

Grade: Kindergarten –Exercise

Lesson 6: Daily Exercise for Health

Objectives:

- ✓ Students will explain the importance of exercise.
- ✓ Students will identify daily exercises that support health.
- ✓ Students will identify two ways to exercise that they can do daily.

Materials:

- Large newsprint paper
- Magazines, newspapers showing people exercising
- Crayons
- Vocabulary Book pages (**See Figure 1**)
- “Body Systems Song” (**See Figure 2**)

Suggested Reading:

Fit Kids by Mary Gavin

Activity Summary:

In this lesson students will develop an understanding of what exercise is and the importance of exercise for health. Each student will identify two ways to exercise that he/she can do daily.

Background information for the teacher:

Not necessary for instruction at this level.

Vocabulary:

Exercise – activity done to help your body stay healthy and strong

Healthy – feeling good and strong in your body

Daily – every day of the week

Engage (10 minutes):

Read a story to the children that emphasizes or illustrates the importance of daily exercise for health. Use the story as a lead-in with the children to talk about exercise and health, and to begin helping students understand the relationship between being active (exercising) on a regular basis (daily) and being healthy.

Explore (5-7 minutes):

Ask the students to brainstorm what they think the words **exercise**, **healthy**, and **daily** mean. After they share their ideas, introduce them to the definitions listed above. Print the words on the board so they can see and start to recognize them. Next, try to point out the similarities between their ideas about these words and the definitions you’ve presented. Finally, ask the students to make up a sentence using all three words.

*Example: (We **exercise daily** so we can be **healthy** and strong.)*

Explain (15 minutes):

Break up the students into groups of three. Have each group come up with an exercise that they all like doing every day. Next, have the children play charades. Each group will take a turn acting out their exercise while the rest of the class guesses what it is. To make this more exciting, turn off the lights and have the students pretend they are on a stage. Using a strong flashlight put each group “in the spotlight” by turning the flashlight on them while they are acting out their exercise.

Once someone guesses correctly what exercise they are doing, the group must lead the rest of the class in doing the exercise, **repeating** each one **ten** times. After practicing the exercise, ask the students if they notice anything different about their bodies. If they don't respond right away, ask leading questions to help them figure it out. Are they **breathing harder**, or are their **hearts pounding**? Write their answers on the board. Repeat for each group.

After all the groups have led their exercises, ask all the students how they **feel**. Do they feel relaxed? Calm? Help the students make the connection between exercising and the sense of **wellbeing**, **relaxation**, and **physical ease** they should now feel in their bodies and emotions.

Say, ***“When we EXERCISE many good things happen in our BODY, our FEELINGS, and our BRAIN. This is what it feels like when we are HEALTHY.”***

Ask: ***“What is the name for what we have been doing?”*** (Exercise.)

Ask: ***“Why do we exercise?”*** (To help our body stay healthy and strong.)

Ask: ***“How often should we exercise?”*** (Daily.)

Ask: ***“How does exercise help our body and our body systems become healthy and strong? Let's sing the ‘Body System Song’ from Lesson Three.”*** (See Figure 2) Before starting the song tell the students to listen for the words on the board to figure out which systems we help by exercising. Stop and discuss when it seems appropriate.

Extend:

Have the children work in groups. They can continue in the groups of three from the previous activity.

Set up the activity so that each group has one student who acts as the recorder. The recorder will remember what the group decides so it can be reported back later.

Next, have students brainstorm exercises they can do as a group or alone on the playground. On a post-it note, have the students draw a small picture of each

exercise they think of. Have each group vote on their favorite exercise or activity to do **as a group** and **alone**.

Collect data (post-it notes) from the class and make charts of how many different exercises they thought of to do alone and in a group. Create a simple graph by using the post-it notes the students drew of each exercise. Discuss. Draw conclusions.

Evaluate:

My Favorite Exercises: Have the children collect pictures of people (adults and children) doing all kinds of exercise and movement. These can be gathered from magazines and newspapers. Next, have the children write their names at the top of a large piece of newsprint paper, then paste the pictures on the newsprint. (Children can also *draw* pictures of themselves doing the exercise activities.)

Discuss the activity pictures with the children and determine which ones they do often, and which ones they would like to do. Have each child mark an “X” or draw a circle with a crayon next to (or around) two of the pictures that show an exercise the child does (or can do) daily.

And/OR:

Vocabulary Picture Book: *(NOTE: This builds on the Vocabulary Book begun in the Body Systems lesson.)*

Give each child the pages for each of the vocabulary words: **EXERCISE**, **HEALTHY** and **DAILY**. **(See Figure 1)** For each vocabulary word, have the child do a drawing or paste a picture from a magazine or newspaper.

Each page should be three-hole punched. When the Vocabulary Book is completed for all the unit lessons, it can be assembled by tying yarn or colored ribbon through the holes.

Additional Web Resources:

www.LearntobeHealthy.org
www.kidshealth.org

Standards:

Science: Grade Level Expectations

Strand 7: Scientific Inquiry

1. Science understanding is developed through the use of science process skills, scientific knowledge, investigation, reasoning, and critical thinking.
 - B. Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.
 - a. Make qualitative observations using the five senses.

Exercise

Healthy

Daily

Strand 8: Impact of Science, Technology and Human Activity

3. Science and technology affect, and are affected by, society.
 - A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.
 - b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (assess locally.)

Health and Physical Education: Frameworks

II. Health Maintenance/Enhancement

A. Personal and Family Health

What all students should know:

2. Regular physical activity, adequate sleep and balance nutrition contribute to health maintenance and enhancement.

What all students should be able to do:

- a. apply knowledge about physical activity and care of the body to daily healthful habits.

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

What all students should know:

1. Gaining basic knowledge of components of health-related fitness is essential to understanding that exercise contributes to good health.

What all students should be able to do:

- a. Identify the components of health-related fitness and relate their importance to individual well-being.

What all students should know:

2. There are physiological signs associated with engagement in rigorous physical activity.

What all students should be able to do:

- b. Recognize the physiological indicators that accompany moderate and vigorous physical activity.

Figure 1: Vocabulary Book Page – same as previous lessons

Figure 2: Words to “The Body Systems Song”

“The Body Systems Song” – by Lisa Perkins
(Sung to the tune of “The Ants Go Marching”)

The Respiratory System helps me breathe, me breathe.
The Respiratory System helps me breathe, me breathe.
I need my lungs to help me breathe, I need my lungs to help me breathe
and My lungs are part of my Respiratory System.

The Urinary System keeps my body clean, me clean.
The Urinary System keeps my body clean, me clean.
I need my kidneys, I need my kidneys, I need my kidneys to keep me clean
and my kidneys are part of my Urinary System.

The Digestive System helps me use my food, my food.
The Digestive System helps me use my food, my food.
I need my stomach, I need my stomach, I need my stomach to use my food
and my stomach is part of my Digestive System.

The Nervous System helps my brain to think, to think.
The Nervous System helps my brain to think, to think.
I need my brain, I need my brain, I need my brain to help me think
and my brain is part of my Nervous System.

The Skeletal System helps my body move, to move.
The Skeletal System helps my body move, to move.
I need my bones, I need my bones, I need my bones to help me move
and my bones are part of my Skeletal System.

The Muscular System makes my body strong, me strong,
The Muscular System makes my body strong, me strong.
I need my muscles, I need my muscles, I need my muscles to make me strong
and my muscles are part of my Muscular System.

The Circulatory System helps me move my blood, my blood.
The Circulatory System helps me move my blood, my blood.
I need my heart, I need my heart, I need my heart to move my blood
and my heart is part of my Circulatory System.