

ANIMAL MOTIONS

***Animal Motions* Lesson Plan 2: Kindergarten, Health & Fitness**

Date: _____

Teacher: _____

Title: Doing *Animal Motions* Keeps Me Healthy!

Subject Area (for ages 5 – 6): Health, Fitness

Objectives/Outcomes:

To introduce using both physical activity along with imagination as a healthy, fun, lifestyle habit early in life. Stresses how imagination can help make moving your body even more fun!

Time Needed: 20 Minutes for Activity (30 minutes with extra post-activity included)

Materials Needed: *Animal Motions* book

Note: If doing post-activity, also need enough printed out pages of the mini-poster for the entire class and crayons for coloring it.

Teacher Prep: Please read through the book (and act it out) before doing the simple routine with any students to get familiar with the story and movements. Also see how much space you will need to be sure the students have enough room to move around themselves safely.

Note: If doing post-activity, also print out enough pages of the mini-poster for the entire class to have ready to color, along with crayons. (Mini-posters are available for free at www.animalmotions.com.)

Activity:

1. Gather students in a space large enough for each of them to have room to move around safely. (Make sure it is a safe environment that allows room for a child to stand, sit, and move about while doing the short, simple routine without bumping into each other or any other objects.)
2. To start, have the students stand up, arms-length apart, and have them “imagine” they are standing on a small “rug” that’s the length of their arms only. Tell them to very slowly and very carefully turn one time only in a circle; then stand still. Tell them this is their only space to move during the story, and they should not go out of it or touch anyone the whole time. Have them sit down on their pretend “rug.” (5 minutes)
3. Read through the book, *Animal Motions*, and have the students mimic the poses on each page. (10 minutes)
 - It is best to show them the picture first; then have them act out the pose.
 - It is recommended that the teacher (or person reading the book) stands while reading to be able to hold the book up for all students to see easily while moving during the routine. (The teacher can also do the poses along with the students, but be sure to always hold the book up high enough for each page to be seen when doing the poses on the floor.)
 - Only go on to the next pose in the book once everyone in the room is doing the correct pose.
 - Once at the end, have all the students stand still on their pretend “rug.”

4. Have the students all walk to their seats or sit down again on their pretend “rug.”

Assessment:

5. Have a seated, general question-and-answer session with the students to go over how the routine they just did relates to their health and fitness. (5 minutes)

Sample questions to ask might be:

- Is moving your body good for you? Why?
- Can you move only your arms sometimes? Which animal did that?
- Can you move only your legs sometimes? Which animal did that?
- Can you move both your legs and arms at the same time? Which animal did that?
- Did it feel good to stand up and stretch to get the hive like a bear?
- Was it fun to use your imagination and act like the different animals? How were they different?
- What was your favorite animal to move like? Why?
- Have you ever seen animals move their bodies like you just did? If so, where?
- Do you feel healthy after moving your body?
- Is being healthy and moving your body every day good for you?
- What do you think would happen if you didn't move your body most days?

Post-Activity (if wanted to add):

A mini-poster of *Animal Motions* can be printed out for free at the book's website, www.animalmotions.com, on the mini-poster page. You can print out one mini-poster per student and let them color it in with crayons to take home. Mini-posters are 8" by 11" and best printed out using black ink on standard white paper. (10 minutes)

Disclaimers:

- This lesson plan is provided as a general template only. Teachers are welcomed to implement accommodations or adaptations to the lesson given based on their own student's individual needs, whenever needed, or according to their school's (or state's) course study or curricula needs.
- The movements in this book are presented for entertainment purposes and are easy and gentle to do provided they are done slowly in an adequate, safe environment. The publisher, author, and illustrator each take no responsibility (and disclaim all liability) in connection with the use of any of these movements in all individual cases. Follow the movements in this book at your own risk, and if you have any doubts about the suitability of any of the motions mentioned please consult a doctor before attempting.