

GRADE 1 PHYSICAL EDUCATION & HEALTH

First edition

5 units

10 lessons · one quarter

A video for every lesson

FIRST EDITION

COURSE GUIDE

This short course is for first graders and the grown-ups who read with them. In one quarter of the school year it visits five parts of a healthy life: keeping active, drinking water, eating good food, growing strong and building a strong heart and lungs. Each lesson begins with a true story told simply: children playing games in a painting from 1560, Charles Blondin walking a rope over the Niagara River in 1859, a doctor who sat in a weighing chair to learn where water goes, Elijah resting under a tree with bread and water, sailors who needed oranges and lemons, a doctor who first saw the bones inside a hand, the tug-of-war at the old Olympic Games, a doctor who listened to a heart through a rolled-up paper tube, and the first Penn Relays.

Every lesson follows the same simple path. **Long ago:** the story. **How did they find out?:** what people wondered and what they tried. **How does it work?:** a little about muscles, bones, water, food, heart and lungs, in words a six-year-old can hold. **Let's try it!:** a game, a balance walk, a water chart, a snack plate or a race, with a grown-up counting, timing and cheering. The child draws or tells it in a fitness journal, then tries again later in the week to do a little better.

God made the body good, and He gave it to us to care for. This course is about thankfulness, strong muscles, happy play and good habits. It never talks about size or looks, and children are compared only with their own earlier tries. The old Latin saying *Fabricando fit faber*, “by making, one becomes a maker,” fits even little ones: we get better at running, hopping and balancing by doing them, a little more each week. The quarter ends with a family fitness day, when the whole household plays, runs, drinks water and shares a snack together.

Most videos come from trusted children's channels such as SciShow Kids, Nemours KidsHealth, Homeschool Pop and the PBS series *Sid the Science Kid*, with a Bible-story cartoon, a PE teacher's channel, a museum channel and the Olympics' official channel

chosen lesson by lesson. Every video was previewed for accuracy and for modest dress. Some channels end with an invitation to subscribe or a link to their other videos; you can stop the video when the teaching ends. Sit beside your child while you watch, and do any moves along with the video.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for children in grade 1 (about ages 6–7). A parent or teacher reads every lesson aloud, does the activities alongside the child, and helps with all writing; the child answers by telling, showing, pointing or drawing. No reading or writing skill is needed beyond what a first grader is learning. Nothing needs to be bought: every activity uses household things such as a towel, a cup, masking tape or chalk, a pillow, a ball or a rolled-up sock, and a timer.

HOW TO USE THIS COURSE

- 1. The weekly rhythm.** The quarter has 10 lessons, one a week, each with three short sessions of 20–30 minutes. Session 1 is the warm-up, the video, the story read aloud and the picture study, with a little movement. Session 2 is the activity (the game, the balance walk, the water chart or the snack) and a fitness-journal page. Session 3 repeats the activity and tries to do a little better. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge. On every other day, let your child play actively: young children should move often throughout the day, at least 60 minutes in all, with running, jumping and climbing on most days.
- 2. Check with your doctor first.** A parent should know about and supervise every activity. If your child has asthma, a heart condition, diabetes, a recent injury or any other health concern, check with your doctor before starting, and follow the doctor's advice about what to change.
- 3. Read it aloud.** The lessons are written to be read aloud to the child. The paragraphs marked *Long ago* and *How did they find out?* tell the story; *How does it work?* explains the body; *Let's try it!* explains the activity. Stop after each paragraph and ask your child to tell it back, or to show it with his or her body.

4. **Picture study.** Each lesson has one public-domain painting, print or old photograph chosen for what it shows about play, work, food, water or rest. Look at it quietly together for one minute, then put it away and let your child tell everything he or she remembers. Bring it back and talk through the “look for” items and questions.
5. **The fitness journal.** Use any notebook or a folder of plain paper for the whole quarter. Your child draws, colors and tallies; you write the date, the numbers and a few words your child says. Every activity is done, recorded and done again: hops, steps, seconds, cups of water, colors on a plate. Write how it felt and what to try next time. Honest marks matter more than big numbers.
6. **Health, not looks.** In this course we talk about what bodies can do and how to care for them, never about size or shape. We do not weigh children, count calories or call foods bad. Foods are “everyday foods” and “sometimes foods,” and feasts and treats are good gifts in their place. Praise effort and good form, and steer away from comparing one child with another.
7. **Optional books and gear.** Some units list a children’s book, a free government web page or simple gear such as a jump rope or a child’s water bottle. They are never required.
8. **Unit review and unit challenge.** Each unit ends with a short oral review: you ask the questions aloud, and your child answers by telling, showing a movement, pointing or drawing. There are no points. Each unit also has a unit challenge, such as a week of active play, a water chart, a rainbow plate week or a family relay. Keep the pages in a folder.
9. **Safety.** Read the safety note before each activity. Warm up first and cool down after. Clear a space with a flat, non-slip floor, move toys and furniture out of the way, and wear shoes with good grip (not socks on a smooth floor). Stop and comfort your child, and get help if needed, at chest pain, dizziness, fainting, trouble breathing or sharp pain; tired legs are normal, but pain in a joint is not. Strength work uses body weight only. A parent handles knives and the stove and checks for food allergies before any tasting. Exercise and food are never used as a reward or a punishment.
10. **The family fitness day.** In the last week your child helps plan a family fitness day: a warm-up, a favorite game from each unit, a water table, a simple snack and a

family relay race. Everyone moves at his or her own pace, and everyone gets cheered.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–2

Keeping Active

God made bodies to move: games children have played for hundreds of years, from Bruegel’s painting of 1560 to hopscotch and tag; and Charles Blondin’s 1859 walk over the Niagara River, with balance practice on a line on the floor.

- 1.1 Games Children Have Always Played
- 1.2 Balance and Coordination

UNIT 3 • WEEKS 5–6

Nutrition

The five food groups of MyPlate (2011) and a snack plate with all five; and the sailors long ago who got sick without fruit and got well with oranges and lemons.

- 3.1 The Five Food Groups
- 3.2 Sailors and Oranges

UNIT 5 • WEEKS 9–10

Aerobic Training

The heart and lungs, René Laennec’s paper-tube stethoscope (1816) and fast breathing after running; and running games and relay races, the first Penn Relays (1895) and the family fitness day.

- 5.1 Heart and Lungs
- 5.2 Running Games

UNIT 2 • WEEKS 3–4

Hydration

Where the water in your body goes (sweat, breath and the bathroom) and why we refill, with Santorio’s weighing chair and a water chart; and water, shade and rest on hot days, with Elijah fed and watered under the juniper tree.

- 2.1 Where Does the Water Go?
- 2.2 Water on Hot Days

UNIT 4 • WEEKS 7–8

Strength

Muscles and bones working together, the first X-ray of a hand (1895) and foods for strong bones; and push, pull and lift, with the Olympic tug-of-war (1900–1920), wall push-ups and towel pulls.

- 4.1 Muscles and Bones Work Together
- 4.2 Push, Pull and Lift

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 Games Children Have Always Played: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it <i>Three short sessions a week is the usual rhythm: one to learn, two to move. Keep moving every day, even on days with no lesson.</i>
2	• Session 1: Lesson 1.2 Balance and Coordination: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it • Session 3 (end of unit): Unit 1 review and unit challenge
3	• Session 1: Lesson 2.1 Where Does the Water Go?: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it
4	• Session 1: Lesson 2.2 Water on Hot Days: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it • Session 3 (end of unit): Unit 2 review and unit challenge
5	• Session 1: Lesson 3.1 The Five Food Groups: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it
6	• Session 1: Lesson 3.2 Sailors and Oranges: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it • Session 3 (end of unit): Unit 3 review and unit challenge

WEEK	PLAN
7	• Session 1: Lesson 4.1 Muscles and Bones Work Together: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it
8	• Session 1: Lesson 4.2 Push, Pull and Lift: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it • Session 3 (end of unit): Unit 4 review and unit challenge
9	• Session 1: Lesson 5.1 Heart and Lungs: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it
10	• Session 1: Lesson 5.2 Running Games: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity and fitness journal • Session 3: Repeat the activity, try to improve, and log it • Session 3 (end of unit): Unit 5 review and unit challenge <i>Last week. Hold a family fitness day: the student leads the family through a warm-up, a favorite activity from each unit and a cool-down, serves a healthy snack and water, and shows the fitness journal.</i>

MATERIALS

Fitness journal (any notebook or a folder of paper)

One for the quarter, for drawings, tallies, charts and the words your child says.

A timer or stopwatch (a phone timer works)

For timed balances, hops, holds and races.

Shoes with good grip and comfortable, modest play clothes

Every activity lesson.

Masking tape or sidewalk chalk

For balance lines, hopscotch squares, start and finish lines.

A towel, a pillow or two, a wall, and a soft ball or rolled-up socks

For balance, push, pull and toss activities.

A cup your child can call his or her own, and stickers or crayons

For the water charts in Unit 2.

Fruits and vegetables of several colors, a whole-grain food, a dairy food and a protein food, and a paper plate

For the snack plates in Unit 3. Check for food allergies first.

Crayons or colored pencils

For journal pages and the picture study.

A small object to pass as a relay baton (a paper towel tube or a wooden spoon)

For the relay races in Unit 5.

GRADING

There are no letter grades in first grade. Give warm, specific words about effort, good form, listening and honest tries, and keep the journal pages and unit challenges in a folder so your child can see how much he or she has grown.

Scale: No letter grades. At the end of each unit, write two or three sentences in the folder: what your child did well, what got better since the first try, and one thing to keep practicing.

- Praise effort, good form, kindness in games and trying again, not only big numbers.
- Marks in the journal are compared only with your child's own earlier tries, never with a brother, sister or friend, and never with body size or shape.
- The unit reviews are oral. Your child may answer by telling, pointing, showing a movement or drawing.
- A child who finds games hard, or who has a health condition that limits some activities, is praised for faithful effort within what the doctor allows. Every body can grow stronger; the goal is faithfulness, not being the best.

A NOTE TO PARENTS

You do not need to be a coach to teach this course. Read the story aloud, watch the video together, and then be the timer, the counter and the cheerleader. Play the games with your child whenever you can. Six-year-olds copy what they see, and a parent hopping on one foot in the kitchen teaches more than any speech.

Keep the talk about bodies on what they can do and how to care for them. Say "Look how long you balanced!" rather than "You're the best." If a sibling is faster, steer back

to the journal: “Did you beat your own number from Tuesday?” Exercise is good for the body, and Scripture says godliness is better still (1 Timothy 4:8). We play, eat, drink and rest with thankful hearts, to the glory of God.

The stories are cheerful and told simply. The sailors in Lesson 3.2 got sick at sea, but the lesson keeps the focus on how fruit made them well. Blondin’s rope walk in Lesson 1.2 was very high and dangerous; the lesson makes clear that children practice balance only on a line on the floor or a low, safe edge with a grown-up near.

UNIT 1

KEEPING ACTIVE

God made your body, and He made it to move. Your legs can run and hop. Your arms can throw and catch. Your feet can balance on a line. In this unit you will look at a painting from long ago, full of children playing games. Some of their games are the same ones children play today: tag, leapfrog, rolling a hoop and riding piggyback. Then you will play some of those games yourself and keep count in your fitness journal.

Next you will hear about Charles Blondin, a man who walked on a rope high above the Niagara River in 1859. He could do it because he practiced balance for years, starting when he was a little boy. You will practice balance too, but only on a line on the floor. Every day you will try to stand, walk and hop a little steadier than before.

PREREQUISITES

- Can follow simple directions and take turns in a game
- Has room to move indoors or outdoors, with a grown-up nearby
- Has a doctor's go-ahead if there is any health concern (see How to use)

MASTERY CHECKLIST

- ☐ I can say that God made my body to move, and name three ways I like to move.
- ☐ I can play two old games, like tag and hopscotch, and follow the rules.
- ☐ I can warm up before playing and cool down after.
- ☐ I can tell how Charles Blondin learned to balance, and balance on one foot and walk a line on the floor.
- ☐ I can count or time my game or balance, and try again to do a little better.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- ***Mirette on the High Wire*, by Emily Arnold McCully:** A Caldecott Medal picture book about a girl in old Paris who learns to walk the high wire, one careful step at a time, from a retired wire walker. A good read-aloud for Lesson 1.2.
- **A jump rope sized for a child:** Optional, for the jump-rope game in Lesson 1.1 and for daily play. A rope is the right length when your child stands on the middle and the handles reach the armpits.
- **A soft playground ball:** Optional, for tossing and catching games all quarter. A rolled-up pair of socks works too.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 Games Children Have Always Played

3 sessions of 20–30 minutes

1.2 Balance and Coordination

3 sessions of 20–30 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Who made your body, and what did He make it to do? Show me three ways your body can move.
2. Name a game children played long ago in Bruegel's painting that children still play today. Tell me how to play hopscotch or freeze tag.
3. Show me a warm-up. Why do we warm up before we play hard?
4. How did Charles Blondin learn to walk on a rope over the Niagara River? Where do you practice balance?
5. Show me a stork stand. What helps you balance?

ANSWER KEY

1. God made my body, and He made it to move. (Any three movements: running, hopping, jumping, throwing, climbing, balancing.)
2. Any game such as leapfrog, rolling a hoop or piggyback. Hopscotch: toss the stone, hop over it on one foot on single squares and two feet on double squares, turn and come back. Freeze tag: if tagged you freeze, and a friend unfreezes you by crawling under your arm.
3. Marching, arm circles, hopping or jogging in place. A warm-up gets our muscles ready so we can play well and not get hurt.
4. He practiced every day for many years, starting when he was about five, first on low ropes. I practice only on a line on the floor, never up high.
5. Standing on one foot with hands on hips. My eyes (looking at one spot), my ears and my muscles help me balance, and so does holding my arms out.

UNIT CHALLENGE: MY WEEK OF ACTIVE PLAY

For seven days in a row, play actively every day: outside games, a walk, a bike ride, hopscotch, tag or balance practice. Each evening, color one box on a chart for every 10 minutes of active play (six boxes is 60 minutes). At the end of the week, retest your stork stand and tightrope walk and compare with your first numbers. Then teach one old game to someone in your family.

LOOK FOR	WHAT IT MEANS
Played every day	Your child played actively on all seven days, with the chart colored in each evening.
Honest chart	The boxes match the time really spent playing, with a grown-up's help.
Balance retest	Your child repeated the stork stand and the tightrope walk and compared the numbers with Day 1.
Teaching a game	Your child explained the rules of an old game clearly and played it kindly with a family member.

1.1 GAMES CHILDREN HAVE ALWAYS PLAYED

OBJECTIVES

- Say that God made our bodies to move, and that playing active games is one way we care for them.
- Learn from Bruegel’s painting of 1560 and an old photograph that children long ago played many of the same games we play, and tell which games make children run, jump or balance.
- Play hopscotch and freeze tag safely, and count hops or rounds in a fitness journal.
- Warm up before play and cool down after.

Warm-up. March in place and count to 20. Swing your arms like a soldier. Do 5 big arm circles forward and 5 backward. Hop on two feet 10 times. Now jog in place while a grown-up counts to 15. Put your hand on your chest. Is your heart going faster? Think about it: what is your favorite game to play outside?

WATCH

Why Do We Need To Exercise? | Sid The Science Kid | The Jim Henson Company.

The Jim Henson Company · 3:15

<https://www.youtube.com/watch?v=zABU5blkeps>

WHEN TO WATCH

After the first paragraph, before the picture study. Watch to see what Sid learns when he goes outside to play.

Note: A cartoon from the PBS series *Sid the Science Kid*. Sid wants to stay in and watch TV; his teacher shows the class how moving keeps the body strong.

KEY TERMS

active

Moving your body: running, jumping, climbing, hopping and playing.

game

Play with rules that everyone follows, like tag or hopscotch.

warm-up

Easy moving before hard play, so your muscles get ready.

cool-down

Slow, easy moving after play, so your body can rest.

CORE IDEAS

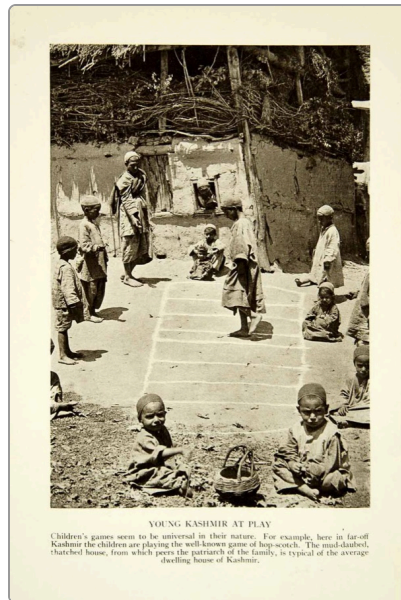
Long ago. About 460 years ago, in the year 1560, a painter named Pieter Bruegel lived in a land we now call Belgium. He painted a big picture called *Children's Games*. It shows a whole town full of children playing. People who have studied it have found more than eighty games! Children are rolling hoops, walking on stilts, playing leapfrog, riding piggyback and spinning tops. Some are playing blind man's buff. Many of these games are still played today.

How did they find out? How do we know what games children played long ago? We look at old paintings and old books. Bruegel looked closely at real children, and he painted what he saw. Old photographs show children in far-off lands playing the same games, like the children playing hopscotch in this lesson's picture. Hopscotch, jump rope and tag have been played for hundreds of years, in many lands. Children have always loved to run, jump and chase.

How does it work? God made your body to move. When you run in a game, your legs get stronger. Your heart beats faster and grows stronger too. When you jump, your bones grow stronger. When you hop on one foot, you learn to balance. Children your age should play actively every day, a little at a time and a lot in all: at least 60 minutes. Playing outside is one of the best ways to do it. After a day of good play, your body is ready for a good night of sleep.

Let's try it! This week you will play two games children have played for hundreds of years: hopscotch and freeze tag. First you will warm up. Then you will play, count, and cool down. Later in the week you will play again and try to do a little better.

PICTURE STUDY



Little Folks Playing Hopscotch in Kashmir, India, Unknown photographer, About 1900 · Photograph · Printed in a book; reproduced on Wikimedia Commons
Image: [Wikimedia Commons](#), public domain

This old photograph was taken about 1900 in Kashmir, in the mountains of northern India. Its old caption says that children's games seem to be the same all over the world: here children are playing hopscotch on lines drawn in the dirt, in front of a house with a thatched roof.

Look closely

- Find the lines on the ground. How are they like a hopscotch you could draw?
- Find the boy standing on the hopscotch. What do you think he will do next?
- Look at the children sitting and watching. What are they waiting for?
- Look at their feet. Are they wearing shoes?

Talk about it

1. Why do you think children in so many lands play hopscotch?
2. What does hopping on one foot make your body practice?
3. What game would you teach a child from far away?

Safety first. A parent should know about and supervise all activity. If you have asthma, a heart condition, diabetes, a recent injury or any health concern, check with your doctor before starting this course. Warm up first and cool down after; play on flat ground away from streets, and stop and tell a grown-up right away if you feel chest pain, dizziness, faintness, trouble breathing or sharp pain.

ACTIVITY

Old Games Day: Hopscotch and Freeze Tag

Children in Bruegel's painting played games five hundred years ago. You will play two old games today. A grown-up will help you count. Your numbers are just for you, so you can see yourself get better.

You will need

- Sidewalk chalk outdoors, or masking tape on the floor indoors
- A small stone, beanbag or bottle cap to toss
- A timer
- A grown-up, brother or sister to play tag with
- Fitness journal and crayons
- A cup of water

Steps

1. **Warm up (3 minutes).** March in place for 30 seconds. Do 5 arm circles each way. Do 10 two-foot hops. Jog in place for 30 seconds. Walk on your tiptoes across the room and back.
2. **Draw the hopscotch.** With a grown-up, draw or tape eight squares in a line, each about as big as a sheet of paper. Number them 1 to 8. Make squares 4 and 5 side by side, and 7 and 8 side by side.
3. **Play hopscotch.** Toss your stone onto square 1. Hop over it: one foot on single squares, two feet on side-by-side squares. At the end, turn around, hop back, and pick up your stone on the way. Next turn, toss to square 2. Keep your eyes on the squares and land softly with bent knees.
4. **Count it.** A grown-up times you for 3 minutes. How many squares did you get your stone to? Write the number in your journal. Rest and drink water for 1 minute.
5. **Play freeze tag (5 minutes).** Mark a play space with chalk or cones (shoes work). One person is "it." If you are tagged, freeze like a statue with your arms out. Another player can unfreeze you by crawling under your arm.

Switch who is “it” every minute. Tag gently with one hand on the shoulder or back.

6. **Count it.** Tally how many times you were “it” and how many friends you unfroze. Draw a tally mark for each.
7. **Cool down (3 minutes).** Walk slowly for 1 minute. Reach up high to the sky and hold for 10 seconds. Bend down and touch your knees or toes for 10 seconds. Take three slow, deep breaths. Drink some water.
8. **Session 3: Play again.** On another day, warm up the same way. Play hopscotch for 3 minutes again. Can you get your stone one square farther? Play freeze tag again. Then circle your best number in your journal.

Tips

- Land softly on the balls of your feet with bent knees, like a cat.
- If hopping on one foot is hard, hop on two feet first. Next time, try one foot for the first two squares.
- Taking turns and playing fairly are part of every good game.

Check your work

- ☐ I can play hopscotch and freeze tag by the rules.
- ☐ I warmed up before playing and cooled down after.
- ☐ I counted my game and tried again to do better.

FITNESS JOURNAL

1. Draw yourself playing hopscotch. A grown-up writes the date and how many squares you reached on Day 1 and on your second try.
2. Draw tally marks for freeze tag: how many friends you unfroze.
3. Draw your favorite old game: one from Bruegel’s painting (leapfrog, hoops, piggyback) or hopscotch. Tell a grown-up why you like it, and he or she writes your words.
4. Color a face that shows how you felt after playing: happy, tired, hot or all three!

From history. Pieter Bruegel the Elder lived from about 1525 to 1569. He is famous for painting ordinary people: farmers at harvest, villagers at a wedding, skaters on a frozen river and children at play. His *Children's Games* hangs today in a large museum in Vienna, Austria. Hopscotch is played all over the world under many names, with squares drawn in chalk, scratched in dirt or painted on playgrounds.

COMMON MISTAKES

- Skipping the warm-up and running hard right away. Start slow, then go fast.
- Landing with stiff, straight legs. Bend your knees to land softly.
- Pushing or grabbing in tag. A gentle tag with one hand is all you need.
- Thinking only sports count. Games, chores, walks and playing outside all count as moving.

Make it a game • Painting Games Match. Pretend you are children in Bruegel's old painting. Your parent calls a game: hopscotch, tag, leapfrog or hoops. Show with your body what you would do, then say whether it makes you run, jump or balance. Play one short round of freeze tag. Warm up first and cool down by breathing slowly.

Scripture. “I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well.” (Psalm 139:14, KJV)

God made your body in a wonderful way. Running, jumping and playing are ways to enjoy His good gift and thank Him for it.

1.2 BALANCE AND COORDINATION

OBJECTIVES

- Tell how Charles Blondin crossed the Niagara River gorge on a rope in 1859, and how he learned balance by practicing for many years.
- Explain in simple words how your eyes, ears and muscles help you balance.
- Balance on one foot and walk a line on the floor, timing and counting each try.
- Practice and retest to improve your balance.

Warm-up. Stand tall like a tree. Sway gently side to side in the wind, then stand still. March in place with high knees for 30 seconds. Do 5 arm circles each way. Stand on your tiptoes and count to 5. Now try standing on one foot while a grown-up counts. Think about it: what do your arms do when you start to wobble?

WATCH

PE Skills for balance (elementary grades)

Prime Coaching Sport · 3:35

<https://www.youtube.com/watch?v=HPHw88o84MQ>

WHEN TO WATCH

Before the activity. Watch a PE teacher show balance skills, then choose two to try along with him.

Note: From a PE teacher's channel. He uses gym equipment such as cones, noodles and beanbags; at home a pillow, a rolled-up sock and a line of tape work just as well. The last few seconds show the teacher's printable cards; you can stop the video when the skills end.

BACKUP VIDEO

History@Home: Blondin

Niagara Falls Museums · 2:18

https://www.youtube.com/watch?v=3TCUggGf_0A

After the story, to see old photographs and pictures of Blondin on his rope.

KEY TERMS

balance

Keeping your body steady so you do not fall over.

coordination

Making different parts of your body work together, like your eyes and hands when you catch a ball.

tightrope

A rope or wire pulled tight, high above the ground, for a trained performer to walk on.

practice

Doing something again and again so you get better at it.

CORE IDEAS

Long ago. On June 30, 1859, a crowd of people gathered at the Niagara River, near the great Niagara Falls. A long rope was stretched across the deep gorge, from America to Canada. It was about 1,100 feet long, as long as three or four football fields, and about 160 feet above the rushing water. A man named Charles Blondin stepped onto the rope. He carried a long pole in his hands. Step by careful step, he walked all the way across. Then he walked back! Later that summer he even crossed with his helper, Harry Colcord, riding on his back.

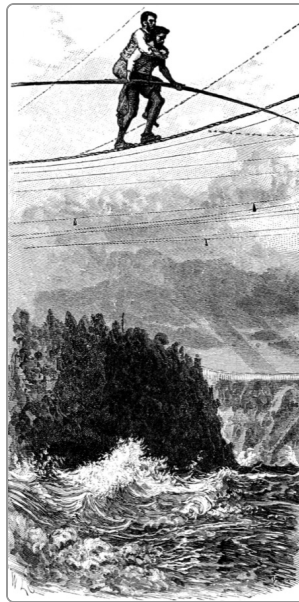
How did they find out? How did Blondin learn to balance like that? He started when he was about five years old, at a school for acrobats in France. He practiced every day for years: walking a low rope, then a higher one, and only then a high one. He also learned a trick: his long pole helped him stay steady, the way you hold your arms out when you wobble. Blondin was a trained performer, and his rope walk was very dangerous. You will never walk on anything high. You will practice the safe way, on a line on the floor.

How does it work? God gave you helpers for balance. Your **eyes** look at the world and tell your brain which way is up. Deep inside your **ears** are tiny tubes with liquid in them; when you tip, the liquid moves and tells your brain. The **muscles** in your feet, legs and middle make tiny changes to keep you steady. When you practice balancing, all these helpers learn to work together better. That is called **coordination**. Balance helps you run, climb, ride a bike and keep from falling.

Let's try it! This week you will be a floor tightrope walker. You will balance on one foot, walk a line heel to toe, and carry a pillow like Blondin carried his friend.

A grown-up will time and count. In Session 3 you will try again and see your balance grow.

PICTURE STUDY



Blondin Crossing the Niagara, Unknown engraver, About 1883 · Wood engraving · Printed in a book of the 1880s; reproduced on Wikimedia Commons

Image: [Wikimedia Commons](#), public domain

This old picture was printed in a book many years after Blondin's famous walks. It shows him carrying his helper, Harry Colcord, on his back across the rope above the Niagara River.

Look closely

- Find the long pole. Why do you think Blondin held it out so far on each side?
- Look at Blondin's feet. Are they pointing forward or out to the side?
- Find the smaller ropes tied to the big rope. They helped keep the big rope from swinging.
- Look at the water far below. How do you think the people watching felt?

Talk about it

1. Blondin practiced for many years before this walk. What is something you get better at by practicing?
2. Why do children practice balance on the floor and never up high?
3. What do you do with your arms when you start to wobble?

Safety first. Practice balance only on the floor, on a line of tape, chalk or a flat board lying on the ground: never on walls, railings, furniture or anything high. Clear the space of toys and sharp corners, use a non-slip floor or grass, and have a grown-up stand close by. Bare feet on a clean rug or shoes with good grip are fine; socks on a smooth floor are not.

ACTIVITY

Floor Tightrope Training

Blondin started small and practiced every day. You will start small too. Today you will find out how long you can balance and how far you can walk on a line. Then you will practice, and try again later in the week.

You will need

- Masking tape (indoors) or sidewalk chalk (outdoors) to make a straight line about 10 feet long
- A broom handle or a long cardboard tube for a “balancing pole”
- A small pillow or stuffed animal
- A timer and a grown-up to time and count
- Fitness journal and crayons

Steps

1. **Warm up (3 minutes).** March in place for 30 seconds. Do 5 arm circles each way. Do 10 tiptoe raises. Walk forward 10 steps, then backward 5 steps, slowly.
2. **Stork stand.** Stand on your right foot with your hands on your hips. Lift your left foot off the floor. Look at one spot on the wall. A grown-up counts the seconds until your foot touches down (stop at 30). Write the number. Rest 30 seconds, then try the left foot.
3. **Tightrope walk.** Make a straight line of tape or chalk about 10 feet long. Walk it heel to toe: put the heel of one foot right in front of the toes of the other. Hold your arms out to the sides. Count how many steps you take before you step off the line. Try three times and write your best.
4. **Pole walk.** Walk the line again, holding the broom handle across your body with both hands, like Blondin’s pole. Is it easier or harder? Tell a grown-up.
5. **Carry walk.** Hold a pillow or stuffed animal in both arms and walk the line. Blondin carried his friend; you carry your pillow. Go slowly and keep your eyes on the end of the line.

6. **Backward walk.** Walk the line backward, slowly, for 5 steps. A grown-up stands right beside you.
7. **Cool down (2 minutes).** Walk slowly around the room. Reach up high, then shake out your arms and legs. Take three slow breaths. Drink some water.
8. **Session 3: Retest.** On another day, warm up the same way. Do the stork stand on each foot and the tightrope walk three times. Write your new numbers next to the old ones. Circle every number that went up.

Tips

- Look at one spot that does not move, like a doorknob. Your eyes help your balance.
- Squeeze your tummy muscles a little and stand tall.
- Wobbling is normal. Every wobble teaches your muscles something.

Check your work

- ☐ I can stand on one foot and walk heel to toe on a line.
- ☐ I can tell how Blondin learned to balance.
- ☐ I practiced and tried again, and I know my own numbers.

FITNESS JOURNAL

1. A grown-up writes your stork-stand seconds (right foot and left foot) and your best tightrope steps, on Day 1 and on your retest. Draw a star by each number that went up.
2. Draw Blondin on his rope high over the river with his long pole.
3. Draw yourself on your floor tightrope. Show your arms out for balance.
4. Tell a grown-up one thing that helped you balance, and he or she writes it down.

From history. Charles Blondin's real name was Jean-François Gravelet. He was born in France in 1824. After his first crossing in 1859 he crossed the Niagara gorge many more times, once pushing a wheelbarrow and once walking blindfolded. He kept performing on the rope until he was an old man.

COMMON MISTAKES

- Looking down at your feet the whole time. Look ahead at one spot instead.
- Rushing. Slow, careful steps keep you on the line.
- Trying balance tricks on a couch, wall or railing. Practice only on the floor.

- Giving up after one wobble. Balance grows with practice.

Make it a game · Tightrope Walker. Lay a strip of tape on the floor. Be Blondin crossing Niagara and walk heel to toe along the line with arms out, carrying a spoon with a pom-pom or sock. Your parent counts how far you go without stepping off. Try again to beat your record, and say which parts of you help you balance.

UNIT 1

KEEPING ACTIVE

God made your body, and He made it to move. Your legs can run and hop. Your arms can throw and catch. Your feet can balance on a line. In this unit you will look at a painting from long ago, full of children playing games. Some of their games are the same ones children play today: tag, leapfrog, rolling a hoop and riding piggyback. Then you will play some of those games yourself and keep count in your fitness journal.

Next you will hear about Charles Blondin, a man who walked on a rope high above the Niagara River in 1859. He could do it because he practiced balance for years, starting when he was a little boy. You will practice balance too, but only on a line on the floor. Every day you will try to stand, walk and hop a little steadier than before.

PREREQUISITES

- Can follow simple directions and take turns in a game
- Has room to move indoors or outdoors, with a grown-up nearby
- Has a doctor's go-ahead if there is any health concern (see How to use)

MASTERY CHECKLIST

- ☐ I can say that God made my body to move, and name three ways I like to move.
- ☐ I can play two old games, like tag and hopscotch, and follow the rules.
- ☐ I can warm up before playing and cool down after.
- ☐ I can tell how Charles Blondin learned to balance, and balance on one foot and walk a line on the floor.
- ☐ I can count or time my game or balance, and try again to do a little better.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- ***Mirette on the High Wire*, by Emily Arnold McCully:** A Caldecott Medal picture book about a girl in old Paris who learns to walk the high wire, one careful step at a time, from a retired wire walker. A good read-aloud for Lesson 1.2.
- **A jump rope sized for a child:** Optional, for the jump-rope game in Lesson 1.1 and for daily play. A rope is the right length when your child stands on the middle and the handles reach the armpits.
- **A soft playground ball:** Optional, for tossing and catching games all quarter. A rolled-up pair of socks works too.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 Games Children Have Always Played

3 sessions of 20–30 minutes

1.2 Balance and Coordination

3 sessions of 20–30 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Who made your body, and what did He make it to do? Show me three ways your body can move.
2. Name a game children played long ago in Bruegel’s painting that children still play today. Tell me how to play hopscotch or freeze tag.
3. Show me a warm-up. Why do we warm up before we play hard?
4. How did Charles Blondin learn to walk on a rope over the Niagara River? Where do you practice balance?
5. Show me a stork stand. What helps you balance?

ANSWER KEY

1. God made my body, and He made it to move. (Any three movements: running, hopping, jumping, throwing, climbing, balancing.)
2. Any game such as leapfrog, rolling a hoop or piggyback. Hopscotch: toss the stone, hop over it on one foot on single squares and two feet on double squares, turn and come back. Freeze tag: if tagged you freeze, and a friend unfreezes you by crawling under your arm.
3. Marching, arm circles, hopping or jogging in place. A warm-up gets our muscles ready so we can play well and not get hurt.
4. He practiced every day for many years, starting when he was about five, first on low ropes. I practice only on a line on the floor, never up high.
5. Standing on one foot with hands on hips. My eyes (looking at one spot), my ears and my muscles help me balance, and so does holding my arms out.

UNIT CHALLENGE: MY WEEK OF ACTIVE PLAY

For seven days in a row, play actively every day: outside games, a walk, a bike ride, hopscotch, tag or balance practice. Each evening, color one box on a chart for every 10 minutes of active play (six boxes is 60 minutes). At the end of the week, retest your stork stand and tightrope walk and compare with your first numbers. Then teach one old game to someone in your family.

LOOK FOR	WHAT IT MEANS
Played every day	Your child played actively on all seven days, with the chart colored in each evening.
Honest chart	The boxes match the time really spent playing, with a grown-up's help.
Balance retest	Your child repeated the stork stand and the tightrope walk and compared the numbers with Day 1.
Teaching a game	Your child explained the rules of an old game clearly and played it kindly with a family member.

UNIT 2

HYDRATION

Your body has a lot of water in it, more than half of you! Every day some of that water goes out: in sweat on your skin, in your breath, and when you go to the bathroom. So every day you need to put water back in. In this unit you will meet Santorio Santorio, a doctor in Italy long ago who sat in a big chair hung from a scale to find out where the water in our bodies goes. Then you will see your own breath make water drops, and keep a chart of the cups of water you drink.

Next you will learn how to take care of your body on hot days. You will hear how God cared for the prophet Elijah when he was worn out: an angel brought him bread and water, and he rested under a tree. You will learn three helpers for hot days, shade, rest and water, and you will play a game with water-and-shade breaks.

PREREQUISITES

- Completed Unit 1, or can warm up and play a simple game
- Has a cup or water bottle to call his or her own
- Can count to 10 and color boxes on a chart

MASTERY CHECKLIST

- ☐ I can name three ways water leaves my body: sweat, breath and going to the bathroom.
- ☐ I can say why I need to drink water every day, and that water is the best drink for thirst.
- ☐ I can keep a chart of the cups of water I drink.
- ☐ I can tell the story of Elijah resting with bread and water under the juniper tree.
- ☐ I can name three helpers for hot days, shade, rest and water, and use them when I play.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **A child’s reusable water bottle:** Optional. One your child can open, carry and refill alone makes the water chart easy. Any cup works just as well.
- **“Why Drinking Water Is the Way to Go” (Nemours KidsHealth):** Free. A short page for children on why water is the best drink, with a read-aloud audio button. For Lesson 2.1.
- **“What Is Sweat?” (Nemours KidsHealth):** Free. A short page for children on why we sweat when we are hot or busy playing. For Lessons 2.1 and 2.2.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 Where Does the Water Go?

3 sessions of 20–30 minutes

2.2 Water on Hot Days

3 sessions of 20–30 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Show me or tell me three ways water leaves your body.
2. What did Santorio Santorio sit in, and what did he find out?
3. What is the best drink when you are thirsty? How can you tell from the bathroom if you need more water?
4. What did God give Elijah when he was tired under the juniper tree?
5. What would happen if you played hard on a very hot day with no shade, no rest and no water? What should you do if you feel dizzy?

ANSWER KEY

1. Sweat on my skin, the water in my breath, and going to the bathroom (pee).
2. A big chair that hung from a scale. He found that some water leaves our bodies all the time in a way we cannot see, through the skin and breath.
3. Water. If my pee is pale yellow like lemonade, I have had enough; if it is dark yellow like apple juice, I need to drink more.
4. Bread baked on the coals, a jar of water, and rest (sleep) in the shade of the tree.
5. I would get too hot and tired, and could feel sick or dizzy or get a headache. If I feel dizzy, I stop, go to the shade, drink water and tell a grown-up right away.

UNIT CHALLENGE: MY WATER WEEK

For one week, keep a water chart: color one drop for each cup of water you drink each day. Put a sun sticker or a drawn sun on the days you played outside, and check that you drank a little more on those days. At the end of the week, count the drops for each day and make a simple picture graph with a grown-up. Then tell your family the three helpers for hot days.

LOOK FOR	WHAT IT MEANS
Daily chart	Your child colored the water chart every day for seven days, with a grown-up's help to remember.
Good choices	Your child chose water most of the time when thirsty and drank more on outdoor play days.
Picture graph	A simple graph of cups per day, made together, with the best day starred.
Telling it back	Your child explained where water goes in the body and named shade, rest and water as the hot-day helpers.

2.1 WHERE DOES THE WATER GO?

OBJECTIVES

- Tell how Santorio Santorio used a weighing chair to learn that our bodies give off water we cannot see.
- Name three ways water leaves the body: sweat, breath and going to the bathroom.
- See the water in your own breath, and feel sweat after hard play.
- Keep a three-day chart of the cups of water you drink, and try to drink a little more water and fewer sweet drinks.

Warm-up. Jog in place while a grown-up counts to 20. Do 10 jumping jacks (or 10 two-foot hops). Do 5 big arm circles each way. Jog in place again for 20 more counts. Now touch your forehead and the back of your neck. Are they warm? A little damp? Think about it: where does the water on your skin come from?

WATCH

Why We Must Drink Water | WonderGrove Kids

WonderGrove Kids · 3:07

<https://www.youtube.com/watch?v=t9MpHES07Os>

WHEN TO WATCH

After the story, before the breath test. Listen for how much of your body is water.

Note: A short cartoon for young children from a health and life-skills company. Two children explain why the body needs water every day.

BACKUP VIDEO

How Your Urinary System Works? - The Dr. Binocs Show | Best Learning Videos For Kids | Peekaboo Kidz

Peekaboo Kidz · 4:22

https://www.youtube.com/watch?v=dZREDWD_5bA

For a child who asks how the body makes pee.

KEY TERMS

water

The clear drink God made for every living thing. More than half of your body is water.

sweat

Water that comes out of tiny holes in your skin when you are hot or working hard. It helps cool you down.

kidneys

Two bean-shaped parts inside your back that clean your blood and make pee out of extra water.

thirsty

The dry-mouth feeling that is your body's signal: "Please give me water!"

CORE IDEAS

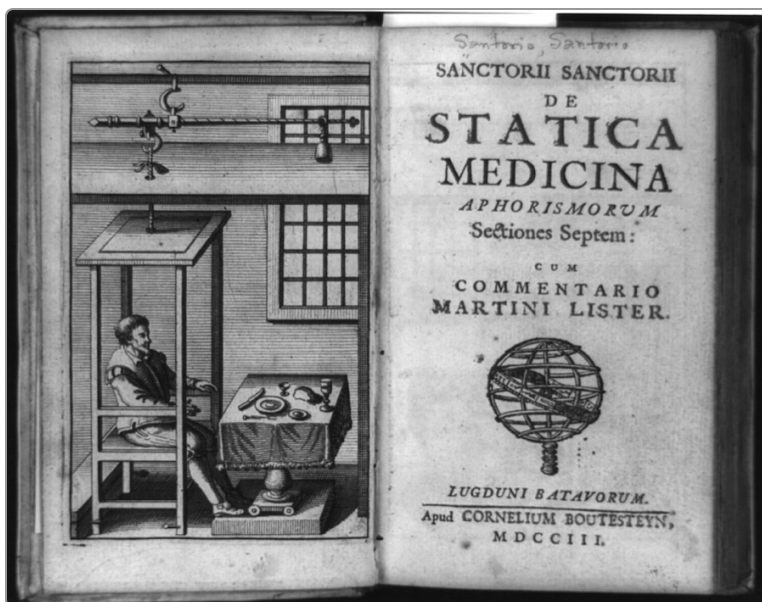
Long ago. About four hundred years ago, a doctor named Santorio Santorio lived in Italy. He liked to measure things. He built a big chair that hung from a scale, like the scale at a market. He sat in the chair to eat, to work and even to sleep. He weighed the food he ate and the water he drank. He weighed what went out of his body when he used the bathroom. He did this day after day for many years. In the year 1614 he wrote a book about what he learned.

How did they find out? Santorio found a puzzle. More went into his body than he could see coming out! Where did the rest go? He decided that some of it was leaving his body all the time in a way no one could see: as tiny bits of water going out through his skin and his breath. He was right. Every day your body lets out water you cannot see, and on hot or busy days you can see it as sweat.

How does it work? More than half of your body is water. Water is in your blood, your muscles and even your bones. It carries food to every part of you and keeps you cool. Every day water leaves you in three ways: **sweat** on your skin, the water in your **breath**, and **pee**, which your kidneys make from extra water. So every day you need to fill up again. Children your age need about 5 cups of water a day, and more on hot days or busy play days. Fruits, vegetables, milk and soup have water in them too. Water is the best drink when you are thirsty. Sweet drinks like soda and fruit punch are "sometimes drinks."

Let's try it! First you will find the water in your own breath with a cold spoon or mirror. Then you will keep a water chart for three days, coloring one drop for each cup of water you drink. At the end, you will see which day you drank the most.

PICTURE STUDY



Santorio Santorio in His Weighing Chair, Unknown engraver, 1703 (from an edition of his book printed in Leiden) · Engraving · Library of Congress, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

This old picture comes from the front of Santorio's book, printed again in 1703, long after he died. It shows Santorio sitting in the weighing chair he built. He ate and drank while sitting in it, so he could measure how much went into his body and how much came out.

Look closely

- Find the chair. Follow the rod up. What is it hanging from?
- Find the table. What is on it?
- Find the long balance beam near the ceiling and the weight hanging from it. How do you think it worked?
- Look at the book page beside the picture. The big words are the title of Santorio's book, in Latin.

Talk about it

1. Santorio found that water leaves the body in ways we cannot see. What are three ways water leaves your body?
2. Why do you think Santorio measured for so many days instead of just one?
3. When do you sweat the most?

Safety first. Use a metal spoon or small mirror from the fridge or freezer for only a minute; do not lick or press frozen metal to your lips or tongue. Drink water whenever you are thirsty, but there is no need to gulp huge amounts at once: sip through the day. A grown-up helps pour and keeps floors dry.

ACTIVITY

Water Detective: My Breath and My Water Chart

Santorio measured. You will measure too! First you will find the hidden water in your breath. Then for three days you will count every cup of water you drink and color it on a chart.

You will need

- A metal spoon or small hand mirror, chilled in the fridge for 10 minutes
- A cup you can call your own (about 1 cup, or 8 ounces)
- A water chart: a page with three rows for three days, and eight water drops drawn in each row
- Blue crayon
- Fitness journal

Steps

1. **Breath test.** Take the cold spoon or mirror. Hold it close to your mouth and breathe out slowly with your mouth open, like fogging a window. Look! Tiny drops of water appear. That water came from inside you.
2. **Breath test after play.** Jog in place for 1 minute, then breathe on a dry, cold spoon again. Do you see more fog? When you breathe hard, more water goes out with your breath.
3. **Sweat check.** Play a fast game of tag or jog in place for 2 minutes. Touch your forehead and the back of your neck. Is your skin damp? That is sweat, water leaving to cool you down.
4. **Fill up.** Drink a cup of water slowly after your play. Color one drop on your chart for Day 1.
5. **Water chart, Day 1.** All day long, every time you drink a whole cup of water, color one drop. A grown-up helps you remember: a cup at breakfast, after play, at lunch, after rest time, at dinner.
6. **Pee check.** When you use the bathroom, look at the color. Pale yellow, like lemonade, means you have had enough water. Dark yellow, like apple juice, means drink some more. Tell a grown-up what you saw.

7. **Days 2 and 3.** Keep coloring your drops. Try to drink one more cup on Day 2 than on Day 1, especially after playing outside. If you want a drink between meals, choose water.

8. **Count it.** On Day 3 at bedtime, count the drops in each row. Circle the day with the most drops. Did you reach 5 cups on any day?

Tips

- Keep your cup or bottle where you can see it. Seeing it reminds you to drink.
- Little sips all day work better than a lot at once.
- Cold or not cold, water is still water. You can add a slice of lemon or orange for fun.

Check your work

- ☐ I saw the water in my breath and felt my sweat.
- ☐ I colored my water chart for three days.
- ☐ I can name three ways water leaves my body.

FITNESS JOURNAL

1. Glue or copy your three-day water chart. A grown-up writes how many cups you drank each day. Draw a star on your best day.
2. Draw a picture of yourself with three arrows showing where water leaves your body: sweat, breath and the bathroom.
3. Draw Santorio in his big weighing chair.
4. Tell a grown-up one time today when you felt thirsty and what you did about it.

From history. Santorio Santorio lived from 1561 to 1636 and taught medicine at the University of Padua in Italy. He loved to measure. Besides the weighing chair, he worked on an early kind of thermometer and a little device for timing the beat of the pulse.

COMMON MISTAKES

- Waiting until you are very thirsty to drink. Drink a little all through the day.
- Thinking juice and soda are the same as water. Water is the best everyday drink.
- Forgetting to drink after playing outside. Refill after you sweat.
- Gulping a giant bottle all at once. Sip, then sip again.

Make it a game • Water Detective Show. Breathe onto a cold mirror or window and watch the fog form. Then act out three ways water leaves your body: puff your breath, pretend to sweat after jumping jacks, and tiptoe to the bathroom. Your parent holds up a finger for each way you tell. Name all three in a row.

2.2 WATER ON HOT DAYS

OBJECTIVES

- Tell how God cared for Elijah with bread, water and sleep under the juniper tree (1 Kings 19:5-8).
- Name three helpers for hot days: shade, rest and water.
- Find out with a simple test that shade is cooler than sun.
- Play an outdoor game with planned water-and-shade breaks, and tell how your body felt.

Warm-up. Stand in a cool spot. March in place for 30 seconds. Pretend to be the sun: reach your arms up high and wide and count to 5. Pretend to be a tree giving shade: stand still with arms out and count to 10. Hop 10 times. Jog in place for 20 counts. Think about it: on a hot day, where would you like to rest?

WATCH

Elijah in the Wilderness

Saddleback Kids • 2:35

<https://www.youtube.com/watch?v=s0n2Ftucjrk>

WHEN TO WATCH

After you read the story from 1 Kings 19 together.

Note: A cartoon Bible story from a church children’s ministry, based on 1 Kings 19:1-9. It begins with Queen Jezebel’s anger after the contest on Mount Carmel, then shows Elijah resting under the tree while an angel brings bread and water.

BACKUP VIDEO

Heat Safety Tips for Kids

Vermont Department of Health • 3:13

https://www.youtube.com/watch?v=C4_xmRy6TEw

For parents, before hot-weather play.

KEY TERMS

shade

A cooler place where something, like a tree or a roof, blocks the sun.

rest

Stopping to sit, lie down or sleep so your body can recover.

heat

Very warm weather. Too much heat can make your body tired and sick.

juniper tree

In the Bible, a desert bush (a broom tree) big enough to give a little shade. Elijah rested under one.

CORE IDEAS

Long ago. The Bible tells about a prophet named Elijah. One day he ran far away into the hot, dry wilderness. He walked a whole day. He was so tired and sad that he lay down under a juniper tree and fell asleep. Then an angel touched him and said, “Arise and eat.” Elijah looked, and there by his head was a cake of bread baked on hot coals, and a jar of water. He ate and drank and lay down again. The angel came a second time and said, “Arise and eat; because the journey is too great for thee.” Elijah ate and drank again, and he had strength to walk for forty days.

How did they find out? God did not scold Elijah for being tired. He gave him what his body needed: shade, food, water and sleep. People who live in hot lands have always known these same three helpers: rest in the shade, drink water, and do not rush in the hottest part of the day. Farmers long ago worked early in the morning and rested at noon. Today doctors and nurses give the same advice.

How does it work? When you play hard on a hot day, your body gets warm inside. To cool down, you **sweat**. The sweat dries on your skin and carries heat away. But sweat uses up water, so you must drink to fill up again. **Shade** keeps the hot sun off your skin. **Rest** lets your body cool down. If you feel very hot, tired, dizzy, sick to your stomach or get a headache, stop playing, go to the shade, drink water and tell a grown-up right away.

Let’s try it! This week you will be a shade detective. You will test whether shade is really cooler than sun. Then you will play a game outdoors with an “Elijah rest stop” every few minutes: shade, rest and water.

PICTURE STUDY



The Prophet Elijah in the Desert, Dieric Bouts, 1464–1468 · Oil on panel (one panel of the Altarpiece of the Holy Sacrament) · St. Peter's Church, Leuven, Belgium

Image: [Wikimedia Commons](#), public domain

Dieric Bouts painted this picture more than five hundred years ago for a church in the town of Leuven. It shows the moment from 1 Kings 19 when the angel wakes Elijah to eat and drink.

Look closely

- Find Elijah. Is he awake or asleep? How can you tell he is tired?
- Find the angel. What is the angel doing?
- Find the small jar on the rock. What did the angel bring Elijah to drink?
- Find Elijah again, far away at the top right, walking with his staff. After eating, drinking and resting, he had strength for a long journey.

Talk about it

1. What three things did God give Elijah to help his tired body?
2. Where could you find shade on a hot day near your home?
3. Why is it good to rest when your body is very tired?

Safety first. On hot days, play in the morning or evening, not the hottest part of the day, and wear a hat, light clothes and sunscreen. Take a shade-and-water break at least every 10–15 minutes, and stop at once, rest in the shade, drink water and tell a grown-up if you feel very hot, dizzy, sick to your stomach or get a headache. Touch pavement only for a second with the back of your hand; hot ground can burn.

ACTIVITY

Shade Detective and the Elijah Rest Stop

God gave Elijah shade, food, water and sleep. You will find out for yourself why shade matters, and then play a game with rest stops built in, the way smart players do on hot days.

You will need

- Two plastic cups of water from the tap, the same size
- A sunny spot and a shady spot outdoors (or a sunny windowsill and a shady corner indoors)
- Your water bottle or cup, filled
- A hat and sunscreen
- A timer, chalk or cones for a play area
- Fitness journal and crayons

Steps

1. **Set up the test.** Fill two cups with the same cool tap water. Put one cup in full sun and one in the shade. Set a timer for 30 minutes.
2. **Warm up (3 minutes)** while you wait: march in place, 5 arm circles each way, 10 hops, and jog in place for 30 seconds.
3. **Play round 1 (5 minutes).** Play tag, run between two marks, or kick a ball in an open space with a grown-up. Play in the sun.
4. **Elijah rest stop (2 minutes).** Go to the shade. Sit down. Drink some water. Touch your forehead: is it sweaty? Tell a grown-up how your body feels: fine, warm or very hot.
5. **Play round 2 and round 3 (5 minutes each),** with an Elijah rest stop after each one. Color one water drop in your journal for every drink you take.
6. **Check the cups.** When the timer rings, dip a finger in each cup. Which water is warmer? Tell a grown-up why you think so.
7. **Cool down (3 minutes).** Walk slowly in the shade. Reach up high, then bend and touch your knees. Take three slow breaths. Finish your water.

8. Session 3: Plan a hot-day play time. With a grown-up, choose the best time of day to play outside (morning or evening), a shady rest spot, and how often to take a break. Play three rounds again with your plan. Did you remember every rest stop?

Tips

- Bring your water bottle outside with you, so the water is waiting in the shade.
- Light-colored clothes and a hat with a brim keep you cooler.
- Resting is not quitting. Smart players rest so they can keep playing.

Check your work

- ☐ I can name three helpers for hot days: shade, rest and water.
- ☐ I found out that shade is cooler than sun.
- ☐ I took a rest stop with water after each round of play.

FITNESS JOURNAL

1. Draw the two cups, one in the sun and one in the shade. Draw an arrow to the warmer one.
2. Draw Elijah resting under the juniper tree with the bread and the jar of water.
3. Color one water drop for each drink you took during your game. A grown-up writes the number of drops on Day 1 and on Session 3.
4. Tell a grown-up your hot-day plan (when to play, where to rest, how often to drink), and he or she writes it down.

COMMON MISTAKES

- Playing in the hottest part of a summer day without breaks.
- Leaving your water bottle inside. Keep it close by while you play.
- Thinking you are fine because you are not thirsty yet. Drink at every rest stop.
- Keeping quiet when you feel dizzy or sick. Tell a grown-up right away.

Make it a game • Elijah's Rest Stop. Set up a shady spot with a pillow and a cup of water. Run in place as the hot sun beats down until your parent calls, Elijah! Stumble to the rest stop, drink and lie down. Say aloud the three hot-day helpers: shade, rest and water. Try it three times, faster each time.

Scripture. “And he looked, and, behold, there was a cake baken on the coals, and a cruse of water at his head. And he did eat and drink, and laid him down again.” (1 Kings 19:6, KJV)

When Elijah was worn out, God cared for his body with food, water and rest. A “cruse” is a small jar.

UNIT 2

HYDRATION

Your body has a lot of water in it, more than half of you! Every day some of that water goes out: in sweat on your skin, in your breath, and when you go to the bathroom. So every day you need to put water back in. In this unit you will meet Santorio Santorio, a doctor in Italy long ago who sat in a big chair hung from a scale to find out where the water in our bodies goes. Then you will see your own breath make water drops, and keep a chart of the cups of water you drink.

Next you will learn how to take care of your body on hot days. You will hear how God cared for the prophet Elijah when he was worn out: an angel brought him bread and water, and he rested under a tree. You will learn three helpers for hot days, shade, rest and water, and you will play a game with water-and-shade breaks.

PREREQUISITES

- Completed Unit 1, or can warm up and play a simple game
- Has a cup or water bottle to call his or her own
- Can count to 10 and color boxes on a chart

MASTERY CHECKLIST

- ☐ I can name three ways water leaves my body: sweat, breath and going to the bathroom.
- ☐ I can say why I need to drink water every day, and that water is the best drink for thirst.
- ☐ I can keep a chart of the cups of water I drink.
- ☐ I can tell the story of Elijah resting with bread and water under the juniper tree.
- ☐ I can name three helpers for hot days, shade, rest and water, and use them when I play.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **A child's reusable water bottle:** Optional. One your child can open, carry and refill alone makes the water chart easy. Any cup works just as well.
- **"Why Drinking Water Is the Way to Go" (Nemours KidsHealth):** Free. A short page for children on why water is the best drink, with a read-aloud audio button. For Lesson 2.1.
- **"What Is Sweat?" (Nemours KidsHealth):** Free. A short page for children on why we sweat when we are hot or busy playing. For Lessons 2.1 and 2.2.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 Where Does the Water Go?

3 sessions of 20–30 minutes

2.2 Water on Hot Days

3 sessions of 20–30 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Show me or tell me three ways water leaves your body.
2. What did Santorio Santorio sit in, and what did he find out?
3. What is the best drink when you are thirsty? How can you tell from the bathroom if you need more water?
4. What did God give Elijah when he was tired under the juniper tree?
5. What would happen if you played hard on a very hot day with no shade, no rest and no water? What should you do if you feel dizzy?

ANSWER KEY

1. Sweat on my skin, the water in my breath, and going to the bathroom (pee).
2. A big chair that hung from a scale. He found that some water leaves our bodies all the time in a way we cannot see, through the skin and breath.
3. Water. If my pee is pale yellow like lemonade, I have had enough; if it is dark yellow like apple juice, I need to drink more.
4. Bread baked on the coals, a jar of water, and rest (sleep) in the shade of the tree.
5. I would get too hot and tired, and could feel sick or dizzy or get a headache. If I feel dizzy, I stop, go to the shade, drink water and tell a grown-up right away.

UNIT CHALLENGE: MY WATER WEEK

For one week, keep a water chart: color one drop for each cup of water you drink each day. Put a sun sticker or a drawn sun on the days you played outside, and check that you drank a little more on those days. At the end of the week, count the drops for each day and make a simple picture graph with a grown-up. Then tell your family the three helpers for hot days.

LOOK FOR	WHAT IT MEANS
Daily chart	Your child colored the water chart every day for seven days, with a grown-up's help to remember.
Good choices	Your child chose water most of the time when thirsty and drank more on outdoor play days.
Picture graph	A simple graph of cups per day, made together, with the best day starred.
Telling it back	Your child explained where water goes in the body and named shade, rest and water as the hot-day helpers.

UNIT 3

NUTRITION

Food is a gift from God. It gives you energy to run and play, and it gives your body what it needs to grow. In this unit you will learn the five food groups shown on MyPlate, a picture of a dinner plate made by the United States Department of Agriculture in 2011: fruits, vegetables, grains, protein foods and dairy. You will sort real foods into their groups and help make a snack plate with all five.

Next you will sail back in time to the days of wooden ships, when sailors were at sea for months with no fresh fruit, and many became sick. You will learn how a ship's doctor named James Lind found that oranges and lemons made them well. Then you will hunt for fruits and vegetables that help your body the same way, and taste some of them.

PREREQUISITES

- Can sort objects into groups
- Washes hands before handling food
- A parent has checked for food allergies before any tasting

MASTERY CHECKLIST

- ☐ I can name the five food groups on MyPlate and give an example from each.
- ☐ I can help make a snack or meal plate with foods from several groups.
- ☐ I can tell about everyday foods and sometimes foods.
- ☐ I can tell how sailors long ago got sick without fresh fruit and got well with oranges and lemons.
- ☐ I can name three fruits or vegetables that help keep me healthy, and try a new one.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **MyPlate Kids' Place (U.S. Department of Agriculture):** Free. Search for “MyPlate kids” on the USDA’s MyPlate website for printable plates, coloring pages and simple games about the five food groups. For Lesson 3.1.
- **A child-safe vegetable knife or butter knife:** Optional, for helping to slice soft fruit such as bananas and strawberries with a grown-up. A grown-up does all sharp-knife cutting.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 The Five Food Groups

3 sessions of 20–30 minutes

3.2 Sailors and Oranges

3 sessions of 20–30 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing at foods or pictures, showing or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Name the five food groups on MyPlate. Point to one food from each group in the kitchen or in a picture.
2. Which two food groups should fill half of your plate?
3. What is a sometimes food? When is it good to have one?
4. Why did sailors long ago get sick on long trips? What helped them get well?
5. What would happen if you never ate any fruits or vegetables? Name three you could eat this week.

ANSWER KEY

1. Fruits, vegetables, grains, protein foods and dairy. (Any correct example of each: apple, carrot, bread, egg, milk.)
2. Fruits and vegetables.
3. A treat like cake, candy or soda. It is good for special times, like a birthday or a feast, but not for every meal.
4. They had no fresh fruit or vegetables, so they got scurvy. Oranges and lemons, which have vitamin C, helped them get well.
5. My body would not get vitamin C and other helpers, and I could get sick and heal slowly. (Any three: oranges, strawberries, broccoli, peppers, tomatoes, carrots, apples.)

UNIT CHALLENGE: MY RAINBOW PLATE WEEK

For one week, help make one meal or snack plate each day with foods from at least four food groups, and try to include a fruit or vegetable with vitamin C. Draw each plate in your journal and color the food groups. Keep your fruit and vegetable chart every day. At the end of the week, show your family your best plate and tell them the story of the sailors and the oranges.

LOOK FOR	WHAT IT MEANS
A plate every day	Your child helped plan or make a plate each day for seven days, and drew it.
Food groups	Most plates have at least four food groups, with fruits and vegetables filling about half.
Trying new foods	Your child tried at least one new fruit or vegetable during the week.
Telling the story	Your child told the sailors' story in his or her own words and named foods with vitamin C.

3.1 THE FIVE FOOD GROUPS

OBJECTIVES

- Name the five food groups on MyPlate (2011) and give an example of each.
- Sort real foods or pictures of foods into their groups.
- Help make a snack or lunch plate with foods from at least four groups, then five.
- Give thanks for food and eat with good manners and self-control.

Warm-up. Play “Food Group Moves.” A grown-up calls out a food group and you do its move for 10 seconds: **Fruits**, reach up high and pick apples from a tree. **Vegetables**, squat down low and pull carrots from the ground. **Grains**, sway side to side like wheat in the wind. **Protein**, march like a strong soldier. **Dairy**, gallop like a horse to the barn for milk. Do each one twice. Think about it: which foods did you eat for breakfast today?

WATCH

The 5 Fabulous Food Groups

SciShow Kids · 4:31

<https://www.youtube.com/watch?v=L9ymkJK2QCU>

WHEN TO WATCH

After the story, before the sorting game. At the end, play the quiz along with the video.

Note: From SciShow Kids. The host explains each food group with photos of real foods, then plays a short guessing game.

BACKUP VIDEO

My Plate Food Groups | Fit Kids | KSPS PBS

KSPS PBS Public TV · 0:40

https://www.youtube.com/watch?v=Ebm04EO91_U

While you draw your paper plate, to see how MyPlate fills up group by group.

KEY TERMS

food group

A family of foods that help your body in the same kind of way.

MyPlate

A picture of a plate, made in 2011, that shows how to fill your plate with the five food groups.

everyday foods

Foods that help you grow and play, good to eat every day: fruits, vegetables, grains, protein foods and milk.

sometimes foods

Treats like cake, candy and soda. They are good for special times, like a birthday or a feast.

CORE IDEAS

Long ago. For many years, people in America have made pictures to help families choose good food. In 1992 there was a picture shaped like a pyramid. Then, on June 2, 2011, the United States Department of Agriculture showed a new picture called **MyPlate**. It looks like a dinner plate with a cup of milk beside it. The plate is split into four parts: fruits, vegetables, grains and protein. The cup is dairy. It is easy to remember because it looks like your own dinner.

How did they find out? Doctors and scientists studied what foods help children grow strong and stay healthy. They found that a good meal has different kinds of food, not just one. A plate is a simple way to show it. Look at MyPlate: half the plate is fruits and vegetables! A little more than a quarter is grains, and a little less than a quarter is protein. Then there is milk or another dairy food on the side.

How does it work? Each food group helps your body in its own way. **Fruits** (apples, bananas, berries, oranges) and **vegetables** (carrots, peas, broccoli, green beans) help you stay healthy and help you heal. **Grains** (bread, rice, oatmeal, pasta) give you energy to run and play; whole grains like oatmeal and brown bread are best. **Protein foods** (eggs, beans, chicken, fish, peanut butter) help build your muscles. **Dairy** (milk, yogurt, cheese) helps build strong bones and teeth. Treats like cake and candy are “sometimes foods.” They are good gifts for feasts and birthdays, but they do not belong in every meal.

Let’s try it! This week you will sort foods into their groups, then help make a snack plate with foods from at least four groups. In Session 3 you will help make a lunch

plate with all five, and give thanks before you eat.

PICTURE STUDY



Market Woman with Fruit, Vegetables and Poultry, Joachim Beuckelaer, 1564 · Oil on panel ·
Gemäldegalerie, Berlin, Germany

Image: [Wikimedia Commons](#), public domain

Joachim Beuckelaer lived in the city of Antwerp more than four hundred years ago. He loved to paint busy markets full of food. Here a market woman sits among the foods she has brought to sell.

Look closely

- Find three different fruits. What colors are they?
- Find a vegetable. Is it a leaf, a root or something else?
- Find a protein food. Hint: look for birds that will be cooked for dinner.
- Is there any food in the picture that is a sometimes food?

Talk about it

1. Which food groups can you find in this market? Which one is missing?
2. Where does your family buy fruits and vegetables?
3. If you shopped at this market, what would you put on your plate?

Safety first. Wash your hands with soap before touching food. A grown-up checks for food allergies before you taste anything and does any cutting with a sharp knife. Sit down to eat, take small bites and chew well.

ACTIVITY

Build a MyPlate Snack

You will be a food sorter and a plate builder. First you will sort foods into their five groups. Then you will help make a snack plate, and later a lunch plate, with foods from many groups.

You will need

- A paper plate, and a crayon to divide it into four parts with a small circle on the side for dairy
- Real foods, or pictures cut from grocery flyers: at least two from each food group
- For the snack: small pieces of fruit, vegetable sticks, whole-grain crackers, cheese or yogurt, and a protein food such as a hard-boiled egg, beans or peanut butter (if no allergies)
- Five sheets of paper labeled Fruits, Vegetables, Grains, Protein and Dairy
- Fitness journal and crayons

Steps

1. **Wash up.** Wash your hands with soap and warm water while you sing the alphabet song once.
2. **Draw your plate.** With a grown-up, draw lines to split your paper plate into four parts: fruits, vegetables, grains, protein. Make the vegetable and grain parts a little bigger than the fruit and protein parts, just like MyPlate. Draw a small circle beside the plate for dairy.
3. **Sort the foods.** Lay out the five labeled sheets. Pick up each food or picture and put it on the right sheet. A grown-up checks. How many foods did you sort correctly? Write the number.
4. **Food Group Relay.** Put the foods (or pictures) in a pile at one end of the room and the five sheets at the other end. Walk fast or jog to the pile, pick one food, bring it back and put it on the right sheet. Do all of them. A grown-up times you. Write the time.
5. **Build your snack.** Choose foods from at least four groups and put them on your plate in the right parts. Count how many groups you used.

6. **Give thanks and eat.** Thank God for the food. Sit at the table, take small bites and chew well. Try at least one bite of every food on your plate.
7. **Session 3: Lunch plate.** Help a grown-up make a lunch plate with all five food groups. Play the Food Group Relay again. Can you sort them all correctly a little faster than last time?

Tips

- Some foods, like pizza or a sandwich, have more than one food group in them. Find each part!
- Beans and peas can count as a vegetable or a protein food.
- If you do not like a food yet, take one small “thank-you bite.” Tastes can change as you grow.

Check your work

- ☐ I can name the five food groups and give an example of each.
- ☐ I helped make a plate with at least four food groups.
- ☐ I gave thanks and tried every food on my plate.

FITNESS JOURNAL

1. Draw your MyPlate snack. Label each part with a grown-up’s help. Write how many groups you used.
2. A grown-up writes your Food Group Relay time and number sorted on Day 1 and in Session 3. Circle the better one.
3. Draw your favorite food from each of the five groups.
4. Tell a grown-up a new food you tried and how it tasted, and he or she writes your words.

COMMON MISTAKES

- Filling the whole plate with one food. A good plate has many groups.
- Forgetting fruits and vegetables. They should fill half your plate.
- Thinking treats are bad. Treats are sometimes foods: good for special times, not for every meal.
- Eating fast without chewing. Slow down, chew well and enjoy your food.

Make it a game • Plate Builder Relay. Set five paper plates on the floor, one for each food group. Your parent names a food and you run to put a toy, crayon or paper picture of it on the right group. After five foods, name one everyday food from each plate. Race the timer and try for a better time than your first.

Scripture. “Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God.” (1 Corinthians 10:31, KJV)

Even eating and drinking can honor God, when we give thanks and choose food that cares for the body He gave us.

3.2 SAILORS AND ORANGES

OBJECTIVES

- Tell, simply, how sailors long ago got sick without fresh fruit, and how oranges and lemons made them well.
- Name at least three fruits or vegetables that help keep your body healthy.
- Taste and compare oranges, lemons and another fruit or vegetable, and record what you think.
- Play an active “sailors’ harvest” game and try to beat your own time.

Warm-up. Be a sailor! Climb the ship’s rope: reach up one hand, then the other, for 10 climbs. Pull up the anchor: pretend to pull a heavy rope hand over hand for 10 pulls. Scrub the deck: squat low and scrub side to side for 10 seconds. Walk the deck as the ship rocks: walk forward 10 steps, swaying side to side. Think about it: what food would you want to take on a long trip?

WATCH

What's the Difference Between Fruits and Vegetables?

SciShow Kids · 4:08

https://www.youtube.com/watch?v=DTK-uWx_VQo

WHEN TO WATCH

After the story, before the fruit tasting. Watch for which part of a plant a fruit comes from.

Note: From SciShow Kids. It does not tell the sailors’ story (we could not find a video of that story suited to six-year-olds); it shows what fruits are and where they grow, which helps children see where oranges and lemons come from.

KEY TERMS

sailor

A person who works on a ship at sea.

scurvy

A sickness sailors got long ago when they ate no fresh fruit or vegetables for a long time. It made them very tired and gave them sore gums.

vitamin C

A helper in fruits and vegetables that your body needs every day to stay healthy and heal cuts.

citrus

A family of juicy fruits with thick peels: oranges, lemons, limes and grapefruits.

CORE IDEAS

Long ago. Long ago, sailors crossed the oceans in big wooden ships with tall sails. A trip could last for months. There were no refrigerators, so the sailors ate food that would not spoil: hard, dry biscuits and salted meat. They had no fresh fruit and no fresh vegetables. After many weeks at sea, many sailors became sick. They felt very tired and weak. Their gums got sore, and cuts would not heal. This sickness was called **scurvy**.

How did they find out? In 1747 a Scottish ship's doctor named **James Lind** wanted to help. He chose twelve sick sailors on his ship, HMS *Salisbury*. He gave each pair of sailors a different food or drink to try. Two sailors got two oranges and one lemon every day. Those two got better fastest! One of them was soon well enough to help care for the others. Years later, in 1795, the British navy began giving every sailor lemon juice each day, and scurvy almost disappeared from its ships.

How does it work? Oranges and lemons have a helper inside called **vitamin C**. Your body needs a little vitamin C every day to stay healthy, to keep your gums strong and to heal cuts and scrapes. Your body cannot make it or save up much of it, so you need to eat it often. You can find vitamin C in oranges, strawberries, kiwis, tomatoes, red and green peppers and broccoli. That is one reason we eat fruits and vegetables every day.

Let's try it! This week you will taste citrus fruits like the sailors did and tell what you think. You will play a sailors' harvest game, running to gather "oranges." And you will color a fruit or vegetable on a chart every day you eat one.

PICTURE STUDY



Still Life with Oranges and Walnuts, Luis Meléndez, 1772 · Oil on canvas · The National Gallery, London

Image: [Wikimedia Commons](#), public domain

Luis Meléndez was a painter in Spain about 250 years ago. He painted food so carefully that it almost looks real. In this painting he shows a pile of oranges, some still with their leaves, next to walnuts, a melon, boxes of sweets and clay jugs. He painted his initials and the year, 1772, on the front box.

Look closely

- Count the oranges. How many can you find?
- Find the green leaves. What do they tell you about where the oranges came from?
- Find the walnuts and the melon. Which food groups are they in?
- Find the writing on the box in front. It shows the year Meléndez painted this.

Talk about it

1. Why would a sailor long ago have been glad to see these oranges?
2. How does eating an orange help your body?
3. What fruit would you paint if you were a painter?

Safety first. Wash hands before handling food. A grown-up checks for food allergies (including citrus) before tasting, and does all cutting with a sharp knife. In the running game, keep the floor clear and walk fast instead of running if the space is small; lemon juice stings, so keep it away from eyes and scrapes.

ACTIVITY

The Sailors' Harvest

James Lind found that oranges and lemons helped sick sailors. You will taste those fruits, play an active harvest game, and keep a chart of the fruits and vegetables you eat.

You will need

- An orange, a lemon, and one more fruit or vegetable with vitamin C (strawberries, a kiwi, red pepper strips or broccoli)
- A plate and a cutting board (a grown-up cuts)
- 10 “oranges”: orange balls, rolled-up orange socks, or paper circles colored orange
- Two baskets, bowls or boxes
- A timer
- Fitness journal and crayons

Steps

1. **Wash up.** Wash your hands with soap. A grown-up cuts the orange into wedges, the lemon into small slices, and the third food into pieces.
2. **Taste test.** Taste each one. Is it sweet, sour or juicy? Give each one a face in your journal: a smile, a straight mouth or a pucker face. Which did you like best?
3. **Squeeze test.** Squeeze an orange wedge over a cup. How much juice comes out? That juice has vitamin C in it.
4. **Warm up (2 minutes)** for the game: march in place, 5 arm circles each way, 10 hops.
5. **Sailors' Harvest game.** Put 10 “oranges” in a basket at one end of the room or yard: that is the orange tree. Put an empty basket at the other end: that is your ship. Start at the ship. When a grown-up says “Go,” run (or walk fast) to the tree, take ONE orange, and bring it back to the ship. Keep going until all 10 are on your ship. A grown-up times you. Write your time.

6. **Rest (1 minute)** and drink some water. Then play once more. Did you get a faster time? Remember: carry only one orange at a time and place it gently in the basket.
7. **Fruit and vegetable chart.** For the rest of the week, color one box on a chart for every fruit or vegetable you eat each day. Try to color at least five boxes a day.
8. **Session 3: Play again.** Warm up and play the Sailors' Harvest game twice. Write your best time next to Day 1. Then make a snack with one fruit or vegetable that has vitamin C.

Tips

- Turn around carefully at each end. Slow down, then speed up again.
- Lemons are very sour! Sailors usually took lemon juice mixed with water or other drinks.
- Frozen fruits and vegetables still have their vitamin C.

Check your work

- ☐ I can tell how oranges and lemons helped sick sailors long ago.
- ☐ I tasted citrus fruits and named three foods with vitamin C.
- ☐ I played the harvest game twice and know my best time.

FITNESS JOURNAL

1. Draw the three foods you tasted. Give each one a smile, straight or pucker face.
2. A grown-up writes your Sailors' Harvest times from Day 1 and Session 3. Circle the faster one.
3. Draw a wooden ship with sails, and a basket of oranges on the deck.
4. Glue in or copy your fruit and vegetable chart for the week. Count the boxes for each day.

From history. James Lind wrote a book about scurvy in 1753. British sailors were later nicknamed "limeys" because the navy came to give them lime juice as well as lemon juice. Today we know the helper in citrus fruits is vitamin C, which scientists first found and named in the 1930s.

COMMON MISTAKES

- Thinking juice drinks are the same as fruit. A whole orange is best; many fruit drinks are mostly sugar and water.
- Eating fruit only once in a while. Your body needs vitamin C every day.
- Carrying many “oranges” at once in the game and dropping them. One at a time!
- Saying “I don’t like it” before tasting. Try one small bite first.

Make it a game • Sailors' Fruit Run. You are a sailor on a ship who has been at sea too long. Stagger across the floor. Your parent calls out a fruit or vegetable; if it has vitamin C, like an orange or lemon, you stand up straight and cheer. If not, keep staggering. Name three fruits that help keep your body healthy.

UNIT 3

NUTRITION

Food is a gift from God. It gives you energy to run and play, and it gives your body what it needs to grow. In this unit you will learn the five food groups shown on MyPlate, a picture of a dinner plate made by the United States Department of Agriculture in 2011: fruits, vegetables, grains, protein foods and dairy. You will sort real foods into their groups and help make a snack plate with all five.

Next you will sail back in time to the days of wooden ships, when sailors were at sea for months with no fresh fruit, and many became sick. You will learn how a ship's doctor named James Lind found that oranges and lemons made them well. Then you will hunt for fruits and vegetables that help your body the same way, and taste some of them.

PREREQUISITES

- Can sort objects into groups
- Washes hands before handling food
- A parent has checked for food allergies before any tasting

MASTERY CHECKLIST

- ☐ I can name the five food groups on MyPlate and give an example from each.
- ☐ I can help make a snack or meal plate with foods from several groups.
- ☐ I can tell about everyday foods and sometimes foods.
- ☐ I can tell how sailors long ago got sick without fresh fruit and got well with oranges and lemons.
- ☐ I can name three fruits or vegetables that help keep me healthy, and try a new one.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **MyPlate Kids' Place (U.S. Department of Agriculture):** Free. Search for “MyPlate kids” on the USDA’s MyPlate website for printable plates, coloring pages and simple games about the five food groups. For Lesson 3.1.
- **A child-safe vegetable knife or butter knife:** Optional, for helping to slice soft fruit such as bananas and strawberries with a grown-up. A grown-up does all sharp-knife cutting.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 The Five Food Groups

3 sessions of 20–30 minutes

3.2 Sailors and Oranges

3 sessions of 20–30 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing at foods or pictures, showing or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Name the five food groups on MyPlate. Point to one food from each group in the kitchen or in a picture.
2. Which two food groups should fill half of your plate?
3. What is a sometimes food? When is it good to have one?
4. Why did sailors long ago get sick on long trips? What helped them get well?
5. What would happen if you never ate any fruits or vegetables? Name three you could eat this week.

ANSWER KEY

1. Fruits, vegetables, grains, protein foods and dairy. (Any correct example of each: apple, carrot, bread, egg, milk.)
2. Fruits and vegetables.
3. A treat like cake, candy or soda. It is good for special times, like a birthday or a feast, but not for every meal.
4. They had no fresh fruit or vegetables, so they got scurvy. Oranges and lemons, which have vitamin C, helped them get well.
5. My body would not get vitamin C and other helpers, and I could get sick and heal slowly. (Any three: oranges, strawberries, broccoli, peppers, tomatoes, carrots, apples.)

UNIT CHALLENGE: MY RAINBOW PLATE WEEK

For one week, help make one meal or snack plate each day with foods from at least four food groups, and try to include a fruit or vegetable with vitamin C. Draw each plate in your journal and color the food groups. Keep your fruit and vegetable chart every day. At the end of the week, show your family your best plate and tell them the story of the sailors and the oranges.

LOOK FOR	WHAT IT MEANS
A plate every day	Your child helped plan or make a plate each day for seven days, and drew it.
Food groups	Most plates have at least four food groups, with fruits and vegetables filling about half.
Trying new foods	Your child tried at least one new fruit or vegetable during the week.
Telling the story	Your child told the sailors' story in his or her own words and named foods with vitamin C.

UNIT 4

STRENGTH

Inside your body are more than two hundred bones and more than six hundred muscles. Your bones hold you up like the frame of a house. Your muscles pull on your bones to make you move. In this unit you will hear how Wilhelm Röntgen took the very first X-ray picture of the bones inside a hand in 1895. You will feel your own bones and muscles at work, do a bone-builder circuit of jumps and animal walks, and find foods that help build strong bones.

Next you will learn to push, pull and lift. Did you know tug-of-war was once a sport at the Olympic Games? You will see a film of an Olympic tug-of-war from 1912, then do wall push-ups, towel pulls and careful carrying. You will count your strong moves and try to do a few more by the end of the week.

PREREQUISITES

- Completed Unit 1, or can warm up and follow movement directions
- Has a clear floor space and a wall to push against
- A parent has checked for food allergies before any tasting

MASTERY CHECKLIST

- ☐ I can say that muscles pull on bones to make me move, and show a muscle working.
- ☐ I can name foods that help build strong bones, like milk, cheese, yogurt and leafy greens.
- ☐ I can tell how Wilhelm Röntgen first saw the bones inside a hand.
- ☐ I can do wall push-ups, a towel pull and a careful carry with good form.
- ☐ I can count my strong moves and try to do a little more next time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Bones” (Nemours KidsHealth):** Free. A short page for children about bones, with a read-aloud audio button. For Lesson 4.1.
- **“Your Muscles” (Nemours KidsHealth):** Free. A short page for children about how muscles move the body. For Lessons 4.1 and 4.2.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 Muscles and Bones Work Together

3 sessions of 20–30 minutes

4.2 Push, Pull and Lift

3 sessions of 20–30 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Bend your arm and show me a muscle working. What does the muscle do to the bone?
2. What did Wilhelm Röntgen’s X-ray picture show? How do X-rays help doctors?
3. Point to or name three foods that help build strong bones.
4. Show me a wall push-up and a safe lift. What do you do with your knees and back when you lift?
5. How did Olympic tug-of-war teams win? Is tug-of-war a push or a pull?

ANSWER KEY

1. The muscle on top of the arm gets hard as the elbow bends. It pulls on the bone to make the arm move.
2. It showed the bones inside his wife's hand, and her ring. X-rays help doctors see broken bones so they can heal straight.
3. Milk, cheese, yogurt and leafy green vegetables (any three).
4. Body straight like a board, elbows bend and push back. To lift: bend my knees, keep my back straight, hold it close and stand up with my legs.
5. By teamwork: pulling together at the same time, leaning back and using their legs, and practicing. It is a pull.

UNIT CHALLENGE: MY TWO-WEEK STRONG HELPER CHALLENGE

For two weeks, do your strong moves on at least four days each week: wall push-ups for 30 seconds, frog jumps from start to finish, and the carry walk for 1 minute. A grown-up writes your numbers each time. Also do one strong-helper chore each day, such as carrying groceries, pushing a laundry basket or pulling weeds. At the end, compare your first and last numbers and draw a picture of yourself being a strong helper.

LOOK FOR	WHAT IT MEANS
Faithful practice	Your child did the strong moves on at least four days each week.
Good form	Body straight in wall push-ups, soft landings in frog jumps, and bent knees and a straight back when lifting.
Honest record	Numbers were written down each time, and the first and last numbers were compared.
Strong helper	Your child used his or her strength to help at home with a chore each day.

4.1 MUSCLES AND BONES WORK TOGETHER

OBJECTIVES

- Tell how Wilhelm Röntgen made the first X-ray picture of a hand in 1895.
- Explain that bones hold you up and muscles pull on bones to make you move.
- Name foods that help build strong bones: milk, cheese, yogurt and leafy greens.
- Do a bone-builder circuit of jumps and animal walks, count it, and try again to improve.

Warm-up. Wake up your muscles from top to bottom. Nod your head yes and shake it no, slowly, 3 times. Shrug your shoulders up and down 5 times. Make 5 arm circles each way. Bend and straighten your elbows 5 times. Twist side to side 5 times. Bend and straighten your knees 5 times. Hop 10 times. Think about it: what is inside your arm that makes it hard, not floppy?

WATCH

How Do Our Bodies Move?

SciShow Kids · 3:35

<https://www.youtube.com/watch?v=j918PoWWaB0>

WHEN TO WATCH

After the story, before you feel your own muscles. Bend your arm along with the host when she shows how a muscle squeezes.

Note: From SciShow Kids. The host explains how muscles and bones work together, with simple drawings of the arm.

KEY TERMS

bones

The hard parts inside your body that hold you up and protect your heart, lungs and brain.

muscles

The parts of your body that pull on your bones to make you move. They get stronger when you use them.

joint

A place where two bones meet so you can bend, like your elbow, knee and fingers.

X-ray

A special picture that shows the bones inside your body.

calcium

A building block for strong bones and teeth, found in milk, cheese, yogurt and leafy green vegetables.

CORE IDEAS

Long ago. In 1895, in a town in Germany, a scientist named Wilhelm Röntgen was doing experiments in his laboratory. He found a strange new kind of invisible ray. It could pass through paper, wood and even skin, but not through bone or metal. He did not know what it was, so he called it an **X-ray**, because “X” can mean something unknown. A few weeks later, his wife Anna Bertha held her hand still in front of the rays. When the picture was done, they could see the bones inside her hand, and the ring on her finger!

How did they find out? Before X-rays, no one could see the bones inside a living person. Doctors had to feel with their fingers to guess if a bone was broken. Röntgen’s pictures changed that. Very soon doctors all over the world were using X-rays to find broken bones and help them heal straight. Röntgen won the first Nobel Prize in physics in 1901 for his discovery.

How does it work? Your **bones** are like the frame of a house: they hold you up. The bones of your head protect your brain, and your ribs protect your heart and lungs. Where two bones meet there is a **joint**, like your elbow or knee, so you can bend. Your **muscles** are joined to your bones. When a muscle squeezes, it pulls on a bone, and that part of you moves. Bend your arm and feel the muscle on top get hard: it is pulling! Your muscles and bones grow stronger when you use them: running, jumping, climbing and carrying. Jumping and hopping are especially good for bones. Bones also need **calcium** from foods like milk, cheese, yogurt and leafy greens, and they need good sleep to grow.

Let’s try it! This week you will feel your own bones and muscles at work. Then you will do a bone-builder circuit: frog jumps, bear crawls, one-foot hops and crab walks.

You will count each one and try again later in the week. You will also hunt for bone-building foods.

PICTURE STUDY



Young Woman Churning Butter, Jean-François Millet, About 1848–1851 · Oil on canvas · Museum of Fine Arts, Boston

Image: [Wikimedia Commons](#), public domain

Jean-François Millet grew up on a farm in France, and he painted farm people at work. This young woman is churning butter. She pushes a long wooden pole up and down, up and down, inside a tall barrel full of cream until the cream turns into butter. It takes a long time and strong arms!

Look closely

- Find the long pole. Which way will her arms push it next?
- Look at her arms. Which joints are bent: her elbows, her wrists or both?
- Look at her feet. How is she standing so she does not tip over?
- Find the white cream at the top of the churn.

Talk about it

1. Butter is made from cream, and cream comes from milk. Which foods made from milk help build strong bones?
2. Which muscles do you think get tired when you churn butter for a long time?
3. Pretend to churn butter: push your hands down and pull them up ten times. Which muscles can you feel working?

Safety first. Clear a space on a soft, non-slip floor or grass. Land frog jumps softly with bent knees, and keep bear and crab walks slow so you do not bump your head. Stop and tell a grown-up if anything hurts in a joint; tired muscles are normal, but joint pain is not. A grown-up checks for food allergies before tasting.

ACTIVITY

The Bone-Builder Circuit

Röntgen's X-ray showed that bones are inside us, holding us up. You cannot see your bones, but you can make them stronger! Today you will feel your muscles pulling on your bones, and then do four bone-building moves. A grown-up will count.

You will need

- A clear floor space or grassy yard
- Masking tape or chalk to mark a start and finish line about 10 steps apart
- A timer and a grown-up to count
- A glass of milk, a slice of cheese, a cup of yogurt or some leafy greens for a bone-food snack
- Fitness journal and crayons

Steps

1. **Feel it.** Put one hand on top of your other arm and slowly bend that elbow. Feel the muscle get hard? It is pulling on your bone. Now feel your knee bend, your fingers wiggle, and your jaw open and close. Each is a joint where bones meet.
2. **Warm up (3 minutes).** March in place for 30 seconds, then 5 arm circles each way, 10 slow squats (sit back like sitting on a chair, then stand tall) and 10 small hops.
3. **Station 1: Frog jumps.** Squat down with your hands on the floor between your feet. Jump forward and land softly on your feet, knees bent. Count how many frog jumps it takes to get from start to finish. Rest 30 seconds.
4. **Station 2: Bear crawl.** Hands and feet on the floor, bottom up high, like a bear. Walk from start to finish. Keep your head up so you can see. A grown-up times you. Rest 30 seconds.
5. **Station 3: One-foot hops.** Hop on your right foot as many times as you can, up to 20. Then hop on your left foot. A grown-up counts. Rest 30 seconds.

6. **Station 4: Crab walk.** Sit down, put your hands behind you and your feet in front, and lift your bottom off the floor. Walk like a crab from start to finish. A grown-up times you. Rest 1 minute and drink water.
7. **Round 2.** Do all four stations once more. Then cool down: walk slowly for 1 minute, reach up high and hold for 10 seconds, and take three slow breaths.
8. **Bone-food snack.** Choose a bone-building food: milk, cheese, yogurt or leafy greens. Give thanks and enjoy it.
9. **Session 3: Retest.** On another day, warm up and do the circuit two times again. Write your new numbers next to the old ones. Circle every number that got better.

Tips

- Land softly, like a frog landing on a lily pad, not like a rock.
- Breathe all the time. Never hold your breath while you work.
- If one move is hard, do it slowly. Slow and steady still builds strength.

Check your work

- ☐ I can show a muscle pulling on a bone when I bend my arm.
- ☐ I did all four stations two times with good form.
- ☐ I can name two foods that help build strong bones.

FITNESS JOURNAL

1. A grown-up writes your numbers for each station (frog jumps, bear crawl seconds, right and left hops, crab walk seconds) on Day 1 and in Session 3. Draw a star by each one that got better.
2. Trace your hand on the page. Draw the bones inside your fingers like Röntgen's X-ray picture.
3. Draw three bone-building foods you like.
4. Draw yourself as a frog, a bear or a crab doing your favorite move.

From history. Wilhelm Röntgen discovered X-rays on November 8, 1895, at the University of Würzburg in Germany, and made the X-ray of his wife Anna Bertha's hand on December 22, 1895. He chose not to take out a patent on X-rays, so that everyone could use them freely to help people.

COMMON MISTAKES

- Landing with stiff legs. Bend your knees to land softly.
- Rushing the bear and crab walks and bumping into things. Go slowly and look where you are going.
- Thinking only grown-ups can be strong. Every body grows stronger with use.
- Skipping sleep. Bones and muscles grow while you sleep.

Make it a game • Bone Builder Circuit. Do four quick stations: five jumps, a balance on one leg, a bear crawl across the floor and a march up the stairs. After each, say whether bones or muscles did the main work. Remember: bones hold you up and muscles pull them. Take an X-ray pose, holding still like a picture, to finish.

4.2 PUSH, PULL AND LIFT

OBJECTIVES

- Tell that tug-of-war was a sport at the Olympic Games from 1900 to 1920, and how teams worked together to pull.
- Tell the difference between a push and a pull, and name muscles that push and pull.
- Do wall push-ups, a towel pull and a careful carry with good form.
- Count your push-ups and carries, and try to do a few more by the end of the week.

Warm-up. Push the wall: stand facing a wall and press your hands into it for 5 seconds, then rest. Do it 3 times. Pull the rope: pretend to pull a rope hand over hand toward you, 10 pulls. Lift the box: squat down, pretend to lift a big box, and stand tall, 5 times. Then march in place for 30 seconds. Think about it: when you open a door, do you push or pull?

WATCH

Push and Pull for Kids | Forces in Science

Homeschool Pop • 5:28

<https://www.youtube.com/watch?v=ZLDUrPaLQWE>

WHEN TO WATCH

After the story, before the activity. Watch for the children playing tug-of-war.

Note: From Homeschool Pop. A cartoon teacher and real video clips show pushes and pulls in everyday life, from opening a door to tug-of-war.

BACKUP VIDEO

Olympic Tug Of War - Great Britain Defeat Sweden | Stockholm 1912 Olympics

Olympic Games • 0:44

<https://www.youtube.com/watch?v=GxQ3A-TPnoo>

After the story, to see a real Olympic tug-of-war from 1912.

KEY TERMS

push

Moving something away from you, like pushing a door open or pushing a swing.

pull

Moving something toward you, like pulling a wagon or pulling a rope.

lift

Picking something up from low to high. Lift with your legs: bend your knees and keep your back straight.

teamwork

Working together so everyone helps reach the same goal.

CORE IDEAS

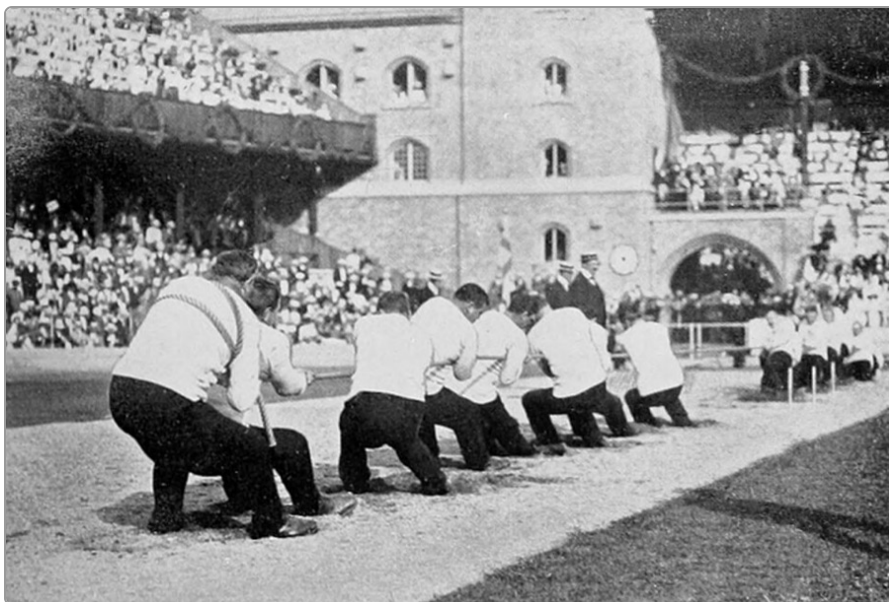
Long ago. People have played tug-of-war for hundreds of years. Two teams hold the ends of a long, thick rope. A mark is in the middle. On “Go!” both teams pull as hard as they can. The team that pulls the mark over to its own side wins. Tug-of-war was such a good test of strength that it was a sport at the Olympic Games from 1900 to 1920. In 1908 and 1920 the winners were teams of police officers from the city of London! In 1912 a team from Sweden won.

How did they find out? How did the best teams win? Strength mattered, but so did teamwork. The best teams worked together. Every man pulled at the same time, in rhythm, when the leader called “Heave!” They leaned back low, dug their heels into the ground, and used their strong legs, not just their arms. They practiced together often. Teamwork, good form and practice made them strong.

How does it work? Your muscles can only pull on your bones, but working together they let you push, pull and lift. When you **push**, the muscles in your chest and the backs of your arms do most of the work. When you **pull**, the muscles in your back and the fronts of your arms do most of the work. When you **lift** something from the floor, your big leg muscles should help: bend your knees, keep your back straight and stand up tall. Strong muscles help you carry groceries, climb on the playground, help with chores and play hard. Every time you push, pull and lift, your muscles get a little stronger.

Let’s try it! This week you will do three strong moves: wall push-ups, a towel pull with a grown-up, and a careful carry. A grown-up will count. In Session 3 you will try again and see if you can do a few more.

PICTURE STUDY



Tug of War at the 1912 Olympic Games, Unknown photographer, 1912 · Photograph · Stockholm, Sweden; reproduced on Wikimedia Commons

Image: [Wikimedia Commons](#), public domain

This photograph was taken at the Olympic Games in Stockholm, Sweden, in 1912, the year a Swedish team of police officers won the tug-of-war. A team crouches low and pulls together while a big crowd watches from the stands.

Look closely

- Look at how the men are crouching. Are they standing straight up or low and leaning back?
- Find the last man on the rope. How is he holding it? He is called the anchor.
- Look at their feet. How are they keeping from sliding?
- Count the men pulling on this team.

Talk about it

1. Why do you think every man on the team has to pull at the same time?
2. Is tug-of-war a push or a pull?
3. Which of your muscles would work hardest in a tug-of-war?

Safety first. Use a towel, not a rope, for the towel pull, and never wrap it around your hands or wrists. Pull slowly and steadily with a grown-up, and never let go suddenly; sit or stand on a soft, non-slip surface. Carry only light things you can hold close and see over (a few books, a small basket), with a clear path.

ACTIVITY

Strong Helper Challenge: Push, Pull and Carry

Olympic tug-of-war teams practiced pushing, pulling and lifting to grow strong. You will do three strong-helper moves. A grown-up will count, and you will try again later in the week to do a little more.

You will need

- A wall with clear space in front of it
- A bath towel
- A small laundry basket or tote bag with 3–5 books, or a few cans of food
- Masking tape or chalk for a start line and a line 10 steps away
- A timer and a grown-up
- Fitness journal and crayons

Steps

1. **Warm up (3 minutes).** March in place for 30 seconds. Do 5 arm circles each way. Do 5 wall presses (push the wall and hold 3 seconds). Do 10 slow squats.
2. **Wall push-ups (30 seconds).** Stand facing the wall, a big step away. Put your hands flat on the wall at shoulder height, a little wider than your shoulders. Keep your body straight like a board from head to heels. Bend your elbows to bring your nose close to the wall, then push back. A grown-up counts how many you do in 30 seconds. Rest 1 minute.
3. **Towel pull (3 tries of 10 seconds).** Sit on the floor facing a grown-up, knees bent and feet touching or close. Both hold the towel with two hands. Pull slowly toward you while the grown-up pulls gently back, keeping your back tall. Count to 10, then both relax slowly at the same time. Rest 30 seconds between tries.
4. **Careful lift.** Put the basket of books on the floor. Stand close, feet apart. Bend your knees, keep your back straight, hold the basket close to your tummy, and stand up using your legs.
5. **Carry walk.** Carry the basket from the start line to the line 10 steps away, set it down by bending your knees, and walk back. That is one carry. Count how

many carries you can do in 1 minute, walking carefully.

6. **Round 2.** Rest 1 minute and drink water. Do the wall push-ups for 30 seconds again. Did you get the same number?
7. **Cool down (2 minutes).** Walk slowly. Hug yourself and hold for 10 seconds to stretch your back. Reach both arms up high for 10 seconds. Shake out your arms.
8. **Session 3: Retest.** On another day, warm up the same way and do the wall push-ups, towel pulls and carry walk again. Write your new numbers next to the old ones. Circle every number that went up.

Tips

- Breathe out when you push away from the wall.
- Keep your tummy tight so your body stays straight in a wall push-up.
- Lift with your legs, not your back: bend your knees like a frog.

Check your work

- ☐ I can do wall push-ups with my body straight.
- ☐ I can lift and carry safely by bending my knees and keeping my back straight.
- ☐ I counted my moves and tried again to do better.

FITNESS JOURNAL

1. A grown-up writes your wall push-ups (in 30 seconds) and carries (in 1 minute) on Day 1 and in Session 3. Draw a star by each one that got better.
2. Draw two teams playing tug-of-war. Draw arrows to show which way each team is pulling.
3. Draw three things at home you push and three things you pull.
4. Tell a grown-up a way you can use your strong muscles to help at home this week, and he or she writes it down.

From history. Olympic tug-of-war teams had five to eight pullers, depending on the year. Teams were judged on who could pull the other team a set distance. After 1920 tug-of-war was dropped from the Olympic program, but it is still played as a sport around the world, and at picnics and field days everywhere.

COMMON MISTAKES

- Letting your tummy sag in a wall push-up. Keep your body straight like a board.
- Bending over with straight legs to pick something up. Bend your knees and lift with your legs.
- Letting go of the towel all at once. Both people relax slowly together.
- Carrying something so big you cannot see over it.

Make it a game • Push Pull Carry. Your parent calls push, pull or lift. Push a laundry basket across the floor, pull a towel with a stuffed animal on it, or lift and carry a light pillow. Say which one you did each time. Then team up with your parent for a gentle tug-of-war with a towel, stopping when she says freeze.

UNIT 4

STRENGTH

Inside your body are more than two hundred bones and more than six hundred muscles. Your bones hold you up like the frame of a house. Your muscles pull on your bones to make you move. In this unit you will hear how Wilhelm Röntgen took the very first X-ray picture of the bones inside a hand in 1895. You will feel your own bones and muscles at work, do a bone-builder circuit of jumps and animal walks, and find foods that help build strong bones.

Next you will learn to push, pull and lift. Did you know tug-of-war was once a sport at the Olympic Games? You will see a film of an Olympic tug-of-war from 1912, then do wall push-ups, towel pulls and careful carrying. You will count your strong moves and try to do a few more by the end of the week.

PREREQUISITES

- Completed Unit 1, or can warm up and follow movement directions
- Has a clear floor space and a wall to push against
- A parent has checked for food allergies before any tasting

MASTERY CHECKLIST

- ☐ I can say that muscles pull on bones to make me move, and show a muscle working.
- ☐ I can name foods that help build strong bones, like milk, cheese, yogurt and leafy greens.
- ☐ I can tell how Wilhelm Röntgen first saw the bones inside a hand.
- ☐ I can do wall push-ups, a towel pull and a careful carry with good form.
- ☐ I can count my strong moves and try to do a little more next time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Bones” (Nemours KidsHealth):** Free. A short page for children about bones, with a read-aloud audio button. For Lesson 4.1.
- **“Your Muscles” (Nemours KidsHealth):** Free. A short page for children about how muscles move the body. For Lessons 4.1 and 4.2.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 Muscles and Bones Work Together

3 sessions of 20–30 minutes

4.2 Push, Pull and Lift

3 sessions of 20–30 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Bend your arm and show me a muscle working. What does the muscle do to the bone?
2. What did Wilhelm Röntgen’s X-ray picture show? How do X-rays help doctors?
3. Point to or name three foods that help build strong bones.
4. Show me a wall push-up and a safe lift. What do you do with your knees and back when you lift?
5. How did Olympic tug-of-war teams win? Is tug-of-war a push or a pull?

ANSWER KEY

1. The muscle on top of the arm gets hard as the elbow bends. It pulls on the bone to make the arm move.
2. It showed the bones inside his wife's hand, and her ring. X-rays help doctors see broken bones so they can heal straight.
3. Milk, cheese, yogurt and leafy green vegetables (any three).
4. Body straight like a board, elbows bend and push back. To lift: bend my knees, keep my back straight, hold it close and stand up with my legs.
5. By teamwork: pulling together at the same time, leaning back and using their legs, and practicing. It is a pull.

UNIT CHALLENGE: MY TWO-WEEK STRONG HELPER CHALLENGE

For two weeks, do your strong moves on at least four days each week: wall push-ups for 30 seconds, frog jumps from start to finish, and the carry walk for 1 minute. A grown-up writes your numbers each time. Also do one strong-helper chore each day, such as carrying groceries, pushing a laundry basket or pulling weeds. At the end, compare your first and last numbers and draw a picture of yourself being a strong helper.

LOOK FOR	WHAT IT MEANS
Faithful practice	Your child did the strong moves on at least four days each week.
Good form	Body straight in wall push-ups, soft landings in frog jumps, and bent knees and a straight back when lifting.
Honest record	Numbers were written down each time, and the first and last numbers were compared.
Strong helper	Your child used his or her strength to help at home with a chore each day.

UNIT 5

AEROBIC TRAINING

Put your hand on your chest. Feel that thump, thump? That is your heart, a strong muscle about the size of your fist that pumps blood all through your body. Your lungs fill with air every time you breathe. In this unit you will hear how a French doctor named René Laennec rolled a sheet of paper into a tube in 1816 to listen to a heart, and how that tube became the stethoscope. You will make a paper-tube listener of your own, and count your breaths before and after you run.

Then you will play running games and relay races, where a team takes turns running and passes a baton. You will hear about the Penn Relays, which began in Philadelphia in 1895 and are still held every spring. To finish the quarter, you will help plan a family fitness day, with games from every unit, water, a healthy snack and a family relay.

PREREQUISITES

- Completed Units 1–4, or can warm up, play and cool down safely
- Has a safe place to run: a yard, a park, a quiet driveway or a large room
- Can count to 30 with help

MASTERY CHECKLIST

- ☐ I can say that my heart pumps blood and my lungs bring in air, and that running makes both work harder.
- ☐ I can tell how René Laennec first listened to a heart through a rolled-up paper tube.
- ☐ I can count my breaths before and after running and see how fast they come back to normal.
- ☐ I can run a relay race, pass a baton, take turns and cheer for my team.
- ☐ I can help plan and lead part of a family fitness day.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Heart and Circulatory System” (Nemours KidsHealth):** Free. A short page for children about the heart, with a read-aloud audio button. For Lesson 5.1.
- **“Your Lungs and Respiratory System” (Nemours KidsHealth):** Free. A short page for children about breathing and the lungs. For Lesson 5.1.
- **A child’s jump rope:** Optional, for a jump-rope station on the family fitness day.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Heart and Lungs

3 sessions of 20–30 minutes

5.2 Running Games

3 sessions of 20–30 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Point to where your heart is. What does your heart do? What do your lungs do?
2. How did René Laennec first listen to a heart? What is his tool called today?
3. What happens to your breathing and heartbeat when you run? What happens when you rest?
4. Show me how to pass a baton in a relay race. What would happen if your team dropped the baton?
5. Tell me one thing you learned in each unit this quarter: moving, water, food, strength and heart.

ANSWER KEY

1. In my chest, a little to the left. My heart pumps blood all through my body. My lungs take in air with oxygen that my body needs.
2. He rolled a sheet of paper into a tube, put one end on the patient's chest and listened at the other end. It is called a stethoscope.
3. They get faster because my muscles need more oxygen. When I rest, they slow down again.
4. Hold it out in front; the next runner reaches back with an open hand, looks and grabs it. If we dropped it, we would have to stop and pick it up, and our team would slow down.
5. Any good answer for each, for example: God made my body to move; water leaves in sweat, breath and pee, so I refill; the five food groups; muscles pull on bones; running makes my heart and lungs stronger.

UNIT CHALLENGE: OUR FAMILY FITNESS DAY

Plan and hold a family fitness day in the last week. Draw a poster with one station from each unit, help set out the water and snack, lead the family warm-up, and run the family relay. Afterward, draw a picture of the day and tell a grown-up your favorite part, which he or she writes down. Put the poster, the picture and your relay times in your folder with the rest of your fitness journal.

LOOK FOR	WHAT IT MEANS
Planning	Your child helped choose a station from each unit and drew a poster of the plan.
Leading	Your child led the warm-up or explained at least one game to the family.
Taking part	Your child played every station with good effort, took water breaks and cheered for others.
Looking back	Your child drew the day and named one way he or she grew stronger, steadier or healthier this quarter.

5.1 HEART AND LUNGS

OBJECTIVES

- Tell how René Laennec invented the stethoscope in 1816 by rolling a sheet of paper into a tube.
- Say simply what the heart and lungs do, and why they work harder when you run.
- Count breaths at rest and after running, and notice how they slow down again.
- Make a paper-tube listener and listen to a heartbeat.

Warm-up. Sit still and put your hand on your chest. Can you feel your heart? Now take three slow, big breaths and feel your chest go up and down. Stand up. March in place for 30 seconds. Jog in place for 30 seconds. Do 10 jumping jacks or 10 hops. Put your hand on your chest again. Think about it: what changed? Why do you think your heart and breathing sped up?

WATCH

How Your Lungs Work

Nemours KidsHealth • 5:21

<https://www.youtube.com/watch?v=0giiDDBJVQU>

WHEN TO WATCH

After the story, before the breathing count. Watch for how the air you breathe reaches your blood and your heart.

Note: A cartoon from Nemours KidsHealth, a children’s hospital health service. Two friends get ready for a race while learning how breathing works. It names a few big words (bronchi, alveoli); the simple idea is that air goes in, oxygen goes to the blood, and the heart pumps it everywhere.

KEY TERMS

heart

A strong muscle in your chest, about the size of your fist, that pumps blood all through your body.

lungs

Two spongy parts in your chest that fill with air when you breathe in.

oxygen

Part of the air that your body needs.
Your lungs take it in, and your blood carries it everywhere.

heartbeat

The thump you feel each time your heart squeezes and pumps blood.

stethoscope

A tool doctors use to listen to your heart and lungs.

CORE IDEAS

Long ago. In 1816, in Paris, France, a young doctor named René Laennec had a sick patient. He wanted to hear her heart, but it was hard to hear by just putting his ear to her chest. Then he remembered a simple trick with sound: if you put your ear to one end of a long piece of wood, you can clearly hear a pin scratching at the other end. Laennec rolled a sheet of paper into a tight tube. He put one end on the patient's chest and his ear on the other end. He could hear her heart beating, louder and clearer than ever!

How did they find out? Laennec was so pleased that he made better tubes out of wood. He listened to many patients and wrote down what healthy hearts and lungs sounded like, and what sick ones sounded like. He named his tool the **stethoscope**, from Greek words meaning “chest” and “to look at.” In 1819 he wrote a book about it. Today every doctor and nurse uses a stethoscope, and it all began with a rolled-up piece of paper.

How does it work? Every time you breathe in, your **lungs** fill with air. Part of that air is **oxygen**, which every part of your body needs. Oxygen goes from your lungs into your blood. Then your **heart**, a strong muscle, squeezes and pumps the blood all through your body. Each squeeze is a heartbeat. When you run and play hard, your muscles need more oxygen, so you breathe faster and your heart beats faster. When you stop and rest, they slow down again. When you run and play often, your heart and lungs grow stronger, just like your other muscles.

Let's try it! This week you will make a paper-tube listener like Laennec's and listen to a grown-up's heart. Then you will count your breaths when you are sitting still, right after running, and again after resting. You will see your body speed up and slow down.

PICTURE STUDY



The Biglin Brothers Racing, Thomas Eakins, 1872 · Oil on canvas · National Gallery of Art, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

Thomas Eakins painted this picture in Philadelphia in 1872. John and Barney Biglin were famous rowers. Here they race in a long, narrow boat, pulling their oars together. Rowing a race makes the heart and lungs work very hard.

Look closely

- Find the two oars. Are the brothers pulling at the same time?
- Look at their faces. Do they look calm or busy? How do you think they are breathing?
- Find the other boat behind them. What is happening?
- Look at the water. Is it calm or rough?

Talk about it

1. After a long race, what would the brothers' hearts and breathing be like?
2. Rowing uses the arms, back and legs. Why would that make the heart pump faster?
3. What could you do this week that would make your heart and lungs work hard?

Safety first. Clear a space and wear shoes with good grip before running. Breathing hard and a fast heartbeat after running are normal, but stop and tell a grown-up right away if you have chest pain, feel dizzy or faint, or cannot catch your breath; children with asthma keep their inhaler nearby as the doctor directs. Never put anything inside your ear; the paper tube rests only against the outside of the ear.

ACTIVITY

Laennec's Listening Tube and the Breathing Count

Laennec listened to hearts with a paper tube. You will make one too. Then you will be a scientist: count your breaths sitting still, after running, and after resting, and see how your body changes.

You will need

- A sheet of paper and tape, or an empty paper towel tube
- A timer
- A safe space to run: a yard, a hallway, or space to jog in place
- A grown-up helper
- Fitness journal and crayons

Steps

1. **Make a listening tube.** Roll a sheet of paper into a tight tube about as wide as a quarter and tape it, or use a paper towel tube.
2. **Listen to a heart.** Have a grown-up sit still. Gently rest one end of the tube on the left side of his or her chest and put your ear against the other end. Be very quiet. Can you hear thump, thump? Then let the grown-up listen to your heart.
3. **Resting count.** Sit still for 1 minute. Put your hand on your chest or tummy. A grown-up sets the timer for 30 seconds while you count how many times you breathe in. Write the number.
4. **Warm up (2 minutes).** March in place, 5 arm circles each way, 10 easy hops.
5. **Run!** Run back and forth across the yard, or jog in place, for 1 minute without stopping. Go fast but steady.
6. **After-run count.** Right away, sit down and count your breaths for 30 seconds while a grown-up times. Listen to your heart with your tube too: is it faster? Write the number.
7. **Rest count.** Rest quietly for 2 minutes and drink some water. Count your breaths for 30 seconds again. Is the number back down near your resting count?

8. **Cool down.** Walk slowly for 1 minute, then take three slow, deep breaths, filling your lungs like balloons.
9. **Session 3: Try it again.** On another day, do the three counts again, but run for 2 minutes this time. Compare: did your breathing come back down after 2 minutes of rest? A body that runs and plays often gets better at slowing down quickly.

Tips

- Count breaths by feeling your tummy or chest rise. Each rise is one breath.
- Be very quiet when listening with the tube. Turn off any noise in the room.
- Breathing hard after running is a good sign that your heart and lungs are working.

Check your work

- ☐ I made a listening tube and heard a heartbeat.
- ☐ I counted my breaths resting, after running and after resting.
- ☐ I can tell why my heart and breathing speed up when I run.

FITNESS JOURNAL

1. A grown-up writes your three breathing counts (resting, after running, after rest) from Day 1 and Session 3. Draw three bars, short or tall, for each day.
2. Draw Laennec listening to a heart with his paper tube.
3. Draw a big heart and two lungs. Draw arrows to show air coming in and blood going out.
4. Color a face for how you felt after running: tired, happy, hot or all three!

From history. René Laennec lived from 1781 to 1826 and worked at the Necker Hospital in Paris. His first wooden stethoscopes were simple straight tubes. The kind with two earpieces and rubber tubes that doctors use today came later, in the 1850s.

COMMON MISTAKES

- Thinking a fast heartbeat after running is bad. It is normal and healthy; it slows down when you rest.
- Holding your breath while you run. Breathe all the time, in and out.
- Stopping suddenly and lying down after hard running. Walk slowly to cool down first.

- Pressing the tube hard into someone's chest. Rest it gently.

Make it a game · Breathing Count Listen. Sit still and breathe in and out ten times, while your parent counts. Put your hand on your chest and feel the heartbeat. Then run in place for twenty seconds and count your breaths again. Say why your heart and lungs worked harder. Listen with a rolled paper tube like Laennec.

5.2 RUNNING GAMES

OBJECTIVES

- Tell how a relay race works, and that the Penn Relays began in Philadelphia in 1895.
- Run a relay race: start on a signal, pass a baton, take turns and cheer for teammates.
- Time a relay and try to beat your team's own time.
- Help plan and lead a family fitness day.

Warm-up. Line up like runners at a race. March in place for 30 seconds. Do 5 arm circles each way. Do 10 high-knee steps and 10 butt-kick steps (kick your heels up toward your seat). Practice the start: “On your mark” (put one foot forward), “Get set” (lean forward), “Go!” (jog five steps). Do it three times. Think about it: what makes a race fun even if you do not win?

WATCH

PE relay races (for ANY class).

Prime Coaching Sport · 9:44

<https://www.youtube.com/watch?v=X3V7g7jXreo>

WHEN TO WATCH

Before the activity. Watch the first few relays, then pick one to add to your family fitness day.

Note: From a PE teacher's channel. He shows many relay ideas with balls, cones and rackets; most can be done at home with a ball, a few shoes for cones and a spoon. The description links to the teacher's paid lesson plans; you do not need them.

KEY TERMS

relay race

A race where teammates take turns running, one after the other.

baton

A short stick a relay runner carries and hands to the next runner.

pace

How fast you run. A good pace is one you can keep going.

teammate

A person on your team. Good teammates help and cheer for each other.

CORE IDEAS

Long ago. In April 1895, at the University of Pennsylvania in Philadelphia, a new kind of track meet was held: the Penn Relays. In a relay race, a team of runners takes turns. The first runner runs a lap carrying a short stick called a baton, then hands it to the next runner, who runs the next lap. The team that gets the baton to the finish first wins. The Penn Relays were such a happy success that they have been held nearly every spring for more than a hundred years. Today high school, college and grown-up runners all race there.

How did they find out? Relay runners learned that a race is not won by one runner alone. The baton has to be passed carefully, without dropping it. Each runner has to start at the right moment and run his or her best part. Teams practice handing off the baton again and again. A slower runner who passes the baton well helps the team as much as a fast one who drops it.

How does it work? Running is one of the best things you can do for your heart and lungs. When you run, your heart pumps faster and your lungs breathe harder to bring oxygen to your legs. Short, fast runs and longer, steady runs both make them stronger. In a relay you run hard, then rest while your teammates run, then run again. That is a great way to train! The Bible says that those who trust in the Lord “shall run, and not be weary.” Running games are a joyful way to use the strong legs, heart and lungs God gave you.

Let’s try it! This week you will run a family relay race and time it. Then you will try to beat your team’s own time. At the end of the week you will help lead a family fitness day, with a favorite game from every unit.

PICTURE STUDY



Croquet Scene, Winslow Homer, 1866 · Oil on canvas · Art Institute of Chicago

Image: [Wikimedia Commons](#), public domain

Winslow Homer painted this picture in 1866, when the lawn game of croquet had just become popular in America. Friends and families played it together outdoors in the summer. Here a group gathers on a sunny lawn, each one waiting for a turn.

Look closely

- Find the mallets and the balls. What do the players do with them?
- Find the man kneeling. How is he helping?
- Look at the long dresses. Would it be easy to run a relay in them?
- Find the shady trees behind the lawn. Where would you put the water table for a family fitness day?

Talk about it

1. Croquet is a game of taking turns, like a relay race. Why is taking turns important in a game?
2. What outdoor game would you like your whole family to play together?
3. How can you cheer for someone else when it is his or her turn?

Safety first. Run on flat ground, grass or a clear driveway away from traffic, with a grown-up watching, and give runners plenty of room so no one collides. Use a soft baton such as a paper towel tube and hand it off; never throw it. Take water-and-shade breaks, and stop and tell a grown-up at chest pain, dizziness or trouble breathing.

ACTIVITY

Family Relay and the Family Fitness Day

The Penn Relays began with teams taking turns and passing a baton. You will run a family relay, time it, and try to beat your own team's time. Then you will help plan a family fitness day with a favorite game from every unit.

You will need

- A baton: a paper towel tube or wooden spoon
- Chalk, tape or shoes to mark a start line and a turning point about 15–20 steps away
- A timer
- Family members or friends (two teams, or one team racing the clock)
- Water cups and a healthy snack (see Unit 3)
- Fitness journal and crayons

Steps

1. **Warm up together (3 minutes).** March in place, 5 arm circles each way, 10 high knees, 10 butt kicks, and three practice starts.
2. **Practice the baton pass.** Stand behind the start line with your teammate. The runner coming in holds the baton out in front. The next runner reaches back with an open hand, looks at the baton, and grabs it. Practice 5 passes standing still, then 5 passes while walking.
3. **Run the relay.** The first runner holds the baton at the start line. On “Go!” run to the turning point, go around it, and run back. Pass the baton to the next runner, who does the same. When every runner has had a turn, stop the timer. Write your team's time.
4. **Rest and cheer (2 minutes).** Drink water. Tell each teammate one thing he or she did well.
5. **Run it again.** Can your team beat its own time? Remember to pass the baton carefully. Write the new time. Circle the faster one.
6. **Cool down (2 minutes).** Walk one slow lap together. Reach up high, then touch your knees. Take three slow breaths.

7. Session 3: Plan the family fitness day. With a grown-up, choose one activity from each unit: an old game like hopscotch or freeze tag (Unit 1), a water station with cups (Unit 2), a snack plate with four food groups (Unit 3), the bone-builder circuit or wall push-ups (Unit 4), and the family relay (Unit 5). Draw a poster of your plan.

8. Family fitness day. Lead your family in the warm-up, play every station, serve the water and snack, and finish with the family relay and a cool-down walk. Thank God together for strong bodies and a happy day. Show your family your fitness journal from the whole quarter.

Tips

- Keep your eyes on the baton when you take it. A dropped baton slows the whole team.
- Slow down a little before the turning point so you can go around it safely.
- Cheer for everyone, fast or slow. Good teammates make everyone want to try their best.

Check your work

- ☐ I can pass a baton carefully to a teammate.
- ☐ My team ran the relay twice and tried to beat our own time.
- ☐ I helped plan and lead our family fitness day.

FITNESS JOURNAL

1. A grown-up writes your team's relay times (first try, second try and Session 3). Draw a star on the fastest time.
2. Draw your family fitness day poster with one station from each unit.
3. Draw your family running the relay, with the baton being passed.
4. Look back through your fitness journal. Tell a grown-up the number you are proudest of improving this quarter, and he or she writes it down.

From history. The Penn Relays are held each April at Franklin Field, the University of Pennsylvania's stadium, and are one of the oldest and largest relay meets in the world. Many thousands of runners take part, from high school runners to Olympic champions.

COMMON MISTAKES

- Throwing the baton instead of handing it. Hand it carefully into your teammate's open hand.
- Running so fast at the start that you have to stop. Find a pace you can keep for your whole turn.
- Teasing a slower teammate. Everyone runs at his or her own pace, and everyone gets cheered.
- Forgetting water breaks on a warm day.

Make it a game • Sock Baton Relay. Make a baton from a rolled sock. Start on your parent's signal, run to a marked spot and hand the baton to her. She runs and hands it back. Pass it smoothly each time and cheer for your teammate. Try three rounds and see if you can do the whole relay faster than before.

Scripture. “But they that wait upon the LORD shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint.” (Isaiah 40:31, KJV)

God gives strength to those who trust Him. Running and playing with joy is one way to enjoy the strength He gives.

UNIT 5

AEROBIC TRAINING

Put your hand on your chest. Feel that thump, thump? That is your heart, a strong muscle about the size of your fist that pumps blood all through your body. Your lungs fill with air every time you breathe. In this unit you will hear how a French doctor named René Laennec rolled a sheet of paper into a tube in 1816 to listen to a heart, and how that tube became the stethoscope. You will make a paper-tube listener of your own, and count your breaths before and after you run.

Then you will play running games and relay races, where a team takes turns running and passes a baton. You will hear about the Penn Relays, which began in Philadelphia in 1895 and are still held every spring. To finish the quarter, you will help plan a family fitness day, with games from every unit, water, a healthy snack and a family relay.

PREREQUISITES

- Completed Units 1–4, or can warm up, play and cool down safely
- Has a safe place to run: a yard, a park, a quiet driveway or a large room
- Can count to 30 with help

MASTERY CHECKLIST

- ☐ I can say that my heart pumps blood and my lungs bring in air, and that running makes both work harder.
- ☐ I can tell how René Laennec first listened to a heart through a rolled-up paper tube.
- ☐ I can count my breaths before and after running and see how fast they come back to normal.
- ☐ I can run a relay race, pass a baton, take turns and cheer for my team.
- ☐ I can help plan and lead part of a family fitness day.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Heart and Circulatory System” (Nemours KidsHealth):** Free. A short page for children about the heart, with a read-aloud audio button. For Lesson 5.1.
- **“Your Lungs and Respiratory System” (Nemours KidsHealth):** Free. A short page for children about breathing and the lungs. For Lesson 5.1.
- **A child’s jump rope:** Optional, for a jump-rope station on the family fitness day.

Not required. Every activity in this unit works without them. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Heart and Lungs

3 sessions of 20–30 minutes

5.2 Running Games

3 sessions of 20–30 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing a movement or drawing. There are no points; praise good effort and help with any answer that is not yet sure.

1. Point to where your heart is. What does your heart do? What do your lungs do?
2. How did René Laennec first listen to a heart? What is his tool called today?
3. What happens to your breathing and heartbeat when you run? What happens when you rest?
4. Show me how to pass a baton in a relay race. What would happen if your team dropped the baton?
5. Tell me one thing you learned in each unit this quarter: moving, water, food, strength and heart.

ANSWER KEY

1. In my chest, a little to the left. My heart pumps blood all through my body. My lungs take in air with oxygen that my body needs.
2. He rolled a sheet of paper into a tube, put one end on the patient's chest and listened at the other end. It is called a stethoscope.
3. They get faster because my muscles need more oxygen. When I rest, they slow down again.
4. Hold it out in front; the next runner reaches back with an open hand, looks and grabs it. If we dropped it, we would have to stop and pick it up, and our team would slow down.
5. Any good answer for each, for example: God made my body to move; water leaves in sweat, breath and pee, so I refill; the five food groups; muscles pull on bones; running makes my heart and lungs stronger.

UNIT CHALLENGE: OUR FAMILY FITNESS DAY

Plan and hold a family fitness day in the last week. Draw a poster with one station from each unit, help set out the water and snack, lead the family warm-up, and run the family relay. Afterward, draw a picture of the day and tell a grown-up your favorite part, which he or she writes down. Put the poster, the picture and your relay times in your folder with the rest of your fitness journal.

LOOK FOR	WHAT IT MEANS
Planning	Your child helped choose a station from each unit and drew a poster of the plan.
Leading	Your child led the warm-up or explained at least one game to the family.
Taking part	Your child played every station with good effort, took water breaks and cheered for others.
Looking back	Your child drew the day and named one way he or she grew stronger, steadier or healthier this quarter.