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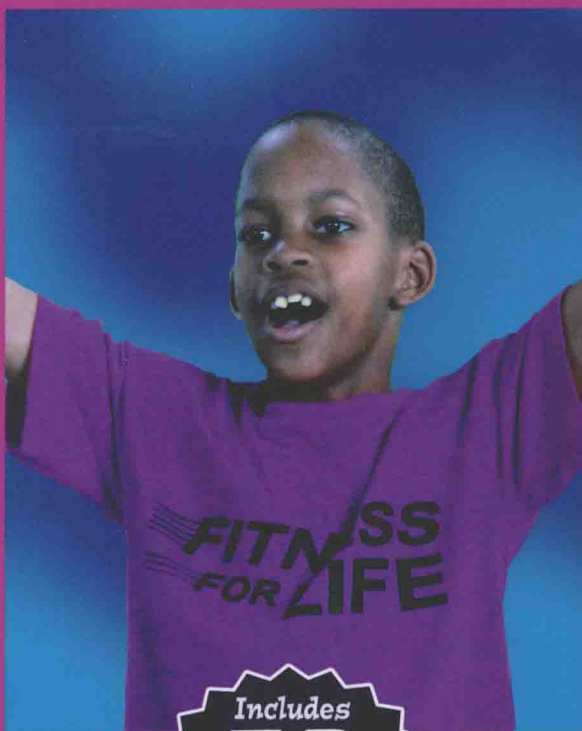
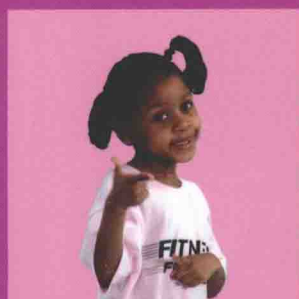
FOR
**Elementary
School**

LIFE

3

Classroom Guide

THIRD GRADE



Dolly D. Lambdin • Charles B. Corbin
Guy C. Le Masurier • Meg Greiner

FITNESS
FOR
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School **LIFE**

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Human Kinetics

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LESSON FINDER

This guide provides 20 lesson plans—one plan for each day of the four Wellness Weeks that will be conducted throughout the school year. This Lesson Finder will help you easily locate each of the lesson plans as you conduct the activities throughout the year.

Week	Day	Morning Activity Break	Special Day Activities	Afternoon Activity Break
1	1 page 27	It's Our Plan Message: 60 minutes every day	—	Grandma's Exercise Class
	2 page 32	It's Our Plan Message: The more you practice, the better you get.	—	Complex Pattern Practice
	3 page 37	It's Our Plan Message: Eat 5 a day.	Eat Well Wednesday: • Discussion: Track Your Fruits and Veggies • Activity: A to Z Fruit and Veggie Bar in the Cafeteria	Simon Says: Math Facts
	4 page 43	It's Our Plan Message: Start with safety.	—	Follow the Leader: One Behind
	5 page 48	It's Our Plan Message: Fun for me, fun for you, fun for all.	Get Fit Friday: TEAM Time 1: School Walk	Silent Alphabet Lineup
2	1 page 57	Go Aerobics Go Message: Play for a good day.	—	Grandma's Aerobics and Sports
	2 page 63	Go Aerobics Go Message: Build skills, have more fun.	—	Complex Pattern Practice
	3 page 68	Go Aerobics Go Message: Avoid empty calories.	Eat Well Wednesday: • Discussion: Whole Grains and Breakfast • Activity: Healthy Breakfast Promotion	Simon Says: Vigorous Aerobic Activities
	4 page 75	Go Aerobics Go Message: Aerobic activity every day	—	Follow the Leader: One Behind
	5 page 80	Go Aerobics Go Message: Show respect.	Get Fit Friday: TEAM Time 2: Big Kids Lead	Silent Shirt Color Lineup

Week	Day	Morning Activity Break	Special Day Activities	Afternoon Activity Break
3	1 page 89	Tic Tac Toe 3 Message: Take care of your muscles.	—	Visit to a Theme Park
	2 page 94	Tic Tac Toe 3 Message: Practice for fitness.	—	Complex Pattern Practice
	3 page 99	Tic Tac Toe 3 Message: Protein power	Eat Well Wednesday: • Discussion: Fuel Up: Foods With Protein • Activity: Fuel Up: Yogurt Bar in the Cafeteria	Simon Says: Strengthening or Stretching?
	4 page 105	Tic Tac Toe 3 Message: Be specific; look terrific.	—	Follow the Leader: One or Two Behind
	5 page 110	Tic Tac Toe 3 Message: Don't be a character—have character.	Get Fit Friday: TEAM Time 3: Little Kids Lead	Silent Shoe Color Lineup
4	1 page 120	Jumpnastics Message: Brain and body exercise	—	A Day at School
	2 page 125	Jumpnastics Message: Combine skills just for the fun of it.	—	Complex Pattern Practice
	3 page 129	Jumpnastics Message: Balance energy in (food) with energy out (exercise).	Eat Well Wednesday: • Discussion: Eat Fats Sparingly; Avoid Empty Calories • Activity: Fruit and Veggie Bar With Bottled Water in the Cafeteria	Simon Says: Food Groups
	4 page 135	Jumpnastics Message: Water, water, before I get hotter!	—	Creation Imitation
	5 page 139	Jumpnastics Message: Personal fitness starts with you.	Get Fit Friday: TEAM Time 4: Mid Kids Lead	Silent Birthday Lineup

PREFACE



Fitness for Life: Elementary School is a unique program that focuses attention on schoolwide wellness during four weeks of the school year. A primary objective of the program is to help schools incorporate coordinated activities that will enable them to meet national standards and guidelines for physical activity and nutrition as part of their school wellness policy. The program promotes healthy lifestyles in physical education and classrooms as well as in the entire school and community. Featured components of healthy lifestyles are sound nutrition and regular physical activity. The program is designed specifically for elementary school students and provides lesson plans for physical education, physical activities for the classroom (including video-led routines and afternoon activity breaks), and whole-school events and activities. The program is designed to be easy to use, engaging, and fun for teachers and students. More complete details are included in part I of this book.

Fitness for Life: Elementary School is the result of a team effort. Scott Wikgren, director of the Health, Physical Education, Recreation, and Dance division of Human Kinetics, was the driving force behind this project. He was responsible for bringing the successful and award-winning **Fitness for Life: High School** program to Human Kinetics and also was the driving force behind the award-winning **Fitness for Life: Middle School** program. With Scott's assistance, an author team and a team of expert consultants were assembled. Together, Scott and I chose Guy Le Masurier, Dolly Lambdin, and Meg Greiner as coauthors for the project. Ellen Abbadessa and Jeff Walkuski were chosen as consulting authors. Guy contributes youthful enthusiasm, an excellent ability to put words on paper in a meaningful way, and a practical understanding of the needs of school-age youth. Dolly, former President of the National Association for Sport and Physical Education (NASPE) and recipient of the

University of Texas' Massey Award for Excellence in Teacher Education, also brings years of practical experience working with both students and teachers, an understanding of pedagogical principles and curriculum planning, and sound leadership. Meg has been honored as a NASPE Elementary Physical Educator of the Year, Disney Outstanding Specialist Teacher, and a *USA Today* All-Star Teacher. She has years of practical experience and is known for her innovative methods of promoting physical activity for all children. Ellen, an elementary physical education teacher and supervisor, helped with all aspects of the program but particularly with the teacher resources. Jeff, known for his years as a professor of physical education pedagogy, also contributed to all aspects of the program but primarily contributed to the afternoon activities in the classroom guides and related teacher information in each classroom lesson.

Other consultants who contributed to the project are listed on the acknowledgments page (p. viii). The consultants provided field testing, critiques of activities and book content, and suggestions for revisions and improvement. Special thanks go out to Linda Coyle, the social studies, physical education, and health specialist for the Paradise Valley, Arizona, schools. We also thank her excellent physical education advisory committee members for their input at all stages of program development and for their help in field testing the program. Many of the **Fitness for Life** instructors who participate in a program jointly sponsored by Physical Best and Human Kinetics also provided input.

Finally, I (and my coauthors) cannot say enough about the excellent work done by our editors, Ray Vallese and Derek Campbell, and our video and audio production partners, Doug Fink, Chris Johns, and Roger Francisco. In many ways Ray was really a coauthor of the program; not only did he do excellent development work and project coordination, but he also contributed many ideas and excellent content. Derek

contributed in many similar ways. Both editors worked long hours and were diligent far beyond the call of duty. Doug and Chris were the creative minds behind the video productions and deserve Oscars for their work. Roger is the real pro who provided us with the music and other

audio resources necessary for making the project a success. We cannot thank these people enough for their hard work and attention to detail. We would also like to thank all of the other people at Human Kinetics who contributed to this team effort.

Charles B. “Chuck” Corbin

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- Jumpnastics: movements adapted from Corbin, C.B. & Corbin, D.E. (1972), *Inexpensive equipment for games, play and physical activity*, Dubuque, IA: Brown, used by permission of authors and copyright owners, pages 49-50.
- Stomp and Balance: adapted from the Danish dance Seven Jumps as described by Corbin, C.B. (1969), *Becoming physically educated in the elementary school*, Philadelphia: Lea & Febiger, used by permission of author and copyright owner, pages 308-309, credit to RCA records, 1958 for original permission (now out of print).
- Hip Hop 5: adapted from a routine created by Mychal Taylor, Cecily Taylor, and Josie Metal-Corbin, used by permission.
- Keep on Clapping: adapted from a routine created by Mychal Taylor, Cecily Taylor, and Josie Metal-Corbin, used by permission.

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PART

I



GETTING STARTED

Part I of this guide provides a general introduction to the **Fitness for Life: Elementary School** program, a more detailed section on using the classroom lesson plans, and an executive summary.

- **Program Introduction** (page 3): This section introduces the **FFL: Elementary** program, discussing its rationale, organization, components, responsibilities, educational foundations, and overall philosophy.

- **Using the Lesson Plans** (page 13): This section outlines the responsibilities of the classroom teacher in providing morning and afternoon activity breaks, describes the lesson plan format, provides explanations of the elements in classroom lesson plans, and offers tips for successful delivery of the lessons.
- **Executive Summary** (page 19): This summary distills the program's rationale and main components into a single page.



PROGRAM INTRODUCTION

Fitness for Life Elementary School

Fitness for Life: Elementary School (FFL: Elementary) is a unique program that focuses on schoolwide wellness. It provides curriculum materials for the classroom and physical education classes, as well as schoolwide activities and take-home information that promote healthy lifestyles in the school and the community. The healthy lifestyles components feature sound nutrition and regular physical activity. The program is designed specifically for elementary school students and involves the entire school, including teachers, administrators, and staff.

Program Rationale

Every school that receives federal school lunch program money must develop and carry out a school wellness policy. **FFL: Elementary** helps schools carry out a wellness plan. It supplements other school programs, such as physical

education, health curricula, and school cafeteria programs. It provides a focal point for healthy lifestyle promotion on a schoolwide basis. Some important outcomes of **FFL: Elementary** include the following:

- **Helping children meet national physical activity guidelines.** National physical activity guidelines call for 60 minutes of physical activity each day for every child. Many youth do not get the recommended amount of activity (United States Department of Health and Human Services [USDHHS], 2008). **FFL: Elementary** helps students meet the guidelines and is especially important to children whose daily activity outside of school is low.
- **Helping children avoid becoming overweight or obese.** Childhood obesity has tripled since the 1980s. Today, more

Some of the information provided in this section is similar to information provided in the introduction to the *Physical Education Lesson Plans* and the *Guide for Wellness Coordinators*. This overlap is intentional. Not all teachers will read the same books, and it is important for everyone to get similar information. The

Guide for Wellness Coordinators includes more detail about the **Fitness for Life: Elementary School** program and its educational foundations. Wellness coordinators may want to lend their guide to classroom teachers, physical education teachers, and others who want more information about the program.

than 15 percent of children are classified as obese, and an additional 15 percent or more are classified as overweight (Ogden et al., 2008). Regular physical activity and sound nutrition can contribute significantly to solving the problem.

- **Helping children avoid long periods of inactivity.** National guidelines indicate that children should not be inactive for long periods of time. We often condemn television watching and excessive use of computer games by children because they promote inactivity, yet schools often do the same thing—keep children inactive for long periods of time. Providing activity breaks and teaching children about physical activity and nutrition are good educational policies.
- **Helping children eat well.** Reinforcing sound nutrition in **FFL: Elementary**



National physical activity guidelines call for 60 minutes of physical activity every day for every child.

programs can help children improve nutrition habits, help prevent obesity, and improve general health.

- **Enhancing academic achievement.** Recent evidence clearly shows that time taken during the school day to involve children in physical activity does not decrease academic learning. In fact, there is ample evidence that physical activity breaks during the day enhance academic learning (Hillman et al., 2009a; Hillman et al., 2009b; Le Masurier & Corbin, 2006; Ratey, 2008; Smith & Lounsbury, 2009).
- **Stimulating cognitive function.** Benefits of regular physical activity include improved blood flow and vascular supply to the brain and increased production of brain-derived neurotrophic factor (BDNF) that supports neural connections (Ratey, 2008).
- **Helping your school fulfill its wellness plan.** All schools receiving federal funding for school meal programs must have a school wellness policy and comply with it (Le Masurier & Corbin, 2006). Taking the time to include **FFL: Elementary** in your program will help you and your school meet the school wellness policy requirement.

Program Organization

Fitness for Life: Elementary School is constructed to focus attention on physical activity and nutrition during four weeks of the school year. One week in every nine weeks of school is designated as Wellness Week. During each Wellness Week, the entire school focuses on wellness, emphasizing sound nutrition and regular physical activity. The exact dates of each Wellness Week are determined by the school staff. A wellness coordinator will be chosen to help coordinate the week's activities. In many cases, the physical education teacher will serve as wellness coordinator; however, the coordinator could be a classroom teacher, a nurse, a school staff member, or even a parent.

You may find the **FFL: Elementary** format so engaging and helpful that you want to include the activities every week, which would be great.

But the basic program involves classroom activities during one week of every nine weeks of school.

Each Wellness Week has two themes, one for physical activity and one for nutrition. Daily wellness messages are emphasized during Wellness Week. Table 1.1 illustrates the themes

and messages for each Wellness Week. Special schoolwide nutrition activities are planned every Wednesday (Eat Well Wednesday), and schoolwide physical activities are planned every Friday (Get Fit Friday). You and your students will participate in these activities, which are organized by the wellness coordinator.

Table 1.1 Messages for Each Wellness Week

Wellness Week	Activity theme	Nutrition theme	Daily messages for K-2	Daily messages for 3-5	Daily messages for 6
Week 1 (held in fall, or during the first 9 weeks of the school year)	Moderate physical activity	Fruits and vegetables	1: Be active every day. 2: Keep on trying. 3: Fitness foods 4: Play safely. 5: I can, you can, we all can.	1: 60 minutes every day 2: The more you practice, the better you get. 3: Eat 5 a day. 4: Start with safety. 5: Fun for me, fun for you, fun for all.	1: There are lots of fun physical activities. 2: Practice builds skills. 3: You are what you eat. 4: Safety is key for staying healthy. 5: I can!
Week 2 (held in fall/ winter, or during the second 9 weeks of the school year)	Vigorous physical activity (vigorous aerobics, sports, and recreation)	Grains and high-calorie foods	1: Get your body moving! 2: Get better with practice. 3: Foods with fats 4: Exercise your heart. 5: Never, ever give up!	1: Play for a good day. 2: Build skills, have more fun. 3: Avoid empty calories. 4: Aerobic activity every day 5: Show respect.	1: Active all day 2: Start with the basics. 3: High-calorie foods 4: Heartbeats for health 5: Self-respect
Week 3 (held in winter/ spring, or during the third 9 weeks of the school year)	Muscle fitness and flexibility exercises	Protein	1: Get your muscles ready. 2: Move your body. 3: Food for strong bones and muscles 4: You have only one body; make it fit! 5: If it is to be, it's up to me.	1: Take care of your muscles. 2: Practice for fitness. 3: Protein power 4: Be specific; look terrific. 5: Don't be a character—have character.	1: There is no "I" in "team". 2: Feedback to improve 3: Protein is important. 4: You get what you train for. 5: Rules rule!
Week 4 (held in spring, or during the fourth 9 weeks of the school year)	Integration (energy balance)	Energy balance	1: Get off your seat and move your feet. 2: Play lots, learn lots. 3: Healthy food helps us move. 4: Be water wise. 5: Plan to get better.	1: Brain and body exercise 2: Combine skills just for the fun of it. 3: Balance energy in (food) with energy out (exercise). 4: Water, water, before I get hotter! 5: Personal fitness starts with you.	1: Build a healthy body; build a healthy mind. 2: One step at a time 3: Balance calories. 4: Hit the water. 5: SMART goals

This table presents the overall nutrition theme for each Wellness Week; each grade range has a more specific variation of that theme. For example, the K-2 nutrition theme for Wellness Week 1 is "Fruits and vegetables (fitness foods)."

WHAT IS WELLNESS?

The **Fitness for Life: Elementary School** program focuses on wellness for school children. It includes Wellness Week activities that can be used to implement wellness policy as mandated by federal law. To implement an effective wellness program, it is helpful to have a clear understanding of the meaning of the word *wellness*. Many years ago, the World Health Organization defined health as being more than absence of disease (WHO, 1947). It was agreed that wellness, not just sickness, should be included in a definition of good health. The characteristics of wellness include the following:

- * Wellness is part of good health.
- * Wellness is a state of being exemplified by quality of life and a sense of well-being. Examples of quality of life and a sense of well-being from the health goals for our nation include the ability to perform activities of daily life without restriction, happiness, satisfaction with our lives, self-esteem, and a positive outlook on life.
- * Wellness is considered the positive component of good health (more than freedom from illness).

- * Health and its positive component (wellness) are integrated; each interacts with the other, and if one is influenced, both are influenced.
- * Both health and wellness are multidimensional. The most commonly described dimensions are physical, social, intellectual, emotional (mental), and spiritual.

Two healthy lifestyles prominent in **FFL: Elementary** are regular physical activity and sound nutrition. These two lifestyles have been shown to have a positive impact on wellness and to reduce the risk of chronic diseases. Especially important is the fact that regular physical activity and sound nutrition are factors in life over which people have control. For this reason, these two behaviors are considered to be high-priority lifestyles. They can be changed with the help of educators and sound educational programs such as **FFL: Elementary**. Those who adopt healthy lifestyles will have improved health and wellness. Wellness programs typically include an emphasis on physical activity and nutrition because of their known benefits to personal wellness.

Adapted from Corbin, C.B., & Pangrazi, R.P. 2001. Toward a uniform definition of wellness: A commentary. *President's Council on Physical Fitness and Sports Research Digest*, 3(15), 1-8. Available at www.fitness.gov/publications/digests/pcpfs_research_digs.html.

Program Components

The components of Wellness Week include the following:

- **Classroom activity breaks using video routines** created especially for **FFL: Elementary**. The lesson plans for using these routines are provided in the classroom guide

for each grade, and the routines are included on the DVD bound into each guide.

- **Classroom activity breaks using additional activities** that reinforce academic concepts in subjects such as math, science, and language arts. Plans for these breaks are included in the classroom guide for each grade.