



 **MoveHealthy**
I am physically active every day.

12 ACTIVITY

Move It, Move It!

GRADE LEVEL:
Primary

TIME:
30 minutes

GROUPING STRUCTURE:
Whole group

SUBJECTS:
Health
Science
English Language Arts
– listening and
vocabulary building

 **Objective**
Students will decide if common activities are sedentary or active and describe the benefits of physical activity.

Materials/Preparation

➔ Classroom Materials

- Chart paper (one piece)
- Markers



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster



➔ Before the Activity

- Post chart paper and poster

Opening the Activity

1. **Brainstorm activities that students enjoy doing and chart (e.g., sports, video games, listening to music, playing with toys, riding bikes).** Circle the activities on the chart that require being physically active.
2. **Explain to students that they need to be physically active for at least 60 minutes every day.** The poster tells us, “Be physically active your way.”
3. **Tell students that they’re going to do an activity that will help them remember to be physically active every day.**

Leading the Activity

4. **While students are sitting down, ask them to place their hand over their heart and take notice of their heart beat.**

5. **Have students jog in place for 45 seconds.**

When they stop, ask them to take notice of their heart beat again.

6. **Discuss the difference between their heart beat when they are sitting still versus when they are moving.**

7. **Explain the words “sedentary,” “moderate,” and “vigorous.”**

Refer back to the chart created at the beginning of the activity to tie in examples from students’ experiences.

8. **Explain the directions (steps 9 and 10) for Move It, Move It.** The object of the game is for students to guess which activities are sedentary and which are active (i.e., moderate/vigorous).

9. **Have students begin walking around the room and listen carefully as you name activities from the Move It, Move It Activity List** (say one activity at a time, pausing for several seconds between activities).

10. **When students hear you say an activity that is sedentary, they will freeze on the spot and remain frozen.** Start reading from the list again. When they hear an activity that is active (i.e., moderate/vigorous), they will begin walking again.

11. **Once students get the hang of the game, add in other ways to move around the room** besides walking (e.g., hopping, pretending they are hula hooping, tiptoeing, or dancing).

12. **When you have read all of the activities on the list, ask students to return to their seats.** Summarize key concepts.

Discussion points

- Being physically active helps you:
 - Do better in school
 - Live a longer life
 - Get sick less
 - Have less chance of serious disease
 - Be a healthy weight
 - Feel better about yourself
- Get 60 minutes a day of physical activity (moderate and vigorous activities count)
- Avoid being sedentary for long periods of time



Move It, Move It Activity List

- Walking the dog
- Running in a race
- Reading a book
- Talking on the phone
- Stretching
- Tennis practice
- Watching TV
- Playing hide-and-seek
- Soccer practice
- Playing video games
- Helping with yard work
- Hiking
- Using the computer
- Playing at recess
- Basketball practice
- Playing the piano
- Playing musical chairs
- Dancing
- Building with blocks
- Bike riding
- Roller skating
- Building model airplanes
- Playing at the park
- Riding a scooter
- Putting together a puzzle
- Playing freeze tag
- Swimming
- Drawing
- Washing the car
- Ice skating





Closing the Activity

13. Ask students to recall how they felt when they were participating in Move It, Move It.

- Prompts: Did they have fun? Did they feel happy and energized? Would they like to have a chance to do it again?
- When we choose physical activities that we enjoy doing, we will want to do them again and again.



Modifications

Do your students need more practice with vocabulary before being able to play Move It, Move It? Add vocabulary building to this activity with a simple graphic organizer. Using blank paper, have students make three columns/categories. Label the columns: sedentary, moderate, vigorous. Write the name and draw a picture of an activity for each category. Add symbols to represent the intensity level for each category (e.g., an increasing number of hearts to represent a faster heart beat).

| Sedentary | Moderate | Vigorous |
|-----------|----------|----------|
| | | |

