

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 3.13

Calisthenics Count

Unit:
EXERCISE

PRECEPTS

G – Physical Growth

G3. Participate in a fitness program

NATIONAL STANDARDS

CS.02.01.03.a. Describe practices that must be maintained to achieve long-term health.

NL-ENG.K-12.5 – Communication Strategies

NM-NUM.3-5.2 – Understand Meanings of Operations and How They Relate to One Another



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Demonstrate healthy *exercise*.
- Demonstrate counting, addition and multiplication.





TIME

Instruction time for this lesson: **30 minutes.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Writing surface
- ✓ Markers or pencils
- ✓ PALS3.13.SG.AS.A
- ✓ PALS3.13.SG.ASSESS.A- one per student

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Exercise



CONTENT OUTLINE

Objective 1. | Demonstrate healthy *exercise*.

I. *Exercise* choices

Objective 2. | Demonstrate counting, addition and multiplication.

I. Number choices

INTEREST APPROACH

On a writing surface, list the following:

- Glass of milk
- Glass of orange juice
- Glass of chocolate milk
- Glass of water
- Bowl of cereal (milk not included)
- Two eggs cooked any way (scrambled, fried, hard boiled)

Two pieces of sausage
Three pieces of bacon
A piece of ham
A biscuit
A piece of toast
A bagel
A muffin
An apple
An orange banana



Let's start off today thinking about the first meal of the day. When I say BREAKFAST, we will have one minute to write down three things from the list that you would select to eat for breakfast. What questions are there?

BREAKFAST

Allow students to write down their choices. When all students are finished, ask some students to share their responses.



Those all sound like some yummy ways to start our day! We all must make choices every day, especially when it comes to food. Food is something that we all enjoy choosing every day because it helps give us energy and helps us to feel good, but what about **exercise**? Do we all choose to **exercise** daily? Daily **exercise** also helps to keep our bodies feeling good. Today, we will be demonstrating how to choose daily **exercises**, and we will use a little math in the process! So, let's get ready to **exercise** our minds and our bodies!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Demonstrate healthy *exercise*.



I. *Exercise* choices

OBJECTIVE 2. | Demonstrate counting, addition and multiplication.

I. Number choices

*Have all of the PALS stand in a circle, with FFA members next to their PALS. Choose one set of PALS to go to the middle of the circle and lead an **exercise** that everyone does while counting by 2s, or 3s, or anything up to the 9s. If the leaders choose jumping jacks, everyone does jumping jacks while saying, "2, 4, 6 ..." up to 20.*



Everyone form a circle with the FFA members standing next to their PAL.

Allow circle to be formed.

_____ and their PAL _____, please go to the middle of the circle.

Allow the FFA member and his/her PAL to go to the middle of the circle.



We will take turns being leaders in the middle of the circle. The leaders will choose an **exercise** and lead us in that **exercise** while we all count by the number they choose. For example, they could choose jumping jacks and count by 2s, so we would do jumping jacks while counting, “2, 4, 6, 8, 10, 12, 14, 16, 18, 20.” When I say GO, let’s all practice this procedure one time, following our leaders in jumping jacks and counting by 2s. What questions do you have?

GO

Allow the leaders to lead the group in a practice round of jumping jacks and counting by 2s.



That was some very impressive counting by 2s with those jumping jacks. Now our leaders may choose any **exercise**, but we must also have a number to count by from 3-9. We will count up to the tens place for the number. Leaders please restate the procedure we will be following for us and tell us what **exercise** and number we will be doing.



*Allow leaders to restate the procedure, announce their chosen **exercise** and the number the group will be counting by. Listen for any misconceptions and identify the final number the group will be counting to. Example: running in place and counting by 9s to 90) Continue changing leaders until all of the numbers from 2-9 have been done. If the group is large, numbers can be used over so that everyone gets a chance to be the leader.*



Way to go! Excellent way to use your brain and get some good **exercise** at the same time!



REVIEW / SUMMARY

Use the Mother Goose e-Moment® to review that **exercise** needs to be a choice made every day.

This may be done as a small group or done with the PALS and partner.



Today we took a step toward making the positive choice to **exercise** every day. We even made our **exercise** more fun and challenging by working out our brain as well. Now, let's create a rhyme to share the importance of daily **exercise** with everyone. We will choose a nursery rhyme and we will rewrite it to send the message that daily **exercise** is good for you.

For example, see PALS3.13.SG.AS.A.

Allow time to write the nursery rhymes and then allow time to share.

APPLICATION



One-on-One Idea

*Help your PALS come up with a weekly **exercise** routine.*



Large Group Idea

Look at kid-friendly exercise DVDs with your PALS and choose several that would be fun to do every day. You could even use them as an exercise class for a PALS session.



EVALUATION

ANSWERS TO EVALUATION

1. True
2. True
3. Count while you exercise

PALS3.13.SG.ASSESS.A

Name: _____

True or False

1. _____ Daily exercise makes you feel good.
2. _____ Exercise is a good choice for your body.

Short answer

How can you work out your body and your brain at the same time?



PALS3.13.SG.AS.A

To the rhyme of Mary Had A Little Lamb

Mary loved to jump rope,
Jump rope,
Jump rope,
Mary loved to jump rope
It helped her to get fit!