

April - Lesson Plan Grades K-I

EAT SMART. PLAY HARD.



Objectives

Learn why healthy snacking is important.

Learn how to make healthful choices for snacks.

Supplies Needed

April

Pick a **better snack**[™] & **ACT** bingo card

Note to Teachers

For the months of April through May, one lesson will focus on the Eat Smart. Play Hard. [™] campaign, in addition to the Pick a **better snack**[™] & **ACT** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard. [™] campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard. [™] is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard. [™] campaign messages and materials are fun for children and informative for caregivers.

The Power Panther[™] is the spokes-character for the Eat Smart. Play Hard. [™] campaign. The Power Panther[™] is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther[™] loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther[™] plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther[™] eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of the Eat Smart. Play Hard. campaign will change each month.

April Pack up Your Snacks and Go.
May Move More. Sit Less. And Balance Your Day.

Background

Healthy snacks can supply a large portion of nutrients children need for growth. Snacks can help us eat fruits and vegetables, low-fat milk products, and whole grains.

Snacks also provide the added energy requirements children need for growth. Children need the energy provided by

snacks to learn and play.

Snacks should make children more energized. If a snack makes one feel too full or sluggish, the portion size may need to be reduced.

Healthy snacking learned early in childhood will be a habit that lasts a lifetime.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard

**Do the Activity:
Kindergarten**

The word “snack” can have a variety of definitions. Ask the students what they think “snack” means. Ask them to give examples of snack foods. *(Many children believe “snack” always means a treat. Let them know healthy snacks help us eat foods from MyPyramid to make our bodies healthy.)*

1st Grade

Ask the students to stand if they ate a snack yesterday, last week, last month, last year, or until everyone is standing. Have students form a line. If students agree with the statement “I always choose snacks that are good for my health,” have them go to one end of the line. If students agree with the statement, “I eat what I like. I don’t think about healthful snacking,” have them go to the other end of the line. Have the remaining students compare their snacking habits to others to find a place in the line.

Always * _____ * _____ * I don’t think...

(Adapted from Kansas State University-Power Panther Pals.)

**Talk It Over:
Kindergarten**

Explain that snacking should most often include healthy food choices for children to learn, grow and play. Explain that “sweet” snacks and other less healthy snack foods should be eaten less often than healthy snacks.

1st Grade

Ask the students on the “healthful snacking” end of the line to report what they eat for snacks. Ask others to participate. How can the snack ideas reported be more healthful?

Apply:

What can be done to assist students in having healthier snack

choices? (plan ahead-think of foods listed on MyPyramid, convenience-remember Pick a **better** snack™ How easy is that?)

Have students brainstorm ideas for healthy snacks. Are these ideas included on their list?

Fresh fruit and vegetables (The original snack pack!)

Popcorn or pretzels (Movie popcorn should be discouraged)

Snack size yogurt or pudding

Canned or dried fruit

Frozen grapes, banana slices or popsicles made from 100% juice

Peanut butter and fruit sandwich (try apple slices, banana or raisins)

Whole-grain crackers and cheese

String cheese

Tortilla with beans, cheese, lettuce and salsa

Pita sandwich with tuna and lettuce

Mini-pizzas made with English muffins or pita bread

Vegetable and noodle soup

Discuss the foods and activities on the April bingo cards. Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for April.

Extended Activities



Art, Music & PE

Play a game connected to the growing of a variety of foods. Choose a student to be the farmer. The other students form a circle around the farmer holding hands. For the first verse, the students circle to the left, and the farmer walks inside to the right. For the second verse, the farmer and the students act out the words. For the third verse, the students stand and clap hands while the farmer chooses a partner. For the fourth verse, the farmer and the partner walk to the right inside the circle as the students join hands and circle to the left. The partner becomes the new farmer to continue the game.

Oats, peas, beans and barley grow;
Oats, peas, beans, and barley grow;
Do you or I or anyone know how
Oats, peas, beans, and barley grow?
First the farmer sows the seed;
Then he stands and takes his ease; (farmer crosses arms)
Stamps his food and claps his hand,
And turns around to view the land. (farmer puts hand over
brow to shade eyes)

Waiting for a partner;
Waiting for a partner;
Open the ring and take one in,
And then we'll gladly dance and sing.

Tra la la la la la la;
Tra la la la la la la;
Tra la la la la la la;
Tra la la la la la la.



**Language Arts
& Reading**

Read How Do Dinosaurs Eat Their Food? by Jane Yolen.
Encourage the students to look and listen for a variety of
foods.



Math

Read Growing Vegetable Soup by Lois Ehlert. (*The story is
available on audio tape, also.*) In a learning center, place
construction paper cutouts of the vegetables to which the
students have been introduced (*zucchini, carrots, broccoli,
peppers, cabbage, potatoes and tomatoes*) along with pencils
and paper. Have the number of cutouts for each vegetable be
1-20. The students are to sort, count, and write the number of
each vegetable that they find in the basket on a recording
sheet. (*Recording sheet follows.*)



**Science &
Health**

In a learning center, place What a Good Lunch by Shigeo
Watanabe. Copy pictures of the foods from the book. Cut
apart page of food groups. Have students match food pictures
with food groups after looking through book. (*Food group
page is included in the lesson.*) Many of the food groups are
included in the lunch.



Social Studies

Encourage the students to take their bingo cards with them
grocery shopping to see if they can find artichokes,
pineapples, avocados and grape tomatoes.



Grains



Vegetables



Fruits



Milk



Meat and Beans

Growing Vegetable Soup Recording Page

Name _____



broccoli



cabbage



carrots



peppers



potatoes



tomatoes



zucchini

April - Lesson Plan Grades K-I

FOCUS ON FRUITS



Objectives

Identify pineapple and avocado by shape, color, and special characteristics.

Learn why pineapple and avocado are good snacks to eat.

Supplies Needed

April

Pick a **better snack**[™] & **ACT** bingo card

Kindergarten – “Cali” worksheet

Grow It Up! Activity (optional)

Taste Opportunities

Featured Fruits:

Pineapple

Avocado

Background

Pineapples are native to South America where they are called “ananas.” In 1493, Christopher Columbus found them growing on the island of Guadeloupe and brought them back to the Queen of Spain. The Spaniards called them “pina” because they looked like large pine cones. The English people added “apple” because they were big and juicy.

Pineapples do not grow in Iowa because it is too cold. They are grown in Hawaii, California and Florida. Most of the world’s production comes from Thailand.

Pineapple grows on a large 2-3 foot plant. It has brownish-yellow skin on the outside and bright yellow fruit inside.

We can eat pineapple fresh, dried or canned. Canned pineapple is available in slices, chunks, tidbits or crushed. They come packed in their own juice or in sweetened syrup.

Pineapple contains vitamin C. Vitamin C helps heal cuts and bruises. Pineapple also contains fiber. Fiber helps move food through our bodies.

Avocados are native to Mexico. Most of the avocados we buy in the United States are grown in California. They also can be grown in Hawaii and Florida. Avocados do not grow in Iowa.

Avocados grow on large, dense evergreen trees that get to be 80 feet tall. Avocados have a dark greenish-brown skin, which is removed to eat the bright green, soft fruit inside. It has a large, round seed that can be planted inside the classroom to start a new plant.

Avocados grow on the evergreen trees until they are ready to be picked. Avocados are carefully placed in refrigerated trucks and transported to grocery stores. They ripen quickly when transported with other fruit or in a warm truck.

Avocados contain fiber, vitamin C, vitamin E and almost twice the amount of potassium as a banana.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard

**Do the Activity:
Kindergarten**

Show a picture of an avocado or a fresh avocado to the class. Have the students draw an oval shape on a paper. Have the students color their picture the same color as the avocado shown to the class.

1st Grade

Review with the students the health benefits of avocados and pineapple. (*high in vitamin C*) Vitamin C helps heal wounds on the body. Have the students draw a picture of a person with a cut or scrape on their knee or elbow. By the picture, have the students draw a picture of an avocado or a pineapple. Write a big letter "C" under the picture of the fruit.

**Talk It Over:
Kindergarten**

What color are avocados? (*dark greenish-brown skin*)
What color did the students color Cali?

1st Grade

How many of you have eaten avocados?
How many of you have eaten guacamole that is made from the mashed avocado?
What does an avocado taste like? (*soft and buttery*)

How many of you have eaten pineapple?
What does a fresh pineapple look like? (*brownish-yellow, scaly skin on the outside: green, spiky leaves on the top*).
How many of you have eaten canned pineapple?

Why is it good to eat avocados and pineapple? (*They contain vitamin C to help cuts and bruises heal. Avocados have a lot of potassium and pineapple is high in fiber.*)

Apply:

When might you eat a pineapple? (*for breakfast, lunch, snack, in a salad, anytime*) There are many ways to eat pineapple. Raise your hand if you have eaten a pineapple in any of the following ways:

- In a fruit salad
- In a smoothie
- In muffins
- On a pizza

There are many ways to eat an avocado. Raise your hand if you have eaten an avocado in any of the following ways:

- As a dip with Mexican foods (guacamole)
- Sliced on a sandwich
- On a salad



**Taste
Opportunity**

Can you think of other ways to have eaten pineapple or avocado?

Have students wash their hands. Cut up the pineapple for the students to sample.

Peel and cut an avocado for the students to sample. They can then put an "X" through the bingo square of the fruit that they sampled.

How would you get a pineapple ready to eat as a snack?

Pineapple – Wash. Peel. Eat. (How easy is that?)

How would you get an avocado ready for a snack?

Avocado – Wash. Peel. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their parents and grandparents. Take the bingo card home and have your family pick out a snack idea to try at home.

Extend the Activity



**Art, Music
& PE**

Read Colors by John J. Reiss. At a learning center, place water paints and black ink pens. Encourage students to outline with ink pens and then paint in fruits and vegetables from the book that they have studied: apple, pepper, tomato, banana, pumpkin, orange, cabbage, grape and cucumber.



**Language Arts
& Reading**

Read Avocado Baby by John Burningham. Ask the students if the story is likely or unlikely to be true.



Math

Write positional words such as on, in front, behind, under, between, after, before, above, below, top, middle, bottom, left and right on a white board or chalk board. Using one or more avocados and pineapples (or paper cutouts of these fruits) demonstrate the positional words. (Example: The pineapple is under the avocado.)



**Science &
Health**

Follow the directions on the Grow It Up! activity page from the California Avocado Commission to grow your own avocado plant.



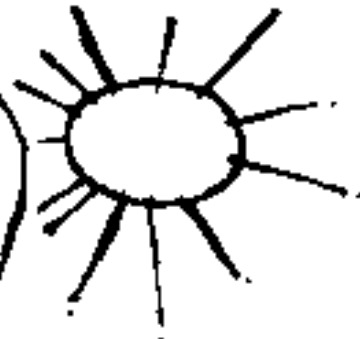
Social Studies

Locate Hawaii, California, Florida and Thailand on a map to indicate where pineapples are grown. Locate Hawaii, California, Florida, and Mexico on a map to indicate where avocados are grown.

FOCUS ON FRUITS

Fresh California Avocados

1.
What state
grows the most
avocados?
... California?
... Kansas?
... Maine?



2.
Do avocados
grow on
trees or vines?

Answers: 1. California
2. Trees.

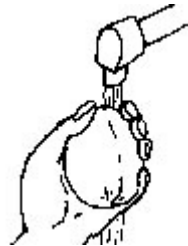
COLOR ME!

Grow it Up!

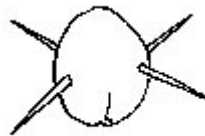


Part I. Growing your own avocado plant is fun and easy!

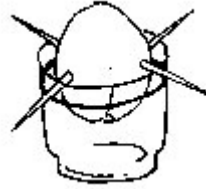
Just follow the directions below.



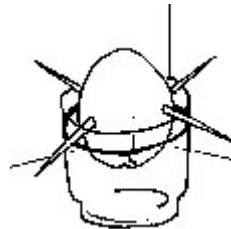
1
Wash an avocado seed.



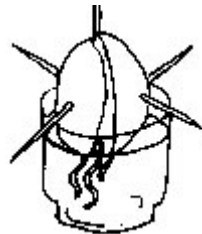
2
Stick two toothpicks into each flat side of the seed.



3
Use the toothpicks to hold the avocado seed over a glass of water. The water should cover 1/2 inch of the seed at all times.



4
Put the glass in a warm place, not in direct sunlight.



5
The seed will crack as roots and stem sprout in 2-6 weeks.

Part II. Record what you see each week **on the chart below.**

	Week 1	Week 2	Week 3
Avocado Size What we saw			
	Week 4	Week 5	Week 6
Avocado Size What we saw			

Source: California Avocado Commission

April - Lesson Plan Grades K-I

VARY YOUR VEGGIES



Objectives

Learn why it's good to eat artichokes and grape tomatoes.

Learn what artichokes and grape tomatoes look like.

Supplies Needed

April

Pick a **better snack**™ & **ACT** bingo card

Kindergarten – one copy of “The Tomato Song”

1st Grade – “Grape Tomato Math” worksheet

Kindergarten and 1st Grade- Artichoke Coloring Sheet (optional)

Taste Opportunities

Featured Vegetables:
Tomatoes
Artichokes

Background

Tomatoes are botanically the fruit of the plant, as are cucumbers and green peppers. But, they are classified as vegetables because they taste more like vegetables (less sweet). A Supreme Court ruling in the early 1900's legally declared tomatoes as a vegetable.

There are common distinguishing traits between fruits and vegetables, with a few exceptions.

Fruit Traits

- Grows on trees, bushes, or vines
- One or more seeds inside
- Sweeter than vegetables
- The part we eat is ripened flower
- The parent plant lives on for another season (perennial)

Vegetable Traits

- Comes from smaller plants, not trees
- No seeds
- Not as sweet, more fibrous
- We eat different parts of the plant like its stem (celery); roots (carrots, radish); tubers (potato)
- The parent plant dies after one season (annual)

Artichokes are native to the Mediterranean. They are one of the oldest known foods. Theophrastus was an ancient Greek philosopher. He lived over 2000 years ago. In his writings, he discussed artichokes being grown in Sicily and Italy.

The perennial plant is in the thistle group of the sunflower family. The plant gets about 6 feet wide and 3-4 feet high. Almost all of the artichokes in the United States are grown in California.

When we eat an artichoke, we are actually eating the plant's flower bud. The plant must grow for one year for the flower to be harvested. Artichokes continue to be picked by hand. The artichoke plant produces artichokes for five to ten years.

Artichokes are strange looking vegetables that are fun to eat.

Most people cook the whole artichoke, and pick off each petal, one by one, and slip them through their teeth to scrape off the soft part. When all of the petals have been pulled off, there will be a fuzzy “choke”. The fuzzy part is removed to eat the center, called the artichoke heart. Children love the hearts of artichokes because they get to the hearts with their hands.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard

**Do the Activity:
Kindergarten**

Teach children the words to “The Tomato Song.”

First Grade

Distribute a “Grape Tomato” worksheet to each student.

Talk It Over:

What vegetables are on the April bingo card? (*artichokes and grape tomatoes*)

Who can tell me why it’s good to eat artichokes and grape tomatoes? (*They are a good source of fiber and vitamin C.*)

What color are artichokes? (*green*)

What do artichokes look like? (*They are very unusual looking. They have big, thick petals. It is cooked so the petals are soft and can be scraped off with our teeth.*) Show the picture of the artichoke.

What color are grape tomatoes? (*red*)

What do grape tomatoes look like? (*They are oval-shaped and small; about the size of a grape.*)

Apply:

How many of you have eaten grape tomatoes?

What are your favorite ways to eat grape tomatoes? (*As a snack and on a salad*)

What are other ways to eat tomatoes? (*Tomato soup, pizza sauce, sliced tomatoes, chopped tomatoes on a taco*)



**Taste
Opportunity**

Is a tomato a fruit or a vegetable? *(Some people say that tomatoes are a fruit, since the tomatoes develop from the flower of a plant. However, we count them as a vegetable because they are not as sweet as fruit.)*

How many of you have eaten artichokes? *(They also come canned and sold as artichoke hearts)*

What are ways an artichoke can be eaten? *(In artichoke dip, in salads, in pastas)*

Have the students wash their hands. Wash the grape tomatoes for the students to sample.

Wash the artichokes. Using a cutting board and sharp knife, cut off the stem and 1 inch off the top of the bud. Trim sharp ends of the leaves with kitchen shears. To microwave: wrap each artichoke in plastic wrap. Place the wrapped artichoke upside down in a 4-cup glass measure or any microwave safe dish. Cook on high power for 4 to 7 minutes for one artichoke. Let stand, still wrapped, for 5 minutes. Tip: Check doneness by piercing bottom of artichoke with a fork. To eat: Begin at the bottom. Remove the leaves one at a time. Dip the fleshy base into a dipping sauce if desired, like low-fat ranch dressing. Holding the leaf-curved side down, place the fleshy base into your mouth and draw it between your teeth. This will scrape off the tender flesh, but leave the fibrous portion of the leaf. Continue with all the petals until you get to the thin, rose-colored petals. The base of these may be cut off and eaten. Next comes the choke that is the fuzzy part. Scrape off all of the fuzz, leaving a flat, round bottom to the artichoke. This is what you have been working for—the “heart” of the artichoke. You can eat every bite of this part. Cut it into pieces and enjoy.

They can then put an “X” through the bingo square of the vegetable that they sampled.

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their parents and grandparents. Encourage students to take the bingo card home and ask their family to pick out a snack idea to try.

Extend the Activity



**Art, Music
& PE**

Sing a planting song. It is sung to the tune of "This is the Way We Wash Our Clothes."

This is the way we plant the seeds,
Plant the seeds,
Plant the seeds.
This is the way we plant the seeds
To help our garden grow.

(Other verses are available in Food & Me Teacher's Guide for Pre-K & Kindergarten Team Nutrition p.9)



**Language Arts
& Reading**

Read Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert, Harcourt Brace, 1989. Before reading show a list of the following fruits and vegetables that we have been leaning about since September to the children for them to listen for during the story.

Fruits: apple, avocado, banana, grapefruit, grape, kiwi, mango, orange, pear, pineapple, plum, and tangerine

Vegetables: artichoke, broccoli, cabbage, carrot, cauliflower, celery, cucumber, jicama, pepper, potato, pumpkin, radish, tomato, and zucchini



Math

Have the students estimate the number of grape tomatoes in a small basket. Write at least three estimates on a white board or chalk board. With the students, count the number of grape tomatoes. Write that number so that all the students can see it. Have the students practice writing that number in the palm of their hand with the index finger of the other hand. Decide which of the estimates was closest to the actual number.



**Science &
Health**

Place seed catalogues (Such as available at <http://www.Burpee.com> and <http://gardeners.harriseseeds.com>) in a learning center along with scissors and envelopes. Encourage students to cut out pictures of fruits and vegetables that they have been learning about.



Social Studies

Locate California on a map to indicate where artichokes are grown.

Locate Iowa on a map to indicate where tomatoes are grown in the summer.

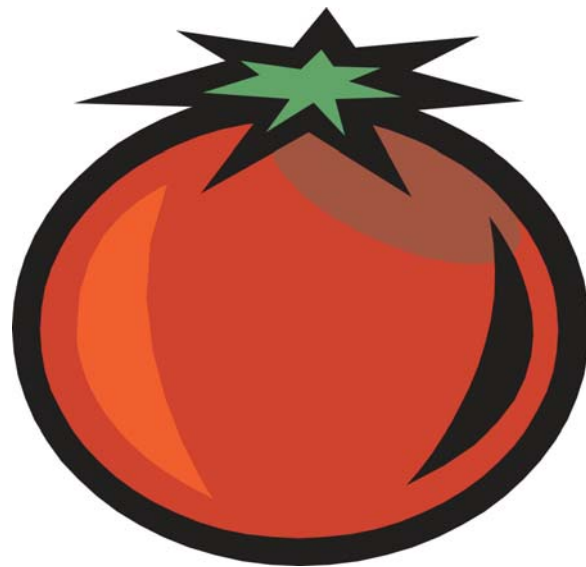
The Tomato Song

(Tune: Ten Little Indians)

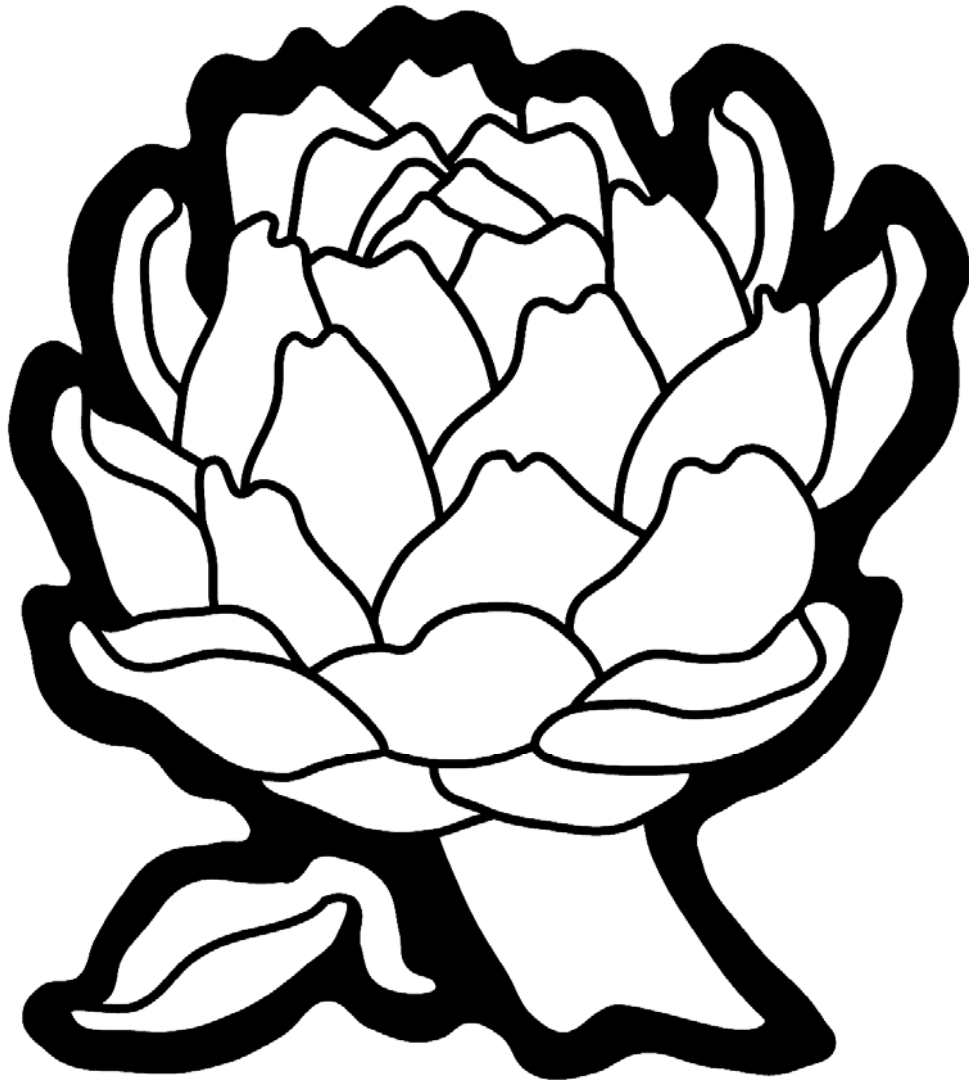
One, two, three red tomatoes,
Four, five, six red tomatoes,
Seven, eight, nine red tomatoes,
Ten red tomatoes growing.

Pick up one, put it in the basket,
Pick up two, put 'em in the salad.
Pick 'em all up, put 'em on the table
Slice them up for dinner.

Mother likes fresh tomatoes.
Father likes fresh tomatoes.
Brother likes fresh tomatoes.
I like tomatoes too. Don't you?






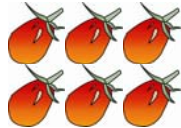

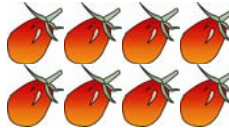







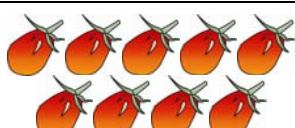




Artichoke



VARY YOUR VEGGIES

Grape Tomato Math

Write the number of tomatoes in the group on the line under the picture, and then total the equation.

	+		+		=	_____
_____		_____		_____		_____
	-		+		=	_____
_____		_____		_____		_____
	+		-		=	_____
_____		_____		_____		_____
	+		-		=	_____
_____		_____		_____		_____
	+		+		=	_____
_____		_____		_____		_____
	-		-		=	_____
_____		_____		_____		_____

Story Problems




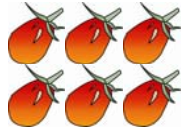

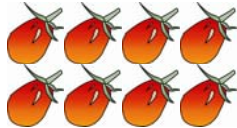






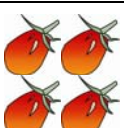
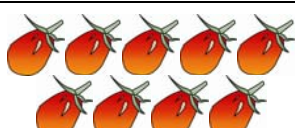




Six out of 12 students think grapes are red. What fraction of the class thinks grape tomatoes are red?

Three out of 12 students say grape tomatoes are high in vitamin C. What fraction thinks grape tomatoes are high in vitamin C?

There are twelve students in a class. One-third of the class believes vitamin C helps heal wounds. How many students think vitamin C helps heal wounds?

Grape Tomato Math Solution

Write the number of tomatoes in the group on the line under the picture, and then total the equation.

	+		+		=	14
_____		_____		_____		_____
	-		+		=	13
_____		_____		_____		_____
	+		-		=	6
_____		_____		_____		_____
	+		-		=	11
_____		_____		_____		_____
	+		+		=	16
_____		_____		_____		_____
	-		-		=	3
_____		_____		_____		_____

Story Problems

Six out of 12 students think grapes are red. What fraction of the class thinks grape tomatoes are red? (*1/2. Explain that grape tomatoes are red.*)

Three out of 12 students say grape tomatoes are high in vitamin C. What fraction thinks grape tomatoes are high in vitamin C? (*1/4. Explain tomatoes are high in vitamin C.*)

There are twelve students in a class. One-third of the class believes vitamin C helps heal wounds. How many students think vitamin C helps heal wounds? (*4. Explain vitamin C does help heal wounds.*)

PHYSICAL ACTIVITY



Objectives

Learn the connection between being physically active and mental health.

Understand the body changes that occur in addition to increased heart rate.

Realize how fun physical activity can be.

Supplies Needed

April

Pick a **better snack**[™] & **ACT** bingo card

Recording of the “Hokey Pokey”; tape player or CD player

Background

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one’s health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov/kids/index.html

Do the Activity: Hokey Pokey Aerobics

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

Hokey Pokey Aerobics

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)
Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)
Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)
Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)
Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)
Put your head out (slowly move it back to starting position)
Put your head in and shake it all about (slowly move head side to side)
Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)

Put your right hip in (side jump in)
Put your right hip out (side jump out)
Put your right hip in and shake it all about (jump side to side)
Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)
Do the opposite for the left hip

Put your whole self in (forward jump in)
Put your whole self out (backwards jump out)
Put your whole self in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards
Put your backside out (backward jump out)
Put your backside in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

Talk It Over:

Ask the students:
Why is it important to be physically active?
Does getting active make you feel better?
What other feelings do you experience while being active?
What other activities could you do that make you feel better or that you have fun doing?

Apply:

After the students have completed the Hokey Pokey ask them what bingo card activities could be checked off. *(Students will be able to check off leaping and playing on their bingo cards).*

Remind students of the activities they mentioned that made them feel better that could help them complete their bingo card.

Kicking
Riding their bike
Flying a kite
Playing catch
Going for a walk
Playing a game such as basketball, baseball, or football

Swinging at the playground
Skipping
Tossing