

**Move Healthy**  
I am physically active every day.

# Move Healthy Your Way

**ACTIVITY 7**

**GRADE LEVEL:** Intermediate  
**TIME:** 30 minutes  
**GROUPING STRUCTURE:** Whole and small group/independent

**SUBJECTS:**  
English Language Arts – listening, language, and speaking  
Health  
Physical Education  
Science

**Objective**  
Students will identify activities that count toward 60 minutes per day of physical activity.



## Materials/Preparation

### → Classroom Materials

- Small index cards or half sheets of paper (three/student)
- Two small to medium size balls that can safely be tossed indoors (i.e., beach ball, sponge ball, tennis ball, kick ball, whiffle ball)



### → Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster

### → Before the Activity

- Post poster



## Opening the Activity

1. Tell students that you need their help to complete a story, however you can't tell them exactly what the story is about yet.
2. List the following types of words or phrases on the board and ask the class to name one word or phrase for each of the following categories and record:

- |                              |                       |
|------------------------------|-----------------------|
| • Adjective                  | • Unit of time        |
| • Month                      | • Name (repeat above) |
| • City or town               | • Color               |
| • Name                       | • Adjective           |
| • Sport or recreational game | • Adverb              |
| • Name (repeat above)        | • Plural noun         |
| • Place                      | • Number              |
| • Number                     | • Length of time      |
|                              | • A healthy food      |

### 3. Read the following story to the class with the words or phrases they provided filled into the blanks.

It was a (adjective) day in (month) in the city of (place) and (your name) was about to play an active game of (sport or recreational game) with friends. On the way to the game, it was important to get ready so (name) stopped at the (place) to do some stretching and warming up for about (number) (unit of time) and then headed to the game. When (name) arrived the sky was shining (color) and the weather was (adjective). (three names of people) were there. They love to be active too. The players (adverb) started the game. It was fast paced and fun. The stands were full of (plural noun) who were cheering and waiting for their turn to play too. The game lasted for (number) (unit of time) and it was time to go home for a healthy dinner of (a healthy food) and a good night of sleep.

### 4. Ask students what the story has to do with being healthy and discuss?

- Ideal responses: The story is about being active; It is about moving healthy; In the story the main character is being active and having fun.

### 5. Introduce the Healthy Steps for Healthy Lives MyPlate poster.

- The poster is a tool to help us learn how to think, eat, and move healthy.
- There are pictures, symbols, and messages that tell us about nutrition (which means eating healthy) and physical activity (which means moving healthy).
- The poster reminds us to be physically active for at least 60 minutes every day.
- It also says on the poster that moderate and vigorous activities count. Today's activity will be about identifying activities that count toward their 60 minutes.



### Leading the Activity

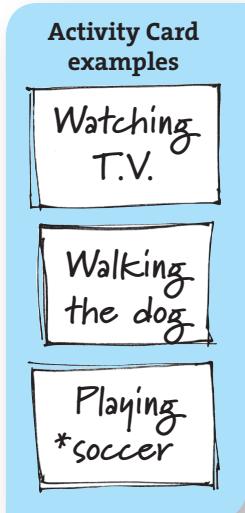
**Vocabulary**  
**Sedentary** – still, little or no bodily movement, heart rate does not increase significantly  
**Moderate** – active, medium bodily movement, heart rate increases  
**Vigorous** – very active, fast bodily movement, high heart rate

- Explain the word "sedentary." Avoid being sedentary (still) for long periods of time.
- There are two main categories of movement that count for your 60 minutes, "moderate" and "vigorous."

Explain the words "moderate" and "vigorous".

### 8. Have each student create three activity cards.

- Create one card for each activity level.
- Do not label the activities.
- Out of the two physical activities (i.e., moderate and vigorous) you have listed, which do you enjoy doing the most? Put a star on that card.
- Collect and shuffle the activity cards. Split them evenly into four piles.  
Create a few extra cards if needed to create even piles.



### 9. Tell students that they are going to play a game to help them remember the differences between sedentary, moderate, and vigorous activities.



## 10. Explain the directions for Running Around in Circles

**Around in Circles.** Divide the class evenly into four teams and have each team stand in a circle in a separate section of the classroom. Place one pile of activity cards, face down in the center of each team and play the game.

## 11. Discuss what students noticed about the game?

- Ideal response: The ball made it further around the circle when the team picked moderate and vigorous cards.
- You moved even more when you liked the activity.



## Closing the Activity

## 12. Ask students to think about the types of activities and amount of time they spent being physically active yesterday and discuss.

- Were you active for at least 60 minutes?
- Were most of your activities moderate or vigorous?
- Did you enjoy being physically active?



- Do you need to move more?
- How will your day be different tomorrow?



## Modifications/Extensions

- Play Running Around in Circles outside.
- Depending on your class size, play the game with fewer or more teams.
- Have students write their own Fill In The Blank Stories with a main character who is active for at least 60 minutes.
- Involve the entire student body by having your students create an "Active Recess" pledge. Your students can conduct a campaign, teach other students about the importance of being physically active at recess, and get students and school staff to sign the pledge.

### Running Around in Circles Directions

1. The object of the game is to be the team whose ball makes it all the way around the team circle the most times.
2. Create four teams. Teams will go at the same time.
3. Identify one student on each team as the starter. Give the ball to the starter.
4. The person standing on the starter's right hand side picks a card from the pile.
5. Show the card to your teammates. As a team, decide if the activity is sedentary, moderate, or vigorous.
6. The starter calls out your answer to the judge (teacher) while holding up the card.
7. The judge will move over to your team and signal your team with a thumbs-up if your answer is correct.
8. Keep guessing until you get a thumbs-up signal.
9. Pass the ball as follows depending on the determined activity level:  
Sedentary – ball is passed backwards once  
Moderate – ball is passed forward once  
Vigorous – ball is passed forward twice  
Star bonus – if the card has a star on it, ball is passed forward three times
10. Once the ball is passed, pick another card and repeat steps 6 – 10.
11. Continue until each team has picked all of the cards in their pile.