

Module One:

The Benefits of Physical Activity

Background Information

Physical activity is body movement that requires muscle movement and uses more energy than resting. Walking, running, dancing, swimming, yoga, and gardening are a few examples of physical activity. Being physically active is an important component of a healthy lifestyle because it is associated with many health benefits. Being physically active improves mood, bone and muscle strength, cardiovascular health, sleep, and helps maintain a healthy weight. Engaging in regular physical activity also reduces the risk for developing chronic diseases like cardiovascular disease and type 2 diabetes.

People who are more physically active are more likely to have improved mood, as well as feel less stress, anxiety, and are less likely to experience depression. They also have improved sleep patterns. Engaging in physical activity in team sports or group exercise can help develop positive social interactions, and skills in teamwork and problem solving.

Improving the health of our cardiovascular system is another benefit of physical activity. Aerobic activities, such as running, enhance overall cardiovascular health by increasing our heart rates and the blood flow throughout the body. During aerobic exercise our heart rates increase because of the increased need for oxygen, and as a result, our breathing rates increase to deliver more oxygen to our muscles and other tissues. Engaging in aerobic activities also reduce the risk for cardiovascular disease.

Maintaining a healthy body composition is another benefit of being physically active. Body composition refers to the balance of different body tissues including muscle, bones, and fat. Physical activity helps to build muscle and bone mass, and reduce excess fat mass, which are important components of a healthy body.

Activity 1.1 : Classroom Activity

Time Required
45 to 60 mins

Suggested Groupings
Small teams of 3 to 4

Materials Needed

(*Materials provided in curriculum)

- Flip chart paper
- Markers or writing utensils
- 2 containers for each team of students (i.e., plastic hoops, produce crates, buckets, baskets, Frisbees, etc.)
- 4 small objects to represent produce for each team of youth (i.e., bean bags, balls, yarn balls, etc.)
- Clock with second hand or stopwatch
- *Observation Sheet (Appendix 1A)
- *Farm to Market Classroom Orientation (Appendix 1B)
- *Warm-Up Activities (Appendix 1C)
- *Diagram to Find Pulse (Appendix 1D)
- *Reflection Handout (Appendix 1E)
- Pedometers or physical activity monitors (optional)

Concepts and Vocabulary

Aerobic: involving, utilizing, or increasing oxygen consumption for metabolic processes in the body.

Benefit: a good or helpful result or effect.

Body Composition: the balance of different body tissues including muscle, bones, and fat.

Cardiovascular System: the organ system composed of the heart, lungs, arteries, veins, and capillaries that transport blood throughout the body.

Heart Rate: how frequently the heart beats, expressed as a number of heart beats per minute (BPM). Heart rate will change depending upon intensity of physical activity.

Oxygen: a colorless, odorless gas that is required for aerobic organisms to live.

Getting Ready

1. Make copies of the Observation Sheet (Appendix 1A), 1 copy for each youth.
2. Prepare for the Farm to Market activity by organizing the containers according to the Farm to Market Classroom Orientation (Appendix 1B). Each team of youth should have one container representing the farm and one container representing the market. Each team's farm container should have 4 objects that represent produce.



Facilitator Tip: The activity works best if there is some distance (e.g., 25-30 feet) between "farm" and "market" containers, so a large area is recommended (e.g., multi-purpose room, school gymnasium, or playground).

3. Make copies of the Reflection Handout (Appendix 1E), 1 copy for each team of youth.
4. Optional: provide each youth with a pedometer or physical activity monitor. Explain to the youth they can use these devices to track the amount of physical activity.
5. Organize the class into small teams of 3 to 4 youth.
6. Provide each team with one sheet of flip chart paper and markers to answer opening questions.

Opening Questions/Prompts

Ask the youth to respond to each question/prompt below by recording their answers on the flip chart paper provided and sharing their ideas verbally.

- Explain what you know about physical activity.
- Explain what you know about the heart.

Procedures (Experiencing)

1. Provide each youth with a copy of the Observation Sheet (Appendix 1A).
2. Explain to the youth that they will be investigating how physical activity affects their bodies. This activity has four parts. After each part of the activity they will collect and record data on the Observation Sheet. This data includes their heart rate, how their bodies and muscles felt, and the emotions they experienced.
3. Explain to the youth that they will begin with the first part of the activity, which is called "Resting." Explain that we are considered to be resting when we are not doing any physical activity. Ask the youth to sit down and be quiet for a few minutes so that they can measure their resting heart rate.
4. Ask the youth to find their pulses. Note: youth will need help with this. Pulses can be found by using the tips of the index and middle fingers of the left hand and pressing gently on the left side of the throat, just below the jaw; or by placing the tips of the index and middle fingers of their right hand on the inside of their left wrist below their left thumb. Refer to Diagram to Find Pulse (Appendix 1D).
5. Ask the youth to count the number of pulses they feel for 6 seconds. Using a clock with a second hand or a stopwatch, tell the youth when to start and stop. To find the number of beats per minute, have them multiply that number by 10. This number is their heart rate. Have them record their heart rate on the Observation Sheet.



Facilitator Tip: Doing a practice measurement may help youth measure their pulses more accurately. Ask the youth to do a practice measurement and multiply by 10 to get beats per minute. After the practice measurement ask them to take their pulse again and record those measurements on the Observation Sheet.

6. Ask the youth to record their observations in the row titled “Part 1: Resting.” Ask

them to indicate how their body and muscles are feeling, circle the emoticon that best represents their emotions, and explain why they circled that emoticon.

7. Ask the youth to form a large circle. Each youth should be standing and be able to extend their arms to their sides without touching the person next to them.

8. Lead the youth through the Warm-Up Activities (Appendix 1C). Complete the exercises in order, 1-3. As you begin the warm-up, explain to the youth that doing warm-ups before engaging in physical activity increases our blood flow and raises our body temperature. Doing these warm-up exercises before engaging in physical activity helps to prevent injuries.

9. Explain to the youth the next part of the activity is called “Farm to Market.” Ask the youth to imagine they are farmers. They have grown produce that needs to be delivered to the market. The containers on one side represent their “farm.” The four objects in the “farm” represent their “produce.” The containers on the other side represent the “market” where they will sell their produce.

10. While still standing in a large circle, orient the youth to the set up of the room for the “Farm to Market” activity. Explain that the teams will form a single-file line facing the farm containers, with their backs to the market containers. The farmer at the front of the line will pick up one piece of “produce” from the “farm” and standing in place will hand it overhead to the farmer behind them. The farmer that just handed the produce to the second farmer will then run to the end of the line and stand in place and wait until the produce is handed to them. The second farmer will hand the produce overhead to the farmer behind them and then run to the end of the line and stand in place and wait until the produce is handed to them again. (Note: ask the students run to the back of the line the right side, this will help prevent students running into one another). This process will be repeated by each member of the team until they reach the “market.” Once at the market, the produce should be gently placed in the market container. (Note: the produce should not be thrown from a distance). The team will then run back to the farm and repeat this process until all four pieces of produce have been delivered to the market.



Facilitator Tip: It may be helpful to demonstrate the process by using one of the teams as an example to help the youth understand what they are to do.

11. Ask the teams to line up in a single-file line facing the farm containers with their backs to the market containers. Tell them that when you say “go” they will begin the Farm to Market activity and get all four pieces of produce to the market as quickly as they can. Tell them to “go.”

12. Immediately after the teams have completed the Farm to Market activity, ask the youth to measure their heart rate following the procedures in Steps 4 & 5 (above) and record it on the Observation Sheet in the “Part 2: Farm to Market” row.

13. After the youth record their heart rate, ask the youth to complete the rest of the “Part 2: Farm to Market” row by recording their observations regarding how their bodies and muscles felt, and the emotions they experienced during the activity.

14. Ask the youth to form a large circle. Each youth should be standing and be able to extend their arms to their sides without touching the person next to them.

15. Explain to the youth that the next part of the activity is called “Squats.” Ask the youth to stand with their feet shoulder-width apart, point their toes slightly outward (so their feet form a wide “V”), and cross their arms over their chest so their right hand is on their left shoulder and left hand is on their right shoulder. Then explain they will slowly squat into a posture like they are sitting in a chair, and then ask them to slowly return to a standing posture. Using a clock with a second hand or a stopwatch to keep time, repeat this movement at a moderate pace for 1 minute. Emphasize the need to use proper form to prevent injuries. When they are in the squatting position, their knees should not extend past their toes, and their heads and chests should be held high.



Facilitator Tip: Demonstrate this exercise first, explaining the moves, and then ask the youth to do it with you.

16. Immediately after the teams have completed the Squats activity, ask the youth to measure their heart rate following the procedures in Steps 4 & 5 (above) and record it on the Observation Sheet in the “Part 3: Squats” row.

17. After the youth record their heart rate, ask the youth to complete the rest of the “Part 3: Squats” row by recording their observations regarding how their bodies and muscles felt, and the emotions they experienced during the activity.

18. Ask the youth to form a large circle. Each youth should be standing and be able to extend their arms to their sides without touching the person next to them.

19. Explain to the youth that the next part of the activity is called “Running in Place.” They will do three different variations of running in place. Ask the youth to stand with their feet together and with their arms at their sides. Use a clock with a second hand or a stopwatch to keep time while leading the youth through the following activities:

a. Run in place for 30 seconds. Emphasize that proper form is to run on the balls of your feet.

b. Do “high knees” for 30 seconds. Explain that this is similar to running in place but they will bring their knees up toward their chest. Emphasize that proper form is to run on the balls of their feet and keep their heads and chests high.

c. Do a “high heel run” for 30 seconds. Explain that this is similar to running in place but they will bring their heels back up towards the back of their legs for 30 seconds.

20. Immediately after the teams have completed the Running in Place activity, ask the youth to measure their heart rate following the procedures in Steps 4 & 5 (above) and

record it on the Observation Sheet in the “Part 4: Running in Place” row.

21. After the youth record their heart rate, ask the youth to complete the rest of the “Part 4: Running in Place” row by recording their observations regarding how their bodies and muscles felt, and the emotions they experienced during the activity.

22. Ask the youth to return to their teams and use what they recorded on their Observation Sheet to describe what they notice about the similarities and differences between their data for each of the parts of the activity. Encourage the youth to write their thoughts on the back side of their flip chart paper.

23. Provide each team with the Reflection Handout (Appendix 1E).

24. Ask the youth to use the data collected on their Observation Sheet and their team discussion about similarities and differences to complete the table on the Reflection Handout.

Sharing, Processing, Generalizing

Have the youth share their observations on their Reflection Handouts. Ask them to describe their experiences they felt during each activity, the similarities and differences they noticed, and possible benefits of each activity.

Follow the lines of thinking developed through the youth’s thoughts, observations, and questions as they share. If necessary, ask more targeted questions/prompts.

- o Explain some of the similarities and differences in the feelings you experienced during each of the activities.

- o Explain how you went about deciding what the benefits of the exercises were.

Concept and Term Discovery / Introduction

Make sure that the youth understand there are many benefits of being physically active, including: supporting cardiovascular health, feeling happy, and building skills in team work. They should understand that exercises that elevate heart rate, like running, are aerobic activities and they help maintain cardiovascular health. Exercises that use our muscles, like squats, help to build muscle and bone strength. Activities like the Farm to Market or team sports help us build skills in problem solving and teamwork. In addition, when we are physically active, it helps us to have fun and improve our mood. All types of physical activity also help us to be physically fit, improve how well we sleep, and to maintain a healthy body composition.

Activity 1.2 : Journal Activity

Time Required
10 to 15 mins

Materials Needed

- (*Materials provided in curriculum)
- *Healthy Choices in Motion Journal (Appendix 1F)
 - Pedometers or physical activity monitors (optional)

Concepts and Vocabulary

Aerobic: involving, utilizing, or increasing oxygen consumption for metabolic processes in the body.

Benefit: a good or helpful result or effect.

Body Composition: the balance of different body tissues including muscle, bones, and fat.

Cardiovascular System: the organ system composed of the heart, lungs, arteries, veins, and capillaries that transport blood throughout the body.

Heart Rate: how frequently the heart beats, expressed as a number of heart beats per minute (BPM). Heart rate will change depending upon intensity of physical activity.

Oxygen: a colorless, odorless gas that is required for aerobic organisms to live.

Getting Ready

Make copies of the Healthy Choices in Motion Journal (Appendix 1F), 1 copy for each youth.

Procedures (Experiencing)

1. Provide a copy of the Healthy Choices in Motion Journal to each youth.
2. Explain to the youth that they will use this journal to record and reflect on their physical activity by recording the minutes of activity every day. Optional: provide the youth with pedometers or physical activity monitors. Ask them to use the data collected by these devices (steps/minutes/distance) to track and monitor physical activity in their journal.
3. Explain that after tracking the activity for the week the youth will complete the questions at the end. Explain that they will use the data they recorded to create a graph of the physical activity they did over the course of one week, to reflect on their progress, and set goals for the next week.
4. Ask the youth to bring their journals to class with the Module 1 section completed and share their graphs and their answers to the questions.



Facilitator Tip: Sharing their journal recordings can be done as a way to review the content before facilitating Classroom Activity 2.1.

























References

The “Farm to Market” activity in Activity 1.1 was adapted from CATCH Grades 3-5 Activity Box: Cards 78-79. Flaghouse : Hasbrouck Heights, NJ. 2015.

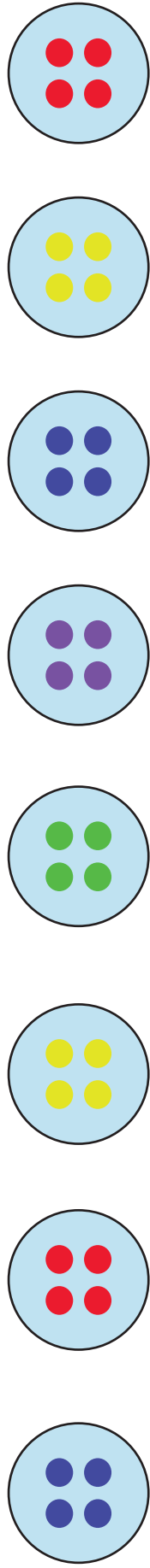
Observation Sheet

Record your observations from each activity in the table below.

Appendix 1A

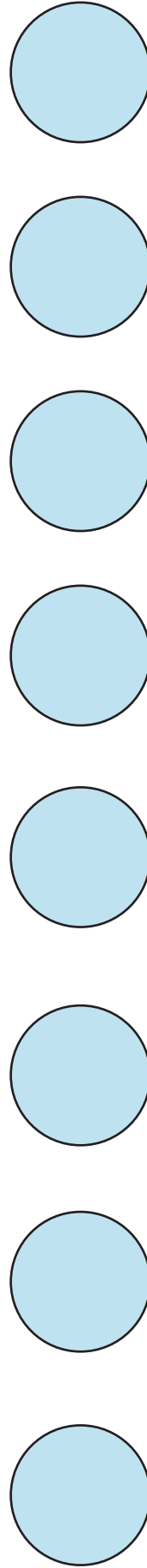
	Heart Rate Beats Per Minute	How did your muscles and body feel during the activity?	Circle the emoticon that best describes your feelings during each activity. Explain why you chose that emoticon in the space provided.
Part 1: Resting			     
Part 2: Farm to Market			     
Part 3: Squats			     
Part 4: Running in Place			     

Farm:



Recommended distance from farm to market: 25-30ft

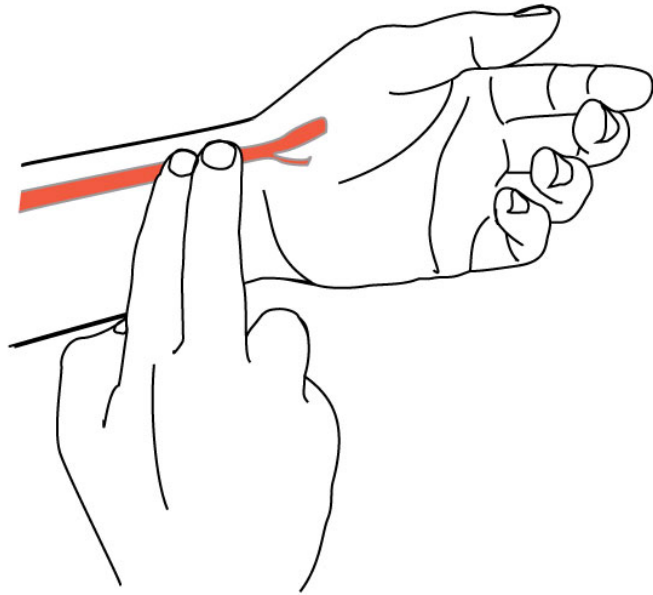
Market:



1	2	3
<div data-bbox="289 573 474 842" data-label="Image"> </div> <p data-bbox="261 898 503 932">Marching in Place:</p> <ol data-bbox="188 978 535 1350" style="list-style-type: none"> 1. Stand with your feet together and your arms by your sides. 2. March in place swinging your arms forwards and backwards. 3. March in place for 30 seconds. 	<div data-bbox="683 569 930 850" data-label="Image"> </div> <p data-bbox="732 905 889 938">Arm Circles:</p> <ol data-bbox="618 982 989 1394" style="list-style-type: none"> 1. Stand with your feet together and your arms held out by your sides. 2. Move arms in large forward circles for 15 seconds. 3. Reverse motion, moving arms in large backward circles for 15 seconds. 	<div data-bbox="1149 564 1365 856" data-label="Image"> </div> <p data-bbox="1122 905 1386 938">Side Leg Extensions:</p> <ol data-bbox="1060 982 1438 1472" style="list-style-type: none"> 1. Stand with your feet together. 2. Extend your right leg outward then return to standing. 3. Extend your left leg outward then return to standing. 4. Repeat at slow pace for 30 seconds.

Diagram to Find Pulse

Appendix 1D



Reflection Handout

Use the similarities and differences in the feelings you experienced during each of the activities to help fill in the table below

Appendix 1E

Activity	List some of the benefits of doing each exercise.	Explain why you think these are the benefits of the exercise.
<p style="text-align: center;">Part 1: Farm to Market</p>		
<p style="text-align: center;">Part 2: Squats</p>		
<p style="text-align: center;">Part 3: Running in Place</p>		



Healthy Choices in Motion

This Journal Belongs to:

Use this journal to track your physical activity

Getting Started: How to Use this Journal

Track your physical activity.

This journal will help you learn how to track your physical activity, monitor how well you're doing, and set goals to help you be a physically active person.





















































































Date	Describe the activity you did	Time (minute)	Steps or distance (daily total)	Did you do this with a family member?	How did you feel during the activity (circle an emotion below and explain in words)
Monday 4/11	Played soccer Ran laps at school	20 20	3,200	No No	😊😊😊😊😊😊 Soccer was fun but running made me feel tired
Tuesday 4/12	Jumped rope	15	4,217	Yes	😊😊😊😊😊😊 I had lots of fun jumping rope with my friends and my sister
Total		55	7,517		

Reflect on your progress and set goals.

After you track your physical activity for the week, answer the questions on the next page to help you think about how you are doing and to set goals for you to be more physically active.

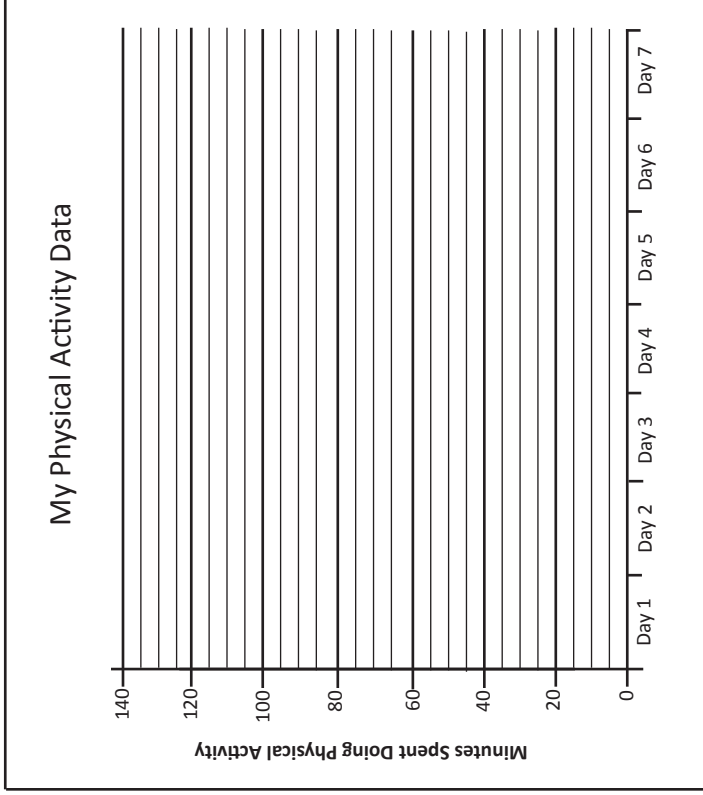
Module 1: Track Your Physical Activity

Keep track of your physical activity by completing the table below. If you have a pedometer or other physical activity monitoring device, you can also enter the number of steps or distance.

Date	Describe the activity you did	Time (minute)	Steps or distance (daily total)	Did you do this with a family member?	How did you feel during the activity (circle an emoticon below and explain in words)
					           
					           
					           
					           
					           
					           
					           
Total					

Module 1: Graph Your Physical Activity Data, Reflect and Set Goals

1. Use the physical activity you tracked to make a bar graph.



2. Using the graph, which day was your most active day?

Explain what helped you be more physically active that day:

3. In module 1, you learned about the benefits of being physically active. Record as many as you can remember.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

4. Choose one activity from what you tracked last week and list some of the benefits you get from doing that activity. You can use Reference 1A.

Activity _____

Benefit _____

5. Thinking about how much physically activity you did this week, what are some activities you can do next week to be more physically active?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Reference 1A: Benefits of Being Physically Active

Benefits	Types of Activity
Heart Health	Aerobic activities that increase your heart rate: running, swimming, and jumping rope
Teamwork and Problem-Solving Skills	Team sports and group activities: kickball, baseball, and soccer
Muscle and Bone Strength	Activities that involve using muscles: running, jumping, push-ups, squats, and lifting heavy objects
Healthy Sleep Patterns	All types of physical activity
Body Composition This is the amount of muscle, fat, and bone tissue in our bodies	All types of physical activity
Reducing Risk for Disease	All types of physical activity

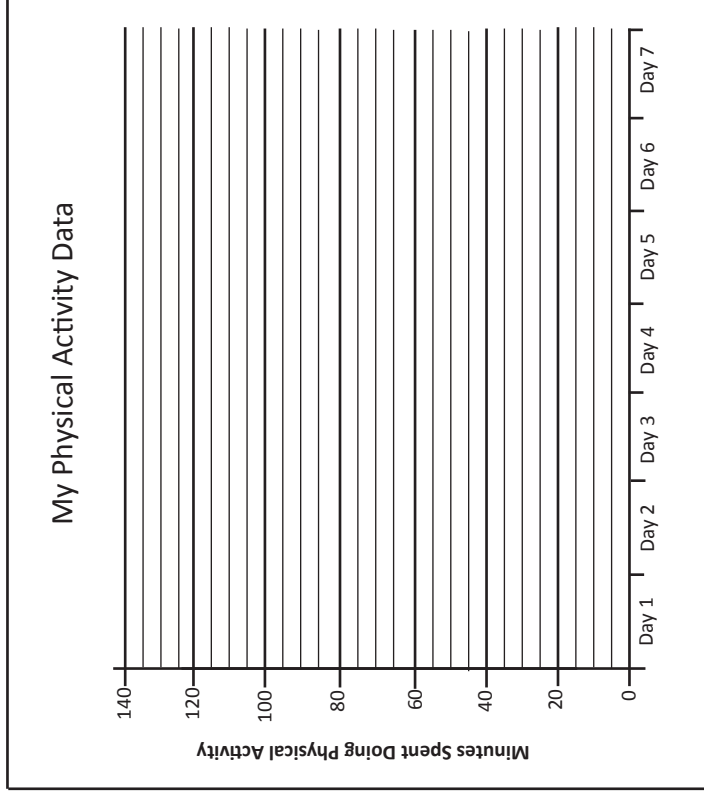
Module 2: Track Your Physical Activity

Keep track of your physical activity by completing the table below. If you have a pedometer or other physical activity monitoring device, you can also enter the number of steps or distance. To decide on the intensity level use Reference 2A.

Date	Describe the activity you did	Time (minute)	Steps or distance (daily total)	Did you do this with a family member?	How did you feel during the activity (circle an emotion below and explain in words)	What was the intensity level? (Reference 2A)
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				Total		

Module 2: Graph Your Physical Activity Data, Reflect and Set Goals

1. Use the physical activity you tracked to make a bar graph.



2. How much physical activity should you get every day? (Use the information on Reference 2B). Mark this amount on the graph.

3. Using the information in the graph, how many days did you meet your physical activity recommendation?

4. In Module 2, you learned that the amount of physical activity we need every day is different by age. Use the information in Reference 2B to identify the amount of physical activity needed for each of your family members. If you need more room, use another piece of paper.

Name of Family Member	Age	Amount of Physical Activity Needed (Minutes)

5. Describe some things you can do next week to help you get 60 minutes of physical activity every day.

Intensity Levels	Examples of Activity
Light	Casual walking Bicycling slowly with no resistance (on a flat road) Stretching Light weight training Dancing slowly Leisurely sports (table tennis, playing catch) Boating Fishing Light yard/housework
Moderate	Walking briskly (3 miles per hour or faster, but not race walking) Water aerobics Bicycling slower than 10 miles per hour, but with some resistance (on a light/medium hill) Tennis (doubles) Ballroom dancing General gardening
Vigorous	Race walking, jogging, or running Competitive sports (soccer, volleyball, gymnastics, basketball, baseball, hockey, football, lacrosse, rugby, water polo, kickball) Martial arts: karate, judo, taekwondo, jiu-jitsu Swimming laps Tennis (singles) Aerobic dancing (Zumba, hip hop, tap, jazz, ballet) Bicycling 10 miles per hour or faster Jumping rope Jumping jacks Heavy gardening (continuous digging or hoeing) Hiking uphill or with a heavy backpack

Reference 2B: Physical Activity Recommendations

These are the amounts of physical activity that we should do to be healthy, which are called *recommendations*.

Age Group	Amount Per Day	Amount Per Week	Intensity Levels	Additional Recommendations
Children and adolescents 6-17 years	60 minutes every day	420 minutes	Moderate or vigorous	<ul style="list-style-type: none"> • Aerobic activities (running, dancing, or biking) • Muscle-strengthening activities (climbing trees, using playground equipment, or lifting weights) • Bone strengthening activities (running or jumping rope)
Adults 18-65 years	30 minutes 5 Days per week	150 minutes	Moderate or vigorous	<ul style="list-style-type: none"> • Aerobic activities (running, dancing, or biking) • Muscle-strengthening activities (such as lifting weights or using resistance bands) that involve all major muscle groups • Bone strengthening activities (running or jumping rope)
Older adults older than 65 years	30 minutes 5 Days per week	150 minutes	Moderate or vigorous	<ul style="list-style-type: none"> • Exercises that improve balance <p>Older adults who are unable to do 30 minutes of physical activity five days per week due to chronic health conditions should be as physically active as their abilities and conditions allow.</p>

Guidelines are adapted from the U.S. Department of Health and Human Services (HHS) *Physical Activity Guidelines for Americans*.

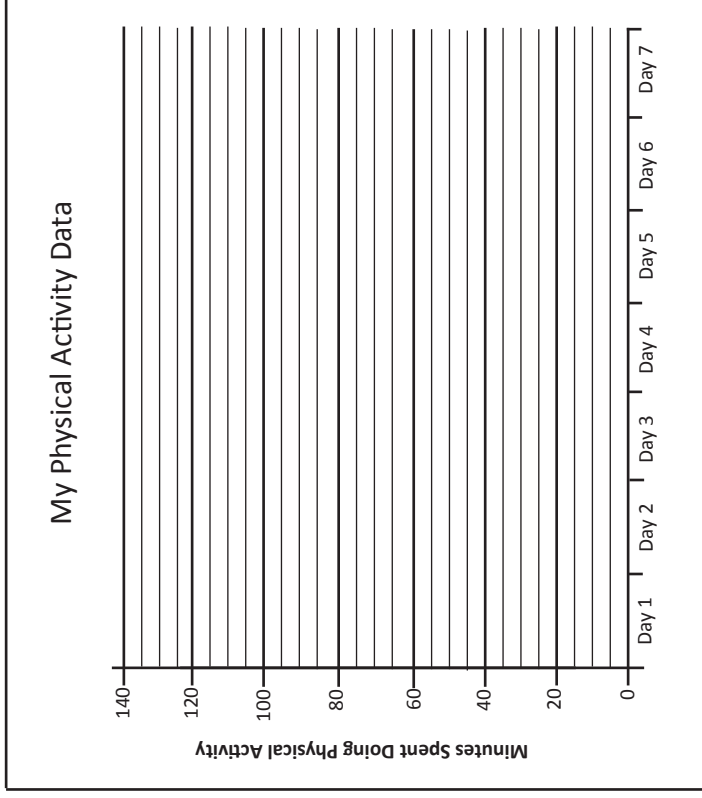
Module 3: Track Your Physical Activity

Keep track of your physical activity by completing the table below. If you have a pedometer or other physical activity monitoring device, you can also enter the number of steps or distance. To decide on the intensity level use Reference 3A.

Date	Describe the activity you did	Time (minute)	Steps or distance (daily total)	Did you do this with a family member?	How did you feel during the activity (circle an emotion below and explain in words)	What was the intensity level? (Reference 2A)
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				Total		

Module 3: Graph Your Physical Activity Data, Reflect and Set Goals

1. Use the physical activity you tracked to make a bar graph.



2. How much physical activity should you get every day? (Use the information on Reference 2B). Mark this amount on the graph.

3. Using the information in the graph, how many days did you meet your physical activity recommendation?

4. In Module 3, you learned about the five components of fitness. From the activities you tracked this week, categorize them into the components of fitness. You can use Reference 3A.

Component of Fitness	Activities
Aerobic Capacity	
Muscular Strength	
Muscular Endurance	
Flexibility	
Body Composition	

5. Is there a component of fitness that you didn't do?

If yes, list some activities you can add next week to add that component to your physical activity: _____

Reference 3A: Components of Fitness

Component ²	Definition	Activities
Aerobic Capacity	The ability of the heart and lungs to get oxygen to tissues in our bodies	Running or jogging Dancing Swimming
Muscular Strength	The ability of muscles to push or pull against something	Climbing trees Playing tug-of-war Push ups
Muscular Endurance	The ability to use muscles many times without getting tired or The ability to hold muscles in a fixed position for a long time	Hanging from the monkey bars Doing as many squats as you can Doing as many push-ups as you can Holding a plank for as long as you can
Flexibility	The ability to move joints through a full range of motion	Stretches Yoga
Body Composition	The balance of different body tissues including muscle, bones, and fat	Running or jogging Playing tug-of-war Stretches

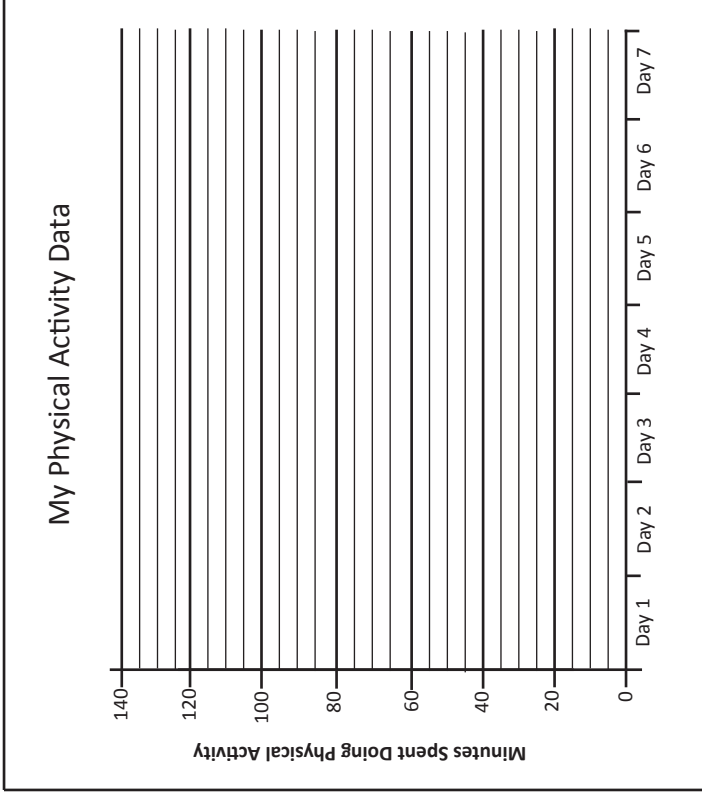
Module 4: Track Your Physical Activity

Keep track of your physical activity by completing the table below. If you have a pedometer or other physical activity monitoring device, you can also enter the number of steps or distance. To decide on the intensity level use Reference 3A.

Date	Describe the activity you did	Time (minute)	Steps or distance (daily total)	Did you do this with a family member?	How did you feel during the activity (circle an emotion below and explain in words)	What was the intensity level? (Reference 2A)	Component(s) of fitness (Reference 3A)
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			Total				

Module 4: Graph Your Physical Activity Data, Reflect and Set Goals

1. Use the physical activity you tracked to make a bar graph.



2. How much physical activity should you get every day? (Use the information on Reference 2B). Mark this amount on the graph.

3. How many days did you meet your physical activity recommendation?

4. In Lesson 4, you learned that there are many things you can do to be physically active other than sports.

Give some examples of activities that are not sports that you can do to meet your physical activity goals?

5. Give some examples of things that are not sports that you can do with your family members so that everyone in your family is being more physically active.

Module 5: What Does Being Physically Active Mean to You?

1. Describe what being physically active mean to you.

2. Describe the benefits of being physically active.

3. Describe some things you can do to get 60 minutes of physical activity every day.

4. Set some goals for being physically active. Remember:

- It is important to do 60 minutes of physical activity every day

- We need to do activities in five components of fitness to help build:

1. Aerobic capacity
2. Muscle and bone strength
3. Muscle endurance
4. Flexibility
5. Healthy body composition

- We can do a variety of activities to be physically active, not just sports

By the end of one month, I will:

By next school year, I will:
