

I Want to Be Fit!

Integration: Health (Personal Health); Physical Education

Grade Levels: K-2

Time: 1-2 class periods

Materials:

- Music (optional)
- Exercises (teacher supplied)

Objectives:

Students will:

1. Explain the importance of exercise to their health.
2. Identify the types of exercises necessary to prepare for an Antarctica Expedition.
3. Perform exercises.

Lesson:

1. Have students think of healthy activities they do every day. Record ideas on chart paper and post. (Ideas might include walking to school, walking the dog, physical education class, bike riding, skating, sports.)
2. Lead a discussion on fitness using the following discussion starters:
 - a. What is exercise? What sorts of things can you do to exercise? Why is it important to you? (Exercise is any activity that trains or improves the body or mind. You can run, jump, or play games like tag or Frisbee. Exercise makes you feel healthy and energetic.)
 - b. Why is it a good idea to pick exercises and games that you like to do? (We need to exercise every day, so if we pick something that's fun and that we like, we'll be sure to do it every day.)
3. Emphasize the importance of daily exercise.
 - a. Ask students what exercise they did the day before.
 - b. Have them make a plan to exercise after school.
 - c. Explain that after sitting in school all day, it's good to exercise when they get home.
4. Tell students that it is especially important for Antarctic explorers like Liv Arnesen and Ann Bancroft to exercise. They have to get their bodies fit so that they are able to ski across Antarctica.
 - a. Tell students that Ann and Liv exercise everyday.

- b. They do the things that they like to do: running, skiing, kayaking.
 - c. They exercise carrying weights and run pulling tires to simulate what it is like to ski across Antarctica.
 - d. The last four months before the Expedition, Ann and Liv exercise four to six hours a day and sometimes longer!
 5. Have students perform exercises. This is an opportunity for collaboration with the physical education teacher.
 - a. Use exercises you or the physical education teacher has gathered.
 - b. Allow them to perform free movement to music
 - hop on one leg
 - twist the body
 - swinging arms
 - head and neck circles
 6. Have students try the following exercises:
 - a. Swinging march
 - Stand with feet shoulder-width apart and hands at your sides.
 - Alternate the left and right arms in forward circle motions.
 - At the same time, lift the opposite knee (when right arm is circling, the left knee is raised).
 - Do 10 complete circles with each arm and then repeat going backward.
 - b. Jumping Jacks
 - Stand straight with feet together and hands at your sides.
 - Jump up and land with feet shoulder-width apart and arms at shoulder height.
 - Jump back to the starting position and clap your hands over your head.
 - Jump up and land with feet at shoulder-width apart and arms at shoulder height.
 - Jump back to the starting position with your arms back at your sides.
 - Repeat 10-20 times.
 - c. Back stretch
 - While sitting or standing, raise your right hand in the air with your palm facing your back.
 - Bend your elbow and touch your back with your palm.
 - Bring your left hand behind your back and try to touch your right hand.
 - Hold 10-30 seconds.
 - Perform this stretch two times on each side.
 7. Follow up with discussion.
 - a. Ask students to recall why movement and exercise are important to the body. (Exercise builds strong muscles, helps keep good posture, and increases circulation of the blood to bring food and oxygen to all parts of the body.)

Assessment:

Teachers will assess:

1. Student's explanation of the importance of daily exercise.
2. Student's knowledge of what Ann Bancroft and Liv Arnesen do to exercise before an expedition.
3. Student's participation in class exercise.