



# PMK Curriculum Sample

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<http://PowerMovesKids.com>

PowerMoves Kids is the First Classroom program to combine Character Education AND Fitness.

“PMK” has been used in Public Schools, Private Schools and Home Schools since 2006.

1. **The PMK Teachers Manual** (includes all 12 postures w/photos, descriptions of postures, and Character-building quotes)
2. **The PMK Curriculum** (48 mix n’ match lessons for PK-8<sup>th</sup> grades)
3. **The PMK DVD** (60 minute video: Laurette and students cover each PMK posture and “I have a dream” PMK posture sequence)

Each lesson in the PowerMoves Kids Curriculum covers one of the **12 Character Traits** and one **Physical lesson** as well.

For example, in the following lesson, you may choose to share the **Physical lesson on Heart Health** *before* covering the **Character Trait of Courage**. Feel free to follow all or part of the outline with your class.

***The Curriculum** guides you through a physical and character lesson, the PMK posture, quotes and affirmations; and then character-building stories and activities for PK-2, 3-5 & 6-8 grades.*

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**Following is a portion of the Curriculum, Lesson 12:**

**COURAGE (character trait) and Heart Health (physical)**

## **Lesson 12 - All Students**

### **Character Trait – COURAGE; Physical – Heart Health**

**Heart Health - Purpose/Objective:** Students will understand the importance of the heart muscle, and the role exercise and nutrition play in heart health.

**Depending on the grade level of your students, you may choose to cover more or less of the following information.**

**Procedure:** Discuss the benefits of taking care of our hearts with daily exercise and good nutrition. You may show a diagram or model of a heart.

**Ask:**

- Where is your heart located?
- Is your heart an organ of the body or a muscle? (*actually, both!*)
- When does the heart rest? (*between beats – not much!*)

**Facts about the Heart:** The heart is grapefruit-sized and cone-shaped, and is located between your lungs. This hollow organ is made of cardiac muscle which doesn't tire like other muscle, but pumps oxygen-rich blood throughout your body and oxygen-poor blood to your lungs.

- Your heart is divided into four hollow chambers. The upper two chambers are called atria. They are joined to two lower chambers called ventricles. These are the pumps of your heart.
- One-way valves between the chambers keep blood flowing through your heart in the right direction. As blood flows through a valve from one chamber

into another, the valve closes, preventing blood flowing backwards. **As the valves snap shut, they make a thumping, 'heart beat' noise!**

- Blood carries oxygen and many other substances around your body. Oxygen from your blood reacts with sugar in your cells to make energy. The waste product of this process, carbon dioxide, is carried away from your cells in your blood.
- Your heart is a single organ, but it acts as a double pump. The first pump carries oxygen-poor blood to your lungs, where it unloads carbon dioxide and picks up oxygen. It then delivers oxygen-rich blood back to your heart. The second pump delivers oxygen-rich blood to every part of your body. Blood needing more oxygen is sent back to the heart to begin the cycle again.
- **In one day your heart transports all your blood around your body about 1000 times!**

### **Keep your heart healthy!**

- According to health officials, approximately 25% of children between the ages of 6 and 19 are overweight, which may place an alarming number of children and adolescents at an increased risk for heart disease.
- Studies also show that of those children who were overweight, more than half (58%) had at least one risk factor for heart disease.

### **Here's help:**

- Children as well as adults can improve the health of their hearts by following a low-saturated-fat and low-cholesterol diet, avoiding obesity, and

being physically active. Avoiding many processed foods and snacks is a good idea.

- Choose REAL food (as close to nature as possible). For example, a REAL apple instead of an apple popover “droozling” with sugary frosted goo.
- Being physically inactive is as risky as having high blood cholesterol levels, high blood pressure or cigarette smoking!
- Health experts recommend *at least* 30 minutes of physical activity each day to reduce the risk of chronic disease, such as heart disease (more for growing children).

### **Can PowerMoves Kids postures help?**

Sure! They’re a start. When we are more flexible and become accustomed to moving our bodies more throughout the day (even for short bits of transition time between subjects), we are on the way to developing an active lifestyle. An active lifestyle is one whereby we *enjoy* moving around, stretching, walking, playing outdoors, jumping around and DOING – instead of merely WATCHING, sitting in front of the TV, or just exercising our fingers on the keypad and hand on the mouse.

The more we move, the better we feel, and the stronger our hearts can become. That’s a good thing – we want our heart to last our whole life!

**It takes COURAGE to change. Interestingly, the word COURAGE**

**comes from the French word for heart, *coeur*.**

**COURAGE is a matter of the heart...**

## Character Lesson – COURAGE

**Purpose/Objective:** Students will learn that COURAGE is developed as we do things which take COURAGE – even if we’re a little afraid at the time. Students will also learn the PowerMoves Kids Posture for COURAGE, “The Strong Heart.”

**Materials:** PowerMoves Kids Manual

**Procedure:** Discuss the necessity and benefits of COURAGE. We love hearing stories about brave and courageous people. These are often ordinary people, just like you and me who dared to do the right thing, *because* it was the right thing to do—even if they felt some fear at the time.

**Definition of Life Principle of COURAGE** – When you choose to do the right thing in the face of difficult circumstances, you are exercising the character trait of courage. Courage involves following your conscience instead of the crowd, and meeting a challenge head-on without giving in to fear.

**Discuss COURAGE** - Students will discuss how the character trait of “COURAGE” takes action – it’s more than just words. It’s easy to SAY we’re going to do something, or SOUND bold and daring. It’s quite another to actually DO it.

**Ask:**

- What is “COURAGE” to you?
- Who do you think of as a courageous person, or group of people?
- What is a courageous thing to do? Does it always have to be something which requires physical daring?

- Does it take COURAGE to say “No” to your friends if they want you to do something that is wrong (*such as stealing, taking drugs, smoking, cheating*)?

### **Mini-Story: “Pressure the PRESSURE!”**

“Baby! BAAABY!” “Scaredy Cat!” “Chicken!!!”

Stephen and Alex hunched their shoulders against the taunts and kept walking, the cold wind whistling around their ears.

“I am not a chicken!” Alex said under her breath.

“Ssh. Just ignore them,” said her brother.

The boys continued their taunts and name-calling, until they saw Stephen and Alex wouldn’t talk back.

“C’mon guys,” one said. “Let’s leave the *babies* alone.”

“I don’t like this,” Alex said. “Why can’t we go with everyone to the cliffs tomorrow?”

“Because Dad said so, that’s why,” Stephen said flatly.

“What’s the big deal about it, Steve? I mean, we’re careful.”

“Yeah, I know *we’re* careful,” Steve said. “But that doesn’t mean everybody else is. And careful or not, the main thing is that we’ve been told not to go. I don’t want to disappoint Dad by doing something he doesn’t want us to do. It’d be a stupid thing to do – and it’s wrong.”

“I guess so,” said Alex, scuffing her feet along the pavement. “It’s just hard being called a sissy and a baby and all that stuff when I know I’m not.”

“That’s some of the ‘pressure’ Dad talks about,” Steve replied. “When stuff on the outside tries to pressure you on the inside, you’ve got to ‘pressure the pressure’ like he says.”

"I sorta understand that, but – uh – not really" Alex admitted. "How do you 'pressure the pressure?'"

"Dad says it take courage," Steve said. "You choose to do the right thing when doing the wrong thing seems easier. You've gotta use the pressure to do the *right* thing against the pressure to do the *wrong* thing."

His sister's confused expression showed Stephen he needed to take a moment to explain it to her – as best he could anyway. They were close to the park, so they headed for the swings to sit and talk.

"Okay," Stephen began. "You felt that pressure on the inside to talk back to the guys when they were calling us names, right?"

"Yeah, that's for sure," she said.

"Okay, well it took courage for you to do the right thing and not talk back. Hey, you even used self-control, too."

Alex smiled. "I learned about that in PowerMoves Kids."

"Exactly. You put *good* pressure against the *bad* pressure by choosing to do the right thing. You 'pressured the pressure' by pushing to do what was right—when doing the wrong thing *seemed* like the easier thing to do. I mean, just STOP a second and think what would have happened if we got into a name-calling fight with those guys."

"They would-a whopped the tar outta us," Alex said, swinging her feet. "But why is it so *hard* to do the right thing sometimes?" she asked.

"Well, doing the right thing makes you stronger—like lifting weights, or running – it's hard in the beginning, but the more you do it, the stronger you get. The more you push to 'pressure the pressure,' the stronger you get."

“Well, if I’m gonna `pressure the pressure’ the rest of my life, I’m gonna be one strong lady – Wonder Woman!” Alex jumped off the swing and ran around the monkey bars with her arms out, flying like Wonder Woman.

That weekend, Stephen and Alex went bike riding with their family and had a wonderful time. The boys who taunted Stephen and Alex went to the cliffs near the river. The report on the news said it was an accident, but several of the kids who went said a fight broke out, causing one of the boys to fall off the cliff into the river below. No one knows for certain yet, but the doctors say they think he’ll pull through.

**Ask:** What did Stephen and Alex’s father mean by his expression, “pressure the pressure?”

- Were Stephen and Alex “chickens” for not going to the cliffs with the boys?
- Why didn’t they want to go to the cliffs with them?
- What life principles did they show by choosing to do what they knew was the right thing? (*Courage, Respect, Self-Control, any others?*) Explain.
- Give examples of how you “pressured the pressure” and chose to do what was right when it wasn’t an easy thing to do. How did you feel afterwards?

**Warm-up and The Strong Heart Posture** (*Teacher’s Manual*, pg. 15 and 63)

**Quotes, Affirmations and Optional Poem**

**REVIEW THE QUOTE AND POSTURE THROUGHOUT THE WEEK**

☺ **CELEBRATE STUDENTS WHO EXEMPLIFY COURAGE!** ☺

**Lessons for Grade Levels PK-2, 3-5 and 6-8**

**are on the following pages.**

## **PK – 2**

**Purpose/Objective:** Students will understand that COURAGE is choosing to do the right thing even when it's a little scary or difficult to do.

**Procedure: Review** some of the discoveries children made about HONESTY last week. Perhaps some of the students exemplified HONESTY in their dealings with one another and can be recognized for their efforts. Have they chosen to let Truth "win" over Falsehood more in their own life (like last week's story from Ethiopia)?

**Review Definition** of COURAGE and give examples. The more we choose to do the right thing, the more courageous and strong we become on the inside.

### **Focusing on COURAGE:**

- **Ask** questions such as:
- COURAGE is needed for more than facing a wild lion in the jungle. It is also needed to help us do something that frightens us, or doing the right thing when it's not easy to do. When could you use courage? (*being brave at the doctor's office when about to get a shot; saying no when a friend wants you to steal something or play with matches; telling the truth when you did something wrong...*)
- Are you courageous and brave? Explain. Can refer to our PMK affirmation for Self-Control – this takes COURAGE, too:

**"I'm strong enough to say 'No' to what I know is wrong,  
And I'm strong enough to say 'Yes' to what I know is right."**

**Prepare for the Story:** It is often easier to *sound* full of COURAGE than to actually do something that calls for us to act courageously, as we see from this story of the mice with a plan. But do they have the COURAGE to carry it out? It is said, "Talk is cheap" and "Action speaks louder than words." We'll see the truth of both those sayings in this old, old fable by Aesop.

### **Story to Share: "Belling the Cat," by Aesop**

Once upon a time there lived a family of mice. They called a family meeting to see if they could figure out some way to protect themselves against attacks by their enemy, the cat. The problem lay in the cat's ability to move around them without making a sound.

"He's a tricky creature," one mouse said. "He moves about so silently that he can sneak up on us with no warning at all!"

The mice rapidly agreed that the cat's sneakiness was indeed the source of all their problems. If they could just figure out how to keep track of the cat's movements, they could put an end to their troubles.

One of the young mice raised his paw. "I have an idea. Let's tie a bell around the cat's neck! Then we'll always know where that scoundrel is!"

The mice were stunned by the brilliance of this idea. With a bell around his neck, the cat would *never* be able to slip up on another mouse again. They took a vote, and the result was unanimous. Everyone agreed they would tie a bell around the cat's neck at once.

When the uproar had died down, Grandmother Mouse cleared her throat. "Yes, indeed—it's a wonderful plan," she said. "I have no doubt that it will save the lives of many of our mice."

The other mice nodded their heads in vigorous agreement.

"I have one question though," the old mouse said. "Who will volunteer to bell the cat? Who will actually put the bell around his neck?"

Not one mouse raised a paw. And that was the end of their brilliant plan to save themselves from the cat.

The moral to this story is: Action speaks louder than words.

**Ask:**

- What does that expression mean, "Action speaks louder than words"?
- Which would take more courage for the mice: *talking about* putting a bell around the cat's neck, or actually *putting* the bell around the cat's neck?
- Have you ever *said* you were going to do something, and then when you had time to think about it, realized it probably wasn't going to be a smart thing to do? Can you tell us what happened?

**Group Activity: The Face of COURAGE**

If COURAGE were a person, what would she or he look like? What does the FACE of COURAGE look like?

Ask students to draw or watercolor a picture of the face of COURAGE.

What are some of the things COURAGE says? Ask each child as they are creating their picture. Write or type their sentence on a separate piece of paper and attach it to their picture.

For example, "COURAGE says, 'I can do it!'"

### **Grades 3-5**

**Purpose/Objective:** Students will understand that COURAGE is choosing to do something even if it frightens us; and doing the right thing even when it's difficult to do.

**Procedure: Review** some of the discoveries children made about HONESTY last week. Perhaps some of the students exemplified HONESTY in their dealings with one another and can be recognized for their efforts. Have they come across examples in the news whereby someone telling a lie snowballed into a big problem (like the Group Activity they wrote last week)?

**Review Definition** of COURAGE and give examples. The more we choose to do the right thing, the more courageous and strong we become on the inside; the more possible it is for us to yield to COURAGE to do things that frighten us, too.

#### **Focusing on COURAGE:**

- **Ask** questions such as:
- COURAGE is needed for more than facing a wild lion in the jungle. It is also needed to help us do something that frightens us, or doing the right thing when it's not easy to do. When you could use courage? (*being brave at the doctor's office when about to get a shot; saying no when a friend wants you to steal something or cheat on a test; telling the truth when you did something wrong...*)
- Can you tell us of an experience when you had to be courageous and you surprised yourself?

**Prepare for the Story:** The word, “laconic” means short, concise and to the point. If someone were to give a laconic reply to your question “How are you?” They might just say, “Fine” and leave it at that, perhaps even walking away after they said it to you. The word is named for the Spartan-controlled city of Lacon in Ancient Greece. Spartans were known for their strict, disciplined lifestyles, and warlike behavior. They were equally sparse and concise with words, as you will see from this story.

### **Story to Share: “A Laconic Reply”**

Many years ago the people of Greece were not united as they are today. Instead, they were divided into various states, each of which had its own rulers.

Some of the people in the southern part of the country were called Spartans, and they were noted for their simple habits and their bravery. The name of their land was Laconia, and so they were called Lacons.

One of the Spartans’ customs was their inclination to speak as briefly as possible. They would never use more words than were needed. So short were their answers that the word *laconic* was used to describe anyone’s short reply—and so it is to this day.

In the northern part of Greece lived the war-like King Philip of Macedon. He wanted to become the ruler of all Greece. He raised a mighty army, and made war upon the other states, until nearly all of them were forced to call him their king.

Heady with his many triumphs, Philip of Macedon sent a letter to the Spartans in Laconia saying, "If I march into Laconia with my great army, I will level your city to the ground."

A few days later, an answer was brought back to him. When he opened the letter, he found the Lacons laconic one-word reply: "IF."

With that one word, the Lacons showed they were not afraid of Philip and his army as long as the little word "If" stood in his way (for did he not say, "If I march into Laconia..."?).

**Ask:** Do you think the Lacons were courageous or foolish?

- Do you know any people who customarily give "laconic" answers?
- Have you ever *said* you were going to do something, and then when you had time to think about it, realized it probably wasn't going to be a smart thing to do? Can you tell us what happened?

*Note: History tells us that Philip attacked Laconia, conquering the Spartans.*

**Group Activity:**

Finish these sentences and draw a picture to go with as many of them as you wish. Put them on a Character Trait bulletin board for others to see.

Courage feels like:

Courage tastes like:

Courage smells like:

Courage sounds like:

Courage looks like:

I feel courageous when I:

I want to be courageous like:

## **Grades 6-8**

**Purpose/Objective:** Students will understand that COURAGE is choosing to do something even if it frightens us; and doing the right thing even when it's difficult to do.

**Procedure: Review** some of the discoveries students made about HONESTY last week. Perhaps some of the students exemplified HONESTY in their dealings with one another and can be recognized for their efforts. Have they become more grateful their community is not the dishonest, disheveled district of their collective fictional escapade last week?

**Review Definition** of COURAGE and give examples. The more we choose to do the right thing, the more courageous and strong we become on the inside; the more possible it is for us to yield to COURAGE to do things that seem frightening, overwhelming or new.

### **Focusing on COURAGE:**

- **Ask** questions such as:
- COURAGE is needed for more than facing a wild lion in the jungle. It is also needed to help us do something that frightens us, or doing the right thing when it's not easy to do, such as when standing up for our convictions. When have you used courage? *(being brave in the face of tragedy – especially when it meant being brave to help someone else be less frightened; saying no when a friend wants you to do something you know is wrong; telling the truth when you did something wrong...)*

- What does this saying mean: “If you don’t stand for something, you’ll fall for anything”?

**Prepare for the Story:** When we think of COURAGE, we don’t often think of young teenage girls first—unless of course that girl is Anne Frank. In the midst of horror and a desperate situation, she recorded her thoughts and feelings in her little diary. Her words are as compelling to us today as they were over 60 years ago.

During the Holocaust of World War Two over six million Jews were killed, one million of them being children under the age of sixteen. Anne Frank was one of them.

Sometimes COURAGE is the determination to see something meaningful, even precious and beautiful, in the midst of ruins.

### **Story to Share: “A True Story of Courage”**

It was Friday June 12, 1942 in Amsterdam, Holland—Anne Frank’s 13<sup>th</sup> birthday. She received many gifts that day: books, a jigsaw puzzle, a fancy pin to wear, and candy. Anne’s favorite present was a diary covered with red and white checkered cloth. Although she had many friends, her diary became her *best* friend, a friend she could trust with everything. Anne called her new friend “Kitty.”

On the first page of her diary Anne wrote:

*“I hope I shall be able to confide in you completely, as I never have been able to anyone before, and I that you will be a great support and comfort to me.”*

She continued to fill her diary for more than 2 years after that day. Years later, millions of people all over the world would read her diary which tells with sad beauty the hopes and dreams of a remarkable girl.

After the summer holidays of 1941, Jewish children were no longer permitted to go to public school. Anne and her sister, Margot began going to an all-Jewish school. Later Anne wrote:

*There have been all sorts of Jewish laws. Jews must wear a yellow star; Jews must hand in their bicycles; Jews are banned from trams and are forbidden to use any car, even a private one; Jews are only allowed to do their shopping between three and five o'clock, and then only in shops which bear the placard Jewish Shop; Jews may only use Jewish barbers; Jews must be indoors from eight o'clock in the evening until six o'clock in the morning...*

Then things became worse for Anne and her family.

On July 5, 1942, the police called for Anne's father, so her family quickly went into hiding. Anne packed a small bag. She took her diary, her curlers, handkerchiefs, schoolbooks, a comb and a few letters. She wrote about the things she put in her suitcase:

*I put in the craziest things with the idea that we were going into hiding, but I'm not sorry, memories mean more to me than dresses.*

The Franks went into hiding above her father's office. Later other families joined them, all out of public view. They had to be very quiet and secretive so as not to arouse suspicion.

Anne wanted to be a writer when she grew up. In 1942 she started writing a book called "Stories and Events from the Secret Annex" (their place of hiding).

On the morning of August 4<sup>th</sup> 1944, the German police came into the Secret Annex. Someone had betrayed Anne and her family. Five minutes before, Otto Frank had seen five men come into the building. From their clothing he could tell one of them was a German policeman, and the rest were Dutch Nazis. They were going to be arrested.

The eight prisoners were allowed to take a few clothes. Friends of the Franks went up to the Secret Annex to save some of the Frank's belongings. They took Anne's diary and all the family pictures and photo albums, and locked them up in a desk.

The person who betrayed the people in the Secret Annex still is unknown today.

A month after their capture in 1944, the Franks were taken to the Auschwitz death camp in Poland. More than half the 70 people that they were traveling with were killed in gas chambers the day after they arrived, including most the people under 15. Since Anne had just had her fifteenth birthday she was spared. Anne and Margot had to leave their mother at the end of October 1944. They were then transferred to Bergen-Belsen, another concentration camp. There the conditions were bad, also. It was icy cold, there was barely enough to eat, it was over-crowded, and diseases spread easily. Sadly, Anne and her sister Margot contracted typhus and died shortly thereafter. Only Anne's father survived.

Friends saved Anne's diary and gave it to her father. He was amazed to find she had recorded everything so accurately—and so beautifully.

In the summer of 1947 1,500 copies of Anne's diary were printed. Otto Frank fulfilled his daughter's dream of being a writer. The diary has become world famous. It has been published in 55 languages with more than 20

million copies sold. Plays and films have also been produced based on Anne's words—words from the diary of COURAGE of a young girl who wrote:

*Everyone has inside of him a piece of good news. The good news is that you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is!*

Anne Frank became a symbol for the six million Jewish men, women, and children who died in World War Two.

With COURAGE Anne wrote from the Secret Annex:

***I don't think of all the misery but of the beauty that still remains.***

**Ask:**

- What do you admire most about Anne Frank?
- How was she courageous?
- What was the Holocaust?
- How can we keep something like the Holocaust from ever happening again?

**Group Activities:**

- **An Acrostic** - Write an acrostic using the letters of the COURAGE to describe the character of Anne Frank.
- **News Story** – You have been hired by the New York Times to write a story about COURAGE in World War Two. Other reporters are writing about the bravery of soldiers and the COURAGE of people both here and overseas during that time. You learn that over one million children under the age of sixteen died during the Holocaust in World War Two. You convince your editor of the merits of writing about the COURAGE of Anne Frank and other children during the Holocaust.

Do research on the internet and in books about Anne Frank and other children of the Holocaust. Write your story and help people understand their COURAGE—and why it is important we remember what happened to them over sixty years later.

*How wonderful it is that nobody need wait a single moment*

*before starting to improve the world.* ”

*“No one has ever become poor by giving.”*

*Anne Frank's age 13*

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