

# *Animals in Action*

## Teacher's Guide

**Grade Level:** K-2

**Curriculum Focus:** Physical Education

**Lesson Duration:** 1 class period

### **Program Description**

Unlike people, who use physical activity as a way to stay healthy, wild animals use physical activity as a means of survival. See how different animals move in the wild and learn how you can keep yourself fit and healthy.

---

### **Discussion Questions**

- How do animals move?
  - What can humans do to stay healthy?
  - What kinds of physical activities do animals, including humans, do?
- 

### **Lesson Plan**

#### **Student Objectives**

- Describe ways in which animals move.
- Participate in physical exercises.
- Discover that exercise is an important way to stay healthy.

#### **Materials**

- *Animals in Action* video
- Crayons, markers, or colored pencils
- Construction paper
- Black felt tip markers (optional)

#### **Procedures**

1. Talk about the ways animals move. Have students watch *Animals in Action*, following the instructions and participating in the physical exercises shown, including balancing on one leg

or hopping. Stop the video for a few minutes at each exercise so that students have a chance to get a good idea of the different movements.

2. After watching the program, discuss how the exercises made students feel. Did it feel good to move? Did it give them more energy? Talk about the ways the animals moved. Which movements were the most difficult for the students? Which movements most closely resembled what humans do?
3. Ask students to describe their favorite physical activities and ask them to describe how they feel when they don't get to move around enough. Explain that exercise is an important way to keep our bodies healthy.
4. Give students crayons and construction paper and have them draw a picture of themselves doing their favorite kinds of physical activity. Have older students write a sentence or two about this activity and how it makes them feel.
5. Display the drawings in the classroom as a reminder that physical activity helps keep us healthy and happy.
6. As a follow up, organize time for extra physical activity a few days a week and have students chart how they feel on these days versus how they feel on the days that did not have extra exercise.

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students were highly engaged in class discussions; enthusiastically participated in exercises; were able to demonstrate an understanding of the importance of exercise; and created unique and colorful drawings that clearly identified a specific physical activity.
- **2 points:** Students participated in class discussions; participated in exercises; were able to demonstrate a basic understanding of the importance of exercise; and created somewhat unique and colorful drawings that identified some form of physical activity.
- **1 point:** Students participated minimally in class discussions; did not participate in exercises or were disruptive during the exercise times; were unable to demonstrate an understanding of the importance of exercise; and created incomplete or incorrect drawings that did not identify any type of physical activity.

## Vocabulary

### active

*Definition:* Being in physical motion

*Context:* For humans, staying active is a healthy choice.

### balance

*Definition:* Maintaining a state of equilibrium

*Context:* Balance is an important skill in the animal kingdom.



**healthy**

*Definition:* Possessing good health

*Context:* Walking helps us stay healthy.

**muscle**

*Definition:* Living tissue composed of fibers that are capable of contracting to effect bodily movement

*Context:* Before the animals settle in for the night, they stretch their muscles.

**stretch**

*Definition:* To lengthen, widen, or distend

*Context:* Stretch your arms and legs like a cheetah.

## Academic Standards

### National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following science standards:

- Life Science: Characteristics of organisms; Regulation and behavior
- Science in Personal and Social Perspectives: Personal health

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Physical Education: Uses a variety of basic and advanced movement forms; Understands how to monitor and maintain a health-enhancing level of physical fitness

---

## DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### How to Use the DVD

The DVD starting screen has the following options:



**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into sections (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

## VIDEO INDEX

### Segment 1. Getting Physical

Animals in the wild must stay active to survive, but humans use physical activity to stay healthy. See what humans can learn by watching other animals in action.

Discussion question

Q: What is your favorite kind of physical activity?

A: Answers will vary.

### Segment 2. Warming Up

Wild animals often start their day with stretches and yawns. Try to warm up to physical activity the way animals do in the wild.

Discussion question

Q: How do you start your day? Compare your morning activity to another animal's.

A: Answers will vary.

### Segment 3. Balancing

Balance is an important skill in the wild. Try to keep your balance like flamingoes, raccoons, cats, and other animals.

Discussion question

Q: How long do you think you can balance on one leg?

A: Answers will vary.

### Segment 4. Walking

Some animals walk on two legs and others walk on four. Contrast the differences in how ducks, horses, giraffes, and elephants walk around.



Discussion question

Q: What wild animals most resemble humans in the way they walk?

A: Answers will vary.

### **Segment 5. Running**

Roadrunners and beetles can run very fast. Try to run as fast as these animals.

Discussion question

Q: When do you run the fastest?

A: Answers will vary.

### **Segment 6. Hopping**

Watch kangaroos and other animals hop around. See what happens to your heartbeat when you hop for a long period of time.

Discussion question

Q: What does it mean when you feel your heart beating very fast?

A: Your heart is working hard to pump blood and oxygen through your body.

### **Segment 7. Shaking**

Dogs and elephants shake their bodies from head to tail. Learn how to shake your body like these animals.

Discussion question

Q: What parts of your body are easiest to shake?

A: Answers will vary.

### **Segment 8. Crawling**

Many wild animals crawl to move around. Try to crawl like a sloth or crocodile.

Discussion question

Q: What are the advantages and disadvantages of crawling?

A: Answers will vary.

### **Segment 9. Winding Down**

After exercise, it is important to wind down with gentle stretching and movement. Learn how animals in the wild wind down at the end of the day.

Discussion question

Q: What do you do to wind down after exercising or playing?

A: Answers will vary.



## **Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
- 

