

**Samples From the**  
**Hip Hop Healthy Heart Program for Children™**

**Module 4: Improve Your Groove!**

**Module 4: Improve Your Groove! – includes 5 units:**

**Introduction**

**Unit 1: The Benefits of Exercise!**

**Unit 2: Fitness Forms!**

**Unit 3: It's a Stretch!**

**Unit 4: Calm, Confident, and Clapping for Life!**

**Unit 5: It's All Yours!**

**Bonus Unit: Yoga!**

**Each unit Includes:**

- **Teacher Background Information**
- **Lesson plans, worksheets and answer keys designed for**
  - K – 3<sup>rd</sup> grade students or
  - 4<sup>th</sup> – 6<sup>th</sup> grade students
- **Enrichment activities for group or independent study in**
  - K – 3<sup>rd</sup> grade
  - 4<sup>th</sup>-6<sup>th</sup> grade
- **Appendix with additional worksheets and resources**
- **Aligns with the following:**
  - Common Core State Standards for English, Language Arts and Literacy/Social Studies, Science and Technical Subjects
  - Common Core State Standards for Mathematics
  - Center for Disease Control Health Education Standards and Performance Indicators
  - National Physical Education Standards & Grade Level Outcomes published by Shape America – Society of Health and Physical Educators.

**In this document:**

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<b>Module 4: Improve Your Groove! Lesson Plan Summary</b>		
<b>Unit</b>	<b>Objectives</b>	<b>Activities/Worksheets</b>
<b>1</b> <b>The Benefits of Exercise</b> <b>(2 Lessons)</b>	<ul style="list-style-type: none"> <li>• Introduce students to various types of physical activity.</li> <li>• Describe differences among physical activities</li> <li>• Name overall health benefits of physical activity</li> <li>• Compare types of physical activities</li> <li>• Understand the role of bones and joints in physical activity</li> <li>• Know how the acronym FITT applies to physical activity</li> <li>• Describe the importance of weight bearing exercise</li> </ul>	Face It! Worksheet Joint Ventures! Worksheet & key Joint Images Action Cards Design Your Own Action Card Worksheet Exercise and Energy Chart FITT Chart Try FITT! Worksheet Improve Your Groove Rhyme Home Field Advantages Worksheet Unit 1 Vocabulary Worksheet & Key Unit 1 Quick Questions Assessment & Key Tip from Coach Scott
<b>2</b> <b>Fitness Forms!</b> <b>(2 Lessons)</b>	<ul style="list-style-type: none"> <li>• Compare the functions of skeletal muscles and the heart muscle</li> <li>• Compare health related and skill related physical fitness</li> <li>• Identify four categories of physical activity</li> <li>• Describe aerobic exercise</li> <li>• Understand the benefits of aerobic exercise</li> <li>• Describe anaerobic exercise</li> <li>• Understand the benefits of resistance training</li> <li>• Evaluate personal exercise experiences</li> <li>• Understand the value of including a variety of fitness activities in daily life.</li> </ul>	Healthy Activities Image Muscle Images Blood Flows...Image Why Do Athletes Study Ballet? Worksheet Name a Game Cards Mum's the Word! Rhyme Fitness for Health Worksheet Fitness for Skill! Worksheet On the Clock! Worksheet Four Choices! Worksheet Spare Time Scorecard Worksheet Unit 2 Vocabulary Worksheet and Key Unit 2 Quick Questions Assessment and Key

<b>Module 4: Improve Your Groove! Lesson Plan Summary</b>		
<b>Unit</b>	<b>Overview</b>	<b>Activities/Worksheets</b>
<b>3</b> <b>It's a Stretch!</b> (2 Lessons)	<ul style="list-style-type: none"> <li>• Understand the role of stretching in overall fitness</li> <li>• Know how muscles are affected by stretching</li> <li>• Understand the relationship between stretching and flexibility</li> <li>• See stretching as a lifelong individual choice for wellness</li> <li>• Understand how healthy posture supports the body</li> <li>• Understand the value of warm-ups and cool-downs in exercise sessions</li> <li>• Value walking as a key practice for sustaining health and well-being</li> </ul>	It's a Stretch! Rhyme Flex It! Worksheet Stretching Images Leg Muscles Images Abdominal Muscles Images Interval Training Walking Game Chart Interval Walking Station Images (Deadly Smoking House Image/High Fat Foods Cottage Image/Sofa Sitters Chalet Image/Fruit and Veggie Villa Image/Whole Grain Grotto Image/Jump Rope Image Interval Walking Game Advance Planning Guide Tips from Coach Scott Unit 3 Vocabulary Worksheet & Guide Unit 3 Quick Quiz Assessment and Guide
<b>4</b> <b>Calm, Confident, and Clapping for Life!</b> (2 Lessons)	<ul style="list-style-type: none"> <li>• Understand the role of emotions in sustaining health and well-being</li> <li>• Understand how exercise interacts with emotions</li> <li>• Investigate some healthy ways to deal with emotions</li> <li>• Experience how movement and music support healthy emotions</li> </ul>	Feelings Handout Calm & Confident Rhyme Interview an Elder Worksheet More Options Worksheet Clap for Life! Handout Just Clap for Life Advance Preparation Guide Just Clap for Life Instructions Pass the Cup Game Directions Work the Maze Worksheet & Key Clap, Stomp, & Snap Game Directions Letter to Parents

Module 4: Improve Your Groove! Lesson Plan Summary		
Unit	Objectives	Activities/Worksheets
<b>5</b> <b>It's All Yours!</b> <b>(multiple options)</b>	<ul style="list-style-type: none"> <li>• Discuss differences between individual and team activities</li> <li>• Demonstrate the benefits of fair play and team work</li> <li>• Identify and discuss some safety principles related to fitness activities</li> <li>• Demonstrate various skills</li> <li>• Select among various physical activities based on enjoyment and skill development interests</li> <li>• Demonstrate how physical activity supports social interaction</li> <li>• Compare striving for personal achievement with striving for awards and recognition</li> <li>• Create a personal fitness plan</li> </ul>	We've Got Choices! Rhyme Play It – Team! Worksheet Play It – Individual! Worksheet Let's Talk Teamwork! Worksheet Try It Now! Chart More Try Its! Chart Possibilities! Worksheet It's All Yours – Week 1 Worksheet It's All Yours – Week 2 Worksheet Ways to Move More! Worksheet

Module 4: Improve Your Groove! Lesson Plan Summary		
Bonus Unit	Objectives	Activities/Worksheets
<b>Yoga!</b>	<ul style="list-style-type: none"> <li>• Discuss how breathing contributes to one's health and well-being</li> <li>• Briefly discuss the history of yoga</li> <li>• Examine the role of breathing in the practice of yoga</li> <li>• Identify some benefits of yoga</li> <li>• Discuss how to connect breathing practices with body positions</li> <li>• Practice positions for flexibility, balance and strength-building.</li> <li>• Become more aware of body signals</li> <li>• Review the physical, mental and emotional benefits of regular yoga practice</li> <li>• design a yoga sequence</li> <li>• practice various yoga sequences</li> <li>• develop a personal plan for incorporating yoga into their overall health and wellness strategy</li> </ul>	Count 'Em! Worksheet Why Do I ____? Worksheet It's a Wide Tent! Worksheet Yoga? Why Would I? Worksheet Hey Yoga! Rhyme Focus on Enrichment! Handout How Things Got Started Worksheet Ssssstress Situations! Worksheet Body Aware – Breathing Worksheet Images and Metaphors – Worksheet Key Words for Yoga! Worksheet & Guide Write a Rhyme! Worksheet More Images and Metaphors Worksheet Draw a Stretch! Worksheet Draw a Pose! Worksheet More Warriors! Worksheet Chair Yoga Worksheet Watch & Listen Worksheet Pose List Worksheet My Way! Worksheet/Our Way! Worksheet Calendar It! Worksheet My Plan! Worksheet Quick Quiz & Guide

## Unit 1 Physical Activity and Exercise

### Lesson 1: What Is Physical Activity? K - 3rd Grade

#### Lesson Highlights

##### Objectives:

- Understand what constitutes physical activity
- Discuss two different categories of physical activity

##### Lesson Materials

##### *Face It!* Worksheet

*Action Cards* (one set for each small group)

##### Anticipatory Set:

Introduce concept of physical activity.  
Find information in A-E at right.

##### Lesson

- Discuss conscious physical activity. Find information in 1A-G beginning at right.
- Complete or assign the *Face It!* Worksheet (1H)
- Discuss unconscious physical activity. Find information in 2A-C on page 9.
- Demonstrate the difference between conscious and unconscious physical activity. Find information in 2D-I on page 9.

##### Curriculum Links:

- Art
- Health
- Science

##### Educational Skills:

- Compare
- Demonstrate

##### Closure Activity:

Using the *Action Cards*, demonstrate how conscious movement can help people communicate:

#### Anticipatory Set

- Lead students in playing a game that involves physical activity.** For example, *Simon Says* gives you an opportunity to engage students in a variety of movements.
- Point out that students have been using physical activity throughout the game.**
- Explain that the term “physical activity” includes movements that our skeletal muscles make and uses energy.**
- Explain that the term *skeletal muscles* refers to muscles that are attached to our bones.**
- Invite students to raise their right arm and hand.** The muscles we use to do that are attached to bones in our arms.

#### 1. Consciously!

- Explain that not all physical activity is the same.**
- Explain that, in the game we played, we made choices about how to move.** We were *conscious* of our physical activity. We were aware of what we were doing and chose to do it.
- For example, invite students to:**
  - Clap their hands
  - Tap their toes
  - Stand up; sit down
  - Smile
- Point out that, in each case, we were aware of and chose to do the activity.** That makes it a conscious physical activity.
- As another example, explain that we can consciously make the muscles in our faces pull our skin into different shapes.**
- Suggest students make faces to demonstrate how we can consciously use our facial muscles.** Pretend that you are:
  - Drinking through a straw
  - Seeing a ghost
  - Opening a gift

- Angry with your brother or sister
- G. Demonstrate that you can also choose to do things like:**
- Blink your eyes
  - Raise your eyebrows
  - Wrinkle your nose
  - Open and close your mouth (The jaw is believed to be the strongest muscle in the body.)
- H. Distribute the *Face It! Worksheet*.** Allow time for students to complete and show their drawings.

## 2. Unconsciously!

- A. Explain that we just demonstrated that we can be conscious of our physical activity.** We chose to make our muscles move.
- B. Explain that, sometimes our muscles just move on their own.** The movement happens but we are not conscious of it and do not choose it.
- C. For example, when we feel happy or angry or sad, the muscles in our face can show how we are feeling without our choosing or being conscious of it.**
- D. Explain that unconscious movement happens when we sleep.**
- E. If space permits, invite students to lay on mats and pretend that they are sleeping.** Or invite students to pretend they have fallen asleep at their desks or tables.
- F. Suggest that students breathe in and out a few times.** Allow a few seconds to initiate a sense of relaxation.
- G. Explain that they might feel their eyelids flutter or a finger move without them choosing to move it.** Point out that those kinds of unconscious movements happen often when we are actually sleeping.
- H. Explain that when we sleep, we often roll over or twitch muscles or kick our legs.** That is all *unconscious* physical activity.
- I. Instruct students to sit upright again.** Explain that, even when we are awake, we often tap our toes or fingers or shift. That too is unconscious physical activity.

## Closure Activity:

- A. Divide students into groups.** Explain that we can use conscious physical activity to communicate.
- B. Distribute one set of *Action Cards*, placed face down in the center of each group.**
- C. Instruct students to take turns selecting one action card from the pile and, without speaking or making noises, use physical activity to demonstrate the activity on the card.**
- D. Optional: Instruct older students to design their own action cards or play a game of charades.**

## Student Independent Activity

Choose worksheets from the menu below to fit the aptitude and abilities of your students.

All of the following handouts are attached in this document.	Page
<i>Face It! Worksheet</i>	8
<i>Action Cards</i>	9 - 10
<i>Design Your Own Action Card Form</i>	11

## Coach Scott

Throughout the module “Coach Scott” offers reminders, suggestions and encouragement you can choose to share with students. Consider printing copies of the **Coach Scott Images** for display and/or use the **Blank Coach Scott Image** suggest that students design posters for themselves that support reaching their fitness goals.

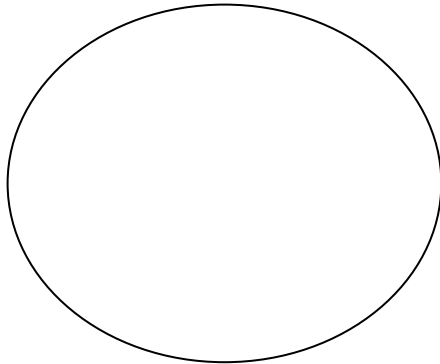
Encourage your students to build a personal portfolio – and have **fun** with this module!!!



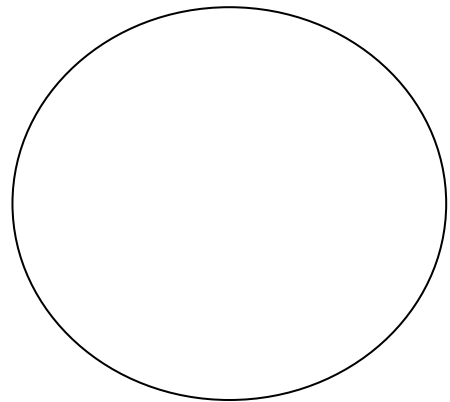
# FACE IT!



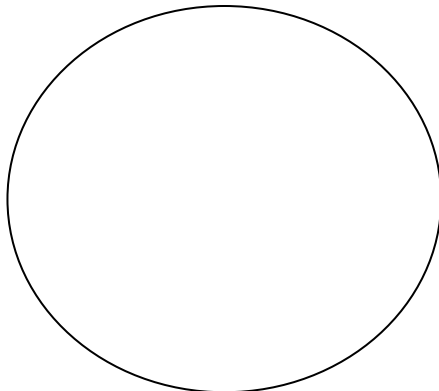
The muscles in your face can pull your skin into different shapes. Sometimes our faces automatically express how we feel. Sometimes we choose to make our faces express how we feel. Draw faces your muscles help make if you:



Won a game

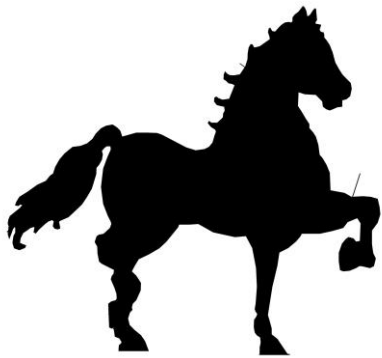


Saw a ghost



Broke your scooter





**Prance like a horse**



**Fly like a butterfly**



**Dance like a hula dancer**



**Walk like a bear**



**Be a baseball player**



**Be a basketball player**



**Hunt like a lion**



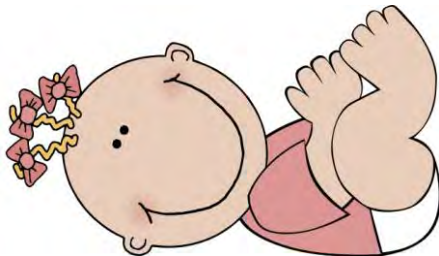
**Twirl a baton**



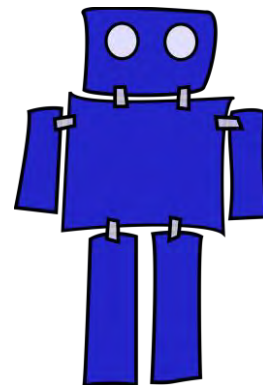
**Build a snowman**



**Paint a picture**



**Take care of a baby**



**Be a robot**





# ARE YOU SMART WITH YOUR HEART?



**Instruct students to stand in their places or in a circle. Ask:**

**Where is the heart?** (left side of chest)

**What size is the heart?** (about the size of a fist)

**How can we keep our hearts strong and healthy?** (exercise and eat healthy foods)

**Instruct Students to do the following:**

**When I call out the name of a healthy habit or activity, jump.**

**When I call out the name of an unhealthy habit or activity, squat (or sit down).**

## Healthy or Unhealthy

- Riding a bike - jump
- Eating 4 pepperoni pizzas - squat or sit
- Walking your dog - jump
- Never going outside to play and playing video games all the time - squat or sit
- Dancing with your friends - jump
- Skating - jump
- Never eating fruits/vegetables - squat or sit
- Riding a scooter - jump
- Shooting baskets - jump
- Watching lots of TV -squat or sit
- Taking the stairs - jump
- Taking the elevator - squat or sit
- Swimming - jump
- Eating potato chips - squat or sit

## *Suggestion:*

Invite students to take turns leading the activity. As the leader calls out other habits, classmates jump or squat/sit.

Sample Enrichment Activity from Unit 1 Grades 4-6

## Improve Your Groove!

*Refrain   Shake it up, shake it down! Move, move, move!  
Exercise! Play, Improve Your Groove!*

**Activity is really cool!**

**Play at home or play at school.**

**Have a swim or ride your bike**

**Throw a ball or take a hike!**

**Activity will help your heart,**

**Keep you fit and keep you smart.**

**Sixty minutes the experts say**

**Is what we need every day.**

**Variety is what you need**

**To keep it fun and to succeed**

**Mix it up, create your dream,**

**Play with friends or join a team.**

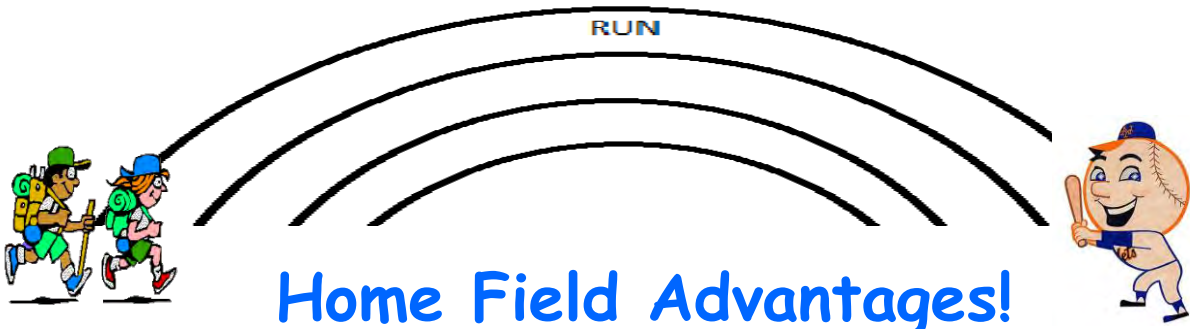
**So lose the clicker, lose the mouse,**

**Get yourself up from the couch.**

**Just get moving and explore!**

**Energy you'll have galore!**





With your group, start a directory that describes playgrounds, athletic fields, hiking trails and other areas in your community. Describe each entry and tell why it is a good place for enjoying physical activity. You may want to make a booklet with several pages to serve as a resource for your community

## Physical Fitness – Health Related

### Why go for it?

- Prevent disease and other health problems
- Reduce risks of injury
- Think and work more efficiently
- Enjoy participating in sports and games
- Feel more confident
- Have more energy



### 5 Components of Health-Related Physical Fitness

In the descriptions below, highlight key information as your teacher or another student explains each component.

- 1. Body Composition:** Has two main components:
  - body mass which includes muscles, bones, nerve tissue, skin, blood and organs
  - body fat which includes *essential body fat* (the amount of fat needed to maintain life) and *storage body fat* which is stored under the skin and deep inside the body
- 2. Muscular strength:** the maximum force a muscle or muscle group can exert. We need muscular strength to perform everyday activities like carrying things.
- 3. Muscular endurance:** the ability of a muscle or muscle group to sustain repeated contractions against resistance for an extended period of time. We need endurance for activities like walking, climbing or shoveling snow.
- 4. Cardiovascular endurance:** the capacity of the heart, blood vessels, blood and lungs to deliver oxygen and nutrients to the working muscles and tissues during exercise. We need cardiovascular endurance for running, swimming, biking or any other activity that requires stamina.
- 5. Flexibility:** the ability to move joints through their normal range of motion. We need flexibility to have good posture and to do normal activities without pain in our muscles and joints.

One thing I already do for health related physical fitness is: \_\_\_\_\_.

It helps me be fit for life in the following ways:

\_\_\_\_\_



# Physical Fitness – Skill Related



## Why go for it?

- Build skills for performance
- Reduce risks of injury
- Enjoy participating in sports and games
- Feel more confident
- Reach one's personal best

## 6 Components of Health-Related Physical Fitness

In the descriptions below, write other examples of each component.

- 1. Agility:** Ability to change the direction of your body quickly and efficiently at your speed of travel. You need agility in games like tennis, softball, football and basketball. Other examples include: \_\_\_\_\_.
- 2. Balance:** Ability to maintain equilibrium while moving or being stationary. Always being aware of where your body is in the space. Balance is important in activities like ballet, gymnastics and skiing. Other examples include: \_\_\_\_\_.
- 3. Coordination:** Ability to use your body parts to move smoothly and accurately. Examples include: \_\_\_\_\_.
- 4. Speed:** Ability to move your body from one point to another as fast as possible. Examples include: \_\_\_\_\_.
- 5. Reaction Time:** Ability to respond to a stimulus at the appropriate time. Reaction time is important to catchers and batters, for example. Other examples include: \_\_\_\_\_.
- 6. Power:** Ability to apply speed and strength to produce a muscle movement. Power is important in pitching a baseball. Other examples include: \_\_\_\_\_.

One skill I'd like to work on is: \_\_\_\_\_.

Building that skill would help me in the following ways:

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## Unit 3: It's a Stretch! Vocabulary Words

Dear Parent, This week we are learning about how stretching supports our health and well-being . Below are some words we learned in class today. Please review them with your child tonight.

Vocabulary Word	Part of Speech	Definition	Write a sentence using the word
1.			
2.			
3.			
4.			
5.			
6.			

## Unit 3: It's a Stretch!

### Teacher Key

Choose five or more words from the list below and direct your students to write them in the first column of the *Vocabulary Handout*.

Vocabulary Word	Part of Speech	Definition	Write a sentence using the word
core muscles	noun	group of muscles found in the abdominal area of the body	My core muscles help me bend and twist.
hamstrings	noun	muscles found at the back of the thigh	My hamstrings help me bend my knees.
interval	noun	a period of time between events.	When you move slow for five minutes, then move fast for two minutes, then move slow again, you are doing interval training.
posture	noun	the way in which your body is positioned when you sit or stand or move.	Good posture helps me walk and run well.
quadriceps	noun	muscles found at the front of the thighs	My quadriceps help me straighten my legs.
stretch	verb	to move in ways that make muscles long and tight	I like to stretch after a long walk.

# Unit 3: It's a Stretch!

## Quick Questions Assessment

What is stretching? \_\_\_\_\_

Name two or more good reasons to stretch. \_\_\_\_\_

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Name two or more benefits of walking. \_\_\_\_\_

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How will you incorporate more stretching into your daily routine?



## LET'S TALK TEAM!

### Carlie's Story:

I'd never thrown a football in my life. Then they told us we were going to do an assessment in gym class. We had to demonstrate that we could throw and catch passes. During our first practice session, the boys just kept passing to each other. They were having a great time, but my friend Glenda and I were just standing around.



Finally, Ryan said to one of the other boys, "Hey, maybe we should give the girls some turns so they can practice too." They did, and when we did the assessment, they encouraged us every time we passed or caught the ball. That boosted our confidence and we did OK!

**How are Carlie's classmates helping everyone be more fit?**



### K.C.'s Story:

I run. I run pretty fast too. We had a track meet at school and I trained for it. I ran every day. The day of the contest, we had to run the track around the high school football field. I was ahead of everyone! Then Travis came out of nowhere. None of us had ever seen Travis play sports before. Not even kickball. We always thought he was kind of a bookworm. Anyway, Travis passed me up, and by the time the race was over, he was way ahead of me. I was disappointed at first but it was good to see how great Travis felt. Now we run together some times after school. We're getting to be good friends.

**How are K.C. and Travis helping each other be more fit?**

### Ella's Story:

When I started learning how to twirl a baton, I practiced a lot and all the other kids at the baton school were really nice to me. Then our coach asked me to join the team that went to competitions. Most of the kids were still nice to me, but two of them started telling me that I wasn't good enough to be on the team. They made fun of me whenever I dropped my baton.



**If you were on the competitive team, how could you support Ella?**

### Julio's Story:

We got tired of everyone taking sports so seriously so our class decided to host an Old-Time Game Day. Planning it was fun, but when we came to set up on the day of the event, we found broken bottles and stuff laying around. No one wanted to do it, but finally we all agreed to work together to clean up the space to make it safe. The event turned out great! Even the adults who came had fun!



**Why is it important to plan for safety?**

# Yoga? Why Would I?

Focused breathing is an essential aspect of yoga and a great place to start. Many people make practicing yoga a regular part of their lives because it supports their health and well-being. Here is how. Yoga:

- Slows your heart rate
- Lowers blood pressure
- Slows your breathing rate
- Reduces the activity of stress hormones
- Increases blood flow to major muscles
- Reduces muscle tension and chronic pain
- Improves concentration and mood
- Reduces fatigue
- Helps relieve anger and frustration
- Boosts confidence in your ability to handle problems

Think of an activity or situation in your life for which practicing yoga could be helpful. Write about it in the space below:

# How Things Got Started...

You learned a bit about how yoga practices got started and were adapted to meet the needs of people living in different times and places. Choose from the list below or select another activity you enjoy. Research where and how it began and how it was adapted over time.

Football

Basketball

Wrestling

Soccer

Gymnastics

Track and Field

Tennis

Swimming

Golf

Baseball

Volleyball

Marathon running

Water skiing

Snow Skiing

Ice Skating

Weight lifting

Other: \_\_\_\_\_