

LET'S STAY ACTIVE!

Focus Lesson: Exercising to Stay Healthy

Materials:

Mindful Games Activity Cards by Susan Kaiser Greenland with Annaka Harris (activity card should be pre-selected prior to class, or alternatively use a glitter jar)

Large Calendar of a Week
Small, individual week calendars (*Let's Stay Active* flier)
The Quickest Kid in Clarksville by Pat Zietlow Miller

KidsHealth.org
Why Exercise is Cool
http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#

Energy Out: Daily Physical Activity Recommendations
<https://www.healthychildren.org/English/healthy-living/fitness/Pages/Energy-Out-Daily-Physical-Activity-Recommendations.aspx>

Time: 60 minutes

Afterschool Session: *Healthy Habits!*

*Common Core Standards: **CCSS.ELA-LITERACY.W.3.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Thinking Skill: Designing a Schedule, Close Reading, Sorting

Objective:

Students will understand different ways of being active.
Students will recognize how to use their environment and make exercises accordingly.
Students will learn about different types of exercise (aerobic, strength, flexibility/balance).
Students will know how to make a variety of activities so as not to get bored.

Physical Activity:

Welcome to our third session of F.I.T. Club Healthy Habits! Last week we learned how to design a healthy lunch. Today we are going to learn about different ways to stay active and help keep our bodies moving. So let's start by getting the wiggles out after a long day at school!

Divide the class into three groups. Instructors should position themselves in corners of the room with their small group. The instructors and students should re-introduce themselves while in their small groups. Without identifying each group, have one instructor lead an aerobic activity (i.e. running in place, lateral shuffles, mountain climbers, jumping jacks), another lead a strengthening activity (i.e. planks, sit-ups, push-ups, squats), and the third lead a flexibility/balance activity (i.e. yoga poses like downward dog, standing forward bend, tree pose). After approximately 3-4 minutes, the groups will rotate. Instructors may want to set up timers on their phones to keep this activity running smoothly.

Mindfulness Activity:

Have students sit on the floor near the front of the room. Now that we have the wiggles out, it is time to switch gears. We will be reading a book called *The Quickest Kid in Clarksville*, and we want our minds to be able to focus. Lead students in a pre-selected mindfulness activity from *Mindful Games Activity Cards* or have students watch a glitter jar settle. Allot approximately 2-3 minutes for this activity.

Interactive Read Aloud:

Before Reading:

What does the word athlete mean?

Definition of ATHLETE: a person who is trained or skilled in exercises, sports, or games requiring physical strength, agility, or stamina
(www.merriam-webster.com)

How many of you have a favorite athlete? What do you admire about your favorite athlete? What are some of things athletes have in common? How do you think your favorite athlete became really good at what he or she does? Many of athletes have one thing in common: their bodies are strong and healthy because they practice a lot to make their bodies strong and they eat healthy foods to keep their bodies strong.

Background on Wilma Rudolph (from Author's Note)

How many of you have heard of the Olympics? Tease that out and let children tell what they know. Elaborate and briefly talk about Summer and Winter Olympics held in a different city and country every four years. Explain briefly about the kinds of events (i.e. running, long jump, high jump, swimming, diving, and gymnastics). Give a range of types of summer events.

Has anyone ever heard of Wilma Rudolph? This book is about some children who live in Rudolph's home town of Clarksville, Tennessee.

Explain:

Wilma Rudolph was the fastest woman in the world in 1960. At the Summer Olympics in Rome, Italy she was the first woman from the U.S. to win 3 gold medals. As a child Wilma grew up with 22 brothers and sisters and her family was very poor. As a child Wilma also had polio which means she had trouble walking and had to wear a brace. But Wilma exercised hard for many years and became a strong runner, even though her doctors told her she would always have to wear a brace to walk.

This book is the story about her victory parade after she won 3 Olympic gold medals. Wilma Rudolph agreed to go back to Clarksville, Tennessee, where she was born, if both black and white people could attend the parade and the banquet together. Remember what you have learned about Martin Luther King's holiday. Invite children to share what they know about segregation. For now, it is enough that they recognize that at one time in our country, there were laws intended to keep white and black people separate and apart.

Read *The Quickest Kid in Clarksville*.

During Reading:

Tell children you have some questions for them to think about as they listen to the story:

How do you think Alta became the fastest kid in Clarksville?

Why do you think Alta was so upset with the new girl, Charmaine?

As you read, ask them to notice where the girls are during the entire book. (Idea is that they are outside playing.)

Read the book and pause with each double page spread and let children offer comments.

After Reading:

Re-ask the three questions above. Invite the children to explore the idea that Alta and Charmaine had to practice a lot to be strong runners. Invite children to talk about their own lives and what activities they pursue outdoors. Discuss concept of being outside every day playing and why that is so important. Tie in Dee-Dee and Little Mo and idea that Alta was faster but that they were also an important part of the relay to get the banner to the parade. Could Alta have done it without them?

Also briefly explore the concept of why children might pick on or bully someone like Charmaine. Tease out idea that Alta's family had less money and that Alta was immediately jealous of Charmaine's new shoes and speed at running. Also help children notice that Dee-Dee and Little Mo followed Alta's lead. Explore children's reactions to that theme. Are there times when they follow someone even though they know the person is doing something unkind or unfriendly? Ask them what would happen if they spoke out and told their friend it was wrong to be mean to another person. What if they said, "Stop it!"?

Bring the discussion back to the parade and how the girls had to use team work to get the banner to the parade on time. Talk about times when the children play outside and use teamwork to accomplish a goal. Let them share freely.

Transitional Activity:

Have students role play their ideas (safely) after the Read Aloud. Examples include hopscotch, tug-of-war, relay races, football, soccer, balance beam, rock climbing, climbing trees, 4-square, freeze tag.

Connection:

Eating nutritious food is not the only way to stay healthy. We also have to stay active! What are some ways people are active every day?

Explicit Instruction:

Make a list of the ways people exercise. Use their ideas from the book reading/role playing to start the list of ways people can stay active. Include things such as jogging, walking, swimming, climbing the stairs, doing sit ups, etc.

Why do people exercise?

Using the reading of *Why Exercise is Cool* from KidsHealth.org and *Energy Out: Daily Physical Activity Recommendations* from HealthyChildren.org as your guide, review the different types of exercise as a



class (aerobic/anaerobic, strengthening, flexibility/balance). Refer to today's initial activity when the students were divided into three groups.

Sort the original exercise list into aerobic activities, strength activities and flexibility/balance activities.

Talk about how doing the same exercise or activities all the time can get very boring, so it's a good idea to switch it up from time to time. Maybe run on the track one day, but go hiking the next, or swim 5 lengths of the pool one day, but bike around the neighborhood the next (wearing a helmet of course).

Playing games outside like capture the flag, freeze tag, sledding, and using playground equipment are great ways to stay active!

Guided Practice:

Create a weekly schedule for ways to exercise as a whole class. Pull up or place a calendar on the board and pencil in activities for each day of the working week, i.e. jumping jacks at our desks, taking a walk around the outside of the building, climbing up and down the stairs multiple times.

Independent Practice:

Have students create their own exercise schedules to use independently. Suggest ways of exercising around their homes or their yards.

Provide students with calendars (use the F.I.T. Flier "*Let's Stay Active*" from teachfitclub.org) to pencil in their ideas. Students should turn their schedules into the teacher. Teacher will hand them back once he's had a chance to look them over.

Challenge students to complete their exercises each day and share how they felt afterwards.

Reflection – Group Share:

Ask students to share some of the ideas they put on their individual exercise schedules with the class.

Invite students to take their schedules home and share them with their families. Maybe they can convince their brothers and sisters to join in their activities!

-Print out copies of *Be An Active Family* flier from <http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html> and distribute to students. Encourage students to bring this home and read with their parents.

Reading List:

The Quickest Kid in Clarksville by Pat Zietlow Miller

Let's Stay Active flier

(http://teachfitclub.org/wp-content/uploads/2016/02/FITFamily_LetsStayActive_proof6.pdf)



KidsHealth.org

Why Exercise is Cool

http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html#

Energy Out: Daily Physical Activity Recommendations

<https://www.healthychildren.org/English/healthy-living/fitness/Pages/Energy-Out-Daily-Physical-Activity-Recommendations.aspx>

ChooseMyPlate.gov

Be An Active Family

<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>

Teacher Note: