



WEEK 4



15+
MIN



Students experiment with different types of exercise and “MOVEMENT” and decide which is their personal favorite.



5 pieces of flipchart paper or posterboard; Markers.

Total Prep Time: 5 mins.



As this is the last Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

| 4 C's | SOCIAL & EMOTIONAL LEARNING | SERVICE LEARNING |
|---------------------|-------------------------------|------------------------|
| • Critical thinking | • Self-awareness | • Integrated learning |
| • Communication | • Self-management | • High quality service |
| • Collaboration | • Social-awareness | • Collaboration |
| • Creativity | • Relationship skills | • Student voice |
| | • Responsible decision-making | • Civic responsibility |
| | | • Reflection |
| | | • Evaluation |

GOALS FOR THE WEEK

- Discover how being active can make a positive difference in our physical, mental, and emotional health
- Explore how we can get “MOVING” in fun ways with other people
- Find creative ways to add exercise to our daily routines
- Understand how “MIND YOUR MOVEMENT” is an important part of this month’s theme, “MONDAY GETS BALANCED”



STUDENT ACTIVITY: **"MOVE ME"**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: "MOVE ME"

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- What do you think it means to "MIND YOUR MOVEMENT"?
- What kind of "MOVEMENT" do you do each day?
- How does it feel to "MOVE" around, or to get "MOVING"?
- What are some of your favorite ways to get "MOVING"?
- Why do you think you like some types of "MOVEMENT" more than others?
- Do you think there are other types of exercise or "MOVEMENT" out there that you could enjoy?
- Why is it important to like the different types of "MOVEMENT" that you do?
- Does everyone enjoy the same type of exercise, or the same ways of "MOVING" their bodies?
- Is it always easy to get "MOVING"?
 - Why or why not?
- How can "MINDING YOUR MOVEMENT" often help you feel "BALANCED"?
- How can "MINDING YOUR MOVEMENT" help you remember that YOU MATTER?
- What would your life be like if you got "MOVING" in an effort to "GET BALANCED" more often?

3) SET UP THE "MOVE ME" ACTIVITY:

- **Explain:**
 - We all know that exercise and being active is good for our health, mind, body, and soul
 - It is a great feeling when we can find something active that we truly enjoy to do—when it feels fun and not just like work
 - There are so many different types of exercise and ways to get active, and many of us aren't aware of all of our options
 - Today, we are going to learn to "MIND YOUR MOVEMENT" through different types of exercise so we can find new ways to keep our bodies active
- **Ask:**
 - What are some ways that you currently incorporate "MOVEMENT" into your daily life?
 - Are you ready to learn about some new ways to "MOVE" that you may really enjoy?

4) START THE "MOVE ME" ACTIVITY:

- Place 5 pieces of flipchart paper or posterboard spread out around the room
- Have markers available to all students and yourself, as well
- Put a title on each piece of chart paper: Yoga, Aerobics, Stretching, Dancing, Sports
 - Or, if students have other ideas, you can use those instead
- **Explain:**
 - We have some broad categories of exercise on each piece of paper around the room
 - In just a moment, we are each going to think about the different types of "MOVEMENT" that are involved in each of these categories and create a list
 - Then, later, we will get an opportunity to try each of these types of exercise to see what type of "MOVEMENT" we like best
 - Because when we enjoy the type of exercise we're doing, it's so much easier to include in our daily routines
- Put students into 5 groups

- Have each group start at a different piece of chart paper with some markers
- Explain that students will have a couple of minutes at each piece of paper to write down different kinds of “MOVEMENT” involved in that type of exercise
- For example, under “Yoga”, students might write downward dog and tree pose; under “Aerobics”, students might write steps and jumping jacks; under “Stretching”, students might write arms, legs, and neck; under “Dancing” they might write macarena and flossing; and under “Sports”, students might write basketball dribbling, soccer ball dribbling; etc.
- Make sure students understand the instructions and ask them to begin writing ideas on their first piece of paper
- After about 2 minutes, have them rotate to a new station
- Allow about 2 minutes per station until each group has visited and written down ideas on each piece of paper
- Then, come together as a group and read through the ideas on the papers
- If possible, continue the activity through the Extension Ideas at the end of this lesson. During the Extension Activity, students will have the chance to try each movement at each station in order to determine which one is their personal favorite and makes them feel the best when doing it, giving them the opportunity to incorporate one or more of these “MOVEMENTS” into their daily lives

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- How did you enjoy this “MIND YOUR MOVEMENT” activity?
- Was it easy or challenging to think of different “MOVEMENTS” that you enjoy?
- What is the most fun “MOVEMENT” you talked about?
- Do you want to try and get “MOVING” in this way? Why or why not?
- Did you learn about any new types of “MOVEMENT” today?
- Did this activity inspire you to get “MOVING” more often?
- How can you incorporate “MOVEMENT” into your daily activities?
- How do you think you will feel once you start “MINDING YOUR MOVEMENT” more often?
- Why is it important to “MIND YOUR MOVEMENT” in a way that you enjoy?
- How does “MINDING YOUR MOVEMENT” in a way that you enjoy help you to “GET BALANCED”?
- How might “MINDING YOUR MOVEMENT” more often help you remember that YOU MATTER?

6) THANK STUDENTS FOR “MINDING THEIR MOVEMENT” TOGETHER TODAY AND FOR BRAINSTORMING WAYS TO GET “MOVING” IN THEIR DAILY LIVES.

7) CHALLENGE STUDENTS TO USE THE IDEAS THEY CAME UP WITH TODAY TO GET “MOVING” AS A WAY TO “GET BALANCED”. REMIND THEM THAT THEY “MATTER” AND SO DOES THEIR “MOVEMENT”.

8) CONTINUE EXPLORING HOW TO “MIND YOUR MOVEMENT” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Get Moving:** To continue the activity (on the same day or another day), allow students to rotate through each station and try out some of the “MOVEMENTS” listed on the papers.
- 2) A Different Movement Per Day:** Have each group visit one station per day throughout the week, giving each group the chance to visit all 5 stations in 5 days. Give students up to 15 minutes at each station daily to explore the different types of “MOVEMENTS” listed. If you choose to play music to keep the “MOVEMENTS” livelier, feel free to do so.
- 3) Movement Journaling:** Encourage students to journal about each station and what “MOVEMENTS” they enjoyed or didn’t enjoy. Tell students to think of how they can add these “MOVEMENTS” to their daily lives in order to “GET BALANCED” and become more active, while enjoying what they are doing at the same time.

“FOR ME, EXERCISE IS MORE THAN JUST PHYSICAL—IT’S THERAPEUTIC.”
- MICHELLE OBAMA