

# Bienestar / NEEMÁ

## Physical Education Program Teachers Guide



Preschool Physical  
Education Curriculum



University  
Health System

# Bienestar/NEEMA

TEA-Approved Coordinated School Health Program

*The purpose of this booklet is to demonstrate its Bienestar/NEEMA Moving for Life, preschool – 8<sup>th</sup> grade physical education books. This booklet displays samples of its book cover, table of contents and a lesson plan.*

## MISSION STATEMENT

“The Social and Health Research Center is a non-profit organization committed to the social and health well-being of populations at risk.”

## PROGRAM OBJECTIVES

We strive to prevent obesity, diabetes and heart disease by promoting healthy lifestyles.

## THE PROGRAM

The program's coordinated curriculums are preschool to eighth grade and designed for the four environments that have an influence on children's health behaviors:

- *Bienestar/NEEMA Healthy Lifestyles Healthy Minds* (Health)
- *Bienestar/NEEMA Moving For Life* (P.E.)
- *Bienestar/NEEMA Eat to Live* (Food Service)
- *Bienestar/NEEMA MyFamily/Mi Familia* (Home)

The instructional material includes teacher and student books, all of which are bilingual (English and Spanish).

## EVIDENCE-BASED PROGRAM

The program works! Large studies published in scientific journals have shown that children in the Bienestar/NEEMA have decreased obesity, fatty food intake, and blood glucose and insulin levels; and increased fitness levels and consumption of fruits, vegetables, and whole grains. The Bienestar/NEEMA is recognized as evidence-based by the following institutions:

- National Cancer Institute. Research-Tested Intervention Programs. Available at: <http://rtips.cancer.gov/rtips/programDetails.do?programId=247904> 2009. Accessed May 5, 2015.
- Agency for Healthcare Research and Quality. Innovations Exchange. Available at: <https://innovations.ahrq.gov/profiles/comprehensive-school-based-program-increases-positive-health-behaviors-and-reduces-risk> 2011. Accessed May 5,
- Healthy Communities Institute's Promising Practices database. [http://www.healthiercentraloregon.org/modules.php?op=modload&name=Promise\\_Practice&file=promisePractice&pid=3476](http://www.healthiercentraloregon.org/modules.php?op=modload&name=Promise_Practice&file=promisePractice&pid=3476) 2013. Accessed May 5, 2015

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# Lesson 1

**Name of Activity:** Late for School!

**Objective:** Students work on cardiovascular movement.

**Equipment:** No materials needed.

**Warm-Up:** Students jog in place for 30 seconds.

**Activity:** Tell the children to copy all of your movements. Start by pretending you are asleep and suddenly wake up to find out they are late for school! All your movements are done in place but quickly. Wash your face, brush your teeth, brush your hair, put your clothes on, run downstairs, run back up (forgot to put on sweater), run back down stairs, eat breakfast, pick up your bag, open front door, shut the door, run down the street, look both ways, cross the road, and etc.

Finally begin to slow down, pretend to show up at school by panting and puffing then suddenly stop at the closed gates. It's Saturday! To end activity: "Getting Ready for Bed" involves a lot of stretching as they mime removing clothes, brushing teeth, washing face, hugging teddy bear, etc. End the activity by pretending to fall asleep.

**Cool-Down/Closure:** Have students stretch their bodies by bending over and touching their toes. Then have students reach for the sky to stretch their entire bodies. Remind students a healthy heart is a happy heart.



# Lesson 2

**Name of Activity:** Getting started with Traveling

**Objective:** Introduce the basic traveling skills of walking, marching, galloping and skipping.

**Equipment:** Open space, free of any classroom tables and chairs.

**Warm-Up:** Have students jog in place for 30 seconds and hop in place for 30 seconds.

**Activity:** Start by asking children to begin walking around the open space. As they walk ask that they stay far away from their friends and do not swing their arms. Continue with other traveling skills such as:

- walking backwards
- walking sideways
- walking zigzag
- jumping forward (both feet)

- Cues:
- Move arms forward and backward for walking.
  - Walk like a duck (have children squat down and walk around).
  - Walk like a penguin.

Allow about 45 seconds for children to practice each skill before moving to the next step and then repeat each skill at least 3 times.

Observe the students to ensure they are moving with control and properly performing traveling skills.

**Cool-Down/Closure:** Have students stretch their bodies by bending over and touch their toes. Then have students pull one arm across their body and stretch it, then do the same to the other arm. Remind students to be active movers for at least 60 minutes a day.



## Lesson 3

**Name of Activity:** Balloon Fun

**Objective:** Learn passing skills.

**Equipment:** Bag of balloons.

**Warm-Up:** Students jog in place for 30 seconds.

**Activity:** This skill is done in an open area. Fill the balloons with air and have the students toss them in the air and try to catch their balloon with both hands.  
- Students will be roaming around the classroom chasing their balloons



**Cool-Down/Closure:** Have student stretch their bodies by bending over and touching their toes. Then have students sit down with their legs in front and touch their toes. Remind students to get up and play for at least on hour a day.

## Lesson 4

**Name of Activity:** Fruit Basket

**Objective:** Engage in a variety of locomotor movements.

**Equipment:** 4 cones, or any 4 land markers.

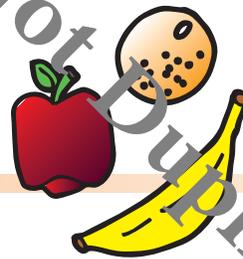
**Warm-Up:** Have students hop in place for 15 seconds.

**Activity:** Divide the class into 4 groups and have them move into each corner of the play area (by the cones). Name the group after a fruit such as apples, oranges, bananas and watermelons. Have each group repeat their group fruit name so they know which team they belong to.

Call out a group name and have them perform a locomotor skill (hop, jump, slide, walk, run). When you call "Fruit Basket" all of the children run and sit in the center (this can be used to end the game).

- Observe if students are moving under control and using appropriate locomotor skills.

**Cool-Down/Closure:** Have students straddle their legs and bend over and reach for one side of their leg, then the middle, then the other side. Hold count for 5 seconds. Remind students to be physically active every day.



## Lesson 5

**Name of Activity:** Follow the Leader

**Objective:** Learn to follow directions and pathways.

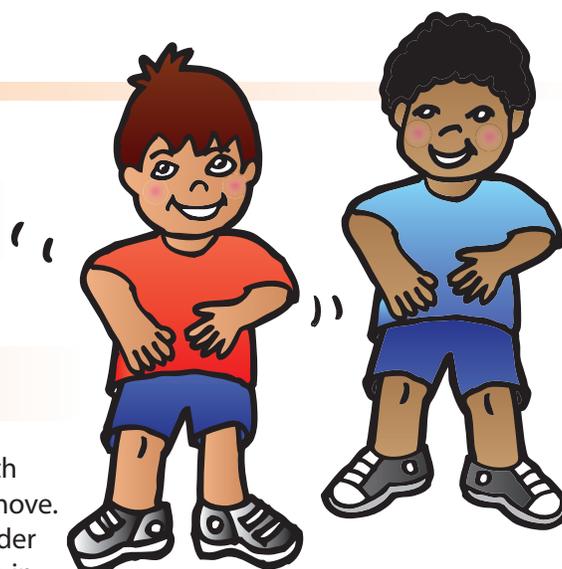
**Equipment:** Open space, free of any obstacles.

**Warm-Up:** Students jog in place for 30 seconds.

**Activity:** Conduct activity in an open indoor or outdoor space with marked boundaries so the children know where they can and cannot move. Introduce the activity to children by demonstrating the roles of the leader (teacher or student) and follower (student). The leader's role is to move in different directions such as touching toes, running in place, reach for the ceiling, hop like bunnies, etc.

- Make sure movements are under control.
- For safety reasons, suggest that they not get closer than two giant steps from each other.
- Tell followers to follow the leader, copying their "traveling actions."

**Cool-Down/Closure:** Have students stretch their bodies by bending over and touching their toes. Then have students reach for the sky to stretch their entire bodies. Remind students to eat their fruits and vegetables. students reach for the sky to stretch their entire bodies. Remind students a healthy heart is a happy heart.



## Lesson 6

**Name of Activity:** Egg-Xactly Right

**Objective:** Learn matching of colors while getting some physical activity.

**Equipment:** Plastic Easter eggs of different colors and sizes, Easter baskets (you can ask each student to bring one) or buckets, music.

**Warm-Up:** Have students jog in place for 30 seconds.

**Activity:** Hide the plastic eggs in your classroom or outside depending on where you are doing the activity. Divide your class into teams based on the colors of eggs you are hiding. Tell the students they can only look for the color of their team. During the egg hunt the teacher will call out a locomotor movement (hop, jump, etc) for the children to do during the hunt.

Music played during this activity (Easter or springtime songs) will help keep the students motivated and also helps keep the rhythm of the locomotor skills.

- Observe if students are moving under control and using appropriate locomotor skills.
- Look to see if eggs are matched correctly.

**Cool-Down/Closure:** Then have students reach for the sky to stretch their entire bodies. Remind students to eat a healthy breakfast every morning.



## Lesson 7

**Name of Activity:** Snowflake, Snowflake

**Objective:** Practice locomotor and listening skills.

**Equipment:** Large open space, a stop and go signal (drum or tambourine).

**Warm-Up:** Have student brisk walk for 45 seconds.

**Activity:** Students pretend to be snowflakes. The teacher will say, "Snowflake, snowflake, falling down, Snowflake, Snowflake jump (alternate different movement activities) around." The students carefully move about in the open space performing that command. When the teacher strikes the drum/tambourine, students must freeze and listen. The teacher will repeat, "Snowflake, snowflake, falling down, Snowflake, Snowflake hop around."

- Walk, hop, run, jump like a frog.
- Change "Snowflake, Snowflake" to your choice. Example: "Firecracker, Firecracker" or "Raindrops, Raindrops."
- Have students go in one direction to avoid bumping into each other.
- Observe if students are using the appropriate movement activity.

**Cool-Down/Closure:** Have students stretch their bodies by sitting on the ground and straddling their legs. Have them reach for their toes. Remind students to drink more water and less sugary drinks.



## Lesson 8

**Name of Activity:** Seesaw

**Objective:** Practice flexibility.

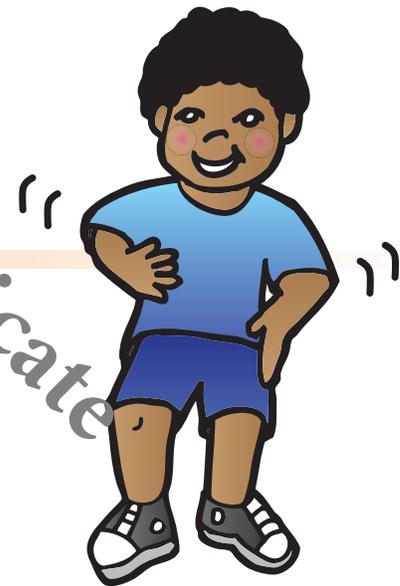
**Equipment:** An open area.

**Warm-Up:** Have students jog in place for 30 seconds.

**Activity:** Pair up students and have them sit on the floor facing each other and hold hands. Have one student lean forward while the other student leans back. Have student mimic the actions of the other student.

- Do for about 3 minutes
- Have the students take turns taking the lead and deciding how fast to go
- Music is optional

**Cool-Down/Closure:** Have students stretch their bodies by reaching over with their arms from side to side to stretch their torsos. Remind students healthy food in is energy out.



## Lesson 9

**Name of Activity:** Laundry Basket Toss

**Objective:** Learn how to throw at a target.

**Equipment:** Laundry basket, old socks or plastic sandwich bags, bag or beans.

**Warm-Up:** Hop in place for 25 seconds.

**Activity:** Make beanbags to toss by filling plastic sandwich bags (doubled, and sealed with plastic tape) or old socks tied off at the end. Have the students stand at a distance and toss the bean bags into the laundry basket. Have the students use their dominant hand and then their non-dominant hand to toss bean bags.



**Cool-Down/Closure:** Have students reach for the sky to stretch their entire bodies and hold for 10 seconds; then come down and touch their toes for 5 seconds. Remind students food is fuel for their bodies.

## Lesson 10

**Name of Activity:** Jump the River

**Objective:** Learn the skills of jumping and landing while emphasizing swinging the arms when jumping, and landing in a balanced position without falling.

**Equipment:** Something to jump over (jump rope, hula hoop, tape lines). Provide at least one object to jump over per child.

**Warm-Up:** Jump in place with for 20 seconds.

**Activity:** Scatter the jump ropes or hoops throughout the space so they lay flat on the floor. Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk throughout the space and when they come to a river (rope, hoop or tape line on floor) they need to jump over the river without getting their feet wet. To assist children in learning the fundamentals of jumping, teachers should cue students to takeoff on two feet and to swing their arms back to front when they jump. When landing, children should land on two feet spreading their feet about shoulder width apart so they have a wide base of support when they land. After landing, children should proceed to jump over the next river. Emphasis should be placed on landing on both feet at the same time without falling over. For safety reasons, suggest that children not get closer than two giant steps from each other, especially when they are swinging their arms to take off and when landing.

- Vary activity by asking children to see how high they can jump and how far they can jump over the river.
- Have students draw rivers or fish, and then place them on floor to jump over.

**Cool-Down/Closure:** Have students stretch their bodies by bending over and touching their toes. Then have students reach for the sky to stretch their entire bodies. Remind students that walking is exercise too.

