



Instructor Guide & Program Outline

“Amazing Me”: Body Systems

Ages 6-11

Created by Beth Mueller & Jessi Conroy



www.recessandresults.com

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Mission: *Recess & Results® strives to touch the lives of children worldwide, leaving a lasting positive impact through entertaining and fun wellness activities in a safe and inspiring environment. Recess & Results® teaches the importance of an active lifestyle and whole food based diet through “recess (play)”, establishing healthy lifestyle patterns at an early age, leading to lifelong wellness and overall success... RESULTS!*

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Before you begin:

Welcome to Recess & Results®; Thank you for joining our team! We are glad you are a part of our fight against childhood obesity and the problem of overweight in America. A few things to remember:

- Our classes are designed to keep kids active as well as to educate them on how to live a healthy life outside of this class. Please prepare fully for each class PRIOR to the start of class. Know the lesson for the day and arrive full of energy!
- You are the professional. While Recess & Results® provides the basic formats and guidelines for class, each group of kids is different. Thus, use your own adaptive creative abilities when leading Recess & Results® classes. The goal is to make certain all participants get as much out of each session as they possibly can.
- Obtain and review health history forms for each participant PRIOR to the first day of class. Pay close attention for asthma, diabetes, and other limitations. Use professional judgment for doctor's clearance that may be required for participation. Any questions should be directed to your Recess & Results® representative BEFORE the first class date.
- Each class begins with a warm-up in the form of an obstacle course for the children to move through. Encourage children who arrive early to begin the course, therefore creating an upbeat energy from the moment participants walk into class. Be creative and have fun with the design of the obstacle courses. The goal in using this every class is to remain consistent so that children know what to expect each day and can jump in as soon as they arrive. However, participants should not complete the exact same obstacle course each session; although it can be similar, it should vary a bit from class to class allowing for new challenges and movements.
- Each class includes an educational component. You are the professional and expert. Understand the lesson and be prepared to teach it / answer questions from children and parents before and / or after class.
- Remember to stress the importance of staying hydrated, especially when active, but outside class as well! Bodies need water! There is no good substitute for pure water.
- Copies of emergency contact information forms for class participants will be provided to you by partnering location representative. These forms should be placed in a folder and remain in your possession during all class sessions.
- You are the role model for the children you are leading; "walk the talk" and set the example of healthy lifestyle choices.
- Everyday is a GREAT day!! Come to each and every class full of energy, with a smile, and ready to have fun! You will learn just as much from your class as they will learn from you. Be open, flexible, and most of all...
HAVE FUN!

Class Rules

1. Always try your best.
2. Respect yourself and others at all times. We are all friends; no hitting, pushing, name calling, or being mean.
3. No talking when the teacher is talking.
4. Have FUN!!

Instructor Information for Discipline techniques and policies

Class rules are for the children, but we expect all our instructors to be good examples of these rules by following them just as closely as we would want the children to.

1. If a child is acting up and/or being disruptive, gently remind them of the rules and ask them if they would be willing to try their best to follow them and focus on the activity.
2. If a child has been reminded two or three times to try their best and they are still having difficulty staying focused, you can kindly ask them to take a break on the sidelines for one minute to help them refocus. After one minute, ask them if they are ready to rejoin the group and have fun – if they respond “yes” eagerly welcome them back to the group! If they should respond “no” do not force them to rejoin, tell them they can come back as soon as they are ready.
3. If a child has hurt another child physically, make sure the victim is ok first and take care of any first aid that may be necessary.
4. Once that is attended to, gently remind the child who hurt someone that it is not respectful to hurt others and ask them to take a break on the side for one minute. After one minute, ask the child if they are ready to rejoin the class, be respectful and try their best. If they respond “yes” – welcome them back into the group. Should they respond “no” – tell them you are ready for them to join as soon as they are ready. At the end of class, notify both parents of the incident and encourage them to talk with their kids about what happened and how to be respectful to others, even when others hurt us.
5. If you feel a child is causing too much of a disruption in class repeatedly after talking with them and their parents, or you feel a child is a threat to others safety, please speak with a director immediately. We also encourage you to write any instances in your teacher notes at the end of each class to keep a record of the number of times and what was happening.

All Youth Movement Instructors and assistants are expected to:

1. Be respectful at all times to everyone.
2. Treat each child the same.
3. Be energetic and upbeat, even when you are having a bad day! A smile can work wonders =)
4. Always do your best.
5. Ask for help when you need it.
6. Communicate problems with your supervisor promptly.
7. Be willing to share ideas with others to improve the program for all participants.
8. Be prepared and early for each class.
9. Be willing to improvise when necessary.

Procedures for an unknown person picking up a child:

1. If you have a note from the parent, check the person's photo ID to make sure it matches.
2. If you do not have notification from the parent, ask the individual to wait until the end of class when the other children are all gone and then use the phone to call the parent and check with them.
3. Never let a child leave with a person you are unfamiliar with until you have asked questions and double checked. Safety of the children comes 1st only before having FUN!!!
4. Always have your binder containing the children's' emergency information with you.

Class 1 – The Skeletal System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the skeletal system
- Bean Bags
- Masking Tape or cones
- Medium/large soft ball (it will be used for tagging players on the legs)

Objective: Participants will gain knowledge of what the skeletal system is, how it functions in the body, and the names of a few major bones. Participants will also engage in activities targeting bone health and development.

Introduction (7 min) – You'll want to get to know your class this first day. Start off by introducing yourself to each child and their family as they arrive. Have name tags ready to give to each child as they arrive (these can be the sticker kind that will need to be replaced each day, or something on a string they can wear around their neck). When it's time for class to start gather the children in a circle; "Welcome to Recess & Results[®] everyone! I am so glad you joined me today! We are going to have a great time getting to know our bodies and learning how to care for them through exercise and eating healthy. Right now we are going to take a moment to get to know each other's names. When I roll the ball to you, say your name and then roll it back to me. I like super names best so I am going to be BOUNCING BETH because that describes an active and healthy person. You can use a super name too." Allow everyone to create a super name.

Warm Up & Stretch (7 min) Next explain that you will begin each class with a warm up activity to get everyone's blood moving. "Does anyone know how to play the game Follow the Leader? Great! We are going to use this game to warm-up today. For those who haven't played just do what I do and have fun!" Play follow the leader through the obstacle course you created before class began. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. When you are ready to begin stretches have the children follow you into a circle and lead them through stretches of all major muscle groups making sure to name each muscle you are stretching. Then ask the children to repeat the name to help them learn more about their bodies. (hamstrings, quads, biceps, triceps, deltoids and abs) Be sure to also talk with the class during this time about the importance of stretching our muscles to keep our bodies strong and healthy.

Explain and review class rules.

Water Break (stress the importance of being hydrated, remind children to bring their water bottles every class!)

Mini-Education: (5 min): Friends, we are going to be talking about our bodies over the next few weeks and how amazing they are! Today I want to tell you about a very important part of your body that you cannot see. Your bones! Did you know that each of us has 206 bones in our bodies? That's a lot of bones! Can anyone guess what our bones do for us? That's great! They give our body shape, protect our insides, and hold us up. There are bones in your fingers, arms, legs, and chest; each part of your body is formed by bones. We can feel most of our bones if we poke around enough. Try putting your hands on the sides of your chest like this (hold hands on rib cage). Can you feel those bumps up and down your chest? Those are your rib bones. They form your chest and help you to stand up straight; they also protect our internal organs like our heart, lungs, and stomach. Our bones are very important to how our bodies function. Without bones we would be like a big pile of jell-o! There would be nothing holding us up. Let's take a look at this chart to see where all the bones in our bodies are. (Use a chart of the skeletal system to show children major bones, point out and name the femur (thigh bone), tibia and fibula (calf bones), patella (knee cap), skull, ribs, humerus (upper arm), radius

and ulna (forearm). Point to these on the chart, point to them on yourself, help each child find their own, and have them repeat the names.) Great job everyone! Let's see how many you can remember without looking at the chart! Where is your femur? Where is your humerus? Where is your patella? Your skull? Your ribs? Great job everyone!! Let's get up and move our bones and have some fun!

Main Activities (25 min):

Bone Tag: This game is played much like classic tag. One (or more) player is 'it'. When the tagger approaches another child, that child must point to and shout out the name of a bone to keep from being tagged. If the tagger touches them first or they are unable to come up with the name of a bone, they join the tagger and try to help catch all the other players. Variation: To make things more difficult, once a body part has been called it may not be used again that round.

***Recess Review:** Great job calling out the names of your bones! I'm proud of how well you remembered them. Did you know running and playing helps strengthen your bones? Well it does! Let's keep moving with more fun games to strengthen our bones and our whole bodies.

Bean Bags & Body Parts: Divide the class into 2 teams. Have one team at each end of the playing area with a line marking the middle (either a line of cones or masking tape on the floor). Give each child a bean bag. On your mark, call out a body part and have all children race to the middle line with the bean bag on that body part and then back to their side of the room. If a child drops the bean bag they must go back to the starting line and begin again, unless they have already made it half way, then they must return to the center line to restart. The team to get all members back to their side first wins. Body parts to use can include: head, elbow, shoulder, hand, toe / foot, between the knees, between the elbows, back, etc. Use your imagination here and have FUN!

Water Break

***Recess Review:** Staying hydrated by drinking water when you are active is important in helping our bodies function the best they can at all times. Be sure to drink water whenever you are playing with your friends or exercising. We have one more game today friends – it's called don't break my legs! We are not really going to try to break each other's legs, but we are going to have fun! Who is ready for one more? Great! Let's get moving!

Don't Break My Legs!: Begin the game by giving each child a number; they must remember this number throughout the game so make that clear when you number them off. Have the children form a circle around you; you are holding the ball. Throw the ball in the air and call out a number; the player representing that number must try to catch the ball while all other players scatter. Once the ball has been caught the player yells freeze, upon where everyone freezes. The ball holder may take 3 steps in any direction and then throw the ball at a classmate's legs (this is important – children are allowed to aim for legs and feet only, anyone doing otherwise will be asked to take a break). If the target is hit, that player receives one letter, a B. At this point you start a new round doing just what you have already done but calling out a new number. When one player has received all letters in the word "BONES" the game is over. This will take team work and strategy; encourage the children to work together and think about each play.

Water Break

Cool Down / Stretch (4 min): Use a slow game of Head Shoulders Knees and Toes to cool the kids down today. Have fun with this and be creative; make up new words like skull, ribs, patella, calf! Start slow, get faster, then slower again. Lead the children through stretches of all major muscles. Be sure to say the names of the muscles you are stretching, but don't worry too much this week about the kids remembering them as you will want them to focus more on naming their bones.

Wrap-Up (1 min): Friends you all did an amazing job today and I am so happy you all came to Recess with me! We talked about some of the bones in our bodies and what they do; we would all be piles of jell-o without our bones to hold us up! We played some great games to help us remember the names of those bones, like the one here in the bottom of your leg, what's that called again? Oh, that's right! There are 2 bones there, the tibia and fibia. What about the bone in the upper part of your arm – I can't remember what it is called. Oh, right, the humerus; how could I forget that? Thanks for your help! Exercise is good for our bones, it keeps them strong and healthy. Have a great day, play every day, and I'll see you back here soon!

Fitness Fun Fact: The smallest bone in the human body is located in your ear! And the largest bone is in your thigh – it is called your femur. The femur is also the strongest bone in your body – stronger than concrete they use to build roads and tall buildings!!! Wow! Everyone show me where your femur is? Great job remembering!!!!

Class 2 – The Skeletal System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the skeletal system
- Masking tape
- Pictures of the major bones printed on poster board or laminated
- Jump Ropes
- Bean Bags (20-40)

Objective: Participants will review the names and locations of the major bones they learned last week. Participants will also engage in a discussion about what foods help to strengthen their bones as they grow.

Warm Up & Stretch (7 min) – As each child arrives, be sure to greet them personally and give them their name tag. Invite them to start going through the obstacle course you created before class as they come in – it’s ok if they don’t do each step just as you planned, as long as they are moving. Once all the children have arrived add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. When you are ready to begin stretches have the children follow you into a circle and lead them through stretches of all major muscle groups making sure to name each muscle you are stretching. Then ask the children to repeat the name to help them learn more about their bodies. (hamstrings, quads, biceps, triceps, deltoids and abs) Be sure to also talk with the class during this time about the importance of stretching our muscles to keep our bodies strong and healthy. **Explain and review class rules.**

Water Break (Remember that water is so important for our bodies! Drink lots of water every day.)

Mini-Education: (5 min): Welcome back friends! I’m so glad you came back to Recess today. Last time we were together we talked about our bones. Who remembers where their skull is? (If no one remembers, point to your head) Great! That’s right. Who can remember what bone is in your upper arm? That’s great! It’s the humerus. Where is the strongest bone in your body? Good! It’s the thigh bone. Does anyone remember it’s name? Right! The femur. (It’s ok if they do not remember these. The point is to teach them. Go through the bones you named last week to review at least once, maybe twice.) Our bones are very important in the way our body functions. We would not be able to stand up or move without our bones. Because they are so important we need to take good care of them, right? Right! Eating healthy foods and exercising will help make our bones strong. Do any of you like to drink milk? That’s great! Milk is one type of food that can really help our bones. How about the color green? Do any of you like green? Me too! Green vegetables, like broccoli, green beans, peas, and spinach are also very good for our bones. Drinking lots of milk and eating green vegetables often, will help you build strong bones as you grow. What should we drink lots of? That’s right, milk! And what color vegetables are good for our bones? Yes, green vegetables! Good work everyone. We also need to move our bodies to build strong bones – who is ready to get up and play some fun games? Me too!! Let’s go!

Main Activities (25 min):

Broken Bones: Play this game like freeze dance. When the music stops call out “broken bones!” upon which all the participants will go limp as if their bones are broken. As the music starts again, have the children get up and continue to dance around. Call out new movements to keep the kids interested (i.e. skipping, hopping, frog hops, etc.). Variation: When you call “broken bones” specify what bone is broken to see if the kids can remember where each bone is located; only this part of their body should go limp.

***Recess Review:** How crazy would it be if we really didn't have bones to hold us up?! Good thing we have them, now we just need to do what we can to take care of them and keep them strong so they don't poop out on us. Does anyone remember what I said would help make your bones strong? That's right! Eating healthy foods rich in calcium and vitamin D, like milk, spinach, broccoli and other green vegetables, will help us build strong bones and teeth. What else is good for our bones? You got it; exercise! Let's keep moving with another game that will help us remember the names of all our bones.

Water Break

Musical Body: Find a way to give each player a designated spot on the floor and be sure to spread them out around the entire playing area (you could use masking tape to make Xs on the floor, carpet squares, etc.) Have all the children stand on their spot. At your signal (and when the music begins) they will begin to move around the room in some creative way (called out by you; ie "Ready, set, crawl!" or "Ready, set, walk fast!") When the music stops, children run back to their original spot as you call out the name of a body part; they must put that body part on their spot. (Example: Everyone has returned to their spaces and you call out "shoulder" or "deltoid", all children must bend down to put their shoulder on their spot) This is a great way to review the names of bones. Keep the game going with new movements and new body parts for as long as they are having fun.

Bone Collector: Secure a picture of a bone to the end of a jump rope (you will need 3-6 of these depending on class size). Designate a line in the middle of the room or playing area (can be half court line of gym, or if in a large room, use tape to mark a line across the middle of the playing area; if outside use cones to mark a place in middle of area). Explain to the class that they are going to be collecting bones. 3-6 players will be selected to be the "bones" and will be given the jump ropes with the pictures of bones attached to the end. The bones will go on one side of the room, while the rest of the players will go on the other side and will be the "bone collectors". The bone collectors are given bean bags and will try to capture the bones by hitting the picture with their bean bag. At the same time – the "bones" will try to escape being captured by dodging the bean bags. Once a bone is captured, the bone collector and bone trade places. Collectors must remain behind the line and throw underhand to attempt bone captures. The line may only be crossed to collect bean bags; bone collectors must return to the other side again before throwing. Players can keep score by recording how many bones they captured. Variations: Divide the collectors into teams and have each team focus on one kind of bone; ie: Blue team only tries to catch the femurs while the Red team only attempts to catch the skulls, etc. You can use different colored bean bags to differentiate between the teams.

***Recess Review:** You all looked mighty strong out there! Who had spinach or a glass of milk with lunch today? Great! Choosing to eat healthy food, like milk, spinach, broccoli, cheese, and yogurt, is good for our bodies and helps us grow strong bones. Put some of these bone strengthening foods on your plates every day to keep your bones healthy. Water is also important for all our body systems so we are going to take a water break now before our last game.

Water Break

Bone Tag: Review / Repeat from last class

Cool Down / Stretch (7 min): Use a slow game of Head Shoulders Knees and Toes to cool the kids down today. Have fun with this and be creative; make up new words like skull, ribs, patella, calf! Start slow, get faster, then slower again. Lead the children through stretches of all major muscles. Be sure to say the names of the muscles you are stretching, but don't worry too much this week about the kids remembering them as you will want them to focus more on naming their bones.

Wrap-Up (1 min): Today was great! We reviewed the names of your major bones again; you guys are doing a great job learning them! We also played some games to exercise our bodies and have fun with our friends. We talked about the

types of foods that are most helpful to our bones; foods rich in calcium like milk, cheese, spinach, and broccoli. Be sure to ask your parents to include these in your dinner tonight! Have a great day, and remember to stay active every day!

Fitness Fun Fact: Did you know that drinking soda can stop your body from getting the right things it needs to make your bones strong? It's true! We should only drink soda sometimes. Milk and water are best for our bodies, so drink as much as you like!

Class 3 – The Muscular System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the muscular system
- Masking tape
- Cones
- Hula Hoops
- Bean Bags
- 2 baskets (optional; see Bean Bag Basketball)

Objective: Participants will gain knowledge of what the muscular system is, how it functions in their body, and the names of some of the major muscles. Participants will also engage in activities that encourage muscular strength and development.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Well friends, as we continue to learn about our bodies today we will be talking about our muscles. Muscles are tissues that connect to our bones and help us move. Everyone show me your muscles. (hopefully most kids will bend their arms and make a “muscle” with their bicep.) Great! Do any of you know what the name of the muscle is that you are showing me? Right! It’s the bicep. The bicep connects the humerus bone to the bones in our forearms and our shoulders. If these muscles were not connecting our bones, we would not be able to move. We use our muscles to walk, to jump, to tie our shoes, and to do anything that requires us to move!!! Let’s take a look at this chart of the muscles in our body. (Use the muscular system chart from the instructor portal to show the children what muscles look like and where the major ones are located.) Let’s name a few of these muscles. We already talked about the bicep muscle – who can remember where that is? Good job! The muscle on the back side of your arm is called the tricep. Everyone say tricep – good! Your abdominal muscles, or abs, are across your tummy (show them). Everyone point to their abs. One of your biggest muscles is the quadricep, or quad muscle – can anyone guess where that is? Right, it’s on the front of your thigh and helps to move the strongest bone in your body the _____, femur!. On the back of your thigh is the hamstring – everyone say hamstring and show me where yours is. Good!!!! We have many, many more muscles, but these are some of the major ones. I think it’s time we use these muscles to play some fun games; what do you think? Let’s go!!!!

Main Activities (25 min):

Bones, Muscles, Fat: This game is similar to rock, paper, scissors. Bones conquer muscles, muscles conquer fat, and fat conquer bones. Divide the class into two equal teams and mark a line down the center of the playing area using cones or masking tape. The teams will line up facing each other on either side of this center line with about 4 feet between them. Have each team huddle up a few steps back from the center and decide what they want to be, bones, muscles, or fat,

plus a back up choice. Once decided they return to the center line and wait for your mark. When you say, both teams yell out what they picked. Let's say team A picked bones and team B picked muscles; team A would then chase team B back to their safe zone (marked with cones). Any members of team B being caught before reaching their safe zone must join team A and the game starts anew. If both teams yell the same thing no one chases and you start over using their back up choices.

***Recess Review:** This game shows us how our body functions together. Our bones are the structure, they conquered muscles because without bones muscles are no good. Muscle conquered fat because the more muscle you have the easier it is for your body to burn off any extra fat. However, fat conquers bones because if we allow ourselves to gain too much extra fat it is hard on our bones and they can fail to do their job properly. This is why it is so important to care for these amazing bodies we have and keep them healthy. Let's keep moving!

Water Break

Hooping & Hoping: Start by spreading 4-5 hula hoops around the play area. Select one player to be "it" or you can be "it" yourself for the first round. Explain to the children that they must keep hoping as they move about the space, and they are only safe from being tagged if they are standing in a hula hoop. Once inside a hoop the child must do 5 jumping jacks and then leave the hoop to keep hoping about the space. Players who are "it" may not "stalk" children who are in the hoops. On your mark, children start to hop around trying to avoid the tagger. When a child is tagged they become "it" and the previous tagger is relieved of his post. Variations: Have the children try to hop on one foot; hop like frogs around the space, or change up the exercise they perform while safe in the hoop; you could have more than one tagger at a time; there are lots of options, have FUN!

Musical Body: Review/Repeat from last class, using muscle names

***Recess Review:** You are all learning the names of your muscles very quickly! Great job! And you are using your bodies to move in very creative ways; our bodies are really amazing! Remember that our muscles are what make our bodies move so we need to keep them healthy and strong by exercising, eating healthy foods, and drinking lots of water. What are your favorite exercises? (Allow time for a few children to respond and encourage them as they answer.) Those are all really good exercises. My favorite exercises are squats because they work your hamstrings, quadriceps, and abdominal muscles. Like I mentioned earlier, water is good for our muscles so let's take a break for a drink now before our next game.

Water Break

Bean Bag Basketball: Place 2 baskets (can use hula hoops here if needed) at one end of the room about 10 feet apart. Break the class into two teams and give each team the same number of bean bags and assign them a basket. Have all the children start at the opposite end of the room as the baskets. The object is to get all your teams' bean bags in your basket. Explain to the children that once they have the bean bag, they can only take 2 steps and then they need to pass it to another teammate similar to a relay. Everyone without a bean bag in hand may move around freely. Demonstrate the rules for them to be sure everyone understands. Once both teams have completed their mission, repeat. Encourage the children to be creative in how they get their bean bags to the other end of the room.

Cool Down / Stretch (7 min): Use a few rounds of the Hokey Pokey to cool down today. Include names of muscles to make it fun and to serve as a way to review with the class. Stretch all major muscle groups making sure to name each one as you go and have the children repeat the names back to you.

Wrap-Up (1 min): Thank you for joining me today! I had a great time learning the names of some muscles in our bodies. My favorite muscle name is the hamstring, what's yours? Awesome! Breathing fresh air and drinking lots of water are

important for our bodies, especially our muscles. Play outside each day if you can and drink lots of water! Stretching is also good for our muscles. I try to stretch each night before I go to sleep; it's a great way to help you get relaxed and comfortable for a good night's sleep. I'll see you back here in a few days for more Recess!

Fitness Fun Fact: There are 20 muscles in one of your hands! They may be small, but they sure can do a lot.

Class 4 – The Muscular System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the muscular system
- Cones
- Masking tape
- 2 long ropes (20-30 feet, use jump ropes tied together)
- 4 potato sacks (you could use cookie sheets for this on carpet)
- Parachute
- Soft Balls to use on parachute

Objective: Participants will review the names of major muscles discussed during the last class. Children will also learn what foods help build healthy muscles. Participants will engage in activities that encourage the use of most major muscles.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Friends, last time we were together we talked about our muscles. Everyone show me where your bicep muscle is. Good Job!!! It's right here on your upper arm and when you squeeze your arm really hard you can feel your bicep tighten – it will feel like a rock in your arm. Does anyone remember where their ab muscles are? That's right; in your stomach. How about your quadriceps, can anyone show me where that muscle is? GREAT! I'm so proud of you for remembering! Our quadriceps is on the front of our thigh. And where is the tricep? Good! On the back of your arm. Last one – anyone remember where the hamstring is? Right on! The hamstring muscle is on the back of your thigh! Great work everyone. I want to share with you today some foods you can eat to help make your muscles stronger. We talked a few weeks ago about needing calcium rich foods for our bones; well for our muscles we need foods high in protein. Meats, nuts, beans, and things made from milk are good ways to get protein into our bodies to help our muscles. Who can share with me some examples of foods in the meat group? Chicken, hamburger, steak, pork chops, meatballs, and fish are examples of meat as we see here on the food pyramid. (You should always have the Food Guide Pyramid or fake food examples out when talking with the children about food so they can see what you are talking about.) Peanuts, peanut butter, almonds, walnuts, cashews, baked beans, and lima beans are examples of nuts and beans. What are some examples of food made from milk that would give us protein? (Milk, cheese, yogurt, and cottage cheese, etc.). There are many choices when it comes to protein. If you want strong muscles, eating these types of foods will help you get them! What else is important in keeping our bodies healthy? That's right – moving! Moving through play and exercise is good for every part of our bodies, so let's get to it! Jump up everyone and let's play our first game. You are going to need to use lots of muscle power for this!

Main Activities (25 min):

River Crossing: Use the masking tape to mark 2 parallel lines across the playing area floor about 15 to 20 feet apart; this will be your river. Divide the class into two teams and have them line up on the same “shore” leaving space between the teams. Each team gets a rope and 2 potato sacks (cookie sheets). Explain to the class that the space between the lines is a river full of crocodiles, piranhas, and poisonous snakes; their goal is to get their entire team across the river as quickly as possible without falling in the water. Each team has two boats (potato sacks/cookie sheets) which can each hold one person. Two kids from each team will each take a boat and pull themselves hand over hand across the river using the rope (you will have to hold the rope until the first players cross the river safely). Once safely across, one child will take the rope from you; holding the rope is now the children’s responsibility. The other child will take both boats back across the river (using the rope again). When the child bringing back both boats safely reaches the river bank he originated from he will give both boats to the next two children in line and go to the back of the line himself. This process continues until all of the children have made it across the river. Loading and unloading of boats must take place on shore (behind the line). If a child falls off his/her boat while in the river they must stand up and walk back to the shore they started from to try again. No one can enter the river unless they are on a boat. There is to be NO standing in the boats. If a rope is dropped in the water, simply hull it in on the other shore and have the children toss it back across to their teammates. The first team to have all members safely across the river wins! This is a race, encourage the children to move quickly. VARIATION: The children on either shore can work together to help team members cross the river more quickly by pulling the rope as those in the boat hull themselves in.

***Recess Review:** Wow! Great job everyone! Do your arms feel tired? They should; you were all working hard to pull your teammates to safety, great teamwork! Fun activities like this require us to use lots of muscle strength and are a great way to work our muscles to make them stronger. Who can tell me the names of the muscles in their arms that we were just using? Great job; they are the biceps and the triceps. Let’s keep working the muscles in our arms with a few parachute games.

Water Break

Motion in the Ocean: Have all the children gather around the parachute and get a good grip. Pretend the parachute is an ocean. You will be the weather forecaster. The children must work together to make waves in the ocean according to the forecast. For example, “The weather report says there is a slight breeze over the ocean today, can you make the parachute move to look like a slight breeze over the water?” “Now they are reporting strong, gusty winds! What would that look like?” Keep this up. Use your imagination, maybe there is a hurricane, or snow (pull it tight to look like ice). VARIATION: Add some balls and pretend they are ships being tossed to and fro – don’t let them fall off the ocean!

Trading Places: With the parachute still out, instruct the class to lower it down to the floor and let go. Now ask everyone to join hands to form a large circle around the chute. Begin moving around the chute using various movements (ie: skipping, taking giant steps, hopping, tip toeing, etc.); you can change directions periodically. After a few times around in each direction, have the class stop, let go of their neighbor’s hands, and walk slowly toward the chute. Now instruct them to pick it up. Explain that you are going to play a game now where everyone will have to listen very carefully for their name and what to do. Tell them that you will be raising and lowering the chute. When the chute is up in the air, you will call out someone’s name and that child will go under the chute and find a different place to come out and join the class. Once they get the hang of it, you can try calling out different instructions (ie: calling 2 children at a time, everyone wearing a certain color, girls, boys, etc.)

***Recess Review:** Well I think that is about enough of an arm work out don’t you? Let’s move on to working the muscles in our legs which are called the ____; Right! They are the quadriceps and hamstrings. You will also use your abdominal muscles. You were actually using them for the last few activities. Our abdominal muscles work almost all the time as they are the muscles that help us sit up and stay balanced as we walk. If you feel you are not good at balancing, work on

strengthening your ab muscles; your balance will improve greatly. Did you all like the Hooping and Hopping game we played together last class? Well that's good cause we are playing it again today; let's go!

Water Break

Hooping & Hopping: Review / Repeat from last class

Cool Down / Stretch (7 min): Use a few rounds of the Hokey Pokey to cool down today. Include names of muscles to make it fun and to serve as a way to review with the class. Stretch all major muscle groups making sure to name each one as you go and have the children repeat the names back to you.

Wrap-Up (1 min): It's been another great class of playing hard to keep our bodies strong. Keep it up at home and at school. Get your family involved by teaching them some of the fun games you are learning here or be creative and make up your own active games. Everyone have a great week, drink lots of water, make healthy food choices, stay active, and I'll see you back here in a few days!

Fitness Fun Fact: The strongest muscle in your body is located in your jaw and is used for chewing food! Chomp chomp!

Class 5 – The Circulatory System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the circulatory system
- Masking tape & marker
- Hula hoops
- Bean Bags
- Lots of small balls

Objective: Children will gain basic knowledge of the circulatory system and how it functions in their body. They will engage in a discussion about the importance of this system to overall body function. Children will also engage in cardiovascular activities to promote heart healthy living.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Welcome back friends! We have something very important to talk about today. Everyone put your hand over your heart. Do you feel it beating? Your heart is the center of your circulatory system and that is what we are talking about today. The word circulatory means going around and around – like a circle. I have a chart here to help us understand this a bit better. (Have the chart of the circulatory system out and ready to go.) Can someone show me where the heart is in this picture? That's right. It's in the middle of your chest and at the center of your circulatory system. The heart's job is to put oxygen, which comes from air taken in by our lungs, into our blood and then pump it to all the other parts of our body. If the blood that has oxygen in it does not get to all our body parts, they start to feel tired and weak and will not work like they are supposed to. Look at your wrist. Can you see those small blue lines under your skin? Those are called veins. Those tiny veins, and some larger ones, are what carry your blood from your heart to your body parts. So here is how it works. (Point out the steps on the chart so they can visualize as you talk). Blood goes through your heart and picks up oxygen. Your heart then pumps (or pushes) that blood through your veins all over your body. As the blood reaches different muscles and tissues it passes on the oxygen it was carrying to them. The new oxygen your body just received from your heart gives it more energy and strength. This means that you can play more, run faster, and have more fun! Our hearts are very important to how the rest of our body works. Without the heart pushing blood through our veins, our bodies would not get enough oxygen and we would feel tired and weak and yucky all the time. Guess what? Moving and playing helps strengthen our hearts and gets oxygen rich blood to our muscles more quickly! Can you believe it? We need to keep moving to build strong muscles, strong bones, and a healthy heart. What are we waiting for?? Let's get to it!

Main Activities (25 min):

Don't Break the Egg!: For this game you will want to divide the class into teams of 3 or 4. Mark a starting line and ask each team to line up single file, behind the line; there will be one line stretching the length of the playing area with

groups lined up perpendicular to it. Place one cone per team about 10 feet from the starting line for the players to go around. Each child should have a bean bag (if you don't have enough for each child, teams can share one bean bag). The bean bags are like eggs. Each child must stand feet together and place the bean bag on top of their feet, like a daddy penguin would hold his egg. Without letting the bean bag fall off, each player shuffles down to the cone and back to tag the next player in line. Each team member takes their turn carrying the egg. If it falls off before they reach the cone, that player must go back to the start line and try again. If it falls after the cone, they must return to the cone and continue from there. First team to finish wins. This game is more about agility and coordination, than speed. For the last round, have all the children line up on the starting line, each with their own bean bag. On your mark they shuffle to the other end of the playing space. Who can make it without dropping their bean bag? Who is the fastest?

***Recess Review:** Everyone put your hand over your heart. Is it beating fast or slow? It's beating pretty fast isn't it. The more we are active the faster our hearts will beat to make sure our body parts are getting enough oxygen. Also, making our hearts beat fast exercises them and makes them stronger. Did you notice that you are also breathing faster than usual? That is because our lungs need to get more oxygen into our bodies so they can pass it on to the heart which in turn passes the oxygen on to all the rest of our body. So, moving around quickly makes you breathe faster to get more oxygen quickly and makes your heart beat faster so it can spread that oxygen around quickly. All in all, being active works our body and keeps it strong – so why are we all standing around? Let's grab a quick drink of water and then keep moving!

Water Break

Circle Tag: Have the children form a circle with everyone holding hands. Choose 2 players to be it, one stands inside the circle while the other stays on the outside. The two "Its" run around the circle until they decide to tag a pair of hands. When a pair of hands is tagged, those two players exit the circle, continue holding hands, and run around the circle attempting to make it back to their spot before the "Its" get there. The "Its" must run in the opposite direction as those they have tagged, one staying in the circle and the other staying out of the circle. If the tagged players succeed by returning to their place first, the original taggers remain "It" and the game starts again. If the taggers make it to the open spot first, those tagged now become "It" and a new round begins. (This is very similar to duck, duck, goose.)

Keep the Blood Flowing: For this game you will need to spread all the bean bags and small balls you have around on one half of the playing area. Pair up the children and give each pair a hula hoop. Explain that everyone must work together with their partner to pick up as many items as they can while staying lock armed with their partner and using closed fists (so each child will only have one free arm and they must work them together like tweezers); have them practice this before beginning the game. Now have them stand with their teammate behind the start line marked with masking tape. Each team will need a hula hoop to store their "oxygenated blood" in; you can use masking tape and a marker to mark each hoop so no one forgets where theirs is. On your mark, all the pairs will run to the other side of the room, pick up one item using closed fists and bring it back to their hula hoop. This continues until all the items have been collected from the playing space. The team with the most items in their hoop wins.

***Recess Review:** Great teamwork during this last game everyone! That was a challenging task but you worked together with your partner and got the "oxygen" your team needed; just like the different parts of your circulatory system work together to get oxygen to all the parts of your body. We have one more game to play today before we cool down, are you all ready for one more? Great! Grab a drink of water and let's go!

Water Break

Bones, Muscles, Fat: Review/Repeat from class 3

Cool Down / Stretch (7 min): Play a game of Simon Says to help the class cool down. Start with exercises that are moderately fast paced and get slower and slower as you progress; this will help everyone's heart rate slow down gradually. Stretch all major muscles being sure to name each one as you stretch. How many can the class name without your help?

Wrap-Up (1 min): Friends today we learned that the heart is at the center of our circulatory system and that its job is to get blood carrying oxygen to all the parts of our body. We also learned that by being active we can exercise our heart and make it stronger. Who wants a healthy, strong heart? Me too!!! Let's all try to be active every day so that our hearts get exercise, are beating faster, and becoming stronger. Everyone, have a great rest of your day and I'll see you back here in a few days!

Fitness Fun Fact: Did you know your heart is really a muscle? Well it is and it is so strong that it could lift 3000 pounds! That's the same as lifting up a car!!! Wow!

Class 6 – The Circulatory System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the circulatory system
- Masking Tape
- Hula Hoops (about 5)
- Parachute
- Cones
- Bean Bags

Objective: Participants will engage in a review of how the circulatory system works – in particular the heart. Children will also learn about what types of food one should avoid to keep their heart healthy. Participants will engage in activities that promote cardiovascular health.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Who remembers what we talked about the last time we were together? That's right, we talked about our circulatory system. The heart is at the center and it pumps blood with oxygen in it to all the muscles and tissues of our body. Remember that this is very important. If the heart is not working like it should, our body parts will not get the oxygen they need and will become very weak and tired. Let's talk about things you can do to keep your heart healthy and working properly. First off, our hearts do not like unhealthy food. Soda, candy, chips, French fries, and cookies are all examples of unhealthy food and when we eat too many they can cause our heart to slow down. We should only eat these kinds of foods sometimes – not every day. Instead we should eat lots of healthy foods found on the food pyramid. Fruits and vegetables are particularly good choices. Do you think it is a good idea to eat French fries every night with your dinner? NO! What if I drink soda every day at lunch, is that healthy? NO! Should I pack some fruit for lunch instead of chips? YES! Good job friends! Staying away from these unhealthy foods will help your heart and your whole body. And as we talked about last time, moving around is really good for our hearts. The more we move, the faster our hearts pump blood. When they are beating faster it is like giving them exercise. Beating faster makes them stronger. We should try to get our hearts beating fast every day! What do you say? Should we play now and see if we can get our hearts beating fast? Yeah! Let's go!

Main Activities (25 min):

Circulatory Relay: Divide the class into equal teams of 4-6 players each. Have the teams line up in groups on one side of the room (you may use masking tape to mark a start line) and give each team a hula hoop. You will also need to set out one cone per team on the other end of the room for the players to race around. On your signal, the first 2 players on each team get in the hula hoop and race together down around the cone and back to the starting line. At this time,

player 1 drops out and rejoins the back of the line, and player 3 steps in the hoop with player 2 and they race together around the cone and back again to do the same thing until each player has raced twice. The first team to finish wins.

***Recess Review:** Class this relay demonstrated how our blood continues to circulate through the body, passing back through the heart to pick up more oxygen to carry to all our muscles and organs. It has also helped us get our hearts pumping a bit faster; good work! This is great exercise for your heart. Did you know your heart is really a big muscle? It's true! It's a big muscle and just like all muscles, the more you use it and work it, the stronger it gets. Grab a drink of water before our next game.

Water Break

Merry-Go-Round: Bring out the parachute and have the class gather around and each grab a handle. You will be the leader for the first round. Begin moving in one direction, the children should follow you. Now instruct the class to lift the parachute up over their heads and use both hands to keep it lifted; keep walking in the same direction. Ask everyone to try skipping as they hold the chute high. Now stop; can you hop like a frog? Continue hopping until you have made it all the way around the circle. Stop; turn around and begin walking the other direction all the while keeping the chute high in the air. Choose someone to take over leading. Tell them to move in whatever way they like and the class must copy them. Ideas: marching, giant steps, tip toeing, running, etc. Periodically stop and give the children a break from holding the chute up so high; you can do this by instructing them to step back and lower the chute to the floor, leave it there and then shake their arms out.

Exercise Like Me: While you have the chute out have the children grab hold of the edges with both hands and step back to pull the chute tight. Explain that everyone is going to get a turn to pick an exercise for the whole class to perform. Walk in one direction for 10 steps counting them out loud; everyone stops on 10 and raises the chute above their heads as you call out the name of one child; that child runs under the parachute and performs his / her exercise for the whole class to see, then runs back out to his / her original spot and the class lowers the chute to waist high (or to the floor if they need to use their hands) and imitates the exercise. Continue this pattern until everyone has had a turn. You may give suggestions of what types of exercises to do if the children are struggling to think of something.

***Recess Review:** Keeping our hands over our heads while we exercise can be difficult and it definitely gets our hearts beating faster. You all were very creative in choosing exercises for the whole class to perform. Maybe you could play this game at home with your family or friends. Ask your parents if you can use a bed sheet as a parachute and have fun! It's a great way to exercise and spend time with the people you love at the same time! Grab some water and then let's play one more game before we wrap up for the day.

Water Break

Don't Break the Egg: Review/Repeat from last class

Cool Down / Stretch (7 min): Play a game of Simon Says to help the class cool down. Start with exercises that moderately fast paced and get slower and slower as you progress; this will help the heart beat slow down gradually. Stretch all major muscles being sure to name each one as you stretch. How many can the class name without your help?

Wrap-Up (1 min): Today we talked about keeping our hearts healthy by making the right food choices. Was it potato chips that I should eat every day for lunch? NO! Fruits and vegetables are good for our heart and we should try to eat them every day; we should only eat chips sometimes. Making these healthy food choices and being active everyday will help keep our hearts and bodies strong. Do you remember what happens to our hearts when we are active? That's right; they beat faster; and when they beat faster they get stronger. Great work today everyone! Be active, eat well, and I'll see you back here in a few days!

Fitness Fun Fact: All the veins in your body are more than 60,000 miles long! That is enough to go around the whole world more than 2 times! Wow!!!! We need to keep our hearts strong and healthy to pump our blood that far!

Class 7 – The Respiratory System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the respiratory system
- Balloons (you will need several of 3 different colors)
- Masking Tape
- Hula Hoops
- Cones
- Medium sized soft ball (this will be used to tag players)

Objective: Participants will gain knowledge of what the respiratory system is and how it functions in the body. Children will participate in activities that encourage both accelerated and deep breathing making full use of their lungs.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Hello everyone! Thanks for joining me today. We are going to be talking about our lungs today. Our lungs are part of a system in our body called the respiratory system. Who can show me where their lungs are? That's right; they are in your chest behind your ribs. Lungs are like big bags that fill with air when we take a breath. Everyone take a deep breath in. Can you feel your chest getting bigger? You may even be able to see it getting bigger. This happens as our lungs fill with the air we are breathing in. You know what else happens? The air we breathe has oxygen in it. What did we talk about that needs oxygen? That's right! Our whole body needs it. And what part of the body pumps the oxygen all over? Yes! The heart does. So here is how it works; we take a breath and oxygen gets into our lungs; our lungs pass the oxygen to our heart; then our heart puts the oxygen into our blood and pumps it to the rest of our body! All the systems work together! And all these systems work well when we eat good food and get lots of exercise. Where are your lungs? Right! They are in your chest. What do we breathe in through our lungs? Right again! We breathe in oxygen! Great job everyone! Let's play some games and use these lungs to get more oxygen into our bodies.

Main Activities (25 min):

Balloon Party: Divide the class into 2 or 3 equal teams. Assign each team a color; blue, red, or yellow. Place all balloons in the center of the playing space. Hula hoops (goals) should be spaced evenly around the room and each group should be waiting near their hula hoop (goal). On your signal, all children run to the middle of the playing area and grab one balloon of their team's color and take it back to their goal. Each player may only carry one balloon at a time. The first team to get all their color balloons in their goal wins. VARIATION: Members of other teams can try to interfere by stealing balloons from other teams and scattering them around the room or removing another team's balloons from their goal. If you play this version, each team should have a guard watching their goal to protect their balloons.

Encourage the children to communicate with their teammates and make a plan. Maybe they will designate one player as guard, two or three as gatherers, and two or three as scatterers interfering with the other teams.

***Recess Review:** Class, you are doing a great job running around and exercising your bodies. Are you breathing faster than you were before we started? Good! You should be. When we move around we need more oxygen and the best way for our bodies to get more is for us to breathe faster. This isn't even something you have to think about doing, your body is so amazing it just does it all on its own!

Water Break

Keep Away meets Tag: Have the class gather in the center of the room in a tight circle. Holding the ball, close your eyes and drop it in the middle of the group; the person it touches first is "it". "It" may now pick up the ball and throw it at any one of his classmates (make sure to stress that everyone should aim for the legs) if the ball hits the other player he/she becomes "it". Players who have not been tagged can use their closed fists only to bat at or carry the ball as they try to keep it away from "it". If anyone grabs the ball with an open hand they automatically become "it". The last person left who has not been tagged or "it" wins the game. VARIATION: Set a time limit and see how many children can be tagged within that time. Or, when a player is tagged they join "it" as part of the "it" team and work together to get as many other players on their team as possible before time is called. Again, the last person left who has not been tagged wins.

Hoopster: Divide the class into equal teams of 4-6 players each. Each team gets one hula hoop and will need 5 cones set up in a line in front of them; the cones should be separated with about 5 ft in between each one. On your mark the first person in each team will roll the hula hoop through the cones, weaving in and out to the end of the line, then turn around and come straight back to the start where they pass the hoop to the next player who repeats the course. The first team to have all players finish wins. Variations: Use other objects as obstacles to have the children maneuver around on their path; switch up the path each child takes (ie: straight down and straight back, straight down, weaving back, weaving both down and back).

***Recess Review:** That was a difficult task, weaving those hoops in and out of the cones like that. I'm proud of the way you all did your best! We have one more game to play, let's get a quick drink of water, catch our breath, and keep exercising by having fun with our friends!

Water Break

Circulatory Relay: Review/Repeat from last class

Cool Down (7 min): Bring out a few of the obstacle course items used at the beginning of class and create a small, simple course. Have the children go through the course using slow actions to help bring their heart rates down and get their breathing back to a normal pace. (Movements like walking, tip toeing, crawling, walking backwards, etc.) Lead the children through stretching all their major muscles, naming them each as you go.

Wrap-Up (1 min): What a great class! What system did we learn about today? That's right, our respiratory system! The star of our respiratory system is our lungs and they bring in all the oxygen our body needs by breathing in air. We exercised by playing lots of games today and made our lungs work faster and harder to get oxygen into our bodies; doing this makes our bodies stronger. Great work everyone! Remember to make healthy food choices, drink lots of water, and get up and move! I'll see you all back here in a few days!

Fitness Fun Fact: The hairs in your nose are actually good for something, they help to clean the air you breathe and warm it up! Yay for nose hairs!!

Class 8 – The Respiratory System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the respiratory system
- Masking tape
- Flags from flag belts
- Cones
- Hula Hoops
- Medium sized soft ball (this will be used to tag players)

Objective: Participants will review facts about how the respiratory system functions in their bodies. Children will engage in a discussion about activities that help to keep their lungs healthy.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Hello friends! Today we are going to continue our talk about our lungs and our respiratory system. Who can remember where their lungs are? Great job! They are behind your rib bones, in your chest. Great! Who remembers what our lungs do for us? Remember we talked about how our lungs are like big bags that fill with air when we breathe in. The air we breathe has what in it? That's right, oxygen! Our lungs pass the oxygen to our hearts and our hearts pump it to where? To all the other parts of our body! Good! One way we can help make our lungs stronger is to exercise!!! When our lungs are strong they can do their job better and that helps us stay healthy! Playing, running, riding your bike, taking a walk, and climbing at the park are all great ways to exercise and help build strong lungs. Coming to Recess & Results® is also a great way to make your lungs strong as we play with our friends! Who is ready to play right now? Great! Let's get moving!

Main Activities (25 min):

Gather the Oxygen: Divide the class into 2 teams. Make a line down the middle of the playing area using masking tape. Give each player a flag (from the flag belts) and then have each team line their flags up at the back of their side of the playing space. Their flags represent oxygen. The more oxygen their team collects the stronger they are. The object of the game will be for each team to attempt to gather all the flags from the other team (use two different color flags if available, one color for each team). Both teams line up near their flags. On your mark all the players run to the opposing team's side and attempt to grab one flag per player. If they are tagged by an opposing team member they become part of that team. If they succeed in grabbing one of the flags, they are safe and can return it to their side of the playing area without being tagged by the opposing team. Players may only be tagged while they are on the opposing team's side of the play area; once they cross the center line they are safe. The first team to gather all the oxygen (or tag all the members from the opposing team) wins. VARIATION: Each team only has one flag. Which team can capture the other team's flag first?

***Recess Review:** It's a good thing it is not this difficult for our bodies to gather the oxygen they need to keep us going! You all did a great job working with your team to reach your goal. Every time we are active like this and get our heart rates up and our lungs working quickly we make our body systems stronger and better able to keep our bodies performing at their best. Keep up the good work. Also, when we work our bodies like this we need to remember to refuel them with healthy food and water so we have good energy to keep going.

Water Break

Toss the Hoops: Divide the class into teams of 3-4 players each. All teams will line up behind a marked line on one side of the room. In front of each team you will need to set up stations of cones. About 5 feet away place one cone; 10 feet away place two cones (right next to each other); at 15 ft place three cones in a cluster; last at 20 ft place four cones in a cluster. Each team will get four hula hoops (you can do this with just one or two hoops each if that is all you have. At your signal, the first player in each team uses the first hula hoop to try and ring the first cone; each player will get 2 tries. If the first player succeeds in ringing the first cone, the second player will attempt to ring the second set of cones and so on. The cone sets must be mastered in the order they are set up. If you are using just one hula hoop per team you can remove the cones that have been mastered as the game progresses so it is easier to remember where each team is. Play continues until all sets have been mastered and all team members have had at least 2 chances to throw the hoop; once finished the team does 5 jumping jacks, runs to the last set of cones and sits down to wait for their classmates to finish. The game may be repeated several times. Variation: Add a time limit and see if all the teams can accomplish their goal before time runs out.

Chain Tag: Start a "normal" game of tag by chasing the children. You are "it". Each time you tag a child, he / she becomes part of the "it" chain by holding your hand. Together, you work and move and tag the other children in the class. Once tagged, participants join the chain by grabbing the hand of the person at the end of the chain. The objective of the game is to get everyone as a part of the chain. Following the first game, talk with the children about how it gets more and more difficult to move and tag others when more children are attached to the chain. The same thing happens to your lungs and heart when you smoke cigarettes. The smoke damages your lungs and heart, making it more and more difficult to do the things that keep us healthy. Repeat the game again.

***Recess Review:** Great job! So let me ask you class, which was easier: to run around by yourself trying to avoid the chain, or to be a part of the chain trying to tag others? Running alone was much easier – the same is true when we choose not to smoke, it is easier to move around and keep our bodies healthy! Smoking slows you down and damages your body. So let's all make choices that help our bodies and do not hurt them; ok? OK!

Water Break

Keep Away Meets Tag: Review/Repeat from last class

Cool Down (7 min): Bring out a few of the obstacle course items used at the beginning of class and create a small, simple course. Have the children go through the course using slow actions to help bring their heart rates down and get their breathing back to a normal pace. (Movements like walking, tip toeing, crawling, walking backwards, etc.) Lead the children through stretching all their major muscles, naming them each as you go.

Wrap-Up (1 min): Today was another great class friends! I am so proud of all of you for the choice you are making to come to class each week and all the stories I am hearing of healthy food choices and more activity in your daily routines; keep it up! We talked again today about our respiratory systems and how moving around and exercising makes them stronger so our lungs can get oxygen to our bodies. Next time I see you we will be learning about our digestive system and how it helps get all the nutrients out of the food we eat so our bodies can put them to use. Have a great weekend!

Fitness Fun Fact: Do you ever yawn when you get tired? Me too. Our bodies yawn when we need more oxygen. This happens a lot when we get tired and our body starts to slow down. We might not take as many breaths, which means we don't have enough oxygen. So our body makes us yawn to get more oxygen. What an amazing body we have!

Class 9 – The Digestive System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the digestive system
- Masking tape
- Plastic bowling pins or cones
- Several medium sized balls – like soccer balls
- Signs representing each food group (each sign should be at least the size of one sheet of paper)
- Food cards OR play food (make sure there are plenty of foods from each group)

Objective: Participants will gain knowledge of what the digestive system is and how it functions in the body. They will discover new words that label parts of the digestive system – like intestine. Physical participation in moderate to vigorous activities will also be included.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Welcome back friends! I'm excited to see you all today! We are going to talk about a system in our body known as the digestive system. Does anyone have an idea of what this system might be?(allow them to share their ideas and encourage any that are correct.) We often talk about how eating good food helps our bodies to function properly right? Well, we would not get all the vitamins, minerals, and good energy from our food if our digestive system was not working correctly. Our mouths, throat, stomach, and something called intestines, are all a part of our digestive system. We take food in through our mouth when we eat it. We chew it up and swallow – where does it go? That's right! It goes down our throat and into our stomachs. Chewing is the first step in breaking down our food. Not only do our teeth grind it up, but it mixes with our saliva (or spit) too which breaks it down more. Then it travels down our throats and into our stomachs where it is mixed with more liquids, the acids in our stomachs, and broken down even further. After this happens and it is mixed and mashed really well, it goes through our intestines – everyone say "intestines". Good job! Intestines are also in your belly behind your abs; where are those? Good! Intestines look a little like a long snake. You can see them here in this picture. (Show them on the chart you have printed from the instructor portal.) Do you know what happens when our food is in our intestines? All the good things from our food like energy, calcium, protein, and other vitamins get absorbed and used up to make our bodies strong and healthy! Isn't that incredible?? So our digestive systems are what take the good things out of the food we eat and help our bodies use it! You won't believe this, but our digestive systems work better when we MOVE! So let's get to our games for today!

Main Activities (25 min):

Raid the Pantry: You will need a large poster of the food pyramid / plate or signs representing each group. Use cones to create a large "pantry" covering one side of the room and spread food cards (or play food if you have it) all around the pantry. On the other side of the space create 3-6 teams of about 3-4 players each. Choose 2 children to be the guards of

the pantry and have them stand in the middle of the pantry space. You will keep the food pyramid poster (or individual signs) near you. Begin each round by engaging the children in an exercise (ie: jumping jacks, donkey kicks, running in place, pushups, sit ups, etc); all children should participate, even the guards. On the word "raid", one member of each group runs to the pantry and attempts to grab one food/food card. The guards try to tag the players before they take a food; if they are successful in tagging, they switch places and the tagged child becomes the new guard. If a team member does get a food/food card before being tagged they are safe and must bring it to your poster/food group signs and place it in the correct area before returning to their team. Repeat until there are 3 or 4 foods in each group. Encourage the class to work cooperatively to get the right number of foods in each group. Replace all the food/food cards and begin the activity again. Allow the children to choose their exercises this time. VARIATION: Add a time limit to make this more challenging.

***Recess Review:** Eating good food like those we used for the last game will help all the systems in our body work well together so that we feel good and can move freely. Have you ever eaten too much candy and then felt really sick after ward? I have and it's no fun. But I have also eaten a really healthy snack of fruits and felt great afterward with plenty of energy for the rest of my day! If eating one type of food makes you feel bad, chances are it is not good for your body. So stick to the foods you know will give your body what it needs; all those foods can be found on the food pyramid. Drinking lots of water is another good way to keep our bodies healthy. Let's take a water break now before our next game.

Water Break

Bowling Tag: Before class begins, use your masking tape to mark out several 4 ft square areas (can be smaller if you have a small space, and you will need 1 square for every 2-3 kids in class) on the floor in your playing area; these should all be somewhat close together with room on one end of the space for the "bowlers". Choose two or three (can be 4 or 5 if you have a large class) players to be the bowlers and have them stand opposite all the squares. All other players will take a place inside one of the squares (players can pair up if you have more children than squares.) Place one bowling pin or cone (set on its top) inside each square. Instruct the players in the squares to guard their pin/cone. They may move freely within their square, but may not have more than one foot outside of the square at one time. Bowlers should ready themselves with a ball and have several more on hand behind them. On your signal, the game begins and the bowlers try to knock down the pins/cones inside their opponents' squares. Once a pin/cone is knocked over, players in that square should sit down. When only two or three players (same number of bowlers) remain with their pin/cone upright the round is over and they are the new bowlers. Players in the squares should return balls to the bowlers by catching and rolling them. You can also help return balls to the bowlers to keep things moving. VARIATION: Have bowlers positioned on both sides of the room so there are balls coming at the players guarding their pins from both directions. Set a time limit to make the children scramble!

Ivan the Intestine: Divide the class into groups of 5 or 6 and tell the children that their group will be acting as Ivan the Intestine and must collect different foods (bean bags) to stay healthy. Bean bags should be spread out on the floor utilizing the entire playing area. The groups will form a chain by holding on to each other's shoulders so they look like a snake, or intestine. The first person in line is the mouth and is responsible for eating (collecting) the food (bean bags). Once the food has been eaten (collected) it is passed back to the end of the line for the last child to hold on to until 5 pieces of food, each of a different color, have been collected. The second piece of food is passed to the second to last player and so on until each group has collected 5 pieces. Once the group has 5 pieces of food they move on over to you and the first team to reach you is the winner. At the end of each round talk with the children about the colors of bean bags they collected and what foods they may represent. Have the children switch places in line so a new player is the mouth and repeat the game as many times as you like.

***Recess Review:** Great teamwork everyone! It is very important for our digestive system to get a variety of foods so that our bodies get different nutrients and run smoothly. What part of our digestive system takes the nutrients or the good stuff out of our food again? That's right; the intestines take all the good stuff out of our food so our bodies can use it to stay strong and healthy. Let's take a break for some water and then play another game!

Water Break

Gather the Oxygen: Review/Repeat from last class

Cool Down / Stretch (7 min): Play a few slow rounds of Follow the Leader; you may allow the children each to have a turn. Then see if they can tell you the names of all the muscles as you stretch them.

Wrap-Up (1 min): Great job class! What body system did we learn about today? Oh that's right, the digestive system. And what is the long snake like thing in your belly called that helps to absorb all the good nutrients out of your food? Good job! It's your intestines. Eating good food and being active each day will really help your whole body to feel well and stay healthy. Have a great day, drink lots of water, and add a veggie to your plate at dinner tonight! Bye!

Fitness Fun Fact: Astronauts cannot burp in space.

Class 10 – The Digestive System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the digestive system
- Plastic foods (or food cards) representing each of the five food groups
- 5 hula hoops
- Printed signs of the five food groups

Objective: Children participating in class will be engaged in a discussion about what foods will provide the most nutrients for their digestive systems to absorb and use for the benefit of their bodies. Moderate to vigorous activities will be provided for them to participate in as well.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Welcome back everyone! I'm so glad to see you all. Does anyone remember what body system we talked about the last time we were together? Yes, the digestive system. The digestive system has several parts. Our mouths, throats, stomachs, and do you remember what that really big word was that names the snake like things in our bellies? Intestines! Good job everyone. We talked about how our mouths and stomach work to mash up the food we eat and then our intestines absorb all the good things out of the food and use it to make our bodies strong and healthy. Eating a lot of different food is good for us, but eating many different fruits and vegetables is especially good for our digestive systems as they allow everything to move freely through our intestines with no pain. Who wants to share what their favorite vegetable is? Oh, those are good! My favorite is green beans. Other vegetables include carrots, broccoli, spinach, lettuce, beets, potatoes, squash, cauliflower, celery, and there are lots, lots more! (have as many examples of vegetables using play food or picture cards as possible) All vegetables are good for our bodies. Ask your parents if you can have some vegetables at every meal. Now let's talk about fruit. My favorite fruit is strawberries, what is yours? Those are really yummy! Some other fruits that are good are grapes, apples, peaches, pears, bananas, raisins, cherries, blueberries, and pineapple. There are many, many more fruits. (have as many examples of fruits using play food or picture cards as possible) Fruits are a sweet treat and a good choice instead of cookies or candy. Did anyone hear me say soda was a fruit or vegetable? No. That is because soda is not in either group and does not help our bodies. Chips, French fries, candy, and cookies are not helpful for our bodies either and can clog up our digestive systems and can cause us to have stomach aches. These types of foods are ok to eat sometimes, but they do not have many things in them that help our bodies, so we should only eat a little bit of them. Well who knows what it is time for now? That's right! It's time to get up and move. Like I have said before, exercising is very important for all our body systems. Let's move it!

Main Activities (25 min):

Food Pyramid Tag: Choose 5 players to be it. (There can be less if you are playing with a small group, in this case you will only use as many food groups as you have “its”) Each “it” will represent one food group from the food pyramid (ie: fruits, vegetables, meat, etc.). Use 5 hula hoops (one for each food group) spread out around the room to designate where the tagged “food” should go once named, label these using signs printed out before class (see ‘equipment needed for today’). When the game begins, the “its” must tag other players and give them a name of one food in their group. For example, the fruit “it” tags a player and calls him “apple”. The tagged player then runs to the designated hula hoop and waits for others to join him. The first “it” to capture 5 (or whatever number you are playing with) “foods” wins and those 5 players are the new “its” for the next round. This game will stretch the children’s minds to remember different names of foods. Variation: Do not allow names of food to be repeated in subsequent rounds – the new ‘its’ must come up with different names for their captured food.

***Recess Review:** Good job class! This game made us all think of several different foods from each food group. It is good for our bodies if we regularly eat different foods. Our bodies like variety; this way they get all the nutrients they need since each food provides different vitamins and minerals. Spice up your life by trying new foods and changing things up. Don’t always have an apple for lunch; try something new like a mango or kiwi. Eating a variety of foods from each food group will help us get the nutrients our body needs to stay healthy.

Water Break

Capture the Veggie: Using your laminated food cards (or plastic vegetables), have about 4 or 5 children at a time hold a card with a vegetable on it. Play the music and instruct the children to begin. Children without a card must catch a child holding a card; then they become the “veggie” and try not to get captured. Remind children to “catch” their friends gently by placing a hand on their shoulder. NO hitting or grabbing from our friends.

***Recess Review:** We want to capture the vegetables because they are good for us. When we eat them our bodies are nourished; they help keep us healthy! You should try to do this every day in real life, capture veggies and eat them for snack or at a meal.

Water Break

Red Light/Green Light: On the command “Green Light” everyone runs around the room, on the command “Red Light” everyone has to freeze! Add in “Yellow Light” and make everyone move very slowly! You can also add in different types of movements such as skipping, jumping, crab walk, etc. Practice this a few times. Now play the game with healthy / unhealthy choices. If the choice is healthy – it’s a green light. If the choice is unhealthy – it’s a red light. Green light examples include Dancing, swimming, riding bikes, walking dogs, tag, brushing teeth. Red light options include: smoking, McDonalds, hours of TV, all day video games. You can also play this with food choices.

Raid the Pantry: Review/Repeat from last class

Cool Down / Stretch (7 min): Play a few slow rounds of Follow the Leader; you may allow the children each to have a turn. Then see if they can tell you the names of all the muscles as you stretch them.

Wrap-Up (1 min): Today we learned more about our digestive systems and what types of foods are good for us. We talked about the many choices for fruits and vegetables that help keep our digestive system running smoothly. Try to add variety to your plates during each meal; it’s really fun to try new things. Drink lots of water, be active, and stay healthy! I’ll see you soon!

Fitness Fun Fact: Food stays in your stomach for about 3 hours.

Class 11 – The Immune System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the immune system
- Large stack of recycled paper – like old newspapers.
- Large recycle bin or paper bags
- Plastic vegetables (or vegetable food cards)
- Hula Hoops
- ***NOTE: You can use bean bags and balls in place of the stack of recycled paper and hula hoops in place of recycle bins for both the “Healthy Food Fight” and “Dodge the Bad Food”.

Objective: Participants will gain knowledge of their immune systems and how they function in the body. Participants will also be given the opportunity to engage in moderate to vigorous activity for at least 25 minutes.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Hello friends! Today we are talking about the system in our bodies known as the immune system. Can you all say immune system? Good! Our immune system is in charge of fighting off germs, viruses, bacteria and other bad things that get into our bodies. When we get germs from someone who is sick, our immune system works very hard to kill those germs before they make us sick. If we have taken care of our bodies our immune systems will be very strong and able to fight off most germs. But if we are not making healthy choices, our immune systems won't have enough power to fight off germs and we may get sick. What kinds of things have we talked about that help make our bodies strong? (Allow several children to answer; encourage the correct answers, help those that are incorrect turn their answers around to be more fitting.) Eating healthy foods, like fruits and vegetables, exercising, brushing our teeth, and washing our hands are all great ways to keep our bodies strong and help them fight off bad germs. Let's get to the exercising part right now as we play some fun games. Who is ready? Great!

Main Activities (25 min):

Healthy Food Fight: Divide the class into two equal teams and then mark a dividing line down the center of the playing area, one team on each side. Give each team half of your stack of recycled paper. The paper is going to be the “food” in this food fight. All players will start at the back of their side of the room. On your mark they must run to the stack of paper, make some food (by making a ball with one piece of paper) and then call out the name of a healthy food as they throw it to the other side of the room. After each throw, the player must run to wall and then back again to make another type of food. Encourage them to think of new foods. The round ends when you blow the whistle. At this point the team that has the most food on their side loses. Variation: Each round represents a different food group and players can only call out foods from that group. Anyone caught throwing without naming a food must run to the wall and back twice before throwing again. If / when you run out of paper in the stack, have the children make chopsticks

with their arms and use them to pick up and throw the food to the other side of the room still naming each food they throw but this time they don't have to run to the wall and back between throws.

***Recess Review:** That was fun! But what a mess we would have if that would have been real food!!! Good job thinking of different healthy food. Making healthy food choices is really important to keeping our bodies healthy. What else can we be doing to keep our bodies healthy? (Allow a few children to share their ideas; gently correct any that may be off topic and encourage correct answers; hopefully someone will mention exercise). Let's grab a drink of water, because water is important for our bodies too!

Water Break

Dodge the Bad Food!: Use the same set up as you did for the Healthy Food Fight. This time though opposing teams will be using the crumpled paper as "unhealthy" food and will try to tag their opponents; much like dodge ball. **STRESS THAT ALL "FOOD" SHOULD BE AIMED BELOW THE WAIST WHEN THROWING AT CLASSMATES.** You still have 2 teams; each team needs a recycle bin full of the crumpled paper from the last game. Tell the children that as they try to tag their opponents, they must yell out the name of an unhealthy food; a food they should avoid or only eat sometimes (ie: soda, candy bars, chips, cake, cookies, etc). If any child is hit by an opposing teams' "unhealthy" food they must fall down on their knees and continue to play the game from that position until a team mate saves them with a healthy food slap = a high five while calling out the name of a healthy food. At the end of 2 minutes the team with the most players standing wins. When you are finished, have the kids help you clean up by putting all the paper in the recycle bin or paper bags; tell them this is like saying goodbye to food that is not healthy or helpful for their bodies.

Protect Yourself: Place 5-6 hula hoops on the ground scattered around the playing area. Pick 1 or 2 players to be "it" depending on your class size. The players who are "it" are germs and they will be trying to attack their classmates to make them sick. All other players will do whatever they can to avoid being attacked by the germs. If needed they can use a hula hoop as a shield; to do this they must stand in the hoop, pull it up over their heads and yell out something they could do to protect themselves from germs (wash hands, cover their sneeze, eat fruits and vegetables, exercise, etc.). Upon doing this the germs must retreat and go after another player for that tag. If tagged, the player joins the germs in their pursuit. The game ends when the germs have succeeded in tagging all their classmates or when time is called. You can play as many rounds as the kids would like switching up who is "it" each time.

***Recess Review:** That was fun! Great job everyone. The army of our immune system needs our help to stay strong so it can fight off bad germs that make us sick. We can help by eating healthy food, going to bed when mommy and daddy tell us too, and washing our hands. Who is already choosing to do these things? Great work! Keep it up. Let's get a drink of water and then play some more games.

Water Break

Capture the Veggie: Review/Repeat from last class

Cool Down (7 min): Use a walking game here to help the kids cool down today. Have them try to balance a bean bag on their head (and/or other body parts) as they walk from one end of the room to the other and then back again. Set up cones and have them walk in and out of the cones with the bean bag. Lead the class through stretches of all major muscles; how many can they name on their own?

Wrap-Up (1 min): Friends I had a great time today! We learned about our immune systems and how they protect our bodies from bad germs. We also talked about how eating healthy food, washing our hands, and exercising can help our immune systems do their job even better. Remember it's always a good idea to drink water, make healthy food choices, and exercise! Have a great day everyone!

Fitness Fun Fact: Did you know that your snot and boogers are like a gate and they try to keep germs and dirt out of your lungs? It's true! Snot and boogers are part of our bodies' immune system. They try to stop germs from coming into the body in the first place! Yay for snot!!!

Class 12 – The Immune System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the immune system
- Flag Belts
- Hula Hoops

Objective: Participants will review what the immune system is and how it functions in the body. What to do to strengthen your immune system will be the focus of discussion. Children will participate in moderate to vigorous activities.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Welcome back everyone! Does anyone remember what our fun fact was last time we met? That's right! It was about how snot and boogers actually help keep bad germs out of our bodies. We are going to continue to talk about the system in our body that fights germs – who remembers what it is called? Right! The immune system. Everyone say that with me: "immune system". Good. And what does our immune system do? It fights germs! Our immune system works like an army to protect our body from germs; germs are bad guys. Snot, our skin, and even ear wax are like soldiers that keep bad guys out. We have more of these "soldiers" on the inside of our bodies that go to work when some of the bad germs make it inside; they are called white blood cells. We must keep our bodies healthy so our "army", or our immune system, can keep working well. What things can we do to keep our body healthy? Those are all great answers! Eating healthy foods like fruits and vegetables, washing our hands often, brushing our teeth, and exercising are all great ways to keep our body healthy. Let's exercise right now as we play some fun games! Remember exercise is not work – it's fun!!!! Let's go!

Main Activities (25 min):

Chariot Tag: "We are going to pretend we are members of your immune systems army. Your job is to capture the "bad germs" from the invaders, or your classmates. Whoever collects the most "bad germs" (flags) wins and they stay healthy." Divide the players into groups of three. Have everyone put on a flag belt with one flag on it. Explain that two players in each group will be horses and one will be the driver. The two horses should link arms. The driver then holds onto the horses by holding their belts (not their flags). Make sure each driver has his / her flag hanging down in the back so it is easy to grab by other players. All chariot teams must line up against the outsides of the playing area with their backs to the wall. On your word, everyone runs around (staying connected) while the horses in each team try to grab the flags of the other drivers. The goal is to collect as many flags as you can. Once your drivers tag is lost, keep playing! Try to grab other flags. Remember, only horses may grab flags and they may only grab the flags of other drivers, not other horses. Have the teams rotate who is driver after each round.

***Recess Review:** Great teamwork everyone. Was it difficult sometimes to get your whole team to move in the right direction? It's important in times like this to talk to your teammates so everyone is on the same page. This is what our bodies do. We will learn more about it next week, but our body systems all communicate through our brain and nervous system; kind of like a control center. It connects all our systems, body parts and so forth into one unit; our amazing bodies!!!! We have to keep them healthy so we can feel well, move freely and be healthy.

Water Break

Tag! You're Sick!: Choose 2 or 3 players to be germs and 2 or 3 players to be members of the immune system; the rest of the class will be wanderers. The germs should each wear 2 flag belts with flags while the immune system members should wear only one belt each with no flags attached; this way they are easily identified. When the game starts the germs will try to tag the wanderers. If tagged, the wanderers must call for help from members of the immune system by doing jumping jacks until they are rescued; the immune system members must tag their "sick" classmates and call out a germ fighting tactic before they can rejoin the game. The goal is for the germs to "infect" or catch as many wanderers as possible in 2 minutes. At the end of 2 minutes if there are more captured wanderers than free ones the germs prevail; but if the opposite is true the immune system will be declared the winner. Review germ fighting tactics with the class before play begins (ie: wash your hands, brush your teeth, eat healthy food, sleep, exercise, take vitamins, etc). Play as many rounds as time allows making sure to give each child a chance to play each part.

Red Light/Green Light: Everyone lines up at one end of the playing area. The goal is to make it to the other end of the playing area, and back to the starting line. On the command "Green Light" everyone can "go". On the command "Red Light" everyone has to freeze! Add in "Yellow Light" and make everyone move very slowly! You can also add in different types of movements such as skipping, jumping, crab walk, etc. Practice this a few times. Now play the game with healthy / unhealthy choices. If the choice is healthy – it's a green light. If the choice is unhealthy – it's a red light. Green light examples include Dancing, swimming, riding bikes, walking dogs, tag, brushing teeth. Red light options include: smoking, McDonalds, hours of TV, all day video games. You can also play this with food choices. Variation: Add an obstacle course in the middle of the playing area that players must make it through, and back to the starting line.

***Recess Review:** All the "green light" things we used during the last game are things that will help keep your immune system strong so it can fight off germs, viruses, and bacteria that can make you sick. Remember to take good care of your body each day to keep it working at it's best so that you can feel your best and perform your best. Drinking water is one very easy thing we can do to help our bodies; let's take a break now for a drink and then play one more game.

Water Break

Protect Yourself: Review/Repeat from last class

Cool Down (7 min): Use a walking game here to help the kids cool down today. Have them try to balance a bean bag on their head (and/or other body parts) as they walk from one end of the room to the other and then back again. Set up cones and have them walk in and out of the cones with the bean bag. Lead the class through stretches of all major muscles; how many can they name on their own?

Wrap-Up (1 min): Today we learned about the different soldiers that make up our immune system; who can name one of them? Great job! Snot, skin, ear wax, and white blood cells are all members of our immune systems army to fight off bad germs, viruses, and bacteria that try to harm our body. We also learned that making healthy food choices, exercising regularly, and drinking lots of water can help keep this army strong. I had fun playing with you all today! Make healthy food choices to keep you body healthy! Bye!

Fitness Fun Fact: Your ears make more wax when you are scared than they do when you are not.

Class 13 – The Nervous System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the nervous system
- Bucket or pail
- Bean bags (several of different colors and at least one for every child in class)
- Ribbon Wands (one for each child)

Objective: Participants will gain knowledge of what the central nervous system is and one way it functions in the body. Children will participate in several moderate to vigorous activities.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Hello friends! Today we are talking about the system in our bodies called the nervous system. Everyone say “nervous system”. Good. This does not mean the system that makes us nervous or scared. The nervous system is like the control center for our body. The brain, spinal cord, and nerves are all part of the nervous system. Does anyone know where their brain is? That’s right! Our brains are in our heads. Your brain is in charge of whatever your body does. It sends out signals to all parts of your body to make it breathe, to make your heart beat, and even to make you sleep. The spinal cord, which is in our backs, is like a big road or rail road track that the brain uses to send messages to other parts of the body. The spinal cord is the main road and smaller nerves connect to it and travel to all places in our bodies. (point out all of these parts on the chart as you are talking so the kids can follow what you are explaining) When we think in our heads, “I want to run”, our brain sends a signal to our legs and feet to tell them to start running. If we see something we want, our brain sends a message to tell our hand to reach out and grab it. Some of these messages get sent out because we think about them. Other messages get sent by our brains whether we tell it to send a message or not. Our brain makes sure our heart beats and our lungs breathe in air without us having to think about it! It is good to stay healthy to keep our nervous system working at its best. Eating healthy food can help our brains work better. Exercising makes all our body systems strong. So what should we do now? Great idea! Let’s get up and move around as we exercise our bodies!

Main Activities (25 min):

Color Guard: Choose one child to be the guard (you could be it for the first round or two). Place all the bean bags in the bucket and put the bucket in the middle of the playing area. The guard stands next to the bucket with their eyes closed while all other players take one bean bag from the bucket and then move a few steps away. Once all players are holding a bean bag the guard opens her / his eyes and shouts out a color. All players holding that color must now try to get their bean bag back in the bucket without being tagged by the guard. Players may toss or throw their bean bags, but any bag landing outside the bucket must be picked up by the thrower. Anyone who gets tagged or whose bag is caught by the guard must do 10 jumping jacks and then sit down until the round is over. The last remaining player will be the guard for

the next round. VARIATIONS: Have the guard call out 'rainbow' as their color; this means all players must attempt to get their bags back in the bucket without being caught. Have 2 players work together as guards. Allow players holding colors that were not called out to assist the guard in catching their friends by interfering with their escape in some way.

Wild Animals: Place identical pictures of animals in 2 boxes or piles; or hand out stickers. Divide the group into 2 teams. (If you choose not to use pictures or stickers, you can just tell the children the name of an animal making sure they have a match from the other team) Set up cones in a large circle near the center of your playing space. Each person takes a picture/sticker and then walks and "talks" like their animal until they find their match. Once their match is found, they race around the cones together one time and then sit in the middle circle. When all have completed this –repeat!

***Recess Review:** Animals have different bodies than we do, and so they move in different ways. You all did a great job acting like these different types of animals and getting your body to move as theirs do! It can be so much fun to act like something else! How did your body know you wanted to move the way your animal moves? That's right! Your brain sent messages to your muscles! Our bodies are so amazing!

Water Break

Tag! You're Sick!: Review/Repeat from last class

***Recess Review:** It is very important to do our best to keep our bodies healthy so that all our body systems function at their best ability. Practicing the habits you were using in the tag game to protect yourself everyday will help keep your body healthy and working well. Eating healthy food, drinking lots of water, getting exercise each day and washing your hands often are 4 of the best ways to stay well. Let's get a drink of water now before our last game.

Water Break

Chariot Tag: Review/Repeat from last class

Cool Down / Stretch (7 min): Give the children some streamer wands and put on music with a slow rhythm; encourage the children to move around slowly with their wands to cool down their bodies. Have the children lead you through stretches of all major muscles, naming them each as you go.

Wrap-Up (1 min): What body system did we learn about today? That's right; the nervous system. Who can remember what the three main components of the nervous system are? Good job; the brain, spinal cord, and nerves. The nervous system is the control center of our bodies and sends messages all over our body; some that we are not even aware of like making our heart beat. Just like all body systems, the nervous system functions best when we feed our bodies well and get plenty of exercise. I had a great time with you all today. Enjoy the rest of your day, drink plenty of water and add a vegetable to your plate at dinner tonight!

Fitness Fun Fact: Your funny bone is not a bone at all; it's a nerve just below your elbow.

Class 14 – The Nervous System

Materials needed for today:

- Obstacle course equipment
- Music
- Chart of the nervous system
- Bucket or pail
- Bean Bags (several of different colors and at least one for every child in class)
- 1 package PAPER plates (plastic or Styrofoam won't work as well)
- Hula Hoops
- Masking tape
- Food Group signs (see Bean Bag Pyramid Toss)

Objective: Participants will review the basic parts of the central nervous system. A discussion will be held about how nerves can send signals back to the brain. Interactive demonstrations will be a part of this discussion. Children will engage in moderate to vigorous activities.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Class, today we are talking about the nervous system again. Do any of you remember what parts of our body are in the nervous system? Good! The nervous system is made up of our brain, which is in our head, our spinal cord that runs down our back, and lots of nerves that run all over inside our body. Last time I shared with you how our brain can send messages to the nerves in our bodies to make them do things. We can ask it to send a message to make us run or walk, or reach for something; it also makes our hearts beat and our lungs breathe without being told – our brains just make that happen all by themselves! Well do you know what else our nervous systems can do? It can send messages to the brain to tell it what is happening. Try this: poke your arm with your finger. Did you feel it when you poked yourself? Of course you did! The nerves in your arm sent a message to your brain that said “something poked your arm”! That’s right. The brain can send messages to the nerves, and the nerves send messages right back to the brain! Isn’t that amazing? There are nerves in your stomach that tell your brain when you are hungry and nerves are what let your brain know you need to go to the bathroom. Do you ever feel like you just can’t sit still and you want to get up and move? Me too! When that happens, the nerves in your body are telling your brain that you need to get up and exercise! I’m feeling like moving right now, how about you? Let’s get up and have some fun! Come on!

Main Activities (25 min):

Don't Be Nervous: Each player will need his/her own hula hoop. Instruct the class to place their hoops on the ground and stand inside them. Select one person to be “it” and give him/her a message about living a healthy life style (ie: eat lots of green vegetables; fruits make a great dessert; go for a family walk, etc). Demonstrate for the class how they can move about the room while staying in their hoop by lightly tapping the edges of it with their feet. All players must move this way. On your mark the player that is “it” must try to bump into as many other players as he can in 1 minute and give

each player the message you gave him by whispering it in their ear. After receiving the message they should continue to move around the room by tapping their hoop. The goal is for the “it” player to reach all his classmates and give them the message. After 1 minute yell “freeze” and ask all the players who have the message to raise their hand and yell it out – how many of them got the right message?

***Recess Review:** Class you did a great job passing messages to your friends and then remembering what they were! This is how our nerves send messages throughout our bodies; they bump into each other and pass it along to our brain. Our nervous system can pass messages much faster than we can; in fact it happens so fast we are not even aware of what is going on.

Water Break

Bean Bag Pyramid Toss: On the ground in the center of your play area, arrange 6 hula hoops in the shape of a pyramid; leave plenty of space between the hoops so the pyramid is large, you will need 2 pyramids total (you can make more if you have a large class). Put one food group sign in each hoop (you may include food cards to help the children identify each group more readily); the 6th hoop, placed at the top, should be labeled “Exercise”. Divide the class into 2 teams (more if you are using more pyramids) and ask them to line up single file so they are facing the “base” of the pyramid; use masking tape to make a line on the floor, each child must stay behind this line during their turn. Each team will need a stash of bean bags. Call out the name of a food group and then say “GO”, the first child in line picks up 1 bean bag and tries to throw it in the hoop containing that food group. He/she proceeds to the end of the line and child #2 follows suit. After 30 seconds blow the whistle to signal everyone to stop; the team with the most bean bags in their target wins. Repeat for each group/hoop. VARIATION: Have the teams move to the end of the line in different ways (ie: skipping, hopping, etc).

***Recess Review:** Knowing which foods are helpful and healthy for our body is the first step in making good choices. It is good to review the food pyramid often to remind us how to fill our plates. It also reminds us to get plenty of exercise each day. Have you all been trying to be more active each day? Great! This will help your body get stronger and feel better; keep making healthy choices everyone! Another easy way to help our bodies is to drink lots of **water**; drinking lots of water specifically is very helpful for our bodies to clear out any bad stuff, keep our digestive system working smoothly, and keep our bodies hydrated. Let’s all take a big drink of water right now.

Water Break

Sliding Tag: Give each child 2 paper plates and instruct them to put one under each foot. Choose one player (or yourself) to be it. This game is just like classic tag, only the children must slide around the room on their paper plates. Have all the children practice this as you demonstrate before starting the game to be sure they all understand how to do it. Then on your signal the classic game of run and chase begins! The last one to be tagged is it for the next round.

Color Guard: Review / Repeat from last class

Cool Down / Stretch (7 min): Use your paper plates to cool down today. Have the children put the plates under their feet again and turn on some slow paced classical music. Encourage the children to slide around with the music, be sure to do this with them as an example.

Wrap-Up (1 min): Today we spent some more time talking about our nervous system; we even played some fun games that helped us see how it works. Our bodies truly are amazing. Have a great day everyone and I’ll see you back here soon to review all that we have learned so far. Bye!

Fitness Fun Fact: Your brain receives 1 million messages from nerves in your body each second!

Class 15 – The Amazing Me!

Materials needed for today:

- Obstacle course equipment
- Music
- Balloons (about 10)
- Piece of yarn about 10 ft. long (or cones – see ‘Foot Volleyball’)
- 2 chairs (optional)
- Cones
- Small slips of paper with the name of one of the 7 body systems on each piece
- Masking tape or carpet squares
- Hula Hoops (one for each child)

Objective: Today participants will get a review of all the systems we have talked about. A general theme of how amazing our bodies are and how important it is to care for them properly will dominate the conversation. Children will engage in several moderate to vigorous activities to aid in the goal of reaching 60 minutes a day.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Welcome to our last week together class. I am sad our time is ending, but I am so proud of all the work you have done to learn about how to take care of your bodies! We have learned about many systems in our bodies’ that all work together to let us do the things we like to do. Can anyone remember the names of any of the systems we talked about, or what those systems do? (Allow time here for the children to tell you as much as they can remember. Encourage them and prompt them when necessary to help jog their memories. Be sure to briefly review each system: Skeletal = all our bones, gives our body structure, holds us up; muscular = makes us move, review a few names of major muscles; circulatory = heart pumps blood with oxygen in it to all our muscles so they can work better; respiratory = lungs get oxygen to our heart so it can pass it along; digestive (stomach and intestines) = takes all the good stuff out of our food so our bodies can use it; immune = bodies defense system, like an army that protects us from germs and other bad things; nervous (brain and nerves) = control center, sends and receives messages from our senses. If possible have the charts for each system hanging around the room to refer to.) We have learned so much about our amazing bodies!!! One thing that is good for all these systems is for us to move!!! So let’s get to it and play some fun games!

Main Activities (25 min):

Foot Volleyball: You will need some sort of “net” for this game that is only about one foot off the ground. A piece of yarn tied to the legs of two chairs would work, or you could just use a line of cones. Divide the class into two teams, one team on each side of your “net”. A balloon will be your ball for this game. All players must take a ‘crab’ position (bellies in the air on their hands and feet). Determine which team will go first. Have one player from that team launch the balloon into the air for a teammate to kick across the net. Each team may kick the balloon as many times as necessary to get it back

to the other side, but if they let it touch the ground, the opposing team earns a point. The first team to reach 15 points wins. **VARIATION:** Add more balloons one at a time for a challenge; how many can they keep afloat? You could also split the class into 4 teams and have two games going at the same time.

Lights, Camera, Tag!: Divide the class into 2 equal teams. The teams separate onto opposite sides of the playing space. Set out cones on each side of the room to mark each team's home base (each home base should be equal distance from the center of the room). Choose a team to go first and let them pick one slip of paper without looking at the names. This team now has 1 minute to talk to each other and plan how they will act out (without speaking) the body system listed on the paper. The acting team comes to the middle of the room and as they act it out the opposing team has 30 seconds to try and guess what they are; if/when they guess correctly the acting team must all run back to their home base before any members are tagged by the guessing team. If any member is tagged roles are reversed and the other team gets to pick a card to act out. If all members of the acting team make it to their base without being tagged, they get to draw another card and act again. (Each team may only perform 2 times in a row, at this point acting automatically passes to the other team even if no players have been tagged).

***Recess Review:** Great job acting out your body systems! You all have really been paying attention and understand the basics of these systems; I'm so proud of you! Knowing how and why our bodies do what they do is helpful when we think about what we should and should not put into them. When we know that healthy foods like fruits and vegetables make our body work well we are more likely to eat them so we feel good and can do all the fun things we like to do, right? Right! And we also know that moving around and exercising is good for all our body systems so let's keep moving!!

Water Break

Musical Body: Find a way to give each player a designated spot on the floor and be sure to spread them out around the entire playing area (you could use masking tape to make Xs on the floor, carpet squares, etc.) Have all the children stand on their spot. At your signal (and when the music begins) they will begin to move around the room in some creative way (called out by you; ie "Ready, set, crawl!" or "Ready, set, walk fast!") When the music stops, children run back to their original spot as you call out the name of a body part; they must put that body part on their spot. (Example: Everyone has returned to their spaces and you call out "shoulder" or "deltoid", all children must bend down to put their shoulder on their spot) This is a great way to review the names of body parts, bones, and / or muscles. Keep the game going with new movements and new body parts for as long as they are having fun.

Variations: Have the children tell you what muscle or body part they are working the most for each creative movement you call out. For example, if you have them hopping around the room, they are using the muscles of their legs: calf muscles, quadriceps, and hamstrings; pick one of these muscles to have them put on their X. If you have them doing a bear crawl they might say they are using their arms: biceps, triceps and deltoids; choose one of these for the X.

***Recess Review:** You all have done a fantastic job remembering your body parts and the names of your muscles! Exercising our bodies and learning how to take care of them is so much fun! Thanks for coming on this journey with me over the last few weeks. We have one more game to play today before we cool off; you ready? Great; let's get to it!

Water Break

Don't Be Nervous: Review/Repeat from last class

Cool Down / Stretch (7 min): Keep up the theme of reviewing names of muscles and bones by using a game of Head, Shoulders, Knees, and Toes to cool down today. Make it fun and use the names of muscles and or bones as you sing the song and see if the kids can keep up with pointing to the right place. Then have the class lead you through stretching all the major muscles; can they remember them all?

Wrap-Up (1 min): Class, I am so proud of the work you have done today and throughout this session. Don't forget all the important things we have learned about caring for your body and each system. When taken care of the systems will work together to keep you strong and healthy, not to mention feeling great! Have a great day and I'll see you back here soon for our last class.

Fitness Fun Fact: Did you know that the right side of your brain controls the left side of your body? And the Left side of your brain controls the right side of your body!

Class 16 – The Amazing Me!

Materials needed for today:

- Obstacle course equipment
- Music
- Other materials will vary depending on what your class decides

Objective: Participants will engage in review of healthy activities for their amazing bodies. Fun will also be a theme today to reinforce that keeping our bodies healthy can and should be fun.

Warm Up & Stretch (7 min) – Welcome everyone back and make sure they have their name tags. Allow those arriving early to start the obstacle course as the rest of the children enter class. Play Follow the Leader through the obstacle course (create before class). Jump out and allow children to take turns being the leader. Add challenges to keep the obstacle entertaining. Instruct children to pay close attention and to freeze at the sound of the whistle. Once frozen – call out a new challenge for obstacle. Challenges include: slow motion, speed racer, walking like a bear, turn around and go the opposite direction, slow motion again, etc. End by having the children follow you into a circle for stretches and circle time. Stretch all major muscles groups, reviewing the names of the muscles as you go. **Review class rules.**

Water Break (allow children to bring their water bottles to the circle for education)

Mini-Education: (5 min): Today is our last time together friends. Thank you so much for coming each week and learning about our amazing bodies with me! Our amazing bodies can move and twist and bend and do so much! There are many ways we can make our amazing bodies stronger and more healthy; who can remember some of the things we can do? (Allow time for the children to share their ideas and what they remember, then chime in what they may have forgotten to mention such as: drinking water, eating fruits and vegetables and other healthy foods, playing and moving with friends, brushing our teeth, washing our hands, and going to bed on time.) Great job everyone! These are all things we can do to keep our amazing bodies healthy and working the right way. I have some really fun games for us to play since this is our last time together – who is ready? Alright! Let's have some fun and move our amazing bodies!

Main Activities (25 min): Today is a free day! Pull out all the stops; let the class decide what their favorite games were and play as many as you can. Be sure as you play that the overall theme is fun and review of what we have been teaching throughout this session. HAVE FUN!

Cool Down / Stretch (7 min): Keep up the theme of reviewing names of muscles and bones by using a game of Head, Shoulders, Knees, and Toes to cool down today. Make it fun and use the names of muscles and or bones as you sing the song and see if the kids can keep up with pointing to the right place. Then have the class lead you through stretching all the major muscles; can they remember them all?

Wrap-Up (1 min): Friends, I'm sad this is the end! Did you all enjoy Recess? Great! I hope you can come back for our next session. Remember to take care of your bodies – you only get one so you want to treat it well. Eat healthy, drink lots of water, exercise, and have fun! It's that simple. I had a great time getting to know all of you and learning with you. Bye friends!

Fitness Fun Fact: The most common eye color is brown. What color are your eyes?