

Keep It Moving!

Grade Band: 3-5

Student Objectives:

- Identify benefits of physical activity
- Calculate heart rates before and after physical activity
- Develop an argument to persuade someone to be physically active

Materials:

- Two sets of the “Benefits of Physical Activity Cards” – reproduced and cut out
- 20 cones
- 2-4 rings that could fit over cone tops
- Music source
- Jump ropes (one per group)
- Access to the Internet

Suggested Time Frame: 1-2 class periods (based on 45 minute intervals)

Instant Expert:

As students have learned in previous lessons, an important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life. In this lesson, students will learn that regular physical activity is an important part of maintaining physical wellness, mental/emotional wellness, and social wellness.

In fact, it is recommended that kids aged 6-17 get an average of 60 minutes or more of physical activity every day. Specific benefits of regular physical activity include:

Physical

- Burns calories
- Increases muscle strength
- Increases efficiency of heart and lungs
- Increases stamina
- Increases bone strength
- Improves circulation
- Lowers blood pressure
- Maintains a healthy body weight
- Helps with digestion

- Increases resistance to disease
- Boosts energy
- Improves posture
- Helps to maintain calorie balance

Mental/Emotional

- Reduces stress
- Reduces anxiety
- Improves sleep
- Reduces the chance for depression
- Builds self confidence
- Increases enthusiasm
- Establishes good habits

Social

- Provides a fun way to share an activity with family and friends
- Helps with problem-solving and getting along with others
- Promotes collaboration working with others

Some studies even suggest that regular physical activity can improve students' attention level and improve academic performance.

According to the CDC, childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years. The percentage of obese 6-to 11- year olds in the United States increased from 7% in 1980 to nearly 18% in 2012. Similarly, the percentage of obese 12- to 19-year olds increased from 5% to nearly 21% over the same period. In 2012, more than one third of children and adolescents were overweight or obese. Studies have shown that obese children and teens are more likely to become obese as adults. Some experts believe that if the trend continues, the current generation of children will become the first in American history to have shorter projected life spans than their parents.

There are many contributing factors to the high rate of childhood obesity. Some reasons are related to diet, such as increased portion sizes for food and beverages. Other reasons are related to living in a modern society. Children today spend more time sitting in a car or bus as opposed to walking places. In many schools today, there is no free time allotted for physical activity. In fact, nearly 1 in 4 children does not participate in any free time physical activity. Another reason for the rise in childhood obesity stems from the sedentary lifestyle of many children. Tweens (8 to 12year olds) spend an average of about six hours per day being entertained by various forms of media. These include watching TV, movies, and online videos; using social media; using the internet; reading; playing games by video, computer, or with a

mobile device; and listening to music. Tweens average more than four and a half hours of daily screen time. Non-screen time includes listening to music and reading print. In addition to less physical activity, this sedentary lifestyle may also contribute to increased energy consumption through excessive snacking and eating meals in front of the TV.

To demonstrate one benefit of physical wellness, students see firsthand how aerobic activity impacts their heart by measuring their heart rate before and after physical activity. During aerobic activity, our pulse rate and breathing rate increase. During each heartbeat, the muscles of the heart contract causing a wave of pressure which forces blood through their arteries. This wave of pressure is called a pulse. The normal heart rate varies with age. At six to eight years of age, the heart rate should be between 70 and 115 beats per minute. From nine to eleven years of age, the normal heart rate should be between 60 and 100 beats per minute. During aerobic physical activity, the heart rate increases to supply the muscles with more oxygen to produce extra energy. To meet the body's need for oxygen during aerobic exercise, it beats faster and harder to get more blood out in each beat-stroke volume. But it can only beat harder if it has been strengthened through exercise. Like other muscles, the heart enjoys a good workout. When we give the heart this kind of workout regularly, it will get stronger and more efficient in delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of the body.

Note: As always, you will want to be sensitive to students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- How to Take Your Heart Rate
http://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P09_HowToTakeYourHeartRate.pdf
- Centers for Disease Control and Prevention: Measuring Physical Activity Intensity
<http://www.cdc.gov/physicalactivity/basics/measuring/heartRate.htm>
- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Let's Move <http://www.letsmove.gov/action>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Fact Sheet for Health Professionals on Physical Activity Guidelines for Children and Adolescents.
http://www.cdc.gov/physicalactivity/downloads/pa_fact_sheet_children.pdf
- Office of Disease Prevention and Health Promotion. Examining the relationship between physical activity and health. <http://health.gov/paguidelines/guidelines/chapter2.aspx>

- SHAPE America Lead-up Games
<http://www.shapeamerica.org/publications/resources/pa/lead-up-games.cfm>

Procedure:

Session 1: What's the Benefit?

1. Before students enter the room, clear a large space and place cones a few feet from each other within that space. Cut out two sets of the "Benefits of Physical Activity Cards" so there are 40 cards. Place two cards under each of the 20 cones.
2. After students enter the room, read the following statement and poll students to see if they agree: "Regular physical activity is good for your health." In all likelihood, most if not all students will agree. Then follow up with the following question, "Why is it good for your health?" Encourage students to share everything they know about why activity is good for them. Record answers.
3. Tell students that they are going to play a game to learn 20 ways that physical activity contributes to their overall wellness (physical, mental/emotional, and social). Divide students into two teams. Distribute two rings to each team. Tell students that under each cone they will find a card that lists a benefit of being physically active. Their team goal is to collect all 20 cards. In order to collect a card, a player must throw the ring toward one cone while standing next to another cone. If the ring lands directly over the cone, their team may collect the card under it. If the ring does not land directly over the cone, all team members must do 10 jumping jacks, hop for 10 seconds, or jog in place for 30 seconds. Once all team members have had a turn (or once 20 turns have been taken), it is the second team's turn to collect the second set of cards. The team that collects the most cards wins!
4. After the game, have each team read their list of benefits and see if 20 have been collected. If not, try to guess the remaining ones and uncover the cones to see if guesses were right. Ask students to share what they know about each benefit and how it relates to physical activity.
5. Challenge student groups to look at the cards and group them based on commonalities. For example, grouping cards that contribute to physical wellness, cards that contribute to social wellness, or cards that contribute to mental/emotional wellness. Give students a few minutes to group and if they are having difficulty, provide guiding questions or statements.
6. Invite students to reflect on why physical activity is so important for each of the components of wellness (physical, mental/emotional, and social), based on the grouping of cards.

Session 2: Persuade Me

- If this is a new session, invite students to review what they have learned about the benefits of physical activity.
- Tell students that they are going to conduct a demonstration on themselves to see how physical activity benefits their hearts. Have students locate their pulse points, either on their wrists or neck. Refer students to visuals to show where to find pulse point, like online resources from the Centers for Disease Control and Prevention. Once everyone has located their pulse point, challenge students to count the number of times they feel a beat in 6 seconds. Time them for 6 seconds and have them write down the number. Then have them add a zero to the end of that number (or multiply by 10). Explain that this is their resting heart rate, or the number of heartbeats in one minute at rest.
- Draw the following table on the board and collect the heart rates of students before exercise (you may want to explain that if their heart rate is not shown or if they are not in the largest group, it is probably because they are inexperienced at this type of measurement.)

<i>Range of heart rate</i>	<i>Heart rate before activity Number of students</i>	<i>Heart rate after activity Number of students</i>
<i>Less than 60</i>		
<i>60 to 70</i>		
<i>71-80</i>		
<i>81-90</i>		
<i>91-100</i>		
<i>101-115</i>		

- Put on music and lead students in one or more of the following activities for one to two minutes: jump rope, run in place, or dance to music. Before starting the clock, challenge students to predict what will happen to their heart rate. Will it increase? Decrease? By how much? During the activity, have students reflect on their body changes. Are they starting to get hot? Sweat? Do they feel their heartbeat faster? Is it easy to talk to a friend while doing the exercises or sing? Time students for one to two minutes and repeat the heart rate test. Record the results. If you have time, have students rest for a few minutes and repeat so they see that their heart rate goes back to normal. The exact numbers here are not important, but students should understand the pattern, which is that their heart rate increases after exercise and then goes back to normal after a period of rest.

11. Have students look at the heart rate before and after the physical activity and ask them what they see? Is before the same as after? How is it different? What causes the heart to beat faster or slower?
12. Write the word “aerobic” on the board. Have students reflect and share with a partner what they think aerobic means and how it relates to the activities they just completed. Aerobic means “with air”, so physical activities that are aerobic require oxygen. Breathing takes in oxygen from the air, the more movements the body makes, the more oxygen it needs. Breathing increases during physical activity. This causes the body to pump blood faster, take more breaths, and sweat. The more the body works out and does physical activity, the better the body is at moving the oxygen to muscles and all parts of the body. Ask students to look again at the patterns of before and after activity and talk with a partner about what they see using the word “aerobic” in their conversation.
13. Ask students if they know that exercise makes their heart happy. The heart is a muscle and it works by pumping blood every day of your life. Ask students if they know why this is so important? When the heart pumps blood it is carrying oxygen to all parts of the body, so that the body can function from sleep to physical activities.
14. Write the word “persuade” on the board and elicit its meaning from students. Explain that persuasion involves trying to convince someone to do something. Ask students for examples of when they have tried to persuade their family, friends, and teachers. Discuss the techniques that typically work best. Explain that it is often easier to persuade someone by using factual information and evidence from experts or trustworthy sources.
15. Invite volunteers to explain how they might use what they learned from the pulse point activity to persuade someone to be physically active. Ask other students if and how the argument would persuade them, and why.
16. Challenge students to use what they have learned to write a script that will persuade a friend to do one or both of the actions below. Note that students may need to research facts and evidence to support their argument. If time and resources allow, direct students to the websites in the additional resources section.
 - Get 60 minutes or more of physical activity per day
 - Make most of their physical activity aerobic

17. Invite students to persuade a partner using the script they have developed. Switch roles so that both students have a chance to persuade and be persuaded. Invite student volunteers to share whether they felt persuaded by their partner and why.
18. Complete a 3-2-1 closure with the students.
 - a. Ask students what are three (3) benefits of physical activity that they learned today?
 - b. What are two (2) aerobic physical activities?
 - c. What is one (1) physical activity you will explore to meet the 60 minutes of physical activity goal per day?

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension*

Nicole is 10-years-old. She loves to play with friends and family. She loves to play instruments and make crafts with her friends. Here is Nicole’s physical activity for the week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Walk the dog (30 minutes)	Play soccer (60 minutes)	Play music with friends (60 minutes)	Walk the dog (30 minutes)	Take sister to the park and play (60 minutes)	Walk the dog (30 minutes)	Crafts with friends (60 minutes)
Ride a bike (60 minutes)						Soccer game (60 minutes)

1. Is Nicole getting 60 minutes or more of physical activity every day?
2. Is Nicole getting enough moderate-to-vigorous physical activity?
3. How would you advise Nicole to help her meet the physical activity guidelines for kids her age?

Family Connection:

Ask students to survey family members to see how many benefits of physical activity they can identify. If they can collectively identify 18-20, they are physical activity experts!

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Direct students to create a survey to learn how much daily physical activity community members do each day. After collecting answers, have students graph and analyze their data by gender, age, or job title. Once complete, ask each class to combine data to create a community physical activity profile.

Standards Correlations:

National Health Education Standards

- Students will analyze influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.


SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

- 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.
- Employ technology thoughtfully to enhance reading, writing, speaking, listening, and language use.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Conduct short research projects that build knowledge about a topic.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENEFITS OF PHYSICAL ACTIVITY CARDS



Burns calories and helps to maintain Energy Balance	Boosts energy
Increases muscle strength	Improves posture
Increases efficiency of heart and lungs	Reduces stress
Increases stamina	Improves sleep
Increases bone strength	Reduces the chance for depression
Improves circulation	Builds self confidence
Lowers blood pressure	Increases enthusiasm
Maintains a healthy body weight	Establishes good habits
Helps with digestion	Provides a way to share an activity with family and friends
Increases resistance to disease	Helps with problem-solving and getting along with others

Plan to Move

Grade Band: 3-5

Student Objectives:

- Explore why the body needs physical activity
- Categorize and rank types of physical activities and the benefits of each
- Create a personal seven-day physical activity plan

Materials:

- Grocery bags
- Several heavy books
- A stopwatch
- Student Activity Sheet-BINGO! (one per student)
- Student Activity Sheet-My Physical Activity Plan (one per student)

Suggested Time Frame: 1-2 class Periods (Based on 45-minute intervals), additional time outside of class to do activities

Instant Expert:

According to the 2008 Physical Activity Guidelines for Americans, “children and adolescents (ages 6-17) should do 60 minutes (1 hour) or more of physical activity daily.” Young people should do a variety of activities that are age-appropriate and enjoyable.

The Guidelines focus on three types of activity: aerobic, muscle strengthening (anaerobic), and bone-strengthening.

- **Aerobic activity** makes the heart beat faster and makes breathing harder than usual. Over time, regular aerobic activity makes the heart and lungs stronger and able to work better. Examples include brisk walking, running, and swimming. Most of the 60 minutes should be either moderate- or vigorous- intensity aerobic activities.
- **Muscle-strengthening activities** improve the strength, power, and endurance of muscles. Examples include sit-ups, swinging on playground equipment, and lifting weights. Young people should strive to do muscle-strengthening activities at least three days a week.

- **Bone-strengthening activities** produce a force on the bones that promotes bone growth and strength. Examples include jump rope, tennis, and hopscotch. Young people should strive to do bone-strengthening activities at least three days a week.

Muscle-strengthening and bone-strengthening activities also can be aerobic, depending on whether they make the heart and lungs work harder than usual. For example, running is both an aerobic activity and a bone-strengthening activity.

Some activities stretch muscles and help with balance. Examples of **stretching and balance** activities include:

- Gentle stretching
- Yoga
- Martial arts
- Dancing

In order to do all types of physical activity, people need energy. Some physical activities require more energy than others. There are three basic levels of intensity when referring to physical activity.

Vigorous-intensity activities require a lot of energy output. When people do vigorous-intensity activities, their breathing becomes faster and their heart rate increases. It is difficult to talk during these high-energy activities.

Examples of Vigorous-Intensity Activities:

- Active chasing games that involve running like tag
- Running
- Hiking
- Jogging
- Bicycling fast
- Playing sports like basketball, swimming, soccer
- Shoveling

Moderate-intensity activities require less output of energy than vigorous. When people do moderate-intensity activities, their breathing becomes faster and their heart rate increases. However, unlike with vigorous intensity, people can generally talk (but not sing) during these medium-energy activities.

Moderate-Intensity Activity:

- Skateboarding
- Dancing
- Walking fast
- Cleaning the house (vacuuming, mopping)
- Bicycling slowly
- Playing tennis with friends

Low-intensity activities require less output of energy than moderate. When people do low-intensity activities, their breathing is slightly faster and their heart rate is slightly higher than normal. People can generally sing during these low-energy activities.

Low-Intensity Activities may include:

- Walking slowly
- Sitting at a desk
- Sitting using a computer
- Standing doing chores (washing dishes, helping with cooking, making your lunch)
- Playing most instruments

Young people should do a variety of activities because each type of activity strengthens different muscles and bones. Also, variety can help keep physical activity fun. The important take-away for students is that different activities have different benefits and that most of their daily activity should come from moderate-to-vigorous aerobic activities.

Note: As always, you will want to be sensitive to students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Meeting the Challenge "U Can Do It 2" article for students with physical disabilities.
<http://www.cdc.gov/bam/activity/challenge-disabilities.html>
- Centers for Disease Control and Prevention. Adding Physical Activity to Your Life. Overcoming Barriers to Physical Activity.
<http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>

- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Cards
<http://www.cdc.gov/bam/activity/cards.html>
- SHAPE America Teacher Toolkit
<http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/index.cfm>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.
http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf

Procedure:

Session 1: You've got to move it, move it!

1. Challenge students to do the following physical activities and to think about how each one makes them feel:
 - Stretch high in the air and then touch their toes (if they can) five times
 - Jog in place for one minute
 - Lift a grocery bag or backpack filled with books as many times as possible
 - Do 25 jumping jacks
 - Stand on one foot for 30 seconds
 - Walk quickly around the room
2. Ask students what all of those challenges have in common. Guide them to conclude that they are all different types of physical activity and the activities all require and use energy.
3. Pair students, and in partner conversation, ask students to discuss:
 - Which activity was the most challenging for you? Why?
 - Did you feel like your body was working harder in some activities than others? If so, which ones?
4. Introduce the term “intensity” and Invite volunteers to share definitions. Explain that intensity is power, force, energy, or strength. We look at three types of intensity when we describe physical activity:
 - Vigorous intensity = high-energy activity
 - Moderate intensity = medium-energy activity
 - Low intensity = low-energy activity

Note that students were introduced to these terms in the previous lesson. Have students categorize the activities they performed as vigorous-, moderate-, low-intensity.
5. Ask students how they knew their body was working hard during the vigorous-intensity activities. Examples include heart beating faster, sweating, getting hot, and difficulty breathing or talking during activity. Define vigorous-intensity activity as one in which it is difficult to talk during the activity. Discuss moderate and low intensity in the same way.

Define moderate-intensity activity as one in which talking is possible but could be difficult. Define low-intensity activity as one in which carrying on a conversation is not difficult.

6. Explain to students that another way we can measure different physical activities is by how much energy we use when we do them. Remind students that we get our energy from calories in the foods that we eat and drink. And we use (burn) those calories by doing physical activity and by our body's basic processes.
7. Write the names of the activities listed below horizontally on the board (or put the names on signs in different parts of the room). Challenge student groups to identify each activity as vigorous-intensity (using a lot of energy), moderate-intensity (using a medium amount of energy), or low-intensity (using very little energy). Students should justify their answers with evidence. Review and discuss answers. Ask students how they can use this information when deciding which activities to do each day.

Activities

Doing Arts and Crafts (L)

Karate (V)

Shooting Baskets (M)

Playing the Piano (L)

Walking (M)

Playing Soccer (V)

8. Distribute the Student Activity Sheet BINGO! and review the directions. Students are asked to find another person who has completed one of the physical activities on the sheet in the past week. That person must then sign his or her name in the square. Repeat this step until they have signatures in all boxes either horizontally, vertically, or diagonally (at which time they can yell, "Bingo!"). The center square is FREE.
9. Once they have reached Bingo, invite them to complete the coloring activity at the bottom of the sheet. When all students are finished, invite student volunteers to share answers. Ask students why it's important to try new activities as part of our 60 minutes each day.
10. Write the terms "muscle-strengthening activity" and "bone-strengthening activity" on the board. Ask students to guess what they think each term means and to share examples of each. More information is available in the Instant Expert section. Share with students that some activities can fall within more than one category.

Session 2: Plan It Out!

11. If this is a new session, review what students learned about physical activity.
12. Distribute the “My Physical Activity Plan” activity sheet. Invite student volunteers to read the guidelines at the top. Ensure student understanding of the guidelines, using examples. Remind students that not all 60 minutes has to be done at one time and that it’s fine to do shorter spurts of activity that add up to 60 minutes or more.
13. Poll students to see how many of them think they meet these guidelines regularly. Explain that one way to help meet these guidelines is to plan and track their daily physical activity in chart form. Review the directions on the activity sheet together. Then have students plan their physical activity for the next week.
14. Give students ample time and support to complete the plan. Give students time throughout the week to monitor how they are doing each day. At the end of the week, invite students to share whether or not they were able to complete the activities on their plan each day. If they were able to complete their plans, celebrate their success. If they were not successful, invite them to think about the things that prevented them from succeeding. Elicit ideas from the class for how they could increase the frequency, time, or types of activities in the following week. Note that students will explore how to overcome barriers to physical activity in the next lesson, so touching on it now will be a good segue for the next session.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Imagine you have been challenged to try one new physical activity every day for a week. It can be anything you want! Decide which new physical activity you would choose each day. Then, if possible, give one of them a try and include it in your Physical Activity plan.

Family Connection:

One great strategy is to make physical activity a family affair! Challenge students to work with family members to identify one activity they could do as a family. This could be a family walk or bike ride, or taking an exercise class together.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Community centers and youth centers often host physical activity classes designed specifically for kids. With help from their parents or caregiver, encourage students to look online for age-appropriate programs and activities that are offered at their local community center.

Standards Correlations:

National Health Education Standards

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

- 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Physical Activity BINGO!

Directions: Find another person who has completed one of the activities in the boxes this past week. Ask the person to sign his or her name in the box. When you have signatures in five boxes in a row horizontally, vertically, or diagonally, you can say, BINGO! You can only use each participant one time. The center square is FREE.

1. Color one high-intensity activity green.
2. Color one medium-intensity yellow.
3. Color one low-intensity orange.
4. Color one activity you do regularly blue.
5. Color one activity you would like to try purple.

B	I	N	G	O
Swims	Rides a bike	Skateboards	Dances	Makes the bed
Plays at recess	Helps make meals	Runs/jogs	Plays active video games	Does martial arts or karate
Plays soccer	Walks to school	FREE SPACE	Plays at the park	Jumps Rope
Washes dishes	Plays basketball	Hikes	Cleans around their house	Plays tennis
Vacuums	Plays in Physical Education Class	Plays tag games	Plays on a sports team	Rides a scooter

My Physical Activity Plan

Remember the Guidelines!

Kids your age should get 60 minutes (one hour) or more of physical activity every day!

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic activity
- **Muscle-strengthening:** Muscle-strengthening activity should be included at least three days of the week.
- **Bone-strengthening:** Bone-strengthening activity should be included at least three days of the week.

Plan for Day 1

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 2

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 3

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 4

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 5

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 6

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 7

Activity	Type	How many minutes will I do?	Did I do it?

Jump Through Hoops

Grade Band: 3-5

Student Objectives:

- Identify possible obstacles that could prevent someone their age from being physically active for at least 60 minutes each day
- Generate solutions and choices to help imaginary kids overcome obstacles to being physically active for at least 60 minutes each day
- Identify a goal for being physically active for 60 minutes each day
- Create an action plan to help measure and track their physical activity goal

Materials:

- Two or three cones
- Physical Activity Barriers - cut into cards
- Answer Key: Physical Activity Barriers
- Student Activity Sheet- What's Your Physical Activity Goal (one per student)

Suggested Time Frame: 1-2 class periods (Based on 45 minute intervals)

Instant Expert:

Physical activity is a critical component to maintaining a healthy lifestyle and sustaining physical, social/emotional and mental wellness. Research shows that regular physical activity:

- helps build and maintain healthy bones and muscles.
- helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer.
- improves strength and endurance.
- helps build healthy bones and muscles.
- helps maintain a healthy weight.
- reduces feelings of depression and anxiety and promotes psychological well-being.
- helps increase self-esteem.
- may help improve students' academic performance, including
 - academic achievement and grades
 - academic behavior, such as time on task
 - factors that influence academic achievement, such as concentration and attentiveness in the classroom.

To support healthy growth and development, young people are encouraged to be physically active for 60 minutes or more each day, with most of that activity being moderate-to-vigorous intensity.

In this lesson, students will learn about the barriers that prevent someone their age from doing moderate-to-vigorous activity for 60 minutes or more each day. Students will brainstorm strategies for overcoming obstacles. They will set a physical activity goal for themselves and consider barriers they are likely to encounter.

Note: Since all children grow at different rates and those in your class likely will be different weights, you will want to be sensitive to discussions about being overweight or obese. As always, you will want to be sensitive to individual students' unique situations and follow your school's or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Centers for Disease Control and Prevention. Childhood Obesity Facts.
<http://www.cdc.gov/healthyschools/obesity/facts.htm>
- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Meeting the Challenge "U Can Do It 2" article for students with physical disabilities.
<http://www.cdc.gov/bam/activity/challenge-disabilities.html>
- Centers for Disease Control and Prevention. Adding Physical Activity to Your Life. Overcoming Barriers to Physical Activity.
<http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Cards
<http://www.cdc.gov/bam/activity/cards.html>
- SHAPE America Physical Education Checklist
<http://www.shapeamerica.org/publications/products/pechecklist.cfm>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.
http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf

Procedure:

Session 1: Barriers to Activity

1. Before class, put cones in front of the classroom door to create a barrier to entry, and cut out and hang/tape the barrier cards in different places around the room. Don't tell students why the cones are there and, if people move them out of the way, try to replace them before the next student enters.
2. Once students are in their seats, ask them to guess why the cones were there. Have students describe how they felt about the cones being there. Did the cones stop them from coming into the classroom? Did they slow them down? Stand in their way?
3. Introduce the word, "barrier" and ask students to define it. Share with students that a barrier is something that stands in the way of being able to do something or make progress toward a goal. Another word for "barrier" is "obstacle."
4. Ask students how the cones in the doorway could be considered a barrier or obstacle and what they did to be able to get in the door. They may say that they stepped over the cones, stepped around the cones, or that they moved the cones out of the way. All of these are solutions that could have helped to remove that barrier. Solutions are ideas that help to solve a problem or challenge.
5. Explain that the focus of this session is to talk about barriers related to physical activity. Frame the discussion around these questions:
 - a. How much time should kids your age be active each day?
 - b. What types of activities should make up most of this time?
 - c. Do you think everyone your age is active for at least 60 minutes each day?
 - d. If not, what might be some barriers that get in the way?
6. Explain that many people encounter barriers that prevent them from being physically active. But just like the cones activity, there are different solutions that can help overcome those barriers.
7. Invite students to form groups of two or three. Distribute sticky notes to each group. Point out the "barrier cards" around the room. Explain that each card presents a possible barrier to physical activity for someone their age. Their challenge is to travel around the room to find each card. Once they find the card, the pair/group should brainstorm one solution to help the person on the card overcome the barrier. Direct them to write and post that solution under the barrier card. Challenge students to come up with solutions that other groups haven't already posted as they arrive at new cards.

8. Once all groups have responded to each barrier, review the solutions that are posted with the class. Elicit additional solutions, if necessary, from the Barrier Card answer key.

Session 2: Setting your Goal

1. If this is a new session, invite students to share what they remember about barriers to physical activity and how to overcome them. Explain to students that they will be putting together what they've learned about physical activity to set and track a goal.
2. Review with students what they learned in a previous lesson about goal-setting. Setting and tracking goals can be a great way to help students maintain wellness throughout their lives. Goals should be SMART- specific, measurable, able to be met, really important to them, and time-bound.
3. Direct students to brainstorm possible physical activity goals with a partner. They should consider all they have learned about the benefits of physical activity, different types of physical activity, physical activity guidelines for people their age, and ways to overcome barriers. Invite volunteers to share ideas.
4. Distribute the Student Activity Sheet- What's Your Physical Activity Goal! Review the six steps they will be asked to complete, providing examples if needed. Note: For students with physical disabilities, share articles like Meeting the Challenge "U Can Do It 2" from Body and Mind BAM! <http://www.cdc.gov/bam/activity/challenge-disabilities.html>
5. Give students ample time to complete the activity sheet. You may want to pair up students with similar goals or interests to help each other complete the activity sheet. Encourage students to share their goals and tracking strategies with others.
6. Invite students to track and celebrate their progress! Remind students that goal-setting is a skill for enhancing physical wellness. Knowing the obstacles and barriers that can get in the way can help them meet the goal of being physically active for 60 minutes per day.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension*

Mike is new to your school and lives near your house. You share similar interests such as physical activity, reading, and playing an instrument. Imagine you and Mike have decided to plan a week's worth of activities to help you be physically active. Consider 1) weather (indoor/outdoor) options, 2) recreation departments, 3) local parks, 4) before and after school activities, and 5) family. Decide which activities you and Mike will do each day for one week!

Family Connection:

Have students share their physical activity goal-setting sheet with family members and ask them to sign it, pledging to support everyone's efforts to be physically active for at least 60 minutes each day. Family members can look for ways to add physical activity to the goal-setting sheet as well.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Have students invite a physician, personal trainer, or recreation department specialist to discuss the importance of physical activity, physical activity benefits, and long-term effects for not being physically active. The personal trainer or recreation department staff can highlight programs in their offices.

Standards Correlations:

National Health Education Standards

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

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

togethercounts

HEALTHY DECISIONS. HEALTHY HABITS.

- 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.
- Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.

Barrier Cards

<p>Kim is busy and has no time to play.</p>	<p>Bianca is afraid to get hurt.</p>	<p>Oliver has to babysit his younger brother, so he can't be active.</p>
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<p>Luis gets up too late, so he never has time to walk to school.</p>
<p>Shawn is always too tired to be physically active.</p>	<p>Marco doesn't have a ball or a place to play.</p>	<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>
<p>Daryl never feels like being active.</p>	<p>It's too cold and rainy for Cassie to play outside.</p>	<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>

Barriers to Physical Activity Solutions

Barrier	How can this person overcome the barrier?
<p>Kim is busy and has no time to play.</p>	<ul style="list-style-type: none"> • Plan in advance for smaller bursts of time throughout the day. All 60 minutes do not have to be done at the same time. • Choose physical activities that do not take a lot of time to do (jumping rope, walking, playing hopscotch, tag, jogging) • See if you can reduce time doing something else. Maybe you could give up some time watching television or playing video games and add that time to your physical activity schedule.
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<ul style="list-style-type: none"> • Find new physical activities that your friends will like. • Invite your friends to play and exercise with you at the park before or after school. • Go to your local recreation department and sign up for a new physical activity. • See if any new friends would like to play some of the activities that you enjoy.
<p>Shawn is always too tired to be physically active.</p>	<ul style="list-style-type: none"> • Be physically active when you feel you have the most energy. For many people, this is first thing in the morning. • Try to get more sleep. • Know that physical activity increases your energy and helps your heart and body.
<p>Daryl never feels like being active.</p>	<ul style="list-style-type: none"> • Set a goal for being physically active. • Invite friends to exercise and play with you to make it more fun. • Join a sports team, after school activity, or recreation department activity. • Try a brand new activity that may give you more motivation.
<p>Bianca is afraid to get hurt.</p>	<ul style="list-style-type: none"> • Choose activities that help you feel safe, such as walking or jumping rope. Being active doesn't have to present risks. • Learn the rules of different games and make sure you and others follow them.

<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<ul style="list-style-type: none"> • Find a friend or trusted adult who can help teach you the games. • Select activities you know how to play. • Take a class at school or the recreation department to learn more about the games. • Research the games online to see the rules and how to play • Practice the games.
<p>Marco doesn't have a ball or a place to play.</p>	<ul style="list-style-type: none"> • Select activities that do not need a lot of equipment (walking, jogging, jump rope). • Create a new game with friends or by yourself. • Identify activities that do not cost a lot of money in your community. • Ask your physical education teacher or other adult at school for help. • Talk with your parents or guardians about a new sport you are interested in and get the equipment for it.
<p>It's too cold and rainy for Cassie to play outside.</p>	<ul style="list-style-type: none"> • Choose a variety of activities that you can do inside. • Go to the local recreation center for indoor space. • Join an after-school activity at school. • Create an indoor physical activity game (video game, steps, push-ups/sit-ups, jumping jacks).
<p>Oliver has to babysit his younger brother, so he can't be active.</p>	<ul style="list-style-type: none"> • Bring your brother to the park and play. • Play tag or other running games with your brother. • Do indoor physical activities if your brother is too young to leave the house. • Be physically active when you do not have to babysit.
<p>Luis gets up too late, so he never has time to walk to school.</p>	<ul style="list-style-type: none"> • Try to get up a little earlier. • Make sure you are getting enough sleep. • Walk to school with a friend to make it more fun.
<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>	<ul style="list-style-type: none"> • See if you can get a ride or carpool to the recreation department or park. • See if there is a place to play closer to home. • Look for ways to duplicate the activities you could do at the park in a setting closer to home.
<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>	<ul style="list-style-type: none"> • Physical activities can be done anywhere. Come up with fun activities you can do inside, either at home or at a local recreation center. • Do physical activities --like dancing or running in place --while watching TV. • Replace TV-watching time with physical activity time.

Student Activity Sheet: What's Your Physical Activity Goal?

Step 1: Review the Physical Activity Guidelines

- Participate in 60 minutes or more of physical activity per day.
- Most exercise should be moderate-to-vigorous intensity aerobic physical activity.
- Part of the 60 minutes of physical activity should focus on muscle-strengthening or bone-strengthening activities at least three days per week.

Step 2: Track Your Physical Activity!

To help you set your physical activity goal, start by tracking what you do now. Track your physical activity for one week by listing each activity you do, how long you do it, and the type of exercise.

Sunday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Monday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Tuesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Wednesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Thursday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Friday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Saturday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Step 3: Set Your Goal

Compare the physical activity guidelines for kids your age to your activities this week. Then, create one SMART goal related to your physical activity. Remember that SMART goals are:

- Specific
- Measurable
- Attainable
- Really Important to You
- Time-bound

My goal is:

Step 4: Consider Barriers

Describe two barriers you are likely to encounter that could prevent you from reaching your goal. What are some ways to overcome them?

Barrier	Solutions to overcome the barrier

Step 5: Track Your Goal

Come up with a strategy for how you can track your goal.

Step 6: Celebrate!

When you reach your goal, celebrate! If you can't reach your goal, try to figure out what went wrong so you can do better next time.