



LESSON PLAN A

Big Goals, Mini Goals

Time Frame: Three 40-minute sessions

Learning Objectives:

- Define “physical activity” and its importance for everyday health.
- Identify three basic types of physical activity and the positive impact it has on mental health.
- Complete and interpret personal physical activity calendar.
- Set personal goals that include physical activity.

Materials for Lesson Plan:

Copies of the “60 a Day” worksheet, one for each student
Pencils

Overview:

All students should have a common goal: engaging in 60 minutes of physical activity a day. Both the CDC and the American Heart Association recommend this be moderate-to-vigorous activity. In this lesson plan, students learn the three basic types of physical activity — aerobic, bone-strengthening and muscle-strengthening — and then break down the aerobic category into light, moderate and vigorous to learn the distinction between them.

Part A. Strive for 60

Time Frame: 40 minutes

Materials for Activity:

- Copies of the “60 a Day” worksheet, one for each student
- Pencils

Discussion Points:

Today we’re going to focus on the benefits of daily physical activity. What do we mean by “physical activity”? Exercise, running around, playing sports are all types of physical activity.

Walk, Run & Play. 60 minutes a day!

Monday, April 4

| Activity | Light | Moderate | Vigorous |
|------------|--------------------------|--------------------------|--------------------------|
| Activity 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Monday, April 4

| Activity | Light | Moderate | Vigorous |
|------------|--------------------------|--------------------------|--------------------------|
| Activity 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activity 9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

60 Minutes A Day

What are the benefits of being physically active every day?

1. Regular physical activity keeps your heart healthy and strong. It also helps you build healthy muscles, bones and joints.
2. Physical activity is good for both your body and your mind! It can improve your mood, give you more energy during the day, and help you sleep better at night.
3. It is also a good way to help achieve and maintain a healthy body weight.
4. It's important to be physically active every day. Physical activity should be as important to your daily routine as brushing your teeth, bathing and getting enough sleep.

So how many minutes should we all be physically active each day?

A: At least 60 minutes

According to doctors, most of those 60 minutes should be spent doing aerobic activities. This is activity that gets your heart pumping, which makes you breathe harder and sweat. You're probably not thinking about this while you're running around or playing tag, but you're strengthening both your heart and your lungs. Your heart is pumping blood to your arms, legs and head — getting you in shape for sports, play and doing your school work. Keeping your heart in shape helps keep your whole body in shape!

Q: What's one important reason you should strive to be physically active every day?

A: Refer to the 3 points above.

Okay, enough talking. Let's get moving!

Warm-Up Activity: "Whole-Body Circle"

Cross your arms in front of you, now reach up over your head and sweep them down to your thighs. You're making a big heart shape around your body with your arms. Now do it in the opposite direction. We'll call this the "Whole-Body Circle."

We're going to go out and do some running around in a few minutes, so first we're going to warm up our leg muscles first. Have you ever done warm-up exercises in PE class? Warming up gets muscles moving slowly at first, helping them to stretch and move more smoothly. Let's do some easy ones here. Stand up beside your desks.

Lead the class in this warm-up. Use a stop watch and do each sequence for 10 seconds:

- March In Place: March at a regular pace.
- Run In Place: Run at a regular pace. If you find this difficult, keep your toes on the ground and lift your heels while running in place.
- Run Wide: Place your feet further apart from each other and run in place.
- March In Place: March at a regular pace.
- High-Knee March: March in place slowly while lifting your knees as high as they can go.
- March & Reach: Now lift your hands over your head while you march.
- Sway Side to Side: Keep your hands up and sway them side to side as you march in place
- March In Place: March at a regular pace.
- Bounce in Place: You may hop or bounce on your toes.
- Walk In Place: Cool down while walking slowly.

End with another Whole-Body Circle, one in each direction.

Why do warm-ups? They stretch your muscles and make you more flexible. It's good to do them before doing vigorous activities like team sports but they're also good as "wake-ups" when you're feeling sleepy or low-energy and want a break while doing homework. You can also do them while you're watching TV or if you're bored. Do five minutes of

warm-ups or wake-ups and mark them on your Physical Activity Calendar. Every minute counts!

Now, who feels like running around?

Outdoor or Indoor Physical Activity

Go outside and tell students to run around the playground or small field area for 5 minutes. Some can run in a large circle while others run in a different pattern. Tell kids it's not a race! Students who don't have proper shoes can jump rope, do jumping jacks or jog in place, in their stocking feet. Alternatively, you can do 5 minutes of aerobic activity in your classroom. Jogging in place, dancing, jumping jacks and pretending to jump rope are all good choices.

Obstacle Course

No traffic cones required! Design a stationary "obstacle course" by giving students a sequence of steps to follow around your own school playground. For instance: 1. Run a full circle around the perimeter of the playground. 2. Climb up the stairs and slide down the slide. 3. Go across the monkey bars.

Playground Fitness Course

Playgrounds are all about fun and free play, but fitness is a beneficial byproduct as well. Swinging on monkey bars strengthens upper-body muscles. Running up the stairs of the slide over and over builds lower-body strength. Other activities help develop balance, strength and flexibility. Create a specific circuit for kids to follow – for fitness and fun!

Cool Down Activity

Back in the classroom, pass out copies of the Physical Activity Calendar to each student.

Okay, time to cool down! If you're feeling out of breath, walk in place next to your desk for the next minute to cool down.

Now let's sit and take a look at your Physical Activity Calendar. Write your name at the top and circle the month on the calendar. Now write down the number of minutes you just spent running around. Was it 5 minutes? What type of activity was it? A: Aerobic! Running, jumping rope and jumping jacks all count as aerobic activities, so write the letter A next to your 5 minutes of activity.

What about your warm-up activity? That was 2 minutes. Make sure to write that down, too. Every minute counts!

Think about what activities you might do today and this week. Look at the list attached to the calendar to get ideas.

- What are a few of your favorite ways to get active?
- What are two new things you can try to get active?

Track your activity and remember to write down your minutes. Hang on to your "60 a Day" worksheets to use in the next lesson and to track your physical activity over the next week.

Teacher Resources:

[Sample Physical Activity Chart](#) | CDC

Take a look at this example of a 7-year-old's weekly physical activity for reference.

Part B. Play, Play Every Day!

Time Frame: 40 minutes

Materials for Activity:

- “60 a Day” charts from Activity 1
- Hopscotch instruction sheet
- Pencils

For K–2 students, the most important thing is to be physically active and have fun. As long as they’re running around at least 60 minutes a day, they’ll be working their muscle groups, strengthening their bones and getting a good share of aerobic exercise. Remember that children should:

- Be physically active at least 60 minutes every day.
- Make at least half of those minutes Aerobic. (30 minutes is good, 60 minutes is great!)

Talking Points:

Let’s think about different ways we can get our 60 minutes of vigorous physical activity on our charts every single day. Who has a favorite game they like to play?

Who likes Hide and Seek? Capture the Flag? What other games? How about tag? How many different versions of tag do you know?

Play Tag!

If time and space allow, take your students outside or into the gym to play tag. Before leaving the classroom, brainstorm a list of all the different types of tag kids can think of. Then throw in a few ideas of your own. Tell them that playing tag includes all 3 types of physical activity. Plus, it can be done anytime, anywhere.

Freeze Dance

Or, put on some popular music and have everyone dance. Stop the music several times and yell “freeze!” Have everyone freeze for 10 seconds. Those still standing should close their eyes and see if they can remain in position for 10 more seconds without losing their balance. If kids prefer, play “statue” instead without music, indoors or out.

What happens when you want to play but don’t have enough people to form a team?

Play Catch

No gloves required! Simple instructions: Use a tennis ball or similar soft ball, match kids up into pairs or threesomes, and have them play catch. That’s it!

Play Invisible Baseball

Don’t have a ball or bat or time for a game? Play “invisible” baseball and act out the actions instead, mime style. Practice pitching and practice batting on your own or gather a group for an “invisible” ball game.

Run the Bases

Don’t have a bat or ball? Go outside and just the run the bases. Don’t have real bases? Use rocks or sweatshirts or whatever you can find to mark the spots. It’s a great excuse to get outside in the fresh air.

Hopscotch

Hopscotch builds balance and coordination and strengthens legs, knees and ankles. Make an outline with sidewalk

chalk outdoors or masking tape indoors. Or arrange six to nine hula hoops in a hopscotch pattern and hop away! See the “How to Play Hopscotch” diagram and instructions at the end of this lesson plan.

Teacher Reference:

Aerobic, Muscle- and Bone-Strengthening: What Counts? | CDC
www.cdc.gov/physicalactivity/basics/children/what_counts.htm

Part C. Mini Goals Matter Too!

Time Frame: 40 minutes

Part 1. Personal Best

As students keep learning, every little bit adds up! Encourage them to set their own personal goals and see if they can beat their personal best.

Think of activities that are fun to do on your own and challenge yourself to get better at them over time. There’s no one to compete against except yourself! Or, if you feel like you get tired or winded easily and want to build up stamina, start slow and pick up speed. For example, you can keep a record of the number of:

- Jump roping minutes or number of jumps before stopping
- Basketball bounces while dribbling in place or while walking
- Tennis ball tosses in the air
- Jogging in place or marching in place
- Number of minutes jogging
- Distance jogging
- Stairs climbed each day
- Steps walked each day
- Minutes dancing

Once you’ve decided your activity and personal goal, write that down on a small piece of paper, fold it up, and keep it in your pocket or backpack. You don’t have to share it with anyone if you don’t want to. It’s personal!

Part 2. Screen Test

Who here has ever been told they’ve had too much “screen time.” [Raise your hand.] Is it hard for you to break free from digital devices? Do you ever find yourself glued to your computer or video game controller? Do you go into a trance once you turn on the TV?

Let’s think of some ways you can take breaks from the screen and incorporate activity into your tech time.

- **Take a Commercial Break:** Do you like to watch TV after school or in the evening? Whenever an ad break comes on the TV, jump up and exercise. You can easily clock up 15 minutes during one hour of watching! Run in place, dance, do push-ups, planks or jumping jacks during each commercial. Encourage everyone in your family to do the same! Add up your physical activity during breaks and add it to your Calendar.
- **Blend Tech With Play:** Do you like video games? Try boxing, dancing, tennis or bowling games that get you in on the action! Games like Dance, Dance Revolution revolutionized the way we can play in physically active ways. Do this on your own, with a family member, or invite a friend to join you for added fun.

Can you think of another way to break up your screen time? Our eyes, brains, hands and wrists all need to take breaks from tech, and too much tech takes time out of our day for physical activity to keep us healthy. Brainstorm some ideas as a class!

Teacher Resources:

[SPARKabc](#) (Activity Break Choices)

Exercises that use physical activity to improve academic achievement and foster healthy behaviors.

Family Connection:

Make black-and-white copies of the “60 a Day” charts and send one home with each student to share with their family.

Make extra copies of the “How to Play Hopscotch” printable and send one home with each student to share with their family. Encourage them to play the game at home — using sidewalk chalk to make a diagram in a driveway, sidewalk or blacktop in a public park; or masking tape to make one indoors.

Standards Alignment | Students will:**National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards > English Language Arts > Speaking & Listening**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics under discussion).

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in information presented orally.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Worksheets & Downloads:

Walk, Run & Play. minutes a day!



Aerobic

some examples

- Bicycle riding
- Walking to School
- Rollerblading
- Baseball/Softball
- Swimming
- Soccer
- Dancing



Bone-Strengthening

some examples

- Hopping, Skipping
- Jumping Rope
- Jogging/Running
- Tennis
- Jumping
- Basketball
- Volleyball



Muscle-Strengthening

some examples

- Tug of War
- Push-Ups
- Rope Climbing
- Sit-ups
- Swinging
- Gymnastics
- Tree Climbing

Monday, April 4

Today is: _____

| Activity | minutes |  |  |  |
|--------------|--------------------------|---|---|---|
| rode my bike | 15 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| climbed tree | 23 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| hop-scotch | 30 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

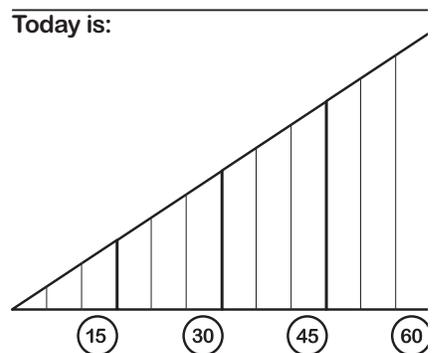
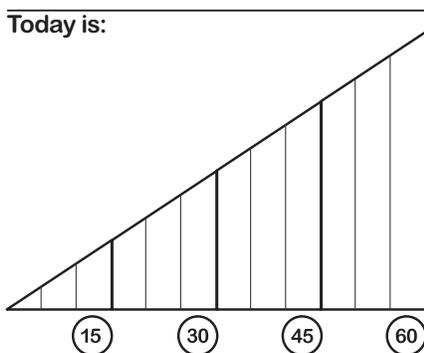
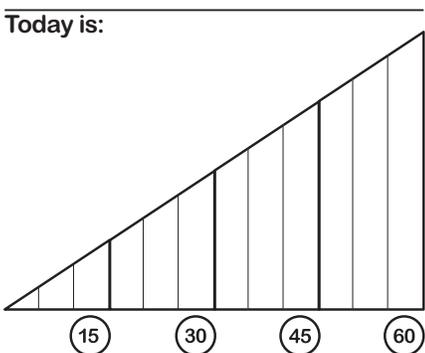
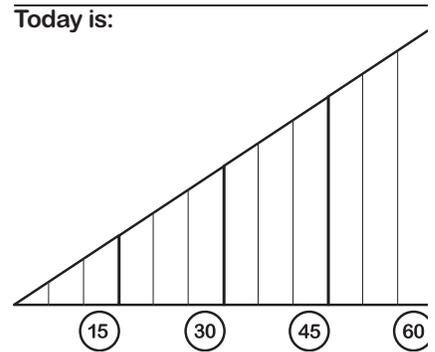
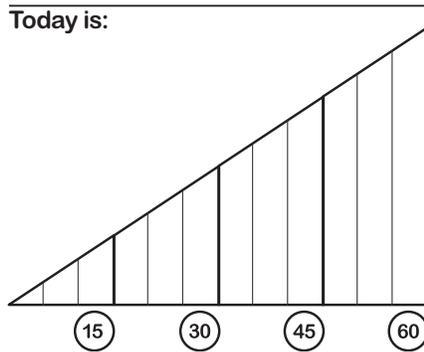
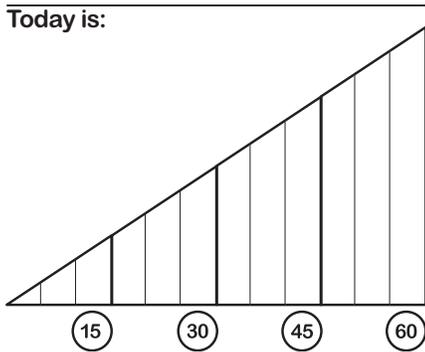
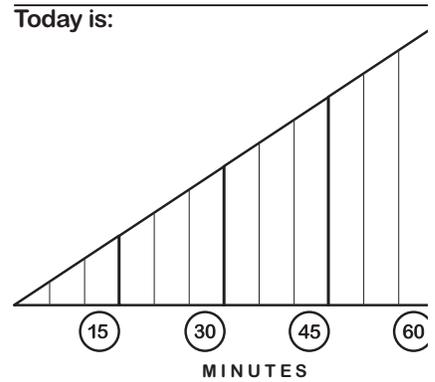
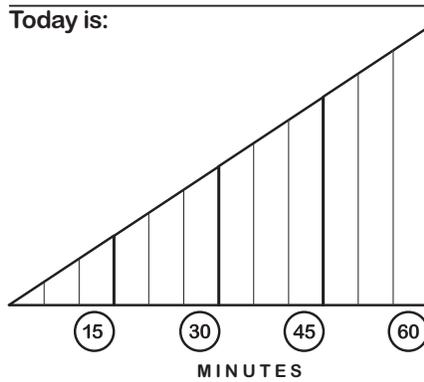
Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

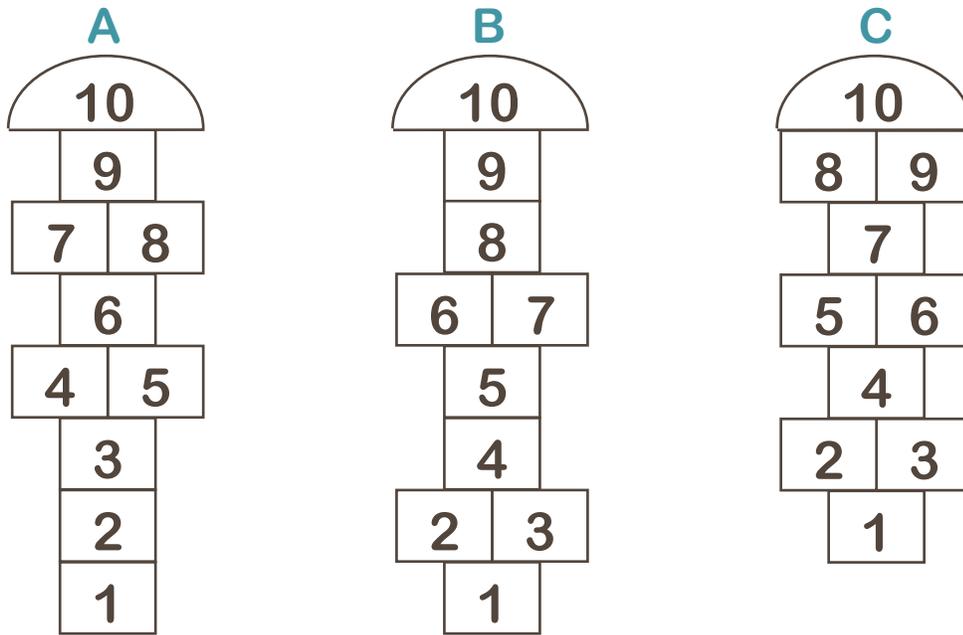
Today is: _____

| Activity | minutes |  |  |  |
|----------|--------------------------|---|---|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Walk, Run & Play. **60** minutes a day!



How do you hop?



How to Play Hopscotch

Materials:

Chalk or masking tape
Stone (or recycled bottle cap or button)

Instructions:

- Draw a hopscotch pattern on the ground with chalk. If indoors, use masking tape to make squares on a classroom or gym floor. Make 8–10 squares and number them.
- Throw your stone into square 1.
- (If it bounces out or lands outside the lines, you lose your turn and pass the stone onto the next person.)
- Hop along, placing one foot in each square, but skipping over the one with the stone.
- Hop over square 1, landing on one foot in square 2, and continue hopping along to the end square. Turn around and hop back again.
- When you reach square 2, lean over to pick up the stone (keeping your balance on one foot), and then hop in square 1 and out.
- Then repeat the routine all over again, tossing your stone into square 2, and so on.

Rules:

Hopping 101: Hop on one foot on single squares. Jump on two feet on double squares, with one foot in each square. Never allow both feet to land in one square (or lose your turn).

Watch your step: If you step on a line or outside a line, you lose your turn.

Skip the square with the stone: Always hop over that square (or lose your turn).

Keep your balance: If you touch the square with your hand or foot while bending down, you're out.

How to win: The first person to complete the course while following all the rules wins the game.

P.S. You can also just spend time hopping through the single versus double squares on your own, without worrying about stones and all the rules!