one must leave and run in the field.

Plant It, Plate It

Divide students into two teams. Choose 2 students from each team to be the taggers and have them get a yarn ball and stand in their team’s area. Explain that the object of the game is to get past the opponents endline without being tagged and collect a “plant” located in hula hoops. If a team member is tagged, he/she must go back to the endline on his/her side and begin again. When a team member safely gets past the other teams’ line he/she may collect one plant, and safely walk back to his/her side (noodle piece, bean bag, or paper cut out), and “plant” it to begin their garden. Challenge the students to grow many plants in their garden during the allotted amount of time. Put on music and begin. At the end of the song, have students on each team count the number of plants. Change taggers and challenge teams to beat their numbers. Ask students what combinations of fruits could be made into a delicious colorful snack. What combinations of vegetables could they create to make a nutritious snack?

Reflection

While stretching, ask students to keep working on fitness outside of class and remind them to continue filling in their fitness diary. Ask them why breakfast is “the most important meal of the day” and what whole grains and fruits they might combine for a delicious, nutritious breakfast. Ask if the game we just played had the colors of the rainbow and if they are remembering to eat a rainbow of fruits and vegetables every day.

PLANT IT, PLATE IT DIAGRAM



-----Endline-----



Tagger A

Tagger A



-----Midline-----

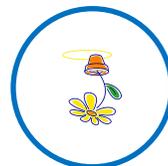


Tagger B

Tagger B



-----Endline-----



Lesson 11: Survivor Island

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will demonstrate proper form for curl-ups, push-ups, stretches.
- Students will understand the components of fitness: aerobic capacity, muscular strength and endurance and flexibility.
- Students will understand that the brain has two hemispheres.
- Students will understand the “New Food Plate.”
- Students will understand the importance of eating from all food groups.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Poster of new food plate
- Bean bags
- Yarn balls for taggers
- Scooters
- Music

Follow the Leader – One Behind

Tell students that crossing the midline of the body builds superhighway connections across the middle of our brain. And, when both sides work together, our learning in the classroom and performance on the playing field, are at peak performance.

- Direct students to find a partner of similar height. Tell students to decide who will be leading first and who will be following. Explain that the follower will always be one movement behind the leader. When the leader does the first movement, the follower watches. When the leader does the second movement, the follower does the first. Suggest aerobic and muscular strength and endurance movements. Encourage students to be creative add additional ones:

Leg Lifts	Pendulum Swing
Vertical Jump	Double Doodle
Curl-ups	Hop left 4 x, hop right 4 x
Push-ups	Patty-Cake Push-ups
Lazy 8	Hamstring Stretch
Triceps Stretch	

- Change leaders and repeat.

Survivor Island

Explain what the New Food Plate looks like and the sections of the plate. Tell the students that we will be playing a game called “Survivor Island”.

- In the center of the gym is the Island. It is covered with a variety of different colored bean bags (5 colors for each food group).
- Select two students to be the sharks, give them a yarn ball, and tell them that they are the taggers. The goal of the taggers is to protect the island. The taggers may not touch or move the beanbags, and must stay in a designated area marked off by lines or cones. They may move anywhere in this area.
- Students visiting the Island pair up and stand outside the basketball court lines. Students decide who will get a scooter and bring it back.
- Explain that the object of the game is for the students to “swim” to the island on the scooter, take a beanbag, and get safely out of the taggers’ territory without being tagged. Partners take turns getting to the island.
- If they successfully get a beanbag, they place it on their plate. If they get tagged, they place the beanbag back in the center and go back to their partner. Partners keep taking turns until they get five beanbags of different colors on their plate. Once a pair gets five; they say “Survive and Thrive” and the game stops.
- Chose two new taggers and repeat.
- Variation: If there are no scooters for the students to use, they may crab walk and the sharks may “swim” with their abs in contact with the floor.

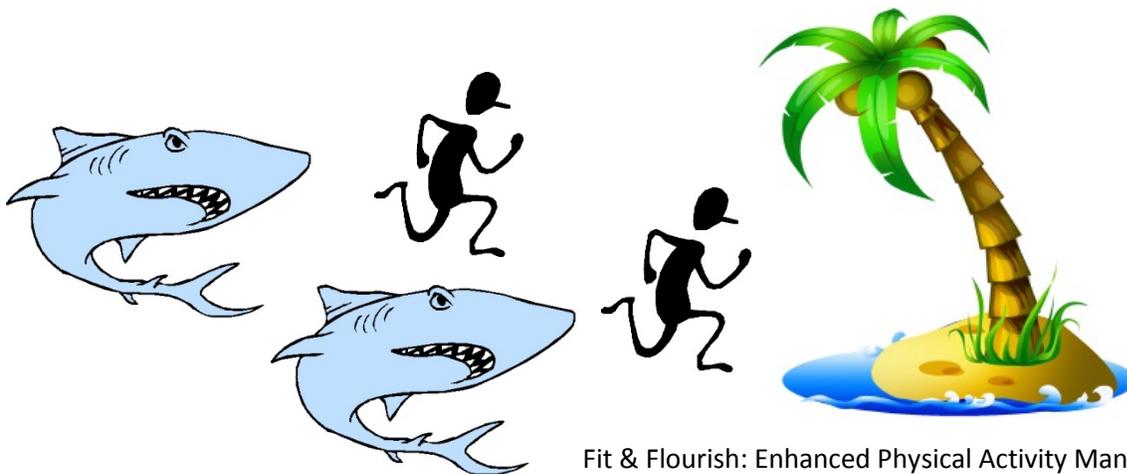


Reflection

Ask students if they think it is a challenge to eat the way the New Food Plate recommends. What meal is the biggest challenge? Ask students if they believe that eating well helps their body/brain. In what ways does eating well and exercise help them our brain/body? Encourage students to continue working on the components of exercise outside of class and, like in our game, work on overcoming obstacles to eat the rainbow. This week, since we visited the Healthy Island, the handout is a “Survivor Challenge” to work on with family members.

SURVIVOR CHALLENGE

	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.
Sleep 8 hours, wake up and stretch							
Breakfast - eat a fruit, and whole grain							
Drink water, 8oz. per 25 lbs.							
Do 30 sit-ups and 15 push-ups							
Eat 5 -7 servings of fruits and veggies							
Jump rope or dance to music							
Go for a walk, or bike ride							
Compliment a friend and/or family member							



Lesson 12: Munchers

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand the heart pumps faster and more forcefully during exercise.
- Students will understand that exercising increases heart rate by checking their pulse.
- Students will demonstrate proper form while performing muscular strength and endurance challenges such as curl-ups and sit-ups.
- Students will understand the importance of eating a variety of fruits and vegetables every day.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- My Plate poster
- Cones or poly spots
- Food Cards

Partner Tag

Tell students to sit facing a partner. Have one of the partners stand. Explain that the partner standing up is running away and the one sitting down is “It.” The “It” only chases his/her partner. When tagged the partner must perform 5 push-ups before chasing. Play music for two minutes. Repeat changing partners and have students perform 5 sit-ups. Repeat changing partners and have students perform 5 jumping jacks. Repeat changing partners and have students perform 5 arm circles. Have students walk to cool down, and check their pulse.

K-2 – Have students power walk and practice moving quickly throughout the room to practice spatial awareness before beginning the game.

Munchers

Remind students how important it is to get a variety of foods on a daily basis and show them a picture of “My Plate”. Explain that we will be playing “Munchers,” and two students will be the “Muncher taggers.” Choose two students as taggers and divide the rest of the class equally in the following groups: fruits, vegetables, grains, dairy, or protein. Remind students that during tag games, all stay inside the boundaries. Explain that when a student is tagged, he/she must go over to a cone (Plate) and remain there until the entire group comes over to save him/her. The group must come together and do an exercise (5 jumping jacks, 5 push-ups, 5 sit-ups) designated by the teacher. After performing the exercise together, all reenter the game. Repeat with new taggers.

K-2 – Have one student from the group go over and save the tagged teammate.

Garden Salad Relay K-2

Read excerpts from the book, *How Groundhog’s Garden Grew*, by Lynne Cherry. Ask students if they have ever seen animals in their neighborhood. What do rabbits like? What do groundhogs and deer eat? Explain that students will be divided into teams with names of animals and each team will be searching for a specific food that is hidden under a cone or poly spot.

- bunny rabbits - carrots
- birds - sunflower
- groundhogs - radish
- squirrels - pumpkin

- mice - green beans
- raccoon - zucchini
- chipmunks - tomato

Students take turns, relay fashion. Each one in turn will go out into the “garden,” and lift up ONE cone. If their food is under that cone, they bring it back to the group, and place it in their container. If it is not their food, they place the cone back over the food card and go back and tag the next person in line. Continue for a designated amount of time. While waiting in line for a turn, teammates are to do the Bunny Hop Dance

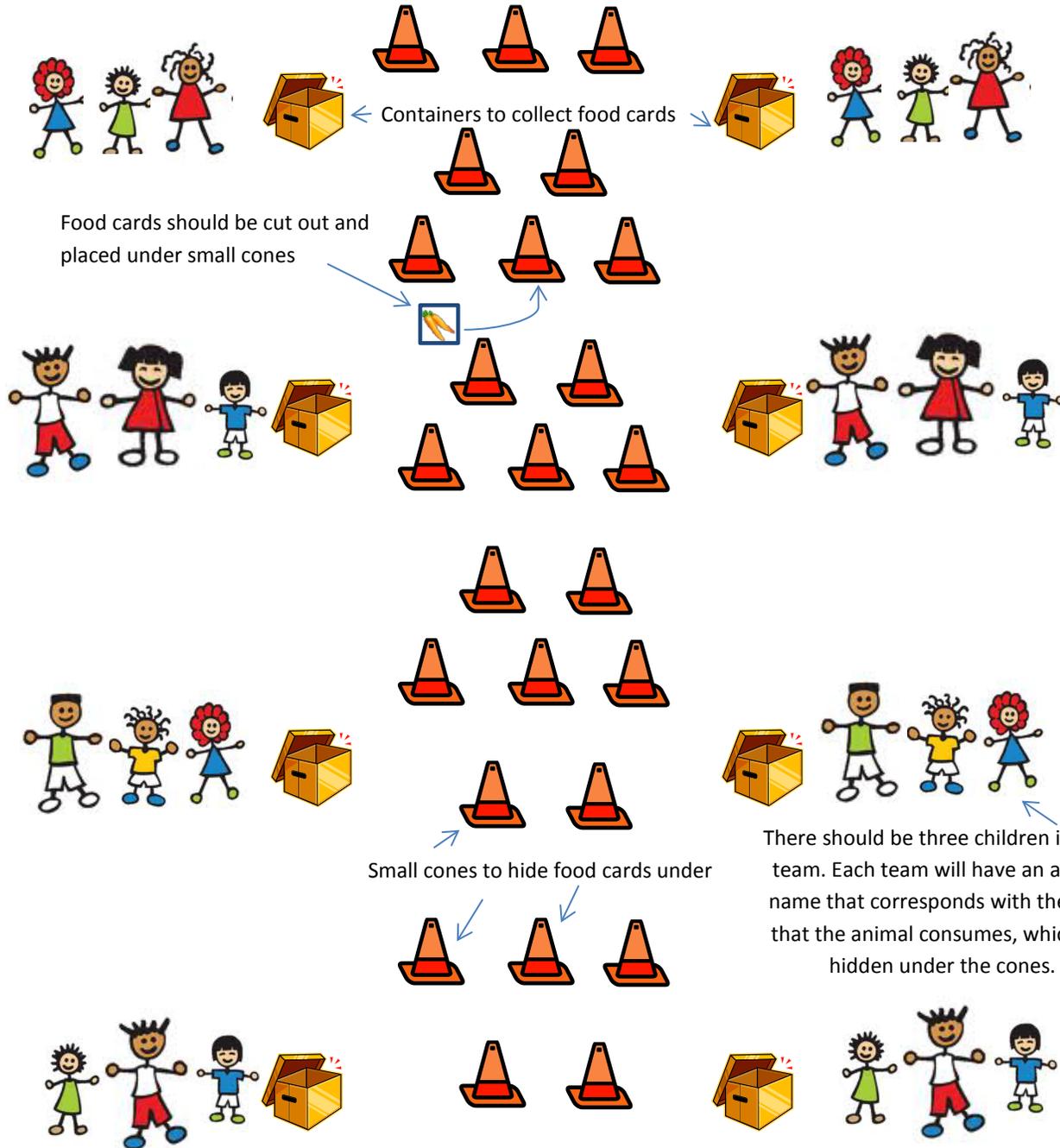
- Right heel out and in, right heel out and in
- Left heel out and in, left heel out and in
- Jump forward
- Jump backward
- Jump up and down three times

Reflection

Ask students if they believe that eating well helps their body/ brain. In what ways does eating a variety of foods, including fruits and vegetables, and exercising help them? What are the parts of “My Plate”? Ask students to name foods that fill the different sections.

GARDEN SALAD RELAY DIAGRAM

-----Endzone-----



Sideline

Sideline

-----Endzone-----

Garden Salad Relay Food Cards

 <p>Carrot <i>Zanahoria*</i></p>	 <p>Sunflower <i>Girasol*</i></p>
 <p>Radish <i>Rábano*</i></p>	 <p>Tomato <i>Tomate*</i></p>
 <p>Pumpkin <i>Calabaza*</i></p>	 <p>Green Beans <i>Ejotes*</i></p>
 <p>Zucchini <i>Calabacín*</i></p>	<p>Food Cards- Six of Each <i>*Words in Spanish</i></p>

Lesson 13: Bare Bones

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand the body has 206 bones.
- Students will understand that bones give the body structure, protect organs and allow the body to move in many ways.
- Students will understand the importance of eating foods containing calcium and jumping for strong bones.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Music and song, “Macarena”
- Poster of Skeleton
- Bone cards for Bag of Bones
- Bone cards for Bare Bones (see page 108)
- Die and Poster of Exercises
- Hula Hoops

Bones Macarena

Explain to students that they have 206 bones. Bones give our body structure. Bones protect our brain, heart, lungs and organs, and help us move in many ways. Bones need calcium to grow strong. In addition to milk, cheese and yogurt, ask if anyone knows what vegetables give us calcium? (Broccoli, Spinach, Collard Greens)

Explain that as we do the Macarena, we will be naming bones in our body and also growing connections across our brain as we cross our midline.

- Right arm out – say Phalanges
- Left arm out- say Phalanges
- Right palm up – say Radius
- Left palm ups – say Ulna
- Right hand to left upper arm – say Humerus
- Left hand to right upper arm – say Humerus
- Right hand to right brain – say Cranium
- Left hand to left brain – say Cranium
- Right hand to left thigh – say Femur
- Left hand to right thigh – say Femur
- Right hand to right hip – say Pelvis
- Left hand to left hip – say Pelvis
- Jump and turn and say 206 Bones

Vertebrae Tag

Tell the students that the bones in our spine protect our spinal cord, support half the weight in our body, and allow us to stand upright. We are born with 33 vertebrae in our spine. In this tag game, we will be using a rhyme to remember the number in each section of our spine. We have 7 cervical, 12 thoracic, 5 lumbar, 5 sacrum, and 4 coccyx. Choose three students to be the taggers. Explain that when students are tagged, they must stand with their hands on their cranium. To be saved, a student must stand and face them, patty cake with them as they both say, “ 7, 12, 5, 5, 4, 33 vertebrae and no more. Then they jump up together and say, ‘Bones’! Both are then free to run.

Bag of Bones

Tell students to get into groups of 6-9 students by number of vowels in their first name, and sit one behind the other, well-spaced around the room, behind the end and sidelines. Explain that they will be taking turns relay fashion. Each turn consists of choosing a locomotor movement to get to their bag of bones, taking

one bone, bringing it back to the group, performing the exercise task on the bone as a group, and building their skeleton. Bones and exercises include the following:

- Phalanges in hands – patty-cake rhyme about vertebrae
- Radius and Ulna – 10 push-ups
- Humerus- 20 arm circles
- Cranium – sing the Brain Song to the tune of Paw Paw Patch
“After reviewing the regions of the brain, sing the names while pointing to each region with both hands.” (Blaydes-Madigan, 2000, p.35)
Frontal, Temporal, Occipital, Parietal (Repeat 3 times)
Cerebellum, Brain Stem
- Vertebrae – shoulder bridge coming down bone by bone
- Pelvis – hula hoop 10 times and shake your pelvis like ELVIS
- Femur – 10 single leg lifts
- Tibia and Fibula – 10 ski jumps
- Patella – 10 sit-ups, palm to patella
- Phalanges in feet – 20 heel raises

Bare Bones Match

Direct students to find a partner with the same number of family members. Have students get 1 hula hoop, 1 die, bone cards, a “Bare Bones Sheet”, and scatter with their partner. Tell students to place equipment inside of their hoop; bone cards are to be turned over. Explain that each partner has a job, one is exercising, and one is matching the cards. Matching the cards is to be played like the game “Memory” – turn two cards over, if the description matches the bone name, place them next to each other outside of the hoop. The exercising partner will roll the dice inside the hoop, look at their “Bare Bones Sheet” and do the exercise that corresponds with the number. Notice that jumping is one of the exercises. Jumping helps keep our bones, heart and muscles strong. The matching partner is to match the bones cards with their description and place them next to each other. Tell students that every 30 seconds they will change jobs. When partners have completed all the matches, they are to jog around the room one time, go back to their hoop and sit with their palms on patellas to signal that they are finished. (Activity adapted from Heather Isler.)

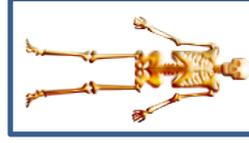
Reflection

Ask students how many bones are in our bodies. What helps strengthen our bones - what exercises, what foods? Do these exercises also help our heart, lungs and muscles? Did we also grow connections across our brain – how? Ask how students did on the “Survivor” sheet. What was the most difficult part?

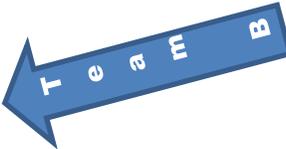
BAGS OF BONES DIAGRAM

Endzone

Skeleton Assembly Stations



Children should sit in relay fashion (6-9 children in a group) facing towards the middle of the room. They will take turns grabbing a bone and instructing the other children in the activity on the bone. The retrieved bones will be assembled into a skeleton at the skeleton assembly stations.



Each "bag of bones" should be filled with one of every bone card, which contains instructions for activities to perform.



Skeleton Assembly Stations

Sideline

Sideline

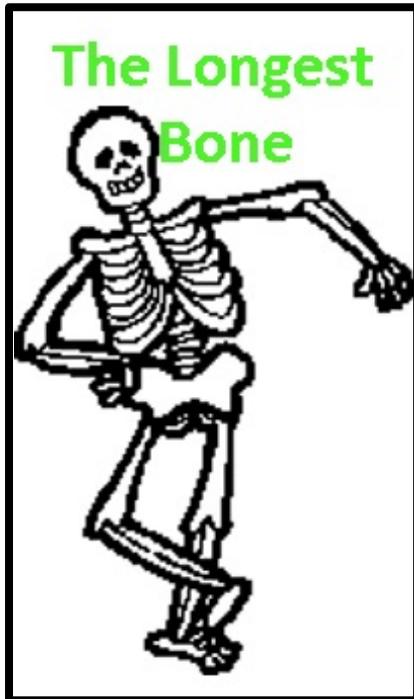
Endzone



Exercises for BareBones Match

1. JOG AROUND THE ROOM
2. CURL-UPS
3. LINE PUSH-UPS
4. JUMPING JACKS
5. HOP 4X ON EACH FOOT
6. PENDULUM SWINGS

BARE BONES MATCH CARDS



Protects Heart
& Lungs



RIBS

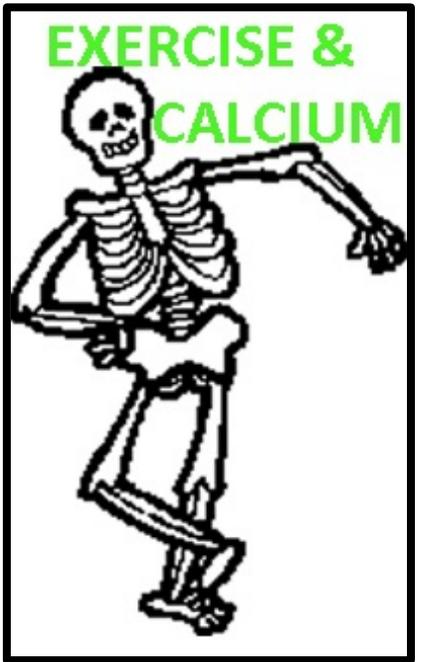
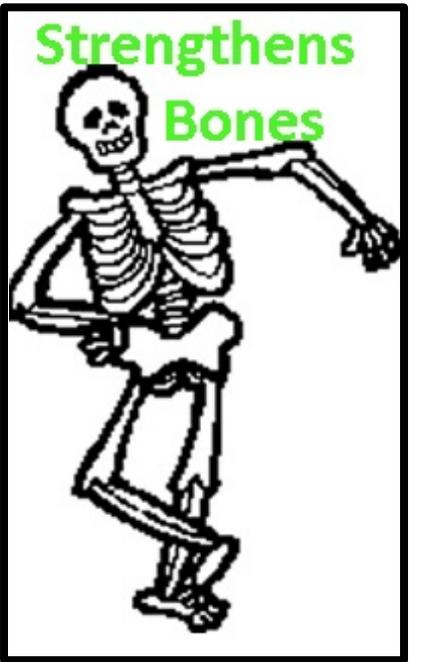
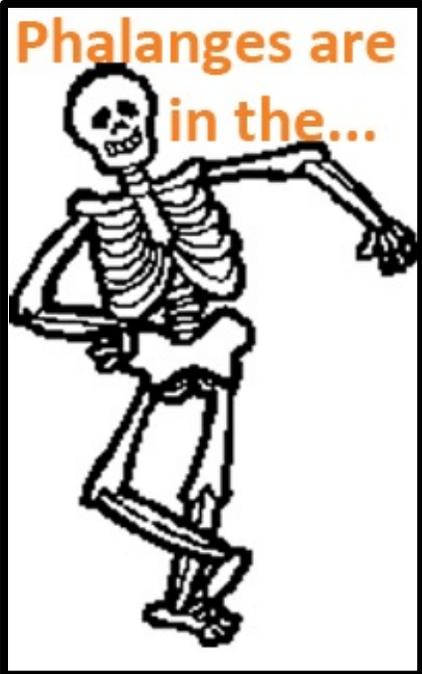


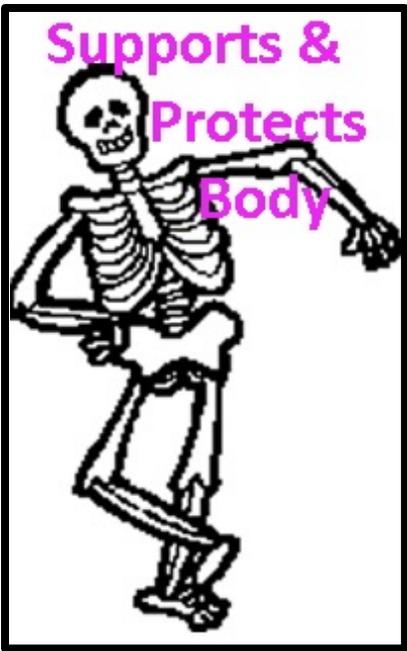
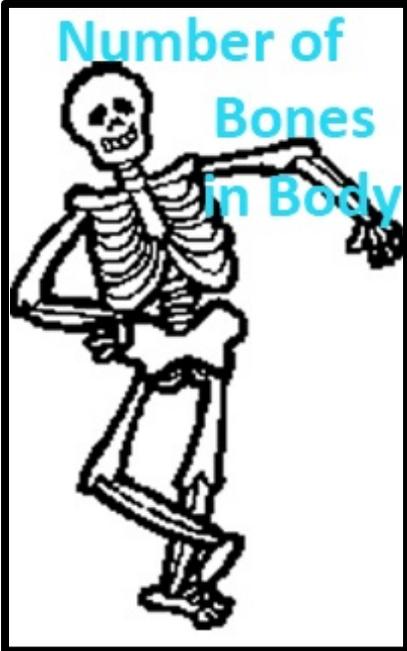
Protects Spinal
Cord



VERTEBRAE







**UPPER ARM
BONE**



HUMERUS



**Rhymes with
Elvis**



PELVIS





BONES CARDS ANSWER KEY

PATELLA

KNEE

THE LONGEST BONE

FEMUR

PROTECTS THE BRAIN

CRANIUM

**PROTECTS HEART
AND LUNGS**

RIBS

PROTECTS SPINAL CORD

VERTEBRAE

PHALANGES ARE IN THE

FINGERS

STRENGTHENS BONES

**EXERCISE
and
CALCIUM**

NUMBER OF BONES IN BODY

206

**SUPPORTS AND PROTECTS
BODY**

**SKELETAL
SYSTEM**

UPPER ARM BONE

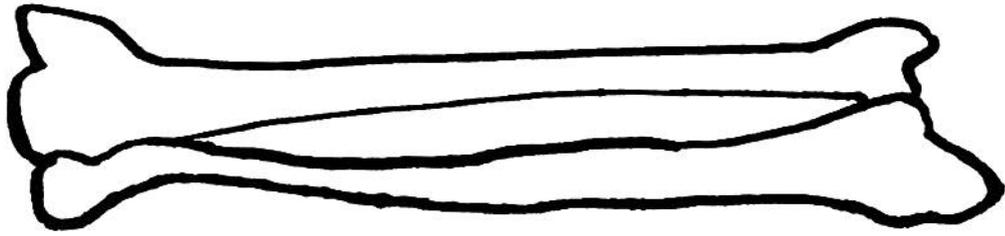
HUMERUS

RHYMES WITH ELVIS

PELVIS

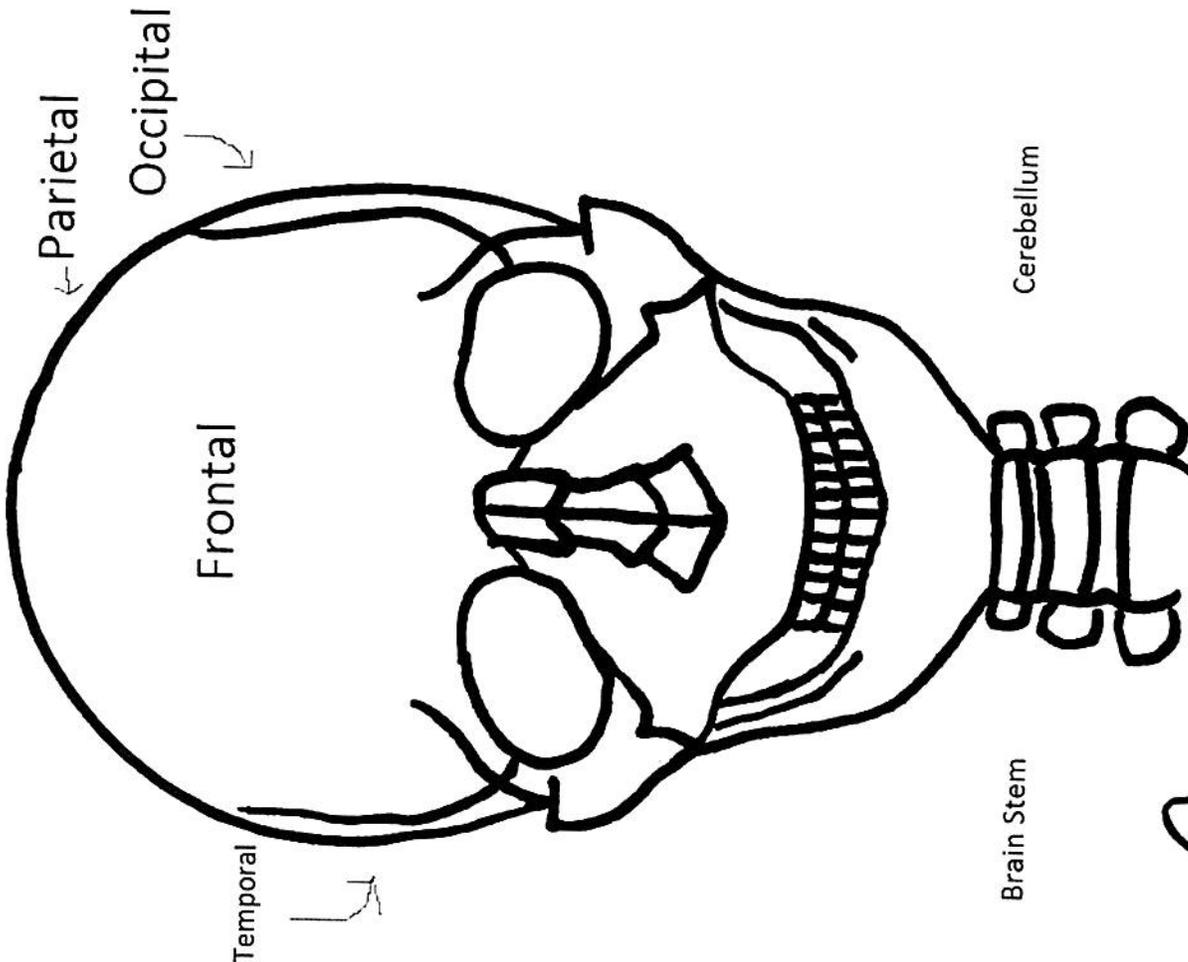
LOWER ARM BONES

**RADIUS
and ULNA**



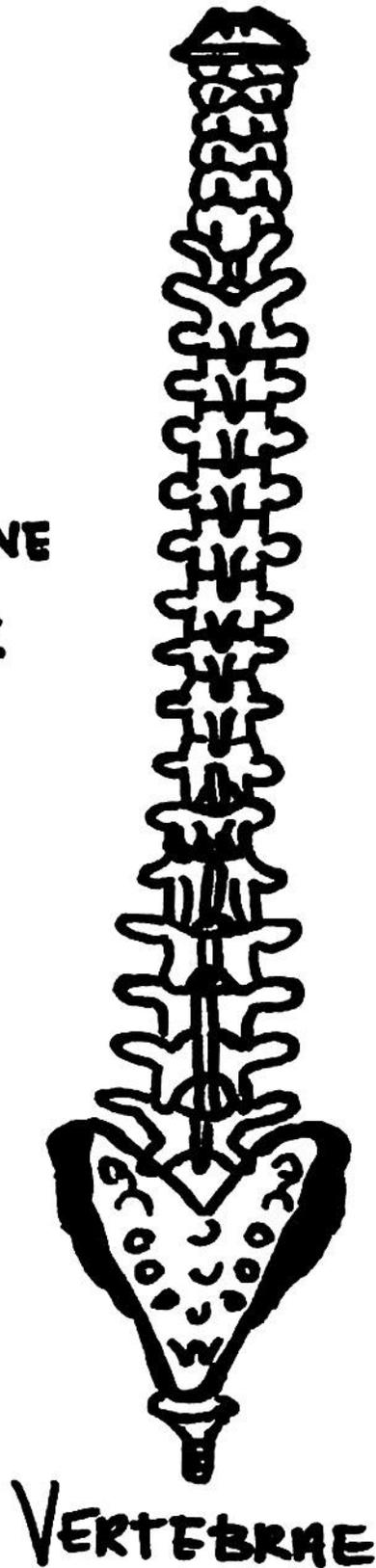
RADIUS & ULNA
(RIGHT)

10 PUSH-UPS

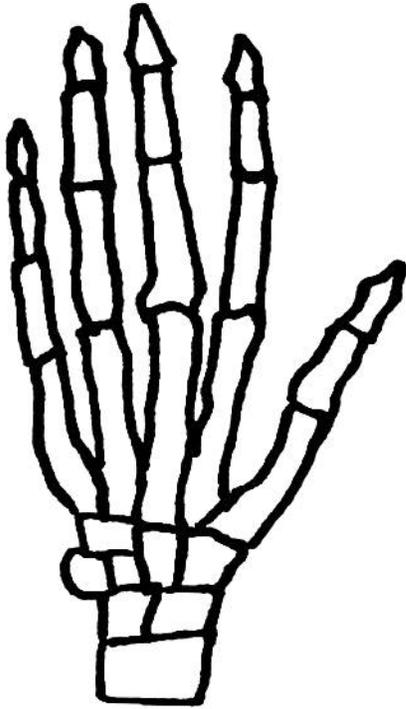


CRANIUM
— BRAIN SONG —

SHOULDER
BRIDGE
DOWN BONE
BY BONE



PATTY CAKE
VERTEBRAE

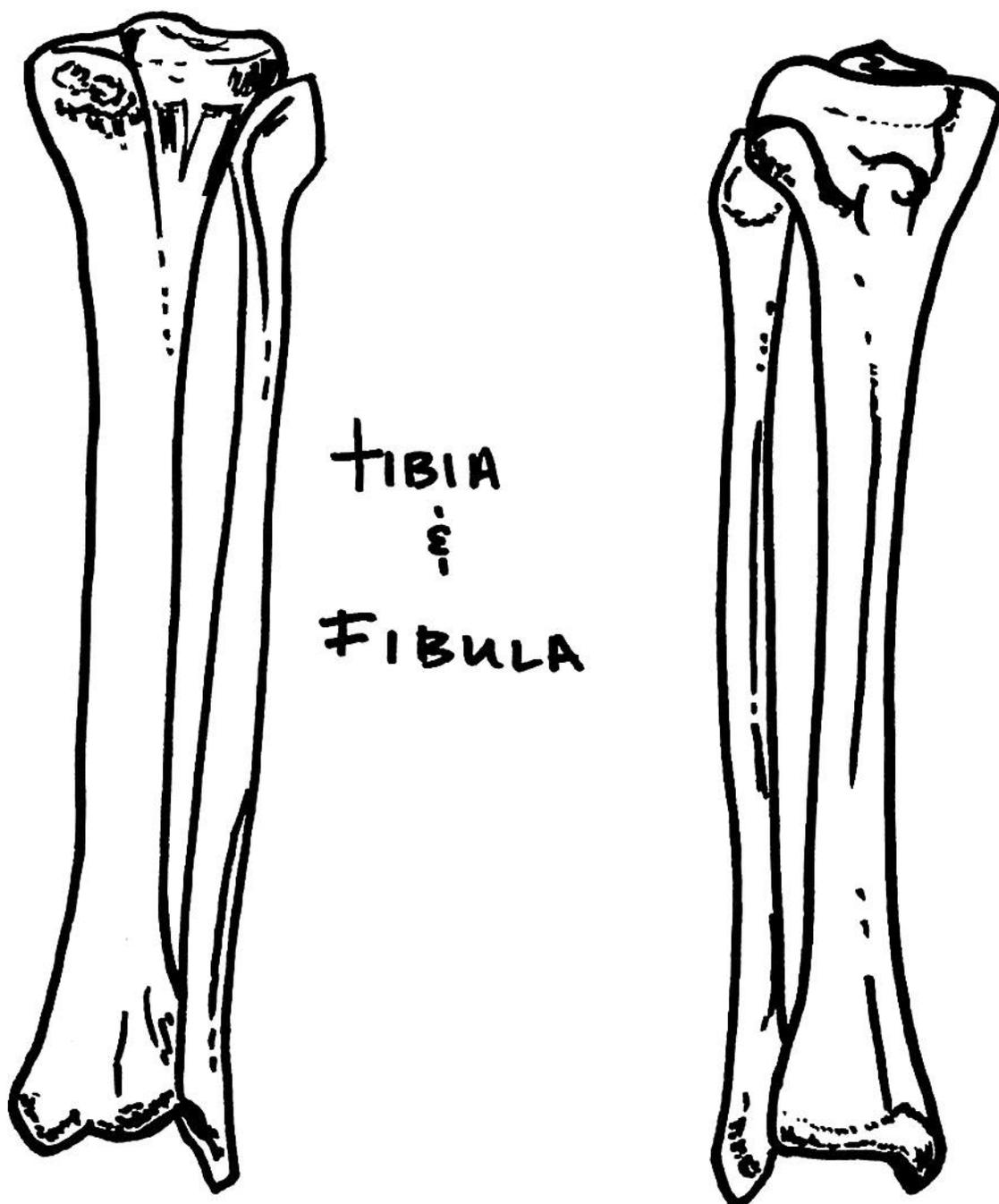


LEFT PHALANGES (HAND)

PATTY CAKE
VERTEBRAE

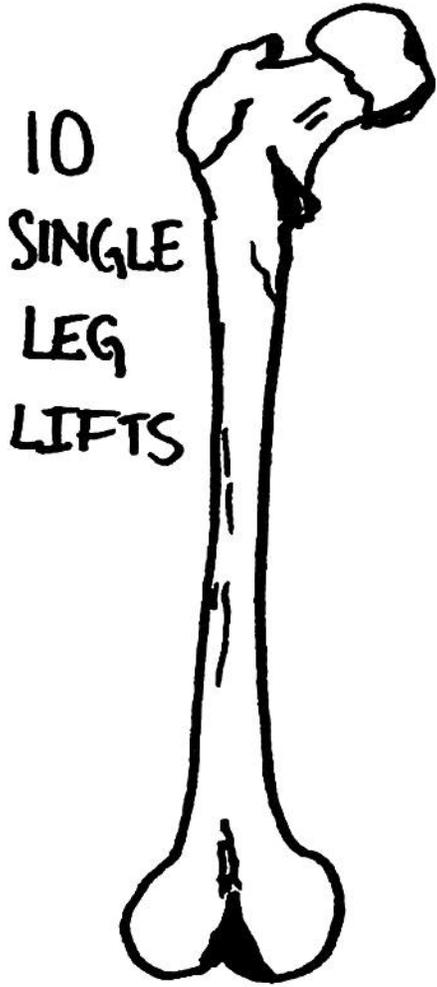


RIGHT PHALANGES (HAND)



TIBIA
&
FIBULA

10 Ski Jumps



10
SINGLE
LEG
LIFTS

RIGHT FEMUR



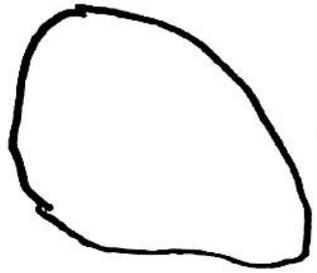
10
SINGLE
LEG
LIFTS

LEFT FEMUR



10
SIT
UPS

RIGHT PATELLA

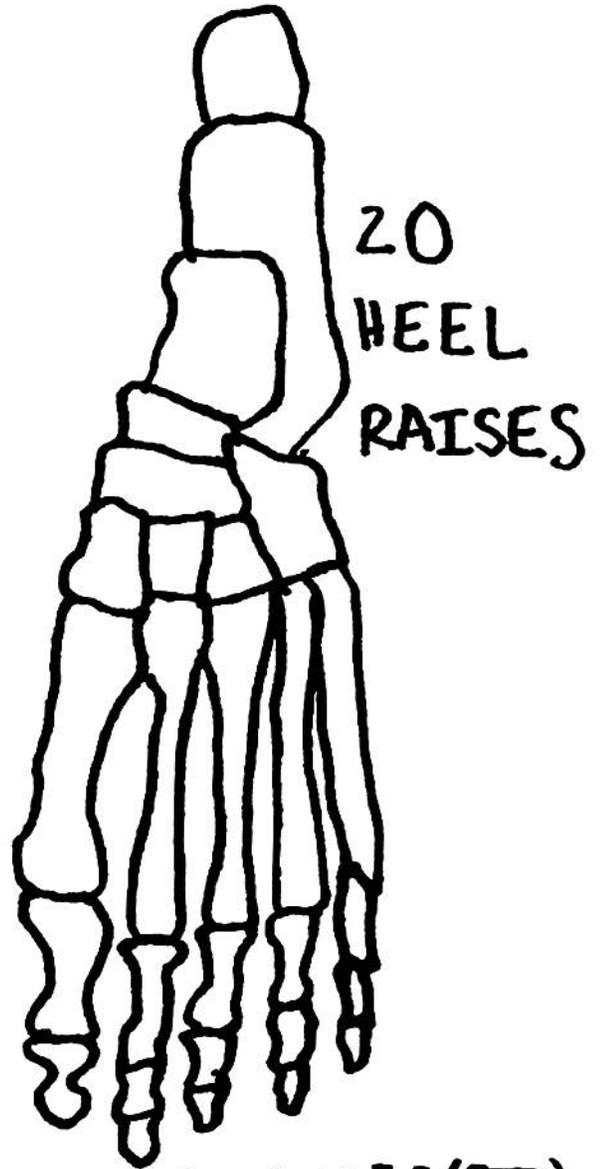


10
SIT
UPS

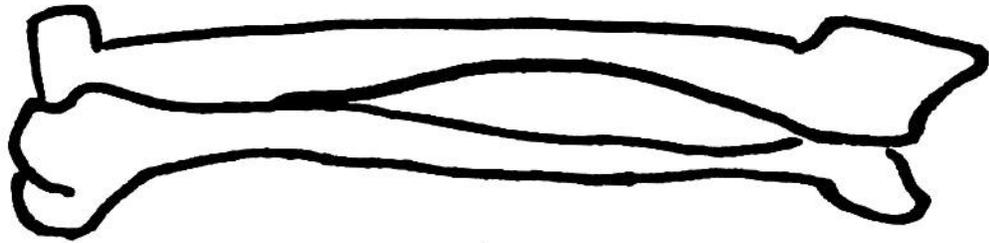
LEFT PATELLA



RIGHT PHALANGES (FEET)



LEFT PHALANGES (FEET)



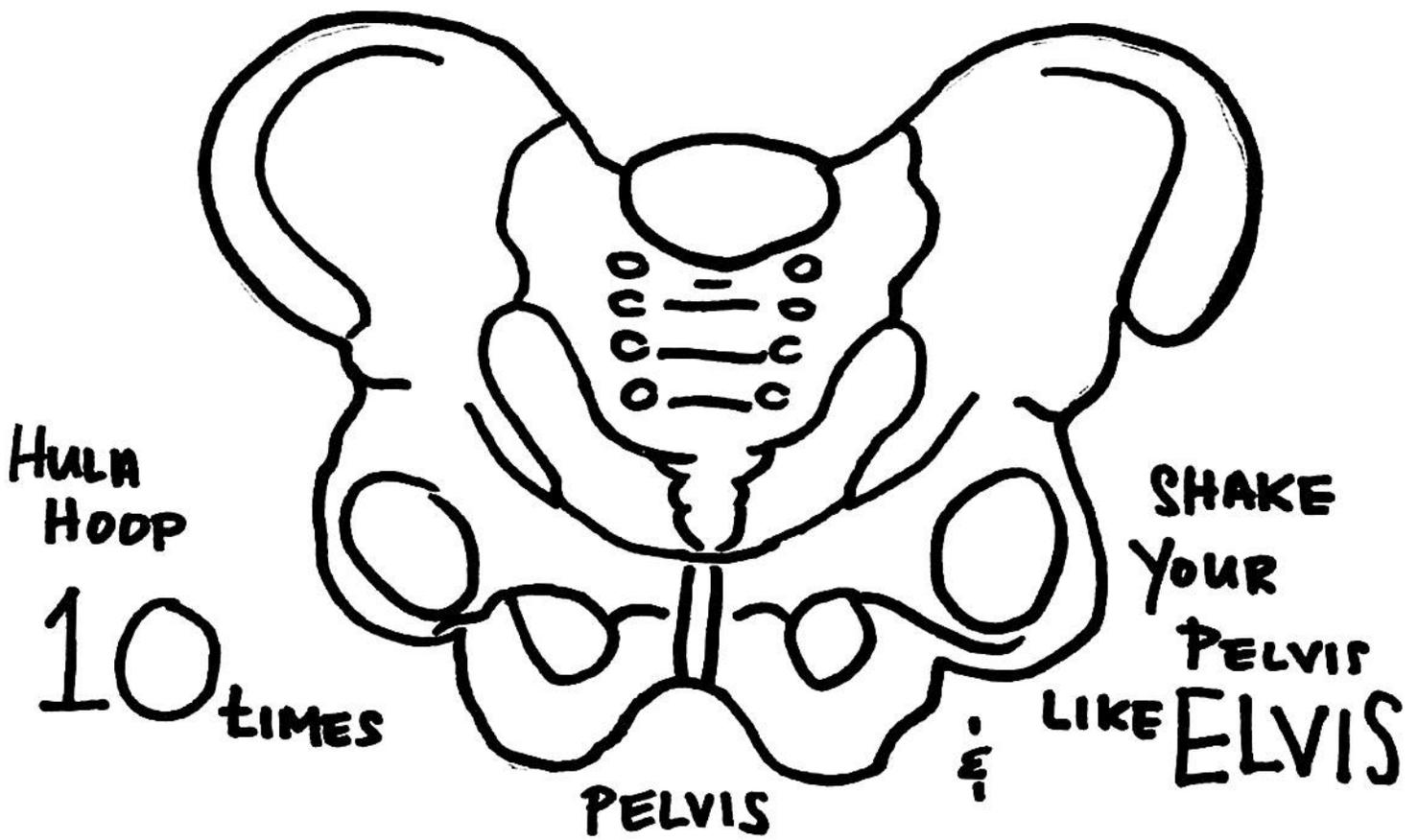
RADIUS & ULNA
(LEFT)

10 PUSH-UPS



HUMERUS (RIGHT)

20 ARM CIRCLES



HUMERUS (LEFT)
20 ARM CIRCLES

Lesson 14: Healthy Hearts

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will demonstrate safe movement during activity.
- Students will understand that aerobic exercising is heart healthy.
- Students will understand that and eating close to nature (fruits, vegetables and fiber) is heart healthy.
- Students will understand that partially hydrogenated oils clog arteries.
- Students will treat self and others with respect by working cooperatively to achieve a group goal.

Equipment needed

- Yarn balls
- Dice
- Red and Blue paper hearts
- Healthy Heart Food Cards (See page 119)
- 2 containers
- Hula Hoops
- Music and Song “Ghostbusters”

Cholesterol Busters

Explain that exercise, eating fruits, vegetables and fiber keep our arteries clear and able to carry blood efficiently away from our heart. Trans fats – anything containing partially-hydrogenated oils - clog our oxygen carrying arteries. Choose two students to be the “cloggers” and give each a yellow yarn ball. Explain that the cloggers will be chasing the “blood cells.” When tagged, students stop and place hands over heart. Any blood cells not tagged may save. It takes two savers (exercise and food) to get the student running again. The savers link hands around the student they are saving and say, “Who you gonna call?” the cell says, “Cholesterol Busters!” and all run free. Explain that taggers cannot tag when students are being saved. Play “Ghostbusters.” Repeat with new taggers.

Healthy Hearts

Place a hoop of RED hearts and a container at one end of the room, and a hoop of BLUE hearts and a container at the other end. Divide students into two teams according to birthday months and have students stand across from a player on the opposite team. Explain that one side is the RED team. This team represents arteries carrying blood, containing oxygen, away from the heart to the brain and all parts of the body. The other side, the BLUE team represents veins carrying deoxygenated blood to the lungs and then back to the heart. Have the students make a fist and place their fist on their chest where their heart is located. Explain that their heart is about the size of their fist. We also use our fist when we play “rock, paper, scissors.” Tell students that one of them is to get a hula hoop and place it on the floor in the room, so that is not too close to any other groups’. Students will play “rock, paper, scissors.” The one who wins the round gets his/her color heart from the hoop and places it in his/her teams’ container near the teacher. The other partner will get a food card from the teacher, tell the teacher the healthy heart food on the card and jog a lap around the outside of the playing area. Have students predict which team will have the most hearts at the end of the designated time. Count hearts. Repeat with new partners by having the RED team stay at their hoop and the BLUE team move to a new partner.

Variations for “rock, paper, scissors”

Rock – Jump and land feet together

Paper – Jump and land feet apart

Scissors – Jump and land in “ski jump” (feet one in front of the other)

Variation: Explain that students roll their die at the same time. The student with the GREATER number will take his/her color heart from a hoop at their end of the room, and place it in their team's container near the teacher. The student with the LOWER number will get a food card from the teacher, tell the teacher the heart healthy food, jog a lap around the outside of the playing area, and return to his/her partner to continue rolling the die. When players roll the same number, both win and choose a RED or BLUE heart for their team.

Reflection

While stretching, ask students if they felt their heart rate increasing when they were jogging. Ask what they can eat to keep their heart strong and arteries clear. Ask what components of fitness were worked on today. What do they need to work on outside of class?

HEALTHY HEARTS DIAGRAM

-----Endzone-----



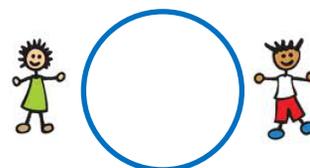
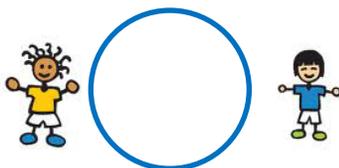
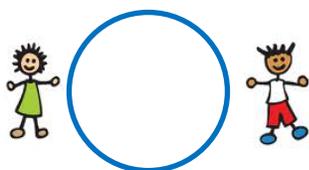
Container



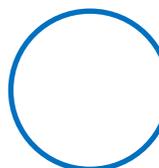
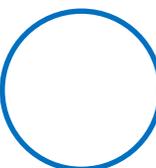
Teacher



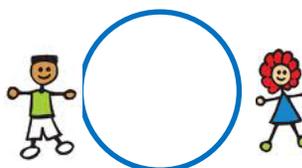
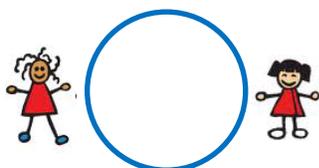
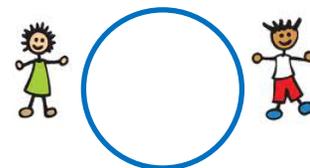
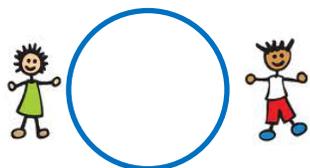
Container



Hoop with Red
Hearts



Hoop with
Blue Hearts

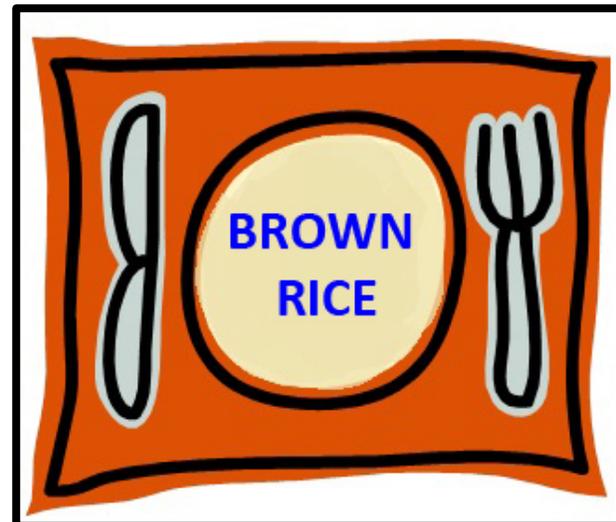
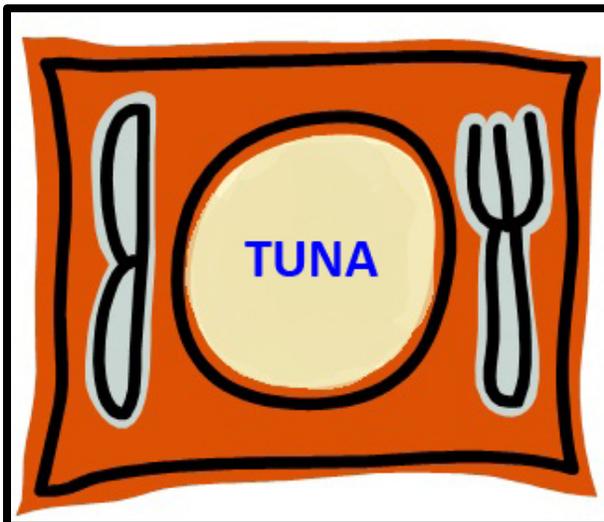
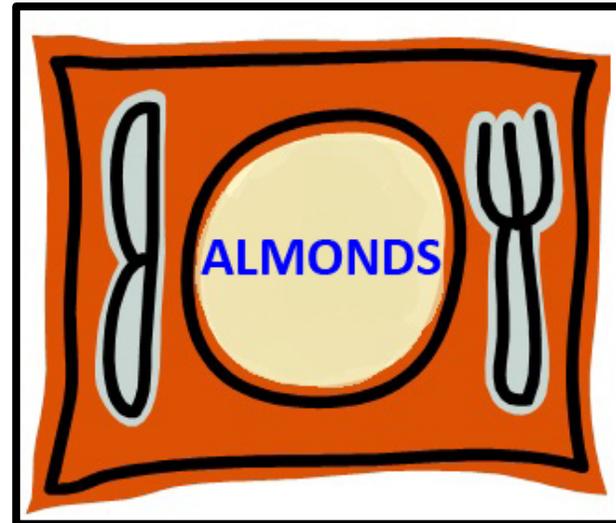
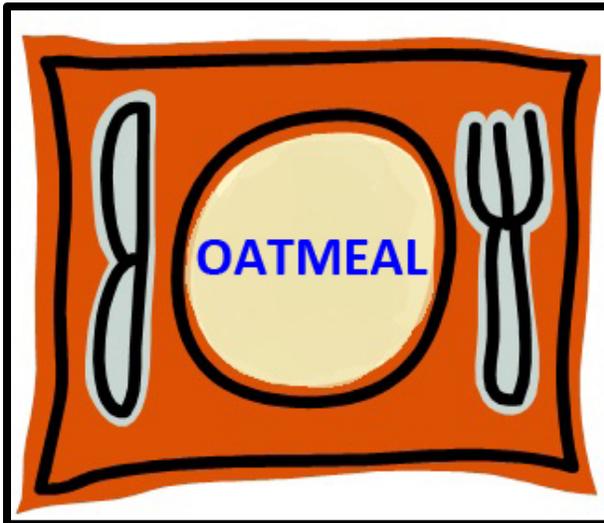


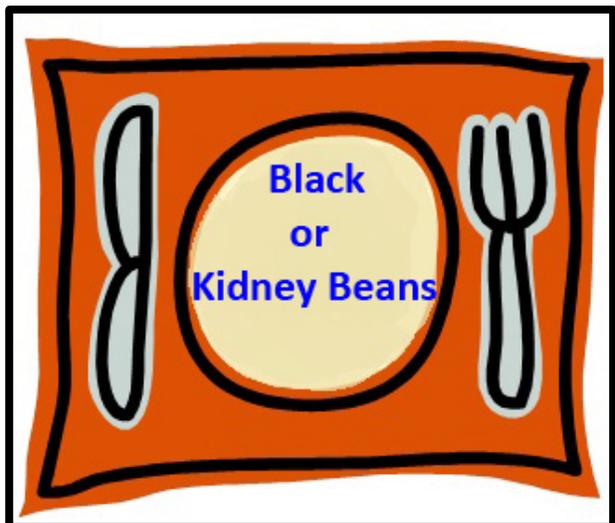
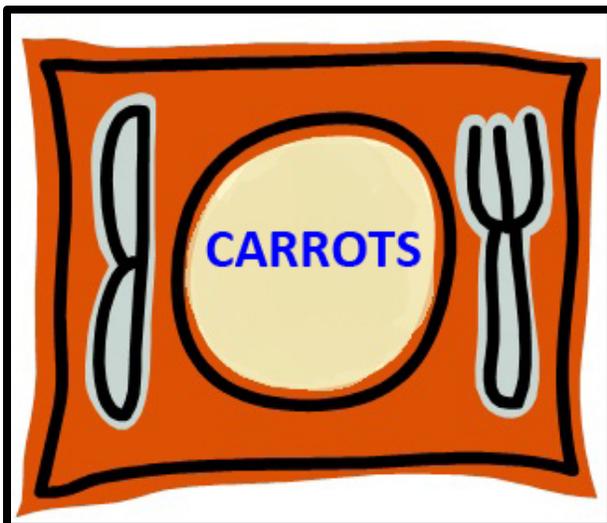
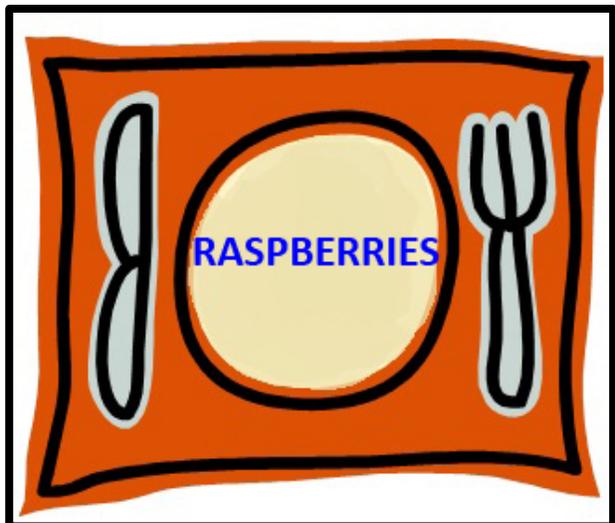
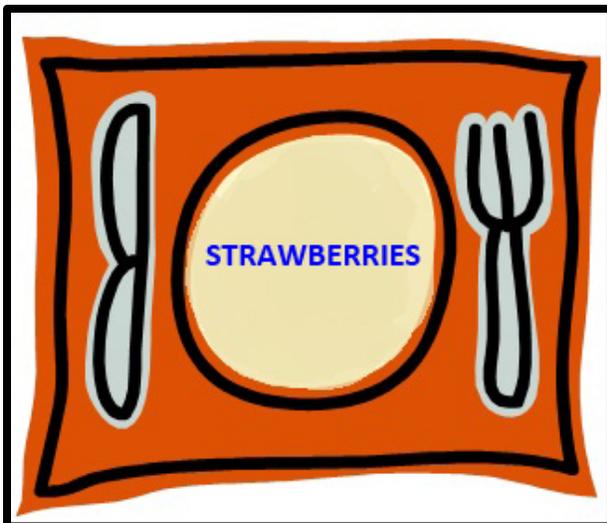
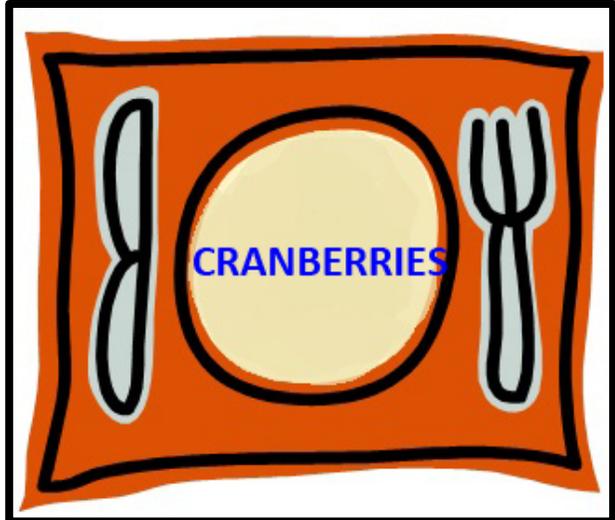
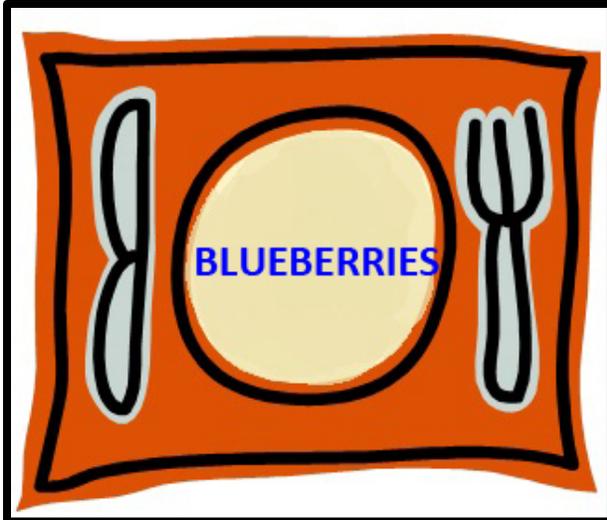
-----Endzone-----

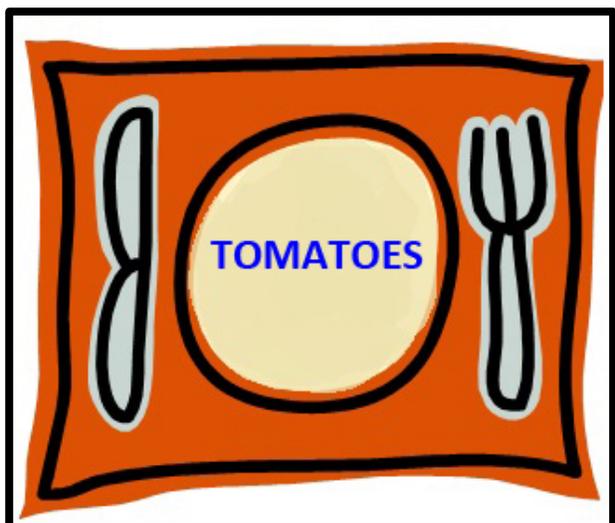
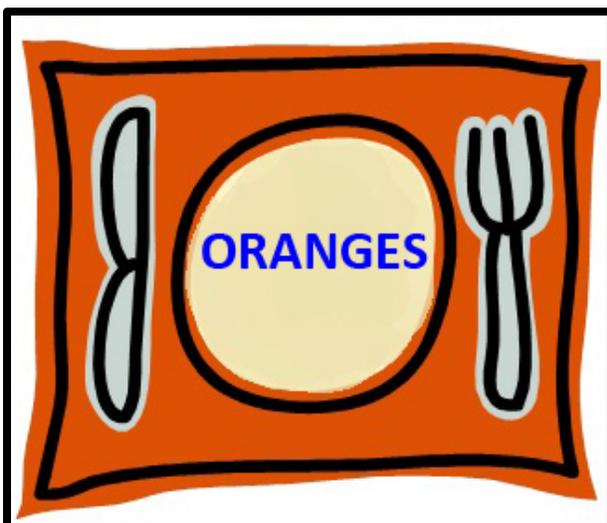
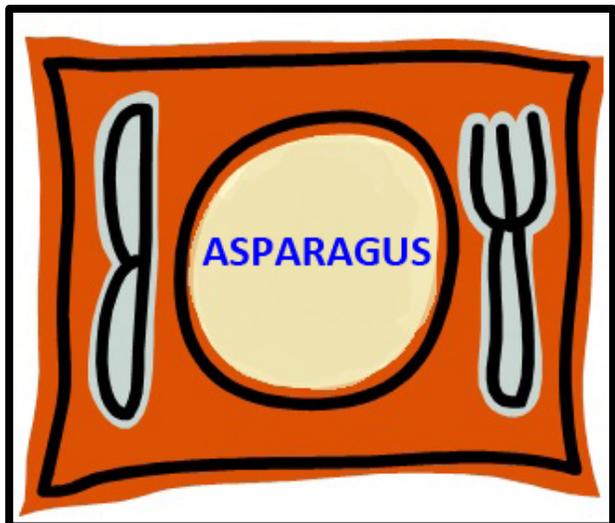
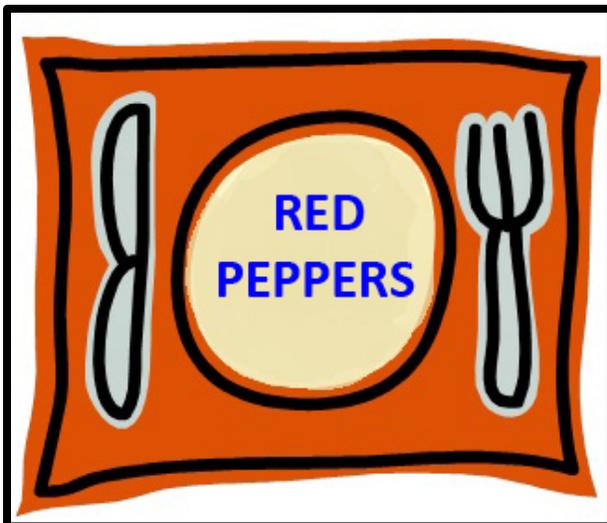
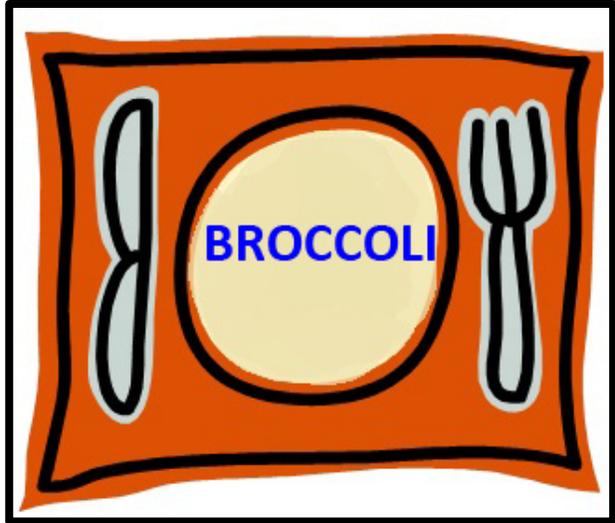
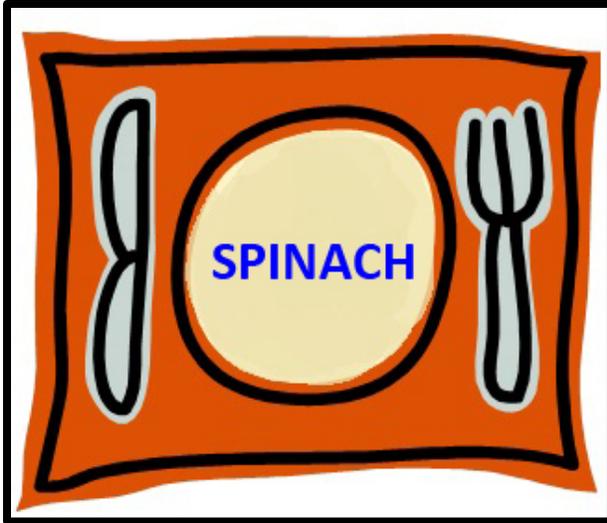


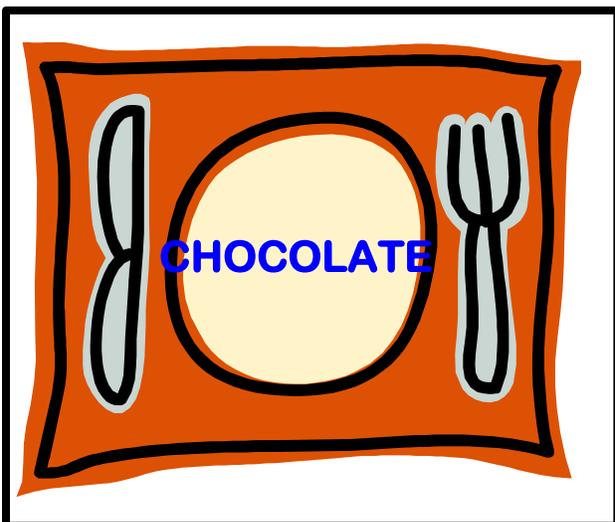
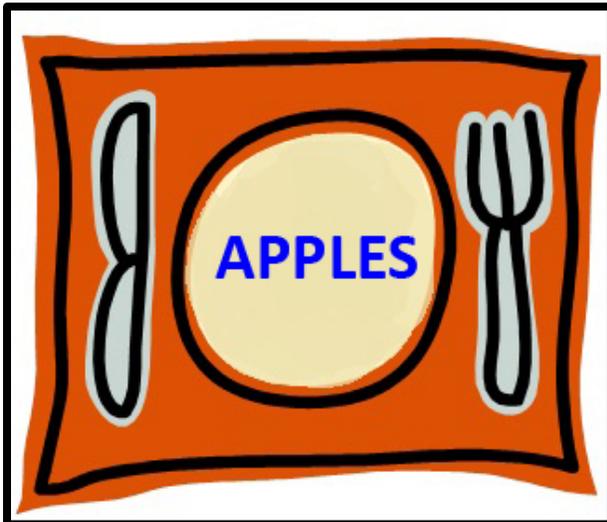
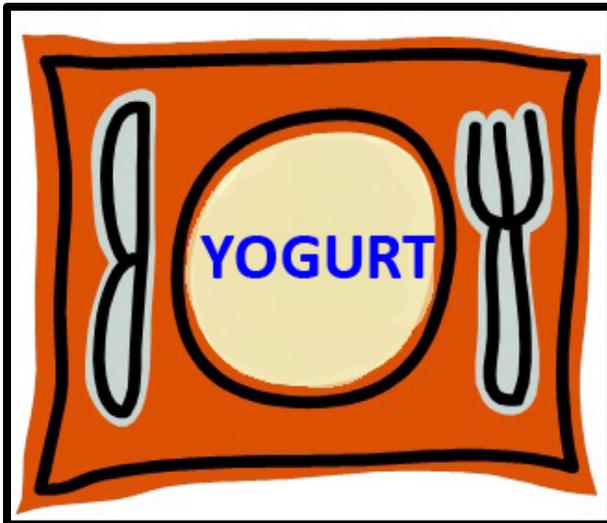
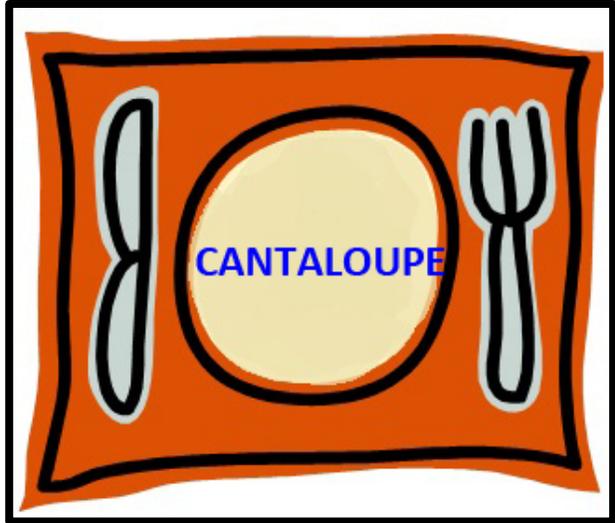
=Hula Hoop

HEALTHY HEART PLATE CARDS









Lesson 15: Go for Goals

National Health Education Standards: 1, 4, 5, & 7

NASPE Physical Education Standards: 1-6

Lesson Objectives:

- Students will treat self and others with respect by working cooperatively to achieve a group goal.
- Students will demonstrate safe movement during activity.
- Students will demonstrate proper form while performing muscular strength and endurance challenges such as curl-ups and sit-ups.
- Students will demonstrate proper form while dribbling and passing at a goal.
- Students will understand the importance of eating a variety of fruits and vegetables every day.
- Students will understand and demonstrate the importance of setting exercise and nutrition goals.

Equipment needed

- People Search Sheets
- Goal Setting Sheets
- Pencils
- Hula Hoop
- Pins
- Gator Skin balls, yarn balls
- Music

People Search

Hand out “People Search Sheets” and pencils to each student. Explain that students will talk to each other and exercise together in an effort to find individuals who fit a characteristic of one of the boxes. Each person may only fill in one box. When a student signs a square he/she and the students whose square was signed take two laps together. Tell students that during this activity they will thank each other for filling in boxes for them, and act as encouragers for each other. Put on music and allow students to work together (worksheet below).

Go for the Goal

Tell 6-8 students to get a hula hoop and pin, scatter around the playing area, and stand inside the hula hoop with the pin. Explain that these players will be guarding the pins. Tell all other players that they will be dribbling around the area and using their “three o’clock pass” in an attempt to knock down any players pin. If a pin is knocked down, the person guarding the pin becomes a dribbler, and the dribbler guards the pin. Have the “dribblers” get a ball, place it between their feet and wait for the signal to begin. Explain that during the playing time, the goal is to knock down 5 pins for their 5-a-Day.

Goal Setting

Give each student a goal setting sheet to take home and share with their family. Explain that just as we work together in class and help each other, there are people in the family who can help outside of class. Go over the sheet with the students and discuss their answers.

Reflection

While stretching, ask students if they felt their heart rate increasing when they were jogging and jumping. Ask students to explain why it is important to exercise, get at least 9 hours of sleep, stay hydrated, and eat a variety of fruits, vegetables, whole grains and protein. Ask how exercising and eating well helps their brain and their body. Explain setting goals roadmap for health, a way of helping get to the goal.

PEOPLE SEARCH:

Find Someone Who

WILL DANCE the bones Macarena with me	SETS GOALS And WILL DO “Rock, Paper, Scissors” with me 5x	KNOWS the part of a WHOLE GRAIN and WALL SITS and SINGS “America the Beautiful with me
SLEEPS 9 HOURS AT NIGHT	LIKES CLEMENTINES	WILL JOG 5 LAPS with me
KNOWS # OF BONES IN BODY	WILL ARM CIRCLE 20x with me (palms-up)	ENCOURAGES CLASSMATES
LIKES AVOCADOS	DRINKS WATER EVERY DAY	WILL TOSS AND CATCH 6X with me
WILL JUMP ROPE 25x with me	KNOWS THE STATE SNACK	WILL SING the “Brain Song” with me
WILL DO 20 CURL-UPS with me	LIKES SPINACH	WILL DO 10 PUSH-UPS with me

My Goals _____

Physical Activity

1. _____

2. _____

Healthy Eating

1. _____

2. _____

People who can help me

1. _____

2. _____

Challenges I had or things that made this hard

1. _____

2. _____

Ways of overcoming challenges or how I got around hard things

1. _____

2. _____



Appendix

Push-ups

- Assume prone push-up position
- Put hands under shoulders, fingers straight
- Keep legs straight, parallel, slight bent.
- Straighten arms, keeping back and knees straight.
- Lower so the elbows bend at a 90 degree angle.
- Continue straightening and bending with one push-up every three seconds.
- Partner watches, counts and records the number.

Sit-ups

- Lie in supine position.
- Bend knees, placing feet flat on the floor.
- Place hands on quads (thighs).
- Slide hands up keeping feet on the floor, and arms straight.
- Stop when palm reaches patella (knee).
- Slide down; bring head to partner's hands which are on the mat.
- Repeat, performing about 20 sit-ups per minute. Stop at 70.
- Partner counts and records number.

Pendulum Swing

- Hold hands in front of body.
- Lift right leg out to side as swinging arms to the right.
- Return to center.
- Lift left leg out to side while swinging arms to the left.

Skip Across

- Skip in place.
- Touch right hand to left knee on hop.
- Touch left hand to right knee on hop.

Lazy 8 (Dennison, 1981)

- Extend arms and place palms together at chest height.
- Draw the infinity symbol in a continuous flowing movement in front of body.
- Eyes follow hand movements.

References & Resources

- Blaydes Madigan, J. (2000). *Thinking on your feet: 200 activities that move kids to learn*. Murphy, TX: Action Based Learning.
- Dennison, P. & Dennison, G. (1989). *Brain gym teacher's edition*. Ventura, CA: Edu-Kinesthetics, Inc.
- Dennison, P. (1981). *Switching on*. Ventura, CA: Edu- Kinesthetics, Inc.
- Gardner, H., (1993). *Multiple intelligences the theory in practice*. New York, NY: Basic Books.
- Jensen, E. (2000). *Learning with the body in mind*. San Diego, CA: The Brain Store.
- Jensen, E. (1995). *Superteaching*. San Diego, CA: The Brain Store.
- Hannaford, C. (1997). *The dominance factor*. Arlington, VA: Great Oceans Publishers.
- Hannaford, C. (2005). *Smart moves*. Arlington, VA: Great Rivers Books.
- Hellison, D. (2011). *Teaching personal and social responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Levitt, S. (1992). Making a pact for fitness. *Strategies*, 5, 58
- Polar Electro (2013). Heart rate monitoring. Retrieved August 5, 2013 from http://www.polar.com/us-en/b2b_products/physical_education/heart_rate_monitoring
- Seaman, J.A., Corbin, C.E., and Pangrazzi, B., (1999). Physical activity and fitness for persons with disabilities. *Research Digest Series* 3(5):2-12.

Stiggins, R., Chappuis, J. (2001). *An introduction to student-involved classroom assessment*. Boston, MA: Pearson Education, Inc.

Tripp, A.C., Piletic, and Babcock, (2004). *Including students with disabilities in physical education*. Reston,VA: AAHPERD/AAALF.

Partnership for Prevention, 2008. *The Community Health Promotion Handbook: Action Guides to Improve Community Health*.

<http://www.thecommunityactionguide.org>

Common Core: www.corestandards.org; http://www.isbe.net/common_core/

Physical Education and Physical Activity Resources

Action Based Learning: www.actionbasedlearning.com

Action for Healthy Kids: www.actionforhealthykids.org

Active Transportation Alliance: www.activetrans.org

American Alliance for Health, Physical Education, Recreation and Dance:

www.aahperd.org

Bross, C. (1993). *Fit to try*. Durham, NC: The Great Activities Publishing Company.

Illinois Association for Health, Physical Education, Recreation and Dance:

www.iahperd.org

Jim Ross, Physical Education Instructor, Orchard School, Ridgewood, N.J. 07451

Phone: 201-670-2730 x-53600

National Association for Sport and Physical Education: www.naspe.org

PE for Life: www.pe4life.com

Physical Education Rap: <http://youtu.be/R8kKsF1dhhY>

Adapted P.E. Resources

Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics-

<http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>

The Brockport Physical Fitness Test-

<http://www.topendsports.com/testing/brockport.htm>

Inclusive Physical Education, from the National Center on Health, Physical Activity, and Disability- <http://ncpad.org/248/1627/Inclusive~Physical~Education>

Nutrition Resources

Brand-Miller, J. (1996). *The glucose revolution*. New York, NY: Marlowe & Company

Shaw, J. (2004). *Transfats: the hidden killer in our food*. New York, NY: Pocket Books.

Willett, W. (2001). *Eat, drink and be healthy*. New York, NY: Fireside.

American Dietetic Association: www.eatright.org.

Center for Ecoliteracy: www.rethinkingschoollunch.org

ChopChop Magazine: info@chopchopmagazine.org

Green Earth Institute: www.greenearthinstitute.org.

Illinois Nutrition Education: www.kidseatwell.org.

School Nutrition Education: www.schoolnutrition.org

Seven Generations Ahead: www.sevengenerationsahead.org

Hydration Resources

Batmanghelidj, E. (1998). *Your body's many cries for water*. Vienna, VA: Global Health Solutions, Inc.

Hendel, B., Ferreira, P. (2003). *Water & salt the essence of life*. Natural Resources, Inc. Dr. William Sears: www.askdrsears.com

Fiji water: www.fijiwater.com

Global Health Solutions: www.watercure.com

United Kingdom policy on hydration. www.wateriscoolinschool.co.uk

Sleep Resources

Maas, J. (1998). *Power sleep*. New York: Villard

Romanek, T. (2002). *Zzz the most interesting book you'll ever read about sleep*. New York: Kids Can Press, Ltd. Prescription for Sleep: www.prescriptionforsleep.com

Sleep for Kids, games and activities: www.sleepforkids.org.

Garfield Star Sleeper games, and activities: http://www.professorgarfield.org/pgf_StarSleeper.html

Garfield Star Sleeper fun pad: <http://emall.nhlbihin.net/catalog/product/Garfield-Star-Sleeper-Fun-Pad/01-2736>

Body Systems

Lesson Plans for muscular, digestive, respiratory system and nutrition: heather.islser@acticate2educate

Physical Education Rap

This YouTube rap video was developed by Sandy Noel observing that her students knew the lyrics to countless rap songs, and setting out to "rap" health messages for them. [View the video.](#)

About the Developer

Sandy Noel, a physical educator and curriculum developer with over 40 years of teaching experience, played a key role in writing the Walk Across Illinois School Fitness Program. This program was designed to help teachers incorporate the Walk Across Illinois health initiative into school physical education and health programs. The goal of this program is to help students become more physically active while learning facts about their home state in regard to history, geography, social studies and health through interactive, non-competitive games in the gym. And, they are having fun in the process!



As a "lifelong learner" Sandy has taken many brain-based learning, multiple intelligence and integrating the arts courses. Knowing that there are many pathways to learning and kinesthetic is one of the most powerful, Sandy developed physical education and nutrition classes that teach across the curriculum. Social studies, math, science, language arts are reinforced through tag games, stations and multicultural games, and food tasting. For this work, Sandy has been awarded the Golden Apple and named NASPE Teacher of the Year.

This manual was written in accordance with best practices in P.E., and current NASPE and HEALTH Standards. The goal of this manual is to provide a variety of games and activities which increase Moderate-to-Vigorous Physical Activity while focusing on the benefits of enhanced physical activity, proper nutrition, and their connection to lifetime wellness.

In line with best practices in P.E., NASPE Standards and Enhanced P.E. models, physical education classes are a place where all students are given maximum opportunity to participate and to reach their full potential. Teachers create an environment that is both physically and emotionally safe so that students at every skill level feel comfortable participating. The emphasis is on getting everyone involved and having fun while getting fit. To provide for maximum participation, students need problem solving strategies such as "rock, paper, scissors" and "do-overs" to mediate their disagreements. These work because the students feel that they are fair. Students learn conflict resolution by actually experiencing it. Physical educators have a unique opportunity not only to teach fitness, health and life skills, so that all students appreciate their brain-body connection, and make positive choices for a lifetime, but also to be positive role models. By complimenting good efforts, respecting individual differences and making healthy choices in our own lives, teachers show students how to live what they learn.

About the Illinois Public Health Institute

The Illinois Public Health Institute (IPHI) works through partnerships to promote prevention and improve public health systems that maximize health and quality of life for the people of Illinois. In 2010, the Illinois Public Health Institute, the Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE) began an initiative to implement an evidence-based public health practice from the [Guide to Community Preventive Services](#). A broad group of stakeholders, convened by IPHI, identified enhanced P.E. as the evidence-based strategy to implement considering its close alignment with existing state priorities, as defined by the [State Health Improvement Plan](#).

In order to make rapid and significant progress toward implementing enhanced P.E. programs and improved physical activity and wellness in Illinois schools, ISBE, IDPH, and IPHI produced a [Strategic Plan](#), with input from a voluntary, Enhanced P.E. Task Force. In late summer 2012, the Illinois legislature and Governor Pat Quinn established a statutory Enhance P.E. Task Force charged with promoting enhanced P.E. through strategies that align with the Strategic Plan and tasked with making recommendations on updating the K-12 learning standards for physical development and health. IPHI's CEO participated on the Task Force and IPHI staff provided support to the Task Force to finalize its recommendations and submit its report to the Governor and General Assembly. More information about the Task Force can be found on the Illinois State Board of Education [Task Force website](#).

IPHI continues to promote enhanced physical education for all Illinois children and adolescents through facilitation of the [Illinois Alliance to Prevent Obesity](#) (IAPO), and through other initiatives.