

## Keep it Moving!

Grade Band: K-2

### Student Objectives:

- Participate in various types of movement
- Classify movement as aerobic or muscle-building
- Identify the benefits of physical activity

### Materials:

- “Wellness Triangle Anchor Chart” from the *Learn Together* lessons or chart paper
- Sticky notes or small pieces of paper and tape
- Markers or crayons
- Radio or other music source
- Student Activity Sheet: Why We Move (one per student pair)

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

### Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.”

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. Physical wellness is body wellness and includes nutrient intake, how we take care of our body-hygiene, being safe, and how we move our bodies.

Physical activity is an important part of maintaining an active, healthy lifestyle. In fact, it is recommended that children and adolescents get an average of 60 minutes or more of physical activity every day. In addition to helping to maintain physical wellness, there are many benefits to being physically active each day. Some will be more immediately relevant to students (improves appearance) while others will seem less relevant or immediate (improves heart health). But they are all important in maintaining an active, healthy lifestyle. Benefits of physical activity include:

## **My Body (Physical) Benefits**

- 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

## **My Mind and Feelings (Emotional) Benefits**

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

## **My Friends and Family (Social) Benefits**

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

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

Physical activity burns calories that we consume through what we eat and what we drink. That helps us maintain a healthy weight. Typically, the more vigorous the activity, the more calories we burn. When we consume the number of calories we use for physical activity and body functions (like sleeping, pumping blood through the body), that's called calorie balance. In this lesson, students are introduced to different types of physical activity and their benefits. 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.. 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. Many aerobic activities, such as running or jumping rope, also help strengthen children's bones. The second type of physical activity mentioned in this lesson is muscle-building. . Muscle-building activities increase muscle strength and endurance. According to the CDC, young children do not typically need to follow formal muscle-strengthening programs, such as lifting weights. Younger children are able to strengthen their muscles when they play on the playground, participate in gymnastics, climb trees, and do other physical activities of a similar nature.

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:

- Centers for Disease Control and Prevention: Measuring Physical Activity Intensity. <http://www.cdc.gov/physicalactivity/basics/measuring/hearttrate.htm>
- Center for Disease Control and Prevention: How Much Physical Activity Do Children Need? <http://www.cdc.gov/physicalactivity/basics/children/index.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](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 is physical activity?

1. Bring students to an open space in the classroom or outside. Explain that you are going to play a game of Simon Says. Review the rules. Tell students that in this version of

Simon Says, they must also figure out what Simon likes to do based on what he says.

State the following:

- a. Simon says, "Do 10 jumping jacks."
  - b. Simon says, "Skip five times."
  - c. Pretend to watch TV.
  - d. Simon says, "Jump up and down 15 times."
  - e. Sit in your chair
  - f. Pretend to play on the computer
  - g. Simon says, "March in place."
  - h. Simon says, "Skip to the front of the room."
2. Ask students if they think they know what Simon likes to do. Guide students to conclude that Simon likes to move his body because all of his instructions involved movement. Explain that another term for "moving" is "physical activity".
  3. Ask why Simon might like physical activity. Read the following possible reasons and instruct students to stand up if they agree:
    - a. When I move, I feel happy.
    - b. I have fun moving and playing with my friends.
    - c. My heart beats quicker when I exercise.
    - d. After I move, I feel strong.
    - e. Moving and exercising make me feel good about my body.
    - f. I have fun exercising and moving with my family.
    - g. Moving around makes me feel tired, but it is a good kind of tired.
  4. Guide students to understand that each time a person stood up, it represented a benefit (good thing) about moving. There are many different reasons why Simon, and everyone in your class, might like physical activity. Give each student a sticky note or small piece of paper, and instruct them to draw a picture of their favorite way to move. Tell students that it could be a sport that they play, an afterschool activity, or something that they like to do outside. As long as their body is moving, it counts. Try not to give too many examples, so that everyone in your class doesn't draw the same activity.
  5. As students are drawing their favorite ways to move, display the "Wellness Triangle Anchor Chart." If you haven't saved this from the *Learn Together* lessons, draw a quick triangle on the board with "My Body" and a stick figure on one side, "My Mind and Feelings" and a smiley face and sad face on another side, and "My Friends and Family" and three stick figures on the third side.
  6. Bring students back together as a whole group. As students rejoin the group, instruct them to stick or tape their drawing to the outside of the Wellness Triangle so that they make a frame around the chart paper.

7. Explain that, just as there are different ways that we can move, like [insert examples from the students' drawings here], there are also many different reasons why it is important to move. Moving helps us be well on all sides of the Wellness Triangle.
8. To demonstrate this, challenge students to run in place for one minute and to think about how their bodies feel as they do so. What, if anything, changes about the way their bodies feel as they run?
9. After the minute is up, immediately ask students to share their observations. Probe for answers like "I'm breathing more heavily," "My legs are tired," and "My heart is beating faster." Explain that all of these descriptions mean that their heart, lungs, bones, and muscles are getting stronger. Remind students that our bodies don't get stronger unless we use them.
10. Tell students that they're now going to brainstorm how movement helps the other two sides of the wellness triangle. Divide students into groups of three or four students for a dance party. Tell students that they are in groups so that they can dance together and help each other come up with dance moves. Students shouldn't be afraid to be a little silly or try a move that a friend suggests. Turn on the radio or another music source and allow students to dance for a few minutes.
11. Bring the class back together, and point to the "My Mind and Feelings" side of the wellness triangle. Ask students to describe how dancing just made them feel. Were they happy? Excited? Full of energy? Explain that movement helps their Mind and Feelings stay well because it can help improve their mood and make them feel happy.
12. Then point to the "My Friends and Family" side of the Wellness Triangle. Ask: How did dancing with your classmates make you feel? Did anyone in your group help you solve a problem, like not knowing what dance move to do? How might it have been different if you were dancing by yourself? Explain that physical activity helps your relationships with your friends and family stay well by helping them learn how to work together, solve problems, and have fun together.
13. Refer back to the movement drawings that surround the Wellness Triangle. Tell students that each of their favorite ways to move helps them be well on at least two sides of the Wellness Triangle and some even help all three sides. [Note: Individual activities like running may not have a clear tie to the "friends and family" side of the Wellness Triangle.] Instruct students to turn to the person next to them and share the activity that they drew, and how it helps them on at least two sides of the Wellness Triangle. Call on a few students to share with the entire class.

## Session 2: Moving makes us well

1. Begin by asking: If I don't eat breakfast in the morning, how would I feel? Lead students to the answer that you would feel tired, lethargic, grumpy, hungry, etc. Refer back to what students learned in the *Eat Together* lessons, and remind students that food gives us energy. Food gives our brain energy to think and our muscles energy to move. Without food in our bodies, we wouldn't be able to be physically active.
2. Explain that when we are physically active, there are two main ways that we can move our bodies. One way makes us breathe more heavily. As we breathe heavily, our heart beats faster and becomes stronger. Tap your heart and demonstrate heavy breathing to model what occurs during aerobic activity. Ask the class to copy you.
3. Explain that the second main type of exercise uses muscles. Using your muscles helps make your muscles stronger. Flex your arm muscles, but explain that there are muscles all over your body. Ask students to point to one part of their body where they have muscles.
4. Divide the class into groups of three or four students. Explain that you will be calling out different kinds of physical activities. After you call out each type of physical activity, have students discuss with their groups whether the activity makes them breathe harder *or* builds their muscles. It could be tricky because some activities might do both. Once they reach their decision, they should share it silently by either pretending to breathe heavily and tap their heart *or* flex their arm muscles.
  - Playing basketball
  - Doing sit-ups
  - Swimming
  - Bike-riding
  - Tug-of-War
  - Jumping rope
  - Playing soccer
  - Climbing trees
  - Playing tag
  - Doing gymnastics
7. Refer back to the Wellness Triangle and point to "My Body." Reiterate that moving is good for our whole body. Some activities help to make our muscles stronger, while other activities are good for our heart. Moving can even make our bones stronger. Also take a moment to review the benefits of physical activity on the other two sides of the Wellness Triangle: My Family and Friends and My Mind and Feelings, both of which were discussed last lesson.

8. Distribute the “Why We Move” student activity sheet to pairs of students. Instruct them to work together to illustrate how physical activity helps their body, their mind and feelings, and their relationships with their family and friends. In other words, students are to illustrate how moving helps all sides of the Wellness Triangle. Students can also describe their drawings in words on the lines provided.
9. When there are ten minutes left, bring the students back together and allow student pairs to share. Record answers on the board, and see how many different reasons to move have been brainstormed. Conclude by saying, “Simon says to name one reason it’s good to be physically active” and invite students to share answers.

### Family Connection:

Ask students to survey family members to see how many benefits of physical activity they can identify. Instruct students to share about how physical activity helps all three sides of the Wellness Triangle!

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:

Create posters about the benefits of physical activity. Have each student place a poster in a community location that they visit frequently, and encourage them to speak with community members about the importance of moving when they hang up their poster.

### Standards Correlations:

#### ***National Health Education Standards***

- Standard 2: Students will analyze influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community 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.

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: Why We Move!

Moving is good for **my body** because:



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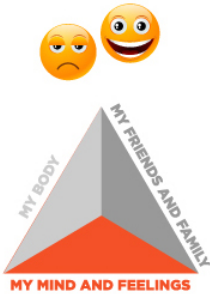
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Moving is good for **my mind and feelings** because:



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Moving is good for my relationships with **my friends and family** because:



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## 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](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 sections: High Energy, Medium Energy, and Low Energy. 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). Each section has horizontal lines for tracking activity.















## 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 

## Student Activity Sheet: How I Move

Every week, I move in these 3 ways:


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

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Circle the body parts you'll use!

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Circle the body parts you'll use!

## Jump Through Hoops

**Grade Band: K-2**

### Student Objectives:

- Identify possible obstacles that could prevent someone their age from being physically active for 60 minutes per day
- Generate a goal for being physically active every day

### Materials:

- Common classroom items to set up an obstacle (see beginning of lesson for clarification): chairs, books, desks, etc.
- Stack of books
- Student Activity Sheet: Sentence Strip (precut, one per pair of students)
- Blank white paper (one per pair of students)
- Glue or Tape
- Student Activity Sheet: My Goal (one per student)
- Chart paper or whiteboard

**Suggested Time Frame:** 2 Class Periods (Based on 45-minute intervals)

### Instant Expert:

Regular physical activity is a part of an active, healthy lifestyle and contributes to physical wellness. It is recommended that children and adolescents get 60 minutes or more of physical activity each day. When children are not physically active, it can contribute to health problems, weight gain (unburned calories that are converted to fat) and the possibility of becoming overweight or obese (with related problems like heart disease, Type 2 diabetes, self-esteem issues, etc.). Conversely, if children are consuming fewer calories than they are using in physical activity over time, this can lead to unhealthy weight loss, sickness, lack of energy, and problems with growth and tissue formation.

According to LetsMove.gov, “childhood obesity rates in America have tripled over the past three decades. Today, nearly one in three children in America are overweight or obese. The numbers are even higher in African-American and Hispanic communities, where nearly 40% of the children are overweight or obese. If we don't solve this problem, one-third of all children born in 2000 or later will suffer from diabetes at some point in their lives. Many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma. In addition, studies have shown that obese children and teens are more likely to



become obese as adults.” Some experts believe that if obesity among children continues to increase, our current generation of children will become the first in American history to live shorter lives than their parents.

There are many contributing factors to the high rate of childhood obesity. Some reasons are related to diet and activity choices. These include:

- The sedentary lifestyle of many children, including watching TV, movies, and online videos; reading; playing games by video, computer, or with a mobile device; and listening to music. 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.
- More time spent in cars and less time walking.
- Less physical activity for young people including less time in physical education classes. Almost 1 in 4 children does not participate in any free time physical activity.
- Increased portion sizes for food and beverages.

In this activity, student groups will work together to examine common obstacles for being physically active for 60 minutes per day and brainstorm ways to overcome obstacles. Students will consider current activity choices that they participate in regularly to start and then fill in the gaps to set a goal and create an individual plan to reach 60 minutes per day.

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:

- 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>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.  
[http://www.cdc.gov/bam/activity/documents/activity\\_calendar.pdf](http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf)
- SHAPE America Physical Education Checklist  
<http://www.shapeamerica.org/publications/products/pechecklist.cfm>

## Procedure:

### Session 1: Overcoming Obstacles

1. Before class, use items from the classroom to form an obstacle that is difficult-- but not impossible -- to pass through or over. On the opposite side of the obstacle, place a stack of books.
2. Stand opposite the pile of books and explain to the students that you really need to get to the pile of books but there is an obstacle, which means that there is something in the way that is preventing you from doing what you want to do. Tell students to pretend that you can't go all the way around the obstacle since there is quicksand on either side. Therefore, you need to figure out a way over or through the obstacle.
3. Allow students to turn and talk to a peer about the best path for you to take to successfully get to the books. Call on a pair of students to direct you through the obstacle. Encourage the class to cheer if/when you are able to reach the books.
4. Lead the class in a discussion about what just occurred. Ask:
  - a. Why couldn't I just get my books easily? (*There was an obstacle in my way.*)
  - b. Was I eventually able to get my books? (*Yes, but it was difficult.*)
  - c. How did I eventually overcome the obstacle and get my books? (*You came up with a plan, used your plan, and didn't give up.*)
5. Write the word "obstacle" on the board and say it aloud again. Explain that obstacles don't just stop people from getting books. Obstacles can stop people from doing all sorts of things, including moving and being physically active for 60 minutes or more each day. There are many obstacles that prevent people from being active for 60 minutes a day. An obstacle that stops people from being physically active won't look like the obstacle in our classroom -- it can be anything that stands in the way of moving.

For example, one obstacle to running and playing after school may be bad weather. Rain can prevent us from going outside, so we don't run and play. However, just because it rains doesn't mean that we can't still move. There is always at least one way around every obstacle. Encourage students to turn to a peer and discuss how they could still run and play even if it's raining. After students discuss this obstacle with a partner, ask a few students to share their ideas. Possible answers include: being physically active indoors, wearing a raincoat, or going to a nearby gymnasium or other open space.

6. Tell students that they are now going to have to put their thinking caps on and come up with ways around different obstacles that could prevent them from being physically active for 60 minutes or more each day. Complete one sentence strip together as a class. Then, put students in groups of two or three, and give each group one of the Obstacle Sentence Strips, reading it to each group as you pass them out. Instruct them to glue the sentence strip onto a larger piece of blank paper and then come up with as many ways to overcome the obstacle as they can. They can illustrate and/or write their answers. When there are a few minutes left, invite each group share its solutions. Encourage the rest of the class to brainstorm additional solutions as they listen to each group's presentation.

## Session 2:

1. Tell students that now that they've figured out how to overcome obstacles that stand in the way of them being active, it's time to set some goals. Remind students that when setting goals, they need to think about the 3 "W's."
  - a. What is your goal? (Make sure you break it into small parts.)
  - b. Who is your goal about? (Usually, your goal will be about you.)
  - c. When will you achieve your goal?
2. Tell students that their goal is to be active for one hour every day next week, which is the "what.". Then check off the "who" (each student) and "when" (next week). Under the three W's, write "How" on the board and state that it will be the students' jobs to figure out *how* they will get 60 minutes of physical activity each day.
3. Introduce the "Moving Toward My Goal" student activity sheet, and review the instructions.

*Extension for second grade teachers:* Remind students about aerobic activities and muscle-building activities. Encourage your students to consider the two types of physical activities when they construct their goal statements.

4. Write the seven days of the week on the board, and have students help you fill in your own goal sheet. As you model, include how to be active at recess, as well as during after-school sports and activities so students remember to include activities and movements that they already do on a daily or weekly basis.
5. Remind students that they have already thought a little bit about how they move. Pass back the “How I Move” student activity sheets from the *How to Move* lesson and encourage students to use this to help them brainstorm. Tell students that this is independent work; however, they may consult with a peer if they need help.
6. When there are about ten minutes left in class, pair students with a partner. Instruct them to discuss how they would overcome the following obstacles. Read an obstacle, allow a couple minutes for discussion, ask a student to share and then read the next one.
  - a. What can you do if it rains one day when you were planning to play outside?
  - b. What can you do if you really want to play on the computer one afternoon?
  - c. What can you do if your friends don’t want to join you in one of the activities that you had planned?
7. Wrap up by reminding students that goal-setting is a great tool we can use to help us maintain wellness. When they think about obstacles that could get in the way of their goals, they have a better chance of being successful.
8. As the week progresses, set aside time each morning for students to track their goals. When the week is over, discuss obstacles, celebrate successes, and set new goals for the week ahead.

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

Oh no! You realized that you only get about 30 minutes of physical activity every day. Your school is close enough to walk to, but you usually don’t have enough time. Your mom winds up driving you so you’re not late to school. Name the obstacle and decide what could do to overcome it.

### **Family Connection:**

Have students share their physical activity goal-setting sheets with family members and challenge family member to fill out their own. Encourage each family member to sign the sheets, pledging to support everyone being physically active.

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:

Invite a real 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 their favorite ways to be active and how they have overcome their own obstacles.

## Standards Correlations:

### ***National Health Education Standards***

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 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.

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: Obstacle Sentence Strips

*Teacher Note: Cut out the following sentence strips so they are ready to distribute during Session 1*

**Obstacle:** I love watching TV and want to watch it all the time.

**Obstacle:** I get up too late so I never have time to walk to school.

**Obstacle:** I'm always too tired to run around and play.

**Obstacle:** I don't play sports because my school doesn't have any that I like.

**Obstacle:** I can't play outside because the weather is too cold.

**Obstacle:** I don't like to play on sports teams so I never run and move.

**Obstacle:** The park is too far from my house so I watch TV after school.

**Obstacle:** I don't have a yard that I can play in outside.








**Obstacle:** When I get home, I play video games until it's dark outside.  
Then my mom won't let me go outside to play!

**Obstacle:** I don't think I'm good at any sports.

**Obstacle:** I don't have time after school to move and be active.

**Obstacle:** My friends always want to play computer games after school so I  
have no one to play with.

**My goal: Every day next week, I will move for 60 minutes.  
Here is what I will do:**

<p>In words or with a picture, show how you will be active for 60 minutes every day.</p> <p>When you complete your goal, color in the smiley face.</p> 	<p><b>Monday</b></p> 	<p><b>Tuesday</b></p> 	<p><b>Wednesday</b></p> 
<p><b>Thursday</b></p> 	<p><b>Friday</b></p> 	<p><b>Saturday</b></p> 	<p><b>Sunday</b></p> 