

## 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> 