Lesson 1: Physical activity and health

Topic: Physical activity and health

Objectives: To explain the health benefits of physical activity

Lesson outline:

A. Discuss “What is physical activity?” List suggestions on board.

Definition: Physical activity is any form of bodily movement using large muscle groups. It can be planned or spontaneous, done individually, in groups or in teams. Physical activity promotion is really about moving more. It includes walking, playing games, climbing stairs, gardening, playing and practising sport, flying a kite, throwing a Frisbee, riding a bicycle, skateboarding, rollerblading, swimming and so on.

Physical activity should be fun! Being highly skilled doesn’t really matter. It’s not about winning or losing or who the best is – it’s about participation and having fun.

B. Benefits of physical activity

Being physically active is important for good health and development during the growing years. It doesn’t matter what age you are, physical activity has many benefits. It helps us feel more energetic, feel better about ourselves, feel more relaxed, it helps us make friends, and importantly, it helps keep us healthy. Children should be active for at least one hour every day.

-For further information read the enclosed brochure on Australia’s Physical Activity Recommendations for Children or see NHF website http://www.heartfoundation.com.au/

-Children to fill in benefits of physical activity worksheet (Jake worksheet – located at the end of this lesson plan)

-Example worksheet for teacher (Lizzy worksheet)
C. How does physical activity benefit your heart?

-Why do we need a strong heart?

*To pump blood around our body and to deliver oxygen and nutrients to our muscles and organs. The heart is a muscle, and just like most other muscles in our body it needs exercise. When you are resting your heart is pumping slower and your resting pulse is low. When you are active (eg, jogging) your heart will beat faster to deliver oxygen to the muscles, resulting in a higher pulse.*

*A healthy heart makes a ‘lub dub’ sound with each beat (this is called your heart rate-HR)*

D. While sitting still and calm, get the children to feel their pulse (radial & carotid – see diagrams below)

- With a partner check pulse, and count with partner
- Teacher to time for 15 secs (or 6 secs)
- Children to calculate HR for 1 min (ie, count HR for 15 secs and multiply by 4, or count HR for 6 secs and multiply by 10)
- Now, get the children to stand up and jog on the spot for 30 seconds
- With a partner take pulse again. The children should note that their HR is higher after jogging on the spot compared to when sitting at rest
- Children to record resting and jogging HRs in workbook

The radial (wrist artery) pulse is felt on the wrist, just under the thumb, (make sure the index and middle finger are used as the thumb has its own pulse).
The carotid (neck artery) pulse is found on the neck between the wind pipe and neck muscle, and just under the lower jaw bone.

E. Introduce PA self-monitoring sheets (located at the end of this lesson plan) for children to complete during the week. Children get a reward star if they remember to bring it back to class. Tell the children to place the chart next to their bed (bedside table) or on the fridge. Somewhere that they can see it and remember to fill it in (perhaps near their toothbrush!). Instruct children to colour squares in Red if they have done ‘Huff and Puff’ activities, or in Blue if they were ‘moving but not puffing’ (see examples below). This is to be completed every day, ideally throughout the day, but at least at the end of the day if this is not possible. If they were not performing any physical activity then they are to leave the squares uncoloured. Discuss the difference between the two types of movement intensity. (For more information visit www.healthyactive.gov.au/getmoving/)

Moderate-intensity physical activity is equivalent to a brisk walk or moving without puffing, for example, playing in a swimming pool, walking to school. Vigorous-intensity physical activity makes you huff and puff, and includes activities such as running, playing tiggy, or playing a sport like netball or football.

At least 1 hour (and up to several hours) of moderate to vigorous physical activity is recommended for children’s health every day.

EXAMPLES:

- Huff and Puff: running, cycling fast, basketball, lap swimming, aerobics or dancing.

  Can you talk while doing these activities? (ANS: No)

- Moving but not puffing: slow cycling, walking, Tai Kwon Do, swimming for fun, dog walking, kicking a ball, shooting hoops.

  Can you talk while doing these activities? (ANS: Yes)
Class Activities:
- Benefits of PA worksheet (Jake)
- Check pulse (while resting + jogging)
- Huff and Puff worksheet
- Physical Activity self-monitoring chart

Conclusion:
- Importance of bringing back the self-monitoring chart (may wish to reward children who complete their chart)

Equipment:
- Pencil case
- Benefits of Physical Activity worksheet (Jake)
- Huff and Puff activities worksheet
- Physical activity self-monitoring sheet

Victorian Essential Learning Standards (VELS):
Physical, Personal and Social Learning:
- Health and physical education: health and physical activity knowledge, self-monitoring and measurement of exercise intensity

Discipline-based Learning:
- English: writing (worksheets), speaking and listening
- Science: HR and response to physical activity (circulatory system and function)
- Maths: calculating 60 sec pulse

Interdisciplinary Learning:
- Communication: comparing and contrasting HR’s
- Thinking processes: identifying cause and effect (HR and exercise intensity)
Jake loves to play soccer, and thinks that it is a really good type of physical activity to do. In the bubbles above, describe why Jake thinks that soccer is so good for him.
Lizzy knows there are lots of benefits to being physically active.
Lesson 1: Huff and Puff Work Sheet

Huff and Puff activities

Moving But Not Puffing activities
Lesson 1: Physical Activity Self-Monitoring Chart

How much activity do you do?

Please colour in the boxes for when you do the following things: **Red** = Huff and Puff Activities **Blue** = Moving But Not Puffing Activities

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