

The background of the slide features a close-up, slightly blurred photograph of a medical stethoscope and a rolled-up document. The stethoscope, with its silver-colored metal tubing and black chest piece, is coiled across the upper right portion of the frame. Below it, a white, cylindrical object, likely a rolled-up document or a piece of fabric, lies horizontally. The entire scene is set against a light-colored, textured wooden surface. The lighting is soft and even, creating a professional and clean aesthetic.

Lesson 3: Get Your Move On



Explain what you know
about exercise.




Opening Questions



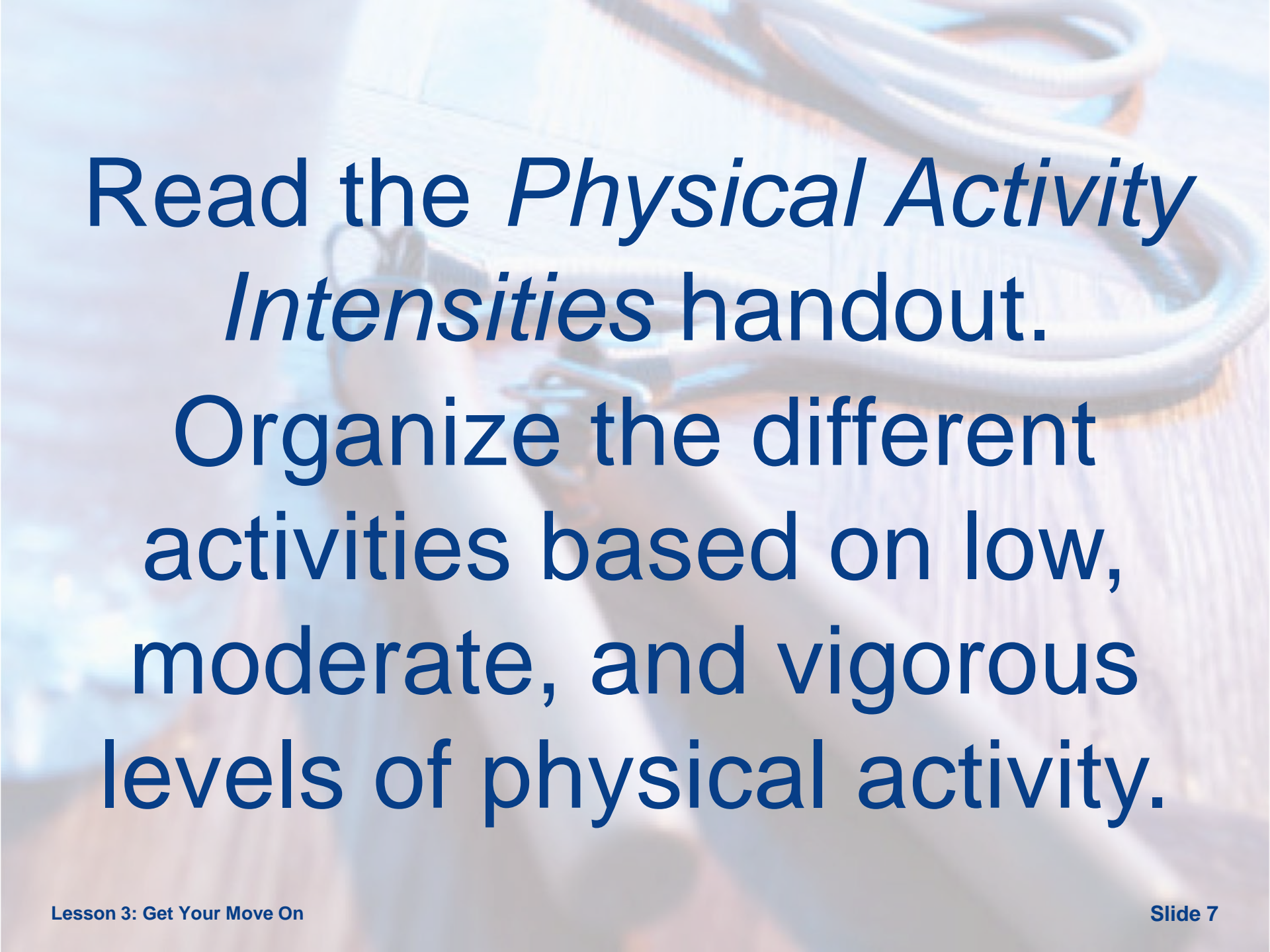
Explain why you think
exercise might be
important.



Learning Activity



Organize your physical activity cards based on similarities and differences between the activities.



Read the *Physical Activity Intensities* handout.

Organize the different activities based on low, moderate, and vigorous levels of physical activity.



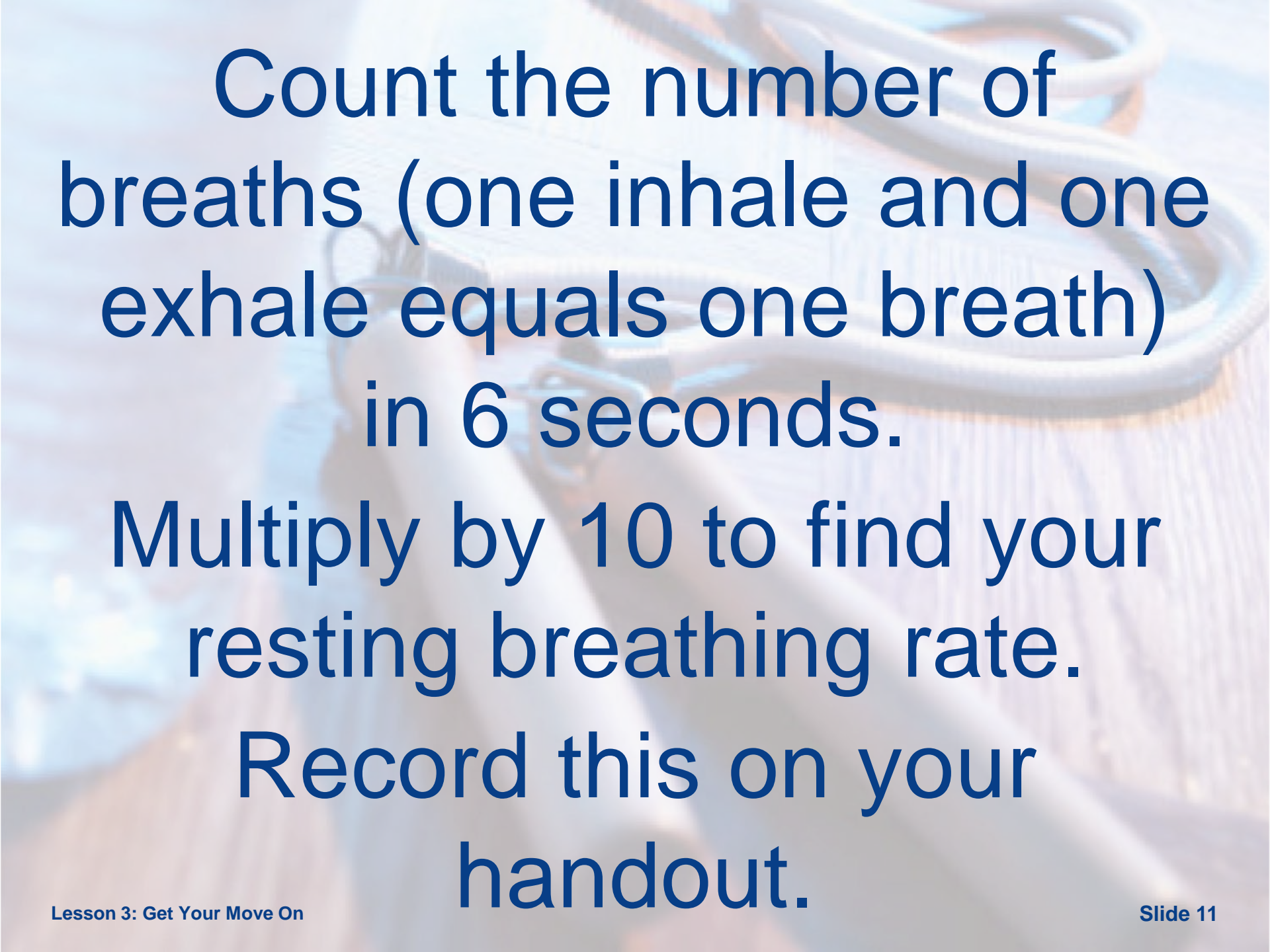
Class Discussion



Record on your handout
how you currently feel
while at rest.

Take your pulse on your wrist or
jawline.
Count the number of pulses in 6
seconds.
Multiply by 10 to find your heart rate.
Record this on your handout.





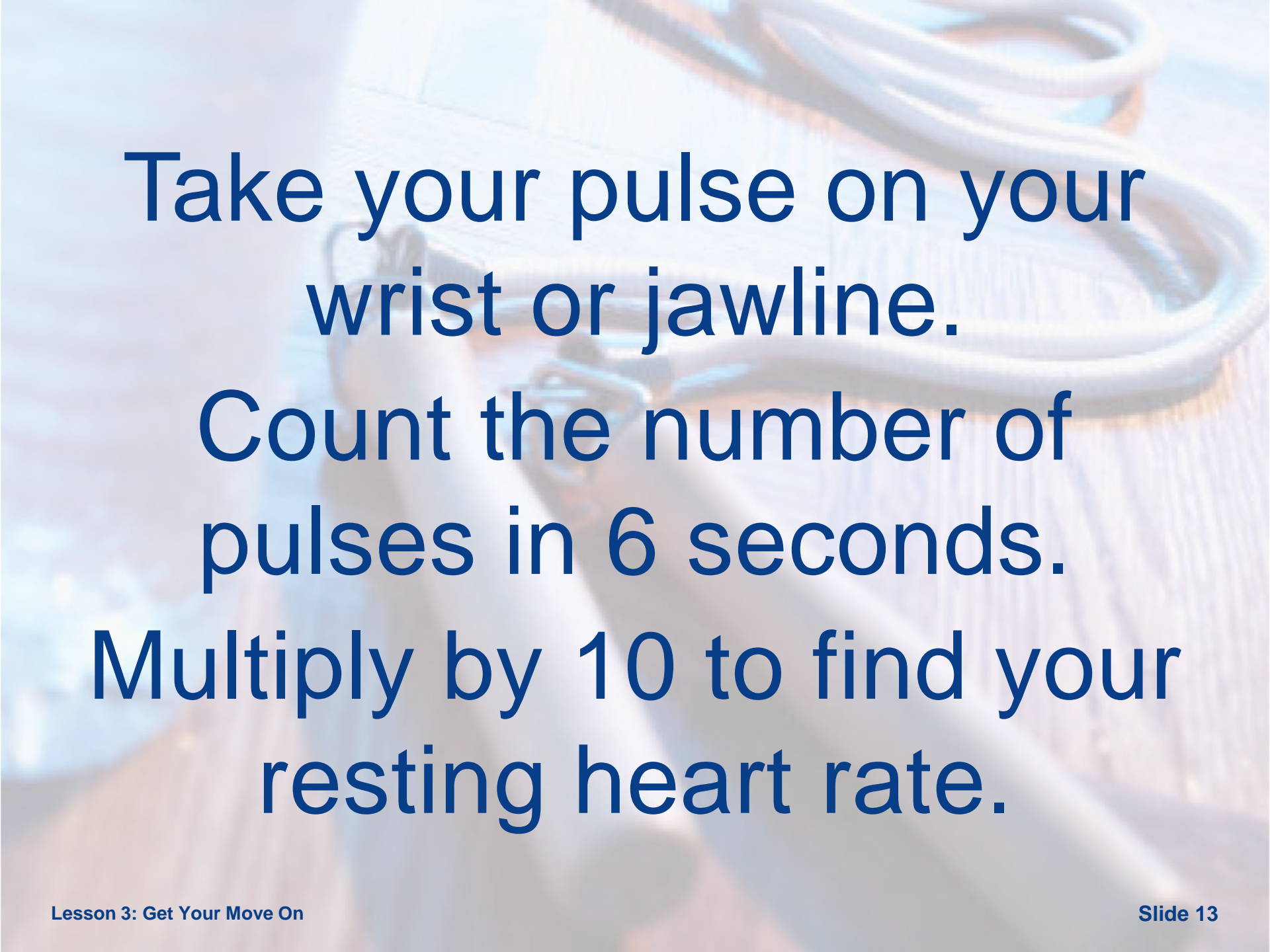
Count the number of
breaths (one inhale and one
exhale equals one breath)
in 6 seconds.

Multiply by 10 to find your
resting breathing rate.

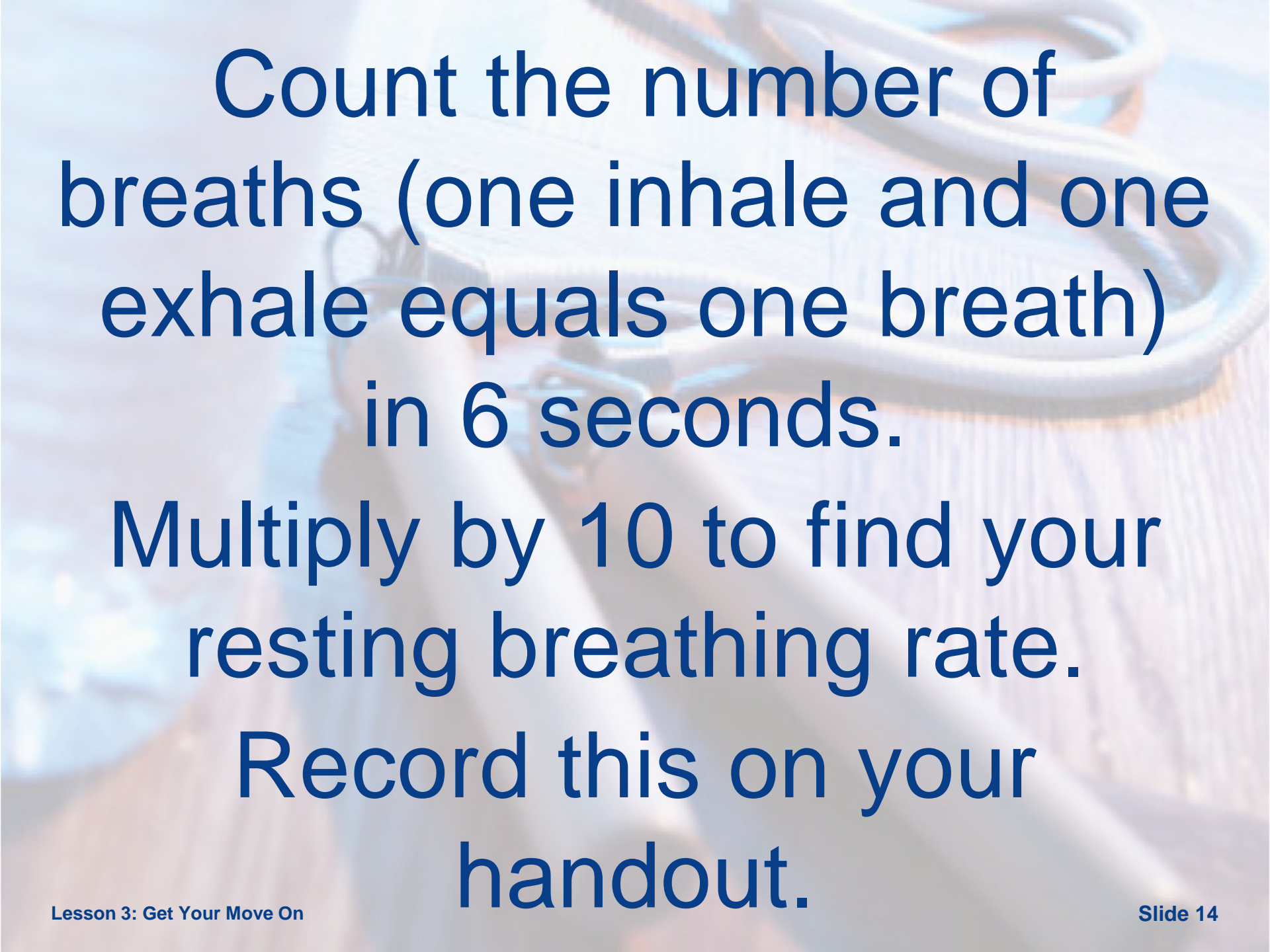
Record this on your
handout.

A person is walking on a treadmill. A white exercise band is looped around their ankles and is being held by their hands in front of them. The background is a blurred view of the treadmill and the person's legs.

**Walk in place for 30
seconds.**



Take your pulse on your
wrist or jawline.
Count the number of
pulses in 6 seconds.
Multiply by 10 to find your
resting heart rate.



Count the number of
breaths (one inhale and one
exhale equals one breath)
in 6 seconds.

Multiply by 10 to find your
resting breathing rate.

Record this on your
handout.

A person is shown from the waist down, wearing a white athletic shirt and dark shorts, riding a stationary bike. A heart rate monitor strap is around their chest, and a white cable connects it to a device on the bike. The background is a blurred indoor setting.

Record on your handout
how you felt doing
moderate exercise.

A person's hands are visible at the bottom of the frame, holding a jump rope. The rope is coiled on a light-colored wooden floor. The background is slightly blurred, showing more of the floor and the person's legs. The text "Do jumping jacks for 30 seconds." is overlaid in the center in a large, dark blue font.

Do jumping jacks for 30
seconds.

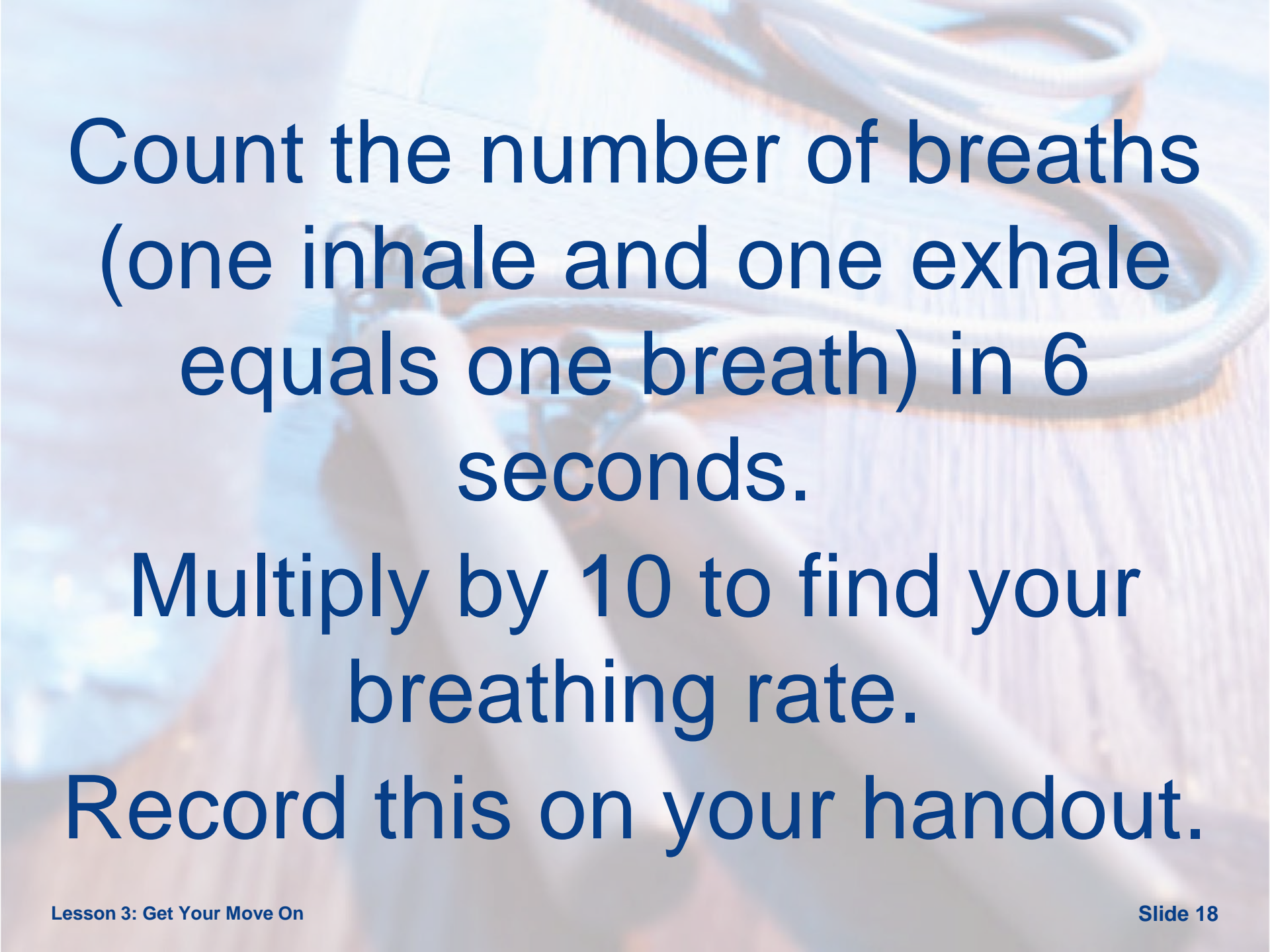
A background image showing a person's arm and hand. A stethoscope is placed on the wrist, and a hand is holding the other end of the stethoscope, likely to feel the pulse. The image is slightly blurred and has a light blue tint.

Take your pulse on your wrist
or jawline.

Count the number of pulses
in 6 seconds.

Multiply by 10 to find your
heart rate.

Record this on your handout.

A background image showing a medical setting. A stethoscope is visible in the upper right, and a hand is holding a pulse oximeter in the lower left, positioned over a patient's finger.


Count the number of breaths
(one inhale and one exhale
equals one breath) in 6
seconds.

Multiply by 10 to find your
breathing rate.

Record this on your handout.

A person is shown from the waist down, wearing a white long-sleeved shirt and white pants. They are holding a white resistance band with both hands, pulling it upwards. The band is looped around their feet and is being stretched. The background is a light-colored wooden floor. The text is overlaid in the center of the image.

Record on your handout
how you felt doing
vigorous exercise.



In your groups, compare
how you felt when you
were resting, walking in
place, and doing
jumping jacks.



Activity Wrap-Up



Expanding Knowledge

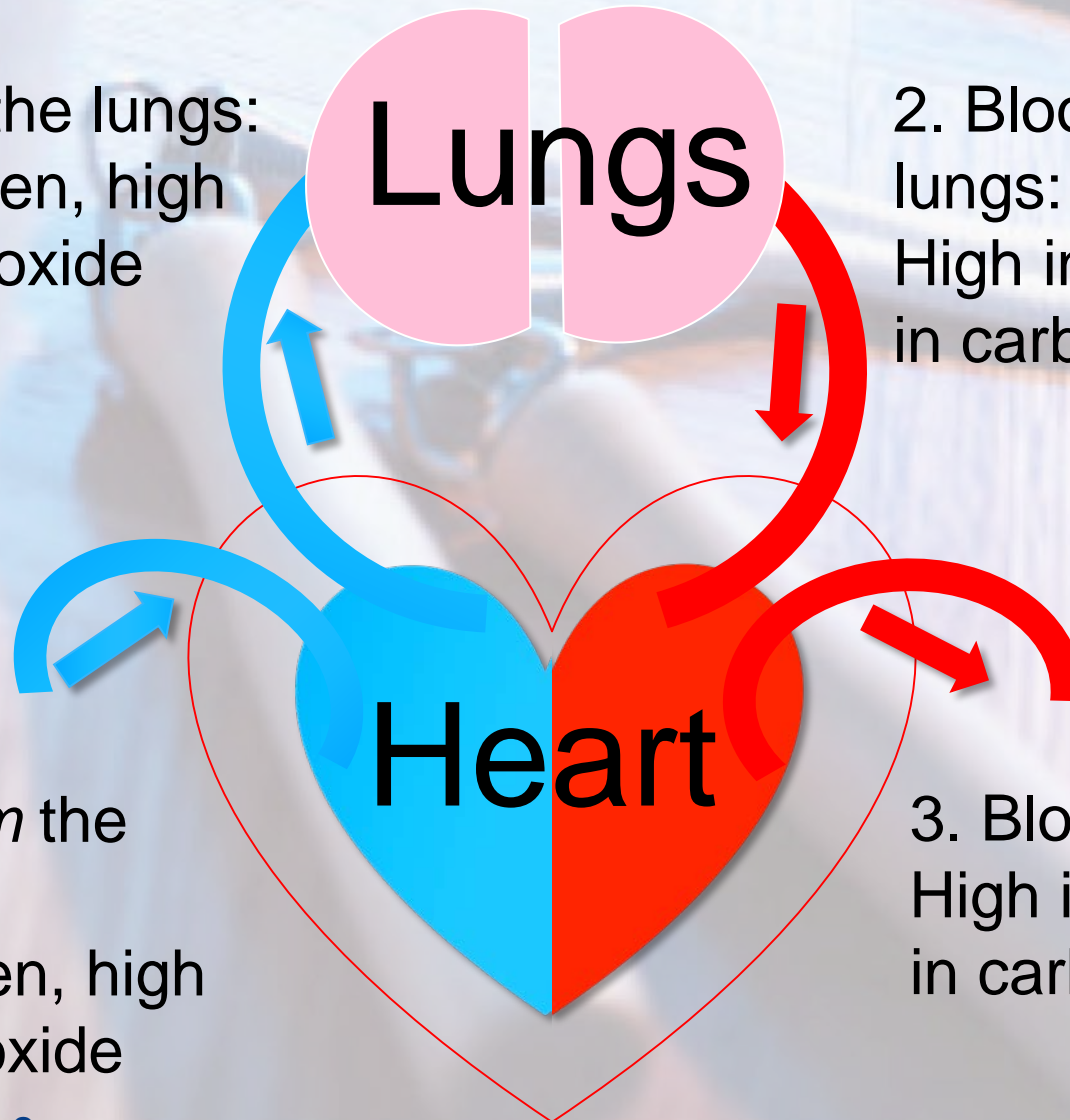
What is physical activity?

- Anything that involves using energy to move the body.
- Sometimes its called exercise, sometimes its called “working out.”
- It doesn't matter what you call it, as long as you're moving.

Heart Rate and Breathing Rate

- Heart rate and breathing rate increase when exercising.
- Muscles are working harder:
 - Need more oxygen.
 - Making more carbon dioxide.

1. Lungs *inhale* oxygen
and *exhale* carbon dioxide



2. Blood *from* the
lungs:
High in oxygen, low
in carbon dioxide

3. Blood *to* the body:
High in oxygen, low
in carbon dioxide

5. Blood *to* the lungs:
Low in oxygen, high
in carbon dioxide

4. Blood *from* the
body:
Low in oxygen, high
in carbon dioxide

Maximum Heart Rate

- Maximum heart rate:
 - Upper limit of what your heart can handle during physical activity.
- Easy way to calculate: subtract your age from 220.
- Example: a 50-year-old would have a maximum heart rate of 170 beats per minute.

Target Heart Rate

- Target heart rate: heart is working harder, but not too hard.
- Target is 50 to 70% of maximum.
- Example: a 50-year-old would have a target heart rate of 85 to 119 beats per minute.

Light or Low

Slow, almost resting

- Small ↑ in breathing rate, heart rate.
- Not much sweat.
- Can talk and sing

Moderate

Medium activity level, using more energy than light activity

- Greater ↑ in breathing rate, heart rate.
- Increase in sweating.
- Can talk, but not sing.

Vigorous

High activity level, using a lot of energy

- Heavy breathing, fast heart rate.
- Increase in sweating.
- Difficulty talking.

Types of Physical Activity

Weight-Bearing Physical Activity

- Physical activity that involves working against gravity to move a weight

Non Weight-Bearing Physical Activity

- Physical activity that does not involve working against gravity to move a weight

What does physical activity do for us?

- Increased muscle and bone strength
- Improved sleep
- Helps with weight maintenance
- Reduced risk of chronic diseases, such as heart disease or type 2 diabetes.

Physical Activity Recommendations

Adults

- 2 hours and 30 minutes of moderate physical activity
or
- 1 hour and 15 minutes of vigorous activity each week.


Physical Activity Recommendations

Children

- 60 minutes each day
 - Vigorous activity at least three days per week.



Goal Setting

- 
1. Record three different activities you enjoy doing.
 2. What is one new activity you would like to learn or try?
 3. What are some steps you can take to meet the weekly physical activity recommendation?



Thank you for
participating in Lesson 3!

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