summer wellness activity guide

Unit 2: Physical Activity

ages
5–9

Oregon ASK
Afterschool & Summer for Kids Network

OHSU

BALLOON GAME

ACTIVITY DESCRIPTION: Let's get active and keep our balloon from touching the floor. This activity will have kids doing aerobic exercises to improve their cardiovascular, muscle and bone health. Through this activity they will be introduced to how physical activity can impact a person's mood.

SUPPLIES:

- Balloons
- Paper
- Writing Utensil

STEPS:

1. Then blow up a balloon until it is about the size of a basketball
2. On a piece of paper write down 3 words to describe your mood (for example, happy, calm, sad, tired). Then write how you think the activity will make you feel afterwards.
3. Pair up with 1 to 2 friends and form a circle or stand about 6 feet apart
4. Keep the balloon in the air by tossing it back and forth to each other without holding onto it (when it comes to you hit it right back into the air) - the goal is not to let it hit the ground
5. Count out loud every time someone hits it back in the air and keep score (when you hit it 1, then the person hits it back 2, then 3, etc)
6. When it hits the floor one person in the group or pair say an exercise (like squat, jump, jumping jack, etc) and do 10 of them
7. Write down your score each time and see how high you can go in 10 tries
8. Write down 3 words to describe your mood after you finish the exercise and compare to before, was your prediction right?

HOW TO EXPAND:

- Watch this Sid the Science Kid video
    - Why do you think it would be bad for Sid to sit all day?

ADAPTATIONS/GOING VIRTUAL:

- If at home you can play this game on your own and bounce the balloon with yourself or against the wall

DISCUSSION QUESTIONS:

- Do you feel any differences in how you were feeling before and after the game?
- Which muscles did you use that feel tired?
- How did you feel working as a team?
- Did it get easier or harder after each try?

MOVE LIKE AN ANIMAL CHARADES

ACTIVITY DESCRIPTION: Move like an animal to see what your body can do and have your friends or classmates guess what animal you are. In this activity kids will use various muscle groups to try different movements. While doing this activity kids will be able to understand that they need specific muscles in order to do specific movements.

SUPPLIES:

- Jar
- Small pieces of paper
- Pen or pencil
- Timer

STEPS:

1. Ask students what the difference is between the way a dog moves compared to the way a kangaroo moves. Lead a discussion on how the different movements each animal uses requires engaging different muscle groups.
2. Have students group up with 1-2 other classmates and have them write down names of different animals (get creative!) on pieces of paper without showing each other then fold the paper over to cover the name
3. Keep going until you have about 20 of them total and toss them into a jar
4. Set a timer for 15 minutes
5. Shake the jar
6. Take turns picking a paper out of the jar then move across the room like the animal while your partners try to guess what animal you are before you get back across.
7. Have them see how many animals they can get right before the timer is up.
8. When the time is up, ask students how many they were able to get right. Then ask if certain movements required them to use different parts of their body, was it easier or harder? Why do they think that is?

HOW TO EXPAND:

- Have an animal race - have a teacher shout an animal name and have everyone race across the room and back to see who had the most real looking and fast animal walk
- Take this animal quiz on how animals move
- Dance together to the animals in action song - can you add any animals from the game to the song?

ADAPTATIONS/GOING VIRTUAL:

- If at home, have a family member guess what kind of animal you are being for charades and play the game with them. Or record a video of you being the animal and send it to a friend
- For any child who has limited physical ability, these exercises can be done seated as well

DISCUSSION QUESTIONS:

- Which parts of your body did you use the most for this activity?
- Which animal was it the easiest to race like and which was the hardest? Why do you think so - did the parts of your body that you had to use change?
- Which of your muscles felt the strongest? Which felt the weakest?

CIRCUIT!

ACTIVITY DESCRIPTION: Learn about what the physical activity recommendation is for kids and come up with a workout circuit you can do with a friend.

Did you know? The physical activity recommendation for kids is around one hour per day. This does not have to be intense exercise, it can also be fun and active playing. Physical activity is great for your health and helps you do well in school, have a healthy body, and have a healthy mind.

SUPPLIES:

- Colored painters tape

STEPS:

1. Ask students if they have ever done a workout circuit before. Explain that it is a handful of physical exercises that work out different parts of your body. Typically, a circuit will have 5-7 different types of body movements, with each workout being set to a timer. For example, one workout could be push-ups being done for 30 seconds and then students would move on to the next workout in the circuit which could be jumping jacks for 30 seconds, and so on.
2. Ask students to list different exercises they've done in the past and briefly explain how that exercise helps our bodies stay healthy.
3. Then have students work with a partner and use tape to come up with a workout circuit by taping lines to the floor (for example to jump over, run around etc.) with different exercises at different spots.
4. Write down the circuit so that you remember what to do at each spot
5. Each group will have a turn instructing the rest of the students through their circuit

HOW TO EXPAND:

1. Explain why your circuit is a good workout - what parts of your body are you moving to complete it?
2. Come together as a group and complete all the circuits together one after the other - help each other out if you forget what to do!

ADAPTATIONS/GOING VIRTUAL:

- Children with limited abilities can participate to the best of their ability or do the exercises sitting - if this is the case make sure students include parts of their circuit that can be done sitting or with modifications as well

DISCUSSION QUESTIONS:

1. Why do you think circuit workouts are beneficials?
2. What were the hardest and easiest parts of the exercise and why?
3. How much exercise do you get per day? What about per week? How does this compare to the recommendations?

FOLLOW THE LEADER WORKOUT

ACTIVITY DESCRIPTION: Follow the leader! Let's follow the leader to do a workout together. This is a group activity that will get the blood pumping and give students the opportunity to lead parts of the activity. This is meant to help kids learn basic movements of physical exercise.

SUPPLIES:

- Timer/Clock

STEPS:

1. To help students get an idea of various exercises demonstrate what various exercises for them before starting. This demonstration can include jumping jacks, push-ups, high-knees, squats, crunches, etc.
2. Stand in a group all together 6 feet apart with enough space to move around.
3. Have one student start and call out an exercise and have the rest of the class follow, to the best of their ability for 30 seconds.
4. After 30 seconds of the student's exercise they will shout the name of someone else in their class who will shout out a new exercise for the class to follow for 30 seconds
5. Continue this until everyone around the class has been the leader
6. Afterwards go through the different types of exercises students did and explain how different forms of exercise help our bodies grow stronger.

HOW TO EXPAND:

- Do this Simon Says workout solo or with your family

ADAPTATIONS/GOING VIRTUAL:

- If doing this from home, students can record themselves leading their workout on their own or video call a friend to take turns leading exercises
- Children with limited abilities can participate to the best of their ability or do the exercises sitting

DISCUSSION QUESTIONS:

- Were there any movements that were difficult? Why do you think that was?
- Which muscles did we use? How can you tell?
- Why do you think it's important for us to move our bodies this way?
- What do you think prevents someone from exercise?

STRENGTH WORKOUT

ACTIVITY DESCRIPTION: Let's learn about why strength training is important and what a strength workout looks like.

Did you know that strength training is a great way to build muscle, strength, and can help make your bones and joints stronger so you don't get injured. This is important for day to day life, playing sports, and growing in general.

SUPPLIES:

- Heavy household items to be used as weights

STEPS:

1. Get some heavy household items, like cans of beans, a jug of water, and anything else you can think of that you can use as a weight for exercises
2. Set up 5-10 stations and design an exercise to do at each one for 1-2 minutes. Here are some ideas:
    a. Pushups (against the wall, on your knees or full pushups)
    b. Situps
    c. Jump rope
    d. Step-ups (either with a "step" or up and down the stairs).
    e. Jumping jacks.
    f. Squats.
    g. Balance on one leg.
    h. Ball toss (with a partner).
    i. Sitting arm presses (holding something heavy and lifting it to the sky)
3. Put on some good music and do one round through each of your stations, taking rest in between for a minute or two!
4. Do a second round and add some of your weights in (for example, holding a can while you do squats).

HOW TO EXPAND:

1. Count how many exercise repetitions you were able to get at each station including 1-2 minute rest between each attempt, can you beat it in the second round?
2. Add a challenge round where you pick an exercise and see how long you can do it without stopping

ADAPTATIONS/GOING VIRTUAL:
Set up stations with exercises that can be done sitting down or use any other modifications as needed if there are any movement restrictions.

DISCUSSION QUESTIONS:

- What are day to day movements you already do to keep your body strong?
- What is the heaviest thing you can lift?
- Does it matter how you pick something up? Why?
- Why is it better to use multiple muscles instead of just one?

STRONG LUNGS!

ACTIVITY DESCRIPTION: Your lungs allow you to breathe in oxygen which your body needs to fuel your muscles and organs. When you exercise you breathe heavier because your body is doing more work and needs more oxygen. Let's explore how our breathing changes with different activities.

SUPPLIES:

- Timer
- Pen/pencil
- Crayons or markers
- Paper

STEPS:

1. Observe your breathing for a minute and record your observations on a piece of paper
2. Do a light exercise like walking across the room for 3 minutes and write down your observations about your breathing right after the exercise and then a minute later
3. Do a medium exercise like dancing for 3 minutes and write down your observations right after the exercise and then a minute later
4. Do a hard exercise like jumping jacks or sprinting for 3 minutes and write down your observations right after the exercise and then a minute later
5. Discuss the differences you saw between each exercise and what was happening in your lungs

HOW TO EXPAND:

1. Watch this video about how your lungs work
2. Can you draw a picture of your lungs? How do you think they look after you have taken a big breath?

ADAPTATIONS/GOING VIRTUAL:

This activity can be completed from home.
An adult can help you time breathing with a watch if a timer is not available.

DISCUSSION QUESTIONS:

- When you exercise do you notice a difference in how deep your breaths are, how fast they are, or both?

- What are the differences you noticed between your breathing right after the exercise and a minute after - why do you think this was happening?
- Which type of exercises make you most out of breath - why do you think?

BALANCE!

ACTIVITY DESCRIPTION: Balance is an important part of exercise and our everyday lives. It allows us to stay upright and steady so that we don't fall when we are doing things. It's important to practice balance and challenge ourselves because this can help make our bodies strong.

SUPPLIES:

- Pencil or pen
- Paper
- Timer

STEPS:

1. Try the following balance exercise. Before you start, think about which you think will be the easiest and which will be the hardest. After each exercise give it a number from 1-5 with 1 being very easy, and 5 being very hard. Do these exercises with adult supervision
    a. Stand on 2 legs with your eyes open for 10 seconds
    b. Stand on 2 legs with your eyes closed for 10 seconds
    c. Stand on 2 legs with your eyes closed for 20 seconds
    d. Stand on one leg with your eyes open
    e. Stand on the other leg with your eyes open
    f. Stand on one leg with your eyes closed for 10 seconds
    g. Stand on the other leg with your eyes closed for 10 seconds
    h. Hop on one leg for 10 seconds
    i. Walk in a perfectly straight line forwards
    j. Walk in a perfectly straight line backwards
    k. Cover one eye and walk in a perfectly straight line forwards
    l. Hop on one leg in a straight line forwards
2. After the first round of exercises, pick 3 that you ranked the hardest. Attempt these exercises two more times.
3. After each of the exercises, record your observations.

HOW TO EXPAND:

- Watch this video about balance
  What unexpected body part plays a big role in balance? Can you explain how?
- Try these yoga poses in this video that help build balance

ADAPTATIONS/GOING VIRTUAL:

- See these adaptations for kids with any physical limitations: https://www.gympanzees.org/our-home/activities-for-home-for-children-with-mild-physical-disabilities/balancing-and-mobility-exercises https://www.youtube.com/watch?v=rbhDHOi6hTM

DISCUSSION QUESTIONS:

- What parts of your body do you use to balance?
- What does your body do when you start to lose your balance?
- Which exercises were easy and hard?
- Why do you think closing your eyes makes balancing harder?
- What did you observe after doing the hardest exercises a couple more times?

CREDIT/SOURCES:

CIRCUIT!

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STRENGTH WORKOUT

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STRONG LUNGS!

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BALANCE!

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