Let's Get Moving

Mid-Del Schools Curriculum

LGM Team: Bayleigh Acosta, Stephanie DeBerry, José Román, Meredith Scott & Dr. Susan Scott

Hello Physical Education Teacher!

We truly appreciate your contribution to improving the health of your students by participating in the Let's Get Moving (LGM) program. We are the Oklahoma Nutrition Information and Education (ONIE) Project based out of the Hudson College of Public Health at the University of Oklahoma Health Sciences Center.

Since 2013, ONIE has encouraged Oklahomans to get moving through our annual 5K walk/run and physical activity programs. Although we are no longer hosting the large in-person event, we continue to promote being active through the Let's Get Moving curriculum—helping families prepare for and complete their own 5K walk or run at home, school, or in their community.

So, through a collaboration with Mid-Del Schools, we are sharing the tools to be able to implement the Let's Get Moving Curriculum directly with you all. As a teacher you will have the opportunity to help encourage your students to be physically active by implementing the research-based LGM curriculum. You will receive full access to an evergreen version of the curriculum which you may edit to fit different timescales or teaching points based on your needs, a video explaining the use of the curriculum, access to digital resources developed by ONIE for LGM like flyers and our social media toolkit, and the remainder of our physical incentives to be distributed by Mid-Del schools. All the supplemental materials for LGM have been developed to encourage healthy living and it is our hope that you may even choose to host your own mini 5K or fun run at your school or with your family as a celebration of completing the curriculum.

We hope that you will build upon the work that ONIE has done over the past decade showing Mid-Del families that their schools support them in making healthy choices!

If you have questions or ideas to make this program better please feel free to share.

José Román, Project Coordinator jose-roman@ou.edu
Bayleigh Acosta, Engagement Manager bayleigh-acosta@ou.edu

This institution is an equal opportunity provider and employer.

Let's Get Moving RESOURCES

RESOURCES:

- Visit **onieproject.org/middel** for additional/supplemental resources:
  - TSET Posters
  - Digital copies of lesson plans
  - Links to BONUS ACTIVITY resources

TIME:

- Each lesson can be completed within a 30-45 minute time frame:
  - Warm Up & Introduction: 3-5 min.
  - Activity: 20 min.
  - Hydration Helper: 5-10 min.

TEACHER TALK:

- Use information marked with " 🗨 " as talking points throughout the lesson.

OKLAHOMA ACADEMIC STANDARDS:

- This curriculum was creating to align with the following objectives according to the 2023 Oklahoma Academic Standards (OAS) for Physical Activity and Health.
  - OAS Physical Education skills are marked with "PE - "
  - OAS Health objectives are marked with "Health - "
- View each skill and outcome in the chart below.

OKLAHOMA ACADEMIC STANDARDS: HEALTH & PHYSICAL EDUCATION

Skill	Outcomes (NU - Nutrition)
Standard 1.NU: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1.NU.2.3	Identify the benefits of drinking water and limiting sugary beverages.
1.NU.5.3	Examine nutritious and non-nutritious beverages.

Skill	Outcomes (Grade 3)
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
S1.E2	Travels showing a differentiation (pacing) between jogging and sprinting.
Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
S2.E3	Combines movement concepts with skills directed by the teacher.
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
S3.E1	Identifies physical activity benefits as a way to become healthier.
S3.E2	Actively engages in the activities of physical education class without the teacher prompting.
S3.E4	Recognizes the importance of warm up and cool down relative to vigorous physical activity.
Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
S4.E1	Exhibits personal responsibility in teacher directed activities.
S4.E3	Accepts and implements specific corrective feedback from the teacher.
S4.E5	Recognizes the role of rules and etiquette in physical activity with peers.
Standard 5: Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	
S5.E1	Discusses the relationship between physical activity and good physical health.
S5.E2	Discusses the challenge that comes from learning a new physical activity.
S5.E3	Reflects on the reasons for enjoying selected physical activities.
S5.E4	Describes the positive social interactions that come when engaging with others in physical activity.

Let's Get Moving LESSON PLAN 1

DATE

LESSON Let's Get Moving!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S2.E3, S3.E1, S3.E2, S3.E4, S4.E3, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3

OVERVIEW In *Lesson 1: Let's Get Moving*, students become familiar with moving around the track and listening for commands. Students will learn new movements and understand when to take a walking or water break throughout the activity.

EQUIPMENT

No equipment needed.

SET UP

Use an indoor or outdoor "track" for this activity. Use cones to mark the track if needed.

INTRODUCTION

This curriculum will help you and your family get ready to complete a 5k walk or run on your own. 5k is a metric term used in walk/runs and it is 3.1 miles. Over the next six weeks, we'll practice building endurance, learning about hydration, and having fun while being active together. Being physically active and drinking water has many benefits, so Let's Get Moving!

WARM UP

Touch toes while counting 1-8. Start in the middle, then reach over the left leg and right leg individually. End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. Students will line up at the start of the track and begin running when the signal is given. (Ex. Whistle blow, music start, shout out)
2. After about 2 minutes, repeat the signal and shout out a new movement:
   - Skip
   - Gallop
   - Zig zag run
   - High knees
   - Backwards walk
   - Power walk
3. Students use the new movement to continue around the track until the next movement is called. Spend about 2-3 minutes on each movement, with a walking break between moves as needed.

HYDRATION HELPER

- Introduce the TSET “Know Your H2O” poster.
- Think/Pair/Share -
  - Think: Where do you get your drinking water? OR Where do you go to get a drink of water?
  - Pair: Tell your partner where you get your water each day.
  - Share: Raise your hand if:
    - You drink water from a water bottle
    - You drink water every time you eat
    - You drink water before, during or after playing outside
- Finish with, “Our bodies need water just like a flower needs water to grow and be strong. Without water, just like a flower starts drooping, our bodies will get tired and move slowly. It’s important to drink water every day!”

CLOSURE

What was your favorite move from today? Get outside with your family this weekend and show them your favorite new moves!

BEHAVIORAL OBJECTIVE

Identify a trail or track to use while training for a 5k. Try out new movements, not just running or walking, and build comfort with being active.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES:

Let's Get Moving LESSON PLAN 2

DATE

LESSON Running Wild!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S2.E3, S3.E1, S3.E2, S3.E4, S4.E3, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3, 1.NU.5.3

OVERVIEW In *Lesson 2: Running Wild*, students continue to build familiarity with moving around the track and listening for commands. Students understand why pacing is important, and that it is important to maintain your pace to stay comfortable while moving.

EQUIPMENT

No equipment needed.

SET UP

Use an indoor or outdoor "track" for this activity. Use cones to mark the track if needed.

INTRODUCTION

Today we are going to learn how to pace ourselves during a 5K walk or run—whether you're doing it on your own, with your class, or with your family. We are going to learn how to pace ourselves during a 5k by playing a game that uses different animal movements. We are also going to learn about proper hydration, which means drinking water. We call this activity, Running Wild!

WARM UP

Repeat toe touch to the middle, left and right. Add arm circles forward and backward, each way counting 1-8. End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. Pick 3-5 animals and assign a pace or movement to each animal. Depending on age level, you may lessen the pace or change an animal's movement to hopping, skipping, galloping, etc.
2. Just like Red Light, Green Light, an animal name will be called out and students will mimic the pace or movement for that animal. Examples may be:
   - Cheetah - Run as fast as you can
   - Dog - Run fast, but not winded
   - Gazelle - Run with ease, slow jog
   - Turtle - Slow walk
   - Sloth - Barely moving
3. Students use the new movement to continue moving around the course until the next command is called. Give a command to walk for 2 minutes between each movement. Spend about 2-3 minutes on each move.

HYDRATION HELPER

- Introduce the TSET “Rethink Your Drink” poster.
- Think/Pair/Share -
  - Think: When do you choose to drink water?
  - Pair: Tell your partner when or why you pick water over soda or other drinks.
  - Share: Raise your hand if you choose water:
    - At breakfast time
    - At Lunch time
    - With snacks
    - At dinner
    - When being active
- Finish with, “Think of your body as a race car! Water is fuel that keeps your engine running smoothly throughout the day. Sugary drinks can slow you down. Choose water to be a fast, unstoppable race car!”
- Optional: Fully Charged with Water video (Start at 0:15, end at 2:31) or Get Healthy: Hydration video (Better option for higher grade levels)
- **BONUS ACTIVITY:** Have a taste test with infused water with fruit slices or herbs. (Ex. lemon, lime, orange, grapefruit, or mint)

CLOSURE

What was your favorite movement from today? Do you have pets at home that move like the animals we were moving like? How do you get active with your pets?

BEHAVIORAL OBJECTIVE

Practice running or walking at different paces and identify what is most comfortable for you. Understand when you might need to take a break while moving.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES:

Let's Get Moving LESSON PLAN 3

DATE	
LESSON	Relay Race!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S3.E1, S3.E2, S3.E4, S4.E1, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3

OVERVIEW In *Lesson 3: Relay Race*, students continue working together as a team to complete the activity. Students understand that everyone runs at a different pace, and that completing the activity is a success no matter what speed.

EQUIPMENT

- 1 baton per group of 5-6 students

SET UP

Use an indoor or outdoor "track" for this activity. Use cones to mark the track if needed.

INTRODUCTION

Today we'll practice teamwork and pacing—important skills for completing your own 5K walk or run. Not everyone runs at the same speed and that's okay! We will continue learning about hydration and what foods we can eat to help us stay hydrated.

We call this activity, Relay Race!

WARM UP

Repeat toe touches, arm circles, jumping jacks, and lunges.
End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. One student from each group will line up at the start of the course holding the baton. Once the command is given, they will run 1 lap around the course holding the baton.
2. While the first student is running, another student from their group will line up at the start.
3. The first student will hand off the baton, and the next student will run 1 lap and hand off the baton to the next student from their group. Continue until all group members have completed at least 1 lap.
    - Sit down when your group has completed all their laps, and cheer on other teams!
    - Take a break for water and start again! How can your team work together to complete the relay and cheer one another on throughout?

HYDRATION HELPER

- Introduction: “Foods contain water too! Fruits like watermelon, apples, and oranges, and vegetables like cucumber, lettuce, and tomato have water in them.”
- Think/Pair/Share -
  - Think: What are your favorite fruits and vegetables? Do you think they also contain water?
  - Pair: Tell your partner your favorite foods and which ones you think contain water.
  - Share: Raise your hand if you said:
    - Watermelon
    - Cucumber
    - Oranges
    - Lettuce
    - Tomato, etc.
- Finish with, “Did you know that watermelon is 91% water and cucumbers are 95% water? You can eat your water too! Eating these foods can help you get the amount of water your body needs in a day to grow and be strong.”

CLOSURE

Did you have fun cheering your teammates on during the relay race? How did you work together to complete the course?

BEHAVIORAL OBJECTIVE

Focus on helping the entire family be active. Find ways to keep moving with one another throughout the week, even if you are staying at home.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES:

Let's Get Moving LESSON PLAN 4

DATE

LESSON Follow the Trail!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S3.E1, S3.E2, S3.E4, S4.E1, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3

OVERVIEW In *Lesson 4: Follow the Trail*, students work together to complete the activity and encourage one another to keep moving. Students understand that completing the activity and sticking to the trail is fun, and that other methods of physical activity are fun too!

EQUIPMENT

- Different colored cones
- Different colored pieces of paper, at least 6 x 6 in. (Matching the color of the cones)
- Fun Zone: In the middle of the course, have hula hoops, jump ropes, balls for the end of the activity.

SET UP

Use an indoor or outdoor "course" for this activity. The course does not need to be a loop. Use cones to set boundaries if needed.

Tape a different color piece of paper under each cone. One cone/paper for each group of students, plus one extra for the Fun Zone. The extra cone should have a paper labeled "Fun Zone" for the end of the activity.

INTRODUCTION

Today we'll practice encouragement and teamwork while following a trail—just like you might do when walking or running your own 5K. We will learn more about why it's important to drink enough water every day, and how much water you should drink according to your age.

We call this activity, Follow the Trail!

WARM UP

Repeat toe touches, arm circles, and jumping jacks. Add lunge step outs in place while counting 1-8 (4 lunges on each leg). End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. Divide students into groups of 5-6.
2. Groups line up next to you. Give one group at a time a slip of paper with a color on it.
3. The group will run together to the same color cone as the color on their paper, then look underneath the cone for the next color to run to. Give each group a different color to start with.
    - Ask students to take turns picking up the cone at each stop. Try going in alphabetical or age order so that each student gets a turn.
    - If there is already a group at the cone the group needs to run to next, students should run in place until the cone is free.
4. Groups continue to run together, following the trail until they reach the last cone. Label the last cone "Fun Zone" and allow groups to join the fun in the middle of the course once they have finished the trail!

HYDRATION HELPER

- Introduction: “Remember that it’s important to drink enough water every day.”
- Think/Pair/Share -
  - Think: How many cups of water have you had today? (Show an 8 oz. cup of water for reference)
  - Pair: Tell your partner all the times in a day you drink water.
  - Share: Raise your hand for each time you drink water:
    - When you wake up
    - At breakfast, lunch, snack time or dinner
    - When you get to school
    - After P.E. class
    - After recess
    - When you get home from school
- Finish with, “Did you know that it’s recommended to drink your age in cups of water?” Have kids raise their hand if they are a certain age and ask how many cups of water they should drink. (Ex. 7 years old should drink 7 cups of water) Add 2 more cups each day if you play a sport or play outside.

CLOSURE

Did you stick together with your group while you followed the trail? Did your friends help you find the next cone to run to?

BEHAVIORAL OBJECTIVE

Enjoy moving through the trail as a family. Practice encouraging one another and keeping a steady pace as a family. Take breaks together as needed.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES:

Let's Get Moving LESSON PLAN 5

DATE

LESSON Pace Yourself!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S2.E3, S3.E1, S3.E2, S3.E4, S4.E3, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3, 1.NU.5.3

OVERVIEW In *Lesson 5: Pace Yourself*, students continue to build familiarity with pacing themselves throughout the activity. Students feel the difference in jogging versus walking and take breaks for water as needed.

EQUIPMENT

No equipment needed.

SET UP

Use an indoor or outdoor "track" for this activity. Use cones to mark the track if needed.

INTRODUCTION

Today we'll practice pacing—understanding the difference between jogging, walking, and taking water breaks as you build up to completing your own 5K. We will learn more about hydration, or drinking water, and reasons why water is considered a healthy drink.

We call this activity, Pace Yourself!

WARM UP

Repeat toe touch and arm circles. Add jumping jacks while counting 1-8.
End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. Students will line up at the start of the course, and begin walking when the signal is given. (Ex. Whistle blow, music start, shout out)
2. At the next command, students will begin jogging. Continue jogging for 2-3 minutes, then give the command to walk for 4 minutes.
3. Continue alternating between 2-3 minutes of jogging and 4 minutes walking until the desired amount of laps/time is completed. Encourage students to relax and catch their breath while walking, and try to move a little further each time they jog!

HYDRATION HELPER

- Introduction: “Today we’re going to learn about healthy drinks and focus on why water is considered a healthy drink.”
- Think/Pair/Share -
  - Think: What are some examples of drinks you like? Which ones do you think are good for your health?
  - Pair: Tell your partner your favorite drinks, and which ones you think are healthy options.
  - Share: Raise your hand if you said:
    - Water
    - Unsweet tea
    - 1% milk
    - 100% vegetable or fruit juice
- Finish with, “Water is not just healthy because it has no sugar - we need it to survive! Our bodies rely on water to live and grow. Remember to drink water every day to keep your bodies strong and energized!”
- **BONUS ACTIVITY:** Show the power of water versus soda by planting 2 beans in separate ziploc bags. Add a paper towel that has been soaked in water to one, and a paper towel soaked in soda to the other. Seal and set where the sun can reach it. Watch what happens to the bean over time. The bean with water will grow nice and clean while the soda bean will get moldy and not grow as well.

CLOSURE

How did you feel when jogging versus walking? Did you have more energy after taking a break to walk?

BEHAVIORAL OBJECTIVE

Put your pacing into practice as you move around the trail or track. Try to reach your goal while staying comfortable and identifying when you need to take a break.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES:

Let's Get Moving LESSON PLAN 6

DATE

LESSON Last Runner Out!

GRADE LEVEL
Elementary*
*Adapt for grade level appropriateness or students with disabilities

OAS OBJECTIVES
PE - S1.E2, S3.E1, S3.E2, S3.E4, S4.E3, S4.E5, S5.E1, S5.E2, S5.E3, S5.E4
Health - 1.NU.2.3

OVERVIEW In *Lesson 6: Last Runner Out,* students encourage one another to complete the activity to the best of their ability, and enjoy having fun together while being active. Students identify that physical activity is rewarding and achievable for everyone.

EQUIPMENT

No equipment needed for the activity*

*Fun Zone: In the middle of the course, have hula hoops, jump ropes, balls for the end of the activity.

SET UP

Use an indoor or outdoor "track" for this activity. Use cones to mark the track if needed.

The Fun Zone should be set up in the middle of the course.

INTRODUCTION

This is our final week of training toward your 5K goal! Keep encouraging one another and celebrate how far you've come. We will conclude with our final lesson on hydration, where you will learn more about how you can add water to your day every day.

We call this activity, Last Runner Out!

WARM UP

Repeat toe touches, arm circles, jumping jacks, and lunges.
End the warm up with a "Let's Get… Moving!" callback.

ACTIVITY

1. Students begin jogging around the perimeter of the course.
2. The first 8 students to complete 3 laps around the course will be dismissed to the Fun Zone in the center.
   - Encourage students to continue moving in the Fun Zone - no sitting! Hula hoop, jump rope, toss a ball with a partner.
3. Continue dismissing 8 students per lap until all students have joined the Fun Zone!
   - Allow students to continue running laps as they please, but try to keep track and encourage all students to try their best to run and join the fun!

HYDRATION HELPER

- Introduction: “Keep drinking water every day to feel your best when you do your own 5K walk or run!”
  - Think/Pair/Share -
  - Think: What are ways to add water to your day?
  - Pair: Tell your partner how you plan on drinking water each day.
  - Share: Raise your hand if you said:
    - Bring a water bottle
    - Stop at the water fountain
    - Drink water before feeling thirsty
    - Drink as many cups as your age
    - Eat fruits and vegetables
- Finish with, “Remember drinking water is important for performing your best. Make sure to drink plenty of water before, during, and after the 5k to keep your body fueled and ready like a racecar!”

CLOSURE

Did you have fun cheering your teammates on during the relay race? How did you work together to complete the course?

BEHAVIORAL OBJECTIVE

Reward yourself for reaching your training goals by playing together as a family. Identify ways that you can continue being active together outside of training or after your 5k.

FOLLOW UP: Families receive digital school fliers sharing the weekly lesson and encouragement to stay active and set a goal to complete your own 5K walk or run at home or school.

NOTES: