

LESSON 1: Time to Get Moving!

LESSON OVERVIEW

This is a two-part lesson that encourages students to make a physical activity goal and track their progress towards attaining that goal. In Part A, students will learn about the benefits of physical activity and the recommended amount of daily physical activity (60 minutes). Students will make a plan for fitting in 60 minutes of physical activity every day and track their progress towards that plan.

In Part B, students will share how they did or did not follow their physical activity plan and compare data about the effects of physical activity. Part A should be done at the beginning of this lesson series; Part B can be done after one week or at the end of the entire lesson series. If you wait until the end of the unit, have students fill out the *Let's Get Moving* worksheet every week.

OBJECTIVES

- Plan how to fit in 60 minutes of physical activity per day.
- Understand the mental and physical benefits of physical activity.
- Make a physical activity goal and track progress towards that goal.

TOPIC

Health Benefits of Walking and Bicycling to School
(Physical Education Focus)

STANDARDS SUPPORTED IN THIS LESSON

Common Core State Standards for Mathematics

Grade Four

- **4.NBT.B.4** (CCSS.Math.Content.4.NBT.B.4): Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- **4.MD.A.2** (CCSS.Math.Content.4.MD.A.2): Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Grade Five

- **5.NBT.B.5** (CCSS.Math.Content.5.NBT.B.5): Fluently multiply multi-digit whole numbers using the standard algorithm.

California Health Education Content Standards

Nutrition and Physical Activity – Grade Five

Standard 1: Essential Concepts

- **1.10N**: Describe how physical activity, rest, and sleep are related.
- **1.11N**: Identify physical, academic, mental, and social benefits of regular physical activity.

California Physical Education Content Standards

Grade Four

- **5.1**: Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- **5.2**: Collect data and record progress toward attainment of a personal fitness goal.

Grade Five

- **5.2**: Work toward a long-term physical activity goal and record data on one's progress.

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National Health Education Standards for Grades Three to Five

Standard 1: Essential Health Concepts

- 1.5.1: Describe the relationship between healthy behaviors and personal health.
- 1.5.2: Identify examples of emotional, intellectual, physical, and social health.

PART A

MATERIALS NEEDED

- *Walk Around the Block!* worksheet (1 per student)
- *Make a Physical Activity Plan* worksheet (1 per student)
- *Let's Get Moving!* worksheet (1 per student)
- Timer or stopwatch (1)
- Sticky notes (5 per student)
- Chart paper (2 pieces)

PREPARATION ACTIVITIES

- Make copies of *Walk Around the Block!*, *Make a Physical Activity Plan*, and *Let's Get Moving!* worksheets.
- On the top of one piece of chart paper, write “**Why People Are Physically Active.**” On the other write “**Why People Aren't Physically Active.**”
- You may want to solicit parent volunteers to supervise students as they walk around the block.

Optional:

- * Read more about the Physical Activity Guidelines for Americans:
<http://www.health.gov/paguidelines>
- * Read more about the health benefits of exercise:
<http://mayoclinic.com/health/exercise/HQ01676>
- * Read more about the Physical Activity Guidelines in California:
http://www.californiaafterschool.org/articles/CASPA_Guidelines.pdf

STEPS FOR CLASSROOM ACTIVITY

Why Should We Be Physically Active? (15 minutes)

- Ask the class what they think physical activity is. Call on students to share their ideas about what constitutes physical activity. Tell students that there are three kinds of physical activity: endurance, strength, and flexibility. Endurance is developed when people do activities that make their hearts beat faster, such as running. Strength is developed by activities such as weight lifting and crossing the monkey bars. Flexibility means that muscles move easily. Flexibility is developed through activities such as stretching.
- Ask the class what kinds of physical activity they like to do. Briefly talk about different kinds of physical activity. Mention how walking and bicycling are great ways to be physically active while moving from one place to another. Ask students to share ways that they develop endurance, strength, and flexibility through physical activity.

PREPARATION TIME

10 minutes

ACTIVITY TIME

60 minutes

VOCABULARY

Endurance—The ability to keep going; developed through activity that gets the heart pumping.

Flexibility—The ability of muscles to move easily.

Strength—Physical power.

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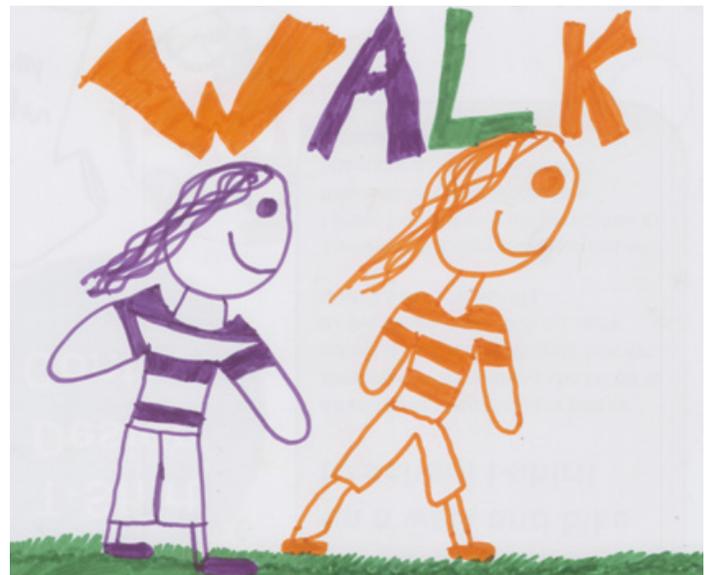
- Hand out five sticky notes to each student. Ask students to think about reasons why people are physically active and reasons why people are not physically active. Have students write one reason on each sticky note. Ask students to come up and post their sticky notes on either the “**Why People Are Physically Active**” chart paper or the “**Why People Aren’t Physically Active**” chart paper.
- Review and discuss the factors that cause people to be physically active or not to be physically active.

Benefits of Physical Activity (10 minutes)

- Look at the sticky notes that the students put on the chart paper. Pick out the sticky notes that mention benefits of physical activity (for example, people may exercise because it helps them get stronger). Lead a discussion on the benefits of physical activity. Be sure to mention the following benefits:
 1. Improves concentration and performance in school.
 2. Reduces the risk of health problems (heart disease, diabetes, stroke, some types of cancer, overweight, or obesity).
 3. Improves sleep.
 4. Improves mood.
 5. Increases energy.

Walk Around the Block (25 minutes)

- Tell the class that children and teens should do at least 60 minutes (1 hour) of moderate-to-vigorous physical activity every day. Explain that moderate-to-vigorous physical activity gets your heart pumping. A slow stroll is not moderate-to-vigorous activity, but a brisk walk is. In order to understand how much walking that would be, tell students they are going to time how long it takes them to quickly walk around the block.
- Take the class outside. Tell students that you will time how long it takes them to quickly walk around the block. If you have parent volunteers, ask them to accompany students as they walk around the block. If you do not have parent volunteers, walk around the block with your class.



Olivia M., Citrus Heights, California

Note: You may alternatively have students walk around the track, field, or blacktop instead of the block.

- Determine a starting and ending point, perhaps at the front of the school. Tell the students that this is not a race and that they should try to walk at about the same speed (a brisk walk). Start the timer as the class leaves the starting point. As students come back to the starting/ending point, tell them their time. Remind them to remember their time and/or write it down. If you are walking with your class, have the class walk together and report how long it takes for the group to return to the starting point.
- After coming back to the classroom, have students share how long it took them to walk around the block. Ask students if they were surprised by their times or not. Have students fill out the *Walk Around the Block!* worksheet.

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Make a Physical Activity Plan (10 minutes)

- Remind students of the recommendation for children and teens to get at least 60 minutes of moderate-to-vigorous physical activity per day. Explain that these 60 minutes do not have to be done all at once. For example, a student could walk 20 minutes in the morning, play 20 minutes of soccer at lunch, and bicycle 20 minutes in the afternoon.
- Tell students that they are going to make a plan for fitting in at least 60 minutes of physical activity per day. The plan does not have to be followed exactly, but students should use the planning process as an opportunity to identify times of day when they might be physically active and the kinds of physical activity they might do. Advise students to pick activities that are realistic. For example, before planning on swimming for an hour, think about whether it's possible to get to the pool. Remind students of any recess times they might have at school and suggest that they plan to be physically active then. Ask students how they might be physically active by playing games at recess. Encourage students to plan on walking or bicycling to school.
- Have students fill out the *Make a Physical Activity Plan* worksheet. Explain how to fill out the *Let's Get Moving!* worksheet for homework. Throughout the week, be sure to check in with the class to make sure students are filling out their homework. Stress that the important thing is getting 60 minutes of physical activity per day, not necessarily sticking exactly to the plan. If students stray from their plans, they should note how and why on the *Let's Get Moving!* worksheet.

PART B

MATERIALS NEEDED

- Chart paper (1 piece)
- Sticky notes (1 per student; 1 per week if more than one week of physical activity was recorded)
- Blank white paper (1 per student)
- *The Benefits of Physical Activity* worksheets (1 per student)

PREPARATION TIME

10 minutes

ACTIVITY TIME

60 minutes

PREPARATION ACTIVITIES

- Make copies of *The Benefits of Physical Activity* worksheets.
- On the top of one piece of chart paper, write “**How Much Physical Activity Did We Do Per Week?**” Draw the following on the bottom of the chart paper.

0-60 61-120 121-180 181-240 241-300 301-360 360-420 421-460 461+

VOCABULARY

Endurance—The ability to keep going; developed through activity that gets the heart pumping.

Flexibility—The ability of muscles to move easily.

Strength—Physical power.

STEPS FOR CLASSROOM ACTIVITY

How Much Were We Physically Active? (15 minutes)

- Have students take out their *Let's Get Moving!* worksheet. Give each student one sticky note for each week that you had them record their physical activity. On the sticky note, have students write how many minutes of physical activity they did in one week. Have students place their sticky notes on the bar graph that you set up on chart paper.
- After all the students have added their sticky notes to the bar graph, circle the number 420 on the bottom of the graph. Remind students that the goal was to get 420 minutes of physical activity per week (60 minutes per day).

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- Ask the class how much physical activity most students did. By looking at the actual numbers reported on the sticky notes, ask the class to consider how many students met the goal of 420 minutes of physical activity per week.
- Discuss obstacles that prevented students from meeting their physical activity goals. How could students overcome these obstacles in the future?

Benefits of Physical Activity (20 minutes)

- Have students fill out *The Benefits of Physical Activity* worksheets.
- As a class, talk about the students' findings. Ask the class to consider the data they collected and determine whether or not there were consistent correlations between amount of physical activity and sleep, mood, energy level, and concentration.

Wrap-up (10 minutes)

- Ask students to reflect on what they've learned about physical activity and the importance of walking and bicycling.
- Pass out one piece of blank paper to each student. On the paper, have students fill in the sentence frame "I used to think _____. Now I think _____."
- Post the reflections around the room and have students circulate around the room reading each other's reflections.

Ideas for Extending the Lesson

- Encourage students to poll family members about their physical activity habits and ask them to record data about the impact of physical activity on their sleep, mood, energy level, and concentration.
- Have students make posters advertising the benefits of physical activity and encouraging people to walk or ride a bicycle. Hang the posters around the school or in the community.
- Celebrate Walk to School Day and Bike to School Day (<http://www.walkbiketoschool.org>).



Ella O., Davis, California

Name: _____ Date: _____

As a class, our goal is to each get at least 60 minutes of physical activity per day. How are you going to meet this goal? Remember that you do not have to do all 60 minutes of physical activity at one time.

What's Your Plan?

	Specify the type of moderate-to-vigorous activity and the number of minutes planned for each activity.				Total # of Minutes
Monday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Tuesday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Wednesday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Thursday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Friday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Saturday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	
Sunday	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	Activity: # of Minutes:	

Student Worksheet

Let's Get Moving!

Name: _____ Date: _____

Record how much physical activity you do every day for a week. At the end of the week, add up how many minutes of physical activity you did during the week (goal: 60 minutes x 7 days = 420 minutes).

	What kind of physical activity did you do? Did you follow your plan?	In total, how many minutes did you spend being physically active?	Circle the effects that you noticed.
Monday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Tuesday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Wednesday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Thursday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Friday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Saturday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low
Sunday			Sleep: Good or Bad Mood: Happy or Sad Energy: High or Low Concentration: High or Low

1. How many minutes did you spend being physically active this week?
2. On days when you were physically active for 60 minutes, what did you notice about your sleep habits, mood, energy level, and concentration?

Name: _____ Date: _____

Use your *Let's Get Moving!* worksheet to help you answer these questions.

Hint: Fraction = (amount of days you noticed the effect of physical activity)/(total days of physical activity)

1. How many total days did you spend being physically active for 60 minutes or more?
2. On the days when you were physically active for 60 minutes or more, how many of those days did you report sleeping well? On what fraction of the days that you were physically active for 60 minutes or more did you sleep well?
3. On the days when you were physically active for less than 60 minutes, how many of those days did you report sleeping well? On what fraction of the days that you were physically active for less than 60 minutes did you sleep well?
4. On the days when you were physically active for 60 minutes or more, how many of those days did you report feeling happy? On what fraction of the days that you were physically active for 60 minutes or more did you feel happy?
5. On the days when you were physically active for less than 60 minutes, how many of those days did you report feeling happy? On what fraction of the days that you were physically active for less than 60 minutes did you feel happy?
6. On the days when you were physically active for 60 minutes or more, how many of those days did you report having high energy? On what fraction of the days that you were physically active for 60 minutes or more did you have high energy?
7. On the days when you were physically active for less than 60 minutes, how many of those days did you report having high energy? On what fraction of the days that you were physically active for less than 60 minutes did you have high energy?
8. On the days when you were physically active for 60 minutes or more, how many of those days did you report having high concentration? On what fraction of the days that you were physically active for 60 minutes or more did you have high concentration?
9. On the days when you were physically active for less than 60 minutes, how many of those days did you report having high concentration? On what fraction of the days that you were physically active for less than 60 minutes did you have high concentration?
10. What did you notice about the effect of physical activity on your sleep, mood, energy level, and concentration?