

KINDERGARTEN PHYSICAL EDUCATION & HEALTH

First edition

5 units

10 lessons • one quarter

A video for every lesson

FIRST EDITION

COURSE GUIDE

This short course is a child's first look at caring for the body God made. It follows five strands through one quarter of the school year: moving and playing, drinking water, eating good food, growing strong and keeping the heart and lungs healthy. Each lesson begins with something true: a song from the Psalms, Hagar finding a well in the wilderness, Daniel's ten-day test, David the shepherd boy, a doctor who rolled up paper to hear a heartbeat, and an old painting or photograph of people at work and play.

Every lesson follows the same simple path. First comes a **story** ("Long ago..."). Then **how does it work?**, a few plain sentences about muscles, bones, water, food or the heart. Then **let's try it!**: the child bear-crawls, hops, drinks, tastes, carries, counts heartbeats or runs, and a grown-up writes the numbers in a fitness journal. On the second try the child tries to do a little better.

This course is about thankfulness, joy in moving and good habits. It never talks about size or looks. We praise effort, careful listening and trying again. The quarter ends with a family fitness day, when the whole family plays the child's favorite games, drinks water and shares a rainbow snack together.

Videos are short and chosen for five- and six-year-olds: SciShow Kids, a Sesame Street song, a Sid the Science Kid clip, a children's hospital doctor, PE teachers showing animal walks, a stick-puppet Bible story and an animated fable. A few come from small channels; the lesson notes say why each was chosen. Every video was previewed from start to finish for accuracy and modest dress. Watch together, and do the moves along with the follow-along videos. Some channels end with an invitation to subscribe; you can stop when the teaching ends.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for kindergarten children (about ages 5–6), read aloud by a parent or teacher. No reading is required of the child. Nothing needs to be bought: every activity uses household things such as a towel, pillows, a laundry basket, a bottom stair, cups, fruit and vegetables, chalk or tape, 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 story, the video and the picture, with a little movement. Session 2 is the activity and the fitness journal. Session 3 repeats the activity and tries to do a little better. Young children should be active on and off all through the day, so on the other days go outside and play.
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 aloud.** The core ideas are written to be read aloud in a few minutes. After each paragraph, ask your child to tell it back, act it out or point to it in the picture.
4. **Picture study.** Each lesson has one public-domain painting or old photograph. Look at it quietly together for one minute. Then hide it and ask, "What do you remember?" Bring it back and use the "look for" items and questions. Little children love to point and count.
5. **The fitness journal.** Use any notebook, or sheets kept in a folder. The parent writes the numbers (hops, seconds, cups, colors, heartbeats); the child draws, colors stickers or tally marks, and says how it felt. Date every page. Trying again and doing a little better matters 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 or call foods bad. Foods are "everyday foods" and "sometimes foods," and treats are good gifts in their place. Praise effort and trying again, never comparison with a brother, sister or friend.
7. **Optional books and gear.** Some units list a free children's health page or simple gear such as a water bottle or a soft ball. They are never required.

8. **Unit review and unit challenge.** Each unit ends with a short “show and tell” review that a parent asks aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points. Each unit also has a unit challenge done over the week; keep its pages in the journal 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 furniture with sharp corners, and wear shoes (or bare feet on carpet, never socks on a smooth floor). Stop right away if your child has chest pain, dizziness, fainting, trouble breathing or sharp pain; tired muscles are normal, but joint pain is not. Strength work in this course 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: animal walks, a backyard game, a water table, a rainbow snack and a slow-and-steady family walk-run. Everyone moves at his or her own pace.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–2

Keeping Active

God made you to move: animal walks (bear, crab, frog and flamingo), and playing outside every day with tag, hopscotch and follow the leader.

- 1.1 God Made You to Move
- 1.2 Play Outside Every Day

UNIT 2 • WEEKS 3–4

Hydration

Water is the best drink: a drooping plant drinks and stands up, and a water chart for a day; and drinking before, during and after play, with Hagar’s well in the wilderness.

- 2.1 Water, the Best Drink
- 2.2 Drink Before, During and After Play

UNIT 3 • WEEKS 5–6

Nutrition

Eat a rainbow: Daniel’s vegetables and water, and sorting fruits and vegetables by color; and growing foods and sometimes foods, a good breakfast and a snack plate the child helps make.

3.1 Eat a Rainbow

3.2 Growing Foods and Sometimes Foods

UNIT 4 • WEEKS 7–8

Strength

Strong like a shepherd: David and the lambs, and carrying, climbing, pushing and pulling; and animal strength moves: bear crawl, wheelbarrow walk, frog jumps and the statue hold.

4.1 Strong Like a Shepherd

4.2 Animal Strength Moves

UNIT 5 • WEEKS 9–10

Aerobic Training

Your heart is a pump: René Laennec’s paper tube and feeling your heartbeat before and after hopping; and slow and steady like the tortoise, run-walk laps and the family fitness day.

5.1 Your Heart Is a Pump

5.2 Slow and Steady: The Tortoise and the Hare

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 God Made You to Move: 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>

WEEK	PLAN
2	• Session 1: Lesson 1.2 Play Outside Every Day: 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 Water, the Best Drink: 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 Drink Before, During and After Play: 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 Eat a Rainbow: 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 Growing Foods and Sometimes Foods: 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
7	• Session 1: Lesson 4.1 Strong Like a Shepherd: 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 Animal Strength Moves: 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 Your Heart Is a Pump: warm-up, video, teaching and picture study

WEEK	PLAN
	• 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 Slow and Steady: The Tortoise and the Hare: 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. The parent writes numbers; the child draws, colors and makes tally marks.

A timer (a kitchen timer or phone)

For animal-walk races, statue holds, play times and run-walk laps.

Shoes with good grip and comfortable, modest play clothes

Every activity lesson. Bare feet are fine on carpet; never socks on a smooth floor.

A towel or mat, pillows, a laundry basket and the bottom stair

For animal walks, carrying games and step-ups.

Masking tape or sidewalk chalk

For start lines, hopscotch squares and a lap course.

A child's cup or water bottle

For the water chart in Unit 2 and every activity day.

Fruits and vegetables of many colors, and plain foods for a snack plate

For Unit 3. Check for food allergies first.

A wilting cut flower, a stalk of celery or a small potted plant

For the drooping-plant test in Lesson 2.1.

A paper towel tube or a sheet of paper rolled into a tube

For listening to heartbeats in Lesson 5.1.

Crayons, stickers and colored paper

For charts, rainbow tallies and drawings.

GRADING

Kindergarten physical education is not graded with letters. The parent watches, encourages and writes short notes on effort, listening, safe habits and trying again.

Scale: No letter grades. At the end of each unit, mark each “I can” statement as “Yes,” “Getting there” or “Not yet,” and write one sentence about something your child did well.

- Keep the fitness journal pages and unit challenges in one folder. At the end of the quarter, look back through it together and notice how your child’s numbers and confidence grew.
- Praise effort, safe habits, good listening and trying again. Never compare one child’s body, speed or numbers with another child’s.
- A child who finds moving 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 short video, look at the picture, and then play. Be the timer, the counter and the cheerleader, and join in whenever you can. Little children copy what they see, and a parent bear-crawling across the living room teaches more than any lesson.

Keep the talk about bodies on what they can do and how to care for them. Thank God together for legs that run and hearts that pump. If an older brother or sister is faster, steer back to the journal: “Did you do better than last time?” Exercise is good for the body, and Scripture says plainly that godliness is better still (1 Timothy 4:8). The old Latin saying *Fabricando fit faber*, “by making, one becomes a maker,” fits little children too: they grow strong by doing, a little more each week.

The stories are gentle. Hagar and her boy are thirsty in the wilderness before God shows them a well, and David saves his lambs from a lion and a bear; both are told simply, with the focus on God’s care.

UNIT 1

KEEPING ACTIVE

God made you, and He made you to move. You can walk, run, hop, climb, crawl and balance. In this unit you will hear a song from the Bible that thanks God for making us so wonderfully. Then you will move like God's animals: you will lumber like a bear, scuttle like a crab, leap like a frog and stand on one leg like a flamingo.

Next you will learn why playing outside every day is so good for you. Children have played tag, hopscotch and follow the leader for hundreds of years. You will play these games, count your hops, and teach a game to someone in your family.

PREREQUISITES

- Can follow a two-step direction ("Crawl to the chair, then stand up")
- 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 and made it to move.
- ☐ I can do a bear walk, a crab walk, frog jumps and a flamingo stand.
- ☐ I can warm up before I play and cool down after.
- ☐ I can play tag, hopscotch and follow the leader safely, and I play outside every day.
- ☐ I tried each activity twice and did a little better the second time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **Move Your Way (U.S. Department of Health and Human Services)**: Free. Plain-language pages and fact sheets for parents on how much activity children need. For the grown-up, not the child.
- **A soft playground ball**: Optional, for extra outdoor games. A rolled-up pair of socks works indoors.
- **Sidewalk chalk**: Optional, for drawing hopscotch squares in Lesson 1.2. Masking tape on the floor 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 God Made You to Move

3 sessions of 20–30 minutes

1.2 Play Outside Every Day

3 sessions of 20–30 minutes

UNIT 1 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Who made your body? What did He make it able to do?
2. Show me a bear walk, a crab walk and a frog jump.
3. Stand like a flamingo. What helps you balance?
4. What do we do before we play hard, and what do we do after?
5. Why is it good to play outside every day? Name a game you like.

ANSWER KEY

1. God made my body. He made it to move: to walk, run, jump, climb, crawl and play.
2. Bear walk: hands and feet on the floor, bottom up. Crab walk: tummy up, hands behind, bottom lifted. Frog jump: squat low, jump forward, land softly with bent knees.
3. Standing on one leg with arms out and eyes fixed on one spot.
4. Warm up first (marching, arm circles, easy jogging) and cool down after (slow walking, stretching, slow breaths).
5. Playing makes the heart, legs and arms strong, and fresh air and sunshine are good for us. Any game: tag, hopscotch, follow the leader.

UNIT CHALLENGE: MY MOVING WEEK

For seven days in a row, play actively outside or move hard inside every day. Each day, color one square on a chart and draw or tell what you did: animal walks, tag, hopscotch, climbing, biking, a walk with the family. At the end of the week, do your animal course and hop count one more time and see how much you have grown. Show your chart to the family at dinner.

LOOK FOR	WHAT IT MEANS
Every day	Your child moved and played actively on all seven days, and the chart has a mark and a drawing or word for each day.
Good form and safety	Your child used the warm-up, good animal-walk form and gentle tag, and stayed where a grown-up could see.
Tried again	Your child repeated the animal course and hop count and tried to beat the first numbers.
Shared	Your child showed the chart or taught a game to someone in the family.

1.1 GOD MADE YOU TO MOVE

OBJECTIVES

- Say that God made our bodies and made them to move.
- Name some body parts that help us move: legs, arms, hands, feet, and the muscles and bones inside.
- Do four animal walks with good form: bear walk, crab walk, frog jumps and flamingo stand.
- Time an animal-walk course, rest, and try again to do a little better.

Warm-up. March in place like a parade for 30 seconds, lifting your knees high. Wiggle your fingers, then shrug your shoulders up and down 5 times. Make 5 big arm circles forward and 5 backward. Jump softly 5 times. Now stand very still. Ask: What parts of your body did you just move? Who made them?

WATCH

Animal Walks for Early Elementary Gymnastics

Phys Ed Video • 11:30

<https://www.youtube.com/watch?v=DpgKyq3WCuw>

WHEN TO WATCH

After the story. Watch the first four animals (frog jumps, crab walk, bear walk, alligator crawl), then pause and try each one. Watch the flamingo hops near the end too.

Note: A PE teacher in a T-shirt and track pants shows each animal walk slowly on gym mats, with a cartoon of each animal. It comes from a small channel, but it shows exactly the walks in this lesson with clear, safe form. There is no talking, only captions; say the names aloud together.

BACKUP VIDEO

ANIMAL WALK! Pre K, Kinder-2nd Locomotor BRAIN BREAK Warm Up Activity with Voice Over and Music!

PE with Coach Smith • 6:00

<https://www.youtube.com/watch?v=F0pqVYH15wU>

A follow-along game for Session 3: when an animal appears, move like it; when FREEZE appears, stop and hold still.

KEY TERMS

move

To change where your body is or how it is standing: walking, running, hopping, crawling and climbing are all ways to move.

muscles

The strong parts inside your body that pull on your bones to make you move.

bones

The hard parts inside your body that hold you up, like the frame of a house.

balance

Staying steady without falling over, like a flamingo standing on one leg.

warm-up

Easy moving before hard play, to get your body ready.

CORE IDEAS

Long ago. Long ago, a shepherd boy grew up to be a king of Israel. He wrote songs to God, and we can still read them in the Book of Psalms. In one song he said to God, “I will praise thee; for I am fearfully and wonderfully made.” That means: God, I thank You, because You made me in an amazing way! The king knew that God made every part of him: his eyes, his hands, his feet and his heart.

God made the animals too. On the days of creation God made birds to fly, fish to swim, and animals to walk and creep on the land. A bear lumbers on four big paws. A crab scuttles sideways. A frog leaps with strong back legs. A flamingo can stand on one long leg for a long time. Each one moves in its own way.

How does it work? Inside your body are **bones** and **muscles**. Bones are hard and hold you up. Muscles are strong and stretchy. When a muscle pulls, it moves a bone, and you move! Every time you crawl, jump or climb, your muscles and bones get a little stronger. Moving also makes your heart beat faster and helps you sleep well at night.

Let’s try it! Today you will move like God’s animals. You will walk like a bear with your hands and feet on the floor, walk like a crab with your tummy up, jump like a frog, and balance like a flamingo. A grown-up will time you on an animal course. Then you will rest and try again.

PICTURE STUDY



Noah's Ark, Edward Hicks, 1846 · Oil on canvas · Philadelphia Museum of Art

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

Edward Hicks was a Quaker preacher and painter who lived in Pennsylvania. He loved to paint animals and Bible stories. Here the animals are walking two by two into Noah's ark, just before the rain begins.

Look closely

- Find the lion. Find the horses. Find the bear near the ark. How does a bear walk?
- Find an animal with very long legs. Find an animal with short legs. Which one do you think can run faster?
- Look up the ramp. The animals are climbing! Which animal would you like to be?
- Count the zebras. How many can you find?

Talk about it

1. God made every one of these animals to move in its own way. Can you show me how a lion walks? How a horse trots?
2. How did God make you to move? Show me three ways.

Safety first. A parent should know about and supervise all activity. If your child has asthma, a heart condition, diabetes, a recent injury or any health concern, check with your doctor before starting this course. Clear a space with no sharp corners, use a carpet or mat (no socks on a smooth floor), and stop and tell a grown-up right away if anything hurts, you feel dizzy or it is hard to breathe.

ACTIVITY

The Animal Walk Course

You will learn four animal moves and then go across the room on an animal course. A grown-up will time you. Then you will rest, drink some water and try again, moving carefully and a little faster.

You will need

- A clear floor space about 10 big steps long (a hallway or yard works)
- Masking tape, chalk or two shoes to mark a start line and a finish line
- A timer
- A cup of water
- Fitness journal and crayons

Steps

1. **Warm up (3 minutes).** March in place for 1 minute. Make 5 big arm circles each way. Do 5 slow “sit-down-and-stand-up” squats, as if sitting on a tiny chair. Jog in place for 20 seconds.
2. **Bear walk.** Put your hands and feet flat on the floor, with your bottom up high and your knees a little bent. Walk forward: right hand and left foot, then left hand and right foot. Keep your head looking at the floor a little ahead. Bear walk from the start line to the finish line. Rest for 30 seconds.
3. **Crab walk.** Sit on the floor with your feet flat and your hands on the floor behind you, fingers pointing toward your feet. Lift your bottom up off the floor. Walk your hands and feet to move. Crab walk back to the start line. Rest for 30 seconds.
4. **Frog jumps.** Squat low with your hands on the floor between your feet. Jump forward and land softly on your feet, with bent knees, then put your hands down again. Do 5 frog jumps. Rest for 30 seconds.
5. **Flamingo stand.** Stand on one leg with your other foot lifted and your arms out like wings. Look at one spot on the wall. A grown-up counts the seconds until your foot touches down (stop at 30). Then try the other leg. Write both numbers.

6. **The animal course.** Now do it all in one trip: bear walk to the finish line, crab walk back, 5 frog jumps, and a flamingo stand for 10 seconds. A grown-up times the whole course and writes it in your journal. Drink some water and rest for 2 minutes.
7. **Cool down (2 minutes).** Walk slowly around the room like a tired elephant, swinging your arm like a trunk. Then lie on your back and take 5 slow breaths, making your tummy rise and fall.
8. **Session 3: Try again.** On another day, warm up the same way and do the animal course again. Try to keep good form and finish a little faster, and try to stand longer on each flamingo leg. Write the new numbers next to the old ones and draw a star by each number that got better.

Tips

- Good form first. A slow bear walk with your bottom up is better than a fast, floppy one.
- If the crab walk is hard, keep your bottom up for a few steps, rest, and go again.
- Grown-ups, join in! Animal walks are hard work for big people too.

Check your work

- ☐ I can show a bear walk, a crab walk, frog jumps and a flamingo stand.
- ☐ I did the animal course two times, and a grown-up wrote my times.
- ☐ I can say who made my body and why I move it.

FITNESS JOURNAL

1. A grown-up writes your course time and flamingo seconds for both tries. Draw a star by every number that got better.
2. Draw your favorite animal walk. A grown-up writes the animal's name under it.
3. Trace your hand. In each finger, draw something your body can do (run, jump, climb, hug, clap). Say thank You to God for one of them.

COMMON MISTAKES

- Letting your bottom sag in the bear walk or crab walk. Lift it up so your arms and tummy do the work.
- Landing frog jumps with straight, stiff legs. Bend your knees and land softly, like a frog on a lily pad.

- Skipping the warm-up. A few minutes of marching and arm circles gets your body ready.

Make it a game • Muscle Freeze Dance. Stand in an open space and let your parent call a body part: legs, arms, hands or feet. Move only that part as fast as you can until she calls freeze. Then balance on one foot while she counts to five. Say aloud, God made my body to move. Play three rounds.

Scripture. “I will praise thee; for I am fearfully and wonderfully made” (Psalm 139:14, KJV)

God made your body in an amazing way. When you run, jump and play, you can thank Him for it.

1.2 PLAY OUTSIDE EVERY DAY

OBJECTIVES

- Say why playing outside and moving every day is good for us.
- Play tag, hopscotch and follow the leader safely, taking turns.
- Count hops on one foot and two feet, rest, and try again to do a little better.
- Teach one game to someone in the family.

Warm-up. Play “Move Like Me” for 3 minutes. The grown-up calls out a way to move and the child does it for 15 seconds: tiptoe like a mouse, stomp like an elephant, gallop like a horse, hop like a bunny, skip, slide sideways, walk backward slowly. Ask: Which one made you breathe the hardest?

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 story. Listen for what Sid wanted to do all weekend, and what his teacher showed him instead.

Note: A clip from the PBS cartoon *Sid the Science Kid*. Sid wants to watch TV all weekend, and his teacher takes the class outside to see how moving keeps the body strong.

KEY TERMS

play

Moving, running and making up games for fun. Active play is one of the best ways for children to grow strong.

tag

A chasing game. The one who is “It” tries to touch someone, and then that person becomes “It.”

hopscotch

A game where you hop through squares drawn on the ground, on one foot or two.

take turns

To let each person have a go, one after another.

CORE IDEAS

Long ago. Children have always loved to play. More than four hundred years ago, in 1560, a painter named Pieter Bruegel painted a picture full of children playing in a town in Flanders. People have counted about eighty games in it! Children are rolling hoops, playing leapfrog, spinning tops, walking on stilts, playing blind man's buff and riding piggyback. Some of those games, like leapfrog and piggyback, children still play today.

About a hundred years ago, in big American cities, many children had no yards. They played in alleys and streets. Kind people built playgrounds, with swings, sand and space to run, so children would have safe places to play. A photographer named Lewis Hine took pictures of city children, many of them playing in alleys and streets.

How does it work? When you run and play, your heart pumps faster, you breathe harder, and your legs and arms grow stronger. Sunshine and fresh air are good for you, and so is a good game with friends. Doctors say children your age should move and play on and off all day long, with at least an hour of running, jumping and climbing every day. Then you need a good rest: about 10 to 12 hours of sleep every night.

Let's try it! Today you will play three old games outside: follow the leader, tag and hopscotch. A grown-up will count your hops. Next time you will try to hop a little more, and you will teach one of the games to someone in your family.

PICTURE STUDY



Playground in a Tenement Alley, Boston, Lewis Hine, 1909 · Photograph · George Eastman Museum, Rochester, New York

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

Lewis Hine was an American photographer who took pictures of children. In 1909 he photographed these children playing in a narrow alley in Boston. They had no yard and no park nearby, so the alley was their playground.

Look closely

- Find the boy kicking his leg up high. What game might he be playing?
- Look up! What is hanging on the lines above the alley?
- Find the wagon. How many children are standing on it?
- Find the smallest child. What is she doing?

Talk about it

1. Where do you like to play outside? How is it different from this alley?
2. These children did not have a park, but they still played. What game could you play in a small space?
3. Why do you think kind people wanted to build playgrounds for children?

Safety first. Play outside with a grown-up watching, in a yard, park or quiet place far from cars and the street. Wear shoes, tag gently with a light touch (no pushing), and take a water break in the shade when you are hot. Wear a hat and sunscreen on sunny days.

ACTIVITY

Three Old Games: Follow the Leader, Tag and Hopscotch

Children have played these games for a long, long time. You will play all three, count your hops, and then teach one game to someone in your family.

You will need

- A yard, a park or a large, clear room
- Sidewalk chalk or masking tape for a hopscotch board
- A small stone, beanbag or bottle cap to toss
- A timer, a water bottle, and the fitness journal

Steps

1. **Warm up (3 minutes).** Play “Move Like Me” from the warm-up: tiptoe, stomp, gallop, hop, skip and slide, 15 seconds each.
2. **Follow the leader (3 minutes).** The grown-up leads first: walk along a line, hop over a crack, go around a tree, crawl under a branch, jump 3 times. The child copies every move. Then switch, and the child leads for 2 minutes.
3. **Tag (5 minutes).** Mark a small play area. The one who is “It” tries to tag someone gently on the arm or back. The tagged person becomes “It.” Play for 2 minutes, rest for 1 minute and get a drink of water, then play 2 more minutes.
4. **Draw a hopscotch board.** Draw 8 squares in this pattern: 1, 2, then 3 and 4 side by side, 5, then 6 and 7 side by side, and 8. Number them.
5. **Play hopscotch (5 minutes).** Toss your stone into square 1. Hop over that square: hop on one foot in the single squares and land with two feet in the side-by-side squares. At the end, turn around and hop back, stopping to pick up your stone. Next turn, toss to square 2. Take turns with your grown-up.
6. **Hop count.** Count how many times you can hop on your right foot without putting the other foot down (stop at 20). Rest 30 seconds and try your left foot. Then count two-foot bunny hops in 15 seconds. A grown-up writes all three numbers.

7. **Cool down (2 minutes).** Walk slowly around the yard, then reach up high to the sky and down low to your toes 3 times. Drink some water.
8. **Session 3: Try again and teach.** On another day, warm up and count your hops again. Try to beat each number by 1 or 2. Then choose your favorite game and teach it to a brother, sister, parent or grandparent. Tell them the rules and show them how.

Tips

- Hop softly on the ball of your foot, with a bent knee.
- If you lose your balance in hopscotch, that is fine. Try that square again next turn.
- Rainy day? Play follow the leader and tape hopscotch indoors on carpet.

Check your work

- ☐ I can play tag, hopscotch and follow the leader, and I take turns.
- ☐ I counted my hops two times and tried to do better.
- ☐ I taught a game to someone in my family.

FITNESS JOURNAL

1. A grown-up writes your hop counts (right foot, left foot, bunny hops in 15 seconds) for both days. Circle the numbers that grew.
2. Draw yourself playing your favorite of the three games.
3. Make a “Play Outside” chart for the week: draw a sun for every day you played outside.

From history. Pieter Bruegel’s painting of children’s games hangs today in a museum in Vienna, Austria. It shows children playing with hoops, tops, stilts, marbles and dolls. Lewis Hine took thousands of photographs of American children in the early 1900s. His pictures helped people see that children needed time to play and to go to school.

COMMON MISTAKES

- Pushing or grabbing in tag. A light touch is all you need.
- Running near the street or where a grown-up cannot see you.
- Staying inside on screens all afternoon. Moving and playing outside every day keeps your body strong.

Make it a game • Copycat Leader. Take turns being the leader. The leader hops, tiptoes, spins or marches around the room and everyone follows. Then play a short game of tag where the person who is tagged says one reason playing outside is good for you. Take turns every time, and say thank you after each round.

UNIT 1

KEEPING ACTIVE

God made you, and He made you to move. You can walk, run, hop, climb, crawl and balance. In this unit you will hear a song from the Bible that thanks God for making us so wonderfully. Then you will move like God's animals: you will lumber like a bear, scuttle like a crab, leap like a frog and stand on one leg like a flamingo.

Next you will learn why playing outside every day is so good for you. Children have played tag, hopscotch and follow the leader for hundreds of years. You will play these games, count your hops, and teach a game to someone in your family.

PREREQUISITES

- Can follow a two-step direction ("Crawl to the chair, then stand up")
- 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 and made it to move.
- ☐ I can do a bear walk, a crab walk, frog jumps and a flamingo stand.
- ☐ I can warm up before I play and cool down after.
- ☐ I can play tag, hopscotch and follow the leader safely, and I play outside every day.
- ☐ I tried each activity twice and did a little better the second time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **Move Your Way (U.S. Department of Health and Human Services)**: Free. Plain-language pages and fact sheets for parents on how much activity children need. For the grown-up, not the child.
- **A soft playground ball**: Optional, for extra outdoor games. A rolled-up pair of socks works indoors.
- **Sidewalk chalk**: Optional, for drawing hopscotch squares in Lesson 1.2. Masking tape on the floor 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 God Made You to Move

3 sessions of 20–30 minutes

1.2 Play Outside Every Day

3 sessions of 20–30 minutes

UNIT 1 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Who made your body? What did He make it able to do?
2. Show me a bear walk, a crab walk and a frog jump.
3. Stand like a flamingo. What helps you balance?
4. What do we do before we play hard, and what do we do after?
5. Why is it good to play outside every day? Name a game you like.

ANSWER KEY

1. God made my body. He made it to move: to walk, run, jump, climb, crawl and play.
2. Bear walk: hands and feet on the floor, bottom up. Crab walk: tummy up, hands behind, bottom lifted. Frog jump: squat low, jump forward, land softly with bent knees.
3. Standing on one leg with arms out and eyes fixed on one spot.
4. Warm up first (marching, arm circles, easy jogging) and cool down after (slow walking, stretching, slow breaths).
5. Playing makes the heart, legs and arms strong, and fresh air and sunshine are good for us. Any game: tag, hopscotch, follow the leader.

UNIT CHALLENGE: MY MOVING WEEK

For seven days in a row, play actively outside or move hard inside every day. Each day, color one square on a chart and draw or tell what you did: animal walks, tag, hopscotch, climbing, biking, a walk with the family. At the end of the week, do your animal course and hop count one more time and see how much you have grown. Show your chart to the family at dinner.

LOOK FOR	WHAT IT MEANS
Every day	Your child moved and played actively on all seven days, and the chart has a mark and a drawing or word for each day.
Good form and safety	Your child used the warm-up, good animal-walk form and gentle tag, and stayed where a grown-up could see.
Tried again	Your child repeated the animal course and hop count and tried to beat the first numbers.
Shared	Your child showed the chart or taught a game to someone in the family.

UNIT 2

HYDRATION

Have you ever seen a flower droop when it has no water? Your body needs water too. More than half of your body is water! In this unit you will watch a thirsty plant drink and stand up tall again. You will learn why water is the best drink, get a cup or bottle of your own, and keep a water chart for a whole day.

Then you will hear how God took care of Hagar and her thirsty boy in the wilderness by showing her a well of water. You will learn that feeling thirsty is your body's signal to drink, and you will practice drinking before, during and after play.

PREREQUISITES

- Has a child's cup or water bottle (any clean cup works)
- Can count to 5 with a grown-up's help

MASTERY CHECKLIST

- ☐ I can say why my body needs water, like a plant does.
- ☐ I can say that water is the best everyday drink.
- ☐ I kept a water chart and drank about 5 cups of water in a day.
- ☐ I know that thirsty means "drink now," and I drink before, during and after play.
- ☐ I can tell the story of Hagar and the well.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **A child's reusable water bottle:** Optional. A bottle of your own, with your name on it, makes it easy to sip all day. Any clean cup works too.
- **"Why Drinking Water Is the Way to Go" (Nemours KidsHealth):** Free. A short, friendly page for children about why we need water, to read aloud for Lessons 2.1–2.2.

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 Water, the Best Drink

3 sessions of 20–30 minutes

UNIT 2 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or acting it out. There are no points; just notice what your child knows and what to review.

1. What happened to the floppy celery (or flower) that got water? What does that teach us about our bodies?
2. What is the best everyday drink? Name a sometimes drink.
3. What does it mean when you feel thirsty?
4. Show me with your cup: when do we drink when we play?
5. Tell me the story of Hagar and the well.

ANSWER KEY

1. It stood up stiff and crisp. Our bodies need water too, to feel strong and well.
2. Water (milk is an everyday drink too). Sometimes drinks: soda, sweet juice drinks, sports drinks.
3. It is my body's signal to drink water now.
4. Before play, during play (sip breaks) and after play.
5. Hagar and her son ran out of water in the wilderness. God heard the boy, opened Hagar's eyes, and she saw a well, filled the bottle and gave her son a drink.

UNIT CHALLENGE: MY WATER WEEK

For five days, keep a water chart: color a raindrop for every cup of water you drink, and draw a sun on any day you played outside. Take your own water bottle or cup every time you play. At the end of the week, count the raindrops for each day with a grown-up and make a simple picture graph: a tower of colored raindrops for each day. Tell your family one thing water does for your body.

LOOK FOR	WHAT IT MEANS
Kept the chart	Your child colored raindrops for five days, with a grown-up's help counting.
Good habit	Your child took water to play and drank before, during and after.
Picture graph	A tower of raindrops for each day, with the days labeled by a grown-up.
Told it back	Your child told the family why the body needs water, or told the story of Hagar and the well.

2.1 WATER, THE BEST DRINK

OBJECTIVES

- Watch a drooping plant take up water and stand up again, and say what it shows about our bodies.
- Say three things water does for the body.
- Say why water is the best everyday drink.
- Keep a water chart for a day, and try to reach about 5 cups on the second day.

Warm-up. Be a thirsty flower! Crouch down low and droop your arms and head. A grown-up “waters” you by pretending to pour from a cup. Slowly grow: stand up, lift your arms, open your hands like petals, and stretch up on tiptoe. Do it 3 times. Then march in place for 1 minute. Ask: What does a plant need to stand up tall?

WATCH

Timelapse: Plant resurrected by water!

No, you can't have your wasted watching time back · 2:10

<https://www.youtube.com/watch?v=SNueDB29cwM>

WHEN TO WATCH

Before the story. Watch the drooping plant get a drink, and see what happens to its stems and leaves.

Note: A sped-up film of a wilted New Guinea impatiens plant reviving over several hours after it is watered, with quiet piano music and no talking. It is from a small hobby channel, but it shows this lesson’s main idea better than any talk could.

BACKUP VIDEO

Why Do We Drink Water? | What Does Water Do for the Body

Thinking Captain · 2:22

<https://www.youtube.com/watch?v=2a50j2Dq57g>

After the “How does it work?” paragraph.

KEY TERMS

water

The clear drink that every living thing needs: people, animals and plants.

thirsty

The dry-mouth feeling that tells you your body needs a drink.

droop

To sag and hang down. A plant droops when it has not had enough water.

everyday drink

A drink that is good for you to have every day. Water and milk are everyday drinks.

CORE IDEAS

Long ago. From the very beginning, God gave the world water. In the Bible's first chapter, the earth was covered with water, and God made rivers, seas and rain. Plants, animals and people all need it. Long ago, before there were faucets, families carried water home from a well, a spring or a river in buckets and jars. They kept it in big pots and cisterns in the kitchen, so there would always be water to drink.

Look at a plant. When a plant does not get water, its leaves and stems get soft and droop. When it gets a drink, the water travels up the stem into every leaf. Slowly the plant fills up and stands tall again. You saw that in the video!

How does it work? Your body is a little like that plant. More than half of you is water! Water is inside your blood, your muscles and even your bones. Water helps carry food to every part of you. It helps you cool down when you sweat. It helps you chew and swallow, and it helps your body get rid of waste when you go to the bathroom. When you do not drink enough, you may feel tired, grumpy or get a headache, like a drooping plant.

The best drink. Children your age need about 5 cups of water a day, and more on hot days or when you play hard. Some of your water also comes from food, like watermelon, oranges and soup. Water is the best everyday drink. Milk is a good everyday drink too. Soda, sweet juice drinks and sports drinks have lots of sugar, so they are sometimes drinks, for a special treat.

Let's try it! Today you will do the drooping-plant test with celery or a flower. Then you will keep a water chart: every time you drink a cup of water, you will color a raindrop.

PICTURE STUDY



The Copper Drinking Fountain, Jean-Baptiste-Siméon Chardin, About 1734 · Oil on wood · Louvre, Paris

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

Chardin was a French painter who loved to paint ordinary kitchen things. In his time there were no faucets in homes in Paris. Water was carried to the house and stored in a big copper container like this one. The family filled their jugs from the little tap.

Look closely

- Find the little tap where the water comes out. Pretend to turn it and fill your cup.
- Find the bucket and the pitcher. What would you carry in them?
- Find the long ladle on the left. How would you use it to get a drink?
- What color is the water container? It is made of copper. Does it look shiny?

Talk about it

1. This family had to carry their water home. Where does your water come from?
2. Why do you think they kept so much water in the kitchen?
3. Where could you keep your own cup or bottle of water so you remember to drink?

Safety first. Drink clean water from your tap or a bottle, not from puddles, ponds or streams. Sip at a comfortable pace and do not try to gulp a whole lot at once. Grown-ups handle any glass jars and the knife for trimming celery.

ACTIVITY

The Drooping-Plant Test and My Water Chart

You will see for yourself what water does for a plant. Then you will keep a chart of the water you drink, and try to reach about 5 cups on the second day.

You will need

- Two floppy stalks of celery with leaves (leave them out of the fridge for a day to go limp), or two drooping cut flowers
- Two clear cups or jars, one with water and one empty
- Your own cup or water bottle, and a 1-cup measuring cup
- A water chart: a paper with 8 raindrops drawn on it
- Crayons and the fitness journal

Steps

1. **Warm up (2 minutes).** Do the thirsty-flower warm-up 3 times, then march in place for 1 minute.
2. **Look closely.** Feel the floppy celery stalks. Do they bend easily? A grown-up trims a little off the bottom of each one.
3. **Set up the test.** Put one stalk in the cup with water. Put the other stalk in the empty cup. Guess: Which one will stand up stiff? Draw your guess.
4. **Check after 1 hour and again the next morning.** Feel both stalks. Which one is stiff and crisp? Which one is still floppy? Draw what you see.
5. **Fill your cup.** Measure 1 cup of water into the measuring cup and pour it into your own cup or bottle so you can see how much 1 cup is.
6. **Water chart, day 1.** From breakfast to bedtime, every time you finish a cup of water, color one raindrop on your chart. Drink at breakfast, at a morning snack, at lunch, in the afternoon and at dinner. At bedtime, count your raindrops with a grown-up.
7. **Movement break.** Each time you color a raindrop, do 5 jumping jacks or 5 frog jumps.
8. **Session 3: Try again.** On another day, start a new chart. If you colored fewer than 5 raindrops on day 1, try to color one or two more. Keep your bottle

where you can see it. At bedtime, compare your two charts and draw a star on the day with more raindrops.

Tips

- Put your water cup or bottle on the table at every meal and snack.
- A slice of lemon, orange or cucumber in your water makes it fun without adding sugar.
- When you play outside on a hot day, you will need more than 5 cups.

Check your work

- ☐ I can tell what happened to the celery that got water.
- ☐ I kept a water chart two days and counted my cups.
- ☐ I can say why water is the best everyday drink.

FITNESS JOURNAL

1. Draw the two celery stalks (or flowers) after one day: one in water, one without. A grown-up writes “water” and “no water” under them.
2. Paste in or copy your two water charts. A grown-up writes the number of cups for each day.
3. Draw your own water bottle or cup and decorate it.

From history. Chardin painted many quiet pictures of kitchen things: pots, jugs, bread and fruit. In his day, water carriers walked through the streets of Paris with buckets, selling water to families, who stored it in containers like this copper one.

COMMON MISTAKES

- Waiting until you are very thirsty to drink. Sip water through the day.
- Thinking sweet drinks are just as good as water. They have lots of sugar; save them for a sometimes treat.
- Forgetting your water when you play outside on a hot day.

Make it a game · Droopy Flower Dance. Pretend you are a drooping plant with your arms hanging down and your head low. Your parent says, Here comes the water! Slowly stand tall and stretch your branches. Then hold up fingers to tell three things water does for your body. Droop and grow again three times, each time a little taller.

2.2 DRINK BEFORE, DURING AND AFTER PLAY

OBJECTIVES

- Tell the story of Hagar and the well, and say how God cared for her and her son.
- Say that feeling thirsty is a signal to drink.
- Drink before, during and after active play.
- Play a timed game with water breaks, and play it again with one more round.

Warm-up. Jog in place for 30 seconds, then do 10 jumping jacks and 10 marching steps with high knees. Jog in place for 30 seconds more. Touch your lips with your tongue. Do they feel dry? Is your face warm? Ask: What does your body want after you run and play?

WATCH

Importance of Keeping Kids Hydrated | Nemours Sports Medicine | Advice from the Pros

Nemours • 2:32

<https://www.youtube.com/watch?v=VCVIOE7fiz8>

WHEN TO WATCH

For the grown-up to watch first. Then watch it together and point out the water-bottle charts: drink before playing, and keep drinking during play.

Note: A doctor from Nemours Children’s Hospital explains why children need water during sports and the signs of not having enough. She says water or some sports drinks are good choices; for young children at everyday play, plain water is best.

BACKUP VIDEO

Why Do We Need to Drink Water? | Healthy Habits for Kids | EMoMee

EMoMee™ – Cartoons That Build Life Skills • 3:23

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

For the child, after the story.

KEY TERMS

well

A deep hole dug down to water under the ground, where people fill buckets and jars.

wilderness

A wild, dry place with few people and little water.

signal

A sign that tells you something. Thirst is your body's signal to drink.

sweat

Water that comes out of your skin when you are hot or working hard. It cools you down.

CORE IDEAS

Long ago. In the Bible there is a story about a mother named Hagar and her son, Ishmael. They had to leave Abraham's home and walk into the wilderness. Abraham gave Hagar bread and a bottle of water made of animal skin. But the wilderness was hot and dry, and soon the water was all gone. The boy was so thirsty! Hagar sat down and cried.

God heard. God heard the boy, and an angel spoke to Hagar from heaven: "Fear not." Then "God opened her eyes, and she saw a well of water." She ran to the well, filled the bottle, and gave her son a drink. God took care of them, and the Bible says God was with the boy as he grew up.

How does it work? When you run and play, you breathe hard and you sweat. Sweat is water coming out of your skin to cool you off. Every bit of sweat is water leaving your body, so you need to put more water back in. Your body sends you a **signal**: a dry mouth and a thirsty feeling. Thirsty means "drink now!" If you play hard for a long time without drinking, you may feel tired, dizzy or get a headache.

Before, during, after. Here is a good habit: drink some water **before** you play, take sips **during** play (about every 15 or 20 minutes, and whenever you feel thirsty), and drink again **after** you play. On hot days, play in the shade when you can, and rest. Another clue: when you go to the bathroom, pale yellow like lemonade means you have had enough water; dark yellow means drink more.

Let's try it! Today you will play the Play-and-Sip game. You will drink before, play in rounds with water breaks, and drink after. Next time you will try one more round.

PICTURE STUDY



On a Hot Day, Drinking Water at a Fountain, New York City, Bain News Service (George Grantham Bain Collection), Between 1908 and 1915 · Photograph · Library of Congress, Washington, D.C.

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

More than a hundred years ago, a news photographer took this picture on a hot summer day in New York City. Many families did not have cold water at home, so the city put drinking fountains on the streets and in the parks.

Look closely

- Find the girl taking a drink. What is she drinking from?
- Find the man helping her. What is he doing with his hand?
- Count the children waiting for a turn.
- Look at the people's clothes and hats. Do you think it was hot or cold that day?

Talk about it

1. Why do you think so many people wanted a drink on a hot day?
2. These children took turns at the fountain. How can you take turns at a water fountain or a water bottle?
3. When you play outside on a hot day, where will you get your water?

Safety first. Play where a grown-up can see you, and in hot weather play in the morning or evening, in the shade, with water close by. Drink when you are thirsty and at every break, but do not gulp huge amounts all at once. Stop, rest in the shade and tell a grown-up if you feel dizzy, sick to your tummy or very tired, or have a headache.

ACTIVITY

The Play-and-Sip Game

You will play hard in short rounds, and drink water before, during and after. A grown-up will keep time and help you count your rounds. Next time, you will try one more round.

You will need

- Your own cup or water bottle, filled
- A yard or a large clear room, with a shady spot if outdoors
- Two cones, shoes or toys to run between, about 10 big steps apart
- A timer and the fitness journal

Steps

1. **Drink before.** Drink half a cup of water. Color the “before” cup on your journal page.
2. **Warm up (2 minutes).** Jog in place, then 10 jumping jacks and 10 high-knee marches.
3. **Round 1 (3 minutes).** Run to the far cone and back 5 times. Then do 5 frog jumps and a 10-second bear walk. Keep going around this circuit until the timer rings.
4. **Sip break (1 minute).** Sit in the shade and take a few sips of water. Touch your forehead. Is it damp with sweat? Is your mouth less dry now?
5. **Rounds 2 and 3.** Play the same circuit for 3 minutes each, with a 1-minute sip break after each one. A grown-up makes a tally mark for each round you finish.
6. **Drink after and cool down (3 minutes).** Walk slowly for 1 minute, stretch up high and down low 3 times, and drink another half cup of water. Color the “after” cup.
7. **Thirst check.** Tell a grown-up how you feel: thirsty, not thirsty, tired, happy? A grown-up writes it down.
8. **Session 3: Try again.** On another day, play the game again with the same drinks before, during and after. Try to add a fourth round, or one more run

to the cone in each round. Draw a star if you did more.

Tips

- Small sips often are better than a lot all at once.
- Grown-ups: plain water is the best drink for children's play. Sports drinks are for long, very hard sport, not everyday play.
- On a very hot day, play this game indoors or early in the morning.

Check your work

- ☐ I can tell the story of Hagar and the well.
- ☐ I drank before, during and after I played.
- ☐ I played the game two times and tried to do one more round.

FITNESS JOURNAL

1. Draw three cups: before, during, after. Color each cup when you drink it. A grown-up writes how many rounds you played each day.
2. Draw Hagar finding the well in the wilderness.
3. Draw a sun, a tree for shade and a water bottle. These three help you play safely on a hot day.

COMMON MISTAKES

- Waiting until the end of play to drink. Take sips during play too.
- Playing hard in the hottest part of the day without shade or rest.
- Gulping a huge amount all at once. Sip steadily instead.

Make it a game • Hagar's Well Race. Put a cup of water at one end of the room as the well. Be Hagar: walk through the wilderness, then stop and say, I am thirsty. Walk to the well and take a sip. Your parent asks what thirsty tells you. Answer, it is a signal to drink. Take turns being Hagar.

Scripture. "And God opened her eyes, and she saw a well of water; and she went, and filled the bottle with water, and gave the lad drink." (Genesis 21:19, KJV)

God saw Hagar and her thirsty son and gave them water. Water is one of His good gifts to us every day.

UNIT 2

HYDRATION

Have you ever seen a flower droop when it has no water? Your body needs water too. More than half of your body is water! In this unit you will watch a thirsty plant drink and stand up tall again. You will learn why water is the best drink, get a cup or bottle of your own, and keep a water chart for a whole day.

Then you will hear how God took care of Hagar and her thirsty boy in the wilderness by showing her a well of water. You will learn that feeling thirsty is your body's signal to drink, and you will practice drinking before, during and after play.

PREREQUISITES

- Has a child's cup or water bottle (any clean cup works)
- Can count to 5 with a grown-up's help

MASTERY CHECKLIST

- ☐ I can say why my body needs water, like a plant does.
- ☐ I can say that water is the best everyday drink.
- ☐ I kept a water chart and drank about 5 cups of water in a day.
- ☐ I know that thirsty means "drink now," and I drink before, during and after play.
- ☐ I can tell the story of Hagar and the well.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **A child's reusable water bottle:** Optional. A bottle of your own, with your name on it, makes it easy to sip all day. Any clean cup works too.
- **"Why Drinking Water Is the Way to Go" (Nemours KidsHealth):** Free. A short, friendly page for children about why we need water, to read aloud for Lessons 2.1–2.2.

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 Water, the Best Drink

3 sessions of 20–30 minutes

UNIT 2 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or acting it out. There are no points; just notice what your child knows and what to review.

1. What happened to the floppy celery (or flower) that got water? What does that teach us about our bodies?
2. What is the best everyday drink? Name a sometimes drink.
3. What does it mean when you feel thirsty?
4. Show me with your cup: when do we drink when we play?
5. Tell me the story of Hagar and the well.

ANSWER KEY

1. It stood up stiff and crisp. Our bodies need water too, to feel strong and well.
2. Water (milk is an everyday drink too). Sometimes drinks: soda, sweet juice drinks, sports drinks.
3. It is my body's signal to drink water now.
4. Before play, during play (sip breaks) and after play.
5. Hagar and her son ran out of water in the wilderness. God heard the boy, opened Hagar's eyes, and she saw a well, filled the bottle and gave her son a drink.

UNIT CHALLENGE: MY WATER WEEK

For five days, keep a water chart: color a raindrop for every cup of water you drink, and draw a sun on any day you played outside. Take your own water bottle or cup every time you play. At the end of the week, count the raindrops for each day with a grown-up and make a simple picture graph: a tower of colored raindrops for each day. Tell your family one thing water does for your body.

LOOK FOR	WHAT IT MEANS
Kept the chart	Your child colored raindrops for five days, with a grown-up’s help counting.
Good habit	Your child took water to play and drank before, during and after.
Picture graph	A tower of raindrops for each day, with the days labeled by a grown-up.
Told it back	Your child told the family why the body needs water, or told the story of Hagar and the well.

UNIT 3

NUTRITION

Food is a gift from God, and it is the fuel that helps you grow, run and think. In this unit you will hear how Daniel and his friends asked to eat vegetables and drink water for ten days, and how healthy they looked at the end. You will sort fruits and vegetables into a rainbow and try to eat many colors every day.

Then you will learn about growing foods, which help your body grow strong, and sometimes foods, which are treats for special times. You will talk about a good breakfast and help make a snack plate of your own, and say thank you to God for it.

PREREQUISITES

- Knows the basic colors
- A grown-up has checked for any food allergies

MASTERY CHECKLIST

- ☐ I can tell the story of Daniel and his ten-day test.
- ☐ I can sort fruits and vegetables by color and name one of each color.
- ☐ I tried a fruit or vegetable I had not eaten before.
- ☐ I can tell an everyday (growing) food from a sometimes food.
- ☐ I helped make a snack plate and gave thanks before eating.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Breakfast Basics” (Nemours KidsHealth):** Free. A short page for children on why breakfast matters, with ideas to read aloud for Lesson 3.2.
- **A child-safe nylon or plastic knife:** Optional, so a child can help cut soft foods like bananas and cheese with a grown-up watching. A butter knife 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

3.1 Eat a Rainbow

3 sessions of 20–30 minutes

3.2 Growing Foods and Sometimes Foods

3 sessions of 20–30 minutes

UNIT 3 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing at foods in the kitchen, drawing or acting it out. There are no points; just notice what your child knows and what to review.

1. What did Daniel ask to eat and drink for ten days? What happened?
2. Find a red food, a green food and a yellow food in the kitchen.
3. Why is it good to eat many colors of fruits and vegetables?
4. Point to an everyday growing food and a sometimes food.
5. What could you eat for a good breakfast?

ANSWER KEY

1. Vegetables and water. At the end of ten days, Daniel and his friends looked healthier and stronger than the young men who ate the king's food.
2. For example: an apple or tomato; peas, lettuce or broccoli; a banana or corn.
3. Each color brings different good things that help the body grow and stay healthy.
4. Everyday: milk, eggs, bread, fruit, vegetables, beans. Sometimes: cookies, candy, cake, chips.
5. For example: oatmeal and fruit, eggs and toast, or yogurt and a banana.

UNIT CHALLENGE: MY RAINBOW WEEK

For five days, keep a rainbow chart: each day, color a stripe for every color of fruit or vegetable you eat. Help make one snack plate or one breakfast this week, and serve it to someone in your family. At the end of the week, count your colors for each day with a grown-up and make a picture: a rainbow with your best day's colors. Say a thank-you prayer for the food God gives.

LOOK FOR	WHAT IT MEANS
Kept the chart	Your child colored the rainbow chart on five days, with a grown-up's help.
Tried new colors	Your child tasted at least one new fruit or vegetable during the week.
Helped in the kitchen	Your child washed hands and helped make and serve a snack plate or breakfast.
Thankful	Your child gave thanks at meals and could name everyday and sometimes foods.

3.1 EAT A RAINBOW

OBJECTIVES

- Tell the story of Daniel’s ten-day test of vegetables and water.
- Sort fruits and vegetables into the colors of the rainbow.
- Say that eating many colors of fruits and vegetables helps the body stay healthy.
- Keep a rainbow chart for a day, and try to eat more colors on the second day.

Warm-up. Play “Rainbow Run.” A grown-up calls out a color and the child runs (or bear-walks) to touch something in the room or yard of that color, then runs back: red, orange, yellow, green, blue, purple. Do it twice, faster the second time. Ask: What foods can you think of that are red? Green?

WATCH

Daniel & the King's Food (stick puppet bible storytelling)

Wright Ideas with Susan · 4:07

https://www.youtube.com/watch?v=RL5CL_NjASs

WHEN TO WATCH

After the story paragraph, to hear it again with puppets.

Note: A gentle retelling of Daniel 1 with paper stick puppets, made by a children’s Bible teacher. One speech bubble says the king’s official was afraid of losing his head, as Daniel 1:10 says; it is shown only in words. A small channel chosen because it tells the story faithfully and simply.

BACKUP VIDEO

Why Are Foods Many Colors? | The Science of Colors! | SciShow Kids

SciShow Kids · 5:48

<https://www.youtube.com/watch?v=RJkqB3JqqIE>

In Session 2, before the rainbow sort.

KEY TERMS

fruit

The sweet part of a plant that holds its seeds, like an apple, orange or berry.

vegetable

A plant part we eat, like a carrot (root), lettuce (leaf) or broccoli (flower bud).

eat a rainbow

To eat fruits and vegetables of many different colors each day.

pulse

The old word in the Bible for the vegetables and seeds Daniel asked to eat.

CORE IDEAS

Long ago. A young man named Daniel was taken far from home to the land of Babylon. The king chose Daniel and three friends to learn in his palace. He gave them rich food and drink from his own table. But Daniel did not want to eat the king's food. He asked the man in charge for a test: "Give us vegetables to eat and water to drink for ten days. Then look at us."

The test. The man was worried, but he said yes. For ten days Daniel and his friends ate vegetables and drank water. At the end of the ten days, they looked healthier and stronger than all the young men who ate the king's food! God blessed Daniel and his friends, and they grew wise and strong.

How does it work? God made fruits and vegetables in every color: red tomatoes and strawberries, orange carrots, yellow bananas and corn, green peas and broccoli, blue blueberries, purple grapes and plums, and white cauliflower. Each color brings different good things your body needs, like vitamins that help you grow, heal cuts and fight off colds. That is why it is good to eat many colors, not just one. A good plan is to fill half your plate with fruits and vegetables.

Let's try it! Today you will sort fruits and vegetables into a rainbow, taste a new one, and keep a rainbow chart. Every time you eat a color, you color it in!

PICTURE STUDY



Still Life with a Basket of Fruit, Severin Roesen, Mid-1800s · Oil on canvas · Saint Louis Art Museum

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

Severin Roesen came to America from Germany and painted bright pictures of fruit and flowers. Every fruit in this painting is painted so carefully that you can almost taste it.

Look closely

- Find something red. Find something green. Find something purple.
- Find the slice of watermelon. What color is the inside? What color are the seeds?
- Count the peaches in the basket. How many can you find?
- Find the tiny bird's nest. What is inside it?

Talk about it

1. How many colors of fruit can you find in this picture?
2. Which fruit would you most like to eat? Have you ever tasted it?
3. If you painted a plate of your favorite fruits and vegetables, what colors would it have?

Safety first. A grown-up checks for food allergies before any tasting and does all the cutting. Cut grapes, cherry tomatoes and blueberries in halves or quarters for young children, sit down to eat, and wash your hands and the fruits and vegetables first.

ACTIVITY

Rainbow Sort and Rainbow Chart

You will sort fruits and vegetables by color like a rainbow, taste something new, and keep a chart of the colors you eat. On the second day you will try to eat more colors.

You will need

- As many colors of fruits and vegetables as you have (fresh, frozen or canned): for example, strawberries or an apple, carrots, a banana, peas or broccoli, blueberries, grapes, cauliflower
- Six paper plates or sheets of paper, each with a color written or drawn on it: red, orange, yellow, green, blue and purple, white and brown
- A rainbow chart: a paper with six stripes to color
- Crayons and the fitness journal

Steps

1. **Wash up.** Wash your hands with soap for as long as it takes to sing “Happy Birthday” twice. Help rinse the fruits and vegetables.
2. **Rainbow relay (3 minutes).** Put the foods in a basket at one end of the room and the six color plates at the other. Carry one food at a time, walking fast, and put it on the right color plate. A grown-up times you.
3. **Count the colors.** Which plate has the most foods? Which has the fewest? Name each food.
4. **Taste test.** A grown-up cuts small pieces. Taste at least one fruit or vegetable you have never tried, or have not tried in a long time. Is it crunchy or soft? Sweet or sour? Give it a thumbs up, thumbs sideways or thumbs down. It is fine not to like it yet; tasting is brave.
5. **Rainbow chart, day 1.** For a whole day, every time you eat a fruit or vegetable, color its stripe on your rainbow chart. At bedtime, count how many stripes you colored.
6. **Move between meals.** After each meal, do the Rainbow Run warm-up once.

7. Session 3: Try again. On another day, keep a new rainbow chart. Try to color at least one more stripe than on day 1. Do the rainbow relay again and try to beat your time. Draw a star on the chart with more colors.

Tips

- Frozen peas, canned peaches and dried raisins count too.
- Children often need to taste a new food many times before they like it. Keep trying!
- Say a prayer of thanks before you taste.

Check your work

- ☐ I can tell the story of Daniel's ten-day test.
- ☐ I sorted fruits and vegetables into rainbow colors and named them.
- ☐ I kept a rainbow chart two days and tasted something new.

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1. Paste in or copy your two rainbow charts. A grown-up writes how many colors you ate each day.
2. Draw a plate with a fruit or vegetable of every color.
3. Draw the new food you tasted, and draw a thumbs up, sideways or down beside it.

COMMON MISTAKES

- Eating the same one or two fruits every day. Try many colors.
- Saying "I don't like it" before tasting. Take one small taste first.
- Thinking only vegetables count. Fruits are part of your rainbow too.

Make it a game • Rainbow Treasure Hunt. Walk through the kitchen and find one food for each color of the rainbow. Bring each to the table and say its color out loud. Daniel ate vegetables and was strong, so line up your foods in rainbow order and name each color from red to purple. Then find one more color than last time.

Scripture. "Prove thy servants, I beseech thee, ten days; and let them give us pulse to eat, and water to drink." (Daniel 1:12, KJV)

Daniel asked for vegetables and water, and God blessed him and his friends. Good food is a gift we can thank God for.

3.2 GROWING FOODS AND SOMETIMES FOODS

OBJECTIVES

- Tell the difference between everyday growing foods and sometimes foods.
- Say why a good breakfast helps you play and learn.
- Help make a snack plate with a fruit or vegetable, a grain and a protein or dairy food.
- Give thanks to God before eating.

Warm-up. Play “Grow, Grow, Grow!” Crouch down small like a seed. When the grown-up says “Milk!” or “Apples!” or “Eggs!” grow a little taller. When the grown-up says “Cookies!” stay put and wiggle. Keep growing until you are stretching up on tiptoe. Do it 3 times. Ask: Which foods help you grow?

WATCH

Sesame Street: A Cookie is a Sometime Food

Sesame Street • 3:30

<https://www.youtube.com/watch?v=PaHkwE7TaNg>

WHEN TO WATCH

After the “How does it work?” paragraph.

Note: A classic song in which Cookie Monster learns that cookies are a sometimes food and that fruit and other foods are good to eat any time. Puppets only.

KEY TERMS

growing food (everyday food)

Food that helps your body grow strong and healthy, good to eat every day: fruits, vegetables, whole grains, milk, cheese, yogurt, eggs, beans, meat and fish.

breakfast

The first meal of the day. It gives you fuel for the morning.

sometimes food

A treat with lots of sugar or fat, like cookies, cake, candy and chips. It is a good gift for special times, but not for every meal.

snack

A small bit of food between meals to keep you going.

CORE IDEAS

Long ago. Almost three hundred years ago, in France, a painter named Jean-Baptiste-Siméon Chardin painted a mother putting hot soup into bowls for two small children. The bread and the soup are simple, everyday foods. Before anyone takes a bite, the youngest child folds hands to say thank you to God. Good everyday food, and a thankful heart, still help children grow today.

How does it work? Your body is growing every day. To grow, it needs good building materials, like a builder needs bricks and wood. **Growing foods** give you those materials: milk, cheese and yogurt for strong bones and teeth; eggs, beans, fish and meat for strong muscles; bread, oatmeal and rice for energy to run and play; and fruits and vegetables to keep every part of you healthy. These are **everyday foods**.

Sometimes foods. Cookies, cake, candy and chips taste good, but they do not help you grow very much, and too much sugar is not good for your teeth or your tummy. They are **sometimes foods**. God gives us feasts and treats as good gifts, like cake on a birthday. We enjoy them in their place, and we eat growing foods most of the time.

Breakfast. When you wake up, your body has not eaten all night. A good breakfast, like oatmeal with fruit, eggs and toast, or yogurt and a banana, gives you fuel to play and to listen and learn all morning.

Let's try it! Today you will play a sorting game with food pictures, and then help make a snack plate of growing foods. Before you eat, you will say thank you to God.

PICTURE STUDY



Saying Grace, Jean-Baptiste-Siméon Chardin, About 1740 · Oil on canvas · Louvre, Paris

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

Jean-Baptiste-Siméon Chardin lived in Paris, in France, and he loved to paint quiet moments at home. Here a mother is serving warm soup to two small children. The youngest folds both hands to thank God before they eat.

Look closely

- Find the mother. What is she putting into the bowls?
- Find the two children. What are their hands doing?
- Find the drum on the floor. Who do you think was playing with it?
- Find the little pot of hot coals on the floor. What do you think it was for?

Talk about it

1. Soup and bread are everyday growing foods. What growing foods do you like at dinner?
2. Why do we say thank you to God before we eat?
3. How could you help a grown-up get a meal ready, like setting out the bowls or spoons?

Safety first. A grown-up checks for food allergies and handles any sharp knives and the stove; the child may cut soft foods with a butter knife or plastic knife with a grown-up beside them. Wash hands first, sit down to eat, and cut grapes and other round foods into small pieces.

ACTIVITY

The Food Sort Race and My Snack Plate

You will race to sort food pictures into “everyday” and “sometimes” baskets, and then help make a snack plate of growing foods for yourself and someone in your family.

You will need

- About 12 food pictures (cut from grocery ads or drawn by a grown-up): for example apple, carrot, milk, cheese, egg, bread, banana, beans, cookie, candy, cake, chips
- Two baskets or boxes labeled with a sun (everyday) and a party hat (sometimes)
- Snack foods: one fruit or vegetable, one whole-grain food (crackers, a slice of bread or rice cakes), and one protein or dairy food (cheese, yogurt, a hard-boiled egg, peanut butter if safe)
- A plate, a butter knife or plastic knife, a timer and the fitness journal

Steps

1. **Warm up (2 minutes).** Play “Grow, Grow, Grow!” 3 times, then jog in place for 30 seconds.
2. **Food sort race.** Spread the food pictures on the floor at one end of the room and put the two baskets at the other end. Pick up one picture, run to the baskets and drop it in the right one: everyday or sometimes. Run back for the next. A grown-up times you.
3. **Check together.** Look in each basket. Did every picture land in the right place? Talk about any that were tricky.
4. **Wash up.** Wash your hands with soap, and help rinse the fruit or vegetables.
5. **Make a snack plate.** Put on your plate one fruit or vegetable, one grain and one protein or dairy food. With a grown-up watching, cut a banana or cheese with a butter knife, spread peanut butter or cream cheese on a cracker, or peel a clementine.

6. **Make one for someone else.** Make a second plate for a brother, sister or parent. Serve it to them.
7. **Give thanks and eat.** Sit down together, say a prayer of thanks, and enjoy your snack. Name each growing food on your plate.
8. **Session 3: Try again.** On another day, do the food sort race again with the pictures mixed up. Try to beat your time and put every picture in the right basket. Then plan a good breakfast for tomorrow with a grown-up and help make it in the morning.

Tips

- Run carefully around corners, and walk when you carry food.
- A sometimes food is not “bad.” It is a treat for special times.
- Let your child choose between two growing foods; children enjoy food they helped make.

Check your work

- ☐ I can sort foods into everyday foods and sometimes foods.
- ☐ I helped make a snack plate with three kinds of growing food.
- ☐ I gave thanks to God before I ate.

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1. A grown-up writes your food sort times for both races. Circle the faster one.
2. Draw your snack plate. A grown-up writes the name of each food.
3. Draw your favorite breakfast. Color a sun beside it if it is made of growing foods.

From history. Chardin painted *Saying Grace* in Paris around 1740, and Chardin showed it to King Louis XV that year, and it went into the royal collection. It hangs today in the Louvre in Paris. Chardin loved to paint ordinary things: kitchens, bread, pots and children at home.

COMMON MISTAKES

- Calling foods “bad.” Treats are good gifts for special times; we just do not eat them all the time.
- Skipping breakfast. A good breakfast gives you fuel for the morning.
- Forgetting to wash hands before helping with food.

Make it a game • Everyday or Sometimes. Make two circles on the floor with string or towels, one for growing foods and one for sometimes foods. Your parent names a food and you run to the correct circle. Then tell her what you would eat for breakfast so you can play and learn. Speed round: name three growing foods in a row.

UNIT 3

NUTRITION

Food is a gift from God, and it is the fuel that helps you grow, run and think. In this unit you will hear how Daniel and his friends asked to eat vegetables and drink water for ten days, and how healthy they looked at the end. You will sort fruits and vegetables into a rainbow and try to eat many colors every day.

Then you will learn about growing foods, which help your body grow strong, and sometimes foods, which are treats for special times. You will talk about a good breakfast and help make a snack plate of your own, and say thank you to God for it.

PREREQUISITES

- Knows the basic colors
- A grown-up has checked for any food allergies

MASTERY CHECKLIST

- ☐ I can tell the story of Daniel and his ten-day test.
- ☐ I can sort fruits and vegetables by color and name one of each color.
- ☐ I tried a fruit or vegetable I had not eaten before.
- ☐ I can tell an everyday (growing) food from a sometimes food.
- ☐ I helped make a snack plate and gave thanks before eating.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Breakfast Basics” (Nemours KidsHealth):** Free. A short page for children on why breakfast matters, with ideas to read aloud for Lesson 3.2.
- **A child-safe nylon or plastic knife:** Optional, so a child can help cut soft foods like bananas and cheese with a grown-up watching. A butter knife 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

3.1 Eat a Rainbow

3 sessions of 20–30 minutes

3.2 Growing Foods and Sometimes Foods

3 sessions of 20–30 minutes

UNIT 3 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing at foods in the kitchen, drawing or acting it out. There are no points; just notice what your child knows and what to review.

1. What did Daniel ask to eat and drink for ten days? What happened?
2. Find a red food, a green food and a yellow food in the kitchen.
3. Why is it good to eat many colors of fruits and vegetables?
4. Point to an everyday growing food and a sometimes food.
5. What could you eat for a good breakfast?

ANSWER KEY

1. Vegetables and water. At the end of ten days, Daniel and his friends looked healthier and stronger than the young men who ate the king's food.
2. For example: an apple or tomato; peas, lettuce or broccoli; a banana or corn.
3. Each color brings different good things that help the body grow and stay healthy.
4. Everyday: milk, eggs, bread, fruit, vegetables, beans. Sometimes: cookies, candy, cake, chips.
5. For example: oatmeal and fruit, eggs and toast, or yogurt and a banana.

UNIT CHALLENGE: MY RAINBOW WEEK

For five days, keep a rainbow chart: each day, color a stripe for every color of fruit or vegetable you eat. Help make one snack plate or one breakfast this week, and serve it to someone in your family. At the end of the week, count your colors for each day with a grown-up and make a picture: a rainbow with your best day's colors. Say a thank-you prayer for the food God gives.

LOOK FOR	WHAT IT MEANS
Kept the chart	Your child colored the rainbow chart on five days, with a grown-up's help.
Tried new colors	Your child tasted at least one new fruit or vegetable during the week.
Helped in the kitchen	Your child washed hands and helped make and serve a snack plate or breakfast.
Thankful	Your child gave thanks at meals and could name everyday and sometimes foods.

UNIT 4

STRENGTH

Long ago, a shepherd boy named David took care of his father's sheep. He carried lambs, climbed hills, and was brave and strong. In this unit you will learn that your muscles pull on your bones to move you, and that muscles grow stronger when you use them, eat growing foods and get good sleep. You will do a shepherd's chores: carry, climb, push and pull.

Then you will be strong like God's animals: you will bear crawl, wheelbarrow walk, frog jump and hold a strong plank "statue." You will count your steps and seconds, and see how much stronger you can get in one week.

PREREQUISITES

- Can do the bear walk and frog jumps from Lesson 1.1
- A grown-up is ready to help with the wheelbarrow walk and towel pull

MASTERY CHECKLIST

- ☐ I can say that muscles pull on bones to move me, and that using them makes them stronger.
- ☐ I can tell how David the shepherd boy took care of his sheep.
- ☐ I can carry, climb, push and pull safely.
- ☐ I can do a bear crawl, a wheelbarrow walk, frog jumps and a plank statue with good form.
- ☐ I counted my strength moves and tried to do a little more the second time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **"Your Muscles" (Nemours KidsHealth)**: Free. A short page for children about how muscles work, to read aloud and point to the pictures.

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 Strong Like a Shepherd

3 sessions of 20–30 minutes

UNIT 4 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Bend your arm and feel your muscle. What do muscles do?
2. What three things help muscles grow stronger?
3. Tell me how David took care of his sheep.
4. Show me a bear crawl and a plank statue. Which muscles do they make strong?
5. Show me a safe way to carry something: a pillow or a stuffed animal.

ANSWER KEY

1. Muscles squeeze and pull on bones to move my body.
2. Using them (work and play), eating growing foods and getting good sleep and rest.
3. He led them to grass and water, carried the little lambs, and saved a lamb from a lion and a bear.
4. Bear crawl: arms and shoulders (and legs). Plank: tummy and back.
5. Hold it in both arms close to the chest, stand tall and walk carefully.

UNIT CHALLENGE: MY STRONG WEEK

For one week, do the animal strength circuit or the shepherd's chores on three days (for example Monday, Wednesday and Friday), and help with a carrying chore at home every day, like carrying a light bag of groceries, a stack of towels or toys to their box. A grown-up writes your numbers each time. At the end of the week, compare your first and last numbers and color a star for each one that grew. Show your family your strongest animal move.

LOOK FOR	WHAT IT MEANS
Three strong days	Your child did a strength circuit on three days with rests in between.
Good form	Your child kept a flat back, landed softly and moved slowly and safely.
Helping	Your child used his or her strength to help with a carrying chore each day.
Grew stronger	The numbers were recorded, and your child tried to beat the first day's numbers.

4.1 STRONG LIKE A SHEPHERD

OBJECTIVES

- Tell how David took care of his father’s sheep and saved a lamb.
- Say that muscles pull on bones to move us, and grow stronger when we use them, eat well and sleep.
- Carry, climb, push and pull safely in a shepherd’s chores circuit.
- Count each chore, rest, and try again to do a little more.

Warm-up. Be a shepherd walking to the hills. March in place for 1 minute. Climb an “imaginary hill” by lifting your knees high for 20 steps. Reach up high like picking apples, 5 times each arm. Do 5 slow squats like sitting on a rock to rest. Then shake out your arms and legs. Ask: What work does a shepherd do all day?

WATCH

How Do Our Bodies Move?

SciShow Kids · 3:35

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

WHEN TO WATCH

After the “How does it work?” paragraph. Squeeze your own arm muscle when Jessi shows hers.

Note: Jessi explains how muscles contract (squeeze) and relax to pull on bones, using her own arm, simple drawings and cartoons.

KEY TERMS

shepherd

A person who takes care of sheep: leading them to grass and water, keeping them safe, and carrying the little lambs.

muscle

A strong, stretchy part of your body that pulls on a bone to move it.

strong

Able to lift, carry, push or pull. Muscles grow strong when you use them.

carry

To hold something and take it from one place to another.

CORE IDEAS

Long ago. Long ago in Israel, a boy named David took care of his father's sheep. He led them to green grass and fresh water. He climbed rocky hills to find the ones that wandered off. When a lamb was tired or hurt, a shepherd would pick it up and carry it in his arms.

A brave shepherd. One day a lion came and took a lamb from the flock. Another time a bear came. Each time David ran after the wild animal and saved the lamb right out of its mouth! David knew that God helped him. Later, David grew up to be a king.

How does it work? Inside you are more than six hundred muscles! Your muscles are joined to your bones. When a muscle squeezes, it gets shorter and pulls on a bone, and your arm or leg moves. Feel the muscle in the top of your arm. Bend your elbow and it gets hard and round. Straighten it and it gets soft. When you carry, climb, push and pull, your muscles work hard, and little by little they grow stronger. They also need growing foods, water and a good night's sleep, because muscles grow while you rest.

Let's try it! Today you will do a shepherd's chores: carry a pillow "lamb," climb the bottom stair, push against the wall, and pull a towel. A grown-up will count. Next time, you will try to do a little more.

PICTURE STUDY



The Return of the Flock, David Adolph Constant Artz, About 1865 · Oil on canvas · Drents Museum, Assen, the Netherlands

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

Artz was a Dutch painter who loved to paint ordinary country people. Here a young shepherdess is bringing the sheep home at the end of the day. She carries a little lamb in her arms, just as shepherds have done for thousands of years.

Look closely

- Find the lamb. How is she holding it? Show me with your arms.
- Look at the sheep behind her. Are there many or only a few?
- Find the moon in the sky. What time of day is it?
- Look at the ground. Was it a long walk home across the field?

Talk about it

1. Why do you think she is carrying this lamb instead of letting it walk?
2. What parts of her body did she need to be strong to carry a lamb all the way home?
3. Who do you help by carrying, climbing or lifting at your house?

Safety first. Bodyweight and light things only: carry a pillow or stuffed animal, never anything heavy. Hold the handrail for step-ups on the bottom stair only, keep the floor clear, and push and pull slowly; stop and tell a grown-up if anything hurts.

ACTIVITY

The Shepherd's Chores Circuit

A shepherd carries, climbs, pushes and pulls all day. You will do four shepherd's chores in a circuit, two times, with rests. A grown-up counts and writes the numbers. Next time, try to do a little more.

You will need

- A pillow or stuffed animal (your "lamb")
- The bottom stair with a handrail, or a sturdy low step
- A clear wall
- A bath towel
- A timer, a cup of water and the fitness journal

Steps

1. **Warm up (3 minutes).** Do the shepherd warm-up: march, climb the imaginary hill, reach high, squat and shake out.
2. **Chore 1: Carry the lamb (30 seconds).** Hold your pillow "lamb" in both arms against your chest. Walk from one side of the room to the other and back, standing tall. Count how many trips you make in 30 seconds. Rest for 30 seconds.
3. **Chore 2: Climb the hill (30 seconds).** Hold the handrail. Step up onto the bottom stair with one foot, then the other, then step down one foot at a time. That is one climb. Count your climbs in 30 seconds. Rest for 30 seconds.
4. **Chore 3: Push the gate (5 to 10 wall push-ups).** Stand an arm's length from the wall. Put your hands flat on the wall at shoulder height. Keep your body straight like a board. Bend your elbows to bring your nose toward the wall, then push back. Count your push-ups. Rest for 30 seconds.
5. **Chore 4: Pull the rope (3 pulls).** Sit on the floor facing a grown-up, holding one end of a rolled towel. The grown-up holds the other end and pulls gently. You pull back and try to lean back slowly, using your arms and tummy. Count to 5 while you pull, then rest. Do it 3 times.

6. **Round 2.** Rest and drink water for 1 minute. Then do all four chores again. A grown-up writes all your numbers.
7. **Cool down (2 minutes).** Walk slowly, then give yourself a big hug and hold it for 5 seconds. Shake out your arms. Lie down and take 5 slow breaths.
8. **Session 3: Try again.** On another day, warm up and do the circuit again. Try to add one more trip, one more climb or one more push-up. Draw a star beside each number that grew.

Tips

- Stand tall when you carry, with your tummy tight and your head up.
- Breathe out when you push or pull. Do not hold your breath.
- Grown-up: pull gently and steadily in the towel pull. It is not a contest.

Check your work

- ☐ I can tell how David took care of his sheep.
- ☐ I did the four shepherd's chores twice with good form.
- ☐ I tried again on another day and did a little more.

FITNESS JOURNAL

1. A grown-up writes your numbers for each chore on both days. Draw a star by each number that grew.
2. Draw David the shepherd boy carrying a lamb.
3. Draw yourself doing your favorite chore. Point to the muscles you used.

COMMON MISTAKES

- Carrying something too heavy. Light things like a pillow are just right for kindergarten.
- Letting your hips sag during wall push-ups. Keep your body straight like a board.
- Rushing the step-ups. Step up and down slowly and hold the rail.

Make it a game • Shepherd Rescue. You are the shepherd and a stuffed toy is the lost lamb. Crawl, climb over pillows and carry the lamb gently back to the sheep pen. Squeeze your arm to feel the muscle pull. Say, my muscles get strong when I use them, eat well and sleep. Rescue the lamb three times.

Scripture. “He shall feed his flock like a shepherd: he shall gather the lambs with his arm, and carry them in his bosom” (Isaiah 40:11, KJV)

God takes care of His people like a good shepherd carries his lambs. We can use our strong arms to help and care for others too.

4.2 ANIMAL STRENGTH MOVES

OBJECTIVES

- Do a bear crawl, a wheelbarrow walk, frog jumps and a plank “statue” with good form.
- Say which muscles each move makes stronger: arms, legs or tummy.
- Count steps, jumps and seconds in an animal strength circuit.
- Repeat the circuit later in the week and try to do a little more.

Warm-up. Do a short animal parade: 20 seconds each of tiptoe like a mouse, stomp like an elephant, gallop like a horse and waddle like a duck in a low squat. Then 5 arm circles each way. Ask: Which animal do you think is the strongest? Why?

WATCH

Frog Jumps | Coach Josh Active Animals - Kids Fitness

Coach Josh Kids · 2:12

<https://www.youtube.com/watch?v=DUE5IC982HM>

WHEN TO WATCH

Watch, then do the frog jumps along with Coach Josh.

Note: A children’s fitness coach in a T-shirt and shorts shows how to squat low and jump like a frog, landing softly. Made for young children.

BACKUP VIDEO

How to do a Wheelbarrow Walk

MoveAbout Therapy Services · 1:32

<https://www.youtube.com/watch?v=mItbr0FDSBQ>

For the grown-up, before the wheelbarrow walk.

KEY TERMS

bear crawl

Walking on hands and feet with your knees just off the floor and your back flat, like a bear.

wheelbarrow walk

Walking on your hands while a grown-up holds your legs, like pushing a wheelbarrow.

plank

Holding your body straight and still,
like a board, on your hands (or elbows)
and toes or knees.

tummy muscles

The muscles around your middle that
keep you steady and help you sit and
stand up tall.

CORE IDEAS

God's strong animals. God made some animals very strong. A bear can roll over big logs and rocks to look for food. A frog's long back legs can push it far through the air in one jump. Oxen are so strong that, long ago, farmers used them to pull heavy plows through the fields. And a tiny ant can carry a crumb much bigger than itself!

Long ago on the farm. More than one hundred and seventy years ago, in 1849, a French painter named Rosa Bonheur painted big oxen pulling plows through a field. She spent hours watching animals so she could paint their strong legs and shoulders just right. Before tractors, farmers needed strong animals and strong arms to grow food.

How does it work? Each animal move makes different muscles work. The **bear crawl** and **wheelbarrow walk** make your arms and shoulders strong. **Frog jumps** make your legs strong, and jumping is good for your bones too. The **plank statue** makes your tummy and back muscles strong, so you can sit tall, balance and climb. When you do these moves a few times a week, your muscles grow stronger, little by little.

Let's try it! Today you will do an animal strength circuit. A grown-up will count your steps, jumps and seconds. Later this week you will try again and see how much stronger you are.

PICTURE STUDY



Ploughing in the Nivernais, Rosa Bonheur, 1849 · Oil on canvas · Musée d'Orsay, Paris

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

Rosa Bonheur was one of the most famous animal painters of her time. She studied animals on farms and in markets so she could paint every muscle. Here, in the farm country of central France, teams of oxen pull heavy plows to turn the soil before planting.

Look closely

- Count the oxen. How many can you find?
- Look at the oxen's legs and shoulders. Do they look strong? How can you tell?
- Find the farmers. What is each one doing?
- Look at the ground. Which part has been plowed, and which part has not?

Talk about it

1. Why do you think it took so many oxen to pull the plows?
2. Which animal move today will make your legs strong like an ox's? Which will make your arms strong?
3. Farmers worked hard so families could have food. How can you use your strength to help at home?

Safety first. Do these moves on carpet, a mat or soft grass, with space all around. For the wheelbarrow walk, the grown-up holds the child above the knees (not at the ankles), goes slowly, and lowers the child's legs gently when the arms get tired. Stop if anything hurts; tired muscles are normal, but sharp pain is not.

ACTIVITY

The Animal Strength Circuit

You will do four strong animal moves, two times through, with rests in between. A grown-up counts and writes your numbers. Later this week, you will do the circuit again and try to do a little more.

You will need

- Carpet, a mat or soft grass, with tape or shoes to mark a start and finish about 10 steps apart
- A grown-up helper for the wheelbarrow walk
- A timer, a cup of water and the fitness journal

Steps

1. **Warm up (3 minutes).** Do the animal parade warm-up and 5 arm circles each way.
2. **Bear crawl.** Hands and feet on the floor, knees bent and just off the floor, back flat like a table, eyes looking a little ahead. Crawl from start to finish: right hand with left foot, left hand with right foot. A grown-up times you. Rest for 30 seconds.
3. **Wheelbarrow walk.** Lie on your tummy with your hands flat under your shoulders. A grown-up lifts your legs and holds them above your knees. Push up on straight arms, keep your tummy tight and your back flat, and walk forward on your hands. Count your hand steps (stop at 10). Rest for 1 minute.
4. **Frog jumps.** Squat low with your hands on the floor between your feet. Jump forward and up, and land softly on your feet with bent knees. Count how many frog jumps you can do in 20 seconds. Rest for 30 seconds.
5. **Plank statue.** Get on your hands and toes (or hands and knees) with your body straight from your head to your heels (or knees), like a statue. Keep still and breathe. A grown-up counts the seconds until you wiggle or sag (stop at 30).
6. **Round 2.** Rest and drink water for 1 minute. Do all four moves again. A grown-up writes your numbers for both rounds.

7. **Cool down (2 minutes).** Walk slowly around the room. Then sit and reach for your toes for 10 seconds, and lie on your back and hug your knees for 10 seconds.

8. **Session 3: Try again.** Two or three days later, warm up and do the circuit again. Try to bear crawl a little faster, take one more wheelbarrow step, do one more frog jump, or hold your statue a few seconds longer. Draw a star by each number that grew.

Tips

- Good form is better than speed. Keep your back flat in the bear crawl and plank.
- If the wheelbarrow walk is too hard, the grown-up can hold you at your hips instead, closer to your hands.
- Breathe steadily during the plank statue. Count out loud with your grown-up.

Check your work

- ☐ I can do a bear crawl, a wheelbarrow walk, frog jumps and a plank statue with good form.
- ☐ I can say which muscles each move makes strong.
- ☐ I did the circuit two times this week and tried to do a little more.

FITNESS JOURNAL

1. A grown-up writes your numbers for both days: bear crawl time, wheelbarrow steps, frog jumps in 20 seconds, plank seconds. Draw a star by every number that grew.
2. Draw the strongest animal you can think of. Under it, draw yourself doing its move.
3. Draw the oxen from the painting pulling a plow.

From history. Rosa Bonheur painted *Ploughing in the Nivernais* in 1849 for the French government. She became one of the best-known painters in Europe, famous for her careful paintings of horses, oxen, sheep and lions.

COMMON MISTAKES

- Letting your back sag like a hammock in the plank or bear crawl. Keep it flat like a table.

- Holding the wheelbarrow walker by the ankles. Hold above the knees so the back stays safe.
- Landing hard with straight legs. Bend your knees and land softly.

Make it a game · Animal Strength Show. Do the moves your parent names: bear crawl across the rug, frog jump three times, wheelbarrow walk with her holding your feet, and a plank statue for five counts. After each move point to the muscles it helped: arms, legs or tummy. Then add one new animal move you invent and teach it.

UNIT 4

STRENGTH

Long ago, a shepherd boy named David took care of his father's sheep. He carried lambs, climbed hills, and was brave and strong. In this unit you will learn that your muscles pull on your bones to move you, and that muscles grow stronger when you use them, eat growing foods and get good sleep. You will do a shepherd's chores: carry, climb, push and pull.

Then you will be strong like God's animals: you will bear crawl, wheelbarrow walk, frog jump and hold a strong plank "statue." You will count your steps and seconds, and see how much stronger you can get in one week.

PREREQUISITES

- Can do the bear walk and frog jumps from Lesson 1.1
- A grown-up is ready to help with the wheelbarrow walk and towel pull

MASTERY CHECKLIST

- ☐ I can say that muscles pull on bones to move me, and that using them makes them stronger.
- ☐ I can tell how David the shepherd boy took care of his sheep.
- ☐ I can carry, climb, push and pull safely.
- ☐ I can do a bear crawl, a wheelbarrow walk, frog jumps and a plank statue with good form.
- ☐ I counted my strength moves and tried to do a little more the second time.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **"Your Muscles" (Nemours KidsHealth)**: Free. A short page for children about how muscles work, to read aloud and point to the pictures.

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 Strong Like a Shepherd

3 sessions of 20–30 minutes

UNIT 4 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Bend your arm and feel your muscle. What do muscles do?
2. What three things help muscles grow stronger?
3. Tell me how David took care of his sheep.
4. Show me a bear crawl and a plank statue. Which muscles do they make strong?
5. Show me a safe way to carry something: a pillow or a stuffed animal.

ANSWER KEY

1. Muscles squeeze and pull on bones to move my body.
2. Using them (work and play), eating growing foods and getting good sleep and rest.
3. He led them to grass and water, carried the little lambs, and saved a lamb from a lion and a bear.
4. Bear crawl: arms and shoulders (and legs). Plank: tummy and back.
5. Hold it in both arms close to the chest, stand tall and walk carefully.

UNIT CHALLENGE: MY STRONG WEEK

For one week, do the animal strength circuit or the shepherd's chores on three days (for example Monday, Wednesday and Friday), and help with a carrying chore at home every day, like carrying a light bag of groceries, a stack of towels or toys to their box. A grown-up writes your numbers each time. At the end of the week, compare your first and last numbers and color a star for each one that grew. Show your family your strongest animal move.

LOOK FOR	WHAT IT MEANS
Three strong days	Your child did a strength circuit on three days with rests in between.
Good form	Your child kept a flat back, landed softly and moved slowly and safely.
Helping	Your child used his or her strength to help with a carrying chore each day.
Grew stronger	The numbers were recorded, and your child tried to beat the first day's numbers.

UNIT 5

AEROBIC TRAINING

Put your hand on your chest. Can you feel a thump, thump, thump? That is your heart, a strong muscle that pumps blood all through your body, all day and all night. In this unit you will hear about a doctor in France who rolled up a sheet of paper to listen to a heartbeat. You will make your own listening tube and feel how your heart beats faster when you hop and play.

Then you will hear the old fable of the tortoise and the hare, and learn that slow and steady can go a long way. You will run and walk around a lap course, count your laps, and finish the quarter with a family fitness day.

PREREQUISITES

- Can hop on two feet and jog a short way
- Has a safe yard, park or large room for running laps

MASTERY CHECKLIST

- ☐ I can find my heartbeat with my hand and say that my heart is a pump.
- ☐ I can say that my heart beats faster when I run and play, and slows down when I rest.
- ☐ I can tell how Dr. Laennec listened to hearts with a paper tube.
- ☐ I can tell the story of the tortoise and the hare and run-walk at a steady pace.
- ☐ I helped lead a family fitness day.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Heart and Circulatory System” (Nemours KidsHealth)**: Free. A page for children about the heart and blood, to read aloud with Lesson 5.1.
- **A child’s jump rope**: Optional, for extra heart-pumping play. Jumping over a rope laid on the ground works just as well for beginners.

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 Your Heart Is a Pump

3 sessions of 20–30 minutes

UNIT 5 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Show me where your heart is. What does your heart do?
2. What happens to your heartbeat when you hop or run? What happens when you rest?
3. How did Dr. Laennec listen to a heart?
4. Tell me the story of the tortoise and the hare. What is the lesson?
5. Show me a good steady running pace. How can you tell it is not too fast?

ANSWER KEY

1. The child points to the chest, a little left of the middle. The heart is a muscle that pumps blood all through the body.
2. It beats faster when I move hard and slows down when I rest.
3. He rolled paper into a tube, put one end on the patient's chest and listened at the other end. Later he made a wooden one and called it a stethoscope.
4. The fast hare took a nap, and the slow tortoise kept going and won. Slow and steady wins the race.
5. The child jogs steadily and can still say a few words while running.

UNIT CHALLENGE: OUR FAMILY FITNESS DAY

Plan and lead a family fitness day with your grown-up. Include a warm-up you lead, at least one activity from each of the five units, a water table, a rainbow snack you help make, and tortoise laps with the whole family. Keep your picture plan, your lap counts and your heartbeat charts in your journal folder. Afterward, draw a picture of the day and tell your grown-up what you liked best and one way you are stronger than at the start of the quarter.

LOOK FOR	WHAT IT MEANS
Planned	Your child helped choose one activity from each unit and drew a picture plan.
Led	Your child led the warm-up and showed the family how to do each station.
Water and food	There was water for everyone and a rainbow snack your child helped make.
Looked back	Your child drew the day and named one way he or she grew stronger, compared with his or her own earlier numbers.

5.1 YOUR HEART IS A PUMP

OBJECTIVES

- Tell how René Laennec listened to the heart with a rolled-up paper tube in 1816.
- Say that the heart is a muscle that pumps blood all through the body.
- Feel and listen to the heartbeat before and after hopping, and after resting.
- Say that moving hard makes the heart beat faster, and that active play makes the heart strong.

Warm-up. Sit very still for 1 minute and put your hand flat on the left side of your chest. Can you feel your heart? Now march in place for 1 minute, do 10 jumping jacks and jog in place for 30 seconds. Put your hand back on your chest. Ask: What changed? Is your heart going faster or slower?

WATCH

How to Feel Your Heart Beat

SciShow Kids · 3:35

<https://www.youtube.com/watch?v=tF9-jLZNM10>

WHEN TO WATCH

After the story. Try to find your pulse on your neck and wrist along with Jessi.

Note: Jessi explains that the heart is a muscle that pumps blood, why it beats faster during exercise, and how to feel your pulse. Finding the pulse is hard for little fingers; feeling the heartbeat on the chest is enough.

BACKUP VIDEO

The Human Heart for Kids

Homeschool Pop · 6:18

https://www.youtube.com/watch?v=_oG14YQfl8g

In Session 3, for children who want to see inside the heart.

KEY TERMS

heart

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

heartbeat

One squeeze of your heart. You can feel it as a thump in your chest.

blood

The red liquid that your heart pumps through your body. It carries air and food to every part of you.

stethoscope

A tool doctors use to listen to your heart and lungs. The first one was a rolled-up paper tube.

CORE IDEAS

Long ago. About two hundred years ago, in 1816, a doctor named René Laennec worked at a hospital in Paris, France. One day he wanted to listen to a patient's heart, but it was hard to hear. He had an idea. He took some sheets of paper and rolled them into a tight tube. He put one end on the patient's chest and his ear on the other end. Thump-thump! He could hear the heart much more clearly than before!

A new tool. Dr. Laennec was so happy that he made a wooden tube to use every day, and he gave it a name: the **stethoscope**. Doctors still use stethoscopes today. When your doctor puts the cold, round piece on your chest, he or she is listening to your heart, just like Dr. Laennec.

How does it work? Your **heart** is a muscle about as big as your fist. It squeezes and relaxes, over and over, all day and all night, even while you sleep. Each squeeze pushes **blood** through tubes to every part of your body, carrying the air you breathe and the food you eat to your muscles and brain. The “lub-dub” sound is the sound of little doors inside your heart closing after each squeeze.

Faster and slower. When you sit still, your heart beats calmly. When you run, hop and play, your muscles need more air and food, so your heart beats faster to send more blood. When you rest, it slows down again. Running and playing hard every day makes your heart stronger, the way lifting makes your arms stronger.

Let's try it! Today you will make a listening tube like Dr. Laennec's. You will listen to a grown-up's heart and feel your own heart before hopping, after hopping, and after resting.

PICTURE STUDY



The Skating Minister (The Reverend Robert Walker Skating on Duddingston Loch), Attributed to Sir Henry Raeburn, About 1795 · Oil on canvas · Scottish National Gallery, Edinburgh

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

Robert Walker was a minister, a pastor of a church in Edinburgh, Scotland. He was also a member of a skating club. In this famous painting he glides across a frozen lake called Duddingston Loch on a cold winter day.

Look closely

- Find his skates. What is on the bottom of his shoes?
- Look at his legs. Which leg is he gliding on? Which leg is stretched out behind?
- Look at his arms. Why do you think he folds them across his chest?
- Look at the sky and the ice. Is it warm or cold?

Talk about it

1. Do you think his heart was beating fast or slow while he skated? Why?
2. What do you like to do that makes your heart beat fast?
3. This pastor took time to play and move. Who in your family could you invite to play with you?

Safety first. Hop on carpet or grass with plenty of space, and rest whenever you need to. Put the listening tube gently on the chest, never in or near the ear canal or on someone's head. Stop and tell a grown-up right away if your chest hurts, you feel dizzy, or it is hard to breathe.

ACTIVITY

Listen to the Heart

You will make a listening tube, listen to a grown-up's heart, and feel your own heartbeat three times: resting, right after hopping, and after a rest. Then you will do it again with a different heart-pumping move.

You will need

- An empty paper towel tube, or a sheet of paper rolled tightly into a tube and taped
- A timer
- Stickers or a crayon, and a paper with three empty columns: Resting, After Hopping, After Rest
- The fitness journal

Steps

1. **Make a listening tube.** Roll a sheet of paper into a tight tube and tape it, or use a paper towel tube. Decorate it if you like.
2. **Listen to a grown-up's heart.** The grown-up sits still. Gently place one end of the tube on the left side of the grown-up's chest and put your ear to the other end. Be very quiet. Can you hear "lub-dub"? Tap your finger each time you hear it.
3. **Feel your resting heart.** Sit still for 1 minute. Put your hand flat on the left side of your chest. A grown-up sets the timer for 10 seconds while you both count the thumps. (A grown-up can also feel it for you.) Put one sticker in the "Resting" column for every thump, or the grown-up writes the number.
4. **Hop!** Hop on two feet for 30 seconds. A grown-up counts your hops. Right away, put your hand on your chest and count your heartbeats for 10 seconds again. Fill in the "After Hopping" column.
5. **Rest and count again.** Sit or lie down and rest for 2 minutes. Count your heartbeats for 10 seconds once more. Fill in the "After Rest" column.
6. **Look at your chart.** Which column is tallest? Which is shortest? What does that tell you about your heart?

7. **Cool down.** Walk slowly around the room and take 5 slow breaths. Drink some water.
8. **Session 3: Try again.** On another day, do it again, but this time jog in place for 30 seconds instead of hopping, and then try 30 seconds of jumping jacks. Count your hops again for 30 seconds too, and try to do a few more than last time. Which move made your heart beat the fastest?

Tips

- Heartbeats are easiest to feel just to the left of the middle of your chest. Press flat with your whole hand.
- Counting heartbeats is tricky! If the number is hard to count, just tell whether it felt slow, fast or very fast.
- Be very quiet when you listen through the tube.

Check your work

- ☐ I can tell how Dr. Laennec listened to a heart with a paper tube.
- ☐ I felt my heart before hopping, after hopping and after resting.
- ☐ I can say why my heart beats faster when I play.

FITNESS JOURNAL

1. Paste in or copy your three-column heartbeat chart for both days. Circle the tallest column.
2. Trace your fist. Inside, draw a heart. Your heart is about as big as your fist!
3. Draw yourself doing the move that made your heart beat the fastest.

From history. René Laennec wrote a book about listening to the chest in 1819, and doctors around the world began to use his idea. His first stethoscopes were simple wooden tubes. The kind with two earpieces and a long rubber tube came later.

COMMON MISTAKES

- Thinking your heart stops when you sleep. It keeps beating all night long.
- Pressing the listening tube hard on someone's chest or putting it near an ear. Be gentle.
- Thinking a fast heartbeat after playing means something is wrong. It is your heart doing its job; it slows down when you rest.

Make it a game • Rolled Paper Listening. Roll a sheet of paper into a tube like Dr. Laennec. Put one end near your parent's chest and listen for the thump. Then trade. Jump in place ten times and listen again. Say what changed. Finish by telling what the heart does: it pumps blood all through the body.

5.2 SLOW AND STEADY: THE TORTOISE AND THE HARE

OBJECTIVES

- Tell Aesop’s fable of the tortoise and the hare and what it teaches.
- Say that a steady pace helps you keep going longer.
- Run and walk around a lap course for 6 minutes, count the laps, and try for one more lap the second time.
- Help plan and lead a family fitness day.

Warm-up. Play “Tortoise and Hare.” When the grown-up says “Hare!” jog quickly in place. When the grown-up says “Tortoise!” walk very slowly in place, lifting your knees high. Switch every 15 seconds for 2 minutes. Then do 5 arm circles each way. Ask: Could you run like a hare for a long, long time?

WATCH

Aesop's Fables "The Tortoise and the Hare" Short Film

Animaza Studios · 4:22

<https://www.youtube.com/watch?v=GfsGU4L7iTw>

WHEN TO WATCH

After the story paragraph.

Note: A short animated film of the fable, with a boastful hare, a patient tortoise and their forest friends. The video description links to the studio’s picture book; nothing needs to be bought.

BACKUP VIDEO

The Hare and the Tortoise READ ALOUD Fable for Kids

Little Cozy Nook · 3:45

<https://www.youtube.com/watch?v=EO1DJ6H8cVU>

A calm read-aloud with painted pictures, for bedtime or Session 3.

KEY TERMS

fable

A short made-up story, often with talking animals, that teaches a lesson.

pace

How fast you go. A steady pace is one you can keep going for a long time.

lap

One time all the way around a course or track.

run-walk

Running for a while, then walking to catch your breath, then running again.

CORE IDEAS

Long ago. Long, long ago in Greece, a storyteller named Aesop told fables, short stories with animals that teach a lesson. One of his most famous is “The Tortoise and the Hare.” A hare, who could run very fast, laughed at a tortoise for being so slow. The tortoise said, “Let’s have a race.”

The race. The hare dashed far ahead. He was so sure he would win that he lay down for a nap by the side of the road. But the tortoise kept going, step by step, without stopping. When the hare opened his eyes at last, he ran as fast as he could, but it was too late. The tortoise had already crossed the finish line! People say the lesson is: **slow and steady wins the race.**

How does it work? When you sprint as fast as you can, your heart pounds and you get out of breath very quickly, so you have to stop. When you go at a steady pace, your heart and lungs can keep up, and you can keep moving much longer. A good check: if you can still say a few words while you run, your pace is about right. Running, walking, biking and playing tag a little every day makes your heart and lungs stronger, so next time you can go farther.

Let’s try it! Today you will run and walk around a lap course for 6 minutes and count your laps. Then you will help your family have a fitness day with games from every unit.

PICTURE STUDY



The Tortoise and the Hare, from *The Aesop for Children*, Milo Winter, 1919 · Book illustration (color print) · Published by Rand McNally, Chicago

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

Milo Winter was an American artist who drew pictures for children's books. In 1919 he painted this picture for a book of Aesop's fables. It shows the hare leaping past the tortoise at the start of their race.

Look closely

- Find the hare. Is he going fast or slow? How can you tell?
- Find the tortoise. Look at his feet. Is he stopping or still going?
- Find the sign. What does it say? A long race is measured in miles.
- Find the flowers and leaves. What season do you think it is?

Talk about it

1. Who looks like he will win at the start? Who really won?
2. Why is it better to keep going steadily than to rush and then quit?
3. What is something hard you can keep doing, little by little, like the tortoise?

Safety first. Run where a grown-up can see you, away from cars and the street, on grass, a track or a quiet path. Wear shoes, bring water, and in hot weather run in the morning or evening in the shade. Walk whenever you need to, and stop and tell a grown-up if your chest hurts, you feel dizzy or it is hard to breathe.

ACTIVITY

The Tortoise Laps and the Family Fitness Day

You will run and walk around a lap course at a steady pace and count your laps. Next time, try for one more lap. Then you will help plan and lead a family fitness day.

You will need

- A lap course in the yard, park or a large room: 4 cones, shoes or toys set in a square about 15 big steps on each side
- A timer, a pencil and the fitness journal
- Water bottles for everyone
- For the fitness day: tape or chalk, a pillow “lamb,” pictures of foods, fruits and vegetables for a rainbow snack

Steps

1. **Warm up (3 minutes).** Play the “Tortoise and Hare” warm-up, then walk one easy lap around the course.
2. **Tortoise laps (6 minutes).** Set the timer for 6 minutes. Run one lap at a steady pace, then walk one lap to catch your breath. Keep going: run a lap, walk a lap. A grown-up makes a tally mark each time you finish a lap.
3. **Talk check.** While you run, try to say “I can keep going!” If you can say it, your pace is good. If you cannot, slow down a little.
4. **Count your laps.** When the timer rings, walk slowly for 1 minute and drink water. Count the tally marks together. Feel your heartbeat. Is it fast?
5. **Cool down (2 minutes).** Walk slowly, reach up high and down low 3 times, and take 5 slow breaths.
6. **Session 3: Try again.** Two or three days later, warm up and do the tortoise laps again for 6 minutes. Do not start too fast! Try to finish one more lap than last time. Draw a star if you did.
7. **Plan the family fitness day.** With a grown-up, choose one activity from each unit: animal walks (Unit 1), a water table with everyone’s cups (Unit 2), a rainbow snack you help make (Unit 3), the animal strength circuit or

shepherd's chores (Unit 4), and tortoise laps with the whole family (Unit 5). Draw a picture plan.

8. **Family fitness day.** Lead the warm-up. Show each station and explain how to do it. Everyone moves at his or her own pace. Drink water between stations. Finish with tortoise laps together, the rainbow snack and a prayer of thanks for strong bodies, water and good food.

Tips

- Start slowly, like the tortoise. You will be able to keep going longer.
- Keep your arms swinging forward and back, and your shoulders relaxed.
- Walking is not quitting. Run-walk is a smart way to go farther.

Check your work

- ☐ I can tell the story of the tortoise and the hare.
- ☐ I did tortoise laps two times and tried for one more lap.
- ☐ I helped plan and lead a family fitness day.

FITNESS JOURNAL

1. A grown-up writes your number of laps for both days. Color one tortoise for each lap.
2. Draw the tortoise and the hare at the finish line.
3. Draw your family fitness day: the stations, the snack and the people who came. Tell what everyone liked best.

From history. Aesop is said to have lived in ancient Greece about 2,500 years ago. His fables were told and retold for centuries before anyone wrote them down in books. Many sayings we still use come from his fables.

COMMON MISTAKES

- Starting like the hare, very fast, and then having to stop. Start steady.
- Thinking walking breaks are cheating. Run-walk helps you keep going.
- Forgetting water and shade on a warm day.

Make it a game • Tortoise and Hare Laps. Mark a lap around the room or yard with a towel. First race like the hare and sprint, then stop and flop down tired. Now move like the tortoise at a slow and steady pace, walking and jogging without stopping. Your parent asks which one kept going longer. Do three tortoise laps and cheer.

Scripture. “let us run with patience the race that is set before us” (Hebrews 12:1, KJV)

The Bible says to keep going patiently, like the tortoise. That is true in a running game, and it is true in obeying God every day.

UNIT 5

AEROBIC TRAINING

Put your hand on your chest. Can you feel a thump, thump, thump? That is your heart, a strong muscle that pumps blood all through your body, all day and all night. In this unit you will hear about a doctor in France who rolled up a sheet of paper to listen to a heartbeat. You will make your own listening tube and feel how your heart beats faster when you hop and play.

Then you will hear the old fable of the tortoise and the hare, and learn that slow and steady can go a long way. You will run and walk around a lap course, count your laps, and finish the quarter with a family fitness day.

PREREQUISITES

- Can hop on two feet and jog a short way
- Has a safe yard, park or large room for running laps

MASTERY CHECKLIST

- ☐ I can find my heartbeat with my hand and say that my heart is a pump.
- ☐ I can say that my heart beats faster when I run and play, and slows down when I rest.
- ☐ I can tell how Dr. Laennec listened to hearts with a paper tube.
- ☐ I can tell the story of the tortoise and the hare and run-walk at a steady pace.
- ☐ I helped lead a family fitness day.

OPTIONAL BOOKS AND GEAR FOR THIS UNIT

- **“Your Heart and Circulatory System” (Nemours KidsHealth)**: Free. A page for children about the heart and blood, to read aloud with Lesson 5.1.
- **A child’s jump rope**: Optional, for extra heart-pumping play. Jumping over a rope laid on the ground works just as well for beginners.

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 Your Heart Is a Pump

3 sessions of 20–30 minutes

UNIT 5 REVIEW

A parent asks these questions aloud. Your child may answer by telling, pointing, drawing or showing a movement. There are no points; just notice what your child knows and what to review.

1. Show me where your heart is. What does your heart do?
2. What happens to your heartbeat when you hop or run? What happens when you rest?
3. How did Dr. Laennec listen to a heart?
4. Tell me the story of the tortoise and the hare. What is the lesson?
5. Show me a good steady running pace. How can you tell it is not too fast?

ANSWER KEY

1. The child points to the chest, a little left of the middle. The heart is a muscle that pumps blood all through the body.
2. It beats faster when I move hard and slows down when I rest.
3. He rolled paper into a tube, put one end on the patient's chest and listened at the other end. Later he made a wooden one and called it a stethoscope.
4. The fast hare took a nap, and the slow tortoise kept going and won. Slow and steady wins the race.
5. The child jogs steadily and can still say a few words while running.

UNIT CHALLENGE: OUR FAMILY FITNESS DAY

Plan and lead a family fitness day with your grown-up. Include a warm-up you lead, at least one activity from each of the five units, a water table, a rainbow snack you help make, and tortoise laps with the whole family. Keep your picture plan, your lap counts and your heartbeat charts in your journal folder. Afterward, draw a picture of the day and tell your grown-up what you liked best and one way you are stronger than at the start of the quarter.

LOOK FOR	WHAT IT MEANS
Planned	Your child helped choose one activity from each unit and drew a picture plan.
Led	Your child led the warm-up and showed the family how to do each station.
Water and food	There was water for everyone and a rainbow snack your child helped make.
Looked back	Your child drew the day and named one way he or she grew stronger, compared with his or her own earlier numbers.