



#9901 EXERCISE: IT'S GOOD FOR YOU!

RAINBOW EDUCATIONAL MEDIA, 2003
Grade Level: 1-4
10 mins.

DESCRIPTION

Young Lucy and Larry Lethargic sit in front of the TV for hours at a time until their parents decide the whole family must change its lifestyle. Explains why exercise is important for a healthy body, how a balanced diet and staying active are beneficial, and that bathing and getting plenty of rest are also good for you.

ACADEMIC STANDARDS

Subject Area: Physical Education

- Standard: Understands the benefits and costs associated with participation in physical activity
 - ♦ Benchmark: Understands the health benefits of physical activity (e.g., good health, physical endurance) (See INSTRUCTIONAL GOALS 1 and 2.)
- Standard: Understands how to monitor and maintain a health-enhancing level of physical fitness
 - ♦ Benchmark: Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition) (See INSTRUCTIONAL GOALS 3, 4, and 5.)

INSTRUCTIONAL GOALS

1. To explain why keeping active is important to one's health.
2. To describe how keeping active can improve mental health and memory.
3. To discuss the elements of a healthful diet and tell why eating healthful foods is an important part of exercise.
4. To identify physical activities that promote good health.
5. To explain why good hygiene and adequate sleep are important components of exercise.

BACKGROUND INFORMATION

Recent research has shown that American youngsters have become increasingly sedentary, watching hours of television every day, and sitting in front of computers playing digital games. The consequences have been dire. Childhood obesity is on the upswing, as are diseases heretofore associated with adults—Type 2 diabetes and

C a p t i o n e d M e d i a P r o g r a m

heart complications. The short-term results are bad enough with a growing number of youngsters having to deal with cruel comments from peers and illnesses normally associated with adults. The long-term results are also grim, with health care costs skyrocketing as ever-increasing numbers of adults with serious health problems require long-term medical assistance.

VOCABULARY

- | | |
|----------------|------------------------|
| 1. active | 10. liquids |
| 2. bones | 11. mind |
| 3. brain | 12. muscle |
| 4. chemicals | 13. plenty |
| 5. cleanliness | 14. safety |
| 6. exercise | 15. servings |
| 7. healthy | 16. take care of |
| 8. heart | 17. well-balanced diet |
| 9. junk food | |

BEFORE SHOWING

1. Discuss television viewing and video game playing habits.
 - a. Discuss what TV shows and what video games the students play.
 - b. Record individually how much time is spent watching TV and playing video games every day.
 - c. Tally the weekly time totals on the board.
2. Discuss alternatives to TV watching and video game playing. Focus on active alternatives. Discuss the benefits of being more active.

AFTER SHOWING

Discussion Items and Questions

1. What do Lucy and Larry like to do everyday (at the beginning of the video)?
2. What do people need to do to keep their bodies in good shape? Why?
3. Discuss the positive things exercise does for the body. Give examples.
4. How does the heart become stronger? How does a stronger heart affect the body?
5. Why does exercise make you feel happier?
6. Why do Lucy and Larry become more active in the video?
7. Describe the different things that Lucy, Larry, and their parents do to get more exercise.
8. Why is a well-balanced diet important?
9. Identify the food groups on the food pyramid and discuss how many servings of each group should be eaten each day.
10. Name some good kinds of exercises that are easy to do.
11. Discuss the safety rules and equipment shown in the video.
12. How can you get exercise when you go shopping?
13. Why are cleanliness and getting plenty of sleep important to good health?

Applications and Activities

1. Find out how much time everyone spends exercising.
 - a. Review different kinds of exercises. Discuss what kinds of exercise the students get each day.
 - b. Make a simple chart with the days of the week on it.
 - c. Send the chart home to have parents help record how much time the student spends exercising every day.
 - d. Discuss the completed charts.
 - e. Decide how much time is an adequate amount of exercise each day.
 - f. Set personal or family goals to increase exercise amounts.
2. Keep a simple food diary for one day.
 - a. Record each kind of food you eat and how many times you eat it.
 - b. Calculate how many servings you get in each food group for the day.
 - c. Discuss the results.
 - d. Review the daily serving recommendations.
3. Do a survey of favorite sports or exercises. Survey other students and staff. Compile the results, and make a bar graph. Post the graph for others to see.
4. Give oral presentations about favorite sports. Bring sports-related items as visuals.
5. Create a bulletin board showing active things to do with friends or when you are alone.
6. Make posters to encourage others to be more active. Display the posters around the school.
7. Plan a No TV/Video Games Week. Sign pledges not to watch TV or play video games. Create lists of other things to do instead. Enlist the help of parents.
8. Discuss the importance of drinking water. Keep track of how much water each person drinks for a day.
9. Brainstorm a list of favorite snacks. Categorize the snacks as healthy or not healthy.

SUMMARY

The latest research indicates that the majority of our children are not exercising enough to maintain essential long-term and short-term health needs. This program helps children set a personal health goal and shows them how to track progress toward its achievement. Many suggestions are shown for exercising indoors and outside. Based on the National Health Education Standards of the American Association for Health Education.

CMP RELATED RESOURCES

- [Fit Kids Classroom Workout #9631](#)
- [Ready, Set, Go Go Go! #7991](#)
- [Take Aim on Fitness #9440](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **BODY AND MIND**

<http://www.bam.gov/>

Geared for kids, this site has sections called "Fit 4 Life," "Disease Detective," "Head Strong," "Straight Talk," "Whiz Kids," and "Survival Skills."

- **VERB IT'S WHAT YOU DO**

<http://hv.nwd42.com/offer/VERB/293730324/EN/welcome.asp?N=4tp~DOBEIDGFB DG~CH2tp~DOA~EG33oq~DOMbebQCLG>

This is a kid-oriented Web site. Take a poll or a quiz, or click on "Verb Action" to get rules and instructions for games and links to Web sites for a wide variety of sports.

- **TEN TIPS TO HEALTHY EATING AND PHYSICAL ACTIVITY**

<http://ific.org/publications/brochures/tentipskidsbroch.cfm>

Read ten illustrated tips to being more healthy, or click on side bar choices for food safety, fact sheets, and more.

- **FITNESS FUNDAMENTALS**

<http://www.hoptechno.com/book11.htm>

Developed by the President's Council on Physical Fitness and Sports, this article provides information about the basics to physical fitness.

- **THE AMERICAN HEART ASSOCIATION**

<http://www.americanheart.org/>

Gives information about upcoming local activities, such as American Heart Walks; fundraisers that can be done by school students, such as Hoops For Heart; and provides links to resources and articles relating to heart disease and fitness tips.

- **THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS**

<http://www.fitness.gov/index.html>

Describes the goals of the President's Challenge and provides links to resources for coaches and teachers, as well as tips for students on keeping fit.