March - Lesson Plan Grades K-1

EAT SMART. PLAY HARD.

Objectives

Learn why breakfast is important.

Learn how to make healthful choices for breakfast.

Supplies Needed

March
Pick a **better** snack™ & **ACT** Bingo Card

Kindergarten – "Power Up with Breakfast Items" Worksheet

1st Grade – "Power Up with Breakfast Ideas" Worksheet

Note to Teachers

In the fall lessons, Pick a **better** snack™ the Color Way was the key message. For the winter lessons, MyPyramid was the key message. For the months of March through May, the focus will be on the Eat Smart. Play Hard.™ campaign, as well as the Pick a **better** snack™ and **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 Eat Smart. Play Hard.™ will change each month.

March	Power Up With Breakfast
April	Pack up Your Snacks and Go
May	Move More. Sit Less. And Balance Your Day.

Background - Power Up With Breakfast

Breakfast "breaks the fast" from sleeping overnight. Everyone needs a healthy breakfast to provide adequate energy and nutrients. Breakfast provides nutrients children

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need to grow and develop. Breakfast should supply one-fourth of the total nutrition requirements for the day.

Children do better in school and are more alert when they eat breakfast. It lets children be more creative and perform better with increased attention span and memory.

Children feel good and complain less of headaches and stomachaches from being hungry. Children who eat breakfast miss fewer days of school and are late less often.

Sometimes children don't eat breakfast if they sleep too late or they think it's a way to eat less. Children who **don't** eat breakfast tend to eat more calories in a day.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard
(For a downloadable breakfast poster, go to Power Pac, and then to posters.)

Do the Activity: Kindergarten

Distribute the "Power Up With Breakfast Items" activity sheet. Review the pictures of breakfast foods with the students. Encourage children to draw a circle around 5 of their favorite breakfast items.

1st Grade

Hand out the "My Favorite Power Up Breakfast" worksheet to each student. Have the students draw breakfast items for a school day and a stay at home day.

Talk It Over: Kindergarten

Discuss other breakfast options. Include non-traditional breakfast foods.

Rice pudding using leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.
Pita pizza – fill pita bread with low-fat cheese, cooked lean meat, and vegetables and heat in microwave.
Egg burrito – fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa.
Sandwich roll-up – try peanut butter and banana on a flour tortilla.
Fruit salad – mix fruit with yogurt or cottage cheese.
Hot fruit – top canned or fresh fruit with brown sugar and nuts and heat in oven or microwave.
Banana dog – peanut butter, a banana, and raisins in a

long, whole grain bun.
Leftovers – macaroni and cheese with juice, slice of pizza, etc.)

1st Grade

Discuss other breakfast options. Include non-traditional breakfast foods. *(Breakfast ideas listed above in kindergarten portion of Talk It Over.)*

Apply:

As a class, create "Power Breakfasts" by including foods from at least 3 of the food groups. *(Examples: Cereal, milk, and orange juice. Toast, peanut butter, and bananas. Eggs, milk, and fruit. Celery, peanut butter, and raisins. Oatmeal, raisins, and milk.)*

Start an Eat Smart. Play Hard. ™ Breakfast Club that encourages kids to 1) Eat a smart breakfast, and 2) Play hard at recess. Reward children who join the club with and Eat Smart. Play Hard. stickers, tattoos, etc. (Ask your BASICS project director or Iowans Fit for Life staff for availability.)

Review the March Pick a **better** snack™ & **Act** Bingo cards. Discuss the featured fruits and vegetables. *(Raisins, celery, cabbage, cauliflower)*

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 March.

Extended Activities

Art, Music & PE

Use dry cereal and art supplies to create a picture of favorite breakfast meals. *(markers/paints and crayons to draw, glue to stick the cereal to the paper, etc.)*

Language Arts & Reading

Make a class book with the completed art project. Read it to the class when finished.

Math

Count how many students had fruit for breakfast. Encourage them to remember fruit juice!

Science & Health

"Explore Milk" as shown on page 56 of the Iowa Department of Education's ***Exploring Foods*** workbook attached to this lesson.

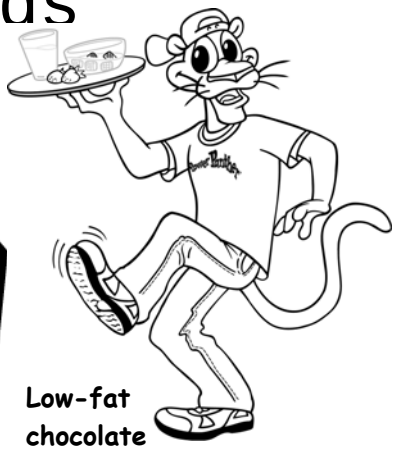
Social Studies

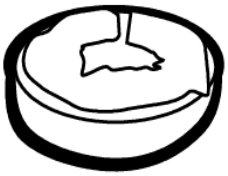
As a class, discover what children in 1906 ate for breakfast,

POWER-UP

With Breakfast Foods

Draw a circle around 5 pictures of foods you like to eat for breakfast.



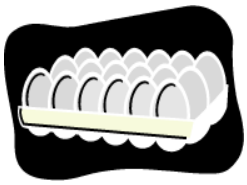


Bagel with low-fat cream cheese

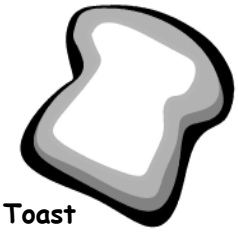
Cereal

Low-fat chocolate milk

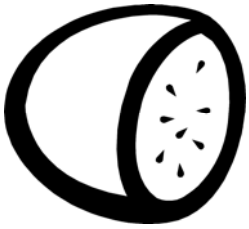
Yogurt



Eggs



Toast



Watermelon

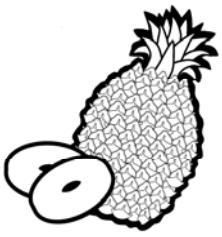
Oatmeal

Banana

Pear

Grapes

Juice



Pineapple

My Favorite Power-Up Breakfast


Bagel with low-fat cream cheese


Pear

Yogurt


Cereal


Low-fat chocolate milk

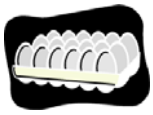

Toast


Banana


Watermelon


Oatmeal


Grapes


Eggs

Juice


Pineapple

Draw a favorite breakfast for a school day here.

Draw a favorite breakfast for a stay at home day here.

EXPLORING MILK

EQUIPMENT
1 clear cup or glass
Small cups
Napkins
A small pan
Plastic knives

INGREDIENTS
Whole milk, buttermilk or skim milk in container from the store.
Allow ½ cup for each child.

Display milk in its container. Pour milk into a clear container.

- What color is the milk?
  Is it white like mashed potatoes? Brown like toast? Is it the color of the sky today?
- What shape is milk?
  What happens when the milk is poured into a pan? What happens when it is poured into a glass?
- Can you cut milk?
- What does the glass look like when you pour the milk out?

Pour about one (1) tablespoon of milk into each child's cup.

- What does milk feel like?
  Is it thick like tomato juice? Thin like grape juice?

Have a cup or carton of milk for the children to pick up.

- Is the milk in the cup as heavy as the carton of milk? Which is heavier?

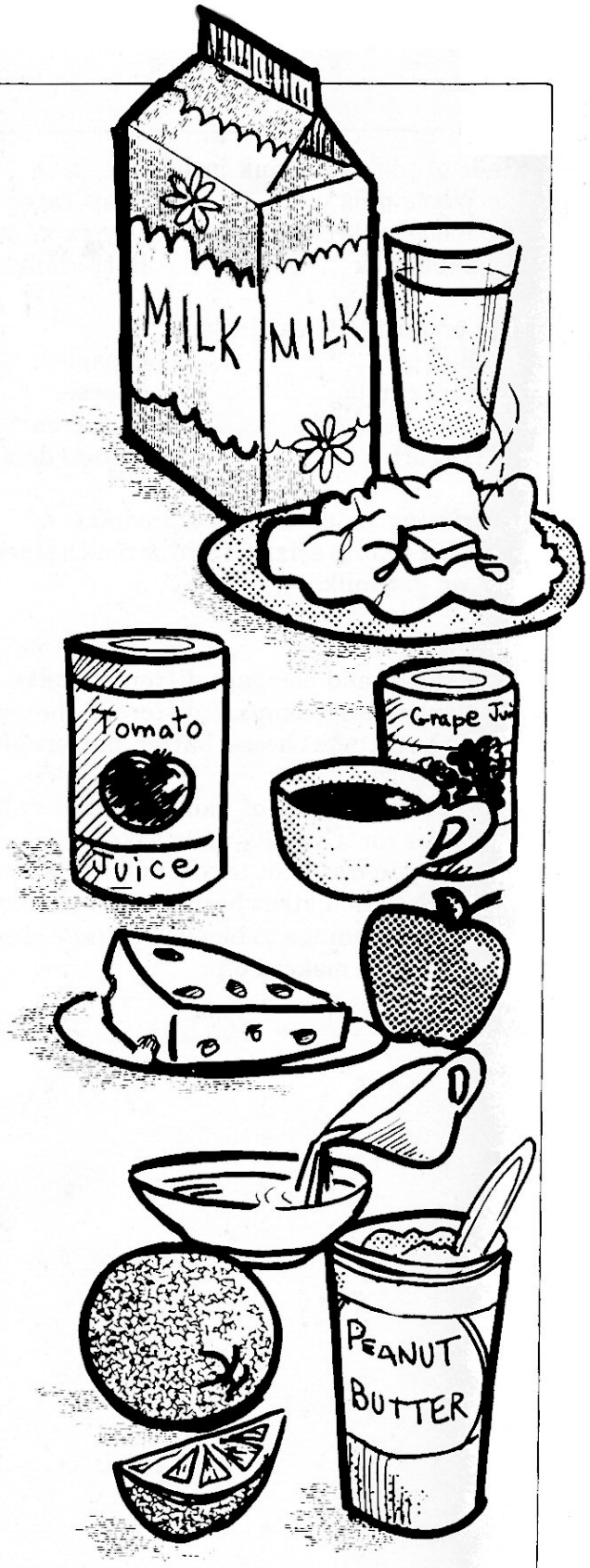
- How does the milk smell?
  Does it smell like an apple? Does it smell like water? Does it smell like cheese? Does it smell good?

Pour some milk from one container to another.

- What sound does it make?

Empty each child's cup and pour them some more milk.

- How does the milk taste?
  Is it sweet like orange juice? Is it tart like grapefruit juice?
- Does the milk make your tongue feel cold?
- Can you feel the milk go down to your stomach?
- How does it feel on your tongue?
  Smooth like pudding? Sticky like peanut butter?
- Did you make a noise when you drank the milk?
- Can you drink milk without making a sound?



March - Lesson Plan Grades K-1

FOCUS ON FRUITS

Objectives

Learn that raisins are dried grapes.

Learn where and how grapes are grown.

Learn some ways grapes are eaten.

Supplies Needed

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

Kindergarten
- Raisins for tasting

1st Grade
- Raisins for activity and tasting
- Glass of water
- Glass of carbonated water

Taste Opportunities

Featured Fruits:
- Raisins (dried fruit)

Background

Raisins are sun-dried grapes. (Some are dried in different ways than sun-drying.) Grapes are picked by hand around the end of August when they are ripe. The grapes are laid out on paper trays and dried in the sun. It takes about three weeks for the grapes to dry to raisins!

A vineyard is the name of the place where grapes grow. Grapes grow on plants that are called vines; hence a vineyard. A vine is any plant with a long stem that grows along the ground or climbs a support like a fence by winding or clinging with tendrils that clasp onto the support as it grows.

One popular story of when grapes were first dried into raisins in the United States occurred in 1873. There was a drought and many of crops dried up. The resulting dried grapes were marketed as “Peruvian Delicacies.” They were very popular and sold out quickly!

It takes about four and one-half pounds of grapes to yield 1 pound of raisins.

Most raisins are made from the Thompson Seedless Grape. Most of the raisins we eat in the United States are grown in California.

Raisins taste very sweet because the sugar inside them concentrates as the grapes dry. Sometimes they are called “nature’s candy!” They also contain fiber and iron. Iron is a mineral our bodies need in small quantities.

Other fruit can be dried like grapes. Have you tried dried plums, apricots, apples, pineapples, or pears?

Another name for dried plums is prunes. Plums grow on trees. The plum orchards have water and nutrients added to the soil. In the early spring, blossoms on the plum trees develop and the fruit begins to grow. The fruit continues to grow until it is ready to be harvested. A machine grabs the tree trunk and a layer of fabric catches the fruit. The plums are washed, dehydrated, and pitted.

Pick a **better** snack™ campaign was developed by the Iowa Nutrition Network partners with funds from USDA’s Food Stamp and Team Nutrition programs. Pick a **better** snack & Act lessons are provided by the Iowa Department of Public Health with funding from Food Stamp Nutrition Education and CDC’s Nutrition and Physical Activity Division with additional support from Iowa State University Extension. To view additional campaign materials, go to www.idph.state.ia.us/pickabettersnack.

In 1905, a farmer had an idea to bring 500 monkeys from Panama to pick the plums. The monkeys were divided into groups of 50 and let loose, with human supervision, in the orchard. The monkeys did a good job picking the fruit. However, the monkeys ate all of the fruit they picked!

Most of the plums in the United States are grown in California.

One-fourth cup of dried fruit is equivalent to one-half cup of fruit on MyPyramid.

Dried fruit is "sticky" and can cling to teeth. It is important to brush our teeth after eating dried fruit.

Note to teachers: Dental health professionals recommend that sugary, sticky fruits, such as raisins, should be eaten with other foods (at a meal) or all at once (e.g. one box of raisins) rather than snacking on small amounts throughout the day. If a child can't brush their teeth, the sugar-free gum may be a reasonable substitute to remove sticky sugar from their teeth.

*Information adapted from www.sunmaid.com, www.calraisins.org and www.californiadriedplums.org.

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

Play a game of "Telephone."
Explain that there is an old saying: "I heard it through the grapevine." That means you heard a story from someone, who heard the story from someone else, who heard the story from someone else and so on, along a line of people (like a grapevine grows, twisting and turning as it goes.) Divide the class into small groups of ten or less. Whisper the saying: "Raisins are made from grapes and are sweet." to the first person, and see if it comes out the same at the end of the "grapevine" line when it is whispered all around the room.

1st Grade

Raisins that Jump
Fill 1 glass with water. Fill another glass with carbonated water. Explain to the class that the carbonated water is water with air bubbles added. Put 5-10 raisins in the water. Put 5-10

raisins in the carbonated water. Watch the raisins "jump" out of the water. Explain to the students that the air bubbles move the raisins out of the water. *(Adapted from Snackin' Smart, Ohio Dept of Education.)*

HINT: Raisins need to be very moist; you may need to cut them in half to "react".

Talk It Over: Kindergarten

Did the saying "Raisins are made from grapes and are sweet." stay the same at the end of the grapevine?

Why is a raisin sweeter than a grape? *(As the grape dries, the water evaporates, and the sugar gets more concentrated.)*

1st Grade

Why are raisins smaller than grapes? *(Water is taken out of the grapes, making them smaller.)*

How would a raisin that was placed in water look? *(Explain to the students, the water will go back into the raisins, softening them almost like a grape.)*

Apply:

How can you tell the difference between a raisin and a grape?
Shape: a grape is plump and round; a raisin is small and wrinkled.
Taste: A grape is tart, soft, and juicy, like a grape! A raisin is sweet and chewy, like a raisin!

Raise your hand if you like grapes. Why do you like grapes?

How many of you like raisins? Why do you like raisins?

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

- Plain, right out of the box
- Oatmeal-raisin cookies
- In cereal like "Raisin Bran"
- In trail mix with other dried fruits and nuts
- In the recipe: "Ants on a Log" where you spread peanut butter on a stalk of celery and add the "ants" (raisins) on top of the peanut butter and celery "log."
- In rice pudding
- In salads like "Carrot and Raisin" salad

Taste Opportunity

Have students wash their hands. Distribute raisins 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 raisins ready to eat as a snack?
Raisins- 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. Ask students to take the bingo card home and ask their family to pick out a snack idea to try at home

Extend the Activity

Art, Music & PE

Place construction paper, scissors, and glue or glue sticks in a learning center. Encourage the students to make their own snowman similar to Sadie's using a variety of fruits and vegetables to make the snowman's face. *(See Language Arts/Reading)*

Language Arts & Reading

Read Sadie and the Snowman by Allen Morgan. Have the students listen for how Sadie used raisins. *(Available on audio tape, too)*

Math

With the students, count the number of raisins (by 2's, 5's, 10's) in a miniature ½ ounce box of raisins.

How many years ago did the farmer bring monkeys from Panama to pick plums? How many groups of monkeys picked plums? (See Background section of this lesson)

Science & Health

Place some grapes on a spot on your windowsill, and chart how long it takes for the grapes to dehydrate and becomes raisins. *(Some rooms are sunnier than others, so times may vary.)*

Social Studies

Visit http://www.sunmaid.com.
Explore the Growing/Processing link.

March - Lesson Plan Grades K-1

VARY YOUR VEGGIES

Objectives

Learn why it's good to eat cauliflower, cabbage and celery.

Learn what cabbage, celery and cauliflower look like.

Supplies Needed

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

Kindergarten – "C" Vegetable worksheet

Celery, cabbage and cauliflower for tasting

Knife

Taste Opportunities

Featured Vegetables:
- Celery
- Cabbage
- Cauliflower

Background

Celery is related to carrots and parsley. It is made of several long stalks and feathery leaves at the top. Green celery is also known as Pascal celery.

Celery can be grown in Iowa. Most celery in the United States is grown in California. It is grown from a seed in a green house for 6-8 weeks and transplanted into a field that has a steady supply of water and nutrients. t only takes one ounce of celery seeds to grow one acre of celery.

When purchasing celery, look for crisp, thick stalks that don't bend easily.

Celery is a good source of vitamin C and potassium. It is crunchy and sweet. Eat celery raw, in soups or stews, or stir-fried with other vegetables.

Cabbage is available in several varieties including the familiar green head cabbage. Red cabbage has a deep purple color. Savoy cabbage has crimped curled leaves of yellow and green, and is mild in flavor. Chinese cabbage is light green and white and looks similar to romaine lettuce.

Cabbage was brought to Canada in 1541-1542 by Jacques Cartier. The early settlers were thought to have brought it to the United States. But there is no written account of cabbage in the U.S. until 1669.

Cabbage grows into a large head with many layers of leaves. We eat the leaves.

Cabbage can be grown in Iowa. Most cabbage is grown in California, Texas, Georgia, and New York.

We eat cabbage raw and cooked, in coleslaw and other salads, and in soups and casseroles. Red cabbage is most common in prepared lettuce salad bags.

Cauliflower - The word cauliflower comes from the Latin words *caulis* and *floris*, meaning stalk and flower. We eat the underdeveloped flower, buds, and stems.

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China is the largest producer of cauliflower. In the United States, most cauliflower is grown in California.

Cauliflower is white because large green leaves grow over the flower portion of the plant. Because the flower does not receive sunlight, it cannot make chlorophyll from photosynthesis.

Cauliflower and cabbage are members of the Brassicaceae family of plants. Other vegetables in that family include broccoli, kale, collards, turnips, rutabagas, and Brussels Sprouts. Vegetables in the Brassicaeae family grow flowers with four petals that resemble a Greek cross. From that similarity, the family is sometimes called cruciferous vegetables or crucifers. Cruciferous vegetables contain phytochemicals that may help reduce the risk of certain diseases.

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

Have the students practice writing the words “celery”, “cauliflower” and “cabbage” on The “C” Vegetable worksheet or on their own paper.

First Grade

Have students write a sentence about each of the “C” vegetables in daily diary/journal, draft book, or the attached “C” Vegetable Sheet.

Optional: Have students make Ants on a Log (see Extend the Activity - Science & Health in this lesson)

Talk It Over:

What vegetables are on the March bingo card? *(celery, cabbage, and cauliflower)*

Who can tell me why it’s good to eat celery? *(It has vitamins and minerals-----vitamin C and potassium)*

Who can tell me why it’s good to eat cauliflower and cabbage*? (They have fiber and other nutrients that keep us healthy.)*

What color is celery? *(green, white)*

What color is cabbage? *(green, white, purple-red)*

What color is cauliflower? *(white)*

Why is cauliflower white? *(The leaves protect the cauliflower from the sun.)*

Apply:

What do each of the 3 vegetables have in common? (They all start with "c".)

How many of you have eaten celery? Cabbage? Cauliflower?

What is your favorite way to eat celery? Cabbage? Cauliflower?

Taste Opportunity

Have the students wash their hands. Wash the celery and cut for the students to sample.

Wash the cabbage and peel the outer leaves. Cut into bite size pieces.

Wash the cauliflower and cut for the taste opportunity.

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

How would you get celery ready to eat as a snack?
- Wash. Cut. Eat. (How easy is that?)

How would you get cabbage ready for a snack?
- Wash. Cut. Eat. (How easy is that?)

How would you get cauliflower ready for a snack?
- Wash. Cut. 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. Encourage students to take the bingo card home and ask their family to pick out a snack idea to try at home.

Extend the Activity

Art, Music & PE

After making "Ants on a Log" (see Science/Health), sing "The Ants Go Marching."
(Google.com has many sites as a resource for the words.)

Language Arts & Reading

Read Oliver's Vegetables by Vivian French, Orchard Books, 1995. Have the students listen for cabbage in the story.

Math

After making "Ants on a Log" (see Science/Health), read The Ants Go Marching by Jeffrey Scherer, Scholastic, 2005.

Science & Health

Make a healthy snack "Ants on a Log" written on the March Pick a **better** snack™ & **Act** Bingo cards: Cut up celery stalk, fill with peanut butter, and top with raisins.

Social Studies

As a community of learners, the students could cooperate to make Stone Soup highlighting the three vegetables for this month. The students could each bring a small quantity of a vegetable that they think would be good in the soup. Refer to Stone Soup by Marcia Brown or William Furstenberg (referred to in the Language arts/Reading extension for the Pyramid lesson in February). (Team Nutrition Food & Me p.17)

The C Vegetables

Celery

Cauliflower

Cabbage

March - Lesson Plan Grades K-1

PHYSICAL ACTIVITY

Objectives

Know that warming up is an important part of physical activity.

Learn easy ways to stretch to reduce the risk of injury.

Supplies Needed

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

Spaghetti noodles – cooked & uncooked

Background

Physical activity is important to keep the heart and other muscles strong. Physical fitness has several components such as cardiorespiratory, strength and flexibility. In February the students learned about the importance of increasing the heart rate to have a strong cardiovascular system. In March the focus will be on increasing flexibility and the importance of warming up prior to being active.

It is equally important to have strong muscles that can work forcefully over a period of time and be flexible enough to have a full range of motion at the joint. Flexibility is the ability to move a joint thought its complete range of motion. Injuries are often the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or the muscles may not be flexible enough to allow complete motion or to let sudden motion occur. *(Fitnessgram)*

When you begin to exercise, your cardiovascular and muscular systems are stimulated. Muscles contract and, to meet their increasing demands for oxygen, heart rate, blood flow, cardiac output and breathing rate increase. Blood moves faster through arteries and veins, and is gradually routed to working muscles. Blood temperature rises and oxygen is released more quickly, raising the temperature of the muscles.

A gradual warm-up does the following:

- Leads to efficient calorie burning by increasing core body temperature
- Produces faster, more forceful muscle contractions
- Enables the body to deliver oxygen to the working muscles more quickly
- Prevents injuries by improving the elasticity of muscles
- Allows activity to be comfortable longer because all energy systems are able to adjust to exercise, preventing the buildup of lactic acid (“the burn” you feel in your muscles) in the blood
- Improves joint range of motion

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The warm-up should consist of two phases: 1) progressive aerobic activity that utilizes the muscles you will be using during activity, and 2) flexibility exercises. Choose a warm-up activity that allows gradual transitioning into activity. A basic guideline is to work at a level that produces a small amount of perspiration, but doesn't leave you feeling fatigued.

After the aerobic warm-up activity, flexibility/stretching should be incorporated. Stretching muscles after warming them up with low-intensity aerobic activity will produce a better stretch. The rise in muscle temperature and circulation increases muscle elasticity, making it more pliable. Be sure to choose flexibility exercises that stretch the primary muscles you will be using during your workout.

Web Site Resources

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

Do the Activity:

Begin by explaining to students the benefits and importance of warming up and stretching. Have they ever done so before? Most likely they have previously discussed and participated in a warm up and stretching in physical education class. Do they know what flexibility is? (It may be appropriate to ask the physical education instructor to make a guest appearance for this lesson, or to provide any insight or technical assistance.)

Show the students a bowl of uncooked spaghetti noodles. Have the students feel the hard noodles, and how they break if bent. This is similar to muscles that have not warmed up. Then show the students a bowl of cooked spaghetti noodles. Have the students feel how easily they bend and move. These noodles are similar to muscles that have warmed up.

Take the students through a mini warm-up. Have them march at their desks, walk around the room or their desks for a few minutes. Then **slowly** lead them in some child friendly warm-ups and stretches.

- Half-Neck Circles - Smoothly and slowly roll your head to the left, back to the front, then to the right. Repeat 10 times. (**Do not** let students roll their necks back on their spines.)
- Shoulder Shrugs - With arms at side, alternate lifting shoulders to the ears and then dropping them as low as possible. Do one shoulder at a time and repeat with the other shoulder. Repeat 10 times with each shoulder.

- Arm Circles - Stand with feet comfortably apart, arms held up and out stiffly to the sides. Circle arms forward and backwards, making small and large circles. Keep elbows locked as this allows the muscles to work more. Repeat several times.
- Side Bends - With left hand on waist and right hand overhead, bend to the left. Hold for 5 seconds. Repeat with the other side. Repeat five times with each side.

Talk It Over:

Ask the students:
What muscles did you warm up and stretch out today?
Why is it important to warm-up muscles before stretching or doing a lot of activity?
Why is stretching important for our muscles?

Note: March lessons also include Power Panther, Eat Smart and Play Hard messages. The Power Panther is very flexible and uses his flexibility to help him jump high, run fast and play hard.

Apply:

What are some other ways you can be active? *walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house*

Are there some things you could do with your family to encourage everyone to be more active? *go on family walks, play outside together, go roller skating or bowling together*

What are the activities on the March bingo card?

- Slide
- Ride
- Play
- Run
- Skate
- Stretch
- Catch
- Dance
- Walk
- Jump

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be**

creative with the bingo card. For example, skate can be ice skates, roller skates, rollerblades, or a skateboard. Or encourage the students to think of other ways they can "skate."

Source: American Council on Exercise and FITNESSGRAM/ACTIVITYGRAM