

Plan to Move

Grade Band: K-2

Student Objectives:

- Reflect on their own physical activity behaviors
- Categorize types of physical activities into “Low Energy”, “Medium Energy”, or “High Energy”
- Develop a goal to be physically active for 60 minutes per day

Materials:

- Student Activity Sheet: Activity Meter (one set per group of 3-4 students)
- One to two packs of index cards, any size
- Markers or crayons
- Chart paper
- Teacher Sheets - Bar Graph Squares (squares should be pre-cut)
- Glue or tape
- Student Activity Sheet: How I Move (one per student)

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

Instant Expert:

Knowing why we move and need physical activity every day is important in understanding overall wellness. Specifically, physical wellness encompasses hygiene, nutrition, and physical activity. Regular physical activity is an important part of an active, healthy lifestyle. In fact, it is recommended that children and adolescents get 60 minutes or more of physical activity each day.

So, why is it so important to move and know how to move?

Wellness is enhanced physically, emotionally/mentally, and socially through physical activity. Evidence shows that children who exercise 60 minutes or more each day will have improved bone health, healthy body composition, improved cardiorespiratory endurance and muscular fitness, and improved metabolism. There is also evidence that regular physical activity reduces the symptoms of anxiety and depression leading to better mental wellness.

As discussed in the “Keep it Moving” lesson, physical activity means moving the body. When we move the body, we use energy. Everything from sleeping and brushing our teeth to running a marathon uses energy. The more vigorous the activity, the more energy is required. That energy comes from calories in what we eat and what we drink.

Students learned in *Eat Together* lessons that calories are a measurement of the potential energy contained in what we eat or drink. Calories fuel the body just like gasoline fuels a car. Energy from calories can then be used to do all the physical activities we want to do. Even when we're at rest, our body needs energy for all its "hidden" functions, such as breathing, circulating blood, and growing and repairing cells. Without energy, we could not survive. When we use the energy we get from calories, it's called "burning calories" during exercise. When we burn about the same number of calories that we consume over time, it's called calorie balance.

Some physical activities require more energy than others. For example, running upstairs would use more energy than playing the piano. High-energy activities that require lots of energy allow you to say a few words without catching your breath. Medium-energy activities that require a moderate amount of energy allow you to talk while doing them but not sing. Low-energy activities require very minimal movement. We should do mostly medium- to high-energy physical activities each day.

High-energy activities include:

- Active chasing games that involve running (like tag)
- Running
- Hiking
- Jogging
- Swimming
- Bicycling fast
- Playing sports like basketball and soccer

Medium-energy activities include:

- Skateboarding
- Dancing
- Walking fast
- Bicycling slowly
- Playing hopscotch

Low-energy activities include:

- Doing homework
- Reading
- Doing chores (washing dishes, helping with cooking, making your lunch)
- Playing most instruments

Guidelines of Youth Physical Activity:

- 60 minutes or more of physical activity per day
- Most exercise should come from moderate- to vigorous-intensity aerobic physical activity
- Of the daily 60 minutes, part of the time should focus on muscle-strengthening or weight-resistance activities

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. The most important takeaway for students is the importance of maintaining physical wellness which includes healthy eating patterns and daily physical activity (at least 60 minutes per day). As always, you will want to be sensitive to individual 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>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar. http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf
- SHAPE America Teacher Toolkit <http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/>

Procedure:

Session 1: Have a High-Energy Day!

1. Point to the clock in your classroom or take it down off the wall and show it to the class. Ask students: Does anyone know how many minutes are in an hour? Explain that you would like the class to think about how long an hour really is. Once students establish that there are 60 minutes in an hour, ask: What can we do in an hour's time?

2. Lead students in brainstorming what they do on a daily basis that is one hour in length. Probe students to think about the length of their sports practices or dance classes, their favorite television shows, subjects in school, or how long they have lunch and recess for each day. Keep a list on the board as student's brainstorm.
3. Tell students that doctors and health education experts believe that children should get 60 minutes of physical activity every day – just like these other activities on the board that they do every day. Remind students what physical activity is. Refer back to the "Wellness Triangle" from the previous lesson and say that 60 minutes or more of physical activity each day can help all sides of the triangle.
4. Quickly draw 60 tally marks on the board and explain that each tally stands for one minute of physical activity that children should get in a day. Point to the 60 tallies and tell students that they don't need to spend all 60 minutes doing just one kind of physical activity and they don't need to do all 60 minutes at once. Count out 20 "minutes" and circle the group of tallies, putting a 20 above the tallies. Ask students to turn to a partner and discuss a physical activity that they could do for 20 minutes. Do the same with 10 "minutes" and 30 "minutes". Reiterate that splitting up the hour into smaller parts still counts as 60 minutes of physical activity.
5. Explain that, although there are all kinds of ways to move and be physically active, movement has three main categories. Draw a long vertical line on the board. At the top of the line, write "high energy" and explain that some activities like running use a lot of energy. Call on someone to run in place to demonstrate high-energy movement.
6. At the bottom of the line, write "low energy" and explain that some activities, like playing an instrument, require you to move only a little bit. For example, you couldn't play the flute if you didn't move your body at all, but it doesn't need or use as much energy as running. Pretend to play the flute to demonstrate this low-energy activity.
7. Finally, in the middle of the line, write "medium energy," and explain that some activities require energy that is between high energy and low energy. Give students the following three examples and have them hold up one, two, or three fingers to demonstrate which activity is a medium-energy activity: 1) reading, 2) walking, or 3) skipping.
8. Divide the class into groups of three or four students. Give each group three "Activity Meter" student activity sheets. Explain that you will be calling out various types of movement activities. It will be the group's job to first demonstrate/act out the activity. Then, when you clap your hands, the group must return to their group, stand still and

hold up the appropriate Activity Meter sheet to demonstrate whether the activity is high energy, medium energy, or low energy. Model the directions and then call out:

- a. Walking slowly
- b. Walking fast
- c. Reading a book
- d. Swimming
- e. Dancing
- f. Jumping jacks
- g. Playing video games
- h. Playing basketball
- i. Doing sit-ups
- j. Riding a bike
- k. Doing the dishes

Note: You can add activities that are popular with your students.

8. Come back together as a class and clarify answers. Explain that it is important to try to make as many minutes of the 60 filled with “high-energy activities as possible,” because high-energy activities use the most energy and make their bodies work the hardest. Ask students to recall which activities from the Activity Meter game were high-energy activities.
9. Challenge students to create high-energy recess cards: a stack of index cards from which students will be able to select an idea for a high-energy activity to do at recess. Divide students into pairs, and give each pair five index cards to begin. On each card, students should illustrate one high-energy activity that they could do at recess, and label their illustration. Since you will be bringing these to recess, remind students to include items that are realistic recess activities—so students who don’t live near snow, for example, should not include skiing. Students should include indoor and outdoor activities as well as both individual and team activities.
10. Invite pairs to share their cards, and bring the stack of index cards to each recess to give students ideas and inspiration.

Session 2:

1. Begin this session with a survey. Create a bar chart on a piece of chart paper with “physical activities” labeled along the x axis and “students” labeled along the y axis. Title the graph “How Does Our Class Move?” Explain that you are going to begin today by seeing what kinds of physical activities the students do every week.

2. Call out the following activities one by one. You can also substitute new activities if you know your students participate in other activities. Invite students who frequently participate in these activities to come up, take a corresponding square from you and glue it on the bar graph. (Note: You can also have students raise their hand to show their participation, and glue the squares on yourself.)
 - a. Bike-riding
 - b. Playing a team sport
 - c. Dancing
 - d. Swimming
 - e. Walking
 - f. Chores like making your bed or sweeping the floor
 - g. Playing at recess
3. Before you finish the bar chart, include an “Other” category. If there is another physical activity (like active video games, hiking, skateboarding, etc.) that students do regularly, instruct them to draw a quick picture on the blank square. If you are aware of activities in which students frequently partake, suggest it. Then add these squares to the “Other” column on the bar graph.
4. Once the bar graph is complete, reflect on the graph with your class. Discuss: Which activity do the most students do? Why? Which activity do the fewest students do? Why? Which activities are low-energy? Medium-energy? High-energy?
5. Explain that students are now going to brainstorm ideas for how we can add variety to our physical activity. In other words, we’re going to try to figure out how to move in new ways. Divide students into partners and give every child a “How I Move” student activity sheet. Instruct students to work with their partners to first illustrate ways that they already move. Students should draw a picture of themselves completing a physical activity in the space provided and label the activity. Next, students should work with their partners to brainstorm two new high-energy activities that they would like to try. Refer back to the goal setting lesson to remind students how goals are things we commit to trying. Once students have drawn and labeled the two new physical activities, they should circle the parts of their body that they will be using when they complete this activity. *Note:* Partners do not have to draw the same physical activities, but they should brainstorm with their peer.
6. Circulate the room as students work and help them brainstorm, if need be. Probe students to think carefully about body parts that these new physical activities will use. Be sure students do not forget their hearts and lungs.

7. As students finish, invite them to share their new activities/goals with their classmates. Then place the completed sheets in a visible location and encourage students to try their best to do these new physical activities this week. Make a point to check in on the students' progress, and celebrate students who have tried their new activities.

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

Carlos loves physical activity, but he doesn't get 60 minutes per day. He normally walks to and from school, helps his mom with chores around the house and does karate. This takes 45 minutes so he still has 15 minutes of physical activity left. What kind of physical activity (high-energy, medium-energy or low-energy) would be good for him to do and why? What specific activities could he complete for these 15 minutes?

Dana takes a long bus ride to school, so playing at recess is one of her only chances to get physical activity. Lately, she's been noticing that she reads for most of recess so she is not getting very much physical activity in her day. How could Dana make sure she can read and do high-energy activities?

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. Share the names and websites of local community centers with parents so families can learn what activities might be available to them.

Standards Correlations:

National Health Education Standards

- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Measurement and Data

- Represent and interpret data:
 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Second Grade:


















































Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.







































Student Activity Sheet: Activity Meter

The image shows three vertical activity meters, each enclosed in a dashed-line box. Each meter is divided into three horizontal sections: High Energy (top), Medium Energy (middle), and Low Energy (bottom). The High Energy section is marked with a circular label at the top. The Medium Energy section is marked with a circular label in the middle. The Low Energy section is marked with a circular label at the bottom. Each section contains horizontal lines for tracking activity. The first meter is mostly red (High Energy), the second is mostly grey with a teal section (Medium Energy), and the third is mostly grey with a yellow section (Low Energy).



















Teacher Sheet: Bar Graph Squares (page 1 of 4)

| | | | | |
|--|--|--|--|--|
|  Biking |  Biking |  Biking |  Biking |  Biking |
|  Biking |  Biking |  Biking |  Biking |  Biking |
|  Biking |  Biking |  Biking |  Biking |  Biking |
|  Biking |  Biking |  Biking |  Biking |  Biking |
|  Biking |  Biking |  Biking |  Biking |  Biking |
|  Team Sports |  Team Sports |  Team Sports |  Team Sports |  Team Sports |
|  Team Sports |  Team Sports |  Team Sports |  Team Sports |  Team Sports |
|  Team Sports |  Team Sports |  Team Sports |  Team Sports |  Team Sports |
|  Team Sports |  Team Sports |  Team Sports |  Team Sports |  Team Sports |
|  Team Sports |  Team Sports |  Team Sports |  Team Sports |  Team Sports |

Teacher Sheet: Bar Graph Squares (page 2 of 4)

| | | | | |
|---|---|---|--|---|
|  Dancing |  Dancing |  Dancing |  Dancing |  Dancing |
|  Dancing |  Dancing |  Dancing |  Dancing |  Dancing |
|  Dancing |  Dancing |  Dancing |  Dancing |  Dancing |
|  Dancing |  Dancing |  Dancing |  Dancing |  Dancing |
|  Dancing |  Dancing |  Dancing |  Dancing |  Dancing |
|  Swimming |  Swimming |  Swimming |  Swimming |  Swimming |
|  Swimming |  Swimming |  Swimming |  Swimming |  Swimming |
|  Swimming |  Swimming |  Swimming |  Swimming |  Swimming |
|  Swimming |  Swimming |  Swimming |  Swimming |  Swimming |
|  Swimming |  Swimming |  Swimming |  Swimming |  Swimming |

Teacher Sheet: Bar Graph Squares (page 3 of 4)

| | | | | |
|---|---|---|---|---|
|  Walking |  Walking |  Walking |  Walking |  Walking |
|  Walking |  Walking |  Walking |  Walking |  Walking |
|  Walking |  Walking |  Walking |  Walking |  Walking |
|  Walking |  Walking |  Walking |  Walking |  Walking |
|  Walking |  Walking |  Walking |  Walking |  Walking |
|  Chores |  Chores |  Chores |  Chores |  Chores |
|  Chores |  Chores |  Chores |  Chores |  Chores |
|  Chores |  Chores |  Chores |  Chores |  Chores |
|  Chores |  Chores |  Chores |  Chores |  Chores |
|  Chores |  Chores |  Chores |  Chores |  Chores |


Teacher Sheet: Bar Graph (page 4 of 4)

| | | | | |
|--|--|--|--|--|
| Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  |
| Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  |
| Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  |
| Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  |
| Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  | Playing at Recess  |
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Student Activity Sheet: How I Move

Every week, I move in these 3 ways:

Next week, I will try to *also* move in these 2 NEW high-energy ways:



Circle the body parts you'll use!



Circle the body parts you'll use!