

FITNESS & ME

*Teacher's Guide for
Pre-K & Kindergarten
Fitness Activities*



| Activity Objectives and Connections at a Glance | What Children Do | Curriculum Connection |
|---|---|---|
| Objective | Activity | Social Studies Language Arts Science Physical Activity Math |
| <p>SUBCONCEPT 1: MUSIC AND RHYTHM MAKE MOVEMENT FUN.</p> <p>Beat the Music</p> <ul style="list-style-type: none"> • Children improve their rhythm. | <ul style="list-style-type: none"> • Children freely dance to a variety of songs. | <ul style="list-style-type: none"> • ● |
| <p>Animal Walking</p> <ul style="list-style-type: none"> • Children improve moving within ones' personal space. | <ul style="list-style-type: none"> • Children move around the room like different animals. | <ul style="list-style-type: none"> • ● |
| <p>Leap Frog</p> <ul style="list-style-type: none"> • Children learn cooperation. | <ul style="list-style-type: none"> • Children play the English game Leap Frog, where students leap over each other in a line. | <ul style="list-style-type: none"> • ● |
| <p>SUBCONCEPT 2: OUR BODIES CAN MOVE IN A VARIETY OF WAYS.</p> <p>Balloon Counting</p> <ul style="list-style-type: none"> • Children improve hand-eye coordination | <ul style="list-style-type: none"> • Children tap a balloon into the air using different body parts. | <ul style="list-style-type: none"> • ● |
| <p>Can You?</p> <ul style="list-style-type: none"> • Children improve their balance. | <ul style="list-style-type: none"> • Children follow a series of teacher led commands to move their bodies in a variety of ways. | <ul style="list-style-type: none"> • ● |
| <p>Head, Shoulders, Knees, and Toes</p> <ul style="list-style-type: none"> • Children learn the names of body parts and increase their agility. | <ul style="list-style-type: none"> • Children touch parts of their bodies at an increasingly faster pace. | <ul style="list-style-type: none"> • ● |

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COLLABORATION
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ORDERING
If you are interested in implementing Food & Me, contact your EFNEP/ FSNEP county representative. To find a representative in your area, visit:
<http://fsnep.ucdavis.edu>
<http://efnep.ucdavis.edu>

This booklet was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact your local county Food Stamp office.

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Incorporating rhythm and movement into each day will put the childrens' excess energy to good use.

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Pretending to be an animal can be fun and can teach children to move within their personal space.

p 5 Leap Frog

Practicing cooperation can be fun.

Body Basics

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Practicing hand-eye coordination and counting while playing this game will develop motor skills.

p 7 Can You

Following directions is crucial to school performance and "Can You" provides needed practice in a fun way.

p 5 Head, Shoulders, Knees, and Toes

Singing this lively and interactive song is fun and you learn body part names at the same time.

What You Need to Know About Physical Activity

Recommendations from U.S. health officials specify that children should be active for at least an hour every day.

"An accumulation of more than 60 minutes, and up to several hours per day, of age-appropriate and developmentally appropriate activity is encouraged." - National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control

The activities included here are meant to get you started on your way to incorporating more structured movement into your students' days. Aim for thirty minutes of structured play and thirty minutes of free play each day. Ideas for free play include time in the park or playground, having equipment readily available, such as tricycles and balls, and creating time each day for children to dance and play as they like. There are many videos and cartoons that promote movement, such as "The Wiggles" and "Elmocize". You can even incorporate simple movements while singing and reading. For example, hand movements to *itsy bitsy spider* are a favorite. Make up new movements to *row your boat*, or other favorite songs. Children who begin to develop healthy habits at a young age are more likely to continue these habits throughout their lives. By helping to promote a healthy lifestyle you will be doing your part to ensure that your students grow up to be as healthy as possible.

Most of all, make moving fun and it will be fun for years to come.

Musical Movement

Children love music. Dancing is only one of many ways to be active while enjoying music. Encouraging creative play and rhythmic movement will ensure years of enjoyment with activity.



LESSON GOAL

- Perform various movements to music
- Practice moving within one's personal space
- Travel through space safely with the cooperation of others

> RHYTHM

Beat The Music

- Direct the children to stand on a marker (see box at right). Tell

them you are going to turn on some music and ask them to dance on their marker.

- Put on some music and let the children dance freely on their markers.

- Demonstrate dancing, practice with them, and allow them to ask some questions. Point out some of the children with good dancing ideas... "Riley, I like the way you are spinning to the music. Let's all spin!"

Begin each of these activities by placing colored pieces of paper in a circle as markers on the floor. You will need one for each child. You will also need a tape or CD player with some fun and lively

- After some practice instruct them to follow you around the

circle...jump on the markers, skip, etc...and move into the middle of the circle.

- Ask the children to dance with a partner. Have them hold hands with friends. More than one partner is okay. You may need to demonstrate.

Choose a time everyday to incorporate this activity, such as after lunch or before story-time. This activity gives children the chance to move, expend energy, and increase their heart rates. It is also useful on a rainy day. Provide a variety of music styles for the students to dance to.

- Turn off the music after dancing for 5 minutes. Then instruct the children to find a marker and sit down as fast as possible! (Model this and they will follow).

INVITE children to bring their favorite music to share.

> PERSONAL SPACE

Animal Walking

■ Have students sit on a marker and explain the activity: “When the music plays, we will move like animals. When the music stops, we find a marker...” Ask what do we do when the music is playing? What do we do when the music stops?

■ Have the children stand on their markers. Show them some moves – i.e. tip toe like a mouse, jump like a kangaroo. Talk about moving safely. Turn the music on and begin walking around the room.

■ Cue the children to move different ways:
-swing your arm like an elephant
-hop like a rabbit.

-walk tall and growl like a bear.
-leap like a frog (bend down and jump up).
- slither like a snake.

■ Stop the music and ask the children to find a marker.

Model this yourself, helping any children who have difficulties. Continue stopping and starting the music, giving the children suggestions for animals and for movement and stopping.

LANGUAGE
ARTS CONNECTION
Emphasize the alphabet by calling out a letter, and ask the children to name an animal that starts with that letter. Then have everyone move like the animal (for example A: alligator, B: bird, C: cat...).

>Cooperation

Leap Frog

■ Have the children spread out and make sure they have room to stretch and jump.

■ Practice jumping and bending, then demonstrate leaping over someone.

■ Pair up everyone. Ask them to practice leaping over each other. (*Note: children may be “climbing” rather than leaping.*)

■ Ask them to switch partners and practice with another friend.

■ Have the children form groups of threes, fours, etc...The first person in line runs and jumps and then bends over and grabs his own ankles. The next person runs and leaps over the first, lands, and grabs her own ankles. Players continue running, leaping, bending until everyone has had a turn.

SOCIAL STUDIES CONNECTION

Start a brief discussion about countries (including what a country is, and where we live). Use a globe/map if one is available, and show them where they live.

Discuss how people in, and from, other countries may speak different languages, eat different foods, and play different games. If possible, speak in a foreign language, bring in some ethnic foods, and play multicultural music.

Leapfrog is a game from England. Show them where England is located on the globe/map.

Body Basics

Children need opportunities to experiment with movement. These activities provide fun and varied experiences, and allow for creative play in a safe environment. Practicing gross motor skills and increasing awareness of their bodies will provide preschoolers the skills they need at this developmental stage.

LESSON GOAL

- Develop and practice hand-eye coordination
- Practice balancing in a variety of ways
- Increase awareness of names of body parts

If you are uncomfortable using balloons, try using other light objects, such as small stuffed animals, balls, hacky sacks, bean bags, or air filled zippered sandwich bags.

>Hand-eye coordination Balloon Counting

■ Stand up and demonstrate tapping the balloon and keeping it in the air. Demonstrate tapping the balloon with your arm, elbow, knee, head, torso, foot, hand, etc. Let the children practice.

■ Ask the children what happens when a balloon pops? Clap as loud as you can to mimic the sound of a balloon popping.

■ Tell the children to get on a “Football knee” every time a balloon pops so the teacher can pick up the pieces. Have the children practice.

Clap your hands loudly and get down on one knee, holding the balloon under your arm like a football player.

■ Pass one balloon to each child and ask them to hold it high in the air (this keeps them occupied).

MATH CONNECTION

Count to ten with the group. If children know how to count to 20, practice with them.

■ Ask, “How many times can you tap your balloon before it drops?” Instruct the children to begin tapping their balloons with their hand while trying to keep them in the air.

■ Help them count as they tap their balloons.

■ Clap and ask them to get down on a “Football Knee”.

■ Have them stand up and tap their balloons again. Ask them to try tapping their balloons with an arm, head, shoulder, etc.

■ Variation: Split the children into small groups of 3-4 and have them work together to keep one balloon in the air, using different body parts. Have them pretend to play volleyball, hackysack, or soccer with their balloons.

INVITE everyone to think of other fun ways to tap the balloon and count.

>Balance

Can You?

■ Have the group stand up and stretch their arms and legs. Ask the children to make sure they have space to move without bumping their friends.

■ Give the group a “Can you...” that you know all of the children can do. (i.e. – can you stand on one foot, reach with one hand up to the sky...). Gradually add to the level of difficulty and creativity, ideas at right.

■ Recognize children who can do the task or children who are working hard to master a skill or try something new.

■ Variation: Add an obstacle course using a variety of items, such as a table to crawl under or a series of books to jump over. Or perform this in a line, walking through a park or yard, and have children follow while mimicking your movements.

CAN YOU...

- Balance on both knees
- Balance on one knee and one hand...just knees...one knee
- Do the crab walk
- Crab walk with an object on your belly
- Hop on one foot
- Do a somersault
- Jump
- Jump and click your heels
- Lock elbows with a buddy
- Run with your buddy while your elbows are locked
- Walk backwards
- Jump over something
- Twirl in a circle
- Do the egg roll – lie on your back and grab your knees, pulling them close into your body. Then roll back and forth like an egg.
- Squat with your feet apart...together
- Lunge and walk
- Run with your knees really high
- Snap your fingers
- Whistle
- Make a peace sign
- Cross your fingers
- Wink
- Raise an eyebrow
- Cluck your tongue
- Make a “pop” sound putting your index finger into your mouth and pulling your cheek
- Make raccoon eyes
- Nod head
- Roll head
- Rotate shoulders
- Pretend to play piano
- Move chest side to side
- Flap arms like a bird
- Make a funny face
- Puff up cheeks
- Wrinkle nose
- Roll your arms around

>Anatomy and Agility

Head, Shoulders, Knees, and Toes

■ Have the group sit in a half circle around you. Make sure they have space to move around.

■ Point to a body part on yourself, and say the name of it. Ask the children to repeat it.

■ Have the children name a part without your help while pointing to your body.

■ Name a body part and have the children touch the part on themselves.

■ Sing the song “head, shoulders, knees and toes” . Touch the body part as you say the word. The verse is sung as follows: Head, shoulders, knees, and toes, knees and toes, eyes, and ears, and mouth, and nose, head, shoulder, knees and toes, knees and toes. Repeat this cycle, making it faster, and then slowing it down.

■ Variation: Choose other body parts to use in the song, such as calf, stomach, neck, and hair. Sing song using both verses.

