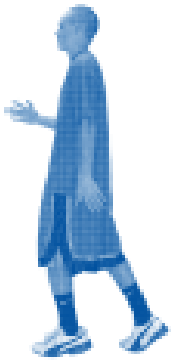
Hello EES Family,

I have found some new resources for you this week and we are focusing a little more on our breathing. I have included some new cards that I have found on a great resource site called Alliance for a Healthier Generation, you might be able to find some cool things for yourself here www.healthiergeneration.org . I will be including some more cards from this deck each week to continue to give you new ideas to strengthen your bodies and increase our skills. Then I have included some more of those mindfulness cards which focus on breathing exercises. I have included an information sheet all about your breathing and all of the parts of the body that are involved to keep you breathing well. After that you will find a fin activity all about taking your fingerprints and doing some detective work to find out how each of us has our own unique set of fingerprints. Finally a new game idea that involves speed, balance, and focus. I hope you are all doing well and as I say every week please keep the emails coming, am really enjoying all of the creative ways you are staying active and healthy.

Be Well,
-Mr. Marche

OH I ALMOST FORGOT! I found this amazing DJ who is making some incredible music and she is only 8 years old! I have attached a link to find her here https://youtu.be/-5h2PMBYh7I . It has me feeling inspired to get back to some of the things I have been wanting to learn but haven't had the time to. Maybe I need to start practicing guitar again. What new skills are you working on right now?

PHYSICAL ACTIVITY BREAKS



Tippy
TOE WALK

Lift heels and walk on the balls and toes of your feet.

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HEALTHIER GENERATION

PHYSICAL ACTIVITY BREAKS

Heel
KICKS

Start with a light jog. Pull the heel of the lower leg up to and bounce off the buttock.

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PHYSICAL ACTIVITY BREAKS

Knee
RAISE

Stand tall, lift one knee up towards the chest and hold. *Alternate knees.*

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HEALTHIER GENERATION

PHYSICAL ACTIVITY BREAKS

BASIC
Lunges

Step forward with right leg. Land softly on heel then forefoot. Lower body by flexing knee and hip of front leg until front knee is at 90 degrees. Return to original standing position by extending hip and knee of forward leg. *Repeat by alternating lunge with opposite leg.*

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HEALTHIER GENERATION

Finding the Pause

1. Breathe normally.

   At the end of each out-breath, notice the short pause that happens before you breathe in again.

   Relax your shoulders during the pause.

2. Breathe in again. Breathe out and find the next pause.

   Relax your tummy muscles during the second pause.

3. Breathe in. Breathe out and find the next pause.

   Relax your feet during the third pause.

4. Continue as long as you wish, relaxing your whole body a little more with each pause.

This is a helpful exercise any time you don't get your way or have to wait your turn.

Fist Squeeze

1. Stand, sit or lie down and relax your arms by your sides. Take three soft, slow, **mindful breaths**. Pay attention to what you are thinking and feeling.

2. Imagine those thoughts and feelings gathering like red-hot energy in your hands.

   Breathe in and squeeze your fists as tightly as you can.

3. Breathe out and open your hands, soft and loose. Imagine the red-hot energy flying away like sparks.

4. Breathe in and squeeze your fists again. Let the energy build.

5. Breathe out, open your hands and let the energy go.

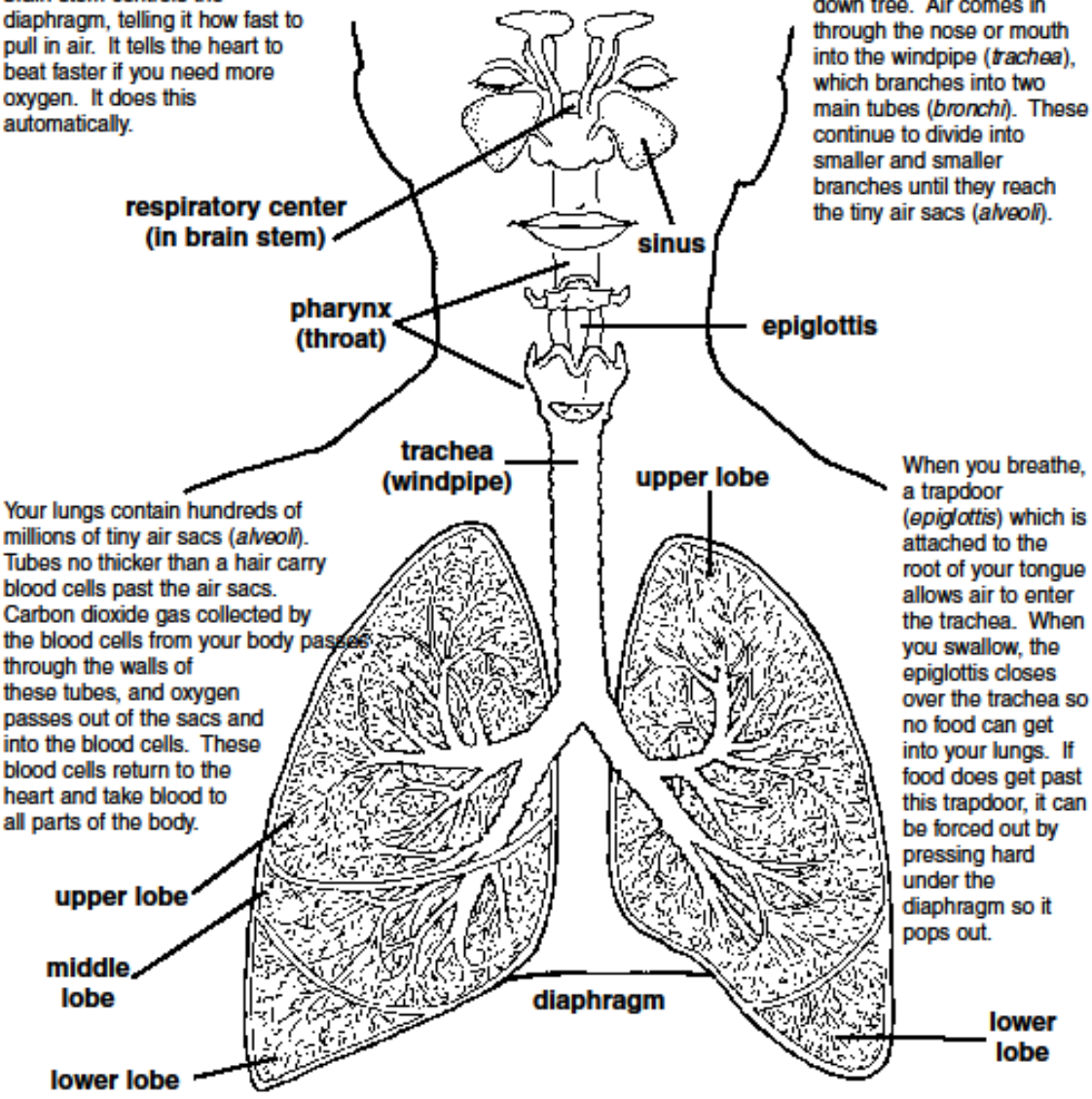
6. Repeat until you feel calmer.

7. After you're done, swing your arms gently side to side to loosen up.

The Lungs

The respiratory center in the brain stem controls the diaphragm, telling it how fast to pull in air. It tells the heart to beat faster if you need more oxygen. It does this automatically.

The tubes leading into the lungs look like an upside down tree. Air comes in through the nose or mouth into the windpipe (*trachea*), which branches into two main tubes (*bronchi*). These continue to divide into smaller and smaller branches until they reach the tiny air sacs (*alveoli*).



Your lungs contain hundreds of millions of tiny air sacs (*alveoli*). Tubes no thicker than a hair carry blood cells past the air sacs. Carbon dioxide gas collected by the blood cells from your body passes through the walls of these tubes, and oxygen passes out of the sacs and into the blood cells. These blood cells return to the heart and take blood to all parts of the body.

When you breathe, a trapdoor (*epiglottis*) which is attached to the root of your tongue allows air to enter the trachea. When you swallow, the epiglottis closes over the trachea so no food can get into your lungs. If food does get past this trapdoor, it can be forced out by pressing hard under the diaphragm so it pops out.

Your heart is under and mostly centered between the two lungs. Your right lung has three lobes, each with its own section of the bronchial tree. Your left lung has only two lobes, with a notch to fit the bottom of your heart. If one lobe is damaged, the others keep functioning. Healthy people do not use their entire lung capacity, and so they have extra breathing power. You exhale only about 1/6 of the air in your lungs. That means most of the air is left in your lungs.

Investigating Fingerprints

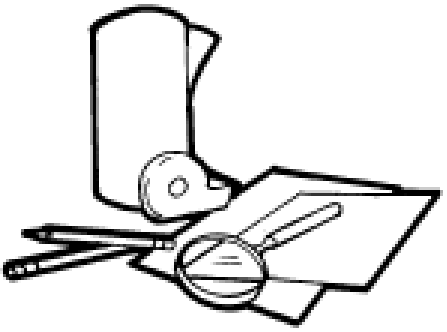
Objective

Help students to get to know more about the skin that covers and protects their bodies. Investigate how each individual possesses a unique set of fingerprints.

All fingerprints are made up of three basic designs: *arch*, *whorl*, and *loop*.

Have students make fingerprints using the materials and directions below.

Materials



- magnifying glasses
- copies of page 2
- stamp pads or soft-lead pencils
- clear tape
- clean-up materials such as paper towels, soap, and water

Directions

1. Use one of the following methods to make fingerprints:
   - Rub a soft-lead pencil on paper until you produce a good pencil smudge. Rub your finger in the smudge and lift the print off your finger with clear tape.
   - Roll your finger on a stamp pad and roll, do not press, the finger on white paper to make an impression.

   The first method will be less messy and if done carefully will yield an excellent print.
2. Without letting students look, ask them what they would see if they looked very closely at their fingers. Distribute magnifying glasses and ask students to make observations about their fingers. Focus attention on the tips of the fingers and encourage students to look at their fingerprint patterns.
3. Distribute copies of page 2 and ask students to record the fingerprints of both hands on the sheet, using one of the methods described above. Model how to make a fingerprint impression. Then have students make their own fingerprints. After their prints are done, ask students to describe the patterns of the fingerprints. Introduce loop, whorl, and arch patterns at the bottom of page 2 and have students identify which patterns most closely resemble those made by their fingerprints.

Extensions

1. Pick out a set of prints made by someone in the class and ask a team of "detectives" with magnifying glasses to identify whose they are.
2. If you have identical twins at school, ask them to record their fingerprints. Compare each set of prints to see if they are also identical. (They will not be.)

Fingerprint Fun

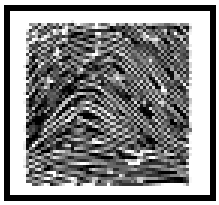
Name _____ Date _____

Put your fingerprints in these boxes. Follow the fingerprinting instructions given by your teacher.

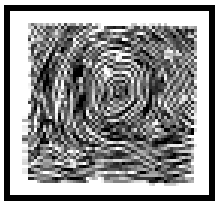
Left Thumb Finger	**Left Index Finger**	**Left Middle Finger**	**Left Ring Finger**	**Left Little Finger**
_____	_____	_____	_____	_____
Right Thumb Finger	**Right Index Finger**	**Right Middle Finger**	**Right Ring Finger**	**Right Little Finger**
_____	_____	_____	_____	_____

Examine the fingerprints to see if any of them have the same print.

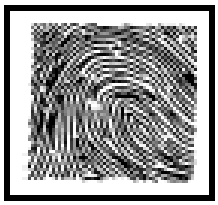
Next, compare them to the three basic fingerprint designs below. Do any of your fingerprint patterns look like one of the prints below? On each of the lines under your fingerprints, write the pattern (arch, whorl, or loop) that resembles your fingerprint most closely.



arch



whorl



loop

Balancing Balloon Race

Balancing a ball is a real trick! Seals can make it look easy! Give your class a chance at balancing a balloon in this fun race!

Equipment

Chalk or masking tape, 1 plastic spoon per team, 1 blown-up balloon per student, large container (box, barrel, basket) (one per team), large indoor or outdoor play area

Directions

1. Using masking tape or chalk, draw a starting line.
2. Divide the class into equal teams. (There may be more than 2 teams.)
3. Line teams up behind the starting line. Have students sit down.
4. Place containers at opposite end of play area, one per team.
5. Give a balloon to each child.
6. Give the first child on each team a plastic spoon.
7. Explain that when you say go, the first child is to walk as fast as possible, balancing the balloon on the spoon, until he gets to the container, drops the balloon in and walks back to his team, passing the spoon to the next player.
8. The winners can be determined in two ways:
   a. The team that gets all of their balloons into the container first.
   b. The team that gets the most balloons in the container in a given amount of time.