

# PLANNING: Our Key to Exercise

**Purpose:** Use goal-setting to introduce a process for planning regular physical activity and monitoring progress.

#### **Lesson Objectives - Students should be able to:**

- write a realistic goal to do regular exercise.
- · explain the three parts to a goal check.

Lesson Outline				
Part A Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette	
Planning Physical Activities for Daryl and Amanda	20	Team Directions Sheet (2)	Physical Activities Poster Body Cues Poster	
3. Goal Setting #4	10	Pathways Page 11 Student Folder	Overhead Projector Visual Aid E	



# Activity 1 Theme Story and Discussion



**Teacher Note:** Remember to display the Pathways posters if you took them down before the Holidays.

- A. Prepare students for this lesson.
  - 1. Turn on the Pathways Theme Music cassette.
  - 2. Tell students that their Pathways class will learn about Daryl and Amanda's new plan for being physically active and that students will also make a similar plan.
  - 3. Turn off the Pathways Theme Music cassette.
- B. Read aloud to students the following story, "Daryl and Amanda Start a Physical Activity Plan." 1

t school, the students watched a video about how the best runners in one tribe had run over a hundred miles each day to deliver messages to different villages. As a result of their running skills, they had saved the lives of the people in their villages.

That night, Daryl and Amanda decided to ask Grandpa and Grandma about these runners.

Grandpa said, "First, you need to remember that there were no clocks during the time of your Great-Great-Grandparents. People watched the movements of the stars or the sun. They woke up in the early morning twilight with the Morning Star. They would run to greet the Sun in the early Dawn. During the daytime, they often ran to and from the places that they farmed or hunted."

<sup>&</sup>lt;sup>1</sup> Flesh-Kincaid Grade Level 4.68

"Our Great-Great-Grandparents were sure healthy," said Amanda. "We need to try to move around and get as much physical activity as they did."

Daryl looked thoughtful and then said, "Amanda, we should ask our Pen Pals to help us start a Walk/Run Club. What do you think?"

She replied, "Great idea, Daryl. Since they live so far away, how can we keep track of what is happening?"

"I know," he smiled, "Let's make a chart that records our exercise. Each person would follow a physical activity plan. That way, it will be easy to see how much walking or running is being done by each person. I think it will help each person to remember how much physical activity they said they would do."

"It should work, I think that it will," said Amanda. "I'll write to them and see if they want to help."

Grandpa said, "You are both so full of energy. I think that a Walk/Run Club would be good for everyone."

"Grandpa?" quizzed Daryl as he thought more about those runners of long ago. "How did the runners eat or drink when they were busy running?"

"That's a good question, Daryl," praised Grandpa. "The runners carried small amounts of food and water in tiny bags that hung from their belt. This would last until they reached wherever they were going." "Wow! Just think, that was the original snack!" said Daryl.

"Grandpa, what were those snacks?" asked Amanda.

"Let's see." Grandpa rubbed his forehead. "They had to carry food that was so nutritious that a mouthful would be like a whole meal. Most of all, the food had to last without spoiling."

Both Amanda and Daryl thought and thought about what type of food the runners would carry. It couldn't be food like chips because they were easy to crush. It couldn't be a sandwich or a burger because they smashed easily. Nor could the food be bulky or heavy.

Each time Daryl or Amanda thought of something, Grandma said that it was not the right food.

Finally, Daryl begged, "Tell us."

Grandma said, "Grandchildren, it was meat that was dried and then pounded into very tiny pieces. At times, dried berries were added to give a special flavor."

Everyone laughed. Of course, what else!

Then, Grandma said, "I am going to make this traditional food with you so that you will remember what your Great-Great-Grandparents ate."

#### Week 7 — Part A

- C. Discuss this story with students using the following questions:
  - Ask students to compare the food that the runners carried with their favorite Everyday Snack. What snack would spoil or be too difficult to carry? Which snack would be easier for a runner to carry?

Answers will vary.

Give a reason for how a physical activity plan can help a person.

Answer: It helps because a person can set a plan and record it on a chart.



# Activity 2 Planning Physical Activities for Daryl and Amanda



- A. Remind students that in the story Daryl and Amanda talked about making a plan so that they would remember to do their physical activities every day.
  - Congratulate students on being physically active during the school day and explain to them that often it is difficult to plan physical activities outside of school time.
  - 2. Tell students that when we are at home it is easy to think that we are too busy doing other things so we don't find the time to do physical activities.
  - 3. Emphasize that it is important to try to find time **outside of school** to exercise and be physically active.

7 A - 4 PATHWAYS Project

- B. Inform students that Amanda and Daryl are also busy and cannot find the time to exercise.
  - 1. State that each team will review what Amanda and Daryl do during the day.
  - 2. Explain that each team will help Daryl and Amanda figure out when to do their physical activities **outside of school**.
- C. Divide the class into their *Pathways Teams* and distribute the **Team Directions**Sheet: Daryl's Daily Schedule and Amanda's Daily Schedule to each team.
  - 1. Instruct team members to look over Daryl's schedule, discuss and figure out **when** Daryl can plan time for physical activity to do outside of school, and write in that time on his schedule.
  - 2. Ask students to list some physical activities that Daryl could do during that time and for how long he can do these activities.
  - 3. Instruct team members to look over Amanda's schedule, discuss and figure out **when** Amanda can plan time for physical activities to do outside of school, and write in that time on her schedule.
  - 4. Ask students to list some physical activities that Amanda could do during that time and for how long she can do these activities.
  - 5. Give students time to work on this activity, and monitor teams to be sure they understand the directions.
- D. Call on each team to report on some of the times and physical activities they helped plan for Daryl and Amanda.



# Activity 3 Goal Setting #4



- A. Announce to students that they are now going to set their fourth goal in Pathways.
  - 1. Ask if anyone remembers what were the previous Pathways goals.

Answer: Goal #1: to do physical activities at least two times when they were

outside of school.

Goal #2: to eat an Everyday Food instead of a Sometimes Food.

Goal #3: to drink an Everyday Beverage.

- 2. Ask for a show of hands of how many are trying to continue to do physical activities, eat **Everyday Foods**, and drink Everyday Beverages.
- 3. Congratulate those students, and stress to all of the students that it is important to continue these even after they have reached their goal.
- B. Explain to students that their fourth Pathways goal will be a special physical activity goal to **practice doing a physical activity plan**.
  - Remind students that goal setting is helpful when making a plan to do something by figuring out **how** they will do it, **when** they will do it, and **where** they will do it.
  - 2. State that in setting this Pathways goal they must decide what it is they will plan to do and then find the time to do it.

- 3. Tell students that, like Daryl and Amanda, they will make their own daily schedule and then set a specific time to do physical activities.
- 4. State that they will plan at least three times over the next week to do physical activities outside of school time.
- 5. Encourage students to think of this plan as a challenge that they will set for themselves. For instance, if they are already walking for ten minutes once a week, a challenging goal would be to walk longer, walk more often, increase the pace, or walk for a longer distance.
- 6. State to students that they need to be both realistic and specific as to exactly what they plan to do.
- C. Distribute Pathways Page 11: Fourth Grade Goal #4 to each student.
  - 1. Display Visual Aid E: Fourth Grade Goal #4 and ask students to follow along as you read aloud the Goal Statement to be physically active three times outside of school time.
  - 2. Encourage students to think about their daily schedule before filling in the date, time, and place on the calendar under **MY PLAN**.
  - 3. After they make their decision, they should fill in the calendar for those days to show the time and place they plan to exercise outside of school time.
  - 4. Point to the back of the goal sheet and show students that **What I Actually Did** in the Goal Check will be filled in **after** they have reached their goal.
  - 5. Give students the **Goal Date** for the first Pathways class next week.

#### Week 7 — Part A

- D. Tell students that they will now pair up with their Pathways Goals Partner to discuss what they will set for their physical activity plan.
  - 1. Give students time to fill in this goal page and discuss the goal with their Pathways Goal Partner.
  - 2. After discussing the goal with their Pathways Goal Partner, they should sign each other's sheet to show they are going to encourage each other.
  - 3. Monitor students to be sure they understand this activity.
- E. Tell students the goal that you set for yourself and ask your Pathways Goal Partner to sign his/her name to show that they will help you to reach your goal.
- F. Remind students they will check their goals during the Pathways class next week.
  - 1. Tell Pathways Goal Partners to encourage their partner to really try to reach the goal that they set.
  - 2. Tell them that everyone who reaches their goal will receive a **Goal #4 sticker** to add to their Story Stick.
- G. Distribute the *Pathways Folders* that were collected at the end of the first six weeks.
  - 1. Tell students to continue to place Pathways Pages in their *Pathways Folders*.
  - 2. Congratulate all students for setting their fourth Pathways goal.

7 A - 8 PATHWAYS Project

#### Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Check with Food Service Service about the food/supplies ordered for the class snacks and the Family Packs in the next lesson.
- ✓ You may wish to arrange for a "room parent" or teacher's aide to assist you with the snack preparation and Family Pack activities in the next lesson and in Week 10, Part B.
- ✓ Encourage students to do Exercise Breaks outside of school time.



# PLANNING: Our Key to Exercise

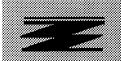
**Purpose:** Provide an opportunity to perform a mid-point goal check and to prepare and taste a snack made from **Everyday Foods**.

#### **Lesson Objectives - Students should be able to:**

- perform a mid-point goal check on Goal #4 that includes these three parts:
  - a) what they planned to do;
  - b) goal date; and
  - c) what they actually did.
- prepare a healthful snack when given the ingredients.

Lesson Outline					
Part B Activities	Time (approx.)	Student Materials	Teacher Materials		
1. Mid-Point Check on Goal #4	5	Pathways Page 11	Cassette Player Theme Music Cassette		
2. Taste-Testing Everyday Snacks	10	Pathways Page 12 Snack Foods/Supplies*			
3. Family Pack	10	Family Pack: Week Seven Snack Bag Snack Pack Foods*	Return Box		
4. Summary of the Week	5	Stop! Think and Discover			

<sup>\*</sup> See **Food Service** section of this manual for requisition forms.



## Activity 1 Mid-Point Check on Goal #4



- A. Prepare students for this lesson.
  - 1. Turn on the Pathways Theme Music cassette.
  - 2. Inform students that they will review how much progress they are making for their goal to be physically active.
  - 3. Turn off the Pathways Theme Music cassette.
- B. Instruct students to find **Pathways Page 11: Fourth Grade Goal #4** to review the progress on the fourth goal in Pathways which is practicing a physical activity plan.
  - 1. Ask for a show of hands of how many students have done at least one of the physical activities that they listed on their plan.
  - 2. Congratulate those students and call on them to share some of the physical activities that they are doing to reach their goal.
  - 3. Tell students what you have been doing outside of school to complete your goal.
- C. Remind students that they will be checking Goal #4 during the first Pathways class next week, and give them the date of that class.
- D. Encourage students to reach their goal and receive a **Goal #4 sticker** to add to their Story Stick.



# Activity 2 Taste Testing Everyday Snacks



**Teacher Note:** Prior to this activity, check to be sure that the ingredients are available for taste-testing – the low-fat vanilla pudding, fruit cocktail, and cereal. Also, plan time to have students wash their hands well with soap and water prior to doing this activity.

- A. Review with students that snacks are usually eaten between regular meals.
  - 1. Encourage students to eat snacks that are on the **Everyday Snacks** list as these are low in fat.
  - 2. Have students recall some of the snacks on the Everyday Snacks list.
- B. Announce to students that they are going to make a great Everyday Snack.
- C. Distribute **Pathways Page 12: Taste Testing Everyday Snacks** to each student and explain the following procedures for today's snack preparation.
  - 1. Point out the overall location of each of the ingredients.
  - 2. Have students go individually or as a team to this location and pick up their ingredients for the taste test.
  - 3. Give students time to eat their Everyday Snack.

#### Week 7 — Part B

- D. Instruct students to fill in the back of Pathways Page 12 when they have finished preparing and eating their snack.
- E. Discuss with students their reactions to today's snack.
  - Did they like this snack? Why or why not?

Answer:

Answers will vary.

• What did they think about the taste?

Answer:

Answers may vary

• What other **Everyday Foods** would taste good when added to the low-fat vanilla pudding?

Answer:

Answers may vary

• Why is this pudding an **Everyday Food**?

Answer:

It is a low-fat pudding which means it has less fat.



# Activity 3 Family Pack



**Teacher Note**: It is important that teachers continue to **enthusiastically promote** the participation of the student and their parent/s and/or any other household member in the completion of these Family Packs.

- A. Announce to students that they will be taking more Family Packs home during this second part of Pathways.
  - 1. Explain that a Family Pack will be given to each student to take home and share with their families.
  - 2. Remind students that these Family Packs are a way for their family to learn about new ways to be more activit and eat healthier foods.
- B. Distribute the **PATHWAYS FAMILY PACK: Week Seven** and one bag to each student, and tell them to write their name on the front of the envelope.
- C. Emphasize that the items in the envelope to be taken home include:
  - Welcome Back Letter
  - Super Sundae Card
  - Return Card for signature by a family member and the student

#### Week 7 — Part B

- D. Instruct students to put their Family Pack envelope in the bag, and then add the special snack to share with their family team.
  - 1 can fruit cocktail1 box of Vanilla Pudding
- E. Encourage students to bring back the return cards that they take home in their Family Pack.
  - 1. Explain that they will receive a sticker for each return card to be pasted on their Story Stick to show that their family has completed the activity for that week.
  - 2. Tell students that if they bring back three or more return cards, they will again receive a **Special Reward** at the end of the Pathways class.



- A. Review with students their Pathways activities this week.
  - 1. Encourage students to use the Everyday Snack list to prepare snacks.
  - 2. Remind students to complete Goal #4: Practicing a Physical Activity Plan and point out the **Reaching Your Goals!** statement on the Pathways Story Stick.

- B. Tell students to **Stop! Think and Discover** what they did in Pathways this week.
  - 1. Distribute to students the sheet **Stop! Think and Discover** for Weeks 7 12 and have students think about what they did in Pathways this week.
  - 2. Ask students to write a word or phrase or to draw a picture that represents what they discovered within **Week 7**.
  - 3. Allow students time to complete this part of the activity.
- C. Point to the Pathways Story Stick and review these Pathway items with students.
  - 1. Remind students of the Everyday Physical Activities listed on this poster.
  - 2. Identify which Pathways Nation is left to be visited in their Pathways class.

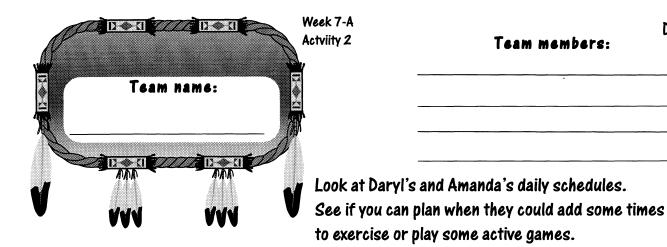
Answer: White Mountain Apache Tribe and the San Carlos Apache Tribe.

D. Congratulate students on completing their goals during the first six weeks.

#### Week 7 — Part B

#### Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Encourage students to do Exercise Breaks outside of school time.



# Daryl's Daily Schedule 7:00 am Wake up and get dressed

Directions

7:30 am Get on school bus Arrive at school and eat breakfast 8:00 am 8:30 am Go to classroom Go to lunch 11:30 am Go outside to playground 12:00 noon Go back to classroom 12:30 pm Get on school bus 3:30 pm 4:00 pm Arrive at home 4:15 pm Turn on TV 6:00 pm Eat dinner 6:30 pm Watch TV 8:30 pm Go to bed

Write down when you think Daryl could add some physical activity into his schedule:

Time	Physical Activity		

## Amanda's Daily Schedule

7:00 am Wake up and get dressed Get on school bus 7:30 am Arrive at school and eat breakfast 8:00 am 8:30 am Go to classroom 11:45 am Go to lunch 12:15 pm Go to home room Go back to classroom 12:30 pm 3:30 pm Get on school bus 4:00 pm Arrive at home 4:15 pm Do errands 5:00 pm Help fix dinner 6:30 pm Eat dinner 8:00 pm Take shower Watch TV 8:15 pm 9:00 pm Go to bed

Write down when you think Amanda could add some physical activity into her schedule:

Time	Physical Activity		

We	ek	7	-A
Act	ivit	by	3

### Fourth Grade Goal #4

l		set
,	(fill in your name)	<b>,</b>

the following goal:





I plan to do physical activities outside of school at least 3 times during the next week.

### - My Plan -

Write on this calendar the 3 times you plan to do physical activities outside of school and what physical activities you plan to do before the first Pathways class next week on

(fill in the goal date)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

signature of	goa	l partner	)



Yes!	I DID IT!	I reached my	Goal #4.
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### What I Actually Did

Write on this calendar, the 3 times you did physical activities outside of school and what physical activities you did to reach your goal.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

(your signature)	(signature of goal partner)

## Taste-Testing Everyday Snacks



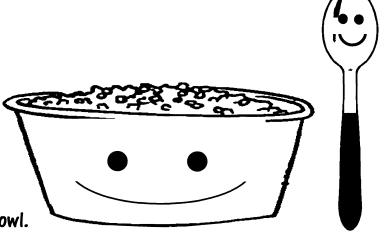
### Super Sundae

#### Ingredients:

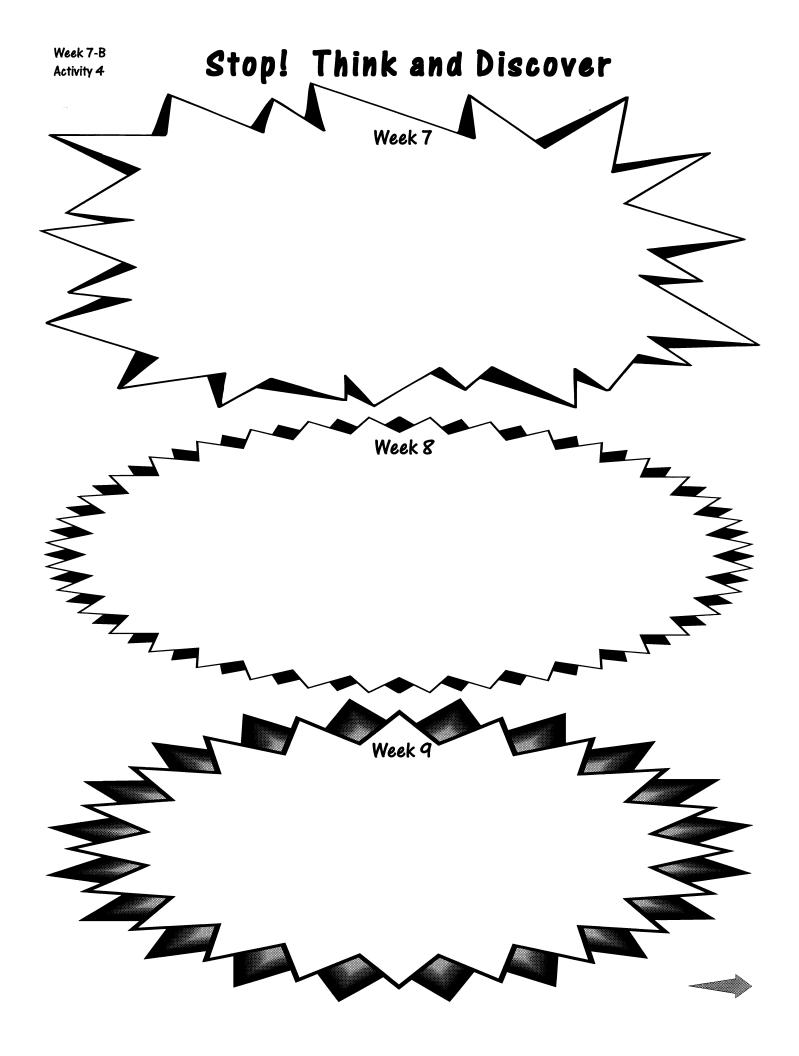
1/2 cup low-fat vanilla pudding 1 tablespoons fruit cocktail 1 tablespoon of cereal

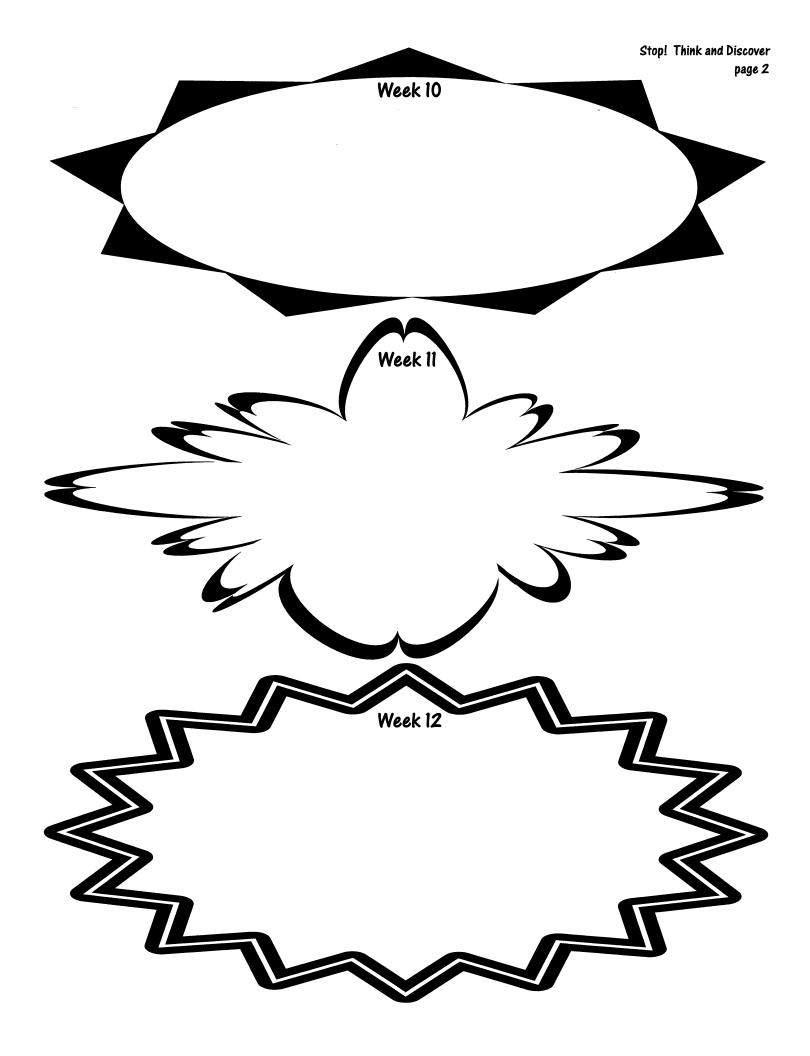
#### Directions:

- 1. Measure pudding into a cup or bowl.
- 2. Add fruit cocktail to the pudding and stir.
- 3. Add cereal on top.



k?	Did you like this snack? Why or why not?
Foods do you think would taste t pudding?	What other Everyday F good added to low-fat
ie" an Everyday Snack?	Why is "Super Sundae





### Fourth Grade Goal #4



l	set
(fill in your name)	
II. Callas de a anal	



I plan to do physical activities outside of school at least 3 times during the next week.

### - My Plan -

Write on this calendar the 3 times you plan to do physical activities outside of school and what physical activities you plan to do before the first Pathways class next week on

(fill in the goal date)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

(vour signature)	(signature of goal partner)