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# Kid Fit

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## **OVERVIEW**

This program will teach students in grades K-2 about being healthy and fit. This will be done through a series of activities and discussion. Students will learn about the five components of fitness why it is important to stay active. This program provides the opportunity for students to participate in unique activities aimed to capture the students' attention and create an understanding that will stay with them for life.

**GRADE LEVEL:** K, 1, 2

**SUBJECT AREAS:** Health, Physical Education

\* See end of outline for complete list of DOE Content Standards and Benchmarks.

## **OBJECTIVES:**

1. To explain the five components of fitness and how they relate to overall health.
2. To show students ways to stay active.

**ESTIMATED TIME:** 45 minutes to 1 hour

## **MATERIALS NEEDED\***

1. Masking tape (optional)
2. Pencils (optional)
3. Handout: Evaluation (optional)

\*This lesson requires a large space to play game, and space between each student for safety.

## **EVALUATION**

1. Students should be able to name a component of fitness
2. Students should be able to name activities that they enjoy and what activities they can do to address each component of fitness.
3. Students should be able to explain why exercise is very important.

**LESSON OUTLINE:****I. Welcome and Introduction:**

- 1) Today we are going to talk about our bodies and how to keep our bodies strong, healthy and able to do the things we want to do when we get old.

**II. Suggested Discussion Items**

- 1) Question: What is your Favorite sport? [Allow kids to say their name and their favorite sport in turn, encouraging the kids to be respectful and listen to each other.]
- 2) Why is it important to play games and sports? [Answer: to stay fit]
- 3) What does fit mean? [Fit stands for fitness and it means we can move, jump, reach, carry things, catch, throw and have fun!]
- 4) Why should we stay fit? [Answer: so we can have fun and so our hearts and lungs and muscles, bones and brain work best.]
- 5) How can we stay fit? [By exercising! This is when we play games with friends, do sports. (Reflect on the favorite sports of the kids)]
- 6) What does the heart do? [Answer: pumps blood in our bodies, giving our muscles and organs the nourishment they need to keep us alive]
- 7) Ask where the heart, lungs, brain and bones are and what they do. Have students point out each one.
- 8) How do we know we are fit and helping our heart, lungs, muscles, bones and brain work best? [Answer: we know we are fit when we can do five things well. We are going to talk about these five things then play a game that uses all five. Its kind of like a puzzle and all the pieces have to be there for it to be complete. Our bodies need to have five things to be healthy and fi

**Discussion about the Five “Parts” of Fitness**

- 1) Part #1 – Aerobic Endurance – running as long as you can before you get tired.
  - o Aerobic is a big word for using our heart and lungs to get air to our muscles. Our muscles need the oxygen in air to be able to run a long way or swim a long time.
  - o Endurance is a big word for doing something for a long time
  - o So Aerobic Endurance is using your heart and lungs to move your body for a long time.
  - o How long can you do a play a game without getting tired?
  - o What kinds of games require endurance? (tag, soccer, swimming)
  - o Let's test our aerobic endurance (running in place or jumping jacks work well – choose one activity that the students can practice and use that same one in the upcoming Game Activity)
- 2) Part #2 – Muscular Strength – lifting something heavy or playing on monkey bars
  - o How strong are your muscles? What can you do to show me how strong your muscles are?

- What are some games and sports that require strong muscles (soccer for kicking the ball, baseball for throwing the ball)
- (wait to do a test of both muscular endurance and strength together)
- 3) Part #3 - Muscular Endurance- being able to stay on the monkey bars a long time. Being able to carry something for a long time.
  - This is kind of like the first one but the difference is that we are using our muscles for a long time, not our heart and lungs.
  - Do your muscles get tired after holding on to the bars?
  - What are some games that need our muscles to work a long time?  
Hula moves,
  - Let's test our muscular strength and endurance (Sit and Kick (squat down then rise up and kick out foot) works well or a hula move)
- 4) Part #4 - Flexibility- show me a stretch! Can you touch your toes?
  - Flexibility is about how we can stretch our muscles
  - How far can your muscles stretch?
  - Which muscles are flexible?
  - Which muscles are not as flexible?
  - What games require more flexibility? (such as throwing)
  - Let's practice our flexibility (reach down and touch toes, reach up to the sky, reach over like a rainbow)
- 5) Part #5 – Body Composition / Use term “Growing Bones and Muscles”
  - Are you growing? Kids grow a lot. You are growing up now so fast. Someday you will be the size of an adult. Then you will stay that size for a long time.
  - When we grow our bones and our muscles get longer and stronger.
  - Are you taller than you were last year?
  - Are you stronger than you were when you were a baby?
  - Has anyone ever broken a bone?
  - We need to feed our bodies the right things so we can grow up with big and strong bones.

### III. Activities – Super Hero Fitness

- 1) This activity is aimed to help students understand the different health-related fitness “parts”: cardiovascular fitness, flexibility and muscular strength/endurance
- 2) Explain to the students that SuperHeroes of Planet Fit have heard how the children on Earth watch too much TV, eat too much junk food and don't get enough exercise.
  - The SuperHeroes are going to save the children by demonstrating how to get more exercise.
  - Their names are Kid Cardio, Mr. Flex and Miss Muscle.
- 3) Choose three students to be SuperHeroes. If a student is tagged by Kid Cardio he/she must do a cardiovascular fitness exercise. Use the same activity you chose for the practice round in the discussion above.
- 4) If a student is tagged by Mr. Flex that student must perform a stretch. Use the same activity you chose for the practice round in the discussion above.

- 5) If a student is tagged by Miss Muscle he/she must do a strength exercise. Use the same activity you chose for the practice round in the discussion above.
- 6) Designate three areas for the activities, one for Kid Cardio, one for Mr. Flex and one for Miss Muscle. When a kid gets tagged, they go to the designated area and do the activity.
- 7) If time allows, tape a square on the ground to designate the three areas to help define where kids go for each activity. Once they have completed the task they will be allowed back in the tag game.

#### **IV. Assessment and Evaluation**

- 1) Assessment: As the following questions in a show-of-hands type survey
  - a. Is it fun to run around and play games?
  - b. Were any of the activities hard to do? [That's OK. It means that is an area you need to work on.]
  - c. What activities can we do to improve our fitness? [anything that makes us breathe harder (running, playing, soccer)]
  - d. So, instead of playing video games, go outside and have fun!
- 2) Evaluation ~ Written (optional): Pass out written evaluation for students to complete.

### **DOE Content Standards**

#### **HEALTH**

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

#### **PHYSICAL EDUCATION**

Standard 1: MOVEMENT FORMS: Use motor skills and movement patterns to perform a variety of physical activities

Standard 3: ACTIVE LIFESTYLE: Participate regularly in physical activity

Standard 4: PHYSICAL FITNESS: Know ways to achieve and maintain a health-enhancing level of physical fitness

#### **DOE Benchmarks**

K-2.1.2 – Explain the benefits associated with exercise

PE.K-2.1.1 - Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups

PE.K-2.1.2 - Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups

PE.K-2.1.3 - Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups

PE.K-2.2.1 - Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over)

PE.K-2.3.2 - Describe the social and emotional benefits of participating in physical activities

PE.K-2.4.1 - Identify physiological indicators that accompany moderate to vigorous physical activities