

# Lesson Four: I Like to Be Active

Students will be able to list the benefits of physical activity and different ways to be active.

## © Preparation

- Make one copy of the **I Like to Be Active** worksheet for each student.

## © Teaching Steps

### 1. Link lesson to the play.

Remind students of the scene in *Zip's Great Day* when Zip dances with Fizz and Eddie.

- What types of games do Fizz and Eddie like? (*games in which they run, jump, dance, and move their bodies in lots of different ways*)
- What types of games does Zip like? (*computer games, video games, game shows on television*)
- What does Eddie mean when he says, "You can't get your full play value sitting in a chair!" (*Eddie doesn't think "sitting games" are as much fun.*)
- Do you agree? Why or why not? (*It's okay to play sitting games some of the time, but it's important to get physical activity too.*)

### 2. Talk about the benefits of physical activity.

Write *muscle strength* on the board. Strong muscles help support the body and help us move. Ask students to name activities that help build strong muscles (*push-ups, pull-ups, weight lifting, etc.*).

Write *muscle endurance*. Muscle endurance means the ability of the body's muscles to work for a long time without getting tired. Ask students to name activities that build muscle endurance (*running, dancing, etc.*).

Write *flexibility* on the board. Flexibility refers to the body's ability to bend and move. Stretching helps

improve flexibility and helps prevent injury. Ask students to name activities that help increase flexibility (*yoga, gymnastics, ballet, etc.*).

Ask students to name other benefits of exercise. (*It's fun, it decreases stress, it helps you sleep, it keeps your heart strong, etc.*)

### 3. Play the Let's Move! Game

Direct students to stand in a circle, at least one arm's length apart. Tell students that you are going to ask them to engage in various physical activities. Their job is to call out whether this activity increases strength (S), flexibility (F), endurance (E), or all three.



Call out the following directions:

- Stretch your arms high above you (F).
- Dance like Eddie and Fizz (E).
- Do ten sit-ups (S).
- Jog in place for two minutes (E).
- Do five push-ups (S).
- Twist from side to side (F).
- Do twenty jumping jacks (E).

After several minutes, have students sit down and rest. Ask for students' reaction to the game.

- How do they feel?
- Can they feel their hearts beating?
- Are their muscles relaxed?

### 4. Students identify activities they enjoy.

Distribute the **I Like to Be Active** worksheet. Point out the benefits of physical activity just discussed.

## © Language Arts Extension ©

Have students write a story or essay about one of the activities they listed on the worksheet. Prompt them to describe

- who they do this activity with
- how it makes them feel
- their favorite thing about the activity

# I Like to Be Active

Directions: Under each benefit, list activities you like to do that have that benefit. Then draw a picture or write a paragraph about your favorite activity of those you listed.

## Strength

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## Flexibility

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## Endurance

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## Other Benefits

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