

let's get physical



CONCEPTS:

Physical activity has many benefits such as cardiovascular fitness, coordination, endurance, flexibility, strength, weight control, increased self-esteem, and it's fun! Current public health recommendations for physical activity are for 30 minutes of moderate intensity activity performed on most days of the week. Moderate physical activity and good nutrition can reduce substantially the risk of developing or dying from heart disease, diabetes, colon cancer or high blood pressure.

OBJECTIVES:

- Students will find their basal metabolic rate by completing the equation to find out how many calories their body needs at rest.
- Students will realize the many different physical activity options by participating at various exercise stations.
- Students will learn about the Food Pyramid by writing down what they typically eat and placing it inside the pyramid.
- Students will learn how to use the FITT Principle by evaluating their time spent on physical activity.
- Students will learn about diseases and risks by reading about them and then identifying ways that people could minimize their risk of contracting the diseases.
- Students will use what they have learned in this lesson to write two goals for the coming week.

MATERIALS:

ACTIVITY 1: Finding Your Basal Metabolic Rate

- Students should know their height and weight (This needs to be done before the lesson. Have students weigh and measure at home or provide them this opportunity in the class before this lesson.)
- Measuring stick to measure height
- Scale to measure weight
- Calculators
- *Let's Get Physical Station Activities* student handout
- *Let's Get Physical* PowerPoint or prepare overheads

ACTIVITY 2: Station Activities

- Stations Cards (one copy to hand around the room)
- Make station title sheets for only 3 activities from the list below according to your space and equipment:
 - Crunches— sets of 15
 - Wall sits—20–30 seconds each then 10 seconds rest



- Jump roping (without rope) or jumping jacks—full time allotment
- Agility— jump back and forth over a line, first right foot, then left foot, then both feet, 30 seconds then 10 seconds rest
- Ball pass—lay down with a partner, soles of feet touching. Person one lays down with the ball at their chest, then sits up and tosses the ball to their partner, then partner repeats the same motion (use any type of ball- also can use other objects, make sure students do not throw, only toss the ball or object), full time allotment
- Holding the plank position—30 seconds then 10 seconds rest
- Tag team “in-place” sprinting—30 sec rotation (need stopwatch)
- Make station title sheets for the following stations:
 - Food Pyramid
 - FITT Principle
 - Disease Prevention
- Method for rotating students (i.e., whistle, music)
- Calculators
- Rules for group work
- *Conclusion Sheet* student handout

TEACHER PREPARATION:

Use the *Let's Get Physical* PowerPoint or prepare overheads of the PowerPoint. Copy *Let's Get Physical Station Activities* and *Conclusion Sheet* student handouts for each student. Prepare copies of the *Station Cards* to be displayed around the classroom. Chose a location for each station around the classroom and prepare it with the *Station Card* and all the appropriate equipment/materials.

ESTIMATED TIME:

50 minutes

INTRODUCTORY SET:

Ask students to brainstorm the benefits of exercise. Write student responses on the board. Show the PowerPoint slide *Benefits of Exercise* or display overhead. Moderate daily physical activity and eating a balanced diet is important among youth because of the related health benefits (cardio-respiratory function, blood pressure control, weight management, and cognitive and emotional benefits). It is recommended that youth exercise 30 minutes of moderate-to-hard physical activity every day. Moderate-to-hard physical activity is roughly equivalent to brisk walking.

ACTIVITY 1: FINDING YOUR BASAL METABOLIC RATE

1. Show and discuss student objectives.
2. Distribute *Let's Get Physical Station Activities* student handout and calculators.
3. Explain to students that they are finding the minimum number of calories that their body needs to survive at rest for the entire day. This minimum number of calories is spent by running their body and body processes. Since most of us do not just rest all day, we need more calories to function properly.
4. Use the equation to have students find their own metabolic rate.

Female:

$$\text{BMR} = 655 + (4.35 \times \text{weight in pounds}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$$

Male:

$$\text{BMR} = 66 + (6.23 \times \text{weight in pounds}) + (12.7 \times \text{height in inches}) - (6.8 \times \text{age in year})$$

Remember with equations that what is in the parenthesis needs to be completed first, then all numbers can be added or subtracted together.

Example:

Female:

$$\text{BMR} = 655 + (4.35 \times \text{weight in pounds}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$$

$$\text{BMR} = 655 + (4.35 \times 120) + (4.7 \times 66) - (4.7 \times 13)$$

$$\text{BMR} = 655 + 522 + 310.2 - 61.1$$

$$\text{BMR} = 1426.1 \text{ calories}$$

ACTIVITY 2: STATION ACTIVITIES

1. Describe each activity or writing station while a student volunteer demonstrates the activities. If students are unable to perform an activity for a specified amount of time, let them know to work with less intensity, fewer repetitions, or walk/jog in place.

Activity Stations: odd numbered stations

Crunches—sets of 15

Wall sits—20–30 seconds each then 10 seconds rest

Jump roping (without rope) or jumping jacks—full time allotment

Agility—jump back and forth over a line, first right foot, then left foot, then both feet, 30 seconds then 10 seconds rest

Ball pass—lay down with a partner, soles of feet touching. Person one lays down with the ball at their chest, then sits up and tosses the ball to their partner, then partner repeats the same motion (use any type of ball- also can use other objects, make sure students do not throw, only toss the ball or object)- full time allotment

Holding the plank position—30 seconds then 10 seconds rest

Tag team “in-place” sprinting—30 sec rotation (need stopwatch)

Writing Stations: even numbered stations

Station 2: Food Pyramid—Complete the table by writing what a person might have for a healthy diet in each meal category. Then take the food/beverage items and write them where they would go on the Food Pyramid.

Station 4: FITT Principle—Use the FITT Principle to complete the table. The table will help identify how much physical activity a person gets each day and each week.

Station 6: Disease Prevention—Read the following definitions for four diseases. Once you have an understanding of the diseases match the disease with the method of prevention that someone would use to limit their risk for the disease.

2. Direct students on how you will rotate them, using a signal. Rotate stations every 5 to 6 minutes. (Teacher to determine rotation time.)
3. Explain that all odd numbered stations are Physical Stations and all even numbered stations are Writing Stations. Briefly explain what the topic of each writing station. Make sure students rotate with their student handout and a writing utensil.
4. After all stations are complete have students use their *Let’s Get Physical Station Activities* student handout to help them complete the *Conclusion Sheet* to wrap up the day’s activities.

Conclusion:

This lesson is intended to provide students with a chance to view activity choices in which they often have much control and realize small improvements can make a big difference in health and appearance. Have students turn in the *Let’s Get Physical Station Activities* student handout and then complete *Conclusion Sheet* to check for understanding.