

## KEEP IT UP

### LESSON 1 ONE

- Explain at least two benefits of being physically active.
- Describe what fueling up means and why it is important.
- Demonstrate working together as a team to accomplish a goal.
- Demonstrate proper form for two bone builder fitness activities.



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Core Idea: Wellness  X  Safety \_\_\_ Nutrition \_\_\_ Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

<b>Lesson Title</b>	Lesson 1: Keep It Up	
<b>Lesson Overview</b>	Teacher will introduce the benefits of fueling up with healthy foods and getting 60 minutes of physical activity every day. Students will work together on a task to accomplish a goal and learn the importance of supporting each other in fueling up and getting 60 minutes of physical activity.	
<b>Estimated Time</b>	30-45 minutes	
<b>Grade Level Learning Standards</b>	<p><b>3<sup>rd</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Identify risks associated with physical inactivity. PE3.1.3</li> <li>Demonstrate working cooperatively with others. PE4.4.3a</li> </ul> <p><b>4<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Describe the impact of regular physical activity on health. PE3.1.4</li> <li>Demonstrate responsible behavior in a variety of physical activity environments. PE4.1.4</li> </ul> <p><b>5<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>Provide encouragement and feedback to peers without teacher prompting. PE4.3.5</li> </ul>	
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain at least two benefits of being physically active.</li> <li>Describe what fueling up means and why it is important.</li> <li>Demonstrate working together as a team to accomplish a goal.</li> <li>Demonstrate proper form for two bone builder fitness activities.</li> </ul>	
<b>Lesson Preparation</b>		<b>Equipment/Resources</b>
Determine ahead of time what equipment you will use for the activity and divide students into five teams (each team can represent one of the Five Food Groups).		<ul style="list-style-type: none"> <li>5 Beach Balls [or Balloons or Toss-N-Tell Balls (<a href="http://eatsmart.org">available at eatsmart.org</a>)]</li> <li>Bone Builder Cards (included)</li> <li>Optional: Choose Fresh Kit (<a href="http://eatsmart.org">available at eatsmart.org</a>)</li> <li>Optional: Blitz Fuel Up to Play 60 Poster (<a href="http://eatsmart.org">available at eatsmart.org</a>)</li> <li>Optional: Fuel Up to Play 60 Pledge Banner (<a href="http://eatsmart.org">available at eatsmart.org</a>) and markers</li> </ul>

**Lesson Introduction**

**Estimated Time: 10-15 minutes**

**Step 1: Instant Activity**

Have students line up on one side of the gym. Instruct students to jog the length of the gym once, then skip down and back once before gathering for fitness development instruction. Explain to students that they will be learning different fitness activities in this unit which can help build strong bones.

Select two bone builder activities from the Bone Builder Fitness Cards (recommended activities: Crab Walks and Bear Crawls). Demonstrate activities using the critical elements and cues from the Bone Builder Fitness Card instructions. Demonstrate modifications as necessary. After each demonstration, have students do ten of the activities and provide feedback on their form.

**Step 2: Introduction to Fuel Up and Get Active**

Write or display “Fuel Up and Get Active” for students to see.

Ask students what they think “**Fuel Up**” means. Elicit responses. Record or display each idea. (Possible answer: Fuel Up is about choosing foods and drinks that give us the energy to learn, grow, and be active.)

Ask students what they think “**Get Active**” means. Elicit responses. Record or display each idea. Explain the recommendation of getting at least 60 minutes of physical activity every day. Ask “Does anyone know why we need to get 60 minutes of physical activity every day?” (Possible answers: Activity helps us to build strong bones and muscles, helps us to have a healthy heart, helps us to think better, concentrate and pay better attention, helps us to feel better and have less stress and anxiety, helps to reduce risk for diseases such as heart disease, diabetes, and cancer, and helps us to maintain a healthy weight.)

Emphasize that there are numerous benefits to eating healthy and being physically active. Explain that the focus throughout the lessons is learning more about how to get 60 minutes of physical activity each day and how to choose foods and drinks for fuel. Then explain that one of the most helpful ways for us to make healthy choices is to have other people encourage us, and do it with us. Emphasize the concept of having a buddy to do activities with and how it can make it easier and more fun. Share that it is easier to make healthy food choices when our friends and family also want to eat healthy. Ask students to consider who might be a good buddy at school and at home. “Together we can help each other to Fuel Up and Get Active.”

**Step 3: Team Member Introductions:**

Explain that teams can encourage and support each other to accomplish goals. Divide students into teams. Note: if using the food groups as teams use the signs from the Choose Fresh Kit (optional) around the gym—students should meet at the sign of their designated food group with their team.

Ask groups to stand in a circle for the introduction activity. Designate which student will share first (example: the tallest person in the group will share first). Instruct students to answer the following questions and signal when they are done (example: do ten jumping jacks and then sit down on the floor in a circle.)

Ask students to share with their groups:

1. Name
2. Favorite Physical Activity
3. Favorite Food

**Lesson Content & Activities**

**Estimated Time: 10-15 minutes**

**Step 1: Directions for Keep It Up Activity**

Once all groups are sitting explain that the next activity is a cooperative team competition in which students must work together.

The objective of the activity is to keep an inflatable ball in the air for as long as possible. Students will count how many times they are able to keep the ball in the air without it hitting the ground, going out of bounds (designate what out of bounds would be), or someone hitting it twice in a row. If one of those three things happen, the team must start the count over. Encourage teams to discuss and guess, or set a goal, for the number they will reach in each round.

Allow 3 rounds of play. Each round lasts 2 minutes and should be more difficult than the previous round.

- Ideas for the different rounds (create challenges based upon the grade level/ability of your students):
  - o Bump or set like a volleyball
  - o Every student spins 360 degrees every time a designated signal is made
  - o Only use one arm (students keep their dominate arm at their side)
  - o Play the whole round rotating in and out of squat position (signal students to squat for 15 seconds before signaling to stand)
  - o Play the whole round rotating between sitting and standing (call out different positions every 30 seconds)

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**Step 2: Participating in Keep It Up Activity**

In between rounds, give students about one minute to strategize as a team and discuss how they will face the upcoming challenge. Provide an opportunity for students to give encouragement and feedback to their peers.

After each round, ask for the highest Keep It Up number to encourage each group to improve their score.

**Closure/Assessment**

**Estimated Time: 5-10 minutes**

**Step 1: Lesson Review**

Engage students in group discussion—ask teams what strategies worked for them to keep the ball up the longest.

Emphasize the importance of communication in accomplishing goals. Re-emphasize the importance of encouraging each other to choose healthy behaviors like eating healthy and playing for 60 minutes every day. “It isn’t always easy to eat healthy and be active, but if we keep it up, we can get several benefits.”

Review the potential benefits discussed in the introduction by having students turn and talk with a partner:

- What are the risks of not getting physical activity?
- What are two benefits from getting regular physical activity?
- What am I going to do each day to get 60 minutes of physical activity?
- Who can help me to get 60 minutes of physical activity each day?

**Step 2: Committing to Fuel Up and Get Active**

Ask students to consider committing to healthy eating and daily physical activity.

Optional: Invite students to sign the Fuel Up to Play 60 Pledge Banner—have students write their own goals or sign their name to commit to “keeping it up.”

**Ideas for Differentiating Instruction**

This lesson can be differentiated for skill and grade level. Select equipment (beach ball, large volleyball, or balloons) based on student ability. Time allowed for each round of the Keep It Up activity can be shortened.

**The Team Challenge**

Introduce the Team Challenge unit competition. Show students how you will be keeping track of points and prizes available for teams. Establish rules for when the competition will end.