



The Learn Outside Guide was designed to make it easy and fun to take learning outside, no matter the weather. Its lessons connect movement, curiosity, and academic standards in ways that get students excited about exploring Maine's winter world.

The Winter Games grew out of this same idea, giving schools a playful way to put those lessons into practice together. **The activities on the following pages are the ones featured in this year's PLAYBook**, gathered here to make your planning a little easier.

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Activity 4 Flexibility Assessment



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FLEXIBILITY ASSESSMENT

WEEK 1

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WEEK 4

ACTIVITY 2 *PLAYBook Page 28*

Name _____ Grade _____ Teacher _____

1. List two benefits of flexibility.

1.

2.

2. Explain why flexibility is important.

3. Describe something that flexibility helps you do better.

4. Name two different stretches that increase your flexibility.





HOW TO STRETCH

WEEK 1

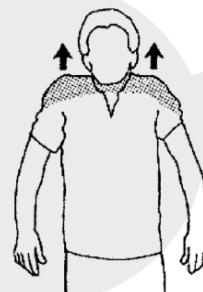
ACTIVITY 4 *PLAYBook Page 6*

These stretches should be done slowly with no bouncing. You should feel the stretch, but it should not hurt. Each stretch will be held for 10-20 seconds total. Hold the stretch feeling for 5-10 seconds. This is called the easy stretch. After holding the easy stretch, move a little more into the stretch until you feel the stretch again. This is called the developmental stretch. Hold for 5-10 seconds. If the stretch becomes painful, you are stretching too much. The developmental stretch will safely increase flexibility. Hold only stretch tensions that feel good to you. Be relaxed while you stretch. Your breathing should be slow and deep. Don't worry about how far you can stretch.

Interlace your fingers above your head, palms facing up. Stretch your arms back and up a little. Do not hold your breath. Hold stretch for 10 seconds.



Raise the top of your shoulder up toward your ears. Hold a feeling of tension in your neck and shoulders for 3-5 seconds. Relax your shoulders downward to their normal position. Do this 2-3 times.



Hold the elbow of one arm with the hand of your other arm. Slowly pull your elbow down behind your head as you bend over sideways. Keep your knees bent during this stretch. Hold any easy stretch for 10-20 seconds.



Interlace your fingers like a basket behind your back. Slowly turn your elbows inward while straightening your arms. Hold for 5-10 seconds. Do twice.



Interlace your fingers behind your head, resting your arms on the floor. Use the power in your arms and hands to slowly and gently pull your head, neck, and shoulders forward until a mild stretch is felt in the back of your neck. Hold for 5 seconds then relax in the starting position. Do 3 times.





5-2-1-0 RELAY RACE

WEEK 2

ACTIVITY 2 *PLAYBook Page 11*

Students will learn the 5-2-1-0 message which emphasizes healthy behaviors including eating five or more vegetables a day, limiting recreational screen time to two hours or less a day, participating in one hour or more of physical activity every day, and limiting soda and sugar-sweetened drinks—and instead drinking more water and low-fat milk. This outdoor activity will reinforce learning 5-2-1-0 healthy habits. For additional information about this message and program, visit <https://www.mainehealth.org/Lets-Go/Childrens-Program/Schools/K-5-School-Tools>

Objectives

Students will:

- * Sort the 5-2-1-0 components in the appropriate categories.
- * Explain how the 5-2-1-0 message promotes good health.

Materials

- * 5-2-1-0 Poster (<https://www.mainehealth.org/-/media/Lets-Go/Files/Childrens-Program/Pediatric-Family-Practices/5210-Poster.pdf>)
- * 4 Hula Hoops-In lieu of hoops, stomp out circles or squares in the snow to contain the message cards at the start
- * 5 containers for each team
- * 4 sets of pictures representing the different components of the 5-2-1-0 message
- * Small prizes to award the winning team (optional)

Preparation

1. Print four sets of pictures from the attached list of 5-2-1-0 concepts.
2. Make four containers for each team, into which students will place appropriate message cards. Paper bags, small boxes or coffee cans will work well as containers. Next, mark each container with a 5, 2, 1, and 0. The fifth container will hold all the cards at the start.
3. Before students arrive, create a start line, by putting the containers with all the cards in four hula hoops side by side, leaving some space between them. Place the four numbered containers opposite each start hoop, across the playing space. When placing the containers, make sure they are far enough away to make for an active game.





HEALTHY FOODS, HEALTHY BODIES | K-2

WEEK 2

ACTIVITY 4 *PLAYBook Page 13*

Lesson Summary

Students will learn to identify healthy foods through an interactive game where they will group foods that constitute healthy eating habits.

Objectives

Students will:

- * Match various foods with their food groups.
- * Choose three healthy foods.

Materials

- * Cut out pictures of a variety of foods-2 or 3 per child (Note: Collect empty cereal boxes, cans, milk jugs, etc., for use in the classroom as actual food models. Check out www.MyPlate.gov for more ideas.)
- * Scissors
- * Construction paper
- * Glue
- * Basket
- * USDA's MyPlate graphic (see www.MyPlate.gov)
- * 5 reusable grocery bags or other containers

Preparation

1. Download food images from WinterKids.org <https://winterkids.org/teachers-schools/resources-for-educators/> or cut out pictures of foods from magazines. Individual items work best with this age group, e.g., a picture of a tomato instead of a picture of a salad.
2. Sort the foods by food group, and glue the pictures to colored construction paper to match the MyPlate food group colors (red for fruits, green for vegetables, blue for dairy, etc.). For durability, laminate the photos.
3. Create signs for each of the five food groups and attach them to grocery bags or other containers.





HEALTHY FOODS, HEALTHY BODIES | 3-5

WEEK 2

ACTIVITY 4 *PLAYBook Page 13*

Lesson Summary

Students will learn to identify healthy foods through an interactive game where they group foods that constitute healthy eating habits.

Objectives

Students will:

- ❖ Choose healthy foods and sort them into their appropriate MyPlate category.
- ❖ Explain why certain foods are healthy and why others should be eaten less often.

Materials

- ❖ Cutout pictures of a variety of foods-2 or 3 per student (Note: Collect empty cereal boxes, cans, milk jugs, etc. for use in the classroom as actual food models.)
- ❖ Construction paper
- ❖ Glue
- ❖ USDA's MyPlate poster (from www.MyPlate.gov)
- ❖ Grocery bags or other containers

Preparation

1. Cut out pictures of foods from magazines. Be sure to include some meals that have more than one food group (e.g. salad, pizza, macaroni and cheese, etc.). Glue the pictures to colored construction paper. Note: For younger children, use colors that correlate with MyPlate, i.e. blue=dairy; red=fruit, etc. For durability, laminate the photos. Create some cards with food words instead of pictures to increase literacy.
2. Create signs for each of the six food groups and attach them to grocery bags or containers.

Procedure

Inside:

1. Introduce the USDA MyPlate. Display the poster in the classroom where everyone can see it. Explain to your students that the sizes of the sections on the plate represent how much of that food group should be a part of their daily diet. For instance, grains are a larger section than proteins. We need more servings of grains because they are rich in carbohydrates which give us energy. Point out the similarities among foods contained within each group.



LET'S DISCUSS IT

WEEK 3

ACTIVITY 2 *PLAYBook Page 19*

Lesson Summary

Students will enjoy a brisk walk outdoors, stopping at points of interest to find interesting topics and subjects that inspire discussion. Students will then practice and demonstrate their discussion skills.

Objectives

Students will:

- * Follow rules for discussion.
- * Pose and respond to questions to clarify information.
- * Make comments that contribute to the discussion.
- * Link comments to the remarks of others.

Materials

- * Clipboard
- * Pencil

Procedure

Outside:

1. Be sure your class is bundled up, and then take them outside to line up for some warm-up stretches (i.e. touch your toes, raise your hands high over your head, do some squats). Explain that the class is going on a fast-paced walk and will be stopping now and then to ask questions about what the students are seeing and doing and to have discussions about their responses.
2. Review the rules of discussion (i.e. good listening, one voice at a time, stay on topic).

Common Core Standards

English Language Arts

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.





FUN PARTNER RELAYS

WEEK 3

ACTIVITY 4 *PLAYBook Page 21*

Description

This is another good warm-up activity and opportunity for student leadership.

Equipment

❖ None

Formation

Students paired, one behind the other, in double line along one side of the gym.

Rules

Those in the front line choose exercise movements and perform them across the gym and back. Those in the second line copy their partners' movements. For example, a student might gallop to the center line, do five mountain climbers (push-up position with one leg extended and one pulled up to chest, quickly alternate legs), and then gallop to the other side; or skip to the center line, roll once, and skip to the other side; or run to the center line, leap once, and run to the other side. Have partners take turns making up and copying each other's movement patterns. Challenge older students to invent more difficult moves.

Variation

Keep movements appropriate to comfort level. Examples: hopping, silly walks. Use varied terrain or enlist kids' help in building a variety of snow mounds for walking over.





HEALTHY FOODS, HEALTHY BODIES | K-2

WEEK 4

ACTIVITY 2 *PLAYBook Page 26*

Lesson Summary & Objective

This lesson is designed to give students an opportunity to discuss and demonstrate their ability to define the attributes of shapes.

Materials

✿ None

Procedure

Outside:

1. Gather students. Have them form a circle, facing one another. Discuss the attributes of a circle (no angles, no corners, no straight lines).
2. Next, have students form a triangle. Discuss the attributes of a triangle (a triangle is made of straight lines and has three angles). Discuss squares and compare them to circles and triangles.
3. Choose a group of students whose number is divisible by four and have those students form a square, arms extended to their sides, with each student representing one unit.
4. Each time the students complete a task successfully, reward them with ten jumping jacks – this adds fun and helps keep warm.
5. Challenge groups of students to form a trapezoid, rectangle, hexagon, etc.

Inside:

1. Discuss the shapes your students created outside.
2. Have volunteers draw the shapes on the board and label them. Vote on which was the class favorite.

Common Core Standards

Mathematics

CCSS.MATH.CONTENT.K.G.B.5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

CSS.MATH.CONTENT.1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

CCSS.MATH.CONTENT.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.





HEALTHY FOODS, HEALTHY BODIES | 3-5

WEEK 4

ACTIVITY 2 *PLAYBook Page 26*

Lesson Summary & Objective

This activity is designed to enhance and demonstrate student knowledge of the attributes of shapes through interactive movement.

Materials

- * Notebook or clipboard to record student responses
- * Stopwatch

Procedure

Outside:

1. Have your students stand in a circle, facing one another. Discuss what attributes make a circle different than other geometric shapes (i.e. no angles or straight lines).
2. Have students take a step back and do ten jumping jacks as a reward for their discussion input, and to keep warm.
3. Choose eight students and, with their arms extended, challenge them to make a square. Explain to those students that they are a linear unit of measure, not a point or angle. If the group is successful, reward the students with running in place to your count of ten.
4. Remind students that they are units, not points, and challenge them to form a variety of triangles, including right triangles, discussing angles as an attribute.
5. Try octagons and parallelograms if you dare!
6. You could get competitive. Divide the class into two or more teams and see which team can successfully complete a shape in the least time. You may also want to choose a few students to be "checkers." Checkers help a teacher referee the team competitions.

Inside:

1. Draw several large geometric shapes on the board and have students volunteer to write one of the shape's attributes inside it.

Common Core Standards

Mathematics

CCSS.MATH.CONTENT.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

CCSS.MATH.CONTENT.4.G.A.2

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

CCSS.MATH.CONTENT.5.G.B.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.





HEALTHY FOODS, HEALTHY BODIES | 6-8

WEEK 4

ACTIVITY 2 *PLAYBook Page 26*

Lesson Summary & Objective

This lesson is designed to give students an opportunity to use movement to enhance and demonstrate their knowledge of the properties of triangles.

Materials

- * Stopwatch
- * Calculators for Grade 8

Procedure

Grades 6 and 7

Outside:

1. Gather students and explain that they will be forming right triangles and solving for the area of those triangles.
2. Choose a small group of students to demonstrate a right triangle. Have the selected students stand with arms extended, and direct them into the shape of a triangle, explaining that they are a unit on a line segment, not a point. Discuss the properties of a right triangle and the formula for the area of a right triangle. As a class, find the area of your student demonstration triangle.
3. Choose teams of students to construct a variety of right triangles and then find their areas. Teams with the same number of members on each team could compete to see which team can most quickly construct a successful right triangle and then solve for its area. Reward students with ten jumping jacks for each correct answer.

Inside:

1. Draw several right triangles on the board.
2. Have students go to the board and solve for the areas of the triangles.

Common Core Standards

Mathematics

CCSS.MATH.CONTENT.6.G.A.1

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

CCSS.MATH.CONTENT.7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

CCSS.MATH.CONTENT.8.G.B.7

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.