

I LIKE TO MOVE IT!

Theme: Me and My Choices

Overview: In this series of activities, students will be introduced to the word “energy” and learn that they use energy every time they move. They will learn where their heart is and compare how different types of fun physical activities make their hearts beat fast and make them breathe harder. They will learn how activities that involve movement are good for them. Finally, they will pick one fun activity they like to do and draw a picture of themselves doing it.

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

Activity 1: What is Energy?

Type of Activity: Energy to Discover/Energy to Move

Domain: Physical, Cognitive, Movement

Students will:

- Be introduced to the term “energy” and learn how everything we do uses energy.

Materials:

- Stopwatch
- Flip chart and markers
- Music source
- High, Low energy handout

Time Frame: 20-30 minutes

Directions:

1. Play some music, and ask students to dance in place or around the room for one minute.
2. Ask them to share a word that describes how they feel. They may say tired or happy or silly.
3. Say the word “energy” and ask students to repeat the word.
4. Ask students if they know what energy is. Explain to students that energy is what we need to move around. We need a lot of energy to dance and to do other fun activities. Some activities take more energy than others.
5. Start the music again and ask students to dance around. Then stop the music and ask students to sit down for one minute. Ask: *How did your body feel when you were*

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dancing? How did your body feel when you were resting? Did you feel the same or different? Which one made you more tired? Which one made you more excited?

6. Ask students if they know what and where their heart is. Explain that their heart helps blood move through their bodies. Show students where their hearts are. Explain that when we use a lot of energy (like when they are dancing), our hearts beat faster. That means our hearts are working hard!

Optional enrichment: Show students where they can find their pulse points on their wrists or necks. Explain that this shows how fast their hearts are beating. More activity means more beats.

7. In addition to our hearts beating more quickly, ask students what else happens when we use a lot of energy. Students may say that they are out of breath or tired.
8. Tell students they are going to try two different fun activities. After each activity, they will be asked to describe how it makes them feel. One activity should be high energy (running in place, hopping up and down like a bunny), and one activity should be low energy (throwing a ball, stretching, balancing a beanbag on their head). Do two activities for 20 seconds each. Count to 20 and let students who can count do so with you.
9. After each activity, ask student volunteers to say which activity was high-energy. Which was low-energy? Talk about the correct answers. Explain that the high-energy activities make our hearts stronger.
10. If time allows, let students come up with their own activities and repeat the process.
11. Ask each student to name one activity they like to do that makes their hearts stronger.

Activity 2: Watch Me Move!

Type of Activity: Energy to Move/Energy to Create/Energy to Read

Domain: Physical, Cognitive, Movement

Students will:

- Describe how different types of physical activities make their bodies feel.
- Begin to understand why they need to be active.
- Name an exercise or activity that makes their heart beat faster.
- Draw a picture of them doing an activity that helps their heart stay strong.

Materials:

- Flip chart and markers
- Art materials (paper, crayons, markers)

Time Frame: 20-30 minutes

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Directions:

1. Ask students to describe energy in their own words. Remind them that they need a lot of energy to be active.
2. Ask students if they know a reason why it is good to use energy and be active. Allow student volunteers to share their answers. Explain that there are a lot of great things about being active. Tell students you will say a sentence about being active. Ask them to give thumbs up if they agree with the information. Invite students to count the number of students who agree with each sentence and write tally marks to show the number. (All of the statements are true).
 - Being active is fun.
 - Being active is a great way to make friends.
 - Being active helps you be strong.
 - Being active helps you feel happy.
3. Ask each student to finish this sentence: I think it is fun to be active because:
4. Write student answers by each student's name on the flip chart.
5. Finally, ask each student to name one fun activity they could do to help their hearts stay strong. Ask them to draw a picture of themselves doing the activity and to present the picture to the class. Optional enrichment: Ask each student to model their activity to the class.

Modifications:

Pump It Up for Older Students

- Show students how to feel their pulse and do activities to see how their pulse rate changes.

Cool It Down for Younger Students

- Younger students may not understand how their hearts beat faster but they should understand feeling sweaty or tired.
- Focus on just one or two of the benefits of exercise for younger students.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to

SMART FROM THE START

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have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.

- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.

Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

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Energy at Home

Today your child learned that exercise is important and fun. Preschoolers need at least one hour of physical activity each day. This does not have to be done all at the same time. A lot of short bursts of activity are great! Today your child picked an activity he or she likes and drew a picture of it. You can do the same thing at home.

Pick a fun activity that you and your preschooler would like to do together. It can be something you already do or an activity that you would like to try. Draw a picture of you and your child doing the activity. Hang the picture on the refrigerator. Then, every time you do the activity together, make a tally mark on the picture. Set a goal for the number of tally marks you and your child want to reach each week. Draw a star every time you reach your goal! When you're ready for a new activity, draw a new picture and start again!