

LESSON 5: KEEP MOVING, KEEP FIT!

Overview

Physical activity has many benefits—cardiovascular fitness, coordination, endurance, flexibility, strength, weight control, appearance and fun! This lesson focuses on the link between physical activity and food choices. While many lifestyle choices influence health, food choices and physical activity are inextricably linked. The main “connection” is that the more physically active you are, the wider variety of foods you can eat. Physically active individuals need more energy (calories) and, therefore, can choose more “freely” from the entire range of foods available. In the Lesson 5: *Get Moving!* video, the five students meet to plan a school service project and while waiting for everyone to arrive, engage in various physical activities. The Expert discusses the many benefits of physical activity.

While this lesson only begins to scratch the surface, it is intended to provide students with a chance to view food and activity choices as two areas over which they often have much control—and areas where small improvements can often make a big difference in their health and appearance! The recommendation is 60 minutes of moderate-vigorous level physical activity each day.

Physical Activity Facts

- Physical activity can be classified as:
 - Low level—examples include playing video games, playing a board game or working at a computer.
 - Moderate-vigorous level—examples include brisk walking, skateboarding, tetherball, running, soccer, basketball. These activities increase heart rates.
- It is recommended that children and adolescents be physically active (moderate or vigorous levels) at least 60 minutes each day. That time can be accumulated all at once or in shorter segments of even 10 – 15 minutes.
- Physical activity helps keep bodies healthy and minds stay strong and healthy:
 - Physical activity makes people feel more energetic and increases fitness levels.
 - It can improve attentiveness and ability to concentrate.
 - It keeps hearts strong, builds strong muscles and bones by making bones and muscles work against gravity or push against something like the ground when running or jumping.
 - It also helps children, teens and adults maintain a healthy weight.
- The concept of trading active time for inactive time is a useful approach to increasing overall time spent in moderate-vigorous physical activity. While many low level physical activities are perfectly acceptable ways for students to spend their free time (eg., listening to music, reading), they may need to consider exchanging some of that time for moderate-vigorous level physical activity to work their heart and build up their fitness level.
- The FITT concept for steps to take to increase activity will be utilized: F—frequency; I—intensity; T—time; T—type. Adjusting any of these parameters can lead to improvements.

Student Objectives

1. Recall the amount of moderate-vigorous level physical activities needed each day.
2. Classify a variety of activities as low level or moderate-vigorous level.
3. Explain how to increase heart rate by trading low levels of physical activity for higher levels of physical activity.
4. Evaluate a record of their personal physical activities.
5. Create a plan for increasing physical-activity levels to meet the daily recommendation.

Level of Cognition

Objective 1: Knowledge

Objective 2: Comprehension

Objective 3: Comprehension

Objective 4: Evaluation

Objective 5: Synthesis

Materials

Student Workbooks

Pencil

Exercise Your Options DVD
Lesson 5: *Get Moving!* Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review a variety of low level (sedentary) activities and moderate-vigorous level activities that students do just in the school setting.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Explain to students that in this lesson they will be looking at another option they have for being healthy—physical activity.
- Ask students why they think it makes sense to talk about food choices and physical activity at the same time.

(Food eaten gives energy for physical activities that students do; food and activity are connected in that food eaten represents calories in; physical activity represents calories out.)

- Both the foods we eat and the activities we do influence our health, and both involve decisions that we can individually control. Food gives us the nutrients we need and the energy to be active, and the more active we are, the more foods we can eat.

2. Have students watch the Lesson 5: *Get Moving!* video.

- Direct students to pay particular attention to the activity choices of the five students as they watch the video.
- Review the summary below with students after showing the video.

Lesson 5: *Get Moving!* Video Summary

Plot: The students meet after school to discuss an upcoming community project—helping third graders design and build a garden at a local elementary school. Before everyone arrives, the students are engaged in various activities:

- Gabe is sedentary until Mike invites him to play basketball
- Drew skateboards
- Sarah practices dance steps
- Megan stretches for an upcoming run

The Expert summarizes the importance of physical activity:

- Being active is good for your heart, muscles, and it uses the energy you get from food.
- Middle school students should get at least 60 minutes of moderate-to-hard activity every day.
- We use the FITT formula to determine how often, how long, how hard, and what type of physical choices we should make.
- Gabe needs to increase his physical activity by trading inactive time (e.g., riding escalators, being driven to school) for active time (e.g., taking the stairs, walking to school).
- Megan needs to learn how to balance her regular running with better food choices so that her body is well-fueled.

3. Discuss the Lesson 5: *Get Moving!* video.

- Ask students to summarize aloud the video's main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

Step-by-Step Procedures With Guided Practice

1. Have students complete and analyze their activity records (Page 19).

- Have students read the text at the top of Page 19, above the section titled **Activity Record**. Explain that just as they recorded their food choices, they are going to record their activity choices. Ask them to name some of their favorite physical activities and how they think the activities keep them healthy.

- Write the letters FITT on the chalkboard and explain their meanings to students:

Frequency refers to how often you do this activity—every day? Twice a week? Only on weekends?

Intensity refers to how physically hard the activity is; that is, how much energy the activity requires.

Time refers to how long (or how many minutes) you do this activity.

Type refers to the kind of activity—strength vs. cardio vs. stretching.

- **Strength**—improving muscular strength by increasing the individual's ability to gradually resist more force.

Example: lifting weights

- **Cardio**—to increase your heart rate by performing moderate-vigorous levels of intense activity.

Example: dancing

- **Stretching**—to extend your limbs and body.

Example: bending over and touching your toes

- It is **important** to consider the **intensity** of these activities to determine if they are low, moderate or vigorous level.

- Read the example on the chart, Page 19, pointing out the indicated intensity and the amount of time the activity is performed each day.

- Review that vigorous (hard) activity is one that causes them to feel out of breath or breathe faster, makes their hearts beat faster and perhaps, start to sweat.

- Offer examples of low, moderate or vigorous intensity: walking between classes (low level), walking briskly to school (moderate level), walking extremely fast during a race or fitness test (vigorous level).

- Have students complete their activity records, applying the FITT formula to each activity. Remind them to think of all the activities they do in a week—ones that require a lot of energy (e.g., bicycling, playing soccer) as well as ones that don't require much energy at all (e.g., playing video games).

Check for Understanding

- Divide the students into six groups. Assign each of the groups one of the following activities:
 - Basketball
 - Listening to music
 - Walking the dog
 - Jazz dance class
 - Swimming
 - Playing video games
- Give each group approximately five minutes to brainstorm the following points about their activity:
 - What type of activity is it? Cardio ... strength ... stretching/flexibility?
 - Is their activity low level or moderate-vigorous level intensity?
 - If it's low level, what moderate-vigorous level activity could they “trade up” for to increase their activity?
 - Describe when they would do this more intense activity ... and for how long at a given time would they do this activity?
 - Does this single activity (for the stated length of time) meet their daily requirements? If not, how much more moderate-vigorous level activity do they need?
- Each group then selects one student to give a one-minute report to the class on their selected physical activity.

Assessment

1. Begin Day 2 of personal food records (Page 16).
 - Students will need to fill in their food records for Day 2 of their three-day records. Students will need to keep the records with them for the rest of the day, in order to record all of the food and beverages, including what is eaten at school and after school, at home or a restaurant.

IMPORTANT: Remind students to bring their workbooks back to class tomorrow.

 - If necessary, review the same rules as before, making sure students understand how to complete their food records. Remind students that they can use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

Lesson 4
FOOD RECORD: DAY 2

List everything you eat and drink in one day. Be sure to include the amounts.

MY FOOD RECORD

		FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	"extras"
BEFORE SCHOOL		Records will vary						
	BEVERAGE							
AT SCHOOL								
	BEVERAGE							
AFTER SCHOOL								
	BEVERAGE							
DINNER								
	BEVERAGE							
		(TOTAL AMOUNTS)						
		Daily Recommended Number of Servings	3	3	2	6	2	

For each glass of water consumed, check a box:

