

Grade

3

LEVEL:
Primary

WARM-UP

(GYMNASTICS)

OBJECTIVES:

To increase heart rate; to increase flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular or respiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activity planned to teach.

CLASS INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From the kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Push chest toward the floor.
2. Leg Kicks—with one arm touching the wall for support, kick forward ten times with each leg. With both hands touching wall, kick across body ten times with each leg, and straight backward ten times with each leg.
3. Slide legs down as far as possible into split position. Hips should be square with the front leg and the back knee and foot should be turned under. When the student has obtained his/her maximum split position, place hands on floor on either side of the leg and count to 20. Relax and repeat. Splits should be practiced on both sides of body.

4. On all fours, push down with trunk and raise head; change to a position with back rounded and head dropped.
5. Rock on the back while keeping the back well-rounded.

Grade

3

LEVEL:

PRIMARY/INTERMEDIATE

WARM-UP ***(GYMNASTICS)***

OBJECTIVES:

To reduce the chance of injury and to improve performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Hula hoops (if possible, one per student).

INFORMATION:

Did you know that superior gymnasts spend one-third to one-half of their workout time warming up or warming down? Every gymnastics lesson should begin with a warm-up. Most accidents occur when joints and muscles are stiff and inflexible.

CLASS INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. Cardiovascular Warm-Up
Activity: running, skipping, galloping, jumping.

Example: Place the hoops on the floor. Students run around their hoops and on the command of "freeze" from the teacher students stop and do one of the following:

- a. place one leg in the hoop.
- b. place both legs in the hoop.
- c. sit in the hoop.

d. balance on one foot in the hoop.

Students jump from hoop to hoop and on “freeze” they stop and do one of the following:

a. 5 knee bends.

b. 5 sit ups.

c. 5 push ups.

d. squat thrusts.

2. Flexibility is best achieved by continuous strong stretching with no bouncing movements. Stretch a few seconds, relax and then stretch further. Repeat.

a. Side stretching—make sure gymnast stretches completely to each side with no forward lean. Hold for five seconds.

b. Sit with legs apart, knees straight. Try to touch the right shoulder to the right leg, hold, then to the left leg.

c. Grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.

d. Stand clasping hands behind back with palms to the floor. Raise arms as high as possible and bend backward. Straighten up and bend forward bringing the arms as far overhead as possible. Hold.

GYMNASTICS

OBJECTIVE:

To increase flexibility through stretching.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

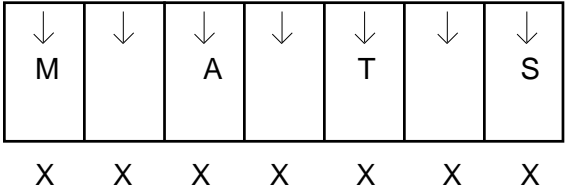
INFORMATION:

Flexibility is best achieved by continuous stretching with no bouncing movements—stretch a few seconds, relax and then stretch further.

CLASS ARRANGEMENT:

Each “X” indicates a student

X X X X X X X X
X X X X X X X X



INSTRUCTIONAL STRATEGIES:

- Share A Mat
Students should share mats by groups. Explain to students that each exercise is performed by each row of students.

Spotting—place one hand behind the neck, guide with the other hand.
- Forward Roll
Starting position: knees bent, chin on knee, palms on mat at shoulder width. Raise center of gravity up and forward, tuck tightly; roll like a ball. Finishing position: hold tuck position until student comes to a balance on feet.
- Forward Straddle Roll
Starting position: straddle standing position with hands placed on the mat between the legs. Raise center of gravity up and forward, push off from feet, transfer weight to hands and roll with legs extended and apart. Finishing position: lean forward and push downward with shoulders. Attempt to get the hips to lift up off the mat.

4. Forward Pike Roll
Starting position: knees bent, chin placed on knees, hands on mat shoulder width apart. Raise center of gravity up and forward, roll over with legs straight in pike position. Finishing position: after lower back touches the mat, bend legs and finish in squat position.

5. Wide Straddle Set
In sitting position with back straight, straddle legs at a comfortable width. Add two inches to the distance between feet, hold for 20 seconds. Add another two inches and hold for 20 seconds.

EVALUATION/MODIFICATION

Students should perform exercises in sequence using the length of the mat area (both ends can be used simultaneously).

Grade

3

LEVEL:

PRIMARY

DRIBBLING FOR SPEED AND ACCURACY

OBJECTIVE:

To demonstrate ability to dribble a basketball with speed and control.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Basketball court (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five basketballs.

INFORMATION:

Students need to work on their hand-eye coordination at an early age. This activity will put an emphasis on hand-eye coordination at different speeds.

CLASS ARRANGEMENT:

The class will divide up into four to five groups (depending on amount in class). There should be at least five students in each group.

SKILLS NEEDED:

Running and dribbling a basketball.

INSTRUCTIONAL STRATEGIES:

1. Explain and demonstrate the five different ways to dribble a basketball.
 - a. Straight ahead (slow and fast).
 - b. Spin dribble.
 - c. Corner to corner dribble.
 - d. The shuffle step.
 - e. Reverse dribble.
2. Students should take a practice run through each line letting every student get a chance to work on each individual dribbling technique.
3. The students will have five different races against each group. The first will be with the straight-ahead dribble, the second race will be the spin dribble, etc. The class will perform each race with their non-dominant hand as this will help them work on their hand-eye coordination and comfort using non-dominant hand.

EVALUATION/MODIFICATION:

The students will be evaluated on how well they were able to dribble a basketball with both hands at different speeds.

Grade

3

LEVEL:

PRIMARY

SOCCKER

OBJECTIVE:

To develop soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One soccer ball for each student.

INFORMATION:

A punt is a kick frequently used by a goalkeeper. It is used for lifting the ball high and for kicking long distances.

CLASS ARRANGEMENT:

Class divided into groups of two.

SKILL NEEDED:

Passing with inside-of-foot kick.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following—kicking the ball to your partner:
 - a. hold the ball waist high with both hands.
 - b. extend the kicking leg forcefully forward as the ball is being dropped.
 - c. contact is made with the instep, and the leg follows through in the intended direction of the ball.

2. Explain the rules and strategies of lead-up game "Soccer Golf."

Soccer Golf

Students form a team of two players with one ball for each player. The first player punts the ball for distance. After the ball becomes stationary, the second player uses the punt and two additional kick attempts to contact his/her partner's ball. If successful, he/she becomes the first "punter."

EVALUATION/MODIFICATION:

Students can predict how many kicks (touches) it will take to contact their partner's ball. Keep scores for specific number of "holes." This is a good exercise for adding and subtracting skills.

Grade

3

LEVEL:

PRIMARY

SOCCER

OBJECTIVE:

To develop soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One ball per two students.

INFORMATION:

The outside-of-foot pass is used when dribbling and when passing is made over a short distance. It should be practiced with both feet in order to develop passing skills in both directions.

CLASS ARRANGEMENT:

Divide class into groups of two students.

SKILLS NEEDED:

Dribbling, trapping and instep kick.

INSTRUCTIONAL STRATEGIES:

1. Provide students with the following directions while they are passing to each other:
 - a. step to meet the ball.
 - b. keep weight on non-kicking foot.
 - c. bend knee on backswing and extend leg as foot comes forward.
 - d. follow through.

- e. strike ball with instep.
 - f. use either foot.
 - g. maintain balance by using arms.
 - h. place non-kicking foot alongside ball for low kick.
 - i. move kicking foot parallel to ground for low kick.
 - j. contact lower half of the ball for high kick.
2. Students should practice the skills above while participating in the lead-up game.

Soccer Dodge Ball:

One person stands in a hoop close to a wall. The second person stands a designated distance back from the wall (distance depends on how high the skill level is). The object of the game is for the person outside the hoop to hit the person in the hoop with the ball. The student in the hoop can dodge out of the way, but must always have at least one foot in the hoop. The kicker must keep the ball below waist height at all times. They change places after a set number of tries, or if the player in the hoop gets hit.

EVALUATION/MODIFICATION:

Use the following observational feedback to see if the objective was met:

- 1. Was the kicking leg knee bent, with the toes rotated inward and facing ground?
- 2. Was the ball contact made on the outside of the foot?
- 3. Was the ankle joint locked?

Grade
3

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:

To demonstrate soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One ball per two students.

INFORMATION:

Trapping is a method used to control a ball traveling in the air or rolling on the ground. The shin trap and the sole-of-foot trap can be mastered by children in the primary level.

CLASS ARRANGEMENT:

Divide the class in groups of two students.

SKILLS NEEDED:

Dribbling, inside-of-foot kicking, outside-of-foot kicking.

INSTRUCTIONAL STRATEGIES:

Partnership Trapping

1. The ball is rolled to a partner. The partner wedges the ball downward by the shin as contact is made (shin trap). The ball is rolled to a partner. The partner contacts the ball by the sole of the foot and squeezes the ball against the ground (sole-of-foot trap).
2. Students can practice the shin and sole-of-foot traps by playing the lead-up game, "Line Soccer."

Line Soccer

Split the class into two groups. Each group stands in a line facing the other group. Number the players one to six. A ball is placed between the two groups. When a number is called, those players with that number must rush out to the ball and try and score by getting the ball past the other team. All players on the line act as goalies. All kicks must be kept below waist level. The game can be varied by ruling that before anyone can try and score there must first be a pass to a teammate or one of the goalies.

EVALUATION/MODIFICATION:

Emphasize controlling and dribbling the ball prior to kicking when playing a lead-up game. As skills increase, call two or three numbers and stress passing and teamwork. Avoid long waiting for a turn by keeping the size of teams small.

Grade

3

LEVEL:
INTERMEDIATE

THE BODY'S RESPONSE TO EXERCISE

OBJECTIVE:

To understand heart rate, respiration, target heart rate, exercise heart rate, body temperature and recovery time.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, pencil, dictionary, exercise cards and stethoscopes.

SKILLS NEEDED:

Reading, mathematics, listening and reasoning.

INSTRUCTIONAL STRATEGIES:

List the terms (from the Objective) on the board and have students say the words.

Take each term individually and discuss the meaning and the concept of the term. Discuss how these terms apply to students in the gym.

Look the words up in the dictionary and have the students express the definitions in their own words.

Figure resting heart rate and write it on the exercise cards. Make sure the students have been resting quietly for several minutes before taking the resting heart rate. Find the target heart rate using the Exercise Heart Rate chart (see Grade 3 Handout Masters).

Discuss their predictions of the experiment outcomes to take place in the gym.

Use the stethoscopes to listen to the heartbeat and to count the heartbeats in 10 seconds. Use the chart to find heart rate in the gym. This can be cross-curricular activity by making the students use math skills in the classroom.

Grade

3

LEVEL:
INTERMEDIATE

IVANICA LINE DANCE ***(MULTICULTURAL)***

OBJECTIVES:

To demonstrate coordination and dance skills; to gain an appreciation of other cultures.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The lesson will consist of teaching three basic steps that will enable students to incorporate the steps into a line dance with the whole class. The introduction of the activity can be done as a whole group activity with 3 to 25 students. The line dance can be done with 10 to 15 students in each line.

CLASS ARRANGEMENT:

This is whole group instruction but students should be located where they can see the demonstrations.

SKILLS NEEDED:

Coordination, rhythm and step skills.

INSTRUCTIONAL STRATEGIES:

1. Teach the three basic steps to the line dance. The one being used is called Ivanica, and is of Bulgarian origin.

Step 1—One slow step followed by two quick steps (R-LR).

Step 2—Two slow steps, then step on right and lift left foot across right and hold (bending left knee) in front of right ankle.

Step 3—Step in place on left and lift right foot up across left and hold (bending right knee).

After the introduction of each step, the group should be given time to practice.

2. Review all three of the basic steps, giving the students time to practice and perfect them.
3. The whole class can follow along as you do all three steps continuously to show how they flow together.
4. Introduce the Ivanica line dance. Formation: single line following the leader. Each person places left hand palm up on own left shoulder, right hand on preceding person's left palm. The leader places own right hand on hip, and leads the line doing the three learned steps in a snakelike path using the available space. If the group is large, several lines may be formed to weave in and out of each other.

EVALUATION/MODIFICATION:

The line dance may be used as a wrap-up to the three steps that were learned, and may be used as an evaluation tool to see how well the students know the steps.

This dance may be used as part of a unit in which students learn about a different culture.

Grade

3

LEVEL:

PRIMARY

COORDINATION/ POWER

OBJECTIVE:

To improve performance-related skills, coordination and power.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Six rubber softballs, one playground ball or soft volleyball.

INFORMATION:

Many major sports and lifetime sports are easier to learn and perform with adequate upper-body power and hand-eye coordination. To throw a ball applying a mechanically correct form can reduce a chance of shoulder and/or elbow injury.

Students will progress from a fundamental throwing technique (one-step) into a more mature performance. The practice game of "End Ball" is an excellent teaching tool for students to practice progressions as learned.

CLASS ARRANGEMENT:

Divide into six groups for practice.

SKILLS NEEDED:

Grip and one-step approach.

INSTRUCTIONAL STRATEGIES:

1. Ball throwing techniques
 - a. Slow Walk Approach and Throw:
Walk slowly using normal paces; the final pace should be a long step with the non-dominant leg. From there the body is in ready position and the throw can be made.
 - b. Approach Run:
Add speed to the ball by running, planting the lead leg as mentioned above and throwing.
 - c. Recovery:
Follow through completely using the throwing arm and recover by reversing footing (i.e., put right foot where left foot was).
 - d. Full Approach and Run:
Add all of the steps above into one continuous motion.
 - e. Delivery:
The ideal angle is about 25 to 30 degrees so the ball will attain maximum distance.
2. End Ball
 - a. Divide class into two teams; establish goal area, e.g., the whole end wall from floor up to a height of 2 or 3 feet. All players line up on end line. Number off players 1, 2, 3, 4, etc.
 - b. Place ball in center of gym. Call a number, e.g., only "1." "Number 1" players come onto the floor and those remaining are the goalies. They try to prevent the ball from hitting the end wall within the goal area. Establish a line on the gym floor which is the maximum distance the offense may penetrate and from which they may shoot to score.
 - c. Inform students that maximum time for possession is five seconds and maximum number of steps with the ball is five.

EVALUATION/MODIFICATION:

At frequent intervals call numbers, e.g., only 2s, only 3s, 2s and 3s, 1s and 2s, everybody, etc.

When new directions are called, those playing on the floor leave the court to take their place as goalies. They drop the ball immediately as new numbers are indicated.

Grade

3

LEVEL:

PRIMARY

AGILITY

OBJECTIVE:

To enhance coordination skills through floor exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4-foot x 4-foot folding mats, connected by velcro to form a 4-foot x 32-foot strip.

INFORMATION:

Agility is essentially the relationship of speed, strength, and coordination, and involves both innate capacity and training. Agility is important in gymnastics, track and field, all individual and team game activities, and it is a prerequisite safety skill for a student's everyday play and work experiences.

CLASS ARRANGEMENT:

Divide the class into groups of two students.

SKILLS NEEDED:

Landing skills (from falls), Swedish fall, two-foot landing.

INSTRUCTIONAL STRATEGIES:

1. Warm up as in gymnastic sections of the warm-up activities.
2. Jump half-turn (jump in air and land facing opposite direction).
3. Jump full-turn in both directions (jump as with half-turn except that more movement is imparted by arms, upper body and hips).

4. Kick half-turn, forward and backward:
 - a. Forward: extend the left leg forward, rotate the arms, shoulders and hips to the right. The arms should end up over the head or to the side.
 - b. Backward: lean forward slightly lifting the right leg backward, rotate the arms, shoulders and hips to the right. The arms should end up over the head or to the side.

EVALUATION/MODIFICATION:

The instructor may add additional agility exercises appropriate for this grade level.

Grade

3

LEVEL:

PRIMARY

SPRINTS

OBJECTIVE:

To develop running and sprinting skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Speed is considered one of the major performance-related parameters. Performance-related fitness is highly correlated with learning of lifetime sports.

All sprints should be run at top speed. Emphasis should be placed on complete stretching of leg muscles before a sprint is attempted.

Note: When sprinting, students will often slow down as they approach the finish line. Make sure students run the complete distance at top speed.

Sprinting, foot strike (to obtain maximum speed) and running “on the toes” is important.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

Starts—The starting position for running events is determined by the length of the race. For short races, such as 20 and 30-yard dashes, the “kneeling start” is the best type to use. For longer races, the “standing start” is the more acceptable starting position.

1. Standing Start

The standing start is used in long distance running. The runner stands on the starting line in a comfortable position ready to go when signalled.

2. Low Sprint Start (“Kneeling Start”)

The low sprint start is important in sprinting because it allows the runner to start from a low-coiled position which is much quicker than a standing start. In sprinting, the cadence “on your mark,” “get set,” “go” is used to start the race (see below for drills related to the start cadence).

“On your mark”—the runner kneels down and places the toe of his front foot behind the starting line (Front foot is normally determined as being opposite the “kicking foot”). Arms are extended straight down with weight on fingertips. Squeeze fingers together to make a “bridge” with the thumb.

“Get”—raise lower knee and buttocks until the back is straight and parallel to the ground. The weight should be evenly distributed between hands and front foot. The head is not raised as the runner should be looking at a spot on the ground a few feet in front of the starting line.

“Go” (or fire a starting gun)—when runners are motionless, the gun is fired. Drive forward with the lead leg and, at the same instant, bring the rear leg forward.

3. Finish

Stress in both sprinting and long distance that the runner is as fast as possible across the finish line. DO NOT allow the runner to slow down until having passed well over the finish line. Do not allow the runner to completely stop moving (sit down or stand still) immediately after the race. After the race the runner should jog and walk slowly for a minute or so to “cool down.”

4. Play “Call Race” as described.

Formation—arrange two teams of five to ten runners on a starting line. Draw a turning line 30 feet in front of the starting line.

Basic Drill—line up each team along the starting line. Number the players on each team. The teacher calls out any number, such as “four.” Both “four” players run to the turning line and back across the starting line. Continue calling numbers at random until all runners have had a turn.

Grade

3

LEVEL:

PRIMARY

RELAYS

OBJECTIVE:

To develop agility, speed and reaction time.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Relay batons (one baton per four students).

INFORMATION:

Relay running involves the passing of a baton between members of a team. A relay team usually consists of four runners, each of which runs a set equal distance. For example, a 4 x 75 relay means the team consists of four runners, each of which runs 75 yards. The first runner starts the race with the baton in his/her hand. He/she runs 75 yards then passes the baton to the next person who is waiting to run his/her 75 yards. The race and baton passing continue until the four runners have each run 75 yards. The baton pass is the critical element in relay racing.

CLASS ARRANGEMENT:

Class is divided into groups of four.

SKILL NEEDED:

Sprinting.

INSTRUCTIONAL STRATEGIES:

Baton Pass

1. Pass the baton with left hand and receive with right hand.
2. When running, the runner should hold the baton at the bottom so the runner receiving the baton can grab the top of the baton.

3. The runner receiving the baton should receive it with the right hand and only after receiving it should he/she transfer the baton to the left hand, holding the baton at the bottom.
4. The person receiving the baton should do so while in full stride. The receiver must jog slowly as the runner with the baton approaches him/her, but as the runner gets closer the receiver should quicken his/her pace so that the baton exchange is done smoothly with the receiver in full stride.
5. The baton should be placed in the receiver's hand with an upward motion without slapping the baton into the receiver's hand.

Fast runners may lose a relay race to their slower competitors simply because of poor passing techniques. It is quite possible to teach upper elementary school-age children the correct "upswing" method of passing in a short period of time. This method is perhaps the easiest for the beginner to master.

Upswing Method

The right hand is drawn straight back toward the approaching runner. Fingers are held together and pointing to the side. The thumb points toward the body. This forms a "V" into which the approaching runner places the baton.

The approaching runner brings the baton upward into the hand of the runner. As soon as the front runner receives the baton, he/she should bring it forward into the left hand in preparation for the next pass.

Grade

3

LEVEL:
PRIMARY

ICE SKATING

OBJECTIVE:

To demonstrate ice skating skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Skating rink.

EQUIPMENT/MATERIALS:

Ice skates, markers, music (optional), gloves, head cover (tube).

INFORMATION:

Children can be easily motivated by many games and activities on ice. While many schools presently have no ice skating facility, it seems for a vast majority of Montana very feasible to construct an ice rink on the school grounds. It is a way of life in many other states and provinces in geographical proximity and could be done at any school.

CLASS ARRANGEMENT:

Free formation.

SKILL NEEDED:

Safe falling.

INSTRUCTIONAL STRATEGIES:

1. Match, if possible, a complete beginner with a more advanced student.
2. Practice the following skating progression:
 - a. two-foot glide—students glide with weight evenly distributed between both legs across the ice (5-10 yards).
 - b. two-foot glide with hand on knees.

- c. two-foot glide with hand on ankles.
- d. two-foot glide with weight shifted from one leg to another.
- e. two-foot glide with a small hop.
- f. T-push off with one foot glide (5 yards).
- g. T-push off with the other leg.
- h. double sculling (two foot glide, with “open and close” skate pattern).

3. Catch the Rabbit

A more experienced skater and the teacher (rabbits) get a 10-second start. They zig-zag in a specified area trying to avoid being caught. The girls chase one rabbit, the boys chase another rabbit. Who is going to catch their rabbit first?

Grade

3

LEVEL:

PRIMARY

LA RASPA

OBJECTIVE:

To gain a multicultural understanding by learning a variety of dances from different countries.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for the La Raspa.

INFORMATION:

While dance may be a peripheral and casual part of our modern North American culture, it plays or has played a central and deeply important role in many other cultures.

This Mexican dance recently became very popular, and now one sees it at social dances as well as folk and square dance gatherings. The step used in this dance is found in many old scandinavian dances and is called a bleaking step.

CLASS ARRANGEMENT:

Class is divided into groups of two. Couples facing each other using a ring grasp. The class assumes a free formation on the gym floor.

SKILLS NEEDED:

Bleaking step and skip.

INSTRUCTIONAL STRATEGIES:

1. Bleaking Step
Hop on the left foot and place right heel forward; with a jump, change feet. Keep the following rhythm: 1, 2, 3, pause, 1, 2, 3, pause. When done, and facing partner with arms joined in the ring grasp, both begin with right foot (feet should never touch partner's feet). The action is rhythmically repeated springing from one foot to another.

2. The Skip

The skip should be light and easy with a strong swing of the arms. Emphasis should be on the short high skip rather than a fast one. Children should be able to skip smoothly and easily with their partners without pulling, tugging, throwing their partners off balance or losing rhythm.

Dance La Raspa

- a. Hop on left foot and at the same time, place right heel forward, toes up, knee straight.
- b. With a jump, change position of feet so that left heel is in front.
- c. With another jump, change feet again, right heel in front.
- d. Repeat a, b, c, keeping the rhythm 1, 2, 3, pause. This is repeated eight times. Listen to the music.
- e. Clap hands and skip around partner with right hands joined, eight skipping steps back to own place.
- f. Clap hands and skip around partner with left hands joined, eight skipping steps back to own place.
- g. Clap hands and skip around partner with right hands joined, eight skipping steps back to own place.
- h. Clap hands and skip around partner with left hands joined, eight skipping steps back to own place.

Note: Repeat the whole dance until the end of the music.

Grade

3

LEVEL:

PRIMARY

MAPLE LEAF STOMP

OBJECTIVE:

To experience dance as an enjoyable physical exercise.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for Maple Leaf Stomp.

INFORMATION:

The Rocky Mountains are a wide, jagged range of mountains running north to south in Western Canada. In the early days, these mountains were rich in ores, especially gold, which attracted a great number of prospectors. This dance, with its strong beat and heavy stomp, is typical of the type of dance prospectors did in their mountain boots.

CLASS ARRANGEMENT:

Class divides in two, standing side by side facing the teacher.

SKILLS NEEDED:

Step/close.

INSTRUCTIONAL STRATEGIES:

1. Step/Close

The step/close is done to an even rhythm and slow tempo. Step sideways to the right while at the same time pointing the left toe to the left side with the left heel raised and the leg straight.

Then slowly draw the left foot to the right, putting the weight on the right foot. The process is repeated with the same foot landing on the reverse side.

2. Maple Leaf Stomp Dance

Have students participate in the following progression:

- a. Step left, close right to left, step left again, stamp right foot.
- b. Step right, close left to right, step right again, stamp left foot.
- c. Step left, stamp right.
- d. Step right, stamp left.
- e. Walk forward four steps.
- f. Face partner, dotzy doe eight counts.
- g. Swing partner eight counts.
- h. Repeat a, b, c, and d.
- i. Walk backward four steps.
- j. Repeat f and g.

Grade

3

LEVEL:
PRIMARY

BALANCE FREEZE TAG

OBJECTIVE:

To develop balance skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

None.

INFORMATION:

Balance skills are essential motor skill abilities providing students with greater confidence to adopt various activities such as cycling, skiing or skating.

This is a basic game of “chase” in which the children work on their balance skills. For ideas of balance exercises see the gymnastics/balance lesson plan.

CLASS ARRANGEMENT:

Entire class; may also be split into two groups.

SKILLS NEEDED:

Running, balancing, team work and dodging the “it” person.

INSTRUCTIONAL STRATEGIES:

1. Students should gather as a class and explain the game they are about to play. Give them directions for the game and ask for volunteers to help demonstrate.
2. Rules
Avoid getting caught by the “it” person; if caught, you must freeze until someone crawls under your legs to unfreeze you. If you do not remain still after the “it” catches you, then two people must run under your legs to unfreeze you.

3. Explain safety rules: no pushing, no hitting, no tripping, etc.
4. Choose an “it” using a specific color, age, date, or shoe, etc.
5. Have children begin moving around the gym to avoid the “it” and save their friends who have been frozen.
6. After about five minutes, a new “it” can be chosen and the game begins again. You may even choose two or more “it” people to keep the children active.

EVALUATION/MODIFICATION:

You can evaluate by watching the children’s performance during the game. Watch to see that they are participating and following the rules correctly. Change a balance position (freeze) for every game played.

Grade

3

LEVEL:

PRIMARY

THE IMPORTANCE OF EXERCISE AND FITNESS

OBJECTIVE:

To understand the need for exercise and fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, pencils, rhythm instruments, list of exercise-related words.

INFORMATION:

Exercise is what helps one to acquire total fitness. Fitness is the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to both enjoy leisure-time pursuits and meet unforeseen emergencies. A fit body requires strong lungs and a strong heart. Muscle strength and endurance are also key factors. And finally, flexibility and the correct percentage of body fat are important.

CLASS FORMATION:

Entire class.

SKILLS NEEDED:

Writing, movement.

INSTRUCTIONAL STRATEGIES:

1. Talk to the students about fitness and the importance of exercise in staying fit.
2. Tell the students that they are going to create a rap song to convince people they should exercise.

3. Brainstorm a list of exercise-related words with the class to use in their rap song.
4. Break the students up into groups of four to create a rap song.
5. Tell the students they need to incorporate some form of movement into their song as they are doing their rap because they are also showing people how to exercise.

EVALUATION/MODIFICATION:

The students will perform their rap song with their groups. They will use their exercise-related words correctly and will use the appropriate movements to enhance their song.

AEROBICS: WHAT IS IT?

OBJECTIVE:

To understand aerobic exercise.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One stethoscope per two students and heart rate chart (see Grade 3 Handout Masters).

INFORMATION:

Aerobic exercise involves vigorous physical activities in which the heart rate is elevated above a threshold level (140-180 beats per minute) and is maintained at that level for an extended period of time (15 minutes or more). Aerobic exercise on a regular basis strengthens the heart, lungs and blood vessels. Aerobic exercise uses the large muscles of the body (legs and arms) and is continuous, not stop and go. Examples of aerobic exercise are running, bicycling, swimming, and skipping rope. The keys to improved aerobic endurance are: intensity (how hard—150 + bpm), duration (how long—15 + minutes), and frequency (how often—three times/week).

CLASS MANAGEMENT:

The class is divided into pairs of students so that each student has a partner.

SKILLS NEEDED:

Walking, running, writing and taking partner's pulse.

INSTRUCTIONAL STRATEGIES:

1. Students should walk slowly for 3-4 minutes, then stop and take one partner's pulse for 10 seconds. Use the heart rate chart to find the heart rate.

2. Students can play Partner Tag where one partner chases the other until he/she tags him/her; then they reverse (without stopping). After 10 minutes have them stop and take one partner's pulse for 10 seconds and find the heart rate on the heart rate chart.
3. Ask the class which pulse was higher-walking or partner tag? Explain that aerobic activities such as partner tag strengthen the heart, lungs and blood vessels by making them work harder for an extended period of time.

EVALUATION/MODIFICATION:

Slow walking can be replaced with other activities that are not aerobic (e.g., sit-ups, stretches) depending on the teacher's emphasis. Also, heart rates can be recorded on cards, and used for other activities in related lessons.

RESOURCES/ACKNOWLEDGEMENT:

Gallahue, D. (1993). Developmental Physical Education for Today's Children (pp. 39, 490). Madison: Brown & Benchmark Publishers.

Grade

3

LEVEL:

PRIMARY

HABITS SCAVENGER HUNT

OBJECTIVE:

To understand the risk factors to cardiovascular health.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight boxes containing either cards or materials that represent healthy or unhealthy habits and eight scavenger lists that correspond to the cards or materials in the boxes.

INFORMATION:

Many risk factors such as inactivity, smoking, obesity, diet, stress and high blood pressure contribute to cardiovascular disease. These risk factors can be decreased by developing healthy habits of living.

CLASS ARRANGEMENT:

Divide class into eight equal groups.

SKILLS NEEDED:

Knowledge of healthy habits, reading skills, running skills.

INSTRUCTIONAL STRATEGIES:

Each group of students will be given a scavenger list of healthy and unhealthy habits. The eight boxes are set at locations around the gym or open area so that the students will have to run from box to box in order to hunt for the items in that box that are listed on their scavenger list.

The team will work together within 15 minutes (or whatever time the teacher establishes in order to make the students run from box to box to complete their hunt) to visit each of the eight boxes and find an item or card that represents the healthy or unhealthy habits on their scavenger list.

Because of the time limit on their collection and the spread out location of the eight boxes, they will have to run between boxes. At the end of the allotted time, the teams will be called in. They will explain how each card or item fits their scavenger list. The team(s) with the most correct items will receive “healthy habits” certificates for their effort and knowledge.

EVALUATION/MODIFICATION:

The scavenger hunt cannot be repeated until sufficient knowledge of healthy habits is demonstrated. This game can be extended to cover other health knowledge, and will continue to promote cardiovascular fitness through the activity of running.

Grade

3

LEVEL:
PRIMARY

HAMMER TIME

OBJECTIVE:

To improve the cardiovascular system.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Soft tagging objects, boundary markers (if outside), boom box with “hip hop” music.

INFORMATION:

This is a dynamic activity that blends a simple dance pattern into a chase game.

CLASS ARRANGEMENT:

Scattered throughout the open area.

SKILLS NEEDED:

Basic locomotor patterns, ability to recognize a beat, response to harmony with another person, and dodging and chasing.

INSTRUCTIONAL STRATEGIES:

Hammer Time Chase

1. Description—The object of this activity is to travel about without getting tagged. The taggers (a foam ball or disk) are given to three to four students. The rest of the class are the targets. If tagged, a student must stop and raise their right hand. An untagged classmate will come over and give the tagged classmate a high five, turn so their right sides are to each other, slap hands down low, then turn and face each other and touch right forearm to right forearm and then left forearm to left forearm, do a high ten, then point to each other and say “Hammer Time.” After completing this routine, the tagged person is free to move about the playing field again.

The instructor stops the activity every few minutes to find new taggers, then another round is played (four to five rounds should suffice).

2. Safety Considerations:

Since everyone will be running in all directions and intensity will be high during the chase activity, caution the students to be alert and move about safely to avoid collisions.

EVALUATION/MODIFICATION:

Add more taggers by supplying more soft tagging objects. Taggers are asked not to stand near children performing the routine and not to tag one of them just as they finish the routine. (A rule could be that a person completing the “untagging” routine cannot be re-tagged for 10 seconds.)

Grade

3

LEVEL:
PRIMARY

DUDE TAG

OBJECTIVE:

To improve the cardiovascular system.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four to five soft tagging objects (foam ball or discs), contemporary music with boom box.

INFORMATION:

Activities such as this are used as a closure to a lesson.

CLASS ARRANGEMENT:

Scattered in shared space.

SKILLS NEEDED:

Basic locomotor skills, able to dodge and chase.

INSTRUCTIONAL STRATEGIES:

Dude Tag

1. Description

The object of this activity is not to be tagged. If tagged, one must stop and stand with both arms overhead until a classmate stops by and says, "Whoa dude, what happened to you?" The person with both arms up replies, "I've been tagged, dude." The classmate replies, "Bummer of a deal, dude." Then the untagged person gives the tagged person a high ten and says, "Be off with you dude." The receiver of the high ten replies, "Thanks dude, let's shred." Both scatter.

The instructor stops the activity every few minutes to find new taggers, then another round is played (four to five rounds should suffice).

2. Safety Considerations:

Since everyone will be running in all directions and intensity will be high during the chase activity, caution the students to be alert and move about safely to avoid collisions.

EVALUATION/MODIFICATION:

Add more taggers by supplying more soft tagging objects. Taggers are asked not to stand near children performing the routine and not to tag one of them just as they finish the routine. (A rule could be that a person completing the “untagging” routine cannot be re-tagged for 10 seconds.)

Grade

3

LEVEL:

PRIMARY

RED ROVER

OBJECTIVE:

To increase flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The relationship between flexibility and personal health is very important to being physically fit.

TEACHING STRATEGIES:

Before beginning the game it should be stressed that a warm-up period needs to take place. Good stretching techniques that could be used include such things as toe-touches, saddle stretch, center stretch, heel drop, and heel stretch.

Ask the students what being flexible means. Mention the fact that the exercises the children had just completed are a few good ways of keeping the legs flexible.

Stress the importance of stretching prior to physical exercise. Give examples of some results where stretching was not done.

After the warm-up period of approximately 5-10 minutes, choose one student (a different student each time a game is played) to be the Red Rover caller. Place all the other children along a line on one side of the caller. The caller exclaims loudly, "Red Rover, Red Rover, let those wearing blue come over." As the students who are wearing blue proceed to try to run over to the other side, the caller has to try to catch them. If a student is caught, they have to help the caller catch the rest of the students, but if the students reach the other side then they are considered safe. At this point, the caller restates his or her line using a new descriptor.

Continue the game until every student is caught. After this is finished, slow down with a cool down. This should be about five minutes.

EVALUATION/MODIFICATION:

Teachers can ask questions concerning what parts of their bodies do the children feel they stretched. If any further information is needed, the teacher can supply it periodically throughout the game.

Grade

3

LEVEL:
PRIMARY

FLEXIBILITY AND PERSONAL HEALTH

OBJECTIVE:

To increase flexibility through stretching.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Hiking trail or neighborhood near the schools (handicapped accessible), classroom.

EQUIPMENT/MATERIALS:

Tennis shoes or hiking boots, first aid kit, water bottles and cups, at least two adults or volunteers supervising.

INFORMATION:

Hiking is a good year-round activity that does not require a large amount of money or a specific place. This activity does require a certain amount of flexibility. Hiking helps to increase flexibility and to maintain physical fitness.

CLASS ARRANGEMENT:

Two groups.

SKILLS NEEDED:

Stretching, safety rules related to hiking.

INSTRUCTIONAL STRATEGIES

The students will begin the hike by dividing into two groups. Both groups will learn ballistic and stretch-and-hold exercises. The first group will stretch for 15 minutes while the second group will only stretch for seven minutes. Before the students start hiking, the teacher must explain the rules of safety for the hike. The students will hike about two miles (this distance may vary depending upon the difficulty of the hike, the number of students, or the ability of the students). At the end of the hike, both groups of students will participate in cool-down exercises, but the first group will cool down for ten minutes while the second group will cool down for only one minute.

The next day the students will discuss the effects of the hike on their muscles. The students will then decide on an exercise program to be done for ten minutes every day for two weeks. At the end of two weeks, the students will go on the same hike. This time the whole class will warm up and cool down for the same amount of time.

The day after the second hike, the students will discuss the effects of the hike on their muscles and how the warm-up and cool-down exercises affected their muscles.

EVALUATION/MODIFICATION:

The hike may be stopped at any time to give additional information to the students. The teacher will determine through discussion whether the students have reached satisfactory comprehension of the importance of flexibility and personal health.

Grade

3

LEVEL:

PRIMARY

STRETCHING

OBJECTIVE:

To understand the major joints and supporting muscle groups.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Maintaining good flexibility is important in prevention of injury to the muscles and tendons. Stretching exercises should be included as part of the warm-up before engaging in strenuous activity.

Most activities engaged in require relatively normal amounts of flexibility. However, some activities such as gymnastics, ballet, diving, karate, and yoga require increased flexibility for superior performance. Experts in the field of training and in the development of physical fitness would agree that good flexibility is essential to successful physical performance, although their ideas are based primarily on observation rather than scientific research.

The two types of flexibility are called static flexibility and dynamic flexibility. Static flexibility (passive range of motion) refers to the degree to which a joint may be passively moved to the endpoints in its range of motion. No muscle contraction is involved with static flexibility.

Dynamic flexibility (active range of motion) refers to the degree to which a joint can be moved by a muscle contraction, usually through the midrange of movement. Dynamic flexibility is not necessarily a good indicator of the flexibility of a joint because it applies to the ability to move a joint efficiently with little resistance to motion.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Students should be aware of the following precautions:
 - a. Warm up using a slow jog or fast walk before stretching vigorously.
 - b. To increase flexibility, the muscle must be overloaded or stretched beyond its normal range, but not to the point of pain.
 - c. Stretch only to the point where you feel tightness or resistance to stretch or perhaps some discomfort. Stretching should not be painful.
2. Students can participate in the following stretching exercises:

Exercise 1: Lateral Head Tilt

Slowly and gently tilt the head laterally. Repeat several times to each side. Areas stretched include neck flexors and extensors and ligaments of the cervical spine.

Exercise 2: Arm Circles

Gently circle arms all the way around. Conduct the exercise in both directions. Areas stretched include shoulder muscles and ligaments.

Exercise 3: Side Stretch

Stand straight up, feet separated to shoulder width, and place hands on waist. Move the upper body to one side and hold the final stretch for a few seconds. Repeat on the other side. Areas stretched include muscles and ligaments in the pelvic region.

Exercise 4: Body Rotation

Place arms slightly away from body and rotate the trunk as far as possible, holding the final position for several seconds. Conduct the exercise for the right and left sides of the body. One can also perform this exercise by standing about two feet away from the wall (back toward the wall), and then rotate the trunk, placing the hands against the wall. Areas stretched include hip, abdominal, chest, back, neck, and shoulder muscles, hip and spinal ligaments.

Exercise 5: Chest Stretch

Kneel down behind a chair and place both hands on the back of the chair. Gradually push your chest downward and hold for a few seconds. Areas stretched include chest (pectoral) muscles and shoulder ligaments.

Exercise 6: Shoulder Hyperextension Stretch

Have a partner grasp arms from behind by the wrists and slowly lift them upward. Hold the final position for a few seconds. Areas stretched include deltoid and pectoral muscles, and ligaments of the shoulder joint.

EVALUATION/MODIFICATION:

Students should identify the major joints and supporting muscles exercised.

Grade

3

LEVEL:
PRIMARY

WALK/JOG

OBJECTIVE:

To improve cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Cardiovascular endurance is concerned with the efficiency of the heart and lungs. It is the foundation on which all forms of fitness should be built. Cardiovascular fitness improves muscles, lungs, heart, and blood vessels. Any exercise is better than no exercise, but just a few exercises produce lasting benefits to the heart, lungs, and circulatory system.

CLASS ARRANGEMENT:

Three groups with similar running ability.

INSTRUCTIONAL STRATEGIES:

1. Develop an efficient running style.
 - a. Relax mind—don't worry about how you look to others, or how fast you are going. If you run with tension you will tire quickly and experience pain. The worst thing you can do about STYLE is worry about it.
 - b. Relax upper body (shoulders, hands, elbows, arms and neck) as tension in these areas leads to an aching back.
 - c. Lean forward slightly from the hips.

Grade

3

LEVEL:

PRIMARY

WORK YOUR BODY

OBJECTIVE:

To improve muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

One method of maintaining good strength is to understand the relationship of strength to metabolism. Metabolism increases with improved physical fitness.

Endurance exercises are of great value in improving posture, personal appearance, self-image, sports skills, and in potential emergencies where strength is necessary to cope effectively. From a health standpoint, strength helps to maintain muscle tissue and better resting metabolism, decreases the risk of injury, and helps prevent chronic lower back pain.

CLASS ARRANGEMENT:

Students work individually or in pairs.

INSTRUCTIONAL STRATEGIES:

1. Explain to students the following safety considerations.
 - a. Warm up prior to working out. The warm-up should include stretching and exercises of moderate intensity that cause sweating and an increase in muscle temperature.
 - b. Regardless of the exercise system or equipment used, NEVER hold your breath while lifting a weight. Breath holding precipitates a potentially dangerous chain of physiological events. Keep exercising, breathing rhythmically to avoid sudden changes in blood pressure and oxygen supply.

2. Students should participate in the following muscular endurance exercises:

Exercise 1: Step Up

Step up and down (using a box or chair) approximately 12-15 inches high. Conduct one set using the same leg each time and conduct a second set using the other leg. One could also alternate legs on each step-up cycle. You may increase the resistance by holding an object in your arms (hold object close to the body to decrease strain in the lower back).

Muscles developed include gluteal muscles, quadriceps, gastrocnemius, and soleus.

Exercise 2: High Jumper

Start with the knees bent at approximately 150 degrees and jump as high as possible, raising both arms simultaneously. Muscles developed include gluteal muscles, quadriceps, gastrocnemius, and soleus.

Exercise 3: Pull-Up

Suspend body from a bar with a pronated grip (thumbs in). Pull body up until chin is above the bar, then lower the body slowly to the starting position. If unable to perform the pull-up as described, either have a partner hold feet to push off and facilitate the movement upward or use a lower bar and support feet on the floor. Muscles developed include biceps, brachioradialis, brachialis, trapezius, and latissimus dorsi.

Exercise 4: Curl-Up

Start with head and shoulders off the floor, arms crossed on chest, and knees slightly bent (the greater the flexion of the knee, the more difficult the curl-up). Return to the starting position without letting the head or shoulders touch the floor, or allowing the hips to come off the floor. If one allows the hips to raise off the floor and the head and shoulders to touch the floor, one will most likely “swing up” on the next curl-up, which minimizes the work of the abdominal muscles. If one cannot curl up with the arms on the chest, place the hands by the side of hips or have a partner hold the thighs. Do not perform the curl-up exercise with legs completely extended, as this will cause strain on the lower back. Muscles developed include abdominal muscles and hip flexors.

EVALUATION/MODIFICATION:

Organize a six-team relay with relay stations established that include each of the preceding exercises.

Grade

3

LEVEL:

PRIMARY

SKIPPING

OBJECTIVE:

To enhance cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Jump rope for each student.

INFORMATION:

Rope skipping raises the heart rate. Continued use of this activity in a health enhancement program improves cardiovascular endurance and muscular endurance. Because rope skipping requires a degree of coordination, speed and agility, it can also have a beneficial effect in improving these skills.

CLASS ARRANGEMENT:

Free formation, double rope-length space between students.

SKILLS NEEDED:

Two-foot step, ability to skip for five minutes.

INSTRUCTIONAL STRATEGIES:

1. Progression of Rope Skipping Skills
Progress from simple “two-foot basic” with a rebound step between each jump to the more complex skills. The progression for skipping is similar to that of running, i.e., intensity, time, and frequency should be adjusted to the individual student.

Rebound

This is simply a hop in place as the rope passes over the head.

Two-Footed Rebound Step

Same as Rebound only take a preparatory rebound while the rope is overhead.

Hop on One Foot

The one-footed hop may be performed with each turn of the rope or with a rebound step after each jump over the rope.

Alternate Step

Jump right, rebound right, jump left, rebound left. During the rebound step the rope is passing overhead.

Alternate Step/Leg Swing

This variation is basically the same as the Alternate Step, with the free leg swinging to the side during the rebound hop.

This is just a brief outline of five basic skipping steps. Again, it is stressed that our goal is successful skipping and cardiovascular fitness, not mastery of a wide range of skipping skills.

2. Five-minute continuous skipping

Students should complete the following progressions:

Progression 1—

skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
<u>skip 1 min</u>	<u>total 1 min</u>
total 5 min	rest
skipping	
Total time 6 minutes	

Progression 2—

skip 1.5 min	rest 15 sec
skip 1.5 min	rest 15 sec
<u>skip 2.0 min.</u>	<u>total 30 sec</u>
total 5 min	rest
skipping	
Total time 5.5 minutes	

Progression 3—

skip 2.5 min	rest 15 sec
<u>skip 2.5 min</u>	<u>total 15 sec</u>
total 5 min	rest
skipping	
Total time 5.25 minutes	

EVALUATION/MODIFICATION:

Skipping to music is an excellent complete body activity. It increases coordination, rhythm and timing. It tones up the cardiovascular system and increases both speed and endurance. Skipping to music takes the “pain” out of skipping because the student is concentrating on the music.

Grade

3

LEVEL:

PRIMARY

CIRCUIT FUN

OBJECTIVE:

To improve cardiovascular endurance, muscular strength, muscular endurance and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four jump ropes, four basketballs, four soccer balls, climbing rope, mats, four hoops, scarves, bean bags, pencils, activity cards prepared and provided by instructor.

INFORMATION:

The development of lifetime fitness habits needs to be introduced and formed early in life. The elementary level is an optimum time for students to become aware of what their bodies are capable of, what types of activities enhance fitness, and that fitness is fun.

CLASS ARRANGEMENT:

The entire class split into eight groups.

SKILLS NEEDED:

Jumping rope, dribbling (basketball, soccer ball), stretching, rope climb.

INSTRUCTIONAL STRATEGIES:

1. Pass out activity cards to all students prior to activity. Split the class into eight groups by numbering off 1 to 8. The number students call out corresponds to the number of the station at which they will be starting the circuit. Explain that as the music plays, the students will be participating in the activity featured at each particular station. When the music stops the group is to rotate to the next station beginning the next activity when the music begins again. The time allotted for each station will be three minutes. The requirements for each fitness level will be posted at each station. The student's physical capability level determines the number of repetitions completed at each station.

2. As a whole class, visit each station for an explanation and demonstration of the activity by the instructor. Safety precautions will also be discussed at this time.
3. Each group begins at the appropriate station, activity begins with music.

EVALUATION/MODIFICATION:

Instructor will observe students at each of the stations to look for correct technique and participation. Students will also hand in activity cards with activities and repetitions completed at each station.

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RESOURCES:

Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.*™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade

3

LEVEL:

PRIMARY

TRACE ME

OBJECTIVE:

To identify the major bones of the body.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Large sheets of butcher paper (large enough for a student to lie on), markers.

INFORMATION:

There are 206 bones in the body. Bones are the supportive framework of the body. Bones can be short, long, flat or irregular in shape. The bones have four main functions: to support and shape the body, to protect the organs (heart, lungs, brain, etc.), to provide anchors for the muscles without which they cannot move, and to form blood cells in the marrow.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Knowledge of bones, tracing.

INSTRUCTIONAL STRATEGIES:

1. Give each person a sheet of butcher paper and a marker. Taking turns, one person will lie face up on the paper. The partner will outline the student lying down with the marker on the piece of paper. Students switch roles.
2. Each person should put their name on the bottom of their sheet and fill in the major bones of the body using a marker. Then each student will have a picture of his/her body with bones drawn. Each major bone should be labeled.

3. Divide the class into four groups. Provide each team with a large sheet of paper and a marker. Each team has one minute to draw a skeleton. Tape the skeleton on the wall at the far end of the gym. Students will run down, label one bone, return and pass the marker on to the next student. The winning team is the one with the most correctly spelled and labeled bones within a given time period.

EVALUATION:

Discuss with students the supportive role of the skeletal system. Discuss the similar and different functions of short, long, flat and other bones.

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Grade

3

**LEVEL:
PRIMARY**

A DAY IN THE LIFE OF YOUR HEART

OBJECTIVE:

To increase knowledge of the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Large roll of white paper, red construction paper, black marker, heart stencil, empty plastic one-gallon milk container containing 3.5 quarts of water with red food coloring added, scissors, tape or glue.

INFORMATION:

The heart is a dual pump. The right side takes the de-oxygenated blood to the lungs where the carbon dioxide (CO₂) is replaced with oxygen (O₂). The oxygenated blood is then pumped through the left side of the heart and out to the entire body.

CLASS ARRANGEMENT:

Circle for demonstration.

INSTRUCTIONAL STRATEGIES:

1. Trace the heart stencil onto red construction paper. Cut out.
2. One student should lie down on the white paper; a team of students trace around the body.
3. Ask the students where the cut-out red heart would go. Glue or tape the heart in place.

4. Discussion: Your heart is about the same size as your fist. Students can make a fist to compare. Your heart beats 70-100 beats per minute. Students should take their heart rate using the index and second finger at the carotid artery in neck, or at the radial artery on wrist. Start count with "0." Take pulse for 10 seconds and multiply by six, or take for one minute. How many times per day does the heart beat? During exercise the heart rate increases to 150-190 beats per minute. At about 9 years old, a heart weighs three-fourths of a pound and the body contains three and one-half quarts of blood (show plastic milk container). The body's blood makes 1,000 complete trips around the body each day. The heart pumps 8,000 gallons of blood per day. Ask the students how they can keep their heart healthy? How does the way you eat, exercise, rest, smoking, etc., affect heart health?

EVALUATION/MODIFICATION:

The "body" made for this lesson can be expanded on for further lessons on body organs, structure, etc.

Grade

3

LEVEL:
INTERMEDIATE

SKELETON

OBJECTIVE:

To understand the skeletal system.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cards with the names of the major bones in the body (one major bone per card), large paper outline of the body (see previous lesson Trace Me), music.

INFORMATION:

There are 206 bones in the body. Begin by using the common names of the bones. Go into more detail further into the year.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

To have played "Simon Says;" to have reviewed the bones in the body.

INSTRUCTIONAL STRATEGIES:

1. Place body outline in the middle of the gym.
2. Students should line up at one end of the gym.
3. Play "Skeleton Says," like "Simon Says," using the names of the various bones in the body.
4. When they have played for around 10 minutes, hand out the cards of bones in the body to everyone.

5. Explain to the students the cards are to be placed on the body outline in the proper places. The students will have until the music stops to find where the cards are to be placed.
6. Explain that if students select the correct place for each bone card three times in a row, they will have a free choice of activities in the next health enhancement class. Everyone should help everyone else get right answers!
7. Repeat the game until the end of class. Students should switch cards before every game.

EVALUATION/MODIFICATION:

Students can start at the head of the body and, working to the feet, name the major bones. Give a worksheet of the skeletal system for them to take home.

RESOURCES:

McClanahan and Co., Health, Choosing Wellness, second edition, Teacher's Resource Book, Prentice Hall Inc., Massachusetts, Copyright 1992.

Grade

3

LEVEL:

PRIMARY

WHY WE EAT

OBJECTIVE:

To improve healthy eating behaviors.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Why We Eat handout (see Grade 3 Handout Masters).

INFORMATION:

A variety of factors influence eating habits. Sensory qualities of food affect food choices, and emotions influence eating behavior. Children need to be assured there is no determined eating response to a given situation. Even within a family, individuals react differently. Under stress, crisis or grief, some people will eat almost continuously; others will hardly touch food. The same holds true when there are times of celebration or excitement. Students should also know that while the lack of food does not seem to bother some people, the metabolism of other people will cause them to be cranky, irritable, jittery or nervous if they do not eat on a regular schedule. Students will feel better about their food choices if they know more about why they eat or don't eat.

INSTRUCTIONAL STRATEGIES:

1. Discuss the Why We Eat handout (see Grade 3 Handout Masters), noting information in this plan. Students can give examples of situations they have been in which illustrate each of the reasons listed on the handout.
2. Discuss how people can sometimes feel more comfortable about their food choices and are able to control their daily food intake better if they know more about the reasons they eat.

EVALUATION/MODIFICATION:

Create story situations for children to respond how the situation might affect eating habits, e.g., a difficult test in the morning, missing lunch because of a baseball game (hungry at 3:00 p.m.) or excitement because of a race you think you might win the next day.

RESOURCES:

Adapted from: Comprehensive Health Education Instruction. Lincoln, Nebraska: Nebraska Department of Education, 1993.

COMBINATION FOODS

OBJECTIVE:

To identify foods according to food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Magazines with food pictures, scissors, tape or glue.

INFORMATION:

Although we are familiar with the five food groups, many foods we eat are a combination of foods from more than one food group. As we look at the recommended servings from the food groups in the Food Guide Pyramid, we need to be able to identify what foods are in the combination foods we are eating, and estimate how much of a serving from each food group we are consuming.

INSTRUCTIONAL STRATEGIES:

1. Review the five food groups in the Food Guide Pyramid. Discuss that we eat combination foods many times. Students can list many food choices they make which have foods from more than one food group. Examples: casseroles, pizza, taco, spaghetti with meat sauce, sandwiches, soup, salads, stir fry dishes.
2. Students can use magazines with food pictures to cut out combination foods and tape them on a paper or card. In groups of three or four, have them look at the foods they have cut out. Students should identify what foods are in the combination, what food groups those foods are in, and, if possible, how much of that food would be in one serving of the combination foods. Small groups should share in large group and discuss.

EVALUATION/MODIFICATION:

Students identify a tossed salad with ingredients from all five food groups which they would like to eat.

RESOURCES:

Adapted from: Healthy Growing Up. Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade

3

LEVEL:

PRIMARY

ALPHABET FOODS FOR VARIETY

OBJECTIVE:

To identify foods for variety in diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Alphabet cards, food alphabet list (see Grade 3 Handout Masters), tape or record player, tape or record of choice (optional: food posters or food pictures displayed around room).

INFORMATION:

Children need to learn that foods are fun to eat and that there are many different foods available besides the ones they are familiar with on a daily basis. We need variety in our daily diet in order to obtain the array of nutrients which are necessary for health and growth. A logical outcome of naming a wide variety of foods is for the teacher to encourage children to eat one or more of the foods identified in the lesson which he/she has not yet tasted.

INSTRUCTIONAL STRATEGIES:

1. Before the activity, construct food alphabet cards by drawing one letter on each of 26 pieces of construction paper. (You may want to omit the more difficult letters or add additional cards if you have more than 26 students.) Affix the papers to the floor, spaced about 12 inches apart, in a winding pattern. Display posters and food pictures around the room (optional).
2. Review with students that they need many different foods to be healthy. Have students line up on alphabet cards and begin stepping from card to card when the music begins. When the music stops, they stop on the letter and think of a food which begins with that letter (they may look at posters and pictures for ideas). When a student knows a food, he/she raises her hand and says it. Ask for a show of hands of how many students have tasted that food. Continue until students are out of names they know for the alphabet (use the Food Alphabet List for ideas to give them). Do not be concerned if students select "extras," combination foods, or use brand names as examples. This activity emphasizes a variety of foods.

3. Challenge students to try at least one new food they have heard identified in each of the next three days.

EVALUATION/MODIFICATION:

Children could also be asked to name the food group from which the alphabet food comes. Points, stars or applause could be given for a more game-like atmosphere.

RESOURCES:

Adapted from: Delicious Decisions. Westmont, Illinois: Dairy Council of Wisconsin, 1992.

THE MEAT-PLUS GROUP

OBJECTIVE:

To identify foods in the Meat food group.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food Fundamentals handout (see Grade 3 Handout Masters).

INFORMATION:

The Meat food group (Meat, Poultry, Fish, Dry Beans, Eggs and Nuts) is an important group to explore with children because of the variety of foods it contains. Meat, poultry, and fish supply protein, B vitamins, iron and zinc. The other foods in this group—dry beans, eggs and nuts—are similar to meats in providing protein and most vitamins and minerals.

The Food Guided Pyramid suggests two to three servings each day of foods from this group. The total amount of these servings should be the equivalent of five to seven ounces of cooked lean meat, poultry or fish each day.

INSTRUCTIONAL STRATEGIES:

1. Review the foods from this food group (make a list on the board) and the recommended servings and serving sizes. Explain that the nutrients from this food group are vital to building a healthy body.
2. Sing “Old McDonald’s Farm” with different foods from this food group in each verse. For example, “...and on that farm he had some peanuts. With a CRUNCH CRUNCH here...” Other verses: turkey - gobble; chicken - cluck; fish - bubble; egg - crack; cow - moo; pig - oink, etc.
3. Using the Food Fundamentals handout (see Grade 3 Handout Masters), complete the directions to summarize the information about the entire Meat Group.

EVALUATION/MODIFICATION:

Children can play “Charades,” acting out a food from the meat group. Instead of “sounds like,” they could do “comes from.”

RESOURCES:

Adapted from: The American Dietetic Association. Food Fundamentals. Oak Brook, Illinois: McDonald’s Corporation, 1993.

BREAKFAST CEREAL CHOICES

OBJECTIVE:

To understand the influence of advertising in choosing foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Commercials handout (see Grade 3 Handout Masters).

INFORMATION:

Children will have more control over the food choices they make if they realize the impact of advertising, especially commercials on television. Foods that get advertised are often those that are processed and contain increased amounts of salt, fat and sugar. Children are also affected by peer pressure, and advertisers play on the need to be accepted. These types of ads influence children's ideas of what they want to eat. Tactics advertisers utilize include emotional appeal, attention getters, or sales pitches with promises and incomplete truths. With guidance, children can learn to be aware of how advertisements influence their food choices.

INSTRUCTIONAL STRATEGIES:

1. Discuss that the role of advertising is to get us to buy something, e.g., food. Note that not all foods which are good for us are advertised, and that not all foods advertised are the best choices for a healthy diet. Explain advertising tactics advertisers use to get us to buy their products. Students should guess the number of commercials aired on a Saturday morning and the intended audience. Discuss what is appealing to children in the commercials.
2. Use the Commercials handout (see Grade 3 Handout Masters) to classify the foods advertised into the five food groups. Note that cereal is most often advertised, and have students explain why that might be true.
3. Ask students how their breakfast cereal choices might change because of this activity. Discuss.

EVALUATION/MODIFICATION:

Videotape 15 minutes of commercials during a time geared to students and show the tape in class for analysis by the class. Ask students to watch television on Saturday or after school and to keep a record of food commercials they see. Students should place the commercials into the five food groups based on the food being advertised.

RESOURCES:

Adapted from: Nutrition Smart! West Nyack, New York: The Center for Applied Research in Education, 1991.

WHAT IS A SERVING?

OBJECTIVE:

To compare daily food intake to recommended servings.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

What Counts as a Serving? handout (see Grade 3 Handout Masters), several food items (cereal, water, canned fruit cocktail, canned peas, water or milk), measuring cups and spoons (optional—a cassette tape or a deck of cards, a tennis ball, a pair of dice, food models).

INFORMATION:

One concept of the Food Guide Pyramid which often needs clarification is the amount of food which counts as a serving. With increased recommended number of servings in the bread, vegetable, and fruit groups, children (and some adults) often believe that they cannot eat that much food. It is important to measure the amount of food recommended for a serving and compare the amount to what is eaten. After this activity, most people see that it is easy to meet the Pyramid's recommendation for increasing the number of serving sizes because serving sizes are generally smaller than people had thought.

SKILLS NEEDED:

Measuring, pouring.

INSTRUCTIONAL STRATEGIES:

1. Place food items to be measured on a table where all students can see. Ask volunteers to estimate the amount of each food they normally would eat at one time. (For example, ready-to-eat cereal in a bowl, the amount of peas on a plate, fruit cocktail in a small dish, etc.) When the students have estimated what they would eat, have them measure it in measuring cups or spoons. Compare their measured amounts to the recommended serving size listed on the What Counts as a Serving? handout (see Grade 3 Handout Masters) or on a Food Guide Pyramid poster. Discuss the differences.
2. Review the serving sizes and recommended number of servings for all five food groups, noting that there is no recommended serving size for "extra" foods (fats, oils, and sweets that have few nutrients).

EVALUATION/MODIFICATION:

To extend this serving size lesson, use food models to indicate serving sizes. It may be helpful to relate food portions to common objects (e.g., use a cassette tape or deck of cards to show what 2-3 ounces of meat would look like in terms of size and weight, a tennis ball to show the size of a medium piece of fruit, or a pair of dice to illustrate the weight of an ounce of cheese). Discuss how visualizing serving size makes us be more accurate in estimating how many servings we eat in a day.

RESOURCES:

Adapted from: Putting the Pyramid Into Practice. Seattle, Washington: Washington State Dairy Council, 1993. Handout adapted from: USDA Home and Garden Bulletin No. 249.

Grade

3

LEVEL:

PRIMARY

COOKING Up CALORIES

OBJECTIVE:

To understand the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Ingredients and cooking utensils as listed on recipe page (see Grade 3 Handout Masters).

INFORMATION:

For the purpose of simplifying menu planning, food is grouped into five categories:

1. bread, cereals, rice and pasta;
2. vegetables;
3. fruits;
4. milk, yogurt and cheese; and
5. meat, poultry, fish, dry beans, eggs and nuts.

(See the Food Guide Pyramid in the Grade 3 Handout Masters for more information.)

Each group emphasizes one or more major nutrients: bread (carbohydrates and vitamin B), vegetables (vitamin A), fruit (vitamin C), milk (calcium), and meat (protein).

The following are caloric expenditures for 20 minutes of activity:

running—180 per 20 minutes,
walking—30 per 20 minutes,
biking—84 per 20 minutes,
aerobics—180 per 20 minutes.

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

The class will be divided into four groups. Each student will be given a paper with all four recipes (see recipe page) and the calorie counts for each recipe. Each group will be assigned one of the easy-to-make recipes. With supervision, each group will prepare the food.

Students will return to the classroom to eat the meal they have prepared. While students are eating, discuss which nutrients come from which food groups.

After the class has finished eating, the class will go out to the playground. Explain to the students that it will take 18 minutes of exercise to burn 100 calories. Students will begin running; stop them after 9 minutes and tell them they have run off 50 calories. The class will discuss how many calories they need a day and how it is not necessary to burn off each calorie they consume. The class will talk about the importance of a regular exercise program and its effect on increasing basal metabolic rate.

EVALUATION/MODIFICATION:

A short quiz will be given at the completion of this lesson to evaluate students' understanding of the five food groups and caloric expenditures.

Grade

3

LEVEL:
PRIMARY

FOOD GROUP FRENZY

OBJECTIVE:

To understand a balanced diet and cardiovascular exercise.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four jump ropes, 20 food group boxes (four for milk, four for meat, four for fruit, four for vegetable, four for bread); cards with food pictures on front and exercise tasks on back, five boxes for cards to be stored in.

INFORMATION:

There are five basic food groups. They are the milk group, meat group, fruit group, vegetable group, and the bread group. The recommended system for a balanced diet using these groups is shown on the Food Guide Pyramid. It suggests the following:

Milk group—2-3 servings
Meat group—2-3 servings
Vegetable group—3-5 servings
Fruit group—2-4 servings
Bread group—6-11 servings

These foods provide the body with nutrients such as carbohydrates, fats, proteins, minerals and water. By following the Food Guide Pyramid, one can enhance their health. A good diet combined with exercise will help keep you fit.

INSTRUCTIONAL STRATEGIES:

First, review the five food groups and have students list different food items that would fit into each category. Explain to the students they will be running a relay race today. There are five stations set up at the end of the gym. Students will be divided into four teams that will line up opposite each station at the other end of the gym (or field). Each person on the team must run to their assigned station and choose a food card from the box labeled **GOODIES**. It must be a

random choice. They are to look at the card and decide into what food group it fits. Then they are to read the back and do the task it asks (i.e., broccoli = five jumps, ice cream = 15 sit ups, etc.). Once they've finished they are to put the card in the right food group box. There will be five boxes at each station with the food groups labeled on them. Then they are to run back to their team, tag the next person, and that person repeats the process. The relay should continue until all members have had a turn. When finished, have students gather in front of you. Choose one team's set of food group boxes. Talk about each food group and what average daily allowances should be. If the group is small, run the relay twice.

EVALUATION/MODIFICATION:

Observe students as they perform exercise tasks to check for endurance and attitude. Take notes on skills that may need to be worked on.

During discussion session, students can tell you about healthy foods and a balanced diet.

Another approach to this activity might be as follows: Students can develop a healthy diet. Each team member chooses a card, does the task, and returns with the card to the team. The team has to put together a healthy daily diet in terms of servings and food items. If they end up with six servings of a vegetable, for example, one person must return one vegetable to the box and choose another card. They perform the given task on the new card and take the card back to the team. Each team sits down when they think they have a healthy diet.

RESOURCES:

Hales, Dianne. An Invitation to Health Taking Charge of Your Life. 1989. Benjamin Cummings Publishing Co., Redwood City, CA.

Grade

3

**LEVEL:
PRIMARY**

HUNGRY HUMAN MUSCLE ENDURANCE AND NUTRITION

OBJECTIVE:

To create a complete meal using the five basic food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING STRATEGIES:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Depending on the size of the class, the number of signs may vary but recommended signs are:

- milk group—five signs of milk products,
- meat group—five signs of meat products,
- fruit—six signs of fruit products,
- vegetable group—eight signs of vegetable products,
- bread group—eight signs of bread products, and
- one “Hungry Human” sign.

(There needs to be enough signs for every student to wear one on their body).

Other foods such as condiments, oil and sugars may complement food, but do not replace food from the food groups.

SKILLS NEEDED:

Basic knowledge of the food groups, the number of servings needed to make a complete meal, running, dodging and tagging skills.

INSTRUCTIONAL STRATEGIES:

The entire class stands on a line facing the teacher. The teacher randomly passes out the food signs and the Hungry Human (H.H.) sign to the students. The student who is the H.H. will stand in the middle of the play area while the rest of the class stands on one boundary line. The H.H.

will call out the name of each food group, one at a time. The students wearing food from that particular group will try and run to the other boundary without being tagged. The H.H. needs to tag two people from the milk group, two people from the meat group, three people from the fruit group, four from the vegetable group and six people from the bread group. Once a student is tagged, the Hungry Human places him/her in the area of the court called the "Hungry Human Plate." The game continues until the H.H. has tagged enough people from each food group to make a complete meal. Once the meal is complete, the game may be started over with a new H.H.

EVALUATION/MODIFICATION:

Observe how the students are making their way across the court. Watch for pushing and not admitting to being tagged. Ask the students how they feel about the game, i.e., easy or hard? Relate their responses to choosing healthy food over junk food. Watch to see if all students are choosing the right amount of servings for each food group.

RESOURCES:

Wickman, Sandy J. Human Nutrition: A Self-Instruction Text. Bowie, Maryland: Robert J. Brady Co., 1982. Boyer, Madeline Haas.

The Teaching Of Elementary School Physical Education. New York, NY: J. Lowell Pratt and Co., 1965.

Grade

3

LEVEL:

PRIMARY

TOSS FOR HEALTH

OBJECTIVE:

To understand body composition.

LIFE SKILL:

To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cardboard for stand-up pictures of food, markers, two beanbags, tape (optional: bell to ring when low-fat foods are selected, instruments to take children's fat percentage).

INFORMATION:

Some fat is necessary in the body to function correctly but too much is unhealthy for a variety of reasons. An excess of fat in the body affects physical performance, appearance, and most importantly, your health. The recommended fat percentage for children is 14-22 percent of body weight. A good way to keep fat percentage down is through exercise and consuming low-fat foods.

CLASS ARRANGEMENT:

Two or three students will throw beanbags simultaneously with the rest of the class watching and cheering for their peers.

SKILLS NEEDED:

Children should be able to throw a beanbag, and understand basic nutrition knowledge.

INSTRUCTIONAL STRATEGIES:

Body composition and the dangers of high-fat foods should be discussed with the students. If the materials are available, those who choose to have their body fat percentage figured out confidentially may do so. The open area should be set up so it contains about five taped lines in front of the baseline. At each line there will be a stand-up cardboard picture of a food (e.g., an apple, Big Mac, candy bar, or skim milk). The students will form two lines. The first student in each line will be handed a beanbag. The students should then be asked as a group which of the foods

are lowest in fat. The students should be informed they will receive four tosses and that the low-fat foods are the best ones to land on. Every student should go through the line once. The students' scores should be kept, with higher scores given to the foods with the higher amount of fat. The student with the lowest score will "win" the game. Announce that with healthy eating habits and regular exercise, people are likely to live a longer and healthier life.

EVALUATION/MODIFICATION:

Provide time for questions from students and make sure students understand the concept thoroughly before continuing at any time during the exercise. The discussion and body composition testing can be done in the classroom prior to the exercise.

Grade

3

LEVEL:

PRIMARY

THE FAT KILL

OBJECTIVE:

To understand the importance of nutrition.

LIFE SKILL:

To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Two rubber balls.

INFORMATION:

An important aspect of good health is eating foods that are good for the cardiovascular system. Food makes our bodies healthy and strong by supplying the nourishment that is carried by the blood to every cell in the body. We need a lot of different foods to keep us healthy because each food does different things in the body. Each group in the food pyramid has something we need to be able to maintain strong, healthy bodies. For a healthy heart and a lot of energy, it is important to choose foods low in fat, salt, and sugar. If you eat foods high in fat, fatty deposits can build up on the inner walls of the arteries, causing the pathway for the blood to become smaller. The heart, like every muscle in your body, needs oxygen so it can work correctly. If the arteries are plugged up, the heart has to work harder to get oxygen.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of food pyramid, throwing, dodging, swerving.

INSTRUCTIONAL STRATEGIES:

Divide the class in half. Make one group the “candy bars,” and the other the “doughnuts.” Give one ball to the “candy bars,” and one ball to the “doughnuts.” The ball is called a “fat shooter.” When the whistle is blown, the ball is to be thrown at the opponent without the thrower crossing the center line. If the “fat shooter” hits an opponent, the opponent goes to the garbage disposal,

which is located behind you and your teammates in the back one-fourth of the gym. The only way to get out of the garbage disposal is to catch a loose “fat shooter,” and throw it from the garbage disposal area and hit one of your opponents from behind. In turn, the opponent you hit would go to the opposite garbage disposal. The game continues until all of the “candy bars” or “doughnuts” are in a garbage disposal.

EVALUATION/MODIFICATION:

The game can be stopped if additional information is needed. The game will continue until one of the teams has won or the concept of how important it is to eat right is established.

Grade

3

LEVEL:

PRIMARY

NUTRITION RELAY

OBJECTIVES:

To understand components of the five food groups; to understand the requirements of a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five basic food group handout (see Grade 3 Handout Masters), cards for each student.

INFORMATION:

The five food groups provide the basis for planning a balanced diet. A balanced diet includes the minimum number of servings from each food group every day. Eating a balanced diet affects the performance of the cardiovascular system.

CLASS ARRANGEMENT:

Class divided into three teams.

SKILLS NEEDED:

Knowledge of the five food groups; knowledge of a balanced diet; running; jumping; other aerobic exercises.

INSTRUCTIONAL STRATEGIES:

Each student will get a card that has a word or phrase on it corresponding to a food belonging to one of the five food groups. The card will fit into the five food groups chart on the wall. The teams will line up in single file at one end of the gym. The first person of each team will run to the other end of the gym where the chart is, and place their card in a position on the chart. Then each student will jump rope ten times, do ten mountain climbers and ten jumping jacks, and run back to where they started. Each student will tag the next person in line and that person will do the same exercise routine. The team that finishes first and has the most cards in the correct places wins.

EVALUATION/MODIFICATION:

When all of the cards have been placed on the board, discuss the five food groups again. If there are any cards in the wrong place, correct them and discuss why they are misplaced.

Grade

3

LEVEL:
PRIMARY

ENERGIZER TAG

OBJECTIVE:

To understand how the body metabolizes fat.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Three red jerseys, three blue jerseys.

INFORMATION:

Foods containing high concentrations of sugars are metabolized into the body's blood sugar and are changed into glucose. The body uses glucose by burning it to produce energy. Energy is needed for moving the body's muscles and for keeping warm. When glucose is not used or when there is too much for the body to utilize, it becomes glycerol. Glycerol is less useful for energy and is more likely to be changed into fat.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of metabolism of foods from glucose to glycerol to fat; ability to distinguish between walkers and runners; tagging, dodging, swerving.

INSTRUCTIONAL STRATEGIES:

Six students are chosen to be taggers—three taggers are called “energizers” and wear red jerseys, the other three are called “duds” and wear blue jerseys. The remainder of the students are glucose molecules. The glucose molecules run around the gymnasium trying to avoid being tagged by a “dud.” When a glucose student is tagged by a “dud,” he/she may no longer run and must walk because a “dud” changes the glucose into glycerol (remember, glycerol is less useful for energy and is likely to become fat). Glycerol students are “out” after they are tagged a second time by another “dud.” (No “dud” may tag the same student twice in a row.) At this time, the

“energizers” should be added to the game to free glycerol students from walking and protect them from being changed into fatty acids. “Energizers” must watch for students who are walking, because these are the only ones who they are allowed to tag. Once a glycerol student is tagged by an “energizer”, he/she is allowed to run again and avoid the “duds!” This game continues until all students gain an understanding of the steps occurring in metabolism.

EVALUATION/MODIFICATION:

After playing this game, students should be led through a discussion of which foods would aid the “duds” and which would help the “energizers” in their battle against fat.

Grade

3

LEVEL:
PRIMARY

RIGHT DIET RELAY

OBJECTIVE:

To understand the benefits of a healthy diet.

LIFE SKILL:

To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Posterboard or paper, pictures of food, tape, jump ropes, stop watches (optional).

INFORMATION:

Cardiovascular fitness is important in that it benefits several parts of the body and has lasting effects. A healthy diet is beneficial in achieving cardiovascular fitness.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of the five main food groups, running, jumping rope.

INSTRUCTIONAL STRATEGIES:

Students will be put into five groups. Each group will line up at one end of the gym. At the other end of the gym will be a posterboard with the names of the five main food groups listed on the top. On the floor will be five piles of pictures of food (each pile will have at least one food from each of the five food groups). Placed next to each pile of food pictures will be a jump rope (be sure that the rope is of adequate length for each of the group members).

At "ready, set, go!" the first member of each group will race to the end of the gymnasium to the posterboard, select a picture from the food picture pile, and tape the picture under the correct food group heading. The student will then get the jump rope and jump for one minute using whatever jump rope technique they prefer.

You can assign some students to be timers and give each of them a stop watch, or have the jumping student simply follow the second hand on a wall clock. After one minute of jumping, the student will race back to their group members and tag the next relay member in their group. The process will be repeated by the remaining group members.

Follow this activity by having students write each of the food groups and some foods in each group on their own.

EVALUATION/MODIFICATION:

At the end of each relay, the teacher can discuss why students answered the way they did and discuss other foods that had not been mentioned. You can ask what cardiovascular exercise they could have also done.

Grade

3

LEVEL:

PRIMARY

SAFE FOOD HANDLING

OBJECTIVE:

To identify ways to keep food safe to eat.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food Can Become Unsafe in Many Ways (see Grade 3 Handout Masters).

INFORMATION:

There are many things we do to prepare food that can make it safe or unsafe to eat. Two simple rules to follow for safe food preparation are:

- wash hands, counters and tables before and after preparing food, and
- keep hot foods hot and cold foods cold.

Bacteria can easily grow in meat, poultry, fish, or foods with eggs if these rules are not followed.

INSTRUCTIONAL STRATEGIES:

1. Give each student a copy of the Food Can Become Unsafe in Many Ways (see Grade 3 Handout Masters). Ask them to mark an "X" on the picture (handout) all the ways that food can become unsafe. (Answers: food should not be tasted from the serving spoon, hands should be washed after touching animals before you eat or touch food, perishable foods should not be left on the counter, food should be protected from insects by putting food away, and germs can spread to foods by sneezing and coughing.) Discuss all of the ways we keep food safe to eat. Sample answers: wash hands before cooking or eating; clean food areas with a clean, soapy cloth or sponge; wrap or cover leftovers and refrigerate them (never leave perishable food in the "danger zone" for longer than two hours; the danger zone is between 40 and 140 degrees Fahrenheit).
2. Students can role play safe and unsafe food handling practices, and let others guess what they are doing right or wrong.

EVALUATION:

Students can monitor and later report their food handling behavior, or that of others, for three days to check for safe food techniques.

RESOURCES:

Adapted from: Eating Right is Basic. East Lansing, Michigan: Michigan State University Cooperative Extension Service, 1989.

Grade

3

LEVEL:

PRIMARY

GROWING BACTERIA

OBJECTIVE:

To understand the importance of washing hands before eating.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with work table and sink.

EQUIPMENT/MATERIALS:

Two screw-top sterilized jars, two knives for peeling potatoes, two well-cleaned potatoes, scrub brush, soap and water.

INFORMATION:

The potato peeled by the unwashed hands will grow a mass of mold and bacteria. There should be a distinct contrast with the other jar.

Caution should be taken to ensure safety in handling knives when peeling potatoes.

CLASS ARRANGEMENT:

Demonstration.

SKILLS NEEDED:

How to peel a potato with a knife and how to thoroughly wash hands.

INSTRUCTIONAL STRATEGIES:

1. Select two students, each one to peel a potato and place it in a sterilized jar.
2. One student washes his/her hands thoroughly with soap and water. This child is not allowed to touch anything until he/she has peeled the potato and placed it in the jar. The instructor should seal the jar shut.

3. The other student peels the potato without his/her hands being washed and places it into the other jar. The instructor should seal the jar shut.
4. Label the jars "hands washed" or "hands unwashed."
5. Place both jars in a warm place and observe daily.
6. After observing changes in the two jars, talk about importance of hand washing, avoiding putting objects in mouth, etc.

EVALUATION/MODIFICATION:

Boil and seal jars in class if possible to show concept of sterilization. Have teams of five students each with two jars, two potatoes, two knives for more participation.

Grade

3

LEVEL:

PRIMARY

GETTING YOUR ZZZS

OBJECTIVE:

To understand the value of good resting habits.

LIFE SKILL:

To promote good mental health, including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper and pencil for each student; sleep statements (see back).

INFORMATION:

Suggested sleep guide.

<u>Age</u>	<u>Suggested Sleep</u>
1 - 6	12.0 hours
6 - 8	11.5 hours
8 -10	11.0 hours
10 -12	10.5 hours
12 -14	10.0 hours
15 and older	9.0 hours

CLASS ARRANGEMENT:

Individual student work and class discussion.

INSTRUCTIONAL STRATEGIES:

1. The students should complete the sleep statements.
2. Discuss what being too tired means. Ask: What things have you noticed about people who haven't had enough sleep? Are there times when being too tired can be unsafe? Do you like to be around people who haven't had enough sleep?

3. Read the following situation: "Suzy is eight years old and she stayed up last night to watch a movie on TV. She went to bed at 11:00 p.m. and had to get up at 7:00 a.m. to go to school."
4. How many hours of sleep did Suzy get? Did she get enough sleep?
5. Sleep is an important part of personal health maintenance.

EVALUATION/MODIFICATION:

Students can record their hours of sleep for one week.

SLEEP STATEMENTS

1. When I am tired I ...
2. When my brother or sister is tired, I..
3. When I have had enough rest, I feel...
4. When I sit too long in a chair, I feel that I....
5. When my pet is tired, he/she...
6. When my mother/father is tired, she/he...

Grade

3

LEVEL:

PRIMARY

BE SAFE!

BICYCLE SAFETY TAG

OBJECTIVE:

To understand bicycle safety rules.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Twenty-four cones to mark borders of lanes, three beanbags for traffic light (red, yellow, and green), enough jerseys for each person in the class (four different colors), two whistles.

INFORMATION:

Basic bicycle safety rules:

- left arm straight out = left turn;
- left arm up = right turn;
- left arm down = stop;
- bicycles must always be on the right-hand side of the road and never ride on sidewalks;
- safety helmets and gear should always be worn; and
- pedestrians always have the right-of-way.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Knowledge of basic bicycle safety rules and gear, vehicle intersections, the game of tag, and running.

INSTRUCTIONAL STRATEGIES:

Bicycle safety rules and gear should be reviewed.

Two students are chosen to be “policemen” and are given whistles. The rest of the class will take turns being bicyclists, cars or trucks, and pedestrians. (Example: 20 students = ten bicyclists, two pedestrians, six cars, and two policemen.)

A mock intersection will be set up. The instructor will be the traffic light in the middle and use red, green and yellow beanbags to give signals. Students will walk and jog through the intersection for practice and must use appropriate signals. The game will begin with the policemen watching and the rest of the class appropriately distributed along the four streets that come together at the mock intersection. The teacher will hold up colored lights in two opposite directions and the cars, bicycles, and pedestrians will move through according to what the lights allow. The students must run through the intersection on green lights as many times as they can, making sure to use proper signals if they turn. If the light turns red, they must stop and let the students going the other direction take their turns. The policemen whistle, run, and tag those who make violations; violators must move to the side. The last two people remaining who have not made any violations are the new policemen.

EVALUATION/MODIFICATION:

The game may be interrupted to help kids gain further knowledge. The teacher will continue to lead kids in the game until they demonstrate proper understanding of bicycle safety.

Grade

3

LEVEL:

PRIMARY

IT'S A DIFFICULT TASK

OBJECTIVE:

To identify illegal drugs.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

MATERIALS:

One pair of old eyeglasses, petroleum jelly, needle, thread.

INFORMATION:

The instructor should explain to the students that the use of illegal drugs can be harmful to many parts of the body. Opiates such as heroin and morphine are types of illegal drugs that can be abused. These drugs slow the actions of the central nervous system. Drugs that slow body actions are called depressants; drugs that speed up the actions of the body are called stimulants.

Students should know that many body parts are affected when a person uses illegal drugs. The following activity will demonstrate how drugs affect muscle coordination and the ability of the brain to control muscle activity.

INSTRUCTIONAL STRATEGIES:

1. Place a light coating of petroleum jelly on the lenses of an old pair of eyeglasses.
2. Select a volunteer to come to the front of the class. Give the volunteer a needle and a piece of thread.
3. Ask the volunteer to try to thread the needle while (s)he is wearing the eyeglasses. The student will have difficulty performing this task.

EVALUATION/MODIFICATION:

Students should relate how using drugs might be compared with wearing eyeglasses that are coated with petroleum jelly. Explain that the blurred vision caused by the petroleum jelly prevented the student from threading the needle. (Using illegal drugs can interfere with vision, which makes the completion of simple tasks difficult.)

SOURCES:

Meeks, L., Heit, P., and Page, R., Totally Awesome Teaching Strategies for Drugs, Alcohol and Tobacco, Blacklick, Ohio: Meeks Heit Publishing Company, 1994.

SMOKELESS TOBACCO

OBJECTIVE:

To demonstrate the dangers of smokeless tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Eight warning signals of oral cancer and smokeless tobacco medical facts (see Grade 3 Handout Masters).

INFORMATION:

Children are very vulnerable to smokeless tobacco use and often start using at a very young age. There are several types of smokeless tobacco.

1. Snuff—(dip) a finely cut powdered tobacco placed in a can; popular brands are Copenhagen, Skoal, and Kodiak. The user places a “pinch” of tobacco between the lip and gum, then sucks the tobacco until it’s time to spit out the juices. The average user dips 1.5 cans per week. Dipping one-third of a can equals the nicotine level of smoking 20 cigarettes.
2. Loose-leaf—(chew) are loose leaves of tobacco placed in a foil-lined pouch; Red Man is a popular brand. The user places a “chaw” or “quid” of tobacco between cheeks and gum, then sucks the tobacco until it’s time to spit out the juices. The average user chews for 1-3 hours.
3. Plug—(brick) is compressed tobacco leaves placed in a cellophane wrapper; a popular brand is Days O’ Work. The user cuts off or bites off a segment of tobacco, places the tobacco between the cheek and gum, then sucks the tobacco until it’s time to spit out the juices.

INSTRUCTIONAL STRATEGIES:

Review the types of smokeless tobacco with the students. Discuss the health effects of this habit by reviewing the medical facts and the eight warning signs of oral cancer.

RESOURCES:

Adapted from Southwest Utah District Health Department, Utah, 1993.

Grade

3

LEVEL:

PRIMARY

FRIENDSHIP TREE

OBJECTIVE:

To identify the qualities needed for good friendship.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS:

Poster paper, crayons, markers or paint, construction paper.

INFORMATION:

Friendships are important aspects of human beings. As social beings, we need friendships in our lives to maintain positive self-esteem.

INSTRUCTIONAL STRATEGIES:

1. Discuss friendship. A friend is someone you know well and like. Discuss making and keeping friends. Discuss qualities that are desirable for good friendship. Some of these qualities might be honesty, kindness, sincerity, humor, responsibility, discipline, generosity, sensitivity, manners, trustworthiness.
2. Discuss persons who have helped them develop the qualities needed for friendship. For example, a parent might have helped them learn responsibility. They might have learned trustworthiness from a scout leader, and honesty from a grandparent.
3. Students should make a friendship tree using poster paper, crayons, markers, or paint. The roots of the tree should be labeled with the name of someone who helped them develop the qualities needed for good friendship. On the branches of the tree, have them write the qualities needed for good friendship. Discuss the friendship trees they have made.

4. Students should select one of the persons who helped them develop the qualities of good friendship. Students should make this person a greeting card about friendship that expresses their gratitude or thankfulness.

EVALUATION/MODIFICATION:

Students can complete the sentence "A friend is someone who..."

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

Grade

3

LEVEL:

PRIMARY

"THE WHEELS ON THE BUS GO ROUND"

OBJECTIVE:

To understand safety precautions through simulation.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

A space large enough for entire class to move around comfortably in.

EQUIPMENT/MATERIALS:

Large cardboard box, other cardboard scraps, paint, paper scraps and newspaper.

INFORMATION:

Every year, children are hurt or killed in school-related accidents. Mixing buses, crosswalks and horseplay can be dangerous and children need to be educated about safety rules on and around school grounds.

SKILL NEEDED:

Basic knowledge of school rules.

INSTRUCTIONAL STRATEGIES:

In the first 20-minute session, assign children to paint the large cardboard box to look like a school bus. Make sure newspapers are placed under the box to prevent paint from getting on the floor. The cardboard and paper scraps may be designed to look like stop signs, crosswalk signs, rule boards and any other safety features found around your school.

For the second 20 minutes, divide the class in half (depending on how large the class is; each group should have approximately ten students). The first half of the class is assigned to choose one student to portray the bus driver, and, if appropriate, another student to play a bus monitor. Situate those two pupils in the front of the box (bus). The remainder of this half of the students are in charge of monitoring the crosswalks with the stop signs they have made, enforcing the rules posted and watching the bus stops for horseplay.

The other half of the class will act as students on and near the school grounds. They may break rules or try to help enforce them but the school officials (the first half of the class) must make sure all of the rules are being followed.

The bus will pick students up at the bus stop. Once completed, change places and start activity again as time permits.

EVALUATION/MODIFICATION:

This activity may take more than one class period to fully develop the materials and the concepts.

Grade

3

***HANDOUT
MASTERS***

FIVE BASIC FOOD GROUPS

1. Milk, _____ and _____

___ - ___ servings

2. Meat, _____, _____, _____, _____ and nuts

___ - ___ servings

3. Vegetables (example: _____)

___ - ___ servings

4. Fruits (example: _____)

___ - ___ servings

5. Bread, _____, _____ and _____

___ - ___ servings

RECIPES

Milk Group

“Chocolate Milk Shake”

- 20 cups vanilla ice cream
- 10 cups milk
- 2 1/2 cups chocolate syrup

Place vanilla ice cream in blender container. Add milk and syrup, blend until mixture is smooth. Pour into glasses. (Makes 20 servings) Calories 428 per serving

Meat Group

“Campfire hot dogs”

- 20 hotdogs
- 20 buns
- Condiments

Roast hot dogs over BBQ. Place on bun and top with desired condiments. Calories 329 per serving

Fruits and Vegetables Groups

“Fruit and Veggie Platter”

- | | |
|-------------|---------|
| carrots | oranges |
| celery | bananas |
| broccoli | apples |
| cauliflower | grapes |

Clean and cut fruit/vegetables appropriately and place on platter. Calories 100 per serving

Bread Group

“Angel Cakes”

- 4 cups flour
- 2 cups liquid shortening
- 2 cups sugar
- 4 eggs
- milk

Mix all ingredients in the mixing bowl and spoon into greased muffin tins. Bake until golden. Calories 157 per serving

WHY WE EAT

1. **Hunger**—You were actually hungry. Hunger is what you feel when your body needs food. We often think we are hungry, when we actually are not.
2. **Emotions**—You were sad, lonely, depressed, or happy. Sometimes people eat when they are sad, lonely or depressed because they think food will make them feel better. Other times, some people celebrate feeling happy by eating. They may not be truly happy.
3. **Tradition**—People eat because of traditions. It is traditional to eat lunch at noon or supper in the evening, and so on, whether hungry or not. It is traditional to eat on certain special occasions, whether hungry or not.
4. **Physical Senses**—People sometimes eat because the food smells good, tastes good, sounds good or looks good, even though they may not be hungry. They may think they are hungry, but not really be hungry. They are responding to the physical senses of smell, taste, hearing and sight. They are eating because the food is there.
5. **Reward or Punishment**—Sometimes people eat because if they don't the parents will be mad or they won't get something else that they want.
6. **Other Reasons**—People eat for a lot of other reasons.

COMMERCIALS

Ben watched TV for half an hour on Saturday morning. Here is a list of the commercials he watched.

Happy Morning Cereal

Milk for My Body

Freddie's Fast Food

Star Toys

Crunchy, Munchy Cereal

Brite Tooth Toothpaste

Gooey, Chewy Cookies

Drug-Free Schools

Ready, Set, Go Cereal

Jumping Jack Tennis Shoes

Gummy, Fresh Raisins

Kool-Man Drinks

Directions: In the above list, circle all the foods that were advertised. Write those foods under the matching food group.

Fruit	Vegetable	Meat
Milk	Bread	Fats and Sweets

1. Which food group was advertised most?
2. If you bought only foods advertised, would you get all the foods needed to grow and be healthy?

YES or NO

apple
apricot
artichoke
asparagus
avocado

B

bacon
banana
beans (dry or green)
beef
beets
blackberry
blackeyed peas
blueberry
blue cheese
bok choy
bologna
bread
breadfruit
broccoli
Brussels sprouts
butter

C

cabbage
cake
candy
carrots
celery
cereal
cookies
canola oil
cantaloupe
carambola (starfruit)
cauliflower
choyote
cheese
cherries
chicken
chicory
chips
chives
chocolate milk
cider
coconut
collard greens
corn
cornbread
corn oil
corned beef
crabapple
crackers
cranberries
cream
croissant
cucumber
curds (cheese)
currants

D

dandelion greens
dates
dressing (stuffing)

E

eggs
eggplant
elderberry
endive
escarole

FOOD ALPHABET L**F**

farina
feta cheese
fig
fish

G

garlic
gelatin
gooseberry
grapefruit
grapes
green beans
grits
guava

H

ham
hamburger
honey
huckleberry

I

ice cream
ice milk

J

jackfruit
jalapeño pepper
jelly
jicama
juice
jujube (Chinese date)

K

kale
kasha
kelp (seaweed)
kiwifruit
kohlrabi
kumquat

L

lamb
lard
leek
lemon
lime
litchi
legumes (dry beans)
lentils
lettuce
lingonberry
loganberry

M

macaroni
mango
maple syrup
margarine
matzo
mayonnaise
meat
melba toast
melon
milk
milkshake
molasses
muffin
mushrooms

mustard
mustard greens

N

nectar (peach,
pear, apricot)
nectarine
nuts

O

oatmeal
oil (cooking)
okra
olives
onion
orange
orange juice

P

pancake
papaw
papaya
parsley
parsnip
passion fruit
pasta
pea
peach
peanut
pear
pecans
pepper
peppers (sweet or hot)
persimmon
pineapple
pineapple juice
pistachio nuts
pita bread
plantain
plum
poi
pomegranate
pork
potato
poultry
prune
prune juice
pudding
pumpkin
pumpkin seeds

Q

quail
quince

R

rabbit
radicchio
radish
raisins
raspberries
rhubarb
rice
rolls
rutabaga
rye bread

S

salami
salt
sauerkraut

sausage
seaweed (kelp)
sesame seeds
shortening
shrimp
soft drink
soup
soybeans
spinach
sparkling water
sprouts
squab
squash
strawberries
sugar
sunflower seeds
sweet potato
Swiss chard
syrup

T

tomatilla
tangerine
tapioca pudding
tea
toast
tofu
tomato
tomato juice
tortilla
truffle
tuna fish
turkey
turnip greens
turnips

U

ugli fruit

V

vegetable marrow (a
type of squash)
vegetable oil
venison
Vienna bread
vinegar

W

waffle
walnuts
water
water chestnuts
watercress
watermelon
wheat bread
wild rice

X

xigua (pronounced
she-gwah, the Chinese
name for watermelon)

Y

yams
yeast bread
yogurt
Yorkshire pudding

Z

zucchini

WHAT COUNTS AS A SERVING?

•Bread, Cereal, Rice, Pasta

1 slice of bread

1/2 bagel or hamburger bun

1 ounce of ready-to-eat
cereal

1/2 cup of cooked cereal,
rice, or pasta

•Vegetable

1 cup of raw leafy vegetables

1/2 cup of other
vegetables, cooked or
chopped raw

3/4 cup of vegetable juice

•Fruits

1 medium apple, banana,

1/2 cup of chopped
cooked or canned fruit

3/4 cup of fruit juice

•Milk, Yogurt and Cheese

1 cup of milk or yogurt

1-1/2 ounces of natural
cheese

2 ounces of process
cheese

•Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

2-3 ounces of cooked lean
meat, poultry, or fish

1/2 cup of cooked dry beans, 1 egg, or 2 tablespoons
of peanut butter count as 1 ounce of lean meat

SMOKELESS TOBACCO MEDICAL FACTS

1. Nicotine is contained in all smokeless tobacco products. Nicotine is absorbed in surface mucosa (skin) and in the respiratory tract.
2. A rise in serum nicotine level is noted five minutes after tobacco is in place.
3. There is a significant alteration of cardiovascular output: increases heart rate, increases blood pressure, decreases cardiovascular output, decreases maximum oxygen consumption, decreases stroke volume, decreases cardiac output.
4. The tobacco juice is carcinogenic. The tobacco chemicals are suspected as a cause for oral cancer, chronic inflammation of the gum and have the potential of promoting cavities.
5. Users desire the “quick buzz” or “nicki buzz” associated with smokeless tobacco use.
6. The smokeless tobacco habit can lead to oral cancer (lip, tongue, palate, and esophagus). Oral cancer requires extensive surgery and can be cured only if the spread of cancer cells has not occurred to the lymph nodes.
7. Smokeless tobacco can cause bad breath, discolored teeth, gum recession, tooth abrasion, decrease smell ability, decrease taste ability, and leukoplakia (chronic inflammation of the gum—white patch which is considered to be pre-cancerous and is commonly caused by carcinogens in tobacco juice).

EIGHT WARNING SIGNS OF ORAL CANCER

1. A swelling, lump or growth anywhere on the lips or in the mouth.
 2. A white or red patch on the cheek or gums.
 3. A sore that does not heal in two weeks.
 4. Numbness or tingling in the mouth or in the face.
 5. Sores or moles that suddenly change color or size.
 6. A persistent cough or hoarseness.
 7. Difficulty in swallowing.
 8. Bleeding in the mouth for no known reason.
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