

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

**8** ACTIVITY

# Moves You Can Use

GRADE LEVEL:  
**Intermediate**

TIME:  
**60 minutes**

GROUPING STRUCTURE:  
**Whole and small group/independent**

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

## Objective

Students will create an exercise routine by using estimation to calculate how many movements equal a certain length of physical activity. Students will determine if their activity level is moderate or vigorous.



## Materials/Preparation

### Classroom Materials

- Chart paper (eight pieces)
- Crayons, colored pencils, and/or markers
- Scrap paper (one piece/student)
- Blank paper (one sheet/student)



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

- MyPlate poster
- Food Cards



### Before the Activity

- Post poster



## Opening the Activity

1. **Begin the activity by telling students they are going to play a familiar childhood game with a new twist.**

2. **Explain how to play MyPlate Says.**

- This is a listening game. If I say, “MyPlate says” before calling out a direction then you have to do that motion until I call out the next motion. For example, I will say, “MyPlate says run like sliced cheese” and you would have to run like you think a piece of cheese would run.
- While you are doing the movement, I am going to ask you to call out the food group. For example, I will say, “My Plate says, “pancakes are in the” and you would respond by calling out “Grains Group.”
- After you get through a few food cards, give students the direction without saying MyPlate Says.
- If I forget to say “MyPlate says” then you have to stop all movement and freeze.

3. **Play MyPlate Says until students have named at least one food in each food group.**

Then begin a new round. Play a few rounds. Then, ask students to return to their seats.

## MyPlate Says Directions

1. The object of the game is to listen correctly to all of the directions.
2. Shuffle the food cards and set them in a pile face down in front of you.
3. The teacher will pick a food card from the pile and call out the direction (the direction will be a movement to do while pretending to be the food on the food card).

Examples:

"MyPlate says jump like pancakes."

"MyPlate says run in place like an apple."

4. Follow the teacher's directions.
5. When you are moving the teacher will ask you to name the food group that the food belongs to. Call out the food group when directed.
6. Continue to move until you hear the teacher calls out the next direction.
7. If the teacher doesn't say, "MyPlate says" when giving the direction, then freeze until he does say "MyPlate says."

### 4. Ask students what they liked about the game and why?

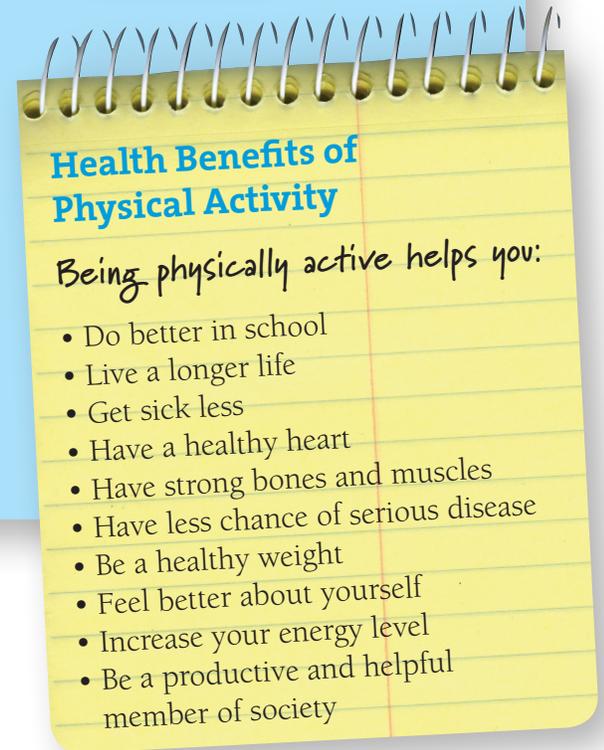
- Ideal responses: They got to get up and move around; It was fun; It got them energized; It was something they got to enjoy with their friends.

### 5. Point out the pictures and messages on the poster that have to do with moving healthy. Explain to students that they need to be physically active for at least 60 minutes every day.

### 6. Ask students why they think it is important to be active for at least 60 minutes every day. Discuss the benefits of being physically active.

### 7. 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.
- 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.



8. Ask students why they think it is important to play and be physically active in a way that is fun and enjoyable.
9. Tell students that they are going to practice ways to move for 60 minutes by using their math skills to plan movements that are fun and easy. For example, the game MyPlate Says was made up of simple and fun movements.



### Leading the Activity

10. Write the phrase “Moves You Can Use” on a blank piece of chart paper and post.
11. Ask students to predict how many of each of the following exercises they can do in 10 minutes and record their guesses on the chart.



- How many steps can you walk?
- How many jumping jacks can you do?
- How many arm circles can you make?
- How many toe touches can you do?
- How many hops on one foot can you do?
- How many cherry pickers can you do?
- How many shoulder taps can you do?
- How many hip sways can you do?

12. Ask students if they have any moves they would like to add to the list and record responses and guesses.
13. Ask students if they can think of a way to estimate the answer without actually doing each of the exercises for 10 full minutes.

- Discuss the responses that you receive and guide students to develop a formula using multiplication to determine an accurate estimate for each move. Encourage all responses and then model how to get the correct answers using the formula.
- Ideal response: If you can complete 30 jumping jacks in one minute and you want to guess about how many you could do in 10 minutes, you could multiply  $30 \times 10 = 300$ . It is reasonable to estimate that you could complete 300 jumping jacks in ten minutes.
- In order to use this formula, you would have to test each movement to see how much you could do in one minute.
- Explain that these amounts are estimates because several other factors impact the amount of an exercise an individual can complete in a given time period (i.e., speed, energy level, size).

14. Assign small groups of two or three students to each of the moves on the list. Give each group a blank piece of paper. Working together, have each small group determine how much of the movement they can do in one minute and use the formula to make an accurate estimate for how many could be done in 10 minutes.
15. Have small groups report answers to the class and add the answers to the chart next to the original guess.

**16. Explain to students that they are now going to use the Moves You Can Use chart to create an exercise routine that would equal a 15-minute bout of physical activity.** Explain the directions.

- By knowing how many rotations of each exercise you can do in one minute, you can come up with a creative routine.
- You will work in teams to come up with your routine.
- You will record the steps and the number of times to do each step on a piece of chart paper.
- You will name the routine and write the name at the top of the chart paper.

**17. Give students time to come up with their routines and posters.**



### Closing the Activity

**18. Once students are finished post their posters and have them walk around the room and look at the routines for a few minutes.** Anonymously vote for the routine you want to try. Write the name on a blank piece of scrap paper. Collect the ballots. Tally the results of the silent ballot and announce to the class.



**19. Before doing the routine, have students walk around the classroom two times at a normal pace, return to their seats and feel their heartbeat.**

Have them count the number of times they feel it beat in 30 seconds, record it on a sticky note and set it off to the side on their desk.

**20. Have the students who created the routine that won the silent ballot lead the class through the steps of their routine.**



**21. After the routine is complete, have students feel and count their heartbeats again.** Ask students if they think the routine is more of a moderate or vigorous activity level and why?

**22. Ask students what they enjoyed most about creating their routines.** Reiterate the importance of choosing ways to be physically active that you enjoy and want to repeat again and again.



### Modifications/Extensions

- Over the next several weeks and months, have one or two physical activity breaks in your classroom. Randomly choose one of the routines to do.
- Extend the activity by having students create a weekly log of physical activity. After a weeks time, have students analyze their log to see how they are doing with being physically active for 60 minutes everyday. How are they fitting in bouts of moderate and vigorous activities? What can they do to add more? What days and time periods do they need to improve? What are the barriers and how can they be overcome?
- Have students put the routines to music. Try a variety of fast and slow pieces. Does doing the routine to music increase or speed up the routine? Discuss the reasons why.
- Have students write explanatory essays ("How To" papers) about their routines.
- Have student volunteers from your class teach younger classes to play MyPlate says.