

LET'S GET PHYSICAL!





Let's Get Physical!

Objectives

Students will:

- Learn how fun and easy physical activity can be when they incorporate it into their daily routines.
- Identify health and other benefits of physical activity.
- Track their physical activities for a week.

Time Needed

50 minutes plus follow-up session after a week

Getting Ready

Read:

- Teacher Background Information

Duplicate:

- *What's the Deal with Physical Activity?*
- *You May Be More Active Than You Think*
- *Physical Activity Record Sheet*
- *¿Qué onda con la actividad física? (optional)*
- *Puede que seas más activo de lo que crees (optional)*
- *Registro de Actividad Física (optional)*

Have:

- Cassette Tape/CD player and popular music (optional)
- Dance, certified aerobics instructor, yoga instructor, P.E. teacher, etc. visit class (optional)

Curriculum Links

- Physical Education
- Health
- History
- Science
- Spanish

OVERVIEW OF LESSON—Less than half of American teens are physically active on a regular basis. This lesson lets students experience the immediate benefits of physical activity. Students also assess their personal level of physical activity and consider new ways to be physically active.

Activity Steps

- 1.** Engage in ten minutes of physical activity by asking a student volunteer to lead the rest of the class in ten minutes of dance, or invite a dance or certified aerobics instructor to direct students through a short routine, or take a brisk ten-minute walk around the campus.
- 2.** Define physical activity: Any body movement that increases energy expenditure above the resting level, such as dancing or walking. Ask students to list as many physical activities as they can. Ask students to name as many benefits of physical activity as they can. Write the benefits on the board. Add any benefits from the **Teacher Background Information** that students did not mention. Ask students to identify reasons that people are not physically active. (Reasons may include busy schedules, cost and/or safety concerns, etc.) Ask students to identify ways to overcome the barriers they have identified.
- 3.** Distribute the *What's the Deal with Physical Activity?* quiz. After students complete the quiz, review the answers as a class.
- 4.** Note that the average person is most physically active in the ninth grade. For many people, that's as active as they will be throughout their lifetime. Ask students to determine how active they currently are by completing *You May Be More Active Than You Think*. This handout allows students to determine whether their activity level is currently light, moderate, or vigorous according to the column where most of their activities fall. These levels are determined by the amount of effort required and the number of calories expended.



5. Ask Students to think about the types of physical activities they like to do now, and, what they would like to continue doing as they get older. Have students track their physical activities over the next week by using the *Physical Activity Record Sheet*. After a week, discuss the results and ask students to describe their experience.

Extensions

- **Optional Classroom Activity:** Embark on a “trek” using the *Physical Activity Record Sheets*. The trek can be an individual one that records each student’s physical activity with his or her own push-pin, or it can be a class trek, which combines the mileage to cover a larger area. Decide where the final destination will be and note the “points of interest.” (Please see **Optional History or Science Activities** for class trek ideas.) Encourage students to try new physical activities. Explain that for every ten minutes of physical activity students perform, they get one point. Students can use their points to travel on their trek from school to the final destination (Note to teacher: Define one point as an inch or a mile or other increment that will allow students to move across the map.) Display a map in the classroom so students can see their progress. Tally the record sheets on a weekly basis.
- **Optional History Activity:** Use the trek to cover the geographic location you are studying. For example, a world history class could traverse the continents, and a U.S. or California history class could use the trek to cover the area being studied. Adjust the points given to reflect the greater distances that will be covered. (See the first **Optional Classroom Activity** for a sample point system.) Try to incorporate the eating habits and physical activities of the time/place being studied to complement the historical perspective.
- **Optional Science Activity:** Trek across a geographical location to discover the various geological and/or climatic systems. Discuss how the geology and climate affect what people eat. (See the first **Optional Classroom Activity** for a sample point system.)
- **Optional Science Activity:** Study the circulatory, respiratory, and metabolic systems. Identify what happens during physical activity. Discuss what happens to blood flow, breathing, digestion, and metabolic rate. What happens over time as a person is physically active on a regular basis?
- **Optional School Outreach Activity:** Survey students on campus about the physical activities they would like to see offered at school that are currently not available. Summarize the findings and present them to the principal, physical education director, and/or school board. Please see **Lesson 3, Teens Making a Difference**, for project development strategies.
- **Optional School Outreach Activity:** Involve the class or school in the American Heart Association’s Hoops for Heart. Hoops for Heart is a basketball event that conveys the value of physical activity and community service while teaching ball-handling skills through games such as Hot-Shot Blitz and 3-on-3 tournaments. This fundraising event helps meet state physical education requirements, provides service learning opportunities that promote civic responsibility, and allows the American Heart Association to raise funds for life-saving research and the development of educational materials. To involve your class or school, contact The American Heart Association at 1-800-AHA-USA1, or visit the American Heart Association Web site at <http://www.amhrt.org>.



Teacher Background Information

All types of physical activity yield significant health benefits. The National Institute of Medicine and the National Association for Sports and Physical Activity recommend that children (ages 5–18) participate in 60 minutes of physical activity per day.¹ The US Surgeon General recommends that American children accumulate at least 60 minutes of moderate physical activity most days of the week. This can be done all at one time or broken down into three twenty-minute sessions.

Physical activity is defined as physical movement through both structured and unstructured routines at home, school, work, transport, leisure, and recreation². Physical activity is defined in terms of intensity:

■ Moderate physical activity:

Activities that use large muscle groups, including walking, swimming, cycling, dancing, yard work, gardening, and various domestic and occupational activities.

■ Vigorous physical activity:

Physical activities that use large muscle groups at 70 percent or more of maximum heart rate for age, such as, jogging, running, lap swimming, cycling, aerobic dancing, skating, rowing, jumping rope, soccer, basketball, etc.

Benefits of physical activity:

- It's fun!
- Helps you look good and feel good.
- Helps build and maintain healthy bones, muscles, and joints.
- Reduces stress and helps you relax.
- Increase self-confidence.
- Boosts energy.
- Strengthens the heart.
- Helps control weight and reduce fat.
- Provides social interaction with others.
- Prevents boredom.
- Reduces feelings of depression and anxiety.
- Improves academic performance.

Long-term Benefits physical activity:

Reduces the risk of:

- becoming overweight.
- dying prematurely.
- developing diabetes.
- developing high blood.
- developing high blood pressure.

Here's how the Surgeon General's Report distinguishes between the following terms:

- **Physical Fitness** is something you achieve by being physically active. Fitness is a measure of the ability to perform activities that require endurance, strength, and/or flexibility. Health-related fitness includes cardiorespiratory fitness, muscular strength and endurance, body composition, and flexibility.



- **Exercise** is a sub-category of physical activity. It is planned, structured, and repetitive body movement. The goal of exercise is often to become physically fit. Avoiding the term “exercise” often helps decrease people’s resistance to physical activity.
- **Physical Education** is a comprehensive, sequential K-12 curriculum that promotes physical, mental, emotional, and social well-being and provides students with the knowledge and ability to maintain an active, healthy lifestyle.

¹ National Association for Sport & Physical Education. “What Constitutes a Quality Physical Education Program. www.aapherd.org/naspe

² US Department of Health and Human Services, Physical Activity and Health: A report of the surgeon general. Atlanta. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention National Center for Chronic Disease Prevention and Health Promotion. 1996

What's the Deal with Physical Activity?

Check whether you think each sentence is TRUE or FALSE.

True False

- 1.** People have to exercise as hard as they can if they want to be physically fit.
- 2.** Regular physical activity strengthens your heart muscle.
- 3.** Physical activity makes people want to eat more.
- 4.** Physical activity can help people relax.
- 5.** Exercising a part of the body is a good way to reduce body fat in that part.
- 6.** It is not important for people to be physically active until they are 35 years old.
- 7.** Physical activity can help people make new friends.

What's the Deal with Physical Activity?

ANSWERS

True False

- 1.** People have to exercise as hard as they can if they want to be physically fit.
Moderate and light physical activity can help you become physically fit, too!
- 2.** Moderate physical activity strengthens your heart muscle.
Your heart gets exercise and gets stronger when you are physically active on a regular basis.
- 3.** Physical activity makes people want to eat more.
Moderate physical activity makes many people feel less hungry.
- 4.** Physical activity can help people relax.
Physical activity can relieve stress so people can relax.
- 5.** Exercising a part of the body is a good way to reduce body fat in that part.
*Body fat in one part of the body cannot be reduced by exercising that part.
When you lose fat, you lose it from all parts of your body.*
- 6.** It is not important for people to be physically active until they are 35 years old.
People of all ages are healthier when they are physically active.
- 7.** Physical activity can help people make new friends.
You can meet new people and get to know them better while you get fit!

¿Qué onda con la actividad física?

Señala si piensas que cada frase es CIERTA o FALSA.

Cierto Falso

- 1.** Las personas deben hacer ejercicio tan fuerte como puedan si quieren que les produzca algún beneficio.
- 2.** La actividad física que se hace con regularidad fortalece su músculo cardiaco.
- 3.** La actividad física hace que uno quiera comer más.
- 4.** La actividad física puede ayudar a que las personas se relajen.
- 5.** Ejercitar una parte del cuerpo es una buena manera de reducir la grasa corporal en esa parte.
- 6.** No es importante que las personas sean físicamente activas hasta que tengan 35 años de edad.
- 7.** La actividad física puede ayudarles a las personas a hacer nuevas amistades.

¿Qué onda con la actividad física?

CLAVE DE RESPUESTAS

Cierto Falso

- 1.** Las personas deben hacer ejercicio tan fuerte como puedan si quieren que les produzca algún beneficio.
La actividad física moderada proporciona muchos beneficios para la salud física y mental. Hacer ejercicio "tan fuerte como sea posible" incluso puede causar lesiones.
- 2.** La actividad física que se hace con regularidad fortalece tu músculo cardiaco.
La actividad física que se hace con regularidad fortalece el músculo cardiaco, lo cual da como resultado un latido cardiaco más lento porque su cuerpo está utilizando el oxígeno con mayor eficiencia.
- 3.** La actividad física hace que uno quiera comer más.
En realidad, la actividad física baja el apetito.
- 4.** La actividad física puede ayudar a que las personas se relajen.
La actividad física es una manera excelente de reducir el estrés.
- 5.** Ejercitar una parte del cuerpo es una buena manera de reducir la grasa corporal en esa parte.
El aumento de la energía total que se gasta (llamada calorías) en la actividad física es la única manera de reducir la grasa del cuerpo en general. Los ejercicios de fortalecimiento desarrollan los músculos pero no reducen la grasa.
- 6.** No es importante que las personas sean físicamente activas hasta que tengan 35 años de edad.
Es importante ser físicamente activos como jóvenes para sentirse mejor, tener mejor apariencia y desarrollar hábitos para toda la vida. Es más difícil "adquirir el hábito" como adulto.
- 7.** La actividad física puede ayudarles a las personas a hacer nuevas amistades.
Muchas actividades se hacen en grupos o equipos de modo que es una magnífica manera de conocer nuevas personas y hacer juntos algo que les agrada.

You May Be More Active Than You Think

Circle all the activities you are currently doing. Is your activity level generally light, moderate, or vigorous? (Choose the level with the most circled activities.)

LIGHT ACTIVITY	MODERATE ACTIVITY	VIGOROUS ACTIVITY
Feels easy, such as slow walking	Feels like fast walking, break a sweat but easy to talk	Feels like running, hard to talk, heavy breathing
slow walking	fast walking	running, fast stair climbing, rock climbing
slow dancing	moderate dancing: rock, funk, ballroom, ballet	aerobic or fast dancing: hip-hop, folklorico, jazz
shooting hoops	basketball drills, such as layups	basketball game
tossing a Frisbee fixing a skateboard	playing hackysack skateboarding skating	ultimate Frisbee roller hockey
slow bike riding	moderate bike riding, BMX and off-road riding (no hills), distance riding	bike riding fast uphill, mountain biking in hills, bike racing
stretching, yoga	weight training, gymnastics, martial arts	circuit weight training, running stairs
table tennis, bowling, playing pool	volleyball, badminton, tennis, softball, baseball	soccer, football, hockey, racquetball
throwing snowballs	downhill skiing, freestyle skiing	cross-country skiing
platform or board diving, floating in a pool	surfing, windsurfing, snorkeling, scuba diving, lap swimming, pool volleyball	fast swimming or racing, water polo
fishing, camping	fly-fishing, hunting, horseback riding, fast hike	backpacking, hauling gear up a hill
light housework: washing dishes, cooking	moderate housework: sweeping, vacuuming, mopping, painting	heavy housework: scrubbing walls
light yard work: weeding, watering	moderate yard work: mowing, raking	heavy yard work: digging and shoveling, hoeing, chopping wood

Puede que seas más activo de lo que crees

Indica con un círculo todas las actividades que haces actualmente. ¿Tu nivel de actividad por lo general es ligero, moderado, o vigoroso? (Elige el nivel de la columna donde marcaste más actividades.)

ACTIVIDAD LIGERA Se siente como caminar lentamente	ACTIVIDAD MODERADA Se siente como caminar rápido—se comienza a sudar pero es fácil hablar	ACTIVIDAD VIGOROSA Se siente como correr—es difícil hablar, respiración agitada
caminar lento	caminar rápido	correr, subir escaleras rápidamente, escalar
baile lento	baile moderado: rock, funk, salón, ballet	baile aeróbico o rápido: hiphop, folklórico, jazz
tirar el basketbol a la canasta	prácticas de basketbol como jugadas y tiros	juego de basketbol
lanzar un Frisbee arreglar una patineta	jugar hackysack andar en patineta patinar	partidos con Frisbee hockey sobre ruedas
recorrido en bicicleta lento	recorrido en bicicleta a velocidad moderada, BMX y andar a campo traviesa (sin elevaciones) recorridos de distancia	recorrido en bicicleta rápido cuesta arriba, bicicleta de montaña en elevaciones, carreras en bicicleta
estirarse, yoga	entrenamiento con pesas, gimnasia, artes marciales	entrenamiento en circuito de pesas, subir escaleras corriendo
Ping Pong, boliche, billar	voleibol, badminton, tenis, sóftbol, béisbol	fútbol (soccer), fútbol Americano, hockey, raquetbol
lanzar bolas de nieve	esquiar en nieve	esquiar a campo traviesa
clavados de plataforma o trampolín, flotar en una piscina	surfing, windsurfing, bucear con tubo de respiración, bucear con scuba, recorrer la piscina a nado, voleibol en piscina	nado rápido o en carreras, polo acuático
pescar, acampar	pesca con mosca, cazar, montar a caballo, escalar a paso veloz	excursión con mochila al hombro, remolcar equipo por una elevación
trabajo casero ligero: lavar platos, cocinar	trabajo casero moderado: barrer, aspirar, trapear, pintar	trabajo casero pesado: restregar muros
trabajo ligero en el jardín: quitar malezas, regar plantas	trabajo moderado en el jardín: cortar el pasto, rastrillar	trabajo pesado en el jardín: escarbar y palear, limpiar con azadón, cortar madera

Adaptado de diversas encuestas de Williams y Wilkins en *Medicine and Science in Sports and Exercise*, vol. 29, no. 6, junio de 1997.

