

Potential Integration:
ELA

Health

K.NPA.1.3 Recall activities for fitness and recreation during out of school hours.

Materials:

- Internet connection
- Appendix 1, Play!
- Appendix 2, A Day at the Park
- Handouts from MyPlate
- English: Move Your Way, Are My Kids Getting Enough Physical Activity?
https://health.gov/sites/default/files/2021-02/PAG_MYW_FactSheet_Parents_508c.pdf

Resources:

- MyPlate
- Eat Smart Move More, NC: <https://www.eatsmartmovemorenc.com/>

Statement of Objectives

For this lesson we will talk about ways to move and play when you are not in school. Moving and playing are very important to have healthy bodies and minds.

Focus:

Option 1

Play the video with song from Eric Carle, From Head to Toe (2:23)

<https://www.youtube.com/watch?v=aDOBp9C2FmI>

Tell students they are to do what the animals are doing. Be careful not to hit or kick anyone! Ask students how it feels to move around. Most will be positive. Tell them it is important to move every day!

Option 2:

Tell students that they are going to “Take a Tour of North Carolina” (adapted from “Energizers” booklet). You will name a place and action (demonstrate the action) and students are to copy your action. One objective of this lesson is to get students to move around as much as possible.

The first stop on our NC Tour is a trip to the mountains! Everyone should be hiking up the mountain and lifting their knees high! (cont. for about 1 minute). Our next stop is to a baseball game with the Hickory Crawdads (or local team). You are in center field and a ball is coming your way! We will travel next to the beach where you are surf fishing; not much luck, you need to keep casting! Finally, let’s go train with the Mountaineers (or local football team). Time to do some jumping jacks!

Wow, that was fun and you guys are really good at moving!

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Teacher Input:

First, let's brainstorm a list of things you all like to do for exercise and play.

Write these on the board as students respond. Ask students to raise her/his hand to provide answers. After you have gotten about 6-7 responses, ask students to review and consider whether each activity includes movement of most of the body. Tell them that, in order to grow strong and be healthy, the body needs to move and the heart to work harder. Share Appendix 1, Play!, and read the list of additional activities.

How long do you think children should exercise and play every day? 1 hour. Does anyone have something they might compare an hour to?

Possible responses:

- 2 episodes of a favorite tv show
- Most of a movie
- Time it takes to get to grandparents' house
- Time to read two books

Assessment:

Now I am going to read a story about some children. When I mention an activity, you pretend you are doing it, too. When I mention something that the kids are doing that is not play or exercise, sit down. At the end of the story, let's see if we can come up with ways to get all of the kids playing. Here we go (read Appendix 2, A Day at the Park, by Terri Mitchell).

Great job! Now I'm going to ask you some questions about the story.

- Where were the children?
- What were the names of some of the children?
- What were some of the activities that were quiet or lacked movement?
- What were some of the play activities?
- It is okay to play quietly sometimes, but wow could we get all of the children to play? What activities could they do?

Closure:

This lesson was to remind you of the importance of fitness and play when you are away from school. You all did a great job with your actions, so stand up and celebrate!

Play!

At least one hour a day

Tag

Basketball

Races

Biking

Tennis

Softball

Roller skating

Football

Skateboarding

Gymnastics

Jump rope

Dancing

Soccer

Swimming

Boogie boarding

Hula hoop

A Day at the Park

by Terri Mitchell

One warm, sunny day several children decided to go to the park. They always had lots of fun there! *Lisa* brought her doll with the pretty purple dress on. She was sitting quietly on the steps having tea with her.

Over near the trees, *Crystal* and *Daniel* were using their new brightly colored **jump ropes**. Swish, swish! The ropes turn faster and faster as they swing the ropes.

A tiny butterfly lands on *Elijah*'s shoulder. He is sitting so still with his back against the rough tree as he concentrates while playing on his PSP. He doesn't even notice the butterfly because he is so into his game.

A cool wind begins to blow, sending leaves scattering across the playground. *Naomi*, *Anthony*, and *Jade* try to run over the leaves with their **bicycles**, weaving and turning, as they quickly pedal faster. The cool breeze makes them feel so good!

A bouncing ball makes a loud noise against the hot pavement as *Carlos* and *Devon* play a game of one on one with the **basketball** Carlos got for his birthday.

Sitting off to the side, *Jayden* uses brightly colored chalk to draw figures of wild animals on the sidewalk. Jayden likes to watch the colors run together when water is poured on them.

Audry looks up from the book she is reading to watch *Jayden* for a moment but quickly ducks her head back into the book. Finally we see *Rosa*. She is smiling as she pumps her legs harder and harder, trying to get her **swing** to reach the sky.