

# Module Four:

## We Need a Variety of Physical Activity

### Background Information

In addition to team sports and doing exercises at the gym, there are many activities that we engage in daily that will contribute to health benefits, meeting the recommendations for physical activity, and overall physical fitness.

Doing a variety of different types of physical activities maximizes the potential to get all possible benefits from engaging in regular physical activity. For example, participating in team sports helps build skills of teamwork, running helps build heart health, and doing exercises like yoga and squats help build muscle strength, coordination, and balance.

Meeting the physical activity recommendation can be achieved in a variety of ways including team sports, group exercise, individual exercise, and play. There are things we do every day that count towards our recommendation, like riding a bike to school, playing hopscotch or kickball during recess, and doing chores around the house like stacking firewood, raking leaves, washing windows, and vacuuming the house. Some of these activities involve weight-bearing exercise that helps build muscular strength; some increase our heart rates and contribute toward aerobic capacity; some are repetitive exercises that contribute to muscular endurance. Being more physically active also helps maintain a healthy body composition.

### Activity 4.1 : Classroom Activity

**Time Required**  
**45 to 60 mins**

**Suggested Groupings**  
**Small teams of 3 to 4**

#### Materials Needed

(\*Materials provided in curriculum)

- Youths' Journals (Appendix 1F) with Modules 1-3 completed
- Flip Chart Paper
- Markers
- \*A Day in the Life of Ricky Handout (Appendix 4A)
- \*A Day in the Life of Sonia Handout (Appendix 4B)
- \*Warm-Up Activities (Appendix 4C)
- \*Activity Cards for Ricky (Appendix 4D)
- \*Activity Cards for Sonia (Appendix 4E)

## Concepts and Vocabulary

- Aerobic capacity: the ability of the heart and lungs to get oxygen to the muscles
- Benefit: a good or helpful result or effect
- Body composition: the amounts of fat, muscle, and bone that make up a person's body
- Flexibility: the range of motion possible at a joint
- 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
- Muscular strength: the ability of muscles to push or pull against something
- Physical fitness: ability for the human body to function efficiently and effectively in a variety of activities
- Recommendation: a suggestion about what should be done
- Variety: presence of diversity; the absence of uniformity, sameness, or monotony

## Getting Ready

1. Make copies of A Day in the Life of Ricky Handout (Appendix 4A), one copy for one-half of the teams.
2. Make copies of A Day in the Life of Sonia Handout (Appendix 4B), one copy for one-half of the teams.
3. Make copies of the Activity Cards for Ricky (Appendix 4D), one set per team that received A Day in the Life of Ricky (Appendix 4A)
4. Make copies of the Activity Cards for Sonia (Appendix 4E), one set per team that received A Day in the Life of Sonia (Appendix 4B)



Facilitator Tip: Print the activity cards for Ricky and Sonia on different colored paper to make them easily identifiable.

5. Organize the class in small teams of 3-4 youth.



Facilitator Tip: These can be the same teams that were formed in Activity 1.1. By doing so the youth may continue developing teamwork skills with the same team members.

6. Provide each team with a sheet of flip chart paper and markers to answer opening questions.

## Journal Review

1. Have the youth share their completed Module 3 journal reflections (Journal page 12).
2. Follow the youth's lines of thinking developed through their thoughts and observations.

If necessary, ask more targeted questions/prompts:

- Explain what you noticed about the physical activity that you graphed.
- Describe the types of physical activities you did and which of the components of physical fitness they represented.
- Explain what additional types of activities you can do to make sure you are doing activities that represent all five components of physical fitness.

## Opening Questions

Ask the youth to respond to the questions below by recording them on the flip chart paper provided and sharing their ideas verbally.

- Explain what you know about the recommendations for physical activity.
- Explain what you know about the intensity of physical activity and how it relates to the recommendations for physical activity.

## Procedures (Experiencing)

1. Explain to the youth they will be investigating the amount of physical activity that two characters named Ricky and Sonia do every day.
2. Provide one-half of the teams with one copy of the A Day in the Life of Ricky handout. Provide the remaining one-half of the teams with one copy of A Day in the Life of Sonia handout.
3. Ask the youth to read the information on the handout. Ask them to work together as a team to determine the types of physical activity that Ricky or Sonia did during the day and the amount of time they spent doing those activities. Ask the youth to identify the physical activity in the handout by circling, highlighting, or underlining it on the handout.
4. Ask the youth to use what they identified in the handout to create a chart or graph to visually represent the total time that Ricky or Sonia spent doing physical activity. Explain to the youth that the chart or graph should include information about total time spent doing physical activity and intensity level of the physical activity.

5. Ask the youth to discuss as a team what they think the physical activity recommendation is for Ricky or Sonia and then ask them to share what they think with the class.

6. Ask the youth to then record the amount of physical activity that is recommended for Ricky and Sonia on their graph or chart. Youth should indicate the time and intensity level of the recommendation. Then ask the youth to discuss within their teams whether their character met the physical activity recommendation.

Note: In the stories about Ricky and Sonia, the physical activity listed in both narratives exceeds the amount of physical activity recommended for children 2-17 years (60 minutes per day); however, there are some activities that youth may not recognize as physical activity in this step. Once they reach step 12, after they have completed the charades and are asked to reconsider how much physical activity Ricky and Sonia did in one day using their activity cards, they should be able to identify additional activities that are considered physical activity.

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 4C) before starting the activities. 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. Ask youth to return to their teams.

10. Provide the teams that received A Day in the Life of Ricky with the Activity Cards for Ricky, and those teams that received A Day in the Life of Sonia with the Activity Cards for Sonia.

11. Explain to the youth that they will be playing a game that is similar to charades. One member of the team will begin by drawing a card. Then that team member will read the card and act out the activity on Step 1 of the card. Just as in charades, this should be done in silence, without speaking or sound effects of any kind. Next, the other team members will guess what the activity is, as well as the intensity level. Once the team members have identified the activity and intensity level, the youth with the card will do Step 2 on the card and lead the team in the exercise pictured. Team members will take turns drawing a card and acting out all of the cards in their stack until they have completed the steps on every card.

12. Ask the youth to think about the activities they just experienced on the Activity Cards. Ask them to reconsider the information on the A Day in the Life of... handout and use the Activity Cards to identify any additional physical activity they might have missed previously. Explain that if they identify any additional physical activity to add that to their graph in a different color than they used before.



Facilitator Tip: Youth may find it helpful to draw their graph or chart on a new piece of paper to incorporate the newly identified data. It is important that they indicate the difference between the physical activity initially identified and the revision by using different colors.

14. Ask the youth to discuss, that given the new information, if Ricky or Sonia met their physical activity recommendation.

## Sharing, Processing and Generalizing

1. Have the teams share their graphs with the class, explain how much physical activity Ricky and Sonia did, and whether they met the recommendation for daily physical activity.

2. Follow the youths' lines of thinking developed through general thoughts, observations, and questions. If necessary, ask more targeted questions.

- o Explain how you went about deciding what physical activity to record on your graph.

- o Explain how you went about deciding the intensity level of each activity to record it on the graph.

- o Explain the similarities and differences between the types of activities that you included in the first graph, and those that you added when you revised your graph.

- o Considering daily activities other than sports, give some examples of things you can do that will help you meet your physical activity recommendation.

## Concept and Term Discovery/Introduction

Youth should be able to identify that Ricky and Sonia were able to meet their physical activity recommendation by participating in a variety of activities, including sports, school activities, and activities from their daily life. Youth should understand the importance of participating in a variety of physical activities of moderate and vigorous intensity, and that physical activity is not limited to sports or doing exercises at the gym.

## Activity 4.2: Journal Activity

Time Required  
**10 to 15 mins**

### Materials Needed

(\*Materials provided in curriculum)

- *\*Healthy Choices in Motion Journal (Appendix 1F)*

## Concepts and Vocabulary

- **Aerobic capacity:** the ability of the heart and lungs to get oxygen to the muscles
- **Benefit:** a good or helpful result or effect
- **Body composition:** the amounts of fat, muscle, and bone that make up a person's body
- **Flexibility:** the range of motion possible at a joint
- **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
- **Muscular strength:** the ability of muscles to push or pull against something
- **Physical fitness:** ability for the human body to function efficiently and effectively in a variety of activities
- **Recommendation:** a suggestion about what should be done
- **Variety:** presence of diversity; the absence of uniformity, sameness, or monotony

## Getting Ready

1. *\*Healthy Choices in Motion Journal (Appendix 1F)* prepared as part of Module 1

## Procedure (Experiencing)

1. Ask the youth to refer to their Healthy Choices in Motion Journal.
2. Explain to the youth that they will use this journal to record and reflect on their physical activity by recording the steps/minutes of activity every day.
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 students to bring their journals to class with the Module 4 section (Journal page 16) 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 5.1.



Ricky woke up at 6:30 in the morning. He got out of bed, brushed his teeth, combed his hair, and then put on his school clothes. Then he went to the kitchen and ate breakfast for 15 minutes. When Ricky was ready to go to school he picked up his backpack which was very heavy with books. He left his house and walked down the street to the bus stop which took him 10 minutes. There he waited with his friend Dylan for 10 minutes until the bus arrived. They got on the bus and rode to school which took 15 minutes and they arrived at 8:00.

From 8:00 to 11:00 Ricky was in class. At 11:00 it was time for recess. During recess Ricky played a game of kickball with his friends. Ricky was the pitcher and scored three runs for his team. After recess ended at 11:20 Ricky and his friends went to the lunchroom and ate lunch. Once Ricky finished eating at 11:45, he returned to class. At the end of the school day Ricky's teacher taught the students how to square dance. Ricky's square dancing partner was Sumie and they practiced for 15 minutes until the school bell rang at 3:30.

After school ended, Ricky waited on the sidewalk for his father to pick him up. While he was waiting, Ricky played hopscotch for 10 minutes. When his father arrived at 3:40 pm, Ricky got into the car and his father drove to the grocery store to buy groceries for dinner. At the store, Ricky helped his father by pushing the grocery cart for 10 minutes while his father filled it with different things they need, including milk, potatoes, carrots, chicken, oranges, firewood, paper towels, and toothpaste. After Ricky's father paid for the groceries, they carried the grocery bags back to the car and drove home.

When Ricky and his father got home Ricky helped carry the groceries from the car into the house, where he helped put everything away and set the table for dinner. While dinner was being prepared, Ricky helped his father carry the 20 pounds of firewood from the car to the wood shed. It took Ricky and his father around 10 minutes to stack all of the firewood outside the wood shed. When Ricky was done helping his father with the firewood, he swung on the tire swing on the tree in the backyard for 15 minutes until it was time for dinner at 5:30. Ricky ate dinner with his family for 30 minutes. When they were finished eating, he helped his mother clear the table and do the dishes. Next Ricky did his homework for an hour. He then got ready for bed by putting on his pajamas and brushing his teeth. Once he was in bed, his mother and father tucked him in and turned off the light. Ricky fell asleep with his cat Fido curled up next to him on the bed.



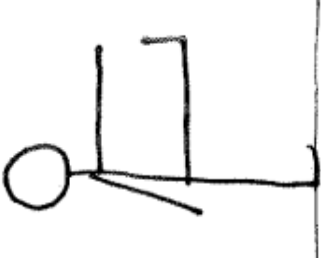
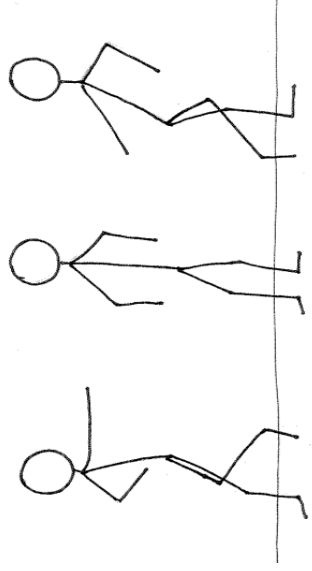
Sonia woke up at 6:30 in the morning. She got out of bed, brushed her teeth, combed her hair, and then put on her school clothes. Then she went to the kitchen and ate breakfast with her brother David for 15 minutes. When she was ready for school she put on her backpack and bicycle helmet and rode her bicycle to school for 10 minutes. On her way to school, Sonia rode her bike up a small hill to school. She arrived at school at 8:25 just in time for class to start at 8:30.

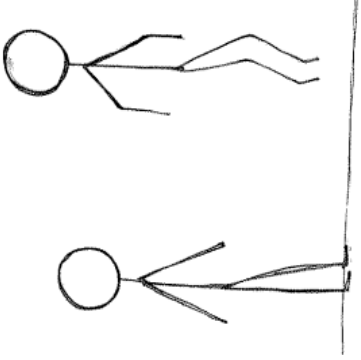
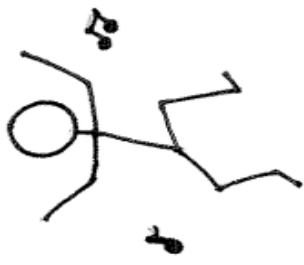
From 8:30 to 11:00 Sonia was in class. At 11:00 it was time for recess. During recess Sonia and her friends played soccer. Sonia scored 3 goals for her team during their 20-minute game. At 11:20, Sonia and her friends went to the cafeteria and ate lunch. Once they finished eating, they returned to class at 11:45. In the afternoon, Sonia's teacher planned a lesson for the students to get the school garden ready for planting vegetables. Sonia and her classmates went outside to the garden and worked for 15 minutes. During this time they dug up weeds, carried heavy bags of soil, and shoveled the dirt into the garden beds. After the lesson is finished, they returned to the classroom.

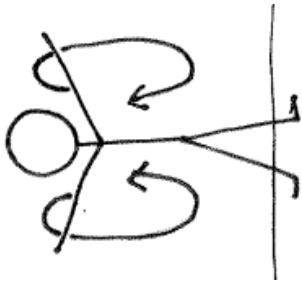

After school ended at 3:30 in the afternoon, Sonia waited with her brother David for their mother to pick them up. There was a jungle gym near the school parking lot. Sonia played on the jungle gym with David until their mother arrived at 3:40 and then they drove home. After they got home Sonia played outside with her dog Joey. Joey loves to fetch so Sonia threw a tennis ball for him for 15 minutes.

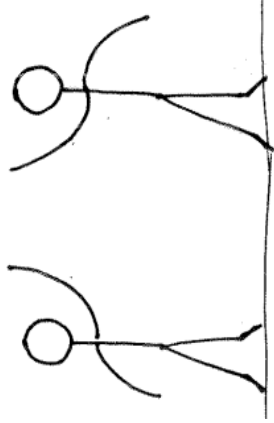
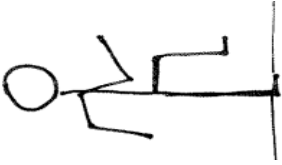
At 5:30 Sonia's father told her it was time to eat dinner. Sonia and Joey ran inside. Sonia put a cup of kibble in Joey's food bowl, washed her hands, and then sat down at the table to eat with her family. While she was eating dinner, Joey got so excited to eat his dinner that he knocked his bowl over. Joe dumped most of his kibble all over the kitchen floor. After Sonia finished eating, she used the vacuum to clean up the kibble from the floor. Sonia vacuumed at a quick pace for 5 minutes. Once Sonia was done cleaning up Joey's mess, Sonia worked on her math homework for 1 hour. After she was done, she got ready for bed by putting on her pajamas and brushing her teeth. At 8:00 Sonia got into bed and her mother and father tucked her in. Joey curled up on the floor next to her bed and then Sonia fell asleep.

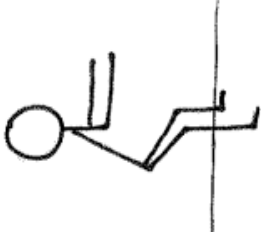
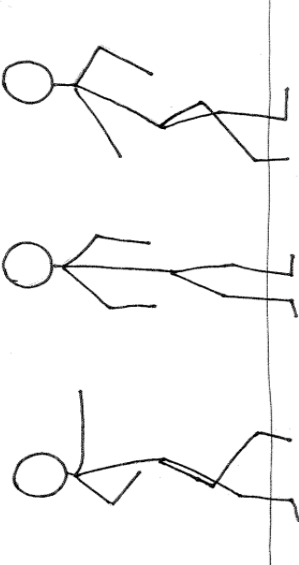
1	2	3
<div data-bbox="285 468 474 737" data-label="Image"> </div> <p data-bbox="261 793 503 827">Marching in Place:</p> <ol data-bbox="186 871 535 1249" style="list-style-type: none"> <li>1. Stand with your feet together and your arms by your sides.</li> <li>2. March in place swinging your arms forwards and backwards.</li> <li>3. March in place for 30 seconds.</li> </ol>	<div data-bbox="683 468 930 743" data-label="Image"> </div> <p data-bbox="732 800 889 833">Arm Circles:</p> <ol data-bbox="617 877 990 1291" style="list-style-type: none"> <li>1. Stand with your feet together and your arms held out by your sides.</li> <li>2. Move arms in large forward circles for 30 seconds.</li> <li>3. Reverse motion, moving arms in large backward circles for 15 seconds.</li> </ol>	<div data-bbox="1149 464 1365 751" data-label="Image"> </div> <p data-bbox="1122 800 1386 833">Side Leg Extensions:</p> <ol data-bbox="1058 877 1437 1365" style="list-style-type: none"> <li>1. Stand with your feet together.</li> <li>2. Extend your right leg outward then return to standing.</li> <li>3. Extend your left leg outward then return to standing.</li> <li>4. Repeat at slow pace for 30 seconds.</li> </ol>

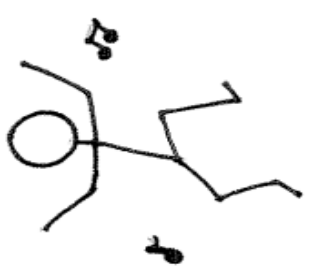
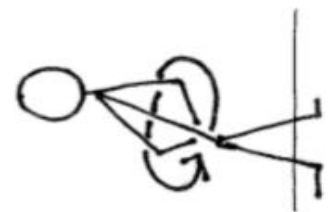
<p>Step 1 Act out:</p> <p><b>Playing Kickball at a Vigorous Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Toy Soldiers</b></p>
<p>Step 1 Act out:</p> <p><b>Roller Skating at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Ice Skaters</b></p> <ol style="list-style-type: none"> <li>1. Stand with your feet shoulders width apart</li> <li>2. Cross your right leg behind your left leg and return to step 1</li> <li>3. Cross your left leg behind your right leg and return to step 1</li> <li>4. Repeat steps 2-3 at a quick pace</li> </ol>

<p>Step 1 Act out: <b>Bouncing on a Pogo Stick at a Moderate Intensity</b></p>	<p>Step 2 Do together:  <b>Jumping in place</b></p>
<p>Step 1 Act out: <b>Dancing at a Vigorous Intensity</b></p>	<p>Step 2 Do together:  <b>Dancing</b></p>


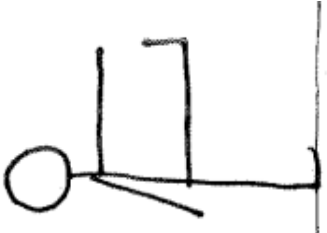
<p>Step 1 Act out:  <b>Jumping Rope at a Moderate Intensity</b></p>	<p>Step 2 Do together:  <b>Arm Circles</b></p>
<p>Step 1 Act out:  <b>Carrying Heavy Firewood at a Moderate Intensity</b></p>	<p>Step 2 Do together:  <b>Squats</b></p>

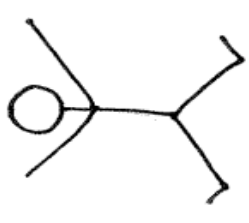
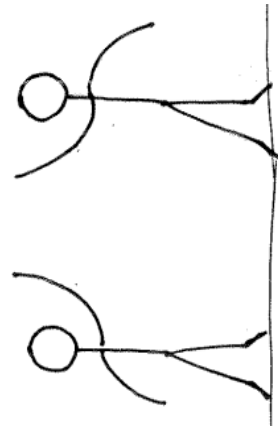
<p>Step 1 Act out:</p> <p><b>Washing Windows at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Apple Pickers</b></p> <ol style="list-style-type: none"><li>1. Stand on your toes and reach up high with your left arm</li><li>2. Alternate reaching with your right arm</li><li>3. Repeat Steps 1-2</li></ol>
<p>Step 1 Act out:</p> <p><b>Carrying a Heavy Bag on your Back at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Marching</b></p>

<p>Step 1 Act out:</p> <p><b>Playing Football at a Vigorous Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Football Feet</b></p> <ol style="list-style-type: none"> <li>1. Stand on your toes with feet shoulder-width apart</li> <li>2. Rapidly run in place without lifting your feet higher than three inches off the ground</li> </ol>
<p>Step 1 Act out:</p> <p><b>Vacuuming at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Ice Skaters</b></p> <ol style="list-style-type: none"> <li>1. Stand with your feet shoulder width apart</li> <li>2. Cross your right leg behind your left leg and return to step 1</li> <li>3. Cross your left leg behind your right leg and return to step 1</li> <li>4. Repeat steps 2-3 at a quick pace</li> </ol>

<p>Step 1 Act out:</p> <p><b>Dancing at a Vigorous Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Dancing</b></p>
<p>Step 1 Act out:</p> <p><b>Hula Hooping at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Hula Hoop Hip Circles</b></p>



<p>Step 1 Act out:</p> <p><b>Carrying a Heavy Bag at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Squats</b></p>
<p>Step 1 Act out:</p> <p><b>Walking the Dog at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Toy Soldiers</b></p>

<p>Step 1 Act out:</p> <p><b>Jumping Rope at a Vigorous Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Star Jumps</b></p>
<p>Step 1 Act out:</p> <p><b>Climbing a Tree at a Moderate Intensity</b></p>	<p>Step 2 Do together:</p>  <p><b>Apple Pickers</b></p> <ol style="list-style-type: none"><li>1. Stand on your toes and reach up high with your left arm</li><li>2. Alternate reaching with your right arm</li><li>3. Repeat Steps 1-2</li></ol>