

# Choose to Move: Your Way Every Day

WIN Kids Curriculum for 5<sup>th</sup> and 6<sup>th</sup> grade

Designed for classrooms, community youth groups, and other educational settings



## Lesson Objectives

- Identify a wide variety of enjoyable physical activities that can maintain good health.
- Explore ways to be more active.



## Wellness IN (WIN) the Rockies Principles

- Enjoy physical activity every day.
- Make physical activity fun.
- Participate in activities for the joy of feeling your body move.



"People do not quit playing because they grow old . . . they grow old because they quit playing."

Oliver Wendell Holmes



## Health Standards

### Content Area – Physical Activity Promotion

National Health Standards 1 (concepts), 3 (practice), 6 (decision-making) and 7 (advocacy)

Wyoming Health Content and Performance Standards 1, 3, 6 and 7

Montana Health Enhancement Content Standards 1, 5 and 7

Idaho Grade 5 Health Performance Standards 941, 942 and 945

Idaho Grade 6 Health Performance Standards 951, 952 and 954

Note: Suggested standards can be met depending upon lesson components selected and assessed. Potential assessment tools are designated with a ✓.



## Approximate Length

- Two class sessions, 30 - 40 minutes each
  - First session: Overview, Choose to Move Video, and WIN the Home
  - Second session: Whose Activity is it Anyway?, Activity Plan, and WIN the Community



## Materials and Preparation

Handouts: (1 per student)

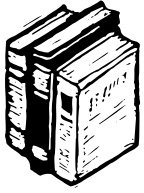
Move Your Way Every Day

Choose to Move

Choose to Move video tape (10 minutes, see Sources and Materials)

VCR and television

Slips of plain paper (4 or 5 per student) and an open box



# Background for Educator

The Centers for Disease Control and Prevention define physical activity as any body movement produced by skeletal muscles resulting in energy expenditure. Exercise is a subset of physical activity that is planned, structured, and repetitive and is done to improve or maintain physical fitness.

Physical fitness is then defined as a set of attributes that are either health-related or skill-related. Health-related fitness includes cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. Skill-related fitness includes balance, agility, power, reaction time, speed, and coordination.

The Surgeon General of the United States recommends children accumulate 60 minutes or more of moderate intensity physical activity on most, and preferably all, days of the week. The 60 minutes can be accumulated through short bouts of activity throughout the day. Activities that are moderate intensity involve moving the large muscles of the body at a brisk pace. One indicator of moderate intensity is that you can talk while doing the activity, but you cannot sing.



Sir Isaac Newton's Law of Inertia: A body at rest tends to stay at rest.

Sir Isaac Newton's Law of Motion: A body in motion tends to stay in motion.

Research indicates that participation in all types of physical activity declines strikingly as age or grade in school increases. With the incidence of increasing weights in children, communities and schools need to create environments that foster and promote lifelong physical activity among all people.



## Lesson Script: Session One

### Physical Activity Overview

1. What is the difference between physical activity and exercise? (*Refer to definitions in Background for Educator section to facilitate discussion.*)
2. Being physically active helps your body in many ways. Today we are going to talk about four main benefits. (*Write titles on board and briefly define. Lead the corresponding activity and discussion with each definition.*)

**Balance and Coordination** is being able to move your body and complete tasks.  
*Activity* = Please stand and walk in a straight line touching your heel to your toe. Think about all the muscles you use to keep your balance. These include muscles in your back, arms, neck, shoulders and legs.

**Flexibility** is the ability of your joints and limbs to have complete range of motion, like being able to reach. Stretching is a great way to improve flexibility  
*Activity* = Please stand straight with your feet hip-width apart. Reach your arms above your head and stretch for the sky. Hold the stretch continuously for 15 seconds. Stretching movements should be slow and controlled, not bouncy. Stretch just to the point of discomfort, not pain. Now, bend over at the waist and reach your hands towards your toes.

**Strength** refers to resistance, like when you lift something heavy. Strength-building activities increase bone and muscle strength and help with balance.

*Activity* = Please take out one of your heavier books. Place the book on the palm of your hand, palm up. Slowly raise and lower the book in a continuous motion 10 to 15 times. Now, switch hands.

**Aerobic/Endurance** activities work your heart and lungs. To get the health benefits for your heart and lungs, these activities should be done for at least 10 minutes at a time.

*Activity* = Let's go for a 10-minute walk. Walk fast enough so you are breathing harder and your heart is beating faster than would occur during a slow, leisurely walk. One way to tell if you walking fast enough, but not too fast, is that you should be able to talk but not sing.

## Choose to Move Video

1. We are going to watch a short video showing all different kinds of physical activities. (*Watch the video Choose to Move, approximately 10 minutes.*)

2. Divide into 12 groups. Each group will discuss one activity in the video. Within your group decide which of the four benefits of physical activity can result from doing that activity. There is often more than one resulting benefit. Also, talk about why that person liked to do that activity. (*Assign each group one activity. For smaller classes, assign two activities per group.*)

### Activities in Video

Brian and Christine choose sledding

Nick chooses cleaning barns

Alex chooses Jack

Andrew chooses hacky sack

Kylee chooses basketball

Micah chooses roller blading

Shane chooses archery

Nina chooses riding her horse

Kathi chooses riding her scooter

Gabby chooses highway clean up

Nicolas chooses gardening

Trystan chooses helping grandma

3. Have a representative from your group share what you discussed.



## WIN the Home: Move Your Way Every Day

Ask students to take home the **WIN the Home: Move Your Way Every Day** handout and complete the interview with a parent, grandparent or other adult. Students will share what they learned in the second session of this lesson.

*Please note: pilot testing of lessons has determined that WIN the Home activities are most successful when students have time over a weekend to complete them, when a follow-up is conducted in class, and when students receive credit for completion.*



## Lesson Script: Session Two

Physical Activity: Whose Activity Is It Anyway?

1. *(Distribute slips of paper. Write each activity from the video and some less common activities on the slips and place them in the box ahead of time. A few examples are: sky diving, riding a unicycle, vacuuming, catching butterflies, walking a tightrope.)* In our last session, we watched the video of kids doing different kinds of activities from walking the dog to cleaning the barn to sledding. I have written each of those activities on a slip of paper and placed them in the box. For your **WIN the Home: Move Your Way Every Day** activity, you interviewed an adult about activities they did in the past and they do now. Think about what they shared and write one activity on each slip of paper. For example, you might write riding a bicycle on one and playing baseball on another. In the end, we want many different activities written on these slips. Please do not show your neighbor what you are writing.

2. *(Collect the slips and place into an open box.)* This is an interactive game where the activities are made up and what matters is moving the body! Find a partner. Both you and your partner draw a slip of paper from the box, don't show it to anyone. Take turns silently acting out the activity until your partner guesses what you are doing. When you both are done, switch partners, return your slips and get two more slips. *(Decide how long you want the game to last. An alternative approach is to create a team relay event.)*

3. What are some activities you learned about from your take-home interview? *(Let students share what they learned.)* ✓

### Activity Plan

1. How can we be more active every day? *(Facilitate a brainstorming session and write ideas on a board. For large groups, you may want students to work in small groups first and then share ideas. The following list can help start the discussion.)*

- \* walk to school instead of asking for a ride (be sure parents know and the route is safe)
- \* plan activities for recess times (include many different choices)
- \* go for walks after lunch

- \* earn extra money after school by mowing lawns, weeding gardens, shoveling snow, cleaning the garage, washing cars for your family and/or neighbors
- \* volunteer to help neighbors with chores
- \* reduce screen time (television, computers, and hand-held electronic games)
- \* join an organized youth group like karate, 4-H, scouts, marching band, dancing
- \* turn up the tunes and dance

2. On the **Choose to Move** handout, write down some activities you like to do. Over the next 2 weeks, we will take time each day to record your activities for the previous 24 hours or the weekend. ✓ Once all ten boxes are complete, you will have earned a reward. (*Discuss reward options such as 10 extra minutes at recess or going for a walk with the principal. The reward needs to be active and something students will want to work towards.*) Write down your reward on the sheet.

➤ LANGUAGE or ENRICHMENT Option: In small groups or independently, have students examine and analyze the quotes listed in this lesson. ✓



## WIN the Community: What and Who

➤ **What's in Our Community** – Brainstorm a list of different locations and facilities for physical activities in your community. These could include cool things to do with family and friends, exciting places to go, fun things to do alone or with a pet, or interesting places to meet new kids. Have the students create a brochure, broadcast announcements, a bulletin board, or posters to share throughout the school and/or community.

➤ **Teach Me** – Ask students to interview adults in the community. This might be other adults in the school, people at church, 4-H leaders, etc. They can ask the adult what activity they like to do and see if they are willing to teach that activity to kids. For example, you may be able to arrange for someone to teach the class how to juggle or play ping pong. The idea is to demonstrate the variety and creativity of life-long physical activity. If the students gather several adult volunteers, they could plan an after-school or weekend event to showcase the activities.



## Additional Ideas

➤ Interactive Web Site – Three interactive web sites promoting physical activity for youth are sponsored by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. Determine ahead of time what task you want students to locate and complete. There are many great ideas to add to the Activity Plan, especially ideas for recess activities.

[www.verbnow.com](http://www.verbnow.com) – Verb, it's what you do

[www.bam.gov](http://www.bam.gov) – BAM! Body and Mind

[www.cdc.gov/powerfulbones](http://www.cdc.gov/powerfulbones) – Powerful Bones, Powerful Girls



## Sources and Materials

*Developing Lifestyle Physical Activity Programs*. Conference manual: Jackson, Wyoming; June, 2002. The Cooper Institute, Dallas Texas, 2002.

United States. Dept. of Health and Human Services. Centers for Disease Control and Prevention. *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*. Morbidity and Mortality Weekly Report, Vol. 46, No. RR-6, March 1997, (adapted December 1998).

United States. Dept. of Health and Human Services. Centers for Disease Control and Prevention. *Physical Activity and Health: Adolescents and Young Adults*. Accessed 29 July 2004, <[www.cdc.gov/nccdphp/sgr/adols.htm](http://www.cdc.gov/nccdphp/sgr/adols.htm)>.

United States. Dept. of Agriculture. Team Nutrition. *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*. Food and Nutrition Service – 323. January 2003. <[www.fns.usda.gov/tn/](http://www.fns.usda.gov/tn/)>, click on Educator’s icon.

**WIN the Rockies** wishes to thank all of the educators who reviewed this lesson and offered suggestions. Reviewers included: Shelley Knutsen, Connie Cecil, Darlene Christensen, Betty Holmes, Barbara Wheeler, Sara Gomendi, and Suzy Pelican. Special thank you to Kori L. Propst, Volunteer Student Assistant.

You may reproduce WIN Kids for educational purposes but not for sale purposes. Please credit as follows: *WIN Kids Lesson*, Wellness IN the Rockies, [www.uwyo.edu/wintherockies](http://www.uwyo.edu/wintherockies).

**WIN Kids Lesson** ♦ Wellness IN the Rockies

[www.uwyo.edu/wintherockies](http://www.uwyo.edu/wintherockies)

Phone: 307-766-4908 ♦ Fax: 307-766-2492

Dept 4238, 1000 E. University Ave ♦ University of Wyoming ♦ Laramie, WY 82071-4238

Developed by Mary Kay Wardlaw, Project Education Specialist

WIN the Rockies is a community-based research, development and education project to improve health of residents in Idaho, Montana and Wyoming. Supported by award 0004499 through IFAFS (Initiative for Future Agriculture and Food Systems) Competitive Grants Program/USDA.

The University of Wyoming, Montana State University, the University of Idaho and the United States Department of Agriculture cooperating. These universities are equal opportunity affirmative action institutions.

