

Jump Through Hoops

Grade Band: 3-5

Student Objectives:

- Identify possible obstacles that could prevent someone their age from being physically active for at least 60 minutes each day
- Generate solutions and choices to help imaginary kids overcome obstacles to being physically active for at least 60 minutes each day
- Identify a goal for being physically active for 60 minutes each day
- Create an action plan to help measure and track their physical activity goal

Materials:

- Two or three cones
- Physical Activity Barriers - cut into cards
- Answer Key: Physical Activity Barriers
- Student Activity Sheet- What's Your Physical Activity Goal (one per student)

Suggested Time Frame: 1-2 class periods (Based on 45 minute intervals)

Instant Expert:

Physical activity is a critical component to maintaining a healthy lifestyle and sustaining physical, social/emotional and mental wellness. Research shows that regular physical activity:

- helps build and maintain healthy bones and muscles.
- helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer.
- improves strength and endurance.
- helps build healthy bones and muscles.
- helps maintain a healthy weight.
- reduces feelings of depression and anxiety and promotes psychological well-being.
- helps increase self-esteem.
- may help improve students' academic performance, including
 - academic achievement and grades
 - academic behavior, such as time on task
 - factors that influence academic achievement, such as concentration and attentiveness in the classroom.

To support healthy growth and development, young people are encouraged to be physically active for 60 minutes or more each day, with most of that activity being moderate-to-vigorous intensity.

In this lesson, students will learn about the barriers that prevent someone their age from doing moderate-to-vigorous activity for 60 minutes or more each day. Students will brainstorm strategies for overcoming obstacles. They will set a physical activity goal for themselves and consider barriers they are likely to encounter.

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. As always, you will want to be sensitive to individual students' unique situations and follow your school's 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>
- SHAPE America Physical Education Checklist
<http://www.shapeamerica.org/publications/products/pechecklist.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: Barriers to Activity

1. Before class, put cones in front of the classroom door to create a barrier to entry, and cut out and hang/tape the barrier cards in different places around the room. Don't tell students why the cones are there and, if people move them out of the way, try to replace them before the next student enters.
2. Once students are in their seats, ask them to guess why the cones were there. Have students describe how they felt about the cones being there. Did the cones stop them from coming into the classroom? Did they slow them down? Stand in their way?
3. Introduce the word, "barrier" and ask students to define it. Share with students that a barrier is something that stands in the way of being able to do something or make progress toward a goal. Another word for "barrier" is "obstacle."
4. Ask students how the cones in the doorway could be considered a barrier or obstacle and what they did to be able to get in the door. They may say that they stepped over the cones, stepped around the cones, or that they moved the cones out of the way. All of these are solutions that could have helped to remove that barrier. Solutions are ideas that help to solve a problem or challenge.
5. Explain that the focus of this session is to talk about barriers related to physical activity. Frame the discussion around these questions:
 - a. How much time should kids your age be active each day?
 - b. What types of activities should make up most of this time?
 - c. Do you think everyone your age is active for at least 60 minutes each day?
 - d. If not, what might be some barriers that get in the way?
6. Explain that many people encounter barriers that prevent them from being physically active. But just like the cones activity, there are different solutions that can help overcome those barriers.
7. Invite students to form groups of two or three. Distribute sticky notes to each group. Point out the "barrier cards" around the room. Explain that each card presents a possible barrier to physical activity for someone their age. Their challenge is to travel around the room to find each card. Once they find the card, the pair/group should brainstorm one solution to help the person on the card overcome the barrier. Direct them to write and post that solution under the barrier card. Challenge students to come up with solutions that other groups haven't already posted as they arrive at new cards.

8. Once all groups have responded to each barrier, review the solutions that are posted with the class. Elicit additional solutions, if necessary, from the Barrier Card answer key.

Session 2: Setting your Goal

1. If this is a new session, invite students to share what they remember about barriers to physical activity and how to overcome them. Explain to students that they will be putting together what they've learned about physical activity to set and track a goal.
2. Review with students what they learned in a previous lesson about goal-setting. Setting and tracking goals can be a great way to help students maintain wellness throughout their lives. Goals should be SMART- specific, measurable, able to be met, really important to them, and time-bound.
3. Direct students to brainstorm possible physical activity goals with a partner. They should consider all they have learned about the benefits of physical activity, different types of physical activity, physical activity guidelines for people their age, and ways to overcome barriers. Invite volunteers to share ideas.
4. Distribute the Student Activity Sheet- What's Your Physical Activity Goal! Review the six steps they will be asked to complete, providing examples if needed. Note: For students with physical disabilities, share articles like Meeting the Challenge "U Can Do It 2" from Body and Mind BAM! <http://www.cdc.gov/bam/activity/challenge-disabilities.html>
5. Give students ample time to complete the activity sheet. You may want to pair up students with similar goals or interests to help each other complete the activity sheet. Encourage students to share their goals and tracking strategies with others.
6. Invite students to track and celebrate their progress! Remind students that goal-setting is a skill for enhancing physical wellness. Knowing the obstacles and barriers that can get in the way can help them meet the goal of being physically active for 60 minutes per day.

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

Mike is new to your school and lives near your house. You share similar interests such as physical activity, reading, and playing an instrument. Imagine you and Mike have decided to plan a week's worth of activities to help you be physically active. Consider 1) weather (indoor/outdoor) options, 2) recreation departments, 3) local parks, 4) before and after school activities, and 5) family. Decide which activities you and Mike will do each day for one week!

Family Connection:

Have students share their physical activity goal-setting sheet with family members and ask them to sign it, pledging to support everyone's efforts to be physically active for at least 60 minutes each day. Family members can look for ways to add physical activity to the goal-setting sheet as well.

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:

Have students invite a 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 programs in their offices.

Standards Correlations:

National Health Education Standards

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

togethercounts

HEALTHY DECISIONS. HEALTHY HABITS.

- 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.
- Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.

Barrier Cards

<p>Kim is busy and has no time to play.</p>	<p>Bianca is afraid to get hurt.</p>	<p>Oliver has to babysit his younger brother, so he can't be active.</p>
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<p>Luis gets up too late, so he never has time to walk to school.</p>
<p>Shawn is always too tired to be physically active.</p>	<p>Marco doesn't have a ball or a place to play.</p>	<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>
<p>Daryl never feels like being active.</p>	<p>It's too cold and rainy for Cassie to play outside.</p>	<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>

Barriers to Physical Activity Solutions

Barrier	How can this person overcome the barrier?
<p>Kim is busy and has no time to play.</p>	<ul style="list-style-type: none"> • Plan in advance for smaller bursts of time throughout the day. All 60 minutes do not have to be done at the same time. • Choose physical activities that do not take a lot of time to do (jumping rope, walking, playing hopscotch, tag, jogging) • See if you can reduce time doing something else. Maybe you could give up some time watching television or playing video games and add that time to your physical activity schedule.
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<ul style="list-style-type: none"> • Find new physical activities that your friends will like. • Invite your friends to play and exercise with you at the park before or after school. • Go to your local recreation department and sign up for a new physical activity. • See if any new friends would like to play some of the activities that you enjoy.
<p>Shawn is always too tired to be physically active.</p>	<ul style="list-style-type: none"> • Be physically active when you feel you have the most energy. For many people, this is first thing in the morning. • Try to get more sleep. • Know that physical activity increases your energy and helps your heart and body.
<p>Daryl never feels like being active.</p>	<ul style="list-style-type: none"> • Set a goal for being physically active. • Invite friends to exercise and play with you to make it more fun. • Join a sports team, after school activity, or recreation department activity. • Try a brand new activity that may give you more motivation.
<p>Bianca is afraid to get hurt.</p>	<ul style="list-style-type: none"> • Choose activities that help you feel safe, such as walking or jumping rope. Being active doesn't have to present risks. • Learn the rules of different games and make sure you and others follow them.

<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<ul style="list-style-type: none"> • Find a friend or trusted adult who can help teach you the games. • Select activities you know how to play. • Take a class at school or the recreation department to learn more about the games. • Research the games online to see the rules and how to play • Practice the games.
<p>Marco doesn't have a ball or a place to play.</p>	<ul style="list-style-type: none"> • Select activities that do not need a lot of equipment (walking, jogging, jump rope). • Create a new game with friends or by yourself. • Identify activities that do not cost a lot of money in your community. • Ask your physical education teacher or other adult at school for help. • Talk with your parents or guardians about a new sport you are interested in and get the equipment for it.
<p>It's too cold and rainy for Cassie to play outside.</p>	<ul style="list-style-type: none"> • Choose a variety of activities that you can do inside. • Go to the local recreation center for indoor space. • Join an after-school activity at school. • Create an indoor physical activity game (video game, steps, push-ups/sit-ups, jumping jacks).
<p>Oliver has to babysit his younger brother, so he can't be active.</p>	<ul style="list-style-type: none"> • Bring your brother to the park and play. • Play tag or other running games with your brother. • Do indoor physical activities if your brother is too young to leave the house. • Be physically active when you do not have to babysit.
<p>Luis gets up too late, so he never has time to walk to school.</p>	<ul style="list-style-type: none"> • Try to get up a little earlier. • Make sure you are getting enough sleep. • Walk to school with a friend to make it more fun.
<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>	<ul style="list-style-type: none"> • See if you can get a ride or carpool to the recreation department or park. • See if there is a place to play closer to home. • Look for ways to duplicate the activities you could do at the park in a setting closer to home.
<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>	<ul style="list-style-type: none"> • Physical activities can be done anywhere. Come up with fun activities you can do inside, either at home or at a local recreation center. • Do physical activities --like dancing or running in place --while watching TV. • Replace TV-watching time with physical activity time.

Student Activity Sheet: What's Your Physical Activity Goal?

Step 1: Review the Physical Activity Guidelines

- Participate in 60 minutes or more of physical activity per day.
- Most exercise should be moderate-to-vigorous intensity aerobic physical activity.
- Part of the 60 minutes of physical activity should focus on muscle-strengthening or bone-strengthening activities at least three days per week.

Step 2: Track Your Physical Activity!

To help you set your physical activity goal, start by tracking what you do now. Track your physical activity for one week by listing each activity you do, how long you do it, and the type of exercise.

Sunday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Monday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Tuesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Wednesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Thursday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Friday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Saturday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Step 3: Set Your Goal

Compare the physical activity guidelines for kids your age to your activities this week. Then, create one SMART goal related to your physical activity. Remember that SMART goals are:

- Specific
- Measurable
- Attainable
- Really Important to You
- Time-bound

My goal is:

Step 4: Consider Barriers

Describe two barriers you are likely to encounter that could prevent you from reaching your goal. What are some ways to overcome them?

Barrier	Solutions to overcome the barrier

Step 5: Track Your Goal

Come up with a strategy for how you can track your goal.

Step 6: Celebrate!

When you reach your goal, celebrate! If you can't reach your goal, try to figure out what went wrong so you can do better next time.