

Grade  
**K**

**LEVEL:**  
**PRIMARY**

# ***PLAYING “HOOPS”***

## **OBJECTIVE:**

To enhance manipulative skills, and static and dynamic balance abilities.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Four to six-foot diameter, multi-colored, segmented hoops.

## **CLASS ARRANGEMENT:**

Scattered in general space, use polyspots to enhance the use of personal space.

## **SKILLS NEEDED:**

Basic balancing, object rolling, and rudimentary tossing skills.

## **INSTRUCTIONAL STRATEGIES:**

1. Balance on one patch inside hoop with two points outside hoop.
2. Starting inside hoop, jump up and then land with two patches landing outside hoop and three points simultaneously landing inside hoop.
3. Stand on a line on the floor. Roll hoop along the line. If meeting another student rolling her/his hoop on the same line, stay to the right. If line ends, follow another line, maybe a line of a different color. (Lines can be taped to the floor with masking tape or marked with water soluble white shoe polish.)
4. At an intersection of two lines, spin hoop (around a vertical axis) then run clockwise around it.

5. Backspin hoop then catch it as it rolls by.
6. Backspin hoop then place foot into the hoop as it rolls past.
7. Same as #6 but run through the hoop as it moves past.
8. Toss hoop into the air. Cover eyes and have it land over student.
9. Same as #8 but flip hoop (one-half turn).
10. Spin hoop around an arm. Try moving the hoop to other arm while it keeps spinning.
11. With a partner roll hoops back and forth.
12. Try lightly tossing hoops back and forth.
13. Using one hoop between two students, have one child spin the hoop around an arm, then have the partner move in to take over the spinning hoop while it keeps spinning.
14. Human horseshoes - one student begins with both hoops. A partner is three to four giant steps (meters) away in a squatting position. Toss the hoop over partner's head. Switch roles.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***SIT AND SPIN, FOUR CORNERS AND SALUTE THE CAPTAIN***

## **OBJECTIVE:**

To enhance locomotor patterns.

## **LIFE SKILL:**

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Tape or CD player with upbeat music, four cones.

## **CLASS ARRANGEMENT:**

Scattered in shared general space.

For "Four Corners," one-fourth of the students start at each corner of the area (marked by cones to form a large rectangle/square).

## **SKILLS NEEDED:**

Basic locomotor patterns, previous spinning experience.

## **INSTRUCTIONAL STRATEGIES:**

SIT AND SPIN (should only be performed indoors on a smooth floor)

Students travel around the area performing various locomotor patterns called out by the instructor, e.g., hop, skip, walk, etc. When the instructor calls a letter, students continue to travel using the locomotor pattern previously called; when the instructor calls a number, each child stops, sits, and spins around holding their knees. Students resume traveling about when the teacher calls a different locomotor pattern. The children reverse the direction of spin for each subsequent number.

### FOUR CORNERS

One cone is placed in each corner of the activity area. Taped to each cone is a picture or word that conveys a locomotor pattern. One-fourth of the students start at each cone. All move in the same direction from cone to cone. As they pass each cone they change their locomotor pattern to match the locomotor movement taped to the cone. Passing other students is permitted only on the outside of the person.

### SALUTE THE CAPTAIN

The students are scattered (use poly spots for personal space) facing instructor. Staying in their personal space, students copy movements performed by the instructor. When the instructor stops and comes to attention, all must stop and "salute the captain." The instructor resumes doing more movements and the children copy. The success of this activity is directly related to the energy level and creativity of the instructor.

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**LEVEL:**  
**PRIMARY**

# ***HOOPER***

## **OBJECTIVE:**

To stimulate the cardiovascular system, and enhance socialization and locomotor skills.

## **LIFE SKILL:**

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area with boundaries (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Four to five soft tagging objects (large pieces of sponge or Nerf balls), six to eight hula hoops.

## **INFORMATION:**

Activities such as this are used as a lead to any movement-oriented lesson or closure.

## **CLASS ARRANGEMENT:**

Scattered in shared general space with hoops scattered around.

## **SKILLS NEEDED:**

Basic locomotor patterns, dodging and chasing.

## **INSTRUCTIONAL STRATEGIES:**

### HOOPER

The object of this activity is not to be tagged. Designate four to five students to be "it" (taggers). Students who are "it" are given a Nerf ball. Randomly give other students the hula hoops. The goal of the taggers is to tag other students. Students who are tagged must squat down with arms up to protect the head, especially the ears, and wait until a classmate places a hoop over them. This action frees the child who was previously tagged. Any child who is free may place a hoop over a child who has been tagged. Taggers may not tag those with hoops; taggers may not wait near those waiting to be freed. The game is self-perpetuating; a teacher may want to designate new taggers after a specified time.

## **EVALUATION/MODIFICATION:**

After the stop signal is given, children close their eyes and open their hands. Taggers place soft tagging object in hands of someone with their eyes closed.

Safe running without collisions should be emphasized.



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*PRIMARY*

# ***FILL-A-HOOP AND BLAST OFF***

## **OBJECTIVE:**

To develop and combine locomotor patterns into complex movements.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area with boundaries (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Eight to twelve hoops, tape/CD player with upbeat music, four bamboo poles, eight chairs, four sectional mats, eight polypots, four medium height cones with plastic hurdles (or thin bamboo canes).

## **CLASS ARRANGEMENT:**

Scattered in shared general space with hoops also scattered within the area.

## **SKILLS NEEDED:**

Basic locomotor patterns and listening skills.

## **INSTRUCTIONAL STRATEGIES:**

### FILL-A-HOOP

Students randomly move about when the music is playing. When the music stops, the instructor calls out a body part. Each child moves to a hoop and places that body part inside the hoop. After all have completed the task, the instructor calls out a method of traveling. Repeat the sequence with different locomotor skills.

## BLAST OFF

Students are instructed to do the following:

1. Go under an obstacle (bamboo pole across chairs or jump rope ends stuck in cones with mats underneath).
2. Go over an obstacle (plastic hurdle, or bamboo pole resting on a medium height cone or chair).
3. Jump from a two-footed take-off position.

The sequence is “under, over, blast off.” A minimum of four obstacles is set up about the movement area. Use music to control the intensity and duration of the activity. When the music stops, the students stop. The instructor can require various locomotor patterns be used when getting from one obstacle to another.

### *\*\*Safety Consideration*

Remind the children that the volume of movers and the intensity of the movement will be high when the music is playing. Efficient, safe movement must exist.

## **EVALUATION/MODIFICATION:**

Faster music will result in faster activity, and playing the music longer will require greater cardiovascular effort.

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**PRIMARY**

# ***WARM-UP*** ***(GYMNASTICS)***

## **OBJECTIVE:**

To increase core body temperature, heart rate and flexibility.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **INFORMATION:**

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular/cardiorespiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activities planned for a lesson.

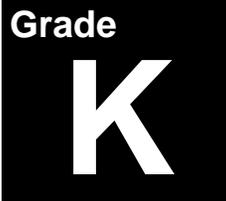
## **CLASS ARRANGEMENT:**

Whole class (large group).

## **INSTRUCTIONAL STRATEGIES:**

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Lower chest toward the floor. Repeat several times increasing gradually over several lessons.
2. Leg swings—stand sideways with one hand touching the wall for support. Swing each leg forward ten times. Face the wall and place both hands on the wall at shoulder height. Swing each leg across the body ten times to each side. Repeat, swinging each leg to the rear.

3. Assume a position with one leg forward and one leg to the rear (the ball of the rear foot should be on the ground) and the knee of the rear leg slightly bent. Hips should face forward. The front leg should be placed so that the thigh is approximately horizontal and the lower leg approximately vertical. As children approach a maximum split position, they should place their hands on the floor on either side of their leg, count to 20, relax and repeat. Splits should be practiced on both sides.
4. Kneel down with both hands on the floor in front of body (all fours position). Arch and round back (stretch like a cat), lower abdomen while lifting head, then pull chin to chest while arching back.
5. Lie on back and lift knees to chest; grasp hands around knees and pull chin toward knees. Rock on back with back rounded well. (This activity should follow any strenuous back exercises.)



**LEVEL:**  
*PRIMARY/INTERMEDIATE*

# ***WARM-UP*** ***(GYMNASTICS)***

## **OBJECTIVE:**

To reduce the chance of injury and to improve performance.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Twenty hoops.

## **INFORMATION:**

Superior gymnasts spend one-third to one-half of their workout time warming up or cooling down. Every physical activity should begin with a warm-up and conclude with a cool-down. Most accidents occur when joints and muscles are stiff and inflexible. Any activity that serves as a warm-up can serve as a cool-down.

## **CLASS ARRANGEMENT:**

Whole class (large group).

## **INSTRUCTIONAL STRATEGIES:**

### 1. Cardiovascular Warm-up

Activity: running, skipping, galloping, jumping

Example: Place 20 hoops on the floor. Students run around the hoop. On the command "freeze," students stop with:

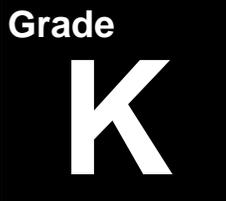
- a. one leg in the hoop,
- b. both legs in the hoop,
- c. sitting in the hoop,
- d. balancing the hoop.

Students can jump from hoop to hoop and on “freeze,” stop and perform:

- a. five knee bends,
- b. five sit ups,
- c. five push ups,
- d. squat thrusts.

(Squat thrust—from a standing position, bend knees and bend at the waist until hands can be placed on the floor, palms down on either side of the feet. While supporting the weight on the hands, shoot both feet backwards until the body assumes a push-up position. When the toes touch the floor, rebound and bring the feet back between the hands. Stand up straight with arms at side—repeat.)

2. Flexibility is best achieved by continuous passive stretching with no bouncing movements. Stretch for a few seconds, relax and then stretch further.
  - a. Side stretching—place feet on floor, hip width apart. Without turning the body, stretch to one side as far as possible. Repeat on other side. Hold for five seconds.
  - b. Sit with legs straight, knees apart. Try to touch the right shoulder to the right leg, hold. Repeat on left side.
  - c. Same position as above, grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.
  - d. Stand, clasp hands behind back. Raise arms as high as possible and bend backwards. Straighten up and bend forward bringing the arms as far overhead as possible—hold.



# ***GYMNASTICS***

**OBJECTIVE:**

To enhance coordination.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Eight 4' x 4' folding mats laid end to end to form a 4' x 32' strip.

**INFORMATION:**

Coordination is the ability to integrate separate motor systems with various sensory factors into efficient movement.

**CLASS ARRANGEMENT:**

Divide students into pairs

**INSTRUCTIONAL STRATEGIES:**

1. Students face each other across the strip of mat.
2. Students perform the following:
  - a. Tuck Position Side Roll: kneel, lower buttocks to heels and place torso to the knees. Maintain the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left. Notice the torso and the knees remain in contact during the roll.

*Variation:* upon completion of the roll, extend the torso upward so that the body assumes a vertical kneeling position. Repeat the roll in the opposite direction.

It is not necessary to spot this activity.

- b. Forward Shoulder Roll: lunge position (standing with the right leg forward, right thigh horizontal, right lower leg vertical, left leg extended to the rear). Lower the left shoulder toward the right ankle by bending the right knee while supporting weight with the right leg. Extend the left forearm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward onto the right leg.

*Variation:*

- 1) Roll across the shoulder and back into a sitting position.
- 2) Execute a roll and while on the back place the legs together, tuck the knees to the chest and come up onto both knees into a kneeling position.
- 3) Start the shoulder roll from a kneeling position and finish as in variations (1) or (2) or in the basic shoulder roll.

Spotting is not necessary.

- c. Log Rolls: lie down on the mat with arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. A good introductory exercise to get a rotational feeling.

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**LEVEL:**  
*PRIMARY*

# ***GYMNASTICS***

## **OBJECTIVE:**

To enhance the skills associated with landing from jumps.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Eight 4'x 4' mats laid end to end to form a 4' x 32' strip.

## **INFORMATION:**

Balance is a complex part of physical activity. It is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Balance is static and dynamic, and reflects the ability to maintain equilibrium in relation to the force of gravity.

## **CLASS ARRANGEMENT:**

Divide students into pairs.

## **INSTRUCTIONAL STRATEGIES:**

Students perform the following seven static balance exercises with a five-second "hold" at the balance position.

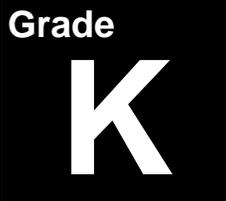
1. Front Support
2. Rear Support
3. L-Seat Sit Hand
4. V-Sit Tucked
5. V-Sit

6. Straddle Support

7. Bridge

**EVALUATION/MODIFICATION:**

Encourage regular breathing.



# ***ORIENTEERING***

**OBJECTIVE:**

To introduce students to map reading by learning a variety of map symbols.

**LIFE SKILLS:**

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Map Symbol Relay  
*Available from:*  
Orienteering Services, USA  
Box 1604  
Binghamton, New York 13902

**INFORMATION:**

Orienteering is an activity similar to a treasure hunt.

**INSTRUCTIONAL STRATEGY:**

1. Students walk around school and point out different geographical features such as buildings, fields, fences, boulders, trees, hills, lakes and creeks.
2. Distribute symbols from the Map Symbol Relay.
3. Match symbols to the real features where possible.
4. Explain what the other symbols represent.
5. Return to the classroom and play "matching the symbol" game.

## MATCHING SYMBOL GAME

The game is similar to a treasure hunt where the treasure is a matching map symbol (e.g., hill).

- a. The teacher hides one of the four symbols from the Map Symbol Relay Game.
- b. The class is divided into three groups. Each group is given one of the same symbols as that hidden by the teacher. The groups try to locate the matching symbol. Whoever finds the missing symbol first and correctly identifies it, receives a point.
- c. Repeat using all other symbols from the game.

## **RESOURCES:**

Orienteering Services USA  
Box 1604  
Binghamton, NY 13902

Grade  
**K**

**LEVEL:**  
*PRIMARY*

# *SQUARE DANCING*

## **OBJECTIVE:**

To learn to work cooperatively and enhance dancing skills.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING AREA:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Music for the square dance, *Suzanna*.

## **INFORMATION:**

Uniquely North American in origin, square dances are a popular form of folk dancing and generally use a square as their basic formation. Square dance activities contained in these lesson plans are appropriate for most children in the elementary grades and beyond.

## **CLASS INFORMATION:**

Divide the class into pairs; form a large circle with partners, girls on the right side of boys.

## **SKILLS NEEDED:**

Corner and promenade.

## **INSTRUCTIONAL STRATEGIES:**

1. Explain to students the meaning of the “corner” and “promenade” in square dancing. The **corner-person** is to the left of the boy and the right of the girl. **Promenade** couples assume a skating position which means right hand to partner’s right hand, and left hand to partner’s left hand.

2. Teach the dance **Suzanna**.
  - a. Drop hands and face partner. When you begin to square dance you honor your partner—girls curtsy and boys bow.
  - b. All stand back to back with partners. The person you are now facing is your corner, honor your corner.
  - c. Ladies walk three steps into the center, curtsy, and go back to place. Gents walk three steps into the center, bow, and go back to place.
  - d. All face right, boys step up to be beside your partner. This is called promenade.
  - e. Repeat girls into the center, then promenade.
  - f. Face your partner, dotsy do. Ladies put hands on hips, gents cross arms in front of chest, and walk around each other back to back. Dotsy do to your corner.
  - g. Swing your partners, join hands and skip around. *Note:* This sequence continues until the end of the music.

## **RESOURCES:**

Bowman Records, 622 Radier Drive, Glendale, CA 91201

Educational Activities, Box 392, Freeport, NY 11520

Educational Record Sales, 157 Chambers Street, New York, NY 10007

Kimbo Educational Records, P.O. Box 477, Long Beach, NJ 07740

Radio Corporation of America, RCA Victor Educational Records, 155 East 24th Street, New York, NY 10010

Grade

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**LEVEL:**

**PRIMARY**

# ***HEADS AND SIDES SQUARE DANCE***

## **OBJECTIVE:**

To experience cooperative social learning and become skillful and expressive movers.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING AREA:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Music appropriate for the “Heads and Sides” square dance.

## **INFORMATION:**

Folk and square dances offer a relaxed environment for developing basic social skills. Square dancing steps are derived from folk dancing. Thus, children should have some experience with folk dances before learning square dances.

## **CLASS ARRANGEMENT:**

Divide the class into pairs; arrange the pairs into groups of four.

## **SKILLS NEEDED:**

Understanding the meaning of the sets.

## **INSTRUCTIONAL STRATEGIES:**

1. Explain the meaning of the sets, i.e., square dances are done in sets of 4 couples arranged to form a square. Girls should stand on the right side of their partners. The head couple— Couple 1—is the couple nearest the caller or the music. Couple 2 is to the right of Couple 1; Couple 4 is to left of Couple 1; Couple 3 faces the head couple. Couples 1 and 3 are the head couples, 2 and 4 are the side couples.

2. The head couples walk toward each other, three steps forward, then three steps back to their places. The same couples (1 and 3) walk forward and form a circle. Circle seven steps to the left, then circle seven steps back to their places. They face their corners, (boys face girls on their left, girls face boys on their right) dotsy do their corners, swing their partner, then promenade. The side couples repeat the dance. To start the dance, honor your partners, honor your corners and all join hands circle left, and then circle right.

## **RESOURCES:**

Explanations for dotsy do and promenade are found in previous lesson.

Bowman Records, 622 Radier Drive, Glendale, CA 91201

Educational Activities, Box 392, Freeport, NY 11520

Educational Record Sales, 157 Chambers Street, NY, NY 10007

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**K**

**LEVEL:**  
**PRIMARY**

# ***DANCE OF GREETING***

## **OBJECTIVE:**

To develop basic coordination and agility by learning fundamental steps of folk dances.

## **LIFE SKILL:**

To promote physical activity, exercise and mental health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Music for "Dance of Greeting."

## **INFORMATION:**

Folk dances are the oldest form of structured dance. They have been used for hundreds of years in ceremonies, rituals and as an expression of everyday experiences. Folk dance is deeply embedded in the culture of most countries.

This dance originated in Denmark but has various forms in all of the Scandinavian countries.

## **CLASS ARRANGEMENT:**

Divide class into mixed pairs facing each other; scattered formation.

## **SKILL NEEDED:**

Skipping.

## **INSTRUCTIONAL STRATEGIES:**

The couples greet each other by clapping and bowing, then as the girl jumps up and down, the boy runs around her to make sure she is doing it properly.

The boy and girl reverse roles with the girl running around the boy while he jumps up and down. Having approved of their partner, they skip together. Practice with students the following progressions:

1. Clap hands twice and bow slightly from the waist while placing the right heel forward.
2. Clap hands twice and bow slightly from the waist slightly while placing left heel forward.
3. Girl jumps twice in place while the boy runs around her, taking eight small running steps back to his place.
4. Clap hands twice and bow slightly from the waist while placing right heel forward.
5. Clap hands twice and bow slightly from the waist while placing left heel forward.
6. The boy jumps twice in place while the girl runs around him, taking eight small running steps back to her place.
7. With partners side by side and inside hands joined, they skip eight steps forward.
8. With partners facing each other and holding hands, they skip eight steps around each other.

## **RESOURCES:**

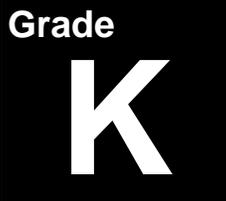
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# ***HELMETS FOR SAFETY***

## **OBJECTIVE:**

To understand how helmets protect the head and neck.

## **LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **INFORMATION:**

Helmets protect the head and neck. They may be used for recreation or may be required at the work site.

## **INSTRUCTIONAL STRATEGIES:**

Ask parents who use helmets to visit your classroom to show and describe their helmets. Ask parents and children to identify the activity associated with the helmet. Examples might include bicycle helmets, motorcycle helmets, hard hats, snowmobile helmets, fire fighter hats.

If parents are not able to visit the classroom, ask them to loan a helmet for a few days.

After class discussion of helmets, the helmets could remain in a dress-up area for students. Through play, the students will try out the helmets in pretend-life situations.

## **RESOURCES:**

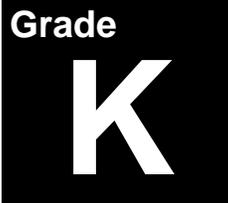
Helmet safety is only one part of information in a safety curriculum. Generally, districts have a safety curriculum that may include safety issues on bicycles, pedestrians, school buses, fires, drugs, schools, or strangers.

Curriculum for safety may include local resources such as the Fire Department, Police Department (DARE), and service clubs.

State or national curricula are also available through state and federal agencies.

Bicycle/Pedestrian Safety Specialist  
Office of Public Instruction  
PO Box 202501, Helena, MT 59620-2501  
(406)444-3095





# MAGIC CARPET

**OBJECTIVE:**

To enhance agility, coordination and leadership skills.

**LIFE SKILLS:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Hoops.

**INFORMATION:**

The game, Magic Carpet helps children gain more coordination and provides change of balance practice.

**SKILLS NEEDED:**

Skipping, hopping and walking.

**INSTRUCTIONAL STRATEGIES:**

Scatter the hoops around the open area. Use two less hoops than the number of children in the class.

1. Inform children where the boundaries of the game are or where the “magic carpet” is located.
2. One student is the leader. (All children will get a chance to be the leader.)
3. The children follow the leader in a single file around the playground or gymnasium. The leader skips, runs, or walks around the hoops and the children following the leader should imitate the leader’s actions.
4. When the leader stops, the children will try to get on a magic spot, which is any one of the hoops scattered around the gymnasium or playground. The student who does not have a “magic carpet” must do five sit-ups, etc.
5. Repeat as many times as necessary to give each child an opportunity to lead.

## **EVALUATION/MODIFICATION:**

This is a non-competitive game that begins again with each repeat. This game can be accompanied by music, and when the music stops each child runs to a “magic spot.”

## **RESOURCES:**

Gallahue, David L., Developmental Physical Education for Today's Children, Madison: WCB Brown and Benchmark Publishers, 1993.

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**LEVEL:**

**PRIMARY**

# ***BACK TO BACK***

## **OBJECTIVES:**

To enhance agility and general body coordination, improve rhythmic performance of locomotor movements, practice team effort.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **INFORMATION:**

Movement lessons provide children the opportunity to learn how and where their body can move when performing locomotor movements. Exploratory activities are intended to help children understand how their bodies move and allow them to experiment with movement.

## **SKILLS NEEDED:**

Running, skipping, hopping, jumping, and sliding.

## **INSTRUCTIONAL STRATEGIES:**

1. The number of children should be uneven. On a specified signal, each child stands back to back with another child.
2. One child will be without a partner. This child can clap her/his hands and call out the next position to be taken, such as face to face or side to side, and all children change partners, with the extra player seeking a partner.
3. When the signal is given, the children immediately find a new partner and stand back to back. The odd person is the new leader.

## **EVALUATION/MODIFICATION:**

The game can be modified by allowing children to give other commands, e.g., “Everybody run, hop, skip, jump, slide” or “walk like an elephant, monkey, chicken, etc.”

## **RESOURCES:**

Gallahue, David L., Developmental Physical Education for Today's Children, Madison: WCB Brown and Benchmark Publishers, 1993.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***THE FOUR-STATION CIRCUIT***

## **OBJECTIVE:**

To learn and use beginning level motor skills.

## **LIFE SKILL:**

To promote physical activity and exercise and mental health as parts of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open space (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Cones, four hoops, four pairs of shoe boxes, four pairs of large coffee cans with string threaded through small holes in the sides close to the bottom, four cowboy hats.

## **INFORMATION:**

Young children often have a hard time with coordination. These activities help develop coordination and motor skills.

## **SKILLS NEEDED:**

Each child will need to know how to run, gallop, and walk with cans under feet.

## **INSTRUCTIONAL STRATEGIES:**

The instructor should lead the students in these warm-up activities:

1. Take three deep breaths.
2. Stretch by touching toes, hold for five seconds. Sit and reach forward and touch toes, hold once again for five seconds. While still seated, spread legs apart making a "V," touch toes once on each side holding for five seconds.

3. Students should stand up and do the “cherry picking” exercise (stand with legs apart, bend over and pretend to pick three rows of cherries); repeat three times. Cool down with three deep breaths. Review the lower level skills that will be used: starting, stopping, running, and changing directions. Explain to the students about the various motor skills they will be using during the lesson such as walking on tin cans while holding onto strings, galloping, jumping, and sliding on their feet. Demonstrate each skill to the class and allow the students to practice. Show the class the four stations they will be using and each skill that will be used there.

Divide the class into four teams. Each “team” will have the opportunity to try each station which should be marked by the orange cones.

Stations:

1. Cowboy hats—students will gallop from one cone to middle cone and back to starting point.
2. Tin cans—(the cans are used with the open end on the bottom) walk on the tin can to the middle cone and back.
3. Hoops—jump through the hoops.
4. Shoe boxes—skate (with the shoe boxes on their feet) to the middle cone and back.

Rotate the children through the four activity stations.

**EVALUATION/MODIFICATION:**

Focus is on enjoyment and success. Be flexible.

Grade

**K**

**LEVEL:**  
**PRIMARY**

# ***BLOOD VESSELS AND THE WORK THEY DO***

## **OBJECTIVE:**

To understand the importance of cardiovascular fitness and nutrition.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Hoops, blue and red beanbags (small size), eight buckets or boxes.

## **INFORMATION:**

Cardiovascular efficiency determines the body's ability to do work over an extended period of time. It is a measure of the heart's ability to provide blood and oxygen to the working muscles. Deoxygenated blood circulates from the heart to the lungs where it picks up oxygen and is then transported back to the heart. The heart pumps the blood to the working muscles where the oxygen is removed from the red cells and the deoxygenated cells return to the heart to repeat the cycle.

This lesson uses a modified relay activity with red and blue beanbags. The blue bags signify deoxygenated blood cells and the red bags indicate blood cells saturated with oxygen.

## **CLASS ARRANGEMENT:**

Entire class divided to form three teams: heart/lung, circulation, and working muscles.

## **SKILLS NEEDED:**

An understanding that the heart is a muscle and that it gets stronger in response to continuous (aerobic) exercise, knowledge of foods that help provide energy for continuous exercise.

## **INSTRUCTIONAL STRATEGIES:**

Use white shoe polish or tape to make a simplified outline of the body with a head, two legs, two arms, a heart and lungs. Place the heart and lungs about 15 feet apart; place the arms and legs about 30 feet from the heart and lungs. Place two buckets at the lungs and a bucket at each working muscle site.

Each heart and lung team member picks up a blue bag from the heart, and transports it to the lungs, where (s)he deposits the blue bag and picks up a red bag and returns to the heart, where (s)he drops the red bag, again picking up a blue bag to repeat the cycle.

The circulation team simulates blood vessels. Each member is assigned to an arm or a leg. (S)he carries a red bag from the heart, drops it off at her/his appendage and transports a blue bag back to the heart from their assigned station; they continue this motion until asked to stop. The working muscles receive red bags from the circulation team. Each member of the working muscles team jumps up and down ten times, then (s)he exchanges the red bag for a blue bag from a bucket at her/his work station. The blue bag is handed to a circulation team member; repeat the cycle. The cycle will be allowed to continue for some time and then the children reassigned to different teams.

Once students have the basic workings of the process, it can be speeded up.

*NOTE:* The teacher will have to transport blue bags from the lungs to the buckets at the working muscles since there will be a build-up of blue bags at the lungs, and do the same for the red bags from the working muscles back to the lungs. (This chore could be used for another team that operates outside of the body's system.)

# ***“100 POINTS” HEALTH-RELATED AND SKILL-RELATED FITNESS TEST***

**OBJECTIVE:**

To increase regular participation in skill and health-related fitness activities.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Fitness test and score cards (see Appendix C).

**INFORMATION:**

“100 Points” is an achievement/improvement fitness test, combining an outcome of both skill-related and health-related fitness enhancement programs.

**INSTRUCTIONAL STRATEGIES:**

1. Select the appropriate age test from the “100 Points.”
2. Administer test to students in the fall and in the spring to provide comparisons.
3. Provide a score card for each student.
4. Focus on **improvement** in each area of the test for each student.

**EVALUATION/MODIFICATION:**

The test score cards from the appendix can also be utilized as a criterion measure, using the 0-100 scale.



Grade

**K**

**LEVEL:**

**PRIMARY**

# ***THE HEALTHIEST HIKE***

## **OBJECTIVE:**

To learn the effects of different foods on perceived energy level while hiking.

## **LIFE SKILL:**

To promote proper nutrition, exercise and physical activity, and good mental health as parts of a healthy lifestyle.

## **TEACHING FACILITY:**

Appropriate place for hiking; classroom or lunch room.

## **EQUIPMENT/MATERIALS:**

Sample foods high in carbohydrates and sample foods high in fat, large tablet and felt tipped marker.

## **INFORMATION:**

When people eat foods with a lot of carbohydrates their energy level is increased, giving them a feeling of being more alive and active. On the other hand, foods high in fat tend to make people feel sluggish with little energy.

## **CLASS ARRANGEMENT:**

Set up tables where students may eat or use lunch room tables.

## **SKILLS NEEDED:**

Words to describe personal feelings, knowledge of the difference between high carbohydrate and high fat foods.

## **INSTRUCTIONAL STRATEGIES:**

Children should come to school without lunch. Give the students a choice of different high-fat foods. When everyone is finished eating, provide an activity like reading or art for about 30 to 90 minutes. Take the students on a 30-minute hike. When the students return to the classroom gather them together in a large group setting. Using the tablet and marker record the results as you ask each student how he/she is feeling. Some examples might be tired, lazy, hyper, the same as yesterday, etc.

In two days repeat the experiment but provide a choice of foods high in carbohydrates for the students to eat. Compare the results from the previous hiking trip. Ask the students why the results turned out differently. Does it have anything to do with the kind of food that was eaten? Why do different types of food have different effects on the body? Discuss the answers to the questions with the students. Explain why joggers and athletes eat high carbohydrates prior to exercising.

### **EVALUATION/MODIFICATION:**

The teacher could use the hike to have children observe the environment and the various ways that it is impacted by human activities. The second hike could be used as an interdisciplinary experience to help with the identification of different kinds of trees/plants.

Grade

**K**

**LEVEL:**

**PRIMARY**

# **“FANTASTICO FOOD!”**

## **OBJECTIVE:**

To learn the difference between the nutritional value of foods.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Student lunch pails with examples of “Fab” (fabulous) and “Fun” foods. The foods selected should be from student sack lunches or from lunches served at school.

### Examples:

“Fab” foods are fruit (apples, bananas, oranges, kiwis); veggies (carrots, celery, radishes, broccoli).

“Fun” food is candy (Snickers, M & Ms, Hershey bar, Butterfinger).

## **INFORMATION:**

Some foods have a higher nutritional content than others. This nutritional content is directly related to the nutrients received from it. Good nutrition affects the efficiency of muscles. The heart is our most important muscle. If our heart muscle is strengthened, it will perform more efficiently.

## **CLASS ARRANGEMENT:**

Divide class into teams of three; place teams in a line.

## **SKILL NEEDED:**

Basic knowledge of approximate nutritional content of the foods used in the relay.

## **INSTRUCTIONAL STRATEGY:**

Teacher discusses the contributions of the “types” of food for good nutritional practices (may refer to the food pyramid, see appendix).

### Radical Relay

Each team has a lunch box elevated above the ground about 30 feet away that requires each child to reach inside without seeing the contents. Each lunch box contains three pieces of each “type” of food. Each child runs to the lunch box, blindly selects a food, decides which type of food it is and then travels back to the team using the locomotor pattern assigned to the food.

“Fab” food—run back.

“Fun” food—crawl back.

Before and after the “Radical Race,” the class discusses which of the two methods of travelling strengthens the heart muscles more. The class can discuss what it means to strengthen the heart muscle and why we would want to do so.

Grade  
**K**

**LEVEL:**  
*PRIMARY*

# ***WATCH WHAT YOU EAT***

## **OBJECTIVE:**

To learn to distinguish high and low-fat foods.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Pictures of high and low fat foods glued to poster board, string for the poster board, eight high and low-fat foods.

## **INFORMATION:**

Body composition includes lean body mass (bones, muscles, ligaments, and tendons) and body fat. The more we practice good nutrition the better our performance, appearance, and health status. Good nutrition plays a big role in maintaining a healthy lifestyle.

## **CLASS ARRANGEMENT:**

The entire class.

## **SKILLS NEEDED:**

Knowledge of basic nutrition, basic body composition, running.

## **TEACHING STRATEGIES:**

Two student volunteers to be high-fat foods (milk shake, french fries, candy bars, chocolate, butter, vegetable oil, cheese, fast foods, etc.), and two volunteers to be low-fat foods that are healthy (banana, carrot, lettuce, low-fat milk, bread, pasta, steamed rice, etc.). Each child chooses a high or low-fat food and using the string, hangs the picture around her/his neck.

The structure of this game is similar to “Red Rover.” A line marked on the floor symbolizes the mouth (use tape or white shoe polish if no lines are available). The children who do not have pictures of foods around their necks stand on the line. They must distinguish the high fat foods from the low-fat foods by examining the signs around the students’ necks. One food goes at a time, trying to break through the line. If a high-fat food tries to break through, after taking a running start, the children have to find a way to keep it out. If a low-fat food tries to come through, they will be able to get through the line. If the high-fat food does get through the line, that person switches with one of the children in the line. The new person in line wears his or her sign with the picture of the high-fat food.

## **EVALUATION:**

This game is finished when the students seem to be getting the point of watching what kinds of food they let into their bodies. The line should not end up with all high-fat foods; the children should realize they have to work together (cooperatively) to achieve a proper body composition, keeping the high-fat foods out.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***SCORING A BALANCED MEAL***

## **OBJECTIVES:**

To learn the foods in each food group and what it takes to make a balanced meal.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Four cards with pictures of foods belonging to each of the five food groups (20 cards total), five cones to mark the handing-off areas.

## **INFORMATION:**

A balanced diet consists of the right amount of servings from each of the five food groups. The food groups are as follows: the grain group consisting of breads, cereals, pastas, and rice; the fruit group, the vegetable group, the meat group consisting of red meat, poultry, fish, eggs, nuts and dry beans, and the dairy group consisting of milk, yogurt, and cheeses (see Food Guide Pyramid in Appendix E).

## **CLASS ARRANGEMENT:**

Five students randomly assigned to each cone.

## **TEACHING STRATEGIES:**

Arrange the cones to form a pentagon with approximately 20 meters between the cones. Each student will be given a different card with a picture of a food on it. Each food group will have four cards, each with a different food from that group. For example, the “meat group” pictures may include a chicken, egg, fish or a hamburger patty.

Children will line up in random groups of five at a cone. When the game begins, the first five will have a card from a food group and will run (20 meters) to the next group of five. There they will find someone with a picture from a different food group and that person will take both of the cards and run 20 meters to the next group of five. This will continue through the other two stations. The goal of the game is to be the first to finish with a balanced meal. If someone finishes first without a balanced meal, they do not score; they must have a balanced meal to score.

### **EVALUATION/MODIFICATION:**

This relay can be repeated many times putting the students in different legs of the relay until the teacher thinks that the students understand which foods belong in each group and what it takes to make a balanced meal.

# ***FRUIT, FRUIT, VEGGIE***

## **OBJECTIVE:**

To learn about different foods and their placement in the food pyramid.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoors or outdoors).

## **INFORMATION:**

The food pyramid divides foods into six categories. Within each of these categories, there are recommended numbers of servings and serving sizes. For example, in the fruits category, the recommended number of servings is two to four and serving sizes include one medium apple, four ounces of juice, etc. (see Food Guide Pyramid in Appendix E).

## **CLASS ARRANGEMENT:**

Entire class.

## **SKILL NEEDED:**

Basic knowledge regarding the food pyramid.

## **INSTRUCTIONAL STRATEGIES:**

Students sit in a large circle. One person is chosen as the “quizzer.” The quizzer designates a food group. (S)he walks around the perimeter of the circle and touches a student’s head. The student touched must state a food in that group and then jump up and try to tag the quizzer before (s)he get around the circle and back into the open spot. If the quizzer is caught, (s)he continues in her/his role until successful in completing the circle without being tagged. Suggested category names are breads, fruits, vegetables, milk, meat.

## **EVALUATION/MODIFICATION:**

This game is similar to “Duck, Duck, Goose.”



Grade

**K**

**LEVEL:**

**PRIMARY**

# ***NAMING FOODS***

## ***I KNOW***

### **OBJECTIVE:**

To increase awareness of variety of foods.

### **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

### **TEACHING FACILITY:**

Classroom.

### **EQUIPMENT/MATERIALS:**

A mix of the following items: real food, food models, food magazine pictures, or food cards for a total of 30 items, a graphic of the [Food Guide Pyramid](#) (see Appendix E).

### **INFORMATION:**

The Food Guide Pyramid guidelines encourage eating foods from all five food groups. Children will eat different foods if they are familiar with them. At this age, children can begin to categorize many foods into the five food groups of the Food Guide Pyramid.

### **INSTRUCTIONAL STRATEGIES:**

1. Show the graphic of the Food Guide Pyramid. Explain that the Pyramid helps us choose foods that will keep us healthy. Foods are sorted into the groups of the pyramid, and we can choose many foods from each group of the pyramid each day. Give easy examples of the kinds of food that are in each group. Ask for more suggestions from students.
2. With food models, food cards, food magazine pictures, or real food, have the whole class name foods as they are shown.
3. Divide the students into groups of three or four. Each group takes an equal portion of the 30 food pictures which have just been named. Each small group then decides where to place the food.

4. Class discussion to follow the groups' decisions about placement of foods in each food group.

### **EVALUATION/MODIFICATION:**

Discussion serves as evaluation of knowledge of food names and some recognition of food groupings.

Children can be encouraged to name and group foods they see in their own kitchens or in magazines.

### **RESOURCES:**

For additional nutrition resources contact: Nutrition Education Division, Human Nutrition Information Service, U.S. Department of Agriculture, Belcrest Rd., Hyattsville, MD 20782, Ph. 301-436-5194.

Nutrition Education and Training Program, Montana State University, Bozeman, MT 59717.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***CART SMART IN THE SUPERMARKET***

## **OBJECTIVE:**

To demonstrate skills in choosing foods in the supermarket.

## **LIFE SKILL:**

To promote proper nutrition and mental health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Empty food containers or food models, Food Group Bucks (designed by educator), Food Guide Pyramid (see Appendix E).

## **INFORMATION:**

Children can learn about food decisions in the supermarket by role playing in the classroom. Responsibility for food shopping and money management can start in the primary years. Children not only learn names, colors and forms of food but how to make decisions, how to plan for food choices, and how to budget money. Personal responsibility for food choices can be stressed.

## **SKILL NEEDED:**

Knowledge of food groups in the Food Guide Pyramid is helpful.

## **INSTRUCTIONAL STRATEGIES:**

1. Introduce the idea of comparative shopping and choosing among many foods by discussing the reasons we shop for food in the supermarket, who pays, who shops, and who makes decisions about food. Show empty containers of food. Talk about big and small sizes, color and quantity, fresh, frozen, and canned foods, and the amount of time required to prepare the foods to eat.

2. Give each child five tokens or “Food Group Bucks” (one “buck” for each food group) and have each choose which foods (s)he would buy.
3. Discuss selections regarding choices from all five food groups, different colors of food for variety, or other factors for selection. Avoid any judgement about “good” or “bad” foods.

### **EVALUATION/MODIFICATION:**

Discussion can serve to evaluate children’s comprehension and awareness of the many food choices available to them and to their families.

A field trip to a grocery store could be used as a reinforcement of this learning.

Families could be encouraged to invite children to grocery shop and discuss how family decisions for food are made. Children can take pictures of food and coupons to match real foods in the supermarket, either for purchase or as an identification activity.

### **RESOURCES:**

Adapted from: Hertzler, A., E. Scott, and M. Coleman, Kids, Food and Money, Petersburg, Virginia: Virginia Cooperative Extension Service, 1988.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***PACK MY POCKETS WITH SNACKS***

## **OBJECTIVE:**

To identify a variety of foods which could be eaten as snacks.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

One or more boxes to serve as “pockets.”

## **INFORMATION:**

One strategy to encourage children to eat a varied and balanced diet is to create awareness of the great number of snack items which they could eat. Encouragement of healthful snacks is important; children can view snacks as fun and adventure filled if prompted to do so.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss energy needs of children and how snacks often keep our bodies fueled between meals. Snacks can be chosen from a wide variety of foods from all food groups. We like snacks the most when they taste good and are interesting.
2. Have one or more boxes set up to represent pocket(s). Each child can imagine that this box is her/his pocket which keeps snacks from smashing, freezing, cooling, etc. Students can imagine a variety of journeys to specific places, and what they would put in their pockets for snacks on the journey. Encourage children to think of many foods other than typical “snack” foods by asking if soup or leftovers can be a snack.

*Examples:* We are going to a place where it is very hot. What would you put in your pocket for a snack? (Remember, this pocket doesn't let food melt!) We are going to a planet where everything is green... where everything is crunchy...liquid. We are going to Mexico, to Japan, or to Fort Belknap Reservation. Only imagination limits where children can pretend to visit and pack snacks. Some discussion of snacks we would eat "more often" or "less often" would be appropriate but the message is to eat a variety of foods.

## **EVALUATION/MODIFICATION:**

Healthful and interesting snack recipes are available from many sources if it is possible to use real food in this lesson.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***MYSTERY BAG TASTING PARTY***

## **OBJECTIVE:**

To identify and have the opportunity to taste a variety of fruits and vegetables.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Fruits and vegetables, the same number of brown bags.

## **INFORMATION:**

One of the most important recommendations for a healthy diet is to consume at least five fruits and vegetables each day. Children tend to follow the recommendation better when they are exposed to a variety of fruits and vegetables in a positive way and also have an option to taste them. Children who have tasted a variety of foods are more likely to include those foods in their diets; if not immediately, then at some point in their lives.

## **INSTRUCTIONAL STRATEGIES:**

1. In preparation for this lesson, collect a number of common and unusual fresh fruits and vegetables. Some examples are potato, carrot, honeydew melon, yellow squash, turnip, and strawberries. Collect the same number of small brown paper bags to hold the foods.
2. Tell the students they will play a guessing game. Start at one side of the room with a bag containing a fruit or vegetable and allow each child to reach into the bag and feel the contents without looking. Let them guess what food is in the bag. After everyone has guessed, hold up the food for everyone to see. Say the name aloud with the children. Ask them the following questions:

What color will it be inside?  
How will it taste—sour, sweet, bland?  
Will it be soft or crunchy?  
Will it have seeds or a pit inside?

3. Wash the fruit and vegetables. Using a cutting board, cut the fruit or vegetable open and give a small piece to each child who would like to taste it. (Children should have washed their hands.) Discuss if the taste is what they expected.

## **EVALUATION/MODIFICATION:**

Children who recognize and taste the foods after the activity have become more aware of fruits and vegetables.

A variation is to blindfold some children and have them guess less common fruits and vegetables that are laid out on a table.

## **RESOURCES:**

Adapted from Show The Way to 5-a-Day, Burlington, Vermont: Vermont Department of Health, 1993.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***COLORS ON YOUR PLATE***

## **OBJECTIVES:**

To identify foods by color; to choose a variety of colors of food at meals.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

White paper plates for each student, crayons to be used with small pieces of paper or colored pictures of food.

## **INFORMATION:**

Variety is one of the important components of the Dietary Guidelines for Americans and the Food Guide Pyramid. Children eating a variety of foods are likely to get all of the nutrients they need for health, growth and development.

## **SKILLS NEEDED:**

Draw and color foods.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss with children that one way to eat well and have variety is to eat foods of different colors. To do this, when students sit down to eat meals they can check to see if there are foods of at least three colors on their plate. If so, the students will probably eat from most of the food groups. Ask children to name the most common colors of foods: vegetables (green and yellow); fruits (many, but commonly red, orange, yellow, green, blue); breads, cereals, rice (white, brown); milk products (white, light yellow or orange); meat foods are red, brown, or off-white. Ask which three foods they would choose to create three colors on their plates during a meal.

2. Give each child a white paper plate. Each child can draw three colored foods on the plate or choose a variety of pictures of food to paste on the plate. These pictures might be from magazines or catalogs or newspaper supplements.

### **EVALUATION/MODIFICATION:**

Students can share the reasons they chose the colors and the foods they have selected. This activity could be altered so that children choose foods for three plates representing breakfast, lunch and dinner. Children could draw colored foods to place in a brown paper “lunch” bag instead of on a plate.

Plates could be displayed in the classroom or hall as a part of an art project.

### **RESOURCES:**

Adapted from: Healthy Growing Up, Oak Brook, Illinois, McDonald’s Corporation, 1992.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***HAPPY MEALS AT HOME***

## **OBJECTIVE:**

To identify and role play ways families can work together to make meal times enjoyable.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Let's Have Happy Meals handout (see Kindergarten Handout Masters).

## **INFORMATION:**

Since good nutritional practices play a major role in good health, it is important that children view eating experiences as pleasant. Manners and eating “guidelines” are important for children to learn and practice to make the mealtime equally enjoyable for others.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss the importance of having a pleasant environment to make meals enjoyable. Children can state some behaviors that make adults and children comfortable with each other at meals.
2. Using the handout, Let's Have Happy Meals, have children color the happy face for “yes” answers and the frowning face for “no” answers (or use a thumbs up or thumbs down response from children). Discuss each behavior as appropriate.
3. Ask one or more students to volunteer to role play a person who has bad manners and who makes mealtimes unhappy for others. One or more students can role play a happy meal setting with people using manners and good eating “guidelines.”

**EVALUATION:**

Role playing permits children to learn skills and practice skills in “real-life” environments. In this lesson, it also permits assessment of the degree to which children understand positive behaviors and good manners while eating.

**RESOURCES:**

Adapted from Fun Times with Food. Ithaca, New York: Cornell Cooperative Extension, 1991.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***HYGIENE RELAY***

## **OBJECTIVE:**

To learn, through exercise, the importance of personal hygiene.

## **LIFE SKILLS:**

To promote disease prevention and encourage adoption of physical activity as parts of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Twenty safety pins, four buckets (for dirty towels), four cones, eight mats, four large boxes, six flat pop can boxes, four rolls paper towels, four sheets of cardboard; four each of toothbrush, toothpaste, soap, and comb; 20 winning ribbons shaped like soaps and toothbrushes (make in art!), Obstacle Course Map Hygiene Fun (see Kindergarten Handout Masters).

## **INFORMATION:**

A combination of cardiovascular exercise and personal care leads to a healthy and happy body.

## **CLASS ARRANGEMENT:**

Lay out the relay as shown on handout. Divide students into groups of five and place three members of each group at the start of the obstacle course and two at the end.

## **SKILLS NEEDED:**

Basic knowledge of personal hygiene, running, skipping, jumping.

### WARM-UP:

Stretching, students should jog through course for warm-up and familiarity.

## **INSTRUCTIONAL STRATEGIES:**

Each group competes in an obstacle course/relay by working its way through a course which involves completing daily hygiene activities.

Students begin the course by running ten yards, then pretend to brush teeth with cardboard tools (must replace tools before moving on), run/weave through cones, then pretend to wash face/hands (paper towels and soap are in the bucket and should be replaced before moving on), skip ten yards, crawl through box-tunnel, run ten yards, tag partner by clapping the partner's hand and sit down. Team members alternate direction through the obstacle course. All exercises must be acted out completely or that team will be disqualified. The event ends when all the students have completed the relay course.

*Note:* Students beginning the course at the START will finish at the END; students beginning the course at the END will finish at the START.

## **EVALUATION/MODIFICATION:**

Run the course in the opposite direction so that each child now performs the tasks in the reverse direction.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***HAND WASHING: A HEALTH HABIT***

## **OBJECTIVE:**

To learn good hand washing technique.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom with a sink.

## **EQUIPMENT/MATERIALS:**

Black construction paper roll, hand washing certificates for each student, white chalk, blackboard, white tempera paint, soap and water, toweling or hand dryer.

## **INFORMATION:**

Washing hands is the first defense against disease and infection. It is the foundation of good hygiene and universal precaution against the spread of disease. Positive hand washing habits include washing after playing, before eating, after handling pets, after holding hands over mouth when sneezing or coughing, after using the bathroom, and after any kind of scratch or cut has occurred.

## **CLASS ARRANGEMENT:**

Semicircle around blackboard.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss how often and when students should bathe or wash. Discuss how good it feels when hands are clean.
2. Students can brainstorm times they should wash hands, e.g., after using the bathroom, before eating, when hands are dirty, after playing, etc. List on blackboard.

3. Students can make white handprints (tempera paint) on the black construction paper. Write each student's name beside the handprint with a piece of chalk.
4. Students can remove the paint from their hands by washing with soap and water, and drying well.
5. Provide each student with a hand washing certificate and help her/him write her/his name (have the date and teacher's signature already filled in).

### **EVALUATION/MODIFICATION:**

Hang the black construction paper roll up on the wall of the classroom.

### **RESOURCES:**

Michigan Model for Comprehensive School Health Education, 1986.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***GLOVES KEEP GERMS OUT***

## **OBJECTIVE:**

To demonstrate the importance of using latex gloves when coming in contact with body fluid.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Several pairs of latex gloves, permanent markers.

## **INFORMATION:**

Dentists, doctors and other health care workers wear special latex (rubber) gloves when working on patients.

## **CLASS ARRANGEMENT:**

Semicircle class demonstration.

## **INSTRUCTIONAL STRATEGIES:**

1. The teacher should place a pair of latex gloves on his/her hands. Using the marker, draw a number of lines, shapes, numbers or pictures on the glove.
2. Show the students the gloves. Tell them you are pretending to be a dentist or an EMT and the markings are germs from the patient's mouth or an injury.
3. Pull the gloves off and have the class observe if any markings are present on your hands. Ask students to tell you why wearing gloves is important to a dentist and a patient.

4. Explain that just getting germs on the hands may not be dangerous, since the skin will keep most germs from getting inside the body. But if the health care worker had a small cut in her/his hands, the germs could enter their body.
5. Tell students they will sometimes see the school nurse or their own dentist or doctor wearing gloves. Discuss that you keep a pair in the first aid box to keep from being infected by germs.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

Grade  
**K**

**LEVEL:**  
*PRIMARY*

# ***GERMS: CAN'T SEE 'EM***

## **OBJECTIVE:**

To demonstrate the presence of germs and how to prevent spreading germs to other people.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Filmstrip/slide projector or any piece of audiovisual equipment that casts a beam of light, spray bottle of water, or aerosol room deodorizer.

## **INFORMATION:**

Germs are all around you. There are germs on objects you touch, on the food you eat, in the air you breathe. The cold virus is a germ. It is spread when someone, who has a cold, sneezes or coughs into the air. The virus (germs) may be taken into the body when another person inhales.

## **CLASS ARRANGEMENT:**

Semicircle

## **INSTRUCTIONAL STRATEGIES:**

Germs in the air cannot be seen. Look around you, do you see any?

### Demonstration 1

Turn off lights and turn on projector to show all the dust and airborne particles in the air. (The teacher can explain that germs are too small to be seen, but are in the air just like the other particles.)

### Demonstration 2

To demonstrate what happens when a person sneezes:

- a. Spray around the area using the bottle or aerosol. The droplets (germs) cannot be seen. Tell students that the spraying is somewhat like a person sneezing or coughing and not covering her/his mouth or nose. The germs spread throughout the air.
- b. Spray using a tissue to cover the nozzle. Explain this is like using a handkerchief or a hand to cover one's mouth/nose. The tissue limits the spray that enters the air and people are not exposed to others germs as easily.

### **EVALUATION/MODIFICATION:**

Repeat the second demonstration using the light from the projector.

Ask students how using a handkerchief, tissue or hand reduces the number of germs airborne. Reinforce washing hands.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*.™ Blacklick: Meeks Heit Publishing Company, Inc.

Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

# ***BODY PART***

## **OBJECTIVE:**

To be able to identify body parts.

## **LIFE SKILLS:**

To promote good mental health including family and community health and to promote responsible sexual behavior as parts of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **INFORMATION:**

Boys' and girls' bodies are alike in some ways and different in others including head, eyes, nose, ears, mouth, lips, neck, arms, elbows, fingers, shoulders, navel, pelvis, buttocks, legs, knees, ankles, feet, toes, penis and vagina.

Sex education needs to be congruent with students' developmental levels and is a major consideration throughout the development of a curriculum. For example, students at the primary level are developmentally interested in body parts and bathroom habits. Because many of their mothers or their friends' mothers are pregnant, they are also interested in pregnancy and childbirth (Health Enhancement Curriculum K-5, Bozeman Public Schools, July 1991).

## **INSTRUCTIONAL STRATEGIES:**

Teachers often have a teaching unit on "My Body." The focus may be skeletons and bones, the heart as a pump and the cardiovascular system, the five senses, and the internal organs.

Instead of a separate lesson on reproductive body parts, it is important to identify body parts as part of all other lesson plans as appropriate. While instructing, questions may arise regarding anatomical parts or physiological processes; it is important to respond with accuracy.

While giving toileting/restroom instructions to new kindergartners or first graders, the topic of body parts and the toileting process may come up. It is important to give anatomically correct language to children, i.e., penis and vulva or vagina. Nicknames or slang terminology can be confusing to young children, especially when information is presented regarding personal hygiene.

## **RESOURCES:**

Little Questions, Big Questions: The Case for Family Life Education in the Early Grades. This ground-breaking video offers sound reasons for introducing children in kindergarten through third grade to family life and sexuality education that is age and developmentally appropriate. A physician, a professor of child development, parents, and teachers comment on the importance of beginning instruction early in order to build a base of positive, responsible sexual behavior and health. Source: The New Jersey Network for Family Life Education, Center for Social and Community Development, Rutgers University, Building 4087, Livingston Campus, New Brunswick, NJ 08903, (908) 932-7929.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***FAMILY COMPOSITION***

## **OBJECTIVE:**

To understand the different compositions of families.

## **LIFE SKILL:**

To promote personal, family, and community safety as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Two-inch circles, 18" x 24" construction paper.

## **INFORMATION:**

All families need adults to help nurture (love) the children. Some families have two parents, some have one. Some families have other family members in their homes such as an aunt, grandpa, etc.

## **VARIATIONS IN FAMILY COMPOSITION**

### Natural or Biological Family

Family into which the individual is born or is related by blood.

### Adoptive Family

Family to which an individual belongs through adoption, usually by legal means.

### Family of Origin

Family into which an individual was born.

### Nuclear Family

Family created by a marital or ongoing relationship between two individuals and their offspring, if any.

### Family of Procreation

Family created by individuals entering a relationship into which children are born.

### Extended Family

Family group that includes one or more nuclear families plus other individuals related by blood or marriage.

### Intact Family

Family that includes two parents and their natural or adopted children living in one household.

### Single-Parent Family

Family consisting of children and one parent, either father or mother, living in one household.

### Step-Parent Family

Family created by the remarriage of one or both parents; this family may include children of the present marriage, as well as children from previous marriages of one or both spouses.

### Alternative Lifestyles Family

Family consisting of children and two parents of same sex or other combinations.

## **INSTRUCTIONAL STRATEGIES:**

1. Ask each child to think about how many people live in their home.
2. Give each child a circle for each family member. The circle will be the face for their art project. Ask them to draw a face for each person.
3. Glue the circle on a piece of construction paper. Ask students to draw a body for each head.
4. Display the project in the classroom or the hall.

## **EVALUATION/MODIFICATION:**

Talk about the contribution of each family member to the household. Examples might be a sense of humor, musical skills, organizational skills, cooking, etc.

## **RESOURCES:**

Art activity courtesy of Mrs. Donnie Seibel, Wilson Science and Technology School, Bozeman, Montana.

Janosik, E., & Green, E., Family Life: Process and Practice, Boston: Jones & Bartlett, 1992.

Grade

**K**

**LEVEL:**

**PRIMARY**

# **COMMUNICATING FEELINGS**

## **OBJECTIVE:**

To discuss a variety of feelings.

## **LIFE SKILLS:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITIES:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows a child to control her/his emotions and act appropriately.

## **CLASS ARRANGEMENT:**

Whole class.

## **INSTRUCTIONAL STRATEGIES:**

Discuss how people look when they are happy. Look in magazines for pictures of happy faces. Place several faces on a mural. Children can pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song "If You're Happy and You Know It" creates a "happy" atmosphere.

Ask the students questions about feeling sad:

How do you feel when you are sad? How does your body feel when you are sad? How do others feel when you are sad?

Read Miss Nelson is Back. Discuss how the children felt after hearing the story.

## **EVALUATION/MODIFICATIONS:**

Students should be able to recognize feeling sad, happy, safe, scared and angry. Students can role play emotions in front of class to strengthen their understanding of the feelings.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***COMMUNICATING HAPPY FEELINGS***

## **OBJECTIVE:**

To discuss the feeling of being happy.

## **LIFE SKILLS:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

## **CLASS ARRANGEMENT:**

Whole class.

## **INSTRUCTIONAL STRATEGIES:**

This lesson is student-centered.

Discuss how people look when they are happy. Look in magazines for happy faces and place several on a mural. Students can pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song "If You're Happy and You Know It" creates a "happy" atmosphere.

## **EVALUATION/MODIFICATION:**

The previous lesson examined a variety of feelings. This lesson focuses on happy feelings. Role playing activities also help the children understand appropriate behaviors.



Grade

**K**

**LEVEL:**

**PRIMARY**

# ***COMMUNICATING SAD FEELINGS***

## **OBJECTIVE:**

To discuss what it is like to feel sad.

## **LIFE SKILL:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Books dealing with feelings, record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

## **CLASS ARRANGEMENT:**

Whole class.

## **INSTRUCTIONAL STRATEGIES:**

How do you feel when you are sad?  
How does your body feel when you are sad?  
How do others feel when you are sad?

Put the children's comments on butcher paper. Read Miss Nelson is Back. Discuss how the children felt when they heard Miss Nelson was sick. Discuss how Miss Nelson felt when she saw the children missing school. Discuss how to become happy after you're sad.

## **EVALUATION/MODIFICATION:**

This lesson focuses on happy feelings. Role playing activities help the children understand appropriate behaviors.

Grade

**K**

**LEVEL:**

**PRIMARY**

# **COMMUNICATING ANGRY FEELINGS**

## **OBJECTIVE:**

To discuss feelings of anger.

## **LIFE SKILL:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

## **CLASS ARRANGEMENT:**

Whole class.

## **INSTRUCTIONAL STRATEGIES:**

Pick out pictures of angry people. Ask students if they know of anyone who is always angry. Put the children's comments on butcher paper. Ask the students the following questions: What does this person do? How do you feel when you're angry? What are appropriate ways to show that you are angry? What are inappropriate ways (e.g., fighting)?

Read Alexander's Terrible, Horrible, No-Good, Very Bad Day. Discuss taking responsibility for feelings. How did Alexander feel?

## **EVALUATION/MODIFICATION:**

Discuss popular television shows and how people deal with their feelings on television. Videotape a show and use the videotape to show the class positive ways to express feelings.

This lesson focuses on angry feelings. Role playing activities also help the children understand appropriate behaviors.

## **RESOURCES:**

Alexander's Terrible, Horrible, No-Good, Very Bad Day, Judith Viorst.

Grade

**K**

**LEVEL:**

**PRIMARY**

# ***COMMUNICATING SCARED FEELINGS***

## **OBJECTIVE:**

To discuss feelings of being scared.

## **LIFE SKILL:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

## **INSTRUCTIONAL STRATEGIES:**

Read the Mercer Mayer books There's a Nightmare in My Closet and There's Something in My Attic. Ask children to talk about a time when they were scared.

Read How to Get Rid of Bad Dreams. Problem solve with the students ways not to be scared after reading the book. Write comments from children on butcher paper.

## **EVALUATION/MODIFICATION:**

This lesson focuses on scared feelings. Role playing activities help the children understand appropriate behaviors.

## **RESOURCES:**

How to Get Rid of Bad Dreams, Nancy Hazbryl and Ron Condy; There's An Alligator Under My Bed; You're the Scaredy-Cat; There's A Nightmare in My Closet; There's Something In My Attic, Mercer Mayer; There's A Monster Under My Bed, James Howe.

Grade

**K**

**LEVEL:**

**PRIMARY**

# **COMMUNICATING FEELINGS**

## **OBJECTIVE:**

To discuss a variety of feelings.

## **LIFE SKILL:**

To promote good mental health including family and community health as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

## **INFORMATION:**

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

## **TEACHING STRATEGY:**

Read Ira's Sleep Over. Discuss all the feelings Ira had during the day. Children can make "face puppets" on a flat piece of white cardboard (use a tongue depressor for back). Give children a situation and have them hold up the face puppet that shows how they would feel in that situation. Reread Ira's Sleep Over. Have students hold up a face for different situations in the book.

## **RESOURCES:**

Ira's Sleep Over by Bernard Waber.



Grade

**K**

**LEVEL:**

**PRIMARY**

# ***STORY ABOUT KING MARVIN***

## **OBJECTIVE:**

To encourage resistance to tobacco use and learn that it can be cool not to go along with the crowd.

## **LIFE SKILL:**

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Huff and Puff Story (American Cancer Society), The Story of King Martin the Magnificent, King Martin Picture (see Kindergarten Handout Masters).

## **INFORMATION:**

Using tobacco makes our bodies unhealthy. It's a smarter idea not to start. You can be cool without using tobacco.

## **INSTRUCTIONAL STRATEGIES:**

Read the Huff and Puff Story and ask children to explain why the wolf couldn't blow the house down. Discuss some of the consequences of using tobacco (yellow teeth, black lungs, inability to breathe) and then read the story of King Marvin. Talk about being cool, going along with the crowd. Students can also color the picture of King Marvin.

## **RESOURCES:**

Adapted from Central District Health Department, Utah. Huff and Puff story can be acquired from the American Cancer Society, 17 N. 26th Street, Billings, MT 59101, 252-7111.



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Grade

**K**

***HANDOUT***  
***MASTERS***

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# LET'S HAVE HAPPY MEALS

Circle one face for each sentence

- |   | Yes   | or | No  |
|---|---|----|---|
| 1. To say "yucky" is not polite.                            |    |    |    |
| 2. To say "yucky" might make someone feel bad.              |    |    |    |
| 3. It is bad to try new foods.                              |    |    |    |
| 4. We should sit to eat our food.                           |    |    |    |
| 5. When we finish eating, we should ask to be excused.      |    |    |    |
| 6. Happy people make happy mealtimes.                       |   |    |   |
| 7. We should always say "excuse me" after burping.          |  |    |  |
| 8. We should like our plates clean.                         |  |    |  |
| 9. Eating too much too fast can make us feel sick.          |  |    |  |
| 10. We should lick our fingers clean.                       |  |    |  |
| 11. We should talk quietly and say nice things at mealtime. |  |    |  |
| 12. We should chew with our mouths open.                    |  |    |  |
| 13. We should come to the table with dirty hands.           |  |    |  |



# THE STORY OF KING MARVIN THE MAGNIFICENT

King Marvin the Magnificent was very grand indeed. He said, "I am magnificent." His subjects all agreed. "King Marvin is magnificent! Our Kingdom is most blest. Of all the Kings who ever were, King Marvin is the best."

Now in King Marvin's Kingdom lived a little boy named Paul, whose favorite thing was playing with a bright pink rubber ball. He bounces his rubber ball all day against the palace gate. He started in the morning and he stayed till it grew late.

One day as he was playing ball, he stopped and said, "I know! I think I'll throw my rubber ball as high as it will go." So Paul wound up and threw the ball with one tremendous fling. "Oh, no!" he cried. "It's headed for the window of the king!"

SMASH went the royal window, and before the King could duck, the ball bounced off King Marvin's throne . . . and hit his nose . . . and stuck!

"What is this thing?" said Marvin as he felt the ball and sneered. But before he could remove it, his Prime Minister appeared. "King Marv!" cried the Prime Minister. "A rubber ball! How cute! It really is magnificent! I'll get one for my snoot."

And like a flash he left the room, and what do you suppose? When he returned, a rubber ball was stuck upon his nose! The news spread quickly through the land (the kingdom was quite small). Soon on each person's nose there was a bright pink rubber ball.

The butcher and the baker and the driver of the bus all said, "If Marvin likes it, it's good enough for us. Don't we look great!" the people cried. "Our noses are so pleasing! Except it's rather hard to smell and even harder sneezing."

But everyone was happy, the whole kingdom filled with joy, for everybody has a ball—except for one small boy. "Oh, woe," cried Paul, "without my ball I really am so sad. I'll ask the King to give it back; I hope he won't be mad."

Paul tiptoed to the throne room where King Marvin was alone. The King in his magnificence sat on his royal throne. Young Paul knelt down before the King and then was told to rise, but when he lifted up his head a strange sight met his eyes. King Marvin wore an ermine cloak and silk slippers on his toes. A golden crown was on his head and a ball was on his nose.

Then Paul began to giggle, and he laughed 'til he was sore, and pretty soon he laughed so hard he fell down on the floor. "What's so funny?" said King Marvin, as he saw that Paul was staring. "It's your nose!" cried Paul with laughter. "That's my favorite toy you're wearing." "Boy, my nose looks great!" King Marvin said. Said Paul, "I beg to differ. You really do look silly with that ball stuck on your sniffer."

"I do?" exclaimed King Marvin, "Bring my royal mirror quick." King Marvin looked. He saw himself, and what he said was . . . "Ick! I really do look silly and I knew it from the first. I've always said that rubber balls on noses are the worst!"

The King took off the rubber ball and handed it to Paul. “You’ve taught me a great lesson, so I’ll give you back your ball.” Then the butcher and the baker and the driver of the bus said, “If Marvin gave his ball away . . . that’s good enough for us!”

The people of the kingdom gave their rubber balls away. And they all wear their noses plain . . . right to this very day.

So from early in the morning time until it grows quite late, Paul has a hundred balls to bounce against the palace gate.

Now, this story has a moral and it’s very, very true—if a King does something silly, you don’t have to do it too!