

Instructor Guide

It's All About Kinesthetics



TULSA HEALTH
Department
School Health Program

It's All About Kinesthetics

It's All About Kinesthetics (IAAK) is a 12 week after school program for 3rd-5th grade students. The IAAK virtual after school program aligns with the CDC's Whole School, Whole Community, Whole Child (WSCC) model. The three WSCC component areas include Health Education, Physical Education and Physical Activity, and Family Engagement.

Health Education

Students will be introduced to a body system: circulatory, nervous, muscular, skeletal, respiratory, and digestive. Students will learn how the body system functions, what parts belong to the body system and the importance of the body system for overall health.

Physical Education & Physical Activity

Functional fitness skills will be introduced to students. Students will learn the difference between a warm-up and cool down. They will practice skill work such as curl-ups, push-ups, or squats, and participate in a workout of the day incorporating skill work.

Family Engagement

The IAAK Activity Book will be a tool for students to use to monitor their fitness behaviors. Take home activities will encourage students and their families to practice functional fitness skills together. Each week students will share their take home activity experiences with the IAAK group in an effort to encourage communication about healthy lifestyle habits and provide peer support in the group. By the end of IAAK students will be able to create their own functional fitness workout.

Objectives:

- Students will identify ways to incorporate physical activity into their life.
- Students will recognize body systems and their functions.
- Students will form healthy lifestyle habits.
- Students will demonstrate a variety of functional fitness skills.

Materials:

- Instructor provided by the school.
- Space for 25 students to move for exercises and games (preferably a gym).
- Internet Access
- Audio Visual Equipment to see and hear videos via YouTube.
- Speaker for music
- Clock for keeping time during warm-ups and workouts.
- Student IAAK Activity Book
- Equipment Pack

Instructor Overview:

- Each week has a full lesson plan included in the packet.
- YouTube video links are included to supplement some of the teaching.
- Activities can be done as a group using the YouTube videos.
- Some of the videos explain the activity and will be led by the instructor.
- All equipment needed for IAAK will be provided by THD School Health program.
- Each student will be assigned an equipment pack. The equipment pack will be stored at the school and remain with instructor for future use.
 - Equipment Pack
 - Resistance Bands
 - Water Bottle
 - Bag
 - Name Tag
 - Jump Rope
- Each student will receive a take home IAAK Activity Book.
 - The IAAK Activity Book includes:
 - Weekly Physical Activity Logs
 - Weekly Workout Logs
 - Weekly Body System Worksheets
 - Definitions
 - Word Searches
 - Labeling Activities
 - Review Worksheets

Program Daily Outline:

- Reflective Activity 5 Minutes
- Warm-up 10 Minutes
- Health Lesson 8 Minutes
- Skill Work/Game 10 Minutes
- Workout 10-15 Minutes
- Cooldown 10 Minutes

THD School Health would love to have pictures from the programming throughout the 12 weeks. Tag us on social media @THDSchoolHealth

It's All About Kinesthetics Virtual After School Program

Week 1

- Introduction & Pre-assessment
- Warm-Up Game
- Physical Assessment
- Work Out of the Day
- Cool Down

Week 2

- Reflection Activity
- Warm-Up Game
- Circulatory System Lesson
- Skill Work
- Work Out of the Day
- Cool Down

Week 3

- Reflection Activity
- Warm-Up Game
- Nervous System Lesson
- Skill Work
- Work Out of the Day
- Cool Down Exercise

Week 4

- Reflection Activity
- Warm-Up Exercise
- Circulatory & Nervous System Review
- Skill Work
- Work Out of the Day
- Cool Down Exercise

Week 5

- Reflection Activity
- Warm-Up Game
- Muscular System Lesson
- Game
- Work Out of the Day
- Cool Down Exercise

Week 6

- Reflection Activity
- Warm-Up Exercise
- Skeletal System Lesson
- Game
- Work Out of the Day
- Cool Down Exercise

Week 7

- Reflection Activity
- Warm-Up Game
- Muscular & Skeletal System Review
- Work Out of the Day
- Cool Down Exercise

Week 8

- Reflection Activity
- Warm-Up Exercise
- Respiratory System Lesson
- Game
- Work Out of the Day
- Cool Down Exercise

Week 9

- Reflection Activity
- Warm-Up Game
- Digestive System Lesson
- Game
- Work Out of the Day
- Cool Down Exercise

Week 10

- Reflection Activity
- Warm-Up Game
- Respiratory & Digestive System Review
- Work Out of the Day
- Cool Down Exercise

Week 11

- Reflection Activity
- Warm-Up Game
- Review Body Systems
- Review Game
- Game
- Work Out of the Day
- Cool Down Exercise

Week 12

- Post-assessment
- Warm-Up Game
- Physical Assessment
- Work Out of the Day
- Closing Remarks & Puzzle Activity

Week 1

Intro & Pre-assessments

Objectives:

- Students will complete IAAK Pre-assessment.
- Students will perform dynamic exercise skills.
- Students will learn the structure of the IAAK program.

Activities:

- IAAK Pre-assessment
- Warm-Up: Dynamic Dice
- FitnessGram Testing
- Workout of the Week: TABATA
- Conclusion and Cool Down

Equipment:

- IAAK Pre-assessment – https://thd.sjc1.qualtrics.com/jfe/form/SV_8Cj8LlA8gDcmZxA
- Take home Activity Book
- Time Clock
- Music
- Projector/Video/Audio Visual
- Workout equipment packets
- Sit and Reach tool
- Curl-up mats (3)
- Yoga mats (3)
- Pacers test beep test audio
- Foam Dice (6)

Activity 1: IAAK Pre-assessment - [Link](#)

- Using the IAAK Pre-assessment link have each student complete the assessment.

Activity 2: Warm-Up

- Why is a warm-up important before exercising?
 - A warm-up helps our body prepare itself for exercise and reduces the chance of an injury. This will loosen joints and increase blood flow to the muscles.

Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will roll die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 20 Bootie Kicks
 - 2 = 20 High Knees
 - 3 = 20 Opposite Hand Opposite Foot.
 - 4 = 20 Lunge
 - 5 = 20 Jumping Jacks
 - 6 = 20 Arm Circles (10 Forward and 10 backward)

Activity 3: FitnessGram Testing

- Set-up 4 stations
 - Station 1 Sit-up
 - Station 2 Push-up
 - Station 3 Sit and Reach
 - Station 4 Pacer Test
- Split Students up into groups of 3 or 4 for FitnessGram Testing

Activity 4: Optional Workout of the Week: TABATA

- Set-up 4 Stations (Students can work through FitnessGram Stations and Workout Stations.
- TABATA: 30 second of work and 30 second of rest/rotate. Set-up in stations
- 3 rounds **12 minutes**
 - Banded Pull a-part
 - Side to Side Jumps over a jump rope
 - Inchworms
 - Medicine Ball Around the Body

Conclusion and Cool Down: Optional student-led

- Why is a cool down important after exercising?
 - A cool down is an easy exercise, done after a more intense exercise, to allow the body to gradually transition to a resting or near-resting state. Your heart rate and breathing return toward resting gradually rather than abruptly.
- 1 Minute jog around gym
- Stretch as a group (student-led)

IAAK Pre-assessment

1. Our circulatory system pumps blood to what part of our body?
 - a. Brain
 - b. Heart
 - c. Liver
 - d. All parts of our body.**
2. The nervous system sends signals to and from the _____ to tell our bodies to do something.
 - a. Heart
 - b. Brain**
 - c. Lungs
 - d. Stomach
3. What system helps different parts of our body communicate?
 - a. Respiratory
 - b. Digestive
 - c. Nervous**
 - d. Muscular
4. How many muscles do we have in our muscular system?
 - a. 700**
 - b. 100
 - c. 50
 - d. 300
5. How many bones do we have in our skeletal system?
 - a. 300
 - b. 206**
 - c. 100
 - d. 150
6. The skull and rib cage are part of what body system?
 - a. Muscular
 - b. Skeletal**
 - c. Digestive
 - d. Nervous
7. Which of the following is in the air we breathe?
 - a. Oxygen**
 - b. Nitrogen
 - c. Carbon Dioxide
 - d. Air
8. What is the muscle is around our lungs that helps us breathe?
 - a. Diaphragm**
 - b. Triceps
 - c. Rib Cage
 - d. Deltoid
9. The digestive system starts in what part of the body?
 - a. Stomach
 - b. Mouth**
 - c. Esophagus
 - d. Liver
10. What helps breakdown the chemicals in your food and makes it easier to swallow food?
 - a. Tongue
 - b. Saliva**
 - c. Teeth
 - d. Spinal Cord

Week 2

Circulatory System

Objectives:

- Students perform dynamic exercise skills.
- Students will learn the importance of the circulatory system and ways to keep the heart healthy.
- Students will learn proper push-up techniques and modifications.

Activities:

- Reflection Activity
- Warm-Up: Dynamic Dice
- Circulatory System Lesson
- Skill Work: Push-up Wave
- Workout of the Week: EMOM
- Cool Down and Conclusion

Equipment:

- Music Speaker
- Projector/Video/Audio Visual
- Clock
- Yoga Mat
- Foam Dice (6)

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.

Activity 2: Warm Up Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will role die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 20 Bootie Kicks
 - 2 = 10 Sit-Ups
 - 3 = 20 Opposite Hand Opposite Foot.
 - 4 = 20 Lunge
 - 5 = 10 Air Squats
 - 6 = 20 Arm Circles (10 forward and 10 backward)

Activity 3: Circulatory System Lesson

The **Circulatory System** is the system that moves blood throughout our bodies.

The Circulatory System helps to carry nutrients and oxygen throughout the body.

The Circulatory System is made up of many different parts. Let's go over some!

The **HEART** helps to pump, or push, blood to different parts of our bodies.

The heart is made up of **CARDIAC** muscle.

ARTERIES carry blood away from our heart.

VEINS carry blood to our heart.

VALVES are found in veins. They prevent blood from flowing back in the wrong direction.

CAPPILARRIES link the arteries and veins together.

Our hearts have a left **VENTRICLE** and a right **VENTRICLE**. The right ventricle is in charge of pumping blood to our lungs so the blood can receive oxygen or be oxygenated. The left ventricle is in charge of pumping blood that is full of oxygen throughout our bodies and into our muscles. Both the left and right ventricle are found at the bottom of the heart.

The **AORTA** is the main artery in our bodies where oxygen rich blood flows through. The **AORTA** passes over the left ventricle.

The **PULMONARY** artery passes over the right ventricle of our heart. The **PULMONARY** artery is in charge of carrying blood to the lungs where the blood is then oxygenated.

The upper left and upper right sides of our heart are collectively called the **ATRIA**.

Activity 4: Skill Work Push-Up Wave

Set Up:

- Have students get into a circle.
- Students need to be close enough to tap the person next to them on the shoulder.
- Have students get in plank position.

Directions:

- When the instructor says to start, students will start doing mountain climbers.
- The instructor will tap on student on the shoulder. The student will stop doing mountain climbers and do a push-up.
- Once the student has completed their push-up, they will tap the person to the right of them and begin doing mountain climbers again.
- The student that was tapped will stop doing mountain climbers and do a push-up. Once the student has completed their push-up, they will tap the person to the right of them and begin doing mountain climbers again.
- The goal is to do a push-up wave around the circle quickly.
- The instructor will keep time to see if the students can get faster each time.

Activity 5: Workout of the Week: Every Minute on the Minute (EMOM)

Before Workout: Ask students to feel their heart (pulse). Is their heart pumping slow or fast?

After Workout: Ask students to feel their heart (pulse) again. Is their heart pumping slow or fast? Discussion over circulatory system

EMOM for 5 minutes

- 4 Push-ups
- 4 Medicine Ball Jumping Squats (Working our circulatory system)

EMOM for 5 minutes

- 6 Flutter Kicks
- 10 Second Elbow Plank

Conclusion and Cool Down:

- Why is a cool down important after exercising?
 - A cool down is an easy exercise, done after a more intense exercise, to allow the body to gradually transition to a resting or near-resting state. Your heart rate and breathing return toward resting gradually rather than abruptly.
- 2 Minute jog around gym
- Stretch as a group (student-led)

Week 3

Nervous System

Objectives:

- Students perform dynamic exercise skills.
- Students will learn about the nervous system and how exercise benefits the nervous system.
- Students will learn proper jump rope techniques.

Activities:

- Reflection Activity
- Warm-Up: Animal Race
- Nervous system lesson
- Skill Work: Jump Rope
- Workout of the Week: AMRAP
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Weighted Medicine Ball
- Jump Rope
- Resistance Bands

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page to Circulatory System word search.

SOLUTION

Week 2 - Circulatory System

C . V E N T R I C L E .
A R T E R I E S
R H E A R T . V
D A T R I A O R T A . E
I . P U L M O N A R Y I
A V A L V E S N
C
C A P I L L A R I E S .

Word directions and start points are formatted: (Direction, X, Y)

AORTA (E,6,4)

ARTERIES (E,1,2)

ATRIA (E,2,4)

CAPILLARIES (E,1,8)

CARDIAC (S,1,1)

HEART (E,6,3)

PULMONARY (E,3,5)

VALVES (E,2,6)

VEIN (S,12,3)

VENTRICLE (E,3,1)

Activity 2: Warm-Up ANIMAL RACE

2 Rounds

- 10m Bear Crawl — crawl with only hands and feet touching the ground
- 10m Bunny Hops — hop with feet and knees together in small “bunny hops”
- 10m Kangaroo Broad Jumps — jump for distance, like a kangaroo, land in a quarter squat
- 10m Crab Walk — crawl with only hands and feet touching the ground, belly up
- 30-second cone to cone race — students try to see how many times they can run from cone to cone in 30 seconds

Activity 3: Nervous System

The **NERVOUS SYSTEM** is a system in our body that helps different parts of our body communicate. It helps send signals to and from our **BRAIN** that tells our body to do something. For example, if we do a jumping jack, our **NERVOUS SYSTEM** is helping our brain tell our body exactly what and how it needs to move.

NERVES help in letting our body and brain communicate.

MOTOR NERVES are what allow our brain to tell our body to move. These nerves play a big role whenever we participate in a physical activity. Without **MOTOR NERVES** our brain would not be able to tell our muscles to contract and expand. This means we would have a very hard time running, playing basketball, riding a bike, or moving at all.

SENSORY NERVES aid in telling our brain what is happening or going on in our everyday life. These nerves are in charge of allowing us to feel/touch, see, hear, taste, and smell. Without **SENSORY NERVES** we would have no idea what apples taste like, how grass feels, or even what our friend’s laughter sounds like.

Within our nervous system, there are two main sets of nerves **AUTONOMIC** and **SOMATIC**.

The **SPINAL CORD** is like a highway for our brain and nerves to communicate. It starts at the bottom of our skull and runs all the way down our back. It helps to aid our brain in **RECEIVING** information, **INTERPRETING** information, and **RESPONDING** to information.

Our **AUTONOMIC** nerves work without us having to tell them to. We don’t even realize that they are working. They tell our hearts to beat, our lungs to breathe, and they tell some of our other systems to work. Can you imagine having to remind your body to breathe? Or reminding your stomach to digest the carrots you just ate?

Our **SOMATIC** nerves work when we tell them to. They are what’s working when we tell our legs to run fast.

Activity 4: Skill Work - Jump Rope

- Student will need a jump rope out.
- Video will demonstrate how to properly set-up jump rope.
- Demonstrate the proper technique of jumping rope with students.
- Have students start by working on mastering unbroken jump ropes in 30 seconds.
- Once they have mastered unbroken jump ropes in 30 seconds, have them increase by 30 second increments. Continue to increase by 30 seconds for each level they master.

Activity 5: Workout of the Week: As Many Rounds as Possible (AMRAP)

AMRAP - 10 minutes

- 20 Resistance Band Good Mornings
- 10 Medicine Ball Twist (Working both sides of our brain)
- 10 Jump Ropes
- Repeat activities for 10 minutes

Conclusion and Cool Down:

- Cool down video is optional, or students can lead the cool down.
- 3 Minute jog around gym
- Stretch as a group (student-led)

Week 4

Circulatory and Nervous System Review

Objectives:

- Students perform dynamic exercise skills.
- Students will review the circulatory and nervous system.
- Students will work collaboratively to create a workout and perform the workout based on their knowledge of exercises from previous weeks.

Activities:

- Reflection Activity
- Warm-Up: Dynamic Dice
- Review circulatory and nervous systems review
- Skill Work: Catapult (sit-up)
- Build Your Own Workout
- Workout of the Week
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Jump Ropes
- Dodge Balls (game)
- Hula Hoops (game)
- Thin Pins (game)
- Build Your Own Workout Poster
- Foam Dice (6)

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Nervous System word search.

SOLUTION

Week 3 - Nervous System

N	I	N	T	E	R	P	R	E	T	S	.
E	.	.	S	O	M	A	T	I	C	.	M
R	.	.	S	E	N	S	O	R	Y	.	O
V	S	P	I	N	A	L	C	O	R	D	T
E	.	R	E	C	E	I	V	E	S	.	O
S	.	A	U	T	O	N	O	M	I	C	R
.	.	.	.	B	R	A	I	N	.	.	.
R	E	S	P	O	N	D	S	.	.	.	.

Word directions and start points are formatted: (Direction, X, Y)

AUTONOMIC (E,3,6)
BRAIN (E,5,7)
INTERPRETS (E,2,1)
MOTOR (S,12,2)

NERVES (S,1,1)
RECEIVES (E,3,5)
RESPONDS (E,1,8)
SENSORY (E,4,3)

SOMATIC (E,4,2)
SPINAL CORD (E,2,4)

Activity 2: Warm-Up Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will role die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 3 Burpees
 - 2 = 10 Glute Bridges
 - 3 = 20 Opposite Hand Opposite Foot.
 - 4 = 20 Jumping Jacks
 - 5 = 10 Superman
 - 6 = 20 Arm Circles (Forward and backward)

Activity 3: Review Circulatory and Nervous system Circulatory System

The **Circulatory System** is the system that moves blood throughout our bodies. The Circulatory System helps to carry nutrients and oxygen throughout the body. The Circulatory System is made up of many different parts. Let's go over some! The **HEART** helps to pump, or push, blood to different parts of our bodies. The heart is made up of **CARDIAC** muscle.

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Our hearts have a left **VENTRICLE** and a right **VENTRICLE**. The right ventricle is in charge of pumping blood to our lungs so the blood can receive oxygen or be oxygenated. The left ventricle is in charge of pumping blood that is full of oxygen throughout our bodies and into our muscles. Both the left and right ventricle are found at the bottom of the heart.

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Nervous System

The **NERVOUS SYSTEM** is a system in our body that helps different parts of our body communicate. It helps send signals to and from our **BRAIN** that tells our body to do something. For example, if we do a jumping jack, our **NERVOUS SYSTEM** is helping our brain tell our body exactly what and how it needs to move.

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Our **SOMATIC** nerves work when we tell them to. They are what's working when we tell our legs to run fast.

Activity 4: Skill Work: Sit-ups Catapult Game

Set Up:

- Split the gym with 10 cones down the half court line.
- 14 pins set up on each baseline
- 2 mats behind the cones on each side
- Dodge balls can be tossed on each side.

Directions:

- Teams have two jobs – Catapults and Runners.
- Each team will have 6 Catapults (students on the mat) and the rest of the team are Runners.
- The Runners' job is to retrieve dodge balls and give them to the Catapults – they cannot guard the pins.
- Once Catapults get a ball, they do a sit-up and then throw the ball to knock over the other teams' pins.
- Catapults switch every 2 minutes to allow for correct form and rest time.
- Once Catapults switch, they then become Runners.
- The first team to knock down all 14 pins is the winner.

Variations:

- Catapults can throw and hit moving targets, the Runners, anywhere shoulders and below.
- If hit the Runner goes off to the side and performs 5 of an exercise of their choice (jumping jacks, push-ups, knee highs, lunges, etc.) Then rejoins the game.
- If a Runner catches the ball thrown from the Catapult, the Catapult goes to the side and performs 5 of an exercise of their choice (jumping jacks, push-ups, knee highs, lunges, etc.) Then rejoins the game.

Activity 5: Build Your Own Workout

- Split students into groups of 4 or 5.
- Give 10 minutes to create a workout as a group.
- Making sure they choose exercises that increase their heart rate for circulatory system and movements that activate both sides of the brain for the nervous system.
- Reference posters for this activity and markers with materials provided.
- Use printed posters provided.

Activity 6: Workout of the Week

- Students will do their groups work out they designed.
- Use Build Your Own Workout posters for students to write their workout so everyone in the group can see as they do their own workout.
- Set a 10-minute clock, student should be done with their workout in 10 minutes.

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 4 Minute jog around gym
- Stretch as a group (student-led)

Week 5

Muscular System

Objectives:

- Students perform dynamic exercise skills.
- Students will learn about the muscular system and what exercises help the muscular system.
- Students will work together to build a muscular system.

Activities:

- Reflection Activity
- Warm-Up: Baseball
- Muscular System Lesson
- Game- Muscle Relay
- Workout of the Week: EMOM
- Conclusion and Cool Down

Equipment:

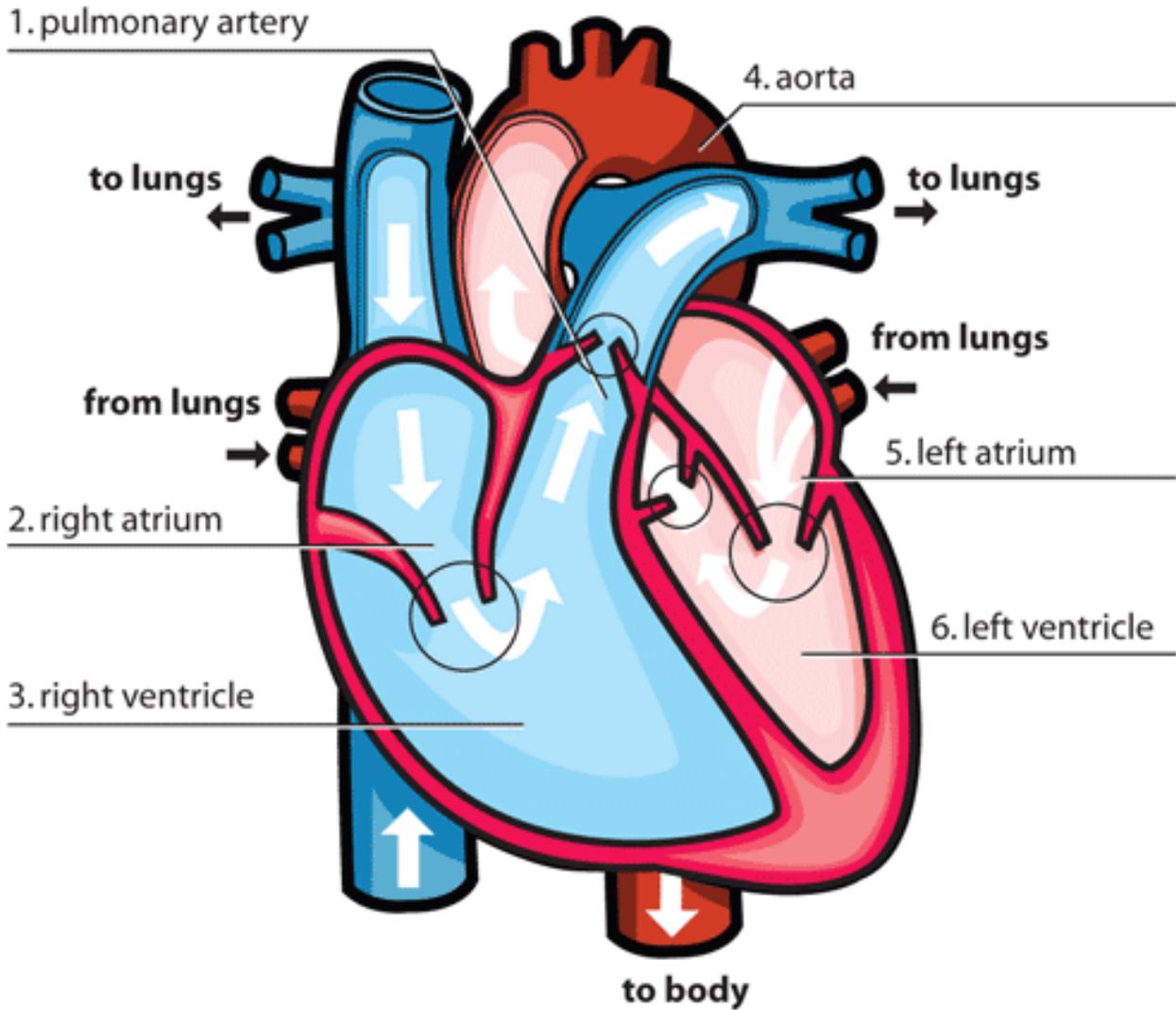
- Projector/Video/Audio Visual
- Music Speaker
- Muscular System Poster
- Muscular System Poly Spots x2
- Clock
- Cone/Poly Spot

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Circulatory and Nervous Systems.

HOW THE BODY WORKS

The Heart Solution



WORD BANK

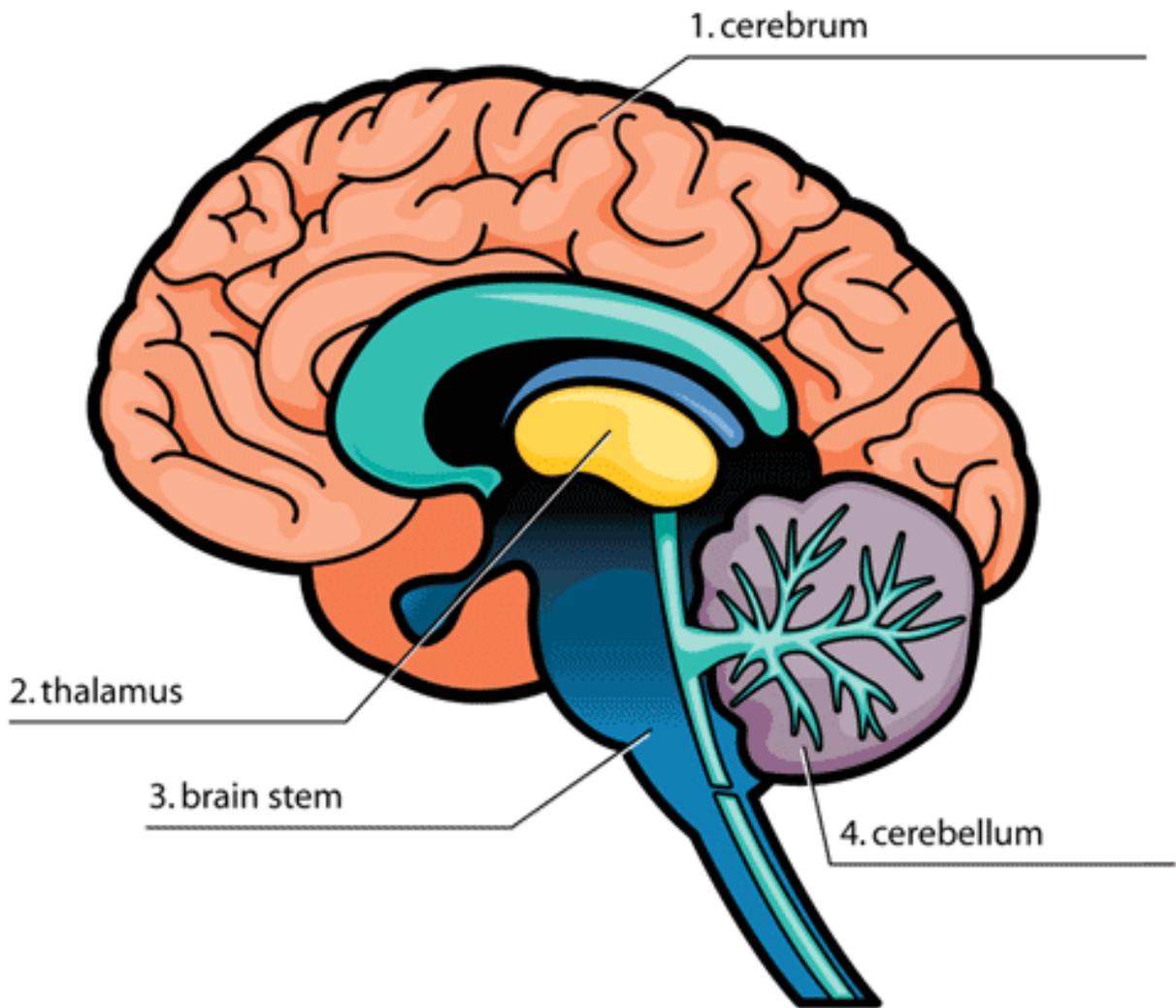
left ventricle
right ventricle

right atrium
left atrium

pulmonary artery
aorta

HOW THE BODY WORKS

The Brain Solution



WORD BANK

brain stem

cerebellum

thalamus

cerebrum

Activity 2: Warm-Up BASEBALL

- Set up four cones around the room to serve as the “bases.”
- Students will perform 1 burpee to get a “hit” and then run to first base, second, third, and back home to score a run.
- At each base, students must perform 3-5 reps of whichever movement you designate to be there.
- As an example, first base could be squats, second could be push-ups, and third could be mountain climbers.
- Once a student has cleared first base, the next in line may begin. Their goal is to get as high a score as possible! (5 minutes is usually plenty of time)

Activity 3: Muscular System Lesson

The **MUSCULAR SYSTEM** is found in all **VERTEBRATES**. **VERTEBRATES** are any animal with a spinal cord and yes, that includes us, too.

The **MUSCULAR SYSTEM** helps in allowing our body to move. It also aids in digestion and the circulation of blood through our body. There are three different types of muscles that can be found in our muscular system: skeletal muscles, smooth muscles, and cardiac muscles.

SKELETAL muscles are also called **VOLUNTARY** muscles. These are muscles that we move when we want to or when we tell them to. For example, when you flex your muscles in your arm, you are telling them to flex. **SKELETAL** muscles are attached to a bone by connective tissue called **TENDONS**.

SMOOTH muscles are not under voluntary control. This means that these muscles can move without us telling them to, or are involuntary. They can be found in our internal organs, including our stomach! Smooth muscles are what helps our stomachs to digest food. When the **SMOOTH** muscles that line the inside of our stomachs start to move food through, they **CONTRACT** and **RELAX**. We can think of this like flexing and relaxing our arm muscle, except we don't have to tell the **SMOOTH** muscles to do this because they do it all on their own.

CARDIAC muscle tissue is what makes up your heart. The **CARDIAC** muscle tissue is what is responsible for making your heartbeat, or pump. This is another muscle that we do not have to tell to work or is “involuntary”. Can you imagine if we had to remind our hearts to keep beating? Even though we cannot control this muscle, we can still keep it in shape and make it stronger. We can do this by participating in an activity that is **AEROBIC**. **AEROBIC** means “with oxygen”. Exercises such as running, walking, and swimming make us breathe faster which makes our heart work faster. These kinds of exercises can make our hearts stronger and healthier.

Activity 4: Muscle Relay

Objectives:

- Students will work together to build the muscular system using the puzzle pieces while reinforcing the parts of the muscular system.

Materials:

- Muscular system poly spots and poster
- Cones

Set Up:

- Place muscular puzzle pieces at one end of the playing area on either side of the muscular system poster.
- Place starting cones for each team at opposite end of muscle pieces.
- Divide students into 2 teams.

Directions:

- On “GO” the first student from each team will run down and grab a muscle piece from their pile and bring it back to the team. Upon returning the next student will go.
- Once all pieces have been collected start the relay again, however this time in reverse order.
- On “GO” the first student in line will now take one piece of the puzzle to the poster and place it on the correct area. Upon returning back to their team, the next player will take the second piece and continue.
- Game is over when the entire muscular system has all its pieces.

Variations:

- Once the student gets to the other side, before they grab their piece, have the students perform a physical activity.
- Students can grab a muscular piece and place on poster without bringing the muscle piece back to team.

Activity 5: Workout of the Week: Every minute on the minute (EMOM)

EMOM for 10 minutes

- 3 Medicine Ball Sit-Ups
- 5 Squats
- 5 Banded Pull a-part w/ resistance bands

Try and complete every movement and rep in under 1 minute.

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 4 Minute jog around gym
- Stretch as a group (student-led)

Week 6

Skeletal System

Objectives:

- Students perform dynamic exercise skills.
- Students will learn about the skeletal system and why the skeletal system is important.
- Students will work on their teamwork skills by building their own skeletons.

Activities:

- Reflection Activity
- Warm-Up: Dynamic Dice
- Skeletal System Lesson
- Game-Bones Relay
- Workout of the Week: Rounds
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Clock
- Set of Dome Cones
- Skeletal System Poly Spots x2
- Foam Dice (6)

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Muscular System word search.

SOLUTION

Week 5 - Muscular System

.	A	E	R	O	B	I	C	.	.	.	C
.	.	M	U	S	C	U	L	A	R	R	A
C	O	N	T	R	A	C	T	.	.	E	R
.	.	.	.	S	M	O	O	T	H	L	D
.	.	T	E	N	D	O	N	.	.	A	I
S	K	E	L	E	T	A	L	.	.	X	A
.	V	O	L	U	N	T	A	R	Y	.	C
V	E	R	T	E	B	R	A	T	E	S	.

Word directions and start points are formatted: (Direction, X, Y)

AEROBIC (E,2,1)
CARDIAC (S,12,1)
CONTRACT (E,1,3)
MUSCULAR (E,3,2)

RELAX (S,11,2)
SKELETAL (E,1,6)
SMOOTH (E,5,4)
TENDON (E,3,5)

VERTEBRATES (E,1,8)
VOLUNTARY (E,2,7)

Activity 2: Warm-Up Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will role die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 10 Air Squats
 - 2 = 20 Lunge
 - 3 = 20 Mountain Climbers
 - 4 = 10 Bicycle Crunch
 - 5 = 15 Jumping Jacks
 - 6 = 20 Arm Circles (Forward and backward)

Activity 3: Skeletal System

All of the **BONES** that are in the human **BODY** make up the Skeletal System, or what we usually just call the **SKELETON**.

Without our skeletal system, we would not be able to play, move, or even stand upright. We would just be a pile of mush without it.

There are 206 **BONES** that make up our skeleton, or **SKELETAL SYSTEM**. I know, that seems like a LOT. Some of these bones are in charge of protecting important parts of our bodies, like our organs. Some of these bones are very tiny, but they are all necessary for our bodies to be able to move like they do. The **BONES** in our body are considered a **CONNECTIVE TISSUE**.

One very important part of our **SKELETAL SYSTEM** is called the **VERTEBRAL COLUMN**. We can think of it like the tree trunk for our bodies. It helps in holding us up and protecting our spinal cord. Our limbs, such as our arms, are connected to our **VERTEBRAL COLUMN**.

Another important part of our **SKELETAL SYSTEM** are our **JOINTS**. Our **JOINTS** are where two of our bones meet. **JOINTS** are also responsible for movement of certain part of our bodies. Some places where **JOINTS** are found in our bodies are our elbows, shoulders, and hips. Without these joints we wouldn't be able to bend, run, or jump. It would make playing and exercising very hard or even impossible.

Within our **JOINTS** there is another kind of **CONNECTIVE TISSUE** called **CARTILAGE**. It helps to cushion our joints and bones so they do not rub against each other. We can think of this as a padding for our bones. **CARTILAGE** is made up of mostly water, so it is very important for our **SKELETAL SYSTEM** for us to stay hydrated. That means drinking plenty of water each day.

Two other very important **CONNECTIVE TISSUES** within our **SKELETAL SYSTEM** are our **LIGAMENTS** and our **TENDONS**. **LIGAMENTS** help in attaching bone to bone. Some places in our body where **LIGAMENTS** are found are in our hands and feet. **TENDONS** are similar to **LIGAMENTS**, but **TENDONS** attach bone to muscle or even muscles to our eyeballs.

Another important part of the **SKELETAL SYSTEM** that we cannot forget is our **JAW**. Our upper **JAW** is firmly attached in place and does not move. Our lower **JAW** has the ability to move and it helps us in talking and chewing our favorites fruits and vegetables.

Activity 4: Bones Relay

Set Up:

- Divide students into teams.
- Place poly spot skeletal bones in a randomized stack at other end of playing area.

Directions:

- On “Go” the first person on each team will run down and grab one bone from the stack and bring the bone back to the team.
- The next person will then run and grab another bone. Continue until all bones are gone.
- Teams will then work together to put together their skeleton.

Activity 5: Workout of the Week: Rounds

4 Rounds: 40 seconds each movement 20 second rotation. Rest 1 minutes between each round.

- X-band Walks w/ resistance bands
- Medicine Ball Thruster
- Jump Rope
- Reverse Lunge
- Rest 1 Minute
- Repeat x4

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 5 Minute jog around gym
- Stretch as a group (student-led)

Week 7

Muscular and Skeletal Review

Objectives:

- Students perform dynamic exercise skills.
- Students will review the muscular and skeletal system.
- Students will learn proper techniques for holding plank.
- Students will work collaboratively in groups to build a workout and perform a workout together.

Activities:

- Reflection Activity
- Warm-Up
- Muscular and Skeletal System Review
- Build Your Own Workout
- Workout of the Week
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Clock
- Build Your Own Workout Poster

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Skeletal System word search.

SOLUTION

Week 6 - Skeletal System

.	.	.	.	.	.	.	.	J	.	.	.
.	.	B	O	D	Y	.	.	A	.	.	.
S	K	E	L	E	T	O	N	W	.	.	.
.	.	.	.	J	O	I	N	T	S	.	.
T	E	N	D	O	N	S	.	.	.	.	.
.	.	L	I	G	A	M	E	N	T	S	.
C	A	R	T	I	L	A	G	E	.	.	.
.	B	O	N	E	S	.	.	.	.	.	.

Word directions and start points are formatted: (Direction, X, Y)

BODY (E,3,2)

BONES (E,2,8)

CARTILAGE (E,1,7)

JAW (S,9,1)

JOINTS (E,5,4)

LIGAMENTS (E,3,6)

SKELETON (E,1,3)

TENDONS (E,1,5)

Activity 2: Warm-Up PLANK WARS

- Students form a circle facing each other in the top of the plank position.
- The goal of the game is to stay in the plank the longest.
- There are two ways to get “out.” Dropping from the plank (any body part other than hands and feet touch the ground) or getting scored on.
- Instructor introduces a ball to the circle and students start rolling it back and forth between each other in the circle. If the med ball touches the chest, then that athlete has been scored on and is out.
- After a couple of students get “out,” have them form their own circle and begin another round of the game. To make it more difficult, add more balls to the circle.

Activity 3: Muscular and Skeletal System Review

The **MUSCULAR SYSTEM** is found in all **VERTEBRATES**. **VERTEBRATES** are any animal with a spinal cord and yes, that includes us, too.

The **MUSCULAR SYSTEM** helps in allowing our body to move. It also aids in digestion and the circulation of blood through our body. There are three different types of muscles that can be found in our muscular system: skeletal muscles, smooth muscles, and cardiac muscles.

SKELETAL muscles are also called **VOLUNTARY** muscles. These are muscles that we move when we want to or when we tell them to. For example, when you flex your muscles in your arm, you are telling them to flex. **SKELETAL** muscles are attached to a bone by connective tissue called **TENDONS**.

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Skeletal System

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Activity 4: Build Your Own Workout

- Split students into groups of 4 or 5.
- Give 10 minutes to create a workout as a group.
- Making sure they choose exercises that increase their heart rate for circulatory system and movements that activate both sides of the brain for the nervous system.
- Student must use the Build Your Own Workout worksheet
- Use printed posters provided.

Activity 5: Workout of the Week

- Student perform their group's work-out they designed.
- Use Build Your Own Workout posters for each group, this allows student to see as they do their own workout.
- Set a 10-minute clock, student should be done with their workout in 10 minutes.

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 5 Minute jog around gym
- Stretch as a group (student-led)

Week 8

Respiratory Lesson

Objectives:

- Students perform dynamic exercise skills.
- Students will learn about the respiratory system and why it is important.
- Students will work on their teambuilding skills to build a respiratory system.

Activities:

- Reflection Activity
- Warm-Up: Dynamic Dice
- Respiratory System Lesson
- Game- \$10 to the Respiratory System
- Workout of the Week: TABATA
- Conclusion and Cool Down

Equipment:

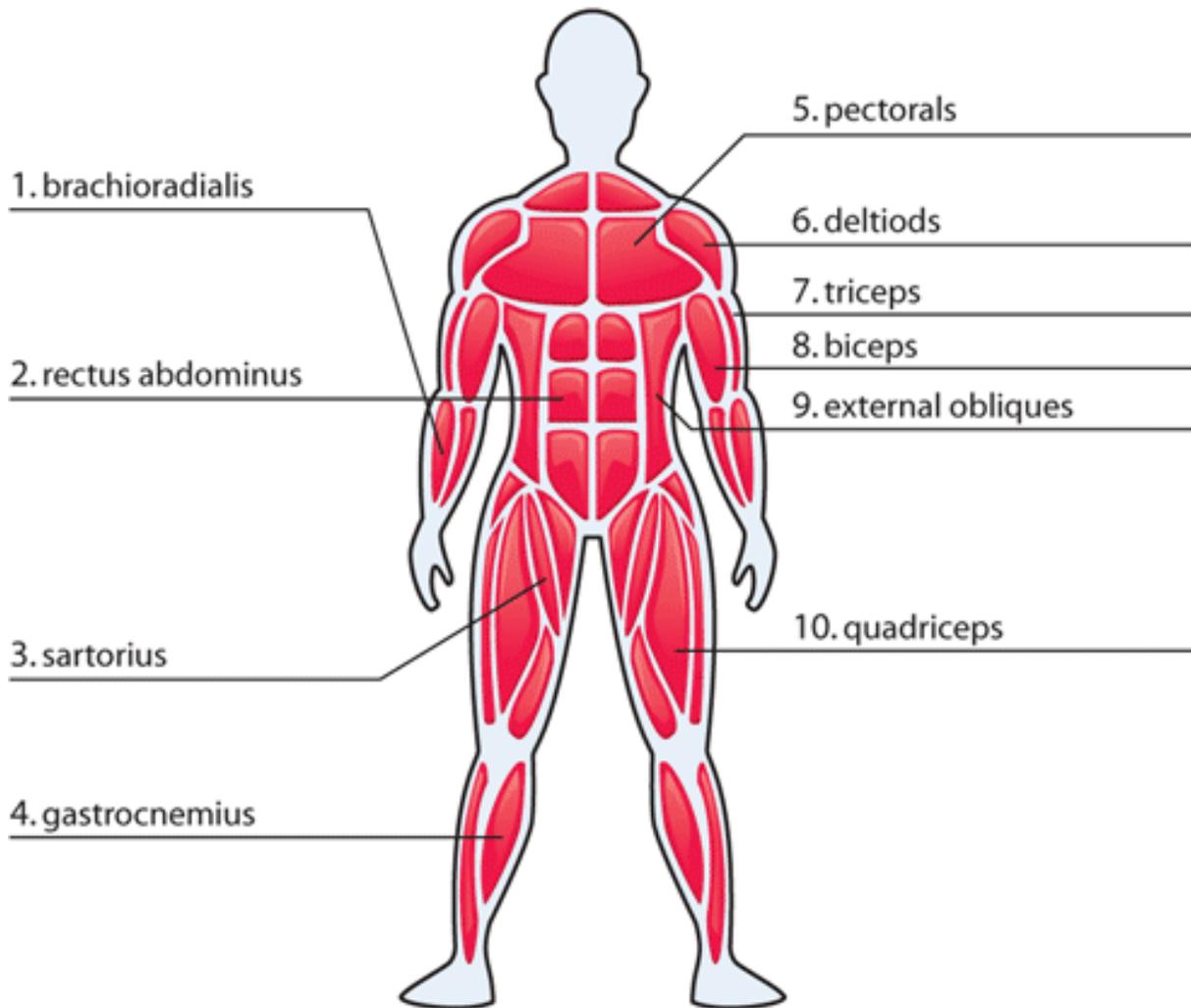
- Projector/Video/Audio Visual
- Music Speaker
- Clock
- 6 Cones
- Foam Dice (6)
- 4 Jump Ropes
- 2 Agility Ladders
- 4 Sets of the Respiratory System
- 4 Frisbees (for money)
- Popsicle sticks
- 1 Set Vaping Cards

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Muscular and Skeletal System worksheets.

HOW THE BODY WORKS

The Muscles Solution

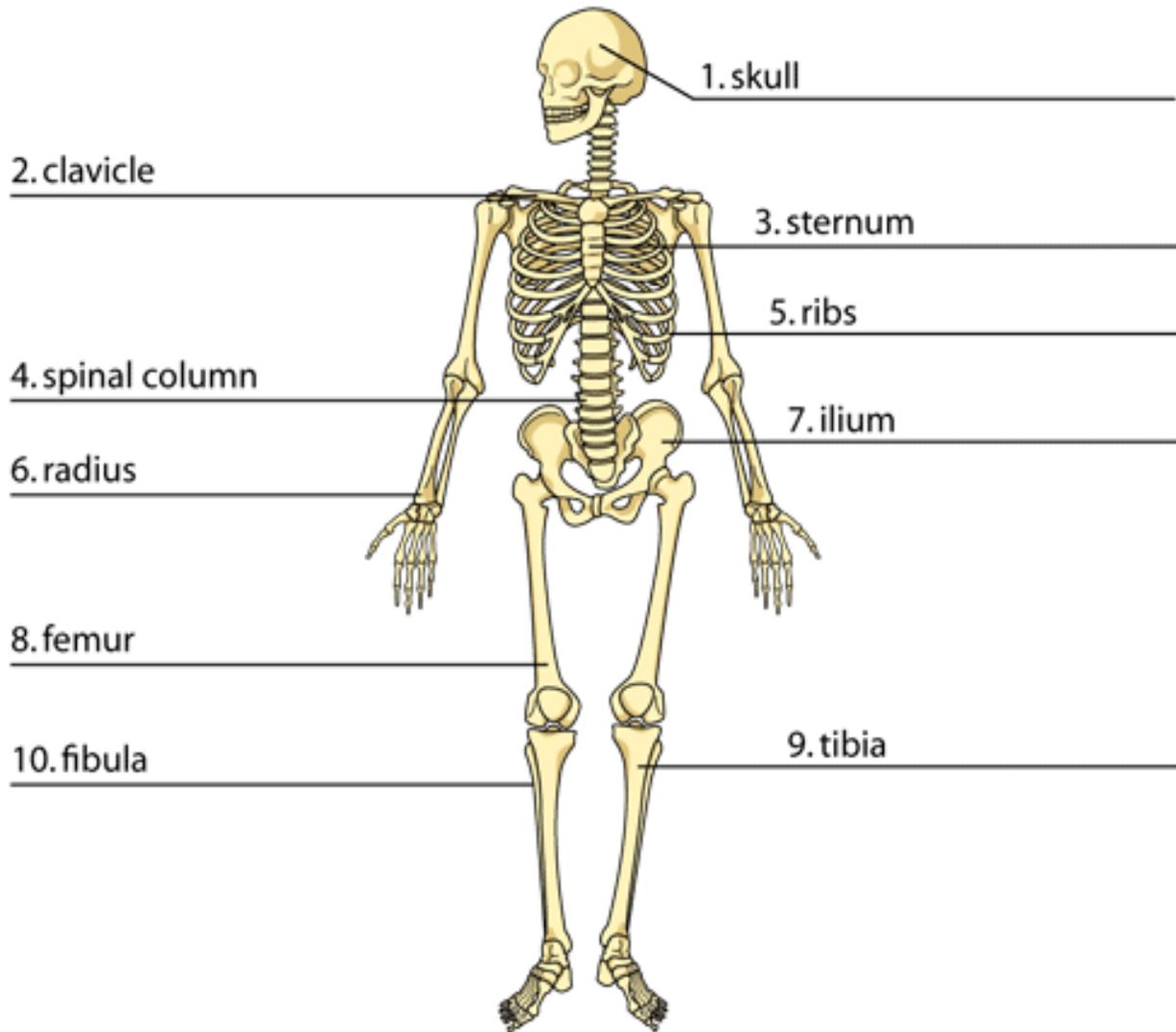


WORD BANK

sartorius	brachioradialis	biceps	quadriceps
rectus abdominus	pectorals	external obliques	gastrocnemius
deltoids	triceps		

HOW THE BODY WORKS

Skeleton Solution



WORD BANK

tibia
ribs
skull

ilium
clavicle
femur

radius
spinal column

fibula
sternum

Activity 2: Warm-Up Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will role die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 5 Push-ups
 - 2 = Wall sit 30 seconds
 - 3 = 20 Opposite Hand Opposite Foot
 - 4 = 20 Jumps over a jump rope
 - 5 = 10 Sit-ups
 - 6 = 20 Arm Circles (forward and backward)

Activity 3: Respiratory System

The **RESPIRATORY SYSTEM** is our body's way of **BREATHING**. We breathe in **OXYGEN** and we breathe out **CARBON DIOXIDE**.

Our **RESPIRATORY SYSTEM** has many different parts. One part of our **RESPIRATORY SYSTEM** is even visible on the outside of our body... our **NOSE**. When **BREATHING** we use our **NOSE** to draw air in through our **NARES**. Our **NARES** warm the air that we breathe in. There are also tiny hairs lining our **NARES** and they help to filter our tiny particles, like dust, so we do not breathe it into our lungs. Can you imagine playing football and breathing in dirt, grass particles, or even small bugs? Eww! The **NOSE** and **NARES** are classified as the upper part of our **AIRWAY**.

After we take a breath through our **NOSE** and as it passes through our **NARES**, it then goes passed our **THROAT** (Pharynx), our **VOICEBOX** (Larynx) and into our breathing passage called the **TRACHEA** (Windpipe). The **THROAT**, **VOICEBOX**, and **TRACHEA** are classified as our lower **AIRWAYS**. The **TRACHE** is like the road that the air follows into our **LUNGS**.

When the air that we breathe in reaches our **LUNGS**, oxygen from that clean air is taken into our bloodstream to be carried throughout our body. When we breathe out after taking a breath in, we are sending out excess gas that our body does not want to use. This gas we breathe out is called **CARBON DIOXIDE**. Our **BROCHUS** is a large airway that leads into our lungs. From there we have smaller branches leading off that are called **BRONCHIOLES**. At the end of the **BRONCHIOLES** are even smaller air sacks and these are called **ALVEOLI**.

When we are participating in physical activity, we may notice that our breathing starts to get faster. This is our bodies way of getting oxygen to our lungs to be dispersed and getting rid of the excess carbon dioxide. So, let's put our respiratory system to good use and get to moving with some fun physical activities.

Activity 4: \$10 to the Respiratory System

Objectives:

- Students will learn how tobacco and vaping affects their respiratory system.
- Students will perform exercises to increase their heart rate and breathing.

Materials:

- 6 Cones
- 5 Dice
- 4 Jump Ropes
- 2 Agility Ladders
- 4 Sets of the Respiratory System
- 4 Frisbees (for money)
- Popsicle sticks
- 1 Set Vaping Cards

Set Up:

- Place 5 cones around the baseline of the gym with an exercise to perform.
- Set up each exercise station in the middle to of the gym.
- Set up start position for 5 teams with a Frisbee and a set of the respiratory system.

Directions:

- Each team will need to designate one Banker.
- When the instructor says go, the first student in line will roll the dice to see which station to start at. For example, if the student rolls a 3, then they will go to station 3.
- After the first student rolls and leaves for their station, the next student will roll.
- When a student gets to their station, they will read what exercise needs to be completed.
- The student will then go perform the exercise at the station.
- Once the student has completed the exercise, they can go visit the bank. Students must say, "Can I please have a \$1 for completing the NAME OF THE STATION?"
- The bank will give the student \$1 to put into their Frisbee.
- When a team has \$5 in their Frisbee, the Banker takes it to the bank to purchase one piece of the respiratory system.
- The first team to complete their respiratory system wins

\$10 to the Respiratory System Diagram



Jump Rope



Agility Ladder



Tobacco & Vaping Cards



Burpees



S
T
A
R
T

Jumping Jacks



Run 2 Lap



Activity 5: Workout of the Week: TABATA

TABATA 30 seconds work 30 second rest (6 minutes) rotate movements

- Lunges
- Medicine ball floor press
- Pike push-up

TABATA 30 second work 30 second rest (6 minutes) rotate movements

- Jump ropes
- Banded pull a-part
- Medicine ball sit-up

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 5 Minute jog around gym
- Stretch as a group (student-led)

Week 9

Digestive System

Objectives:

- Students perform dynamic exercise skills.
- Students will learn about the digestive system.
- Students will learn about basic nutrition.
- Students will work on their team building skills.

Activities:

- Reflection Activity
- Warm-Up: Rock, Paper, Scissors
- Digestive System Lesson
- Game- Nutrition Treasure Hunt
- Workout of the Week: AMRAP
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Clock
- Dome Cones
- Nutrition Bean Bags
- Poly Spots

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page Respiratory System word search.

SOLUTION

Week 8 - Respiratory System

A	I	R	W	A	Y	S	.	.	.	.	T
.	.	V	O	I	C	E	B	O	X	.	H
.	A	L	V	E	O	L	I	.	.	.	R
.	.	N	.	T	R	A	C	H	E	A	O
B	R	O	N	C	H	I	O	L	E	S	A
.	.	S	.	O	X	Y	G	E	N	.	T
B	R	E	A	T	H	I	N	G	.	.	.
.	.	.	B	R	O	N	C	H	U	S	.

Word directions and start points are formatted: (Direction, X, Y)

AIRWAYS (E,1,1)

ALVEOLI (E,2,3)

BREATHING (E,1,7)

BRONCHIOLES (E,1,5)

BRONCHUS (E,4,8)

NOSE ()

OXYGEN (E,5,6)

THROAT (S,12,1)

TRACHEA (E,5,4)

VOICE BOX (E,3,2)

Activity 2: Warm-Up Rock Paper Scissors

- Begin with a partner facing each other.
- Whoever wins the rock-paper-scissors battle does one rep, the other person does two reps of whatever movement chosen by the winner.
- Switch partners after the exercise is complete
- Recommend you mix it up to get your whole-body exercising!
- Keep students moving this is a warm-up

Activity 3: Digestive System

Our **DIGESTIVE SYSTEM** is extremely important and made up of several different organs. It is how we digest the food that we consume and use that to fuel our bodies.

Your **MOUTH** is the first stop in our **DIGESTIVE SYSTEM**. It is where chewing occurs and also where the first step of breaking down food and nutrients takes place. Throughout your **MOUTH** there are important glands called **SALIVARY GLANDS**. These glands produce saliva and help in the first phase of food breakdown. Without **SALIVARY GLANDS** chewing and swallowing would be very difficult.

Once we chew our food, the next step is getting it down into our **STOMACH**. We do this by swallowing. When we swallow food, it enters our **ESOPHAGUS** and this is how it get into our **STOMACH**. But the food does not just fall down our **ESOPHAGUS** into our **STOMACH**. Our **ESOPHAGUS** is lined with smooth muscles and those muscles help to push the food all the way down into our **STOMACH**.

Once the food reaches our **STOMACH** it starts to get **DIGESTED**. Our stomach uses acids and enzymes to help break down food. It will use the nutrients from the broken down food to help fuel our bodies. This makes us strong and keeps us healthy if we make sure to fuel our bodies with the right foods.

After our food has been **DIGESTED** enough, our **STOMACH** pushes it down into our **SMALL INTESTINE**. In the **SMALL INTESTINE** the food mixes with more digestive juices that are provided by the **PANCREAS** and **LIVER**. The **GALLBLADDER** also helps in the breakdown of foods here. The **GALLBLADDER** has a main job of storing bile from the **LIVER**. After this process, the food is then pushed further into the **SMALL INTESTINE**. The **SMALL INTESTINE** helps in pulling nutrients from the food mixture to help fuel your body.

After the digested food leaves the **SMALL INTESTINE** it goes into the **LARGE INTESTINE** where excess water is pulled from the digested food and then pushed to the **COLON** to be excreted.

Activity 4: Nutrition Treasure Hunt

Objectives:

- Students will learn and review the 5 food groups.
- Students will work as team to get 5 bean bags of the 5 different food groups.

Materials:

- Dome Cones
- Nutrition Beanbags
- Poly Spots

Set Up:

- Scatter cones around the playing area.
- Place poly spots as starting places outside the playing area for teams to line-up behind.
- Place beanbag underneath dome cones.

Directions:

- Groups are lined up at one end of the playing area in groups of 2-3 behind a poly spot.
- Each group will have need to find a bean bag from all 5 food groups (Fruit, Vegetables, Protein, Dairy and Grains) Yellow Bean Bags (Slow Foods) do not count toward their 5 food groups.
- If someone from the team finds a slow food (ie. Ice Cream) the entire team needs to do 5 jumping jacks before the next person can go.
- On go the first person in line will run to any dome cone they please turn it over.
- If the dome cone has one of the food group beanbags the team is looking for, they can run it back to their team.
- If the done cone has nothing or not the color of bean bag, they are needing for their 5 food groups they will put the dome cone back down and run back to their team.
- Once one player returns to the team the next person may go.
- This continues until all 5 food group bean bags have been collected or when enough time has gone by.
- Remind the students to run the bean bag/treasure all the way back to their line.
- No throwing the bean bag to their team.

Activity 5: Workout of the Week: As Many Rounds as Possible (AMRAP)

AMRAP- 9 minutes

- 10 Jump Rope
- 8 Glute Bridge
- 8 Banded Good Mornings w/resistance band
- 10 Medicine Ball Twist

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 6 Minute jog around gym
- Stretch as a group (student-led)

Week 10

Respiratory and Digestive System Review

Objectives:

- Students perform dynamic exercise skills.
- Students will review the respiratory and digestive system.
- Students will work collaboratively to build their own workout and perform the workout.

Activities:

- Reflection Activity
- Warm-Up
- Respiratory and Digestive System Review
- Workout of the Week
- Conclusion and Cool Down

Equipment:

- Projector/Video/Audio Visual
- Music Speaker
- Clock
- Build Your Own Workout Poster
- Hoops

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page for Digestive System word search.

SOLUTION

Week 9 - Digestive System

.	M	O	U	T	H	C
P	A	N	C	R	E	A	S	.	.	.	O
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.	L	I	V	E	R

Word directions and start points are formatted: (Direction, X, Y)

COLON (S,12,1)

DIGESTION (E,1,7)

ESOPHAGUS (E,2,5)

GALLBLADDER (E,1,4)

INTESTINES (E,2,3)

LIVER (E,2,8)

MOUTH (E,2,1)

PANCREAS (E,1,2)

STOMACH (E,1,6)

Activity 2: Warm-Up Hula Hoop Planking

Set Up:

- Divide the class into sets of partners.
- Each set of partners retrieves one hula hoop.
- Instruct students to start at the boundary line in the gym.

Directions:

- The goal of the activity is for Partner A to pass a hula hoop over Partner B, who is holding a high plank (push-up) pose, as many times as possible in 30 seconds.
- After the first 30 seconds, partners have 3 seconds to switch roles. The process is then repeated with partner A holding high plank pose and Partner B passing the hula hoop over Partner A.
- You can have the students do several sets depending on the grade level and strength of the students.
- To assess, walk around the room looking for proper plank position.
- Encourage students to stay in one spot rather than walking their plank forward as the hoop passes under them.
- Encourage them to carefully lift each hand, then each foot to maintain a strong plank.

Activity 3: Respiratory and Digestive System Review

The **RESPIRATORY SYSTEM** is our body's way of **BREATHING**. We breathe in **OXYGEN** and we breathe out **CARBON DIOXIDE**.

Our **RESPIRATORY SYSTEM** has many different parts. One part of our **RESPIRATORY SYSTEM** is even visible on the outside of our body... our **NOSE**. When **BREATHING** we use our **NOSE** to draw air in through our **NARES**. Our **NARES** warm the air that we breathe in. There are also tiny hairs lining our **NARES** and they help to filter our tiny particles, like dust, so we do not breathe it into our lungs. Can you imagine playing football and breathing in dirt, grass particles, or even small bugs? Eww! The **NOSE** and **NARES** are classified as the upper part of our **AIRWAY**.

After we take a breath through our **NOSE** and as it passes through our **NARES**, it then goes passed our **THROAT** (Pharynx), our **VOICEBOX** (Larynx) and into our breathing passage called the **TRACHEA** (Windpipe). The **THROAT**, **VOICEBOX**, and **TRACHEA** are classified as our lower **AIRWAYS**. The **TRACHE** is like the road that the air follows into our **LUNGS**.

When the air that we breathe in reaches our **LUNGS**, oxygen from that clean air is taken into our bloodstream to be carried throughout our body. When we breathe out after taking a breath in, we are sending out excess gas that our body does not want to use. This gas we breathe out is called **CARBON DIOXIDE**. Our **BROCHUS** is a large airway that leads into our lungs. From there we have smaller branches leading off that are called **BRONCHIOLES**. At the end of the **BRONCHIOLES** are even smaller air sacks and these are called **ALVEOLI**.

When we are participating in physical activity, we may notice that our breathing starts to get faster. This is our bodies way of getting oxygen to our lungs to be dispersed and getting rid of the excess carbon dioxide. So, let's put our respiratory system to good use and get to moving with some fun physical activities.

Digestive System

Our **DIGESTIVE SYSTEM** is extremely important and made up of several different organs. It is how we digest the food that we consume and use that to fuel our bodies.

Your **MOUTH** is the first stop in our **DIGESTIVE SYSTEM**. It is where chewing occurs and also where the first step of breaking down food and nutrients takes place. Throughout your **MOUTH** there are important glands called **SALIVARY GLANDS**. These glands produce saliva and help in the first phase of food breakdown. Without **SALIVARY GLANDS** chewing and swallowing would be very difficult.

Once we chew our food, the next step is getting it down into our **STOMACH**. We do this by swallowing. When we swallow food, it enters our **ESOPHAGUS**, and this is how it get into our **STOMACH**. But the food does not just fall down our **ESOPHAGUS** into our **STOMACH**. Our **ESOPHAGUS** is lined with smooth muscles and those muscles help to push the food all the way down into our **STOMACH**.

Once the food reaches our **STOMACH** it starts to get **DIGESTED**. Our stomach uses acids and enzymes to help break down food. It will use the nutrients from the broken-down food to help fuel our bodies. This makes us strong and keeps us healthy if we make sure to fuel our bodies with the right foods.

After our food has been **DIGESTED** enough, our **STOMACH** pushes it down into our **SMALL INTESTINE**. In the **SMALL INTESTINE** the food mixes with more digestive juices that are provided by the **PANCREAS** and **LIVER**. The **GALLBALDDER** also helps in the breakdown of foods here. The **GALLBLADDER** has a main job of storing bile from the **LIVER**. After this process, the food is then pushed further into the **SMALL INTESTINE**. The **SMALL INTESTINE** helps in pulling nutrients from the food mixture to help fuel your body.

Activity 4: Build Your Own Workout

- Split students into groups of 4 or 5.
- Give 10 minutes to create a workout as a group.
- Making sure they choose exercises that increase their heart rate for circulatory system and movements that activate both sides of the brain for the nervous system.
- Student must use the Build Your Own Workout poster
- Use printed posters provided.

Activity 5: Workout of the Week

- Student preform their groups work out they designed.
- Use wipe off board or big post-it for students to write out their workout big where everyone in the group can see as they do their own workout.
- Set a 10-minute clock, student should be done with their workout in 10 minutes.

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 6 Minute jog around gym
- Stretch as a group (student-led)

Week 11

Body System Review

Grade: 3-5

Time: 60 minutes

Objectives:

- Students perform dynamic exercise skills.
- Students will review all body systems covered during the program

Activities:

- Reflection Activity
- Warm-Up: Freeze Tag
- Review All Body Systems
- Game – Body System Review
- Game-Muscle and Bones Frenzy
- Workout of the Week: EMOM
- Conclusion and Cool Down

Equipment:

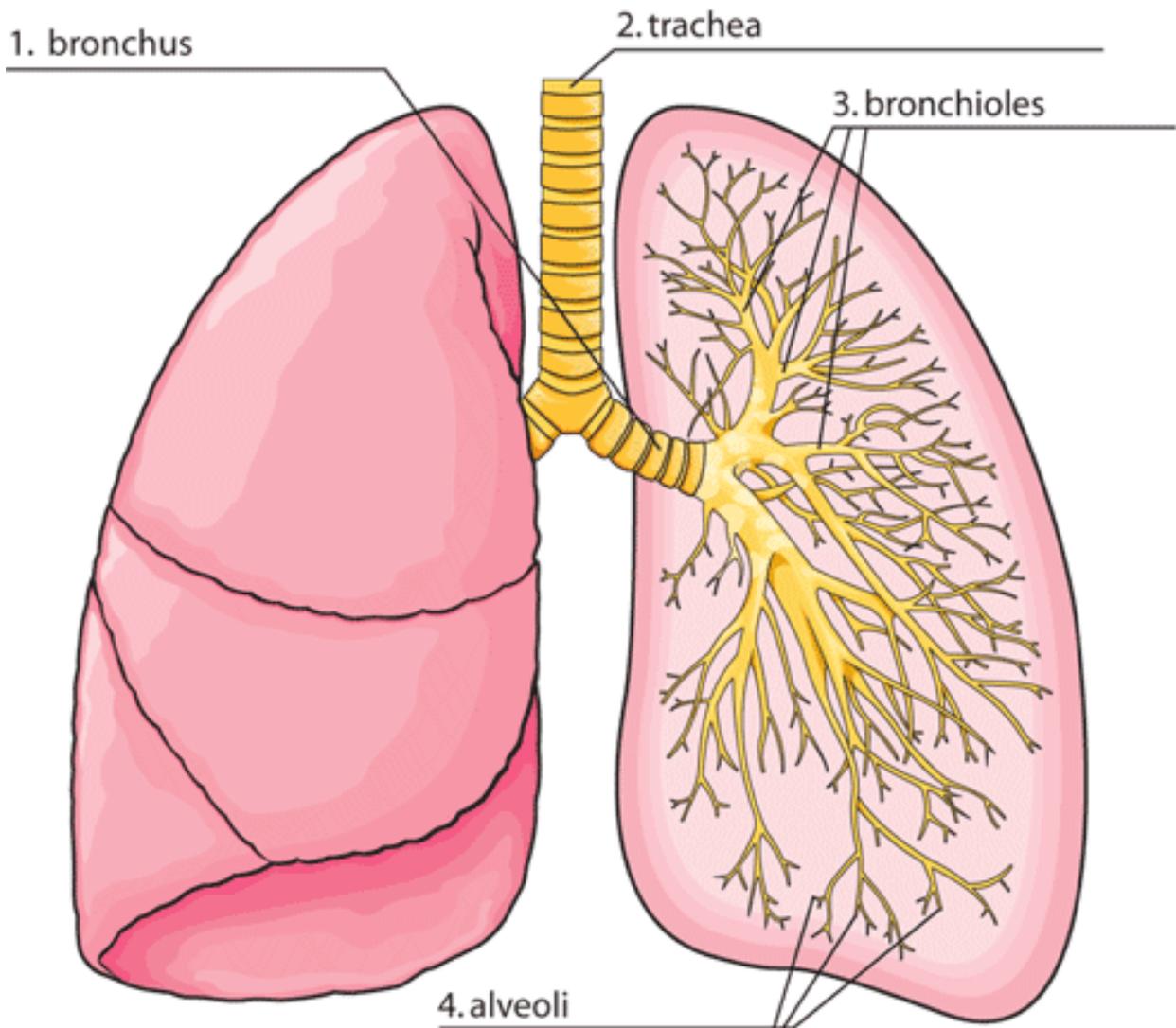
- Projector/Video/Audio Visual
- Music Speaker
- Clock
- Tagging Sticks
- Cones
- Muscular System Poly Spots
- Skeletal System Poly Spots
- Belt flags/Scarves for each student, 2 different colors for teams
- 12 Workout Poly Spots

Activity 1: Reflection Activity

- Split students into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers on next page Respiratory and Digestive System worksheets.

HOW THE BODY WORKS

The Lungs Solution



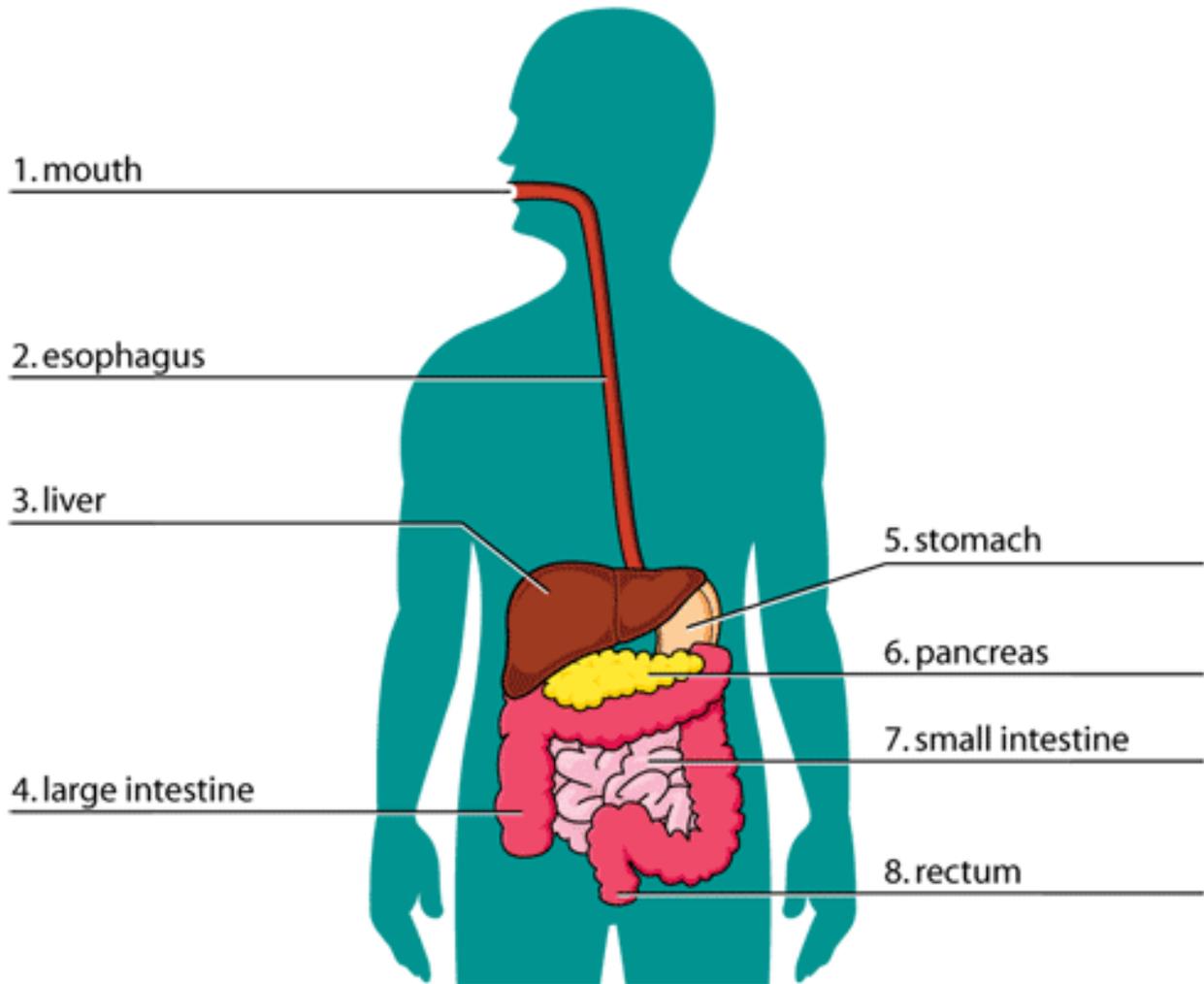
WORD BANK

alveoli
bronchioles

trachea
bronchus

HOW THE BODY WORKS

The Digestive System Solution



WORD BANK

rectum	large intestine	esophagus
pancreas	small intestine	stomach
liver	mouth	

Activity 2: Warm-Up FREEZE TAG

- Students play tag, but the instructor may yell “freeze and _____” (fill in with any basic movement) at any moment, and to un-freeze the students must perform 3 reps of the given movement.

Activity 3: Body Systems Review

- To review the body systems students will participate in a review game called Body Systems Review.
- Instruct students to stand in a circle facing away from the inner circle.
- Explain and show the students each body system has a specific motion:
 - **Circulatory System** = both hands up in front going around in a large circular motion (like the wave, but in a circular motion)
 - **Brain** = both hands rubbing their head
 - **Muscular System** = show me your arm muscles
 - **Skeletal System** = stand still with palms facing up out to the side and feet shoulder width apart
 - **Respiratory System** = deep breath in and out
 - **Digestive System** = rub belly like you are full
- Instructor will ask the review question.

Students will give their answer by doing the motion of the body system

Review Questions:

1. What system circulates blood all throughout the body? **Circulatory**
2. We use this system to help break down our food. **Digestive**
3. This system helps my entire body communicate with all parts of the body.
Nervous
4. The heart is a muscle, but the heart is a key part of what system?
Circulatory
5. Saliva helps break down our food and makes it easier to swallow food, what system does saliva help with? **Digestive**
6. This system is important as it helps protect our organs, what system is that?
Skeletal
7. We breath in oxygen and out carbon dioxide, what system allows our bodies to do this? **Respiratory**
8. This system attaches to our bones and support our bodies movements.
Muscular
9. The brain is an incredible organ what system does the brain belong to?
Nervous
10. The rib cage protects our lungs and our lungs belong to what system?
Respiratory
11. What system does the rib cage belong to? **Skeletal**
12. This system helps our bodies to move objects from one place to another.
Muscular

Activity 4: Game- Muscle and Bones Frenzy



P: 1-800-233-5484 F: 1-877-800-5973 www.palossports.com

objectives/purpose:

- The students will be able to attack the other team's side using speed and agility to dodge the opposition to capture the muscles or bones.
- Students will be able to work together to place the muscles/bones correctly on the body chart.
- Students will be able to demonstrate knowledge of the body system (muscle and bones).

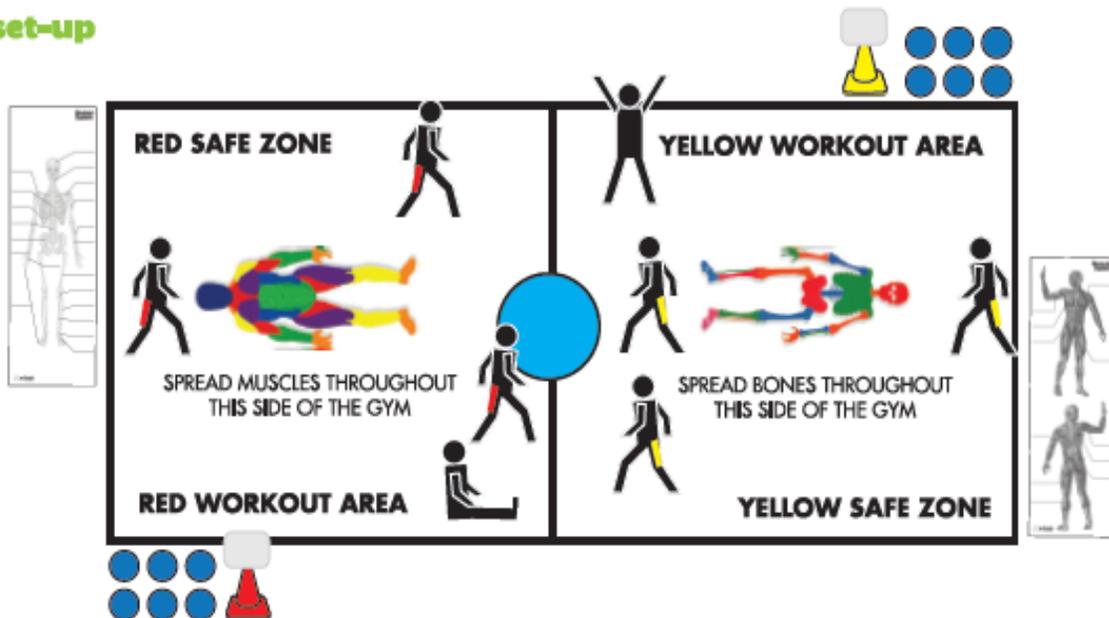
grade level:

3rd through 8th Grade

materials/equipment:

- Muscle Poly-Spots
- Bone Poly-Spots
- 24 Red Flag Belts
- 24 Yellow Flag Belts
- 12 Work-Out Poly Spots
- 2 Body Outlines
- 2 cone holders (yellow/red) with marker board sign

set-up



positions:

- Attacker = Go to steal the bones/muscles
- Guard = Guard the bones/muscles
- Builder = Find where the muscles go on the body

rules of the game/safety:

1. Each Player wears a flag belt (Red/Yellow) to designate their team.
2. Players are safe on their designated teams side.
3. Once a player crosses the mid-line/half Court of the basketball court they can have their flag belt pulled off by the other team.
4. When a player's flag belt is pulled they leave the playing field (basketball court) and find their team's work-out area Yellow/Red cones with marker board signs.
5. At the work-out area complete 10 exercises of a chosen poly spot.
6. Players may not hold/tie/cover their flag belts.
7. Players that leave/run out of the playing area, must complete exercises to return to the playing area.
8. When a flag belt is pulled, it must be dropped on the floor (not thrown into the air) or given back to the player.

procedures:

Students will be broken-up into two teams. Teams will be designated by flag belts (Yellow Team and Red Team). One Team will have the muscle poly-spots spread out on their side (either on the baseline or in a "U" shape on their designated side). The other team will have the bones poly-spots spread out on their side (either on the baseline or in a "U" shape on their designated side). Students are in a safe zone on their designated sides, when they cross the mid-line the other team can pull your flag belt. When their flag belt is pulled they go to the side-line where the work-out poly spots are spaced out. Choose ONE exercise and do 10 of that exercise. When a student crosses the mid-line obtains a muscle/bone and returns safely to their side, they work as a team to place it correctly on their body outline. First team to capture all their muscle/bones and complete their body outline wins.

Created by the Illinois Fab 4 Presenter Team
Cindie Cortinas, Northern Illinois University
Steven Hart, Founders Elementary School
Heather Isler, Lombard School District 44
Kelly Zerby, Founders Elementary School

Activity 5: Workout of the Week: Every minute on the minute (EMOM)

EMOM for 10 minutes

- 4 Bicycle Crunches
- 4 Banded pull a-part w/resistance bands
- 3 Medicine Ball sit-up
- Complete all movements and reps in under 1 minute

Conclusion and Cool Down:

- Cool down video is optional, and students can lead cool down.
- 6 Minute jog around gym
- Stretch as a group (student-led)

Week 12

Post Assessments

Grade: 3-5

Time: 60-90 minutes

Objectives:

- Students will perform dynamic exercise skills.
- Students will complete IAAK Post-assessment.
- Students will reflect on It's All About Kinesthetics Program.

Activities:

- Reflection Activity
- IAAK Post-assessment
- Warm-Up
- FitnessGram Test
- Workout of the Week
- Reflection & Feedback

Equipment:

- Projector/Video/Audio Visual
- Post-assessment
- Music Speaker
- Markers
- Sit and Reach tool
- Curl-up mats (3)
- Yoga mats (3)
- Pacers test beep test audio
- Paper puzzle pieces for reflection.
- Foam Dice (6)

Activity 1: Reflection Activity

- Split students up into groups of 3 or 4.
- Have students reflect and discuss what they did over the week in their take home IAAK Activity Book.
- This could be something you have them do on their own once they have filled up their water bottle and restroom break before getting started.
- See answers next page for Body Systems Review.

Body Systems Review

KEY

The main part of our circulatory system is an important muscle that pumps blood all throughout our body. This muscle is called the **HEART**. Our bodies have lots of different muscles that have different jobs to help our body function properly. Our bodies are made up of about **700** muscles. Our muscles are great, but what about our bones? Without our skeletal system we would just be a blob of muscles. Our skeletal system is made up of **206** different bones. Our skeletal system is very important in helping move our bodies and in protecting our organs. Our **SKULL** protects our brain and our **RIB CAGE** protects our lungs. Remember learning about our lungs? Our lungs are part of the **RESPIRATORY** system. Our lungs have a muscle around it to help us breathe. That muscle is called the **DIAPHRAGM**. Our respiratory system is what we use to breathe in oxygen from the air. The **NERVOUS** system is a system in our body that helps different parts of our body communicate. It helps send signals to and from our **BRAIN** that tells our body to do something.

The **DIGESTIVE** system starts at the mouth. This is the system that helps us break down our food so that our bodies have the nutrients they need to survive.

SALIVA helps breakdown the chemicals in our food and makes it easier to swallow.

Great Job reviewing, our bodies sure are **AMAZING!**

Activity 2: IAAK Post-assessment –

https://thd.sjc1.qualtrics.com/jfe/form/SV_3g99oc4YEw9DVJA

- Using the IAAK Post-assessment link have each student complete the assessment.

Activity 3: Warm Up Dynamic Dice

- Divide students into teams of two or three.
- Each team needs a foam die.
- Set a 5-minute clock
- On go students will role die.
- Students will look at the answer key to know what exercise to do and how many reps.
- Team members will take turns rolling the die.
- All team members will perform the exercise and repetitions together.
- Students continue rolling die and performing exercises for 5 minutes
 - 1 = 20 Bootie Kicks
 - 2 = 10 Sit-Ups
 - 3 = 20 Opposite Hand Opposite Foot.
 - 4 = 20 Lunge
 - 5 = 10 Air Squats
 - 6 = 20 Arm Circles (10 forward and 10 backward)

Activity 4: FitnessGram Test

- Set-up 4 stations
 - Station 1 Sit-up
 - Station 2 Push-up
 - Station 3 Sit and Reach
 - Station 4 Pacer Test
- Split Students up into groups of 3 or 4 for test

Activity 5: Workout of the Week: Rounds

3 Rounds: 50 second stations each movement 10 second rotate.

- Superman
- Medicine Ball around the body
- Mountain Climbers
- Banded Good Mornings

Activity 6: Reflection and Feedback

- Review body systems.
- Provide students with a paper puzzle piece.
- Instruct the students to write about their experience in the It's All About Kinesthetics Program.
 - What was their favorite part?
 - What did they learn?
 - What would they change?
- Please take a picture of the students puzzle pieces and send to THD School Health to share.
 - Share pictures and tag @THDSchoolHealth
- THD School Health would love to have pictures from the programming throughout the 12 weeks.

IAAK Post-assessment

1. Our circulatory system pumps blood to what part of our body?
 - e. Brain
 - f. Heart
 - g. Liver
 - h. All parts of our body.**
2. The nervous system sends signals to and from the _____ to tell our bodies to do something.
 - e. Heart
 - f. Brain**
 - g. Lungs
 - h. Stomach
3. What system helps different parts of our body communicate?
 - a. Respiratory
 - b. Digestive
 - c. Nervous**
 - d. Muscular
4. How many muscles do we have in our muscular system?
 - a. 700**
 - b. 100
 - c. 50
 - d. 300
5. How many bones do we have in our skeletal system?
 - a. 300
 - b. 206**
 - c. 100
 - d. 150
6. The skull and rib cage are part of what body system?
 - e. Muscular
 - f. Skeletal**
 - g. Digestive
 - h. Nervous
7. Which of the following is in the air we breathe?
 - a. Oxygen**
 - b. Nitrogen
 - c. Carbon Dioxide
 - d. Air
8. What is the muscle is around our lungs that helps us breathe?
 - a. Diaphragm**
 - b. Triceps
 - c. Rib Cage
 - d. Deltoid
9. The digestive system starts in what part of the body?
 - a. Stomach
 - b. Mouth**
 - c. Esophagus
 - d. Liver
10. What helps breakdown the chemicals in your food and makes it easier to swallow food?
 - a. Tongue
 - b. Saliva**
 - c. Teeth
 - d. Spinal Cord

Oklahoma Academic Standards – Physical Education:

S1.E1, S1.E2, S1.E6, S1.E10, E1.E26

S2.E1, S2.E4

S3.E1, S3.E2, S3.E3, S3.E4, S3.E5

S4.E1, S4.E4, S4.E5, S4.E6

Oklahoma Academic Standards - Health Education:

1.PA.5.1

1.NU.5.3

1.PA.5.2

1.PA.5.3

4.1C.5.1

8.AD.5.2

National Health Education Standards:

Standard 1.5.2, 1.5.5, 1.5.6

CASEL Competencies:

Social Awareness

Relationship Skills

Responsible Decision-making

Resources

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