

MoveHealthy
I am physically active every day.

29 ACTIVITY

Active Addition

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:

Health

Science

Math

**English Language Arts –
listening, speaking, and
vocabulary building**



Objective

Students will classify daily activities by intensity level and identify activities that count toward 60 minutes of physical activity.



Materials/Preparation

➔ Classroom Materials

- Chart paper (ten pieces)
- Markers
- Red construction paper
- Tape
- Die-cut machine or scissors



➔ Downloadable Materials

www.nestleusa.com/healthysteps

- Healthy Steps for Healthy Lives MyPlate poster or handout



➔ Before the Activity

- Using the red construction paper, make heart cut-outs (one/per student plus 20 extra)
- Cut Activity Cards
- Make and post two Stick Student charts
- Post one piece of chart paper



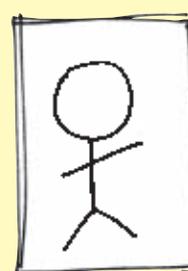
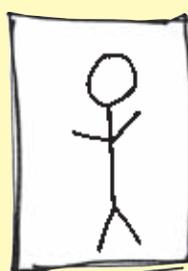
Opening the Activity

1. While students are sitting down, ask them to place their hands over their hearts and take notice of their heart beats.
2. Have students hop in place for 45 seconds. When they stop, ask them to take notice of their heart beats again.
3. Discuss the difference between their heart beats when they are sitting still versus when they are moving.
4. Explain to students that they need to be physically active for at least 60 minutes every day.

Stick Student chart

Stick Student A

Stick Student B



physically active for at least 60 minutes every day.

A physical activity is an activity that makes our heart beat faster like hopping, soccer practice, and even walking the dog.



5. Tell students that they're going to do an activity that will help them remember the types of activities that count toward 60 minutes a day of physical activity.

Leading the Activity

6. Point out the students who are moving healthy on the Healthy Steps for Healthy Lives MyPlate poster. This is the symbol on the MyPlate poster that reminds us that moving our bodies is a very important part of being healthy.
7. Discuss the ways that being physically active helps to keep us healthy.

Being physically active helps you:

- Do better in school
- Live a longer life
- Get sick less
- Have a healthy heart
- Have strong bones and muscles
- Have less chance of serious disease
- Be a healthy weight
- Feel better about yourself
- Increase your energy level
- Be a productive and helpful member of society

8. Give each student a heart. Have students listen as you tell them about the daily activities of Stick Student A and Stick Student B. Read *The Daily Activities of Stick Student A* and *The Daily Activities of Stick Student B* to the class.
9. While you are reading, if you mention Stick Student A or Stick Student B doing something that would get the heart beating faster, have students hold up their heart cut-outs. When you see several students holding up heart cut-outs, discuss the activity that you just mentioned.
 - Ask the class if the activity is a physical activity.



- If the class decides that it is, then have a student volunteer come to the front of the room and tape a heart cut-out (from the extra pile) onto Stick Student A's chart (if you were reading about Stick Student A) or Student B's chart (if you were reading about Stick Student B).
- If the class decides that it is not, then continue reading.

The Daily Activities of Stick Student A

Stick Student A started the day with a healthy breakfast. Fueled with plenty of energy from breakfast, he brushed his teeth and walked with his mother to the bus stop. Student A began his school day with reading class and then it was time for his favorite class, P.E.! He headed back to the classroom for Social Studies. The morning flew by fast and it was time for a healthy and delicious lunch. After lunch, he headed outside for a nice break as he exclaimed "It's recess time!" During the entire recess, Stick Student A and his best friend Permanent Marker Mike played a fast-paced game of basketball. After recess, back in the classroom, the afternoon was action packed full of learning. Up first was math and it was Stick Student A's lucky day. For the math lesson, the students got to play a few games of musical chairs and graphed the results. Stick Student A even won one of the games. The school day finished up with a science lesson about the human body. After walking home from school, Stick Student A had a quick snack and finished his homework pretty quickly. With the extra time, his family was able to leave early for Karate class. There is a park next door to the Karate class and he was allowed to swing before class began. His mom needed to stop at the store and when they get home, he helped carry in the groceries. He ate his dinner and played in the yard for just a bit before

heading in for the night. After getting ready for bed, it was reading time and then lights out. Stick Student A worked hard and played hard and now it was time for a good night's rest.

The Daily Activities of Stick Student B

Student B woke up in the morning full of energy and ready for a great day. After a nutritious breakfast, it was time to head to school. He caught a ride with his dad. Once he got to his classroom, the day began with reading class. He was really excited for Art class, which was up next. Then, it was back to the classroom for Social Studies. The morning went by fast and it was time for a healthy and delicious lunch. It was raining, so that meant, inside recess. "Inside recess can be fun too!" Stick Student B thought. He and his best friend Ball-point Billy played a board game. The afternoon was full of new and interesting discoveries. In math, Stick Student B learned how to add fractions with common denominators. His favorite subject science was up last for the day. There is a science fair coming up and Stick Student B will be entering a project about electricity, which happened to be the topic of the science lesson. After Stick Student B's mom picked him up from school, they headed to soccer practice. He had a quick snack in the car on the way there. They went straight home from soccer practice so that he could get his homework finished. Before dinner there was time to take his dog Sticky for a walk and play fetch. He ate his dinner and played video games for just a bit before getting ready for bed. Stick Student B enjoyed reading a book about Benjamin Franklin before falling asleep for the night.

10. When you have finished telling about Stick Student A and Stick Student B,

have students look at the two charts. Which Stick Student had the healthiest day? Take a quick class vote by show of heart cut-outs.

- Ideal responses: Stick Student A moved more throughout the day and therefore had more time when his heart rate was increased (more heart cut-outs); Stick Student B moved less throughout the day and therefore had less time when his heart



rate was increased (less heart cut-outs); Student A had a more healthy day than Stick Student B.

11. Explain the word sedentary.

- **Sedentary** – still, little or no bodily movement, heart rate does not increase significantly.
- Most of Stick Student B's daily activities were sedentary activities which do not count toward 60 minutes every day of physical activity.
- Sedentary refers to tasks you do where your body is not physically active.
- With sedentary activities, your brain might be active (reading a book) or your mouth might be active (talking on the phone), but your body is mostly still.

12. Explain the words moderate, vigorous, and bout.

- **Moderate** – active, medium bodily movement, heart rate increases.
- **Vigorous** - very active, fast bodily movement, high heart rate.
- **Bout** – a time period or section of time.
- Student A's daily activities were well balanced with bouts of moderate and vigorous activities.
- Moderate and vigorous activities count toward 60 minutes every day of physical activity.
- Try to mix moderate and vigorous activity levels into your day.



- Try to accumulate your 60 minutes with 15 minute bouts.
- A 15 minute basketball game at recess would be a bout of vigorous activity.
- A 15 minute walk with your family and dog in the evening would be a bout of moderate activity.
- Student A was also sedentary for parts of the day too. There are times during the day when sedentary activities are important and appropriate. Try to avoid being sedentary (still) for long periods of time.

13. Using blank chart paper, explain and demonstrate how to make number models for 60 minutes of physical activity using the Activity Cards.

- Determine if the activity cards count toward 60 minutes a day of physical activity. If the activity is sedentary it does not count.
- Using the cards with moderate and vigorous activities, determine how many minutes each activity will take. Aim for a total of 60 minutes.



14. Divide students into seven groups. Give each group four activity cards. Students work together to create a number model for 60 minutes of physical activity using the activity cards from their four that are moderate and vigorous. Have students record number models onto chart paper.

15. Each group shares their number model with the rest of the class.

Number model example/ demonstration

Four cards received:

Talking on the phone;
Playing hide-and-seek;
Running in a race;
Tennis practice

Discussion results:

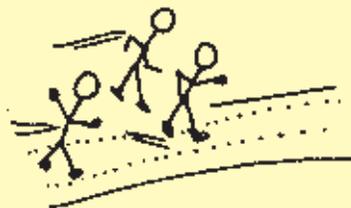
- Talking on the phone doesn't count because it is a sedentary activity. Most of the time people sit still when talking on the phone.
- Playing hide-and-seek is a moderate to vigorous activity. Running in a race and tennis practice are both vigorous activities.

The number model:

Tennis practice
30 minutes



Running in a race
15 minutes



Playing hide-and-seek
15 minutes



Amelia played hide and seek with her friends at recess for 15 minutes. Then, she ran in a race during P.E. class for 15 minutes. After school she had a 1/2 hour tennis lesson. Amelia was active for a total of 60 minutes.



Closing the Activity

16. What are some things that student B could do to add more physical activity to his day?

- Ideal responses: Play Simon Says while waiting for the bus; Have a freeze dance during indoor recess.

17. Ask students to think about the amount of physical activity they had yesterday.

18. Take a poll: How many students were physically active for at least 60 minutes?

19. What are some ways to get enough physical activity every day?



Modifications

To provide independent practice, download the smaller student version (color or black and white) of the activity cards (provided at www.nestleusa.com/healthysteps or www.neahin.org/healthysteps). Provide each student with a set. Students can decide if each activity is sedentary or active (moderate or vigorous) and record into two columns on blank paper. Using the active activities students can create number models that add up to 60 minutes a day of physical activity.

