



**A SPEctacular Trip to the Zoo ( 🦋 A Brain Health Story)**  
**(2<sup>nd</sup> Grade 7 – 8 yrs.)**  
**Physical Activity: Movement Matters**



**STORY CONNECTION – SLIDES 9-12 (Approx Time: 10-15 mins)**

Movement Safari is in the **physical** part of our brain. Everything in the Movement Safari is about how we move our bodies and how that strengthens our brain. Sports, dancing, or gym classes are great ways to get some physical exercise, but even just going for a walk or bike ride are both great ways to move your body. When you move your body, your brain releases special chemicals (endorphins) that make your brain stronger. We need our brains to be strong so that if we get stuck in difficult situations, our brain will help us be smart and successful. The Movement Safari also reminds us that to have the energy to move, you also need to eat and get some sleep. Moving, eating, and sleeping are all important parts of your Physical Health.

**Materials needed:**

- Fit Kids video link: <https://youtu.be/7Aw8lvANfuM> (0:40)
- Equipment to show online video
- Chart paper
- Markers
- Space for student(s) to move around
- Physical Activity Goal Chart-included below (optional)
- Paper

**Preparation needed:**

- Preview the video
- Determine which/how many activities will be demonstrated
- Select and secure location for students to do the physical activities

**Instructions:**

1. This activity focuses on the P in SPEctacular which stands for Physical Health. Student(s) will complete several physical activities and then create a plan for making sure they get physical activity every day.
2. First, show the student(s) this short video <https://youtu.be/7Aw8lvANfuM> which reminds them that physical activity releases endorphins and that these chemicals can put us in a good mood which is good for our Brain Health.
3. Remind student(s) that physical activity does not have to be super strenuous, sweaty exercises. Physical activity can be a lot of the moving we do throughout the day.
4. Explain to the student(s) they will see a variety of actions. They must determine if it is considered a “physical activity” or not. HINT: They all are!
5. As each activity is demonstrated do the following:

- Model the activity/action
  - Have student(s) do the activity/action
  - Ask if it is a physical activity—YES!
  - Record the name of the activity/action on the board or chart paper.
6. Once you have done all the physical activities that you plan to do, review the list on the board or chart paper.
  7. Next, student(s) will complete the Physical Activity Goal Sheet. This will serve as a reminder that there are many ways they can move, and they need to find a way that is fun for them. Remind them to use the list you made while doing the physical activities earlier.  
 For example: “My goal is to get 30minutes of physical activity a day. I will walk my dog, dance party with my family, go up and down the stairs, walk around my neighborhood, and do exercises while I watch TV.”
  8. In closing, remind them that when they move their body, their brain releases special chemicals (endorphins) that make the brain stronger. We need our brains to be strong so that if we get stuck in tricky situations, our brain will help us be smart and successful. A healthy brain is a happy brain!

### **Physical Activities**

Feel free to add any activity to this lesson. The ideas below are suggestions.

- Walking the dog
- Dancing around the room
- Yoga
- Stretches
- Walking to school
- Riding a skateboard
- Taking a bike ride
- Riding a scooter
- Rollerblading
- Playing tag at recess
- Climbing on playground equipment
- Playing kickball
- Climbing a tree
- Going swimming
- Karate
- Playing soccer
- Playing basketball
- Jumping rope
- Cleaning your room
- Washing the car
- Raking leaves
- Do pushups or jumping jacks during commercials when watching tv
- Play catch
- Crab walks
- Squats
- Go up and down the stairs

Name:

Goal: Each day I will try to get \_\_\_\_\_ minutes of physical activity.

These are the activities I will do to try to reach my goal: