



Let's Work Out

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive personal health choices.

Learning Outcome: PP.D1.S2.LO2 Recognize the importance of exercise

Standard for Global Skill: Student acquires the skills to be a questioning citizen.

Global Skill: PP.D3.S4.LO1 Show understanding of words, phrases, short texts, and make associations with images/objects

Sustainable Development Goals: 4: Quality Education, 3: Good Health and Well-being

Part 1

A. Draw students' attention to the pictures. Point to each picture. Say and do each action as you point. Have students copy your movements to do the actions. In the case of throw and catch, have them throw and catch a thing they have handy, like a small ball, a plush toy, or a sock ball.

Play some music. Have students dance to the rhythm. Stop the music. Say one of the actions in the pictures – catch, throw, run, march, jump, or hop – and have students do the action as you count, *Three, two, one!* Then ask students if they had fun and if they think that exercising is fun. Elicit other things they like about exercising, and ask them why they think it's important to exercise. Explain to them that when we exercise, we feel happy and have fun. Exercising also helps keep our bodies healthy and strong.

Then say, *Listen*. Chant in a singsong voice the *Working Out Makes You Strong!* chant. Chant and point to the pictures as you say each of the actions. Chant again and encourage students to join in as they point to the pictures, too. Then have students stand up. Chant again and do the actions as you chant. Have students chant and do the actions, too.

Working Out Makes You Strong!

Let's go out

(Point to a window or a door.)

Come along

(Move your hand as if inviting the students to come.)

Working out

(Move your arms as if you were lifting weights.)

Makes you strong!

(Flex one of your biceps. Point to it to show you're strong.)

Throw, throw, throw

(Move your hand and arm as if you were throwing something.)

Three, two, one

(Count down with your fingers.)

Catch, catch, catch

(Move your hands as if you were catching something.)

Yes, that's fun!

(Raise your arms and shake your hands as if you were saying hurray!)

Let's go out

(Point to a window or a door.)

Come along

(Move your hand as if inviting the students to come.)

Working out

(Move your arms as if you were lifting weights.)

Makes you strong!

(Flex one of your biceps. Point to it to show you're strong.)

Run, run, run

(Run in your place.)

Three, two, one

(Count down with your fingers.)

March, march, march

(March in your place.)

Yes, that's fun!

(Raise your arms and shake your hands as if you were saying hurray!)

Let's go out

(Point to a window or a door.)

Come along

(Move your hand as if inviting the students to come.)



Pre-Primary | **Teacher's Notes**

<i>Working out</i>	(Move your arms as if you were lifting weights.)
<i>Makes you strong!</i>	(Flex one of your biceps. Point to it to show you're strong.)
<i>Jump, jump, jump</i> <i>Three, two, one</i>	(Jump in your place.) (Count down with your fingers.)
<i>Hop, hop, hop</i> <i>Yes, that's fun!</i>	(Hop in your place.) (Raise your arms and shake your hands as if you were saying hurray!)
<i>Let's go out</i>	(Point to a window or a door.)
<i>Come along</i>	(Move your hand as if inviting the students to come.)
<i>Working out</i>	(Move your arms as if you were lifting weights.)
<i>Makes you strong!</i>	(Flex one of your biceps. Point to it to show you're strong.)

Part 2

A. Draw students' attention to the eight pictures in the puzzle pieces. Elicit the actions that the pictures show: throw, hop, run, jump, catch. Ask students if they prefer to exercise alone or with their friends. Explain to them that when we exercise, apart from helping our body grow healthy and strong, we can have fun with friends, too. Point out that the images are pieces of a puzzle and they show different children playing with their friends. Tell students that they have to match pairs of the jigsaw puzzle to complete the scenes. Check and help if necessary.

If possible, encourage students to choose and do one of these activities with their friends or family at home, or organize these activities to play with the students during recess.

Answer Key:

- Boy throwing the ball – girl catching the ball
- Girl playing hopscotch – boy and a girl waiting in line to play hopscotch
- Boy running – boy and girl running
- Girl jumping – boy jumping

Part 3

A. Draw students' attention to the pictures. Elicit what they see. Explain that the four pictures show a story about a sister and a brother, but the pictures are in the wrong order. Cut out the pictures from your worksheet and ask students which picture they think goes first, then, next, and after. Put them in the correct order and check that students understand what is happening in the story (note that the two last images could be switched).

Ask students why they think it's important to go out to play and exercise, and not to spend all their time inside playing with a tablet, watching TV, or playing computer games.

Finally, ask students to cut out the pictures and paste them in order. Check and help if necessary.

Answer Key:

1. The girl is playing a game inside on a tablet.
2. The boy asks his sister to play with him.
3. The girl leaves the tablet on the couch.
4. The two children play together.

The two last images could be switched.

Extension

A. Draw students' attention to the chart and the heading *My Workout*. Draw students' attention to the pictures, and elicit the actions they see: run, march, throw, catch, jump, hop. Explain to students that they are going to exercise with a friend and do the different activities in the chart. While they do the different activities, their friend must count or time them doing each activity. When they have completed each activity, they check the box on the chart. Explain that they are going to do this for three days.

Have students work with a partner and take turns looking at a picture, saying the activity, then doing it while their partner times them doing it for the time specified in the chart. If they perform the activity for the specified time, they check the box. If you have students who have difficulty moving, add movements to the chart that the children can do. For example, replace "jump" with "raise your arms." Model how. Check and help if necessary. When they finish, ask *Was it fun? Do you like to work out with a friend? Why is it important to exercise? Why do we keep a record? Why do we increase the time each time?*