



# LESSON 3

## On the Move

Student Learning Objectives:	National Health Education Standards:
1. Describe how being physically active helps a person stay healthy.	• Core Concepts
2. Generate examples of physical activities that are personally enjoyable.	• Self Management

### Lesson Synopsis

Review the previous lesson on nutrition. Define “physical activity.” Discuss ways to be physically active and list the benefits. Play follow-the-leader to reinforce different ways to be physically active. Summarize the lesson by asking students to identify ways they will be physically active.



Activity	Time in Minutes	Materials Needed
Introduction	2	Health Education Materials <ul style="list-style-type: none"> <li>• CD: <i>Kids in Action</i>, Greg and Steve Productions (Extension Activity)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• CD player (Extension Activity)</li> </ul>
Teacher Input	5	Health Education Materials <ul style="list-style-type: none"> <li>• Book: <i>Animal Action ABC</i>, by Karen Pandell and Nancy Sheehan (Extension Activity)</li> <li>• Book: <i>The Busy Body Book: A Kid’s Guide to Fitness</i>, by Lizzy Rockwell (Extension Activity)</li> <li>• Book: <i>Bend and Stretch: Learning About Your Bones and Muscles</i>, by Pamela Hill Nettleton and Becky Shipe (Extension Activity)</li> <li>• Book: <i>The Bouncing, Dancing, Galloping ABC</i>, by Charlotte Doyle and Julia Gorton (Extension Activity)</li> <li>• Book: <i>When Cody Became a Mouse Potato</i>, by American Association for Active Lifestyles (Extension Activity)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Map of the community (Extension Activity)</li> <li>• Push pins (Extension Activity)</li> </ul>
Application or Skill Practice	10	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Art supplies (Extension Activity)</li> </ul>
Closure	3	Teacher Health Resources <ul style="list-style-type: none"> <li>• Family Resource Sheet: “On the Move”</li> </ul>
<b>TOTAL</b>	<b>20</b>	

## Preparation

Prior to the Lesson:

- **Review** the programs, CDs, and physical activity videos listed in the Getting Started section of this unit. Consider obtaining one or more to use as additional extension activities.

For Application or Skill Practice:

- **Invite the principal** into the classroom to participate in the follow-the-leader game.


Closure:

- **Duplicate** the family resource sheet, "On the Move," to send home with each student.

## LESSON PROCEDURE






**Introduction:** Review the previous nutrition lesson and introduce being physically active as a health habit to develop.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the previous lesson.	<p><i>What are some of the healthy foods you have eaten recently from the vegetable group? fruit? grains? dairy? protein foods?</i></p> <p>Call on a few students to name their healthy food choices.</p> <p><i>It sounds like you have been making healthy food choices.</i></p>	
Introduce this lesson.	<p><i>Today we will learn about another healthy habit: being active.</i></p>	 <p>Introduce this lesson by playing lively music, such as songs from the CD, <i>Kids in Action</i>. Encourage students to move their bodies to the music.</p>








**Teacher Input:** Define “being active.” Distinguish between active and sedentary activities. Identify reasons why being active helps to keep a person healthy.

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Define what is meant by being active.</p>	<p><i>Being active means moving your body.</i></p> <p><i>I am going to name different things you might do. Stand up [or raise your hand] if you think what I name is active. This means that it is something where you move your body.</i></p> <ul style="list-style-type: none"> <li>• <i>Run.</i></li> <li>• <i>Hop.</i></li> <li>• <i>Watch TV.</i></li> <li>• <i>Ride your bike.</i></li> <li>• <i>Read a book.</i></li> <li>• <i>Climb on monkey bars.</i></li> <li>• <i>Walk.</i></li> <li>• <i>Skip.</i></li> <li>• <i>Play soccer.</i></li> <li>• <i>Eat a meal.</i></li> </ul> <p>Have students signal after several of these examples to be sure you have clarified the definition of being active.</p>	 <p>Encourage students to signal using different body movements, such as waving arms, stretching upwards, touching toes, hopping, and so on.</p>  <p>Record a list on the board.</p>  <p>Read one or more of the books listed below:</p> <ul style="list-style-type: none"> <li>• <i>Animal Action ABC</i></li> <li>• <i>The Busy Body Book: A Kid’s Guide to Fitness</i></li> <li>• <i>Bend and Stretch: Learning About Your Bones and Muscles</i></li> <li>• <i>The Bouncing, Dancing, Galloping ABC</i></li> <li>• <i>When Cody Became a Mouse Potato</i></li> </ul> <p>Have students move as suggested in the books.</p>
<p>Ask students to name activities or games they play to be physically activity.</p>	<p><b><i>What are some other activities or games you play where you are moving your body and being physically active?</i></b></p> <p>Answers: any games or activities involving physical activity</p> <p><i>It is important to be physically active every day for at least an hour or 60 minutes.</i></p>	 <p>Engage students in a “Brain Break” activity. “Brain Break” activities can be found at</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <a href="http://www.emc.cmich.edu/BrainBreaks/default.htm">www.emc.cmich.edu/BrainBreaks/default.htm</a> </div>
<p>Ask students to describe how being physically active helps a person be healthy.</p>	<p><b><i>Why do you think it’s so important to move your body every day?</i></b></p> <p>Answers: You build muscles. You feel better. You are able to be quiet when you need to work or think. As you spend time being active, you are able to stay active for a longer period of time. It is fun. It helps you stay healthy. It helps your body work the best it can.</p>	 <p>Post a map of the community. Help students identify their homes with pins. Identify safe routes to walk to school, stores, and friends’ homes.</p>




**Application or Skill Practice:** Demonstrate ways to be physically active playing a game of follow-the-leader. Identify favorite ways to be active.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form a standing circle and play follow-the-leader.</p>	<p><i>Let's help one another be active today. We'll play follow-the-leader. I will call on someone to lead our class. The person will move their body in some way and the rest of us will follow. The person could hop. He or she could move his or her arms as if he or she was swimming or throwing a ball. A person could do some stretching exercises. There are lots of different ways to lead the class.</i></p> <p>As you suggest ways, demonstrate how it might be done to provide students with an example and a few ideas.</p> <p>Call on as many students as possible to lead the class.</p>	<p> Move to the gym, hallway, or outside if possible so that students can follow one another in a line and choose movements that take more space, such as skipping.</p> <p> Invite the principal into the classroom to play follow-the-leader.</p> <p> Repeat this activity at a time when students need to move in order to settle down.</p> <p> Use one or more of the movement programs, videos or CDs suggested in the Getting Started section of this unit.</p>
<p>Pantomime favorite ways to be active.</p>	<p><i>Being careful not to accidentally hit anyone, I want each of you to think of your favorite way to be active.</i></p> <p><b>Ready? Now pantomime your favorite way in the circle.</b></p>	<p> Have students pantomime their favorite ways to be active in front of the class. Ask the other students to guess what activity they are doing.</p> <p> Create a class book by having the students draw a picture of their favorite ways to be active.</p> <p> Incorporate some type of physical activity as a transition tool or indoor recess activity during the school day.</p>

**Closure:** Summarize the importance of being physically active.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Ask students questions to review and summarize the lesson.</p>	<p><b><i>Why do you think it is important to be physically active?</i></b></p> <p>Answers: to stay healthy, to build strong muscles, to have fun, etc.</p> <p><b><i>What is one of your favorite ways to be active?</i></b></p> <p>Answers: variable</p> <p><b><i>What will you do tonight to be active?</i></b></p> <p>Answers: variable</p>	 <p>Remind students to wear a shirt and hat and to use sunscreen whenever they are active outside.</p>
<p>Distribute the family resource sheet, "On the Move."</p> 	<p><i>Be sure to share this information with your families so that your whole family will know how important it is to be active every day. Suggest walking, biking, or skating to get to friends' homes, the store, or school rather than riding in a car.</i></p>	 <p>Encourage daily physical activity:</p> <ul style="list-style-type: none"> <li>• Play exercise music. Lead students in the exercises.</li> <li>• Play your choice of music. Have students move creatively to the music.</li> <li>• Engage students in physically active games during recess.</li> </ul>
<p>Summarize the unit.</p>	<p><i>Now you know two very important healthy habits. Put your hands on your head if you remember them.</i></p> <p>Answers: eat healthy foods and be active</p>	



# On the Move

FAMILY  
RESOURCE  
SHEET



Your child is learning how important it is to be physically active. By getting 60 minutes of physical activity each day, your child will form a health habit that will help prevent obesity and heart disease.

## As a family, do physical activities together. Try these ideas:

- Go for a walk.
- Visit a park and hike a trail.
- Ride bicycles. Don't forget your helmets and sunscreen!
- Do exercises while watching TV or during the commercials. See who can do the most push ups, jumping jacks, or sit ups.
- Go swimming at a pool in your area.
- Combine inline skating and biking. Everyone can do his or her favorite activity.
- Travel to a friend's house, the library, a store, or school by walking or biking.

## Sign your child up for a class to learn a fun way to be active:

- |                |            |              |
|----------------|------------|--------------|
| ■ Soccer       | ■ Dance    | ■ Basketball |
| ■ Gymnastics   | ■ Swimming | ■ T-ball     |
| ■ Martial arts |            |              |

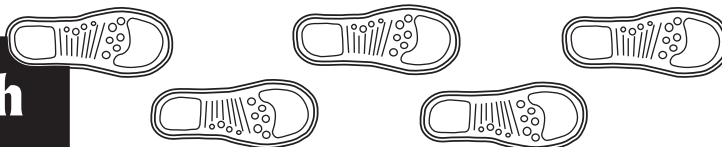
*Limit television  
and computer  
time to less than*

**2 hours  
a day**



*and encourage  
physical activity.*

## Walk Your Way to Health



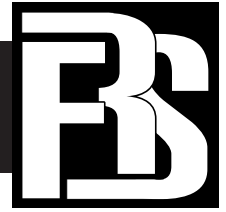
Walking is a great way to be physically active. It is easy and doesn't require any special equipment. Walking is also a good way to spend time together with the people you love. Teach your child the safety rules he or she needs to follow to be a safe pedestrian:

- Ask your parent, guardian, or babysitter before going on a walk.
- Take the safest route.
- Walk on the sidewalk if a sidewalk is present. If there is no sidewalk, walk close to the edge or off the edge of the road, facing traffic.
- Avoid areas with heavy traffic.
- Cross streets at the corners.
- Obey all traffic lights and signs.
- Always look left-right-left when crossing the street. Look in front and over your shoulders, too.
- Always stop before going into the street.
- Be alert at driveways. Watch for cars backing out.
- Do not walk on railroad tracks. Stay off railroad cars. Stay at least 50 feet from where a train is crossing.
- When walking at night, wear light-colored clothing. Also, carry a flashlight and/or wear reflective tape on your clothes.
- When walking in snow, rain, or fog, look and listen carefully. Walk slowly and wear bright-colored clothes.
- Never accept a ride without your parent's or guardian's permission.

Make a list of places your child is allowed to walk. Share the list with your child. Plan the safest route to each location and draw maps if you like. Walk the routes together. Then, when your child asks permission to go to one of the places, remind him or her of the safe route.

# Balancing

## Physical Activity & Sleep



**FAMILY  
RESOURCE  
SHEET**

**Kindergartners usually need 10 to 12 hours of sleep each night.**

The amount of sleep varies between children. You will best know your child's needs. You can help your child understand the concept of getting enough sleep. Explain that the body uses sleep to stay healthy and to repair itself so that the body can run and play the next day. Figure out the number of hours your child will sleep based on the time he or she normally gets up and goes to bed.

Make bedtime enjoyable by planning time for relaxing activities. You might have your child draw, read, or listen to music. Doing these activities right before bedtime helps to prepare children for sleep.



### Learn More About Physical Activity

To learn more about keeping your family active, visit the American Heart Association website at [www.americanheart.org](http://www.americanheart.org).

Visit the U.S. Department of Health and Human Services, National Heart, Lung, and Blood Institute website at [www.nhlbi.nih.gov/health/public/heart/obesity/wecan](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan).

Take the President's Challenge! Visit [www.presidentschallenge.org](http://www.presidentschallenge.org).

Find tips and ideas for increasing your child's physical activity contained in brochures found at the Centers for Disease Control and Prevention website at [www.cdc.gov/HealthyYouth/physicalactivity/publications.htm](http://www.cdc.gov/HealthyYouth/physicalactivity/publications.htm).

Visit the American Academy of Pediatrics Parent's website at [www.healthychildren.org](http://www.healthychildren.org).

Explore the Action for Healthy Kids website at [www.actionforhealthykids.org](http://www.actionforhealthykids.org). Lots of ideas and resources are listed. Select your state to learn what is happening close to home.

Visit the Educational Materials Center website at [www.emc.cmich.edu/family](http://www.emc.cmich.edu/family). Click on the "Family Corner." Research children's books or a health topic of interest to you.

**Learn  
More About  
Physical  
Activity**

