



## LESSON PLAN A

# Big Goals, Mini Goals

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Define “physical activity” and its importance for everyday health.
- Identify three basic types of physical activity and the positive impact it has on mental health.
- Complete and interpret personal physical activity calendar.
- Set personal goals that include physical activity.

### Materials for Lesson Plan:

Copies of the “60 a Day” worksheet, one for each student  
Pencils

### Overview:

All students should have a common goal: engaging in 60 minutes of physical activity a day. Both the CDC and the American Heart Association recommend this be moderate-to-vigorous activity. In this lesson plan, students learn the three basic types of physical activity — aerobic, bone-strengthening and muscle-strengthening — and then break down the aerobic category into light, moderate and vigorous to learn the distinction between them.

### Part A. Strive for 60

**Time Frame:** 40 minutes

### Materials for Activity:

- Copies of the “60 a Day” worksheet, one for each student
- Pencils

### **Discussion Points:**

Today we’re going to focus on the benefits of daily physical activity. What do we mean by “physical activity”? Exercise, running around, playing sports are all types of physical activity.



**Walk, Run & Play. 60 minutes a day!**

Aerobic		Bone-Strengthening		Muscle-Strengthening		Monday, April 4	
• Bicycle riding	• Rollerblading	• Hopping/Skipping	• Basketball/Sportball	• Yoga of War	• Push-Ups	Activity	100%
• Walking to School	• Skateboarding	• Jogging/Running	• Jumping	• Rope Climbing	• Sit-ups	60-90%	100%
• Swimming	• Dancing	• Trampoline	• Volleyball	• Swinging	• Gymnastics	30-60%	100%
				• Tree Climbing		0-30%	100%

Activity calendar grid with columns for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Each day has a section for 'Activity' with checkboxes for 'Light', 'Moderate', and 'Vigorous' activity.

60 Minutes A Day

What are the benefits of being physically active every day?

1. Regular physical activity keeps your heart healthy and strong. It also helps you build healthy muscles, bones and joints.
2. Physical activity is good for both your body and your mind! It can improve your mood, give you more energy during the day, and help you sleep better at night.
3. It is also a good way to help achieve and maintain a healthy body weight.
4. It's important to be physically active every day. Physical activity should be as important to your daily routine as brushing your teeth, bathing and getting enough sleep.

So how many minutes should we all be physically active each day?

A: At least 60 minutes

According to doctors, most of those 60 minutes should be spent doing aerobic activities. This is activity that gets your heart pumping, which makes you breathe harder and sweat. You're probably not thinking about this while you're running around or playing tag, but you're strengthening both your heart and your lungs. Your heart is pumping blood to your arms, legs and head — getting you in shape for sports, play and doing your school work. Keeping your heart in shape helps keep your whole body in shape!

Q: What's one important reason you should strive to be physically active every day?

A: Refer to the 3 points above.

Okay, enough talking. Let's get moving!

### **Warm-Up Activity:** "Whole-Body Circle"

Cross your arms in front of you, now reach up over your head and sweep them down to your thighs. You're making a big heart shape around your body with your arms. Now do it in the opposite direction. We'll call this the "Whole-Body Circle."

We're going to go out and do some running around in a few minutes, so first we're going to warm up our leg muscles first. Have you ever done warm-up exercises in PE class? Warming up gets muscles moving slowly at first, helping them to stretch and move more smoothly. Let's do some easy ones here. Stand up beside your desks.

Lead the class in this warm-up. Use a stop watch and do each sequence for 10 seconds:

- March In Place: March at a regular pace.
- Run In Place: Run at a regular pace. If you find this difficult, keep your toes on the ground and lift your heels while running in place.
- Run Wide: Place your feet further apart from each other and run in place.
- March In Place: March at a regular pace.
- High-Knee March: March in place slowly while lifting your knees as high as they can go.
- March & Reach: Now lift your hands over your head while you march.
- Sway Side to Side: Keep your hands up and sway them side to side as you march in place
- March In Place: March at a regular pace.
- Bounce in Place: You may hop or bounce on your toes.
- Walk In Place: Cool down while walking slowly.

End with another Whole-Body Circle, one in each direction.

Why do warm-ups? They stretch your muscles and make you more flexible. It's good to do them before doing vigorous activities like team sports but they're also good as "wake-ups" when you're feeling sleepy or low-energy and want a break while doing homework. You can also do them while you're watching TV or if you're bored. Do five minutes of

warm-ups or wake-ups and mark them on your Physical Activity Calendar. Every minute counts!

Now, who feels like running around?

### **Outdoor or Indoor Physical Activity**

Go outside and tell students to run around the playground or small field area for 5 minutes. Some can run in a large circle while others run in a different pattern. Tell kids it's not a race! Students who don't have proper shoes can jump rope, do jumping jacks or jog in place, in their stocking feet. Alternatively, you can do 5 minutes of aerobic activity in your classroom. Jogging in place, dancing, jumping jacks and pretending to jump rope are all good choices.

### **Obstacle Course**

No traffic cones required! Design a stationary "obstacle course" by giving students a sequence of steps to follow around your own school playground. For instance: 1. Run a full circle around the perimeter of the playground. 2. Climb up the stairs and slide down the slide. 3. Go across the monkey bars.

### **Playground Fitness Course**

Playgrounds are all about fun and free play, but fitness is a beneficial byproduct as well. Swinging on monkey bars strengthens upper-body muscles. Running up the stairs of the slide over and over builds lower-body strength. Other activities help develop balance, strength and flexibility. Create a specific circuit for kids to follow – for fitness and fun!

### **Cool Down Activity**

Back in the classroom, pass out copies of the Physical Activity Calendar to each student.

Okay, time to cool down! If you're feeling out of breath, walk in place next to your desk for the next minute to cool down.

Now let's sit and take a look at your Physical Activity Calendar. Write your name at the top and circle the month on the calendar. Now write down the number of minutes you just spent running around. Was it 5 minutes? What type of activity was it? A: Aerobic! Running, jumping rope and jumping jacks all count as aerobic activities, so write the letter A next to your 5 minutes of activity.

What about your warm-up activity? That was 2 minutes. Make sure to write that down, too. Every minute counts!

Think about what activities you might do today and this week. Look at the list attached to the calendar to get ideas.

- What are a few of your favorite ways to get active?
- What are two new things you can try to get active?

Track your activity and remember to write down your minutes. Hang on to your "60 a Day" worksheets to use in the next lesson and to track your physical activity over the next week.

### **Teacher Resources:**

[Sample Physical Activity Chart](#) | CDC

Take a look at this example of a 7-year-old's weekly physical activity for reference.

## **Part B. Play, Play Every Day!**

**Time Frame:** 40 minutes

### **Materials for Activity:**

- “60 a Day” charts from Activity 1
- Hopscotch instruction sheet
- Pencils

For K–2 students, the most important thing is to be physically active and have fun. As long as they’re running around at least 60 minutes a day, they’ll be working their muscle groups, strengthening their bones and getting a good share of aerobic exercise. Remember that children should:

- Be physically active at least 60 minutes every day.
- Make at least half of those minutes Aerobic. (30 minutes is good, 60 minutes is great!)

### **Talking Points:**

Let’s think about different ways we can get our 60 minutes of vigorous physical activity on our charts every single day. Who has a favorite game they like to play?

Who likes Hide and Seek? Capture the Flag? What other games? How about tag? How many different versions of tag do you know?

### **Play Tag!**

If time and space allow, take your students outside or into the gym to play tag. Before leaving the classroom, brainstorm a list of all the different types of tag kids can think of. Then throw in a few ideas of your own. Tell them that playing tag includes all 3 types of physical activity. Plus, it can be done anytime, anywhere.

### **Freeze Dance**

Or, put on some popular music and have everyone dance. Stop the music several times and yell “freeze!” Have everyone freeze for 10 seconds. Those still standing should close their eyes and see if they can remain in position for 10 more seconds without losing their balance. If kids prefer, play “statue” instead without music, indoors or out.

What happens when you want to play but don’t have enough people to form a team?

### **Play Catch**

No gloves required! Simple instructions: Use a tennis ball or similar soft ball, match kids up into pairs or threesomes, and have them play catch. That’s it!

### **Play Invisible Baseball**

Don’t have a ball or bat or time for a game? Play “invisible” baseball and act out the actions instead, mime style. Practice pitching and practice batting on your own or gather a group for an “invisible” ball game.

### **Run the Bases**

Don’t have a bat or ball? Go outside and just the run the bases. Don’t have real bases? Use rocks or sweatshirts or whatever you can find to mark the spots. It’s a great excuse to get outside in the fresh air.

### **Hopscotch**

Hopscotch builds balance and coordination and strengthens legs, knees and ankles. Make an outline with sidewalk

chalk outdoors or masking tape indoors. Or arrange six to nine hula hoops in a hopscotch pattern and hop away! See the “How to Play Hopscotch” diagram and instructions at the end of this lesson plan.

### Teacher Reference:

Aerobic, Muscle- and Bone-Strengthening: What Counts? | CDC  
[www.cdc.gov/physicalactivity/basics/children/what\\_counts.htm](http://www.cdc.gov/physicalactivity/basics/children/what_counts.htm)

### Part C. Mini Goals Matter Too!

**Time Frame:** 40 minutes

#### Part 1. Personal Best

As students keep learning, every little bit adds up! Encourage them to set their own personal goals and see if they can beat their personal best.

Think of activities that are fun to do on your own and challenge yourself to get better at them over time. There’s no one to compete against except yourself! Or, if you feel like you get tired or winded easily and want to build up stamina, start slow and pick up speed. For example, you can keep a record of the number of:

- Jump roping minutes or number of jumps before stopping
- Basketball bounces while dribbling in place or while walking
- Tennis ball tosses in the air
- Jogging in place or marching in place
- Number of minutes jogging
- Distance jogging
- Stairs climbed each day
- Steps walked each day
- Minutes dancing

Once you’ve decided your activity and personal goal, write that down on a small piece of paper, fold it up, and keep it in your pocket or backpack. You don’t have to share it with anyone if you don’t want to. It’s personal!

#### Part 2. Screen Test

Who here has ever been told they’ve had too much “screen time.” [Raise your hand.] Is it hard for you to break free from digital devices? Do you ever find yourself glued to your computer or video game controller? Do you go into a trance once you turn on the TV?

Let’s think of some ways you can take breaks from the screen and incorporate activity into your tech time.

- **Take a Commercial Break:** Do you like to watch TV after school or in the evening? Whenever an ad break comes on the TV, jump up and exercise. You can easily clock up 15 minutes during one hour of watching! Run in place, dance, do push-ups, planks or jumping jacks during each commercial. Encourage everyone in your family to do the same! Add up your physical activity during breaks and add it to your Calendar.
- **Blend Tech With Play:** Do you like video games? Try boxing, dancing, tennis or bowling games that get you in on the action! Games like Dance, Dance Revolution revolutionized the way we can play in physically active ways. Do this on your own, with a family member, or invite a friend to join you for added fun.

Can you think of another way to break up your screen time? Our eyes, brains, hands and wrists all need to take breaks from tech, and too much tech takes time out of our day for physical activity to keep us healthy. Brainstorm some ideas as a class!

**Teacher Resources:**

[SPARKabc](#) (Activity Break Choices)

Exercises that use physical activity to improve academic achievement and foster healthy behaviors.

**Family Connection:**

Make black-and-white copies of the “60 a Day” charts and send one home with each student to share with their family.

Make extra copies of the “How to Play Hopscotch” printable and send one home with each student to share with their family. Encourage them to play the game at home — using sidewalk chalk to make a diagram in a driveway, sidewalk or blacktop in a public park; or masking tape to make one indoors.

**Standards Alignment | Students will:****National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Common Core Standards > English Language Arts > Speaking & Listening****Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics under discussion).

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in information presented orally.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Worksheets & Downloads:

# Walk, Run & Play. minutes a day!

 **Aerobic**


some examples

- Bicycle riding
- Walking to School
- Rollerblading
- Baseball/Softball
- Swimming
- Soccer
- Dancing

 **Bone-Strengthening**

some examples

- Hopping, Skipping
- Jumping Rope
- Jogging/Running
- Tennis
- Jumping
- Basketball
- Volleyball




 **Muscle-Strengthening**

some examples




- Tug of War
- Push-Ups
- Rope Climbing
- Sit-ups
- Swinging
- Gymnastics
- Tree Climbing

Monday, April 4




Today is: \_\_\_\_\_

Activity	minutes			
rode my bike	15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
climbed tree	23	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
hop-scotch	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

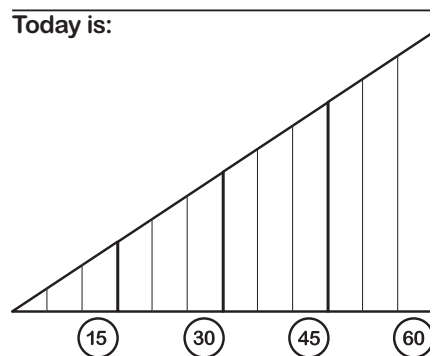
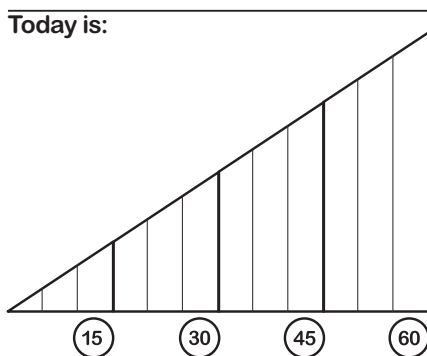
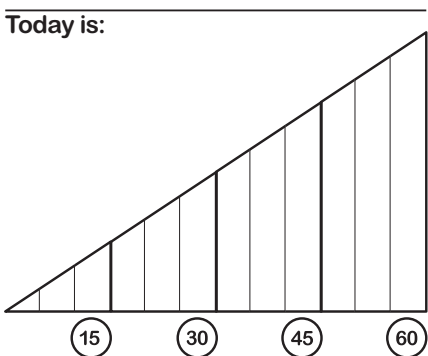
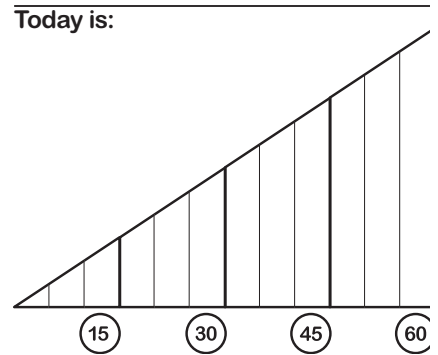
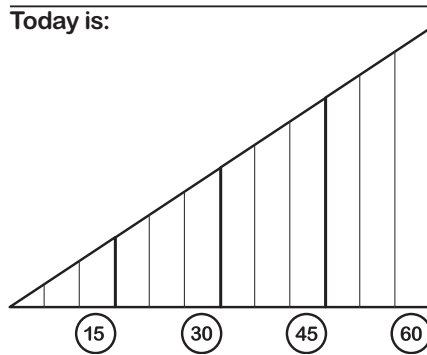
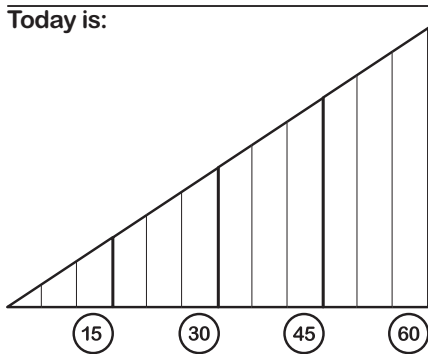
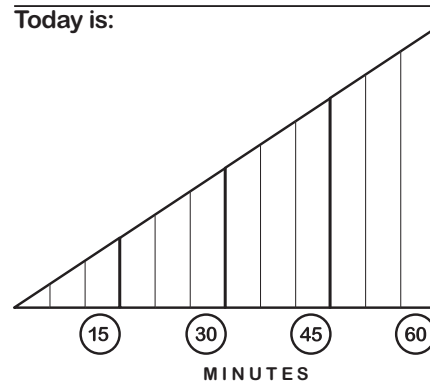
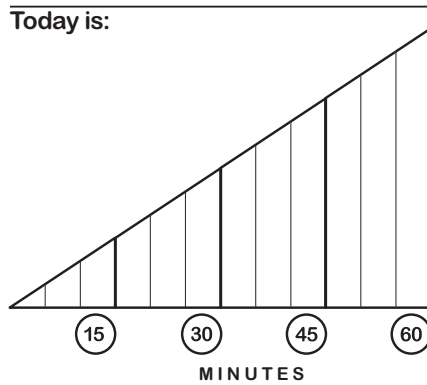
Today is: \_\_\_\_\_

Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Today is: \_\_\_\_\_

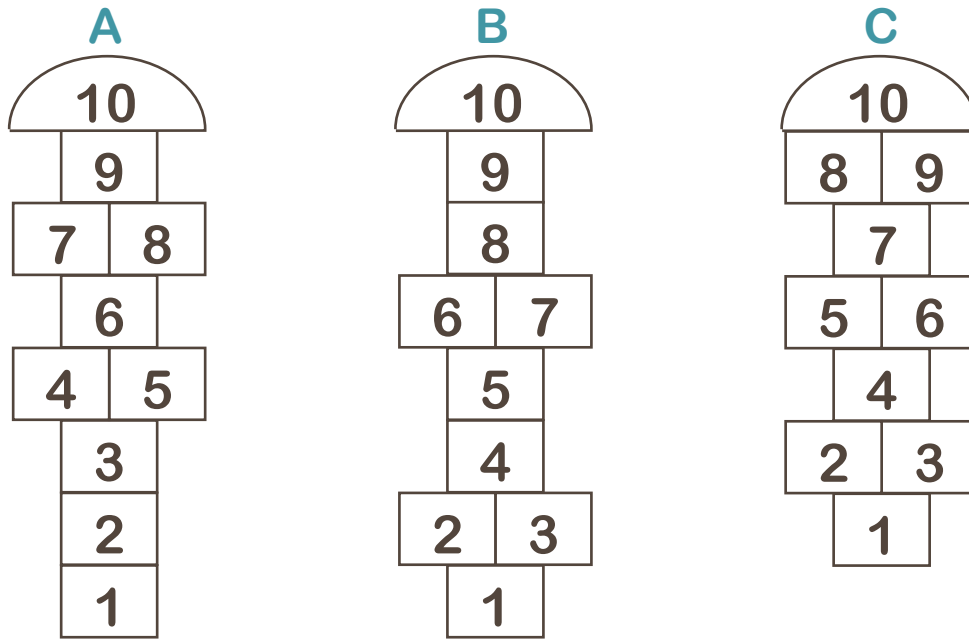
Activity	minutes			
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Walk, Run & Play. **60** minutes a day!





## How do you hop?



### How to Play Hopscotch

#### Materials:

Chalk or masking tape  
Stone (or recycled bottle cap or button)

#### Instructions:

- Draw a hopscotch pattern on the ground with chalk. If indoors, use masking tape to make squares on a classroom or gym floor. Make 8–10 squares and number them.
- Throw your stone into square 1.
- (If it bounces out or lands outside the lines, you lose your turn and pass the stone onto the next person.)
- Hop along, placing one foot in each square, but skipping over the one with the stone.
- Hop over square 1, landing on one foot in square 2, and continue hopping along to the end square. Turn around and hop back again.
- When you reach square 2, lean over to pick up the stone (keeping your balance on one foot), and then hop in square 1 and out.
- Then repeat the routine all over again, tossing your stone into square 2, and so on.

#### Rules:

**Hopping 101:** Hop on one foot on single squares. Jump on two feet on double squares, with one foot in each square. Never allow both feet to land in one square (or lose your turn).

**Watch your step:** If you step on a line or outside a line, you lose your turn.

**Skip the square with the stone:** Always hop over that square (or lose your turn).

**Keep your balance:** If you touch the square with your hand or foot while bending down, you're out.

**How to win:** The first person to complete the course while following all the rules wins the game.

P.S. You can also just spend time hopping through the single versus double squares on your own, without worrying about stones and all the rules!



## LESSON PLAN B

# Desk Exercises

**Time Frame:** Two 40-minute sessions

### Learning Objectives:

- Explore and learn how fitness activities can be done anywhere.
- Track daily physical activity through personal goal-setting.
- Discover ways to energize the mind and body.

### Materials for Lesson Plan:

- Books: *I Am Yoga* and/or *Good Morning, Yoga*
- Computer with Internet access

### Overview:

Fitness doesn't only happen at the gym! You don't need a sports field or court either. These activities can be done in the classroom or during homework breaks in your living room, at the kitchen table or wherever you do your studying. In addition to adding to your 60 minutes a day goal, they are a great way to energize your body and mind.

### Part A. Everyday Desk Exercises

**Time Frame:** 20 minutes

Demonstrate a set of basic desk exercises that all can follow while sitting at their desks or tables or standing next to them. Make sure students keep a safe distance from furniture and from each other.

#### **Seated Stretches**

- Stretch your legs, one at a time, until they are perfectly straight with pointed toes. Hold for 10 seconds at a time, then slowly lower them back to the floor.
- Rest your heels on the floor and flex your toes straight up toward the ceiling. Hold for 10 seconds, then release and repeat.
- Lift both feet and do 5 ankle circles to the right, then 5 to the left.

#### **Leg-Lifts**

Stand sideways behind your chair. Hold the back of the chair with your left hand and slowly lift your left leg. Keep your knee bent straight ahead at a 90 degree angle. Now lower your leg until it almost hits the ground, but slowly raise it up again. Repeat for a total of 10 times and then switch to the other side.

**Forward Crawl**

Stand next to your desk and do forward arm circles for one minute. Follow with backward arm circles for 30 seconds.

**Back Crawl**

Now do the opposite! Do backward arm circles for one minute. Follow with forward arm circles for 30 seconds.

**Teacher Resources:**

[Brain Breaks, Instant Recess and Energizers](#) | Action for Healthy Kids

[In-School Activity Breaks](#) | American Heart Association

[Health E-Tips: Movin' Minute – Seated Exercises](#)

[Meet the Challenge: Physical Activity for Children with Disabilities](#) | CDC

**Family Connection:**

Teach some desk exercises to your family members!

**Community Connection:**

Visit a senior center and demonstrate your creative exercises while seated in a row. Teach some seniors how to do select exercises, along with their on-site physio therapist.

**Part B. Healthy Bodies, Healthy Minds!**

**Time Frame:** 20 minutes

**Part 1. Relax and Unwind**

**Shoulder Shrug** – Take a slow, deep breathe in while shrugging your shoulders, lifting them high up to your ears. Hold 3 seconds and then release. Repeat three times.

**Yes and No** – Shake your head slowly from side to side and then up and down. Pretend you're saying No, No, No 6 times and then Yes, Yes, Yes 6 times. Repeat.

**Bear Hug** – Give yourself a great big hug and release the tension in your back while you're at it. Put your right hand on your left shoulder and your left hand on your right shoulder.  
Now breathe in and out deeply, gently squeezing the area between your shoulder blades.

**Part 2. Brain Exercises: Get both hemispheres in shape!****Double Cross**

Grab your left ear with your right hand, keeping your right arm tucked close to your body. Now take your left hand and touch your nose. Uncross your arms and do the opposite, grabbing your right ear with your left hand and touch your nose with your right hand. Switch back and forth as fast as you can!

**Cross Crawl**

Exercise the information flow between the right and left hemispheres of the brain with this simple activity. While slowly marching in place, touch each knee as you raise it with your opposite hand. Do this for one minute. As an extra challenge, continue for another minute, this time with your eyes closed.

**Focus Pocus**

Standing straight, cross your right ankle over your left ankle. Now cross your right wrist over your left wrist and align your fingers, keeping your right wrist on top. Extend your elbows outward and turn your fingers in and rest them in the center of your chest. Stay in this position, breathe deeply and focus for one minute.

**Lazy Eights**

Draw a sideways figure eight (an “infinity sign”) over and over again on a horizontal piece of paper, on a blank desk or straight ahead of you in the air. This causes your hand to repeatedly cross the midline of your body, increasing the energy flow and coordination between the right and left sides of the brain.

**Part C. Zen at Your Desk**

**Time Frame:** 40 minutes

**Materials for Activity:**

- Books: *I Am Yoga* and/or *Good Morning, Yoga*
- Computer with Internet access

Many basic yoga poses can be done beside students’ desks or in small group areas in the classroom. Practicing yoga breathing, good posture and simple stretches can help children and adults of all ages alleviate stress and focus their minds. Yoga promotes physical as well as mental and emotional wellness. Yoga is a skill for life!

**Teacher Preparation:**

Watch an instructional yoga video designed for teaching elementary age students:

[Teaching Yoga in the Classroom](#) | Action for Healthy Kids

[Tree Pose](#) (Kindergarten) | PBS Learning

[Tree Pose](#) (K–2) | PBS Learning

**Part 1. Read a Yoga Book**

Begin by reading a book on yoga for early elementary students. Lead your students through a handful of simple poses after reading through them aloud. There are several good book choices, including:

[I Am Yoga](#) by Susan Verde (Grade Level: K–2)

Includes illustrations and instructions for:

The Mountain Pose, Tree Pose, Bow/Basket Pose, Airplane Pose, Star Pose, Half Moon Pose, Boat Pose, Camel Pose, Flower Pose, Child’s Pose, Relaxation Pose and Warrior Poses

[Good Morning, Yoga: A Pose-by-Pose Wakeup Story](#) by Mariam Gates (Grade Level: K–2)

Features breathing and visualization exercises, along with “The Good Morning Yoga Flow” with Sun Breath, Downward Dog, Balancing Table, Mountain and Bridge poses.

## Part 2. Focus on Breathing

Focused breathing forces you to slow down for a bit and pay attention to each breath. It helps you calm down before a test and relax when you're feeling tense or worried. It is also a good way to warm up before doing yoga.

### Belly Breathing

Take a deep breath. Now take another deep breath but stay as still as possible and do not move your shoulders. Breathe very slowly through your nose and put your hands on your stomach. Your stomach should be the only thing you feel moving. Pay close attention while you breathe and feel your hands going up and down with each breath.

### Balanced Breathing

Now do Belly Breathing but count to develop an even rhythm. Breathe in for 3 seconds, then breathe out for 3. Then repeat for 4 seconds, then repeat for 5 seconds. How does it make you feel?

## Part 3. Focus on Balance

### Stork Stand

Stand next to your desk. Place your hands on your hips, then stand on one leg and position your other foot against the inside knee of your standing leg. Take a deep breath and see how long you can balance. Now switch legs. After a few successful stands, try it with eyes closed!

### Sidewalk Balance Games

Think of ways to include balance activities into free play time. Walk balance-beam style on a curb, putting one foot carefully in front of the other, heel to toe. Or play "don't step on the cracks" when walking on a sidewalk.

### Teacher Resources:

[Tips for Doing Yoga with Children with Disabilities](#) | PBS Learning

[Teaching Yoga in the Classroom](#) | Action for Healthy Kids

### Standards Alignment | Students will:

#### National Health Education Standards

Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### SHAPE America

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Common Core Standards > English Language Arts > Speaking & Listening

#### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).



## LESSON PLAN C

# Multicultural Movement

**Time Frame:** Three 40-minute classes

### Learning Objectives:

- Identify the benefits of dance.
- Recognize the role dance plays in different cultures around the world.
- Learn simple dance moves that incorporate music and fitness from around the world.

### Materials for Lesson Plan:

- Computer with Internet access and projector
- Instruments or accessories for dances, e.g., tambourines, maracas, ribbons, etc.

### Overview:

What are the benefits of dance? Dance keeps you fit. Dance makes you happy. It can be done with a group or all by yourself. It fits into two of the activity categories (aerobic and bone-strengthening) and since it's fun to do, you can easily rack up many minutes without even thinking about it.

Just as with most sports, dance has many benefits beyond the physical. It has been shown to improve a child's social and emotional skills, with teachers reporting that dance made their students more accepting of one another and respectful of their body and that of others. Dance is also a good means of fitness for children who may shy away from team sports, where coaches and competition can be a bit much to handle for younger students.

### Part A. Dance Around the World

**Time Frame:** 40 minutes

Watch a few short videos about different types of dance from around the world. What do they have in common?

[Kou Kou: African/African-American Culture](#) | PBS Learning Media (3:07 minutes)

This is a demonstration of the Kou-Kou dance from the Ivory Coast. Moha Dosso, the lead dancer, explains: "The Kou Kou dance is a social dance, just for fun, to help teach children the basics of African dance. We can do that type of dance any time, in the village or the big city. And it's not just adults — kids do these dances and old people, too."

Discussion Questions:

- Does this remind you of any type of dance you've seen before?
- In the Kou-Kou dance, Dosso did the dance moves in slow motion to teach others how to do them. Do you think you could follow along?

- Should we watch it again and all try to learn some of the dance moves?

[We Are the Music](#) | PBS Learning Media

A mashup of dance sequences from 11 different cultural groups that have settled in Sant Fe, NM: Native Americans, Spanish, Mexicans, Crypto-Jewish, Celtic, German, Greek, Japanese, Tibetan, Sikh and the Central Americans.

Discussion Questions:

- Which dances did you like best?
- These are dances from all over the world, but they all share things in common. Name some things you see in all of the dances.

### **Part B. Learn the Basics**

**Time Frame:** 40 minutes

Use videos to teach a handful of dance moves. Basic slides, steps and pivots can improve coordination and give kids more confidence before moving on to more complicated dance elements. These can be done at one's own pace, without music, and then with music.

**Instructional Videos:**

[Conga \(Grades K-2\)](#) | SPARK PE

A Latin American dance long popular with young students.

[Mexican Hat Dance \(Grades K-2\)](#) | SPARK PE

Differentiated for K, 1 and 2 grade levels, with a combination of fast and slow tempos.

[Tarantella \(Grades K-2\)](#) | SPARK PE

A traditional Italian folk dance. Tambourines optional!

**Teacher Reference:**

[About the Mexican Hat Dance | Wikipedia](#)

The "Jarabe Tapatío," better known as the "[Mexican hat dance](#)," is popular in Mexico and in countries such as Cuba, Peru and the Dominican Republic. The dance has come to symbolize Latin America to people around the world.

### **Part C. Global Dance Craze**

**Time Frame:** 40 minutes

#### **Part 1. Practice Your Moves**

Vote on the dance you liked best from the last class (Conga, Mexican Hat Dance or Tarantella), then watch it again. How much did you remember? Dance along to the video and focus on remembering the steps. Can you imagine doing those dance steps to a different style of music?

#### **Part 2. Dance Video: [Do the Sid Shuffle!](#)**

This fun video is multicultural and intergenerational. It shows people of all ages, from all over the world, doing an easy-to-learn dance routine. You can make the "Sid Shuffle" the centerpiece of a class lesson on dance if the kids really like it. Follow their cues, practice your moves, "and walk it out like Granny!"

**“Homework” Assignments:**

**Just Dance!** Are you always listening to music on headphones or watching music videos on a phone or computer? Dance every time to listen to a song and watch the minutes add up! Dance in your bedroom, in your living room, on the playground, wherever and whenever you feel like it. Just keep your eye on the clock so you can write it down on your Calendar.

**Make it social!** Invite a friend over to dance. How many minutes can you clock together for your charts?

**Family Connection:**

Watch the Sid Shuffle video at home with your family and teach them the moves. Practice together until you’ve got the routine down! If you don’t have internet access at home, learn the moves at school. Then teach the moves at home and try it to different songs. Find a tune with a similar beat and dance! **Dance Video:** [Do the Sid Shuffle](#)

**Teacher Resources:**

SPARK PE Blog Post: [The social/emotional benefits of dance for students](#)

There’s a reason why it feels so good when you have an uninhibited dance party in your bedroom. As well as being a great way to release tension — not to mention have a lot of fun — there are studies showing that dance is also an excellent way to foster the emotional and social growth of children.

Dancing combines all the benefits of physical activity with those of educating children about music and the arts. From an emotional and social standpoint, dance classes for kids between the ages of kindergarten and grade 12 are proven to have an impact when it comes to acceptance of others, respect, teamwork, and cooperation.

This could be because dance gives children the opportunity to express themselves freely and creatively, which allows an outlet for emotional and physical release. While children are still developing full cognitive abilities, it could be that they choose to send messages through dance rather than having to articulate their thoughts in speech.

Dance creates a social environment where kids need to cooperate with and trust one another to complete the moves and avoid stepping on toes. At a very young age, it also instills a greater respect for one’s body, and the bodies of others. Socially, it teaches children how to hold one another appropriately, how to be aware of someone else’s movement, and how to understand the physical abilities and limits of one’s own body.

Dance teaches the aforementioned skills in a language children understand: movement. Kids learn by doing, and there’s nothing better than moving through a dance routine to synthesize the lessons learned.

**Standards Alignment | Students will:****National Health Education Standards**

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 8. Demonstrate the ability to advocate for personal, family, and community health.

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.