

Plan to Move

Grade Band: 3-5

Student Objectives:

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

Materials:

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

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

Instant Expert:

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

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

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

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

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

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

- Gentle stretching
- Yoga
- Martial arts
- Dancing

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

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

Examples of Vigorous-Intensity Activities:

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

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

Moderate-Intensity Activity:

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

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

Low-Intensity Activities may include:

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

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

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

Additional Resources:

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

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

Procedure:

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

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

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

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

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

Activities

Doing Arts and Crafts (L)

Karate (V)

Shooting Baskets (M)

Playing the Piano (L)

Walking (M)

Playing Soccer (V)

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

Session 2: Plan It Out!

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

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

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

Family Connection:

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

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

Community Connection:

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

Standards Correlations:

National Health Education Standards

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

SHAPE America, National Physical Education Standards

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

Common Core State Standards for English Language Arts

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Physical Activity BINGO!

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

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

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

My Physical Activity Plan

Remember the Guidelines!

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

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

Plan for Day 1

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

Plan for Day 2

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

Plan for Day 3

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

Plan for Day 4

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

Plan for Day 5

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

Plan for Day 6

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

Plan for Day 7

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