

Healthy Choices in Motion



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Facilitator Guide

How To Get The Most From this Curriculum

Shaping Healthy Choices Program

Healthy Choices in Motion was developed as part of the Shaping Healthy Choices Program. The Shaping Healthy Choices Program is a multi-component approach to improve children's food choices. Other components of this program include a curriculum for cooking demonstrations in Cooking Up Healthy Choices, and family newsletters called Team Up for Families.

Discovering Healthy Choices is a garden-enhanced nutrition curriculum developed to teach knowledge and skills necessary for youth to make informed decisions about the foods they eat in a variety of content areas including agriculture and food around the world, measuring tools for food and cooking, Nutrition Facts labels, and consumerism.

Cooking Up Healthy Choices is directly linked to Discovering Healthy Choices. It was developed to offer more opportunities for youth to apply the concepts they have learned through the participation in five cooking demonstrations while exploring new foods with all five senses.

The Team Up for Families newsletters include messages about what the youth are learning in the Discovering Healthy Choices curriculum, in addition to positive nutrition-related parenting practices. Each of the eight newsletters are designed to link to each of the eight modules in Discovering Healthy Choices.

Teaching and Learning Strategies

All activities in the Healthy Choices in Motion curriculum were designed using experiential learning and inquiry. Experiential learning is grounded in the idea that experience is essential to learning and understanding. Specifically, experiential learning involves a recurring sequence of three distinct steps: 1) an experience ("Procedure/Experiencing") that involves learner exploration; 2) a period of discussion and reflection ("Sharing, Processing and Generalizing") where learners share their reactions and observations, process their experience, and make generalizations to real-life examples; and 3) an opportunity to apply ("Apply") new knowledge and skills in an authentic manner, which helps learners deepen and broaden their understanding (it helps learning last!).

Inquiry is a teaching and learning strategy whereby learners are engaged in activities that require the observation and manipulation of objects and ideas in order

to construct knowledge and develop skills. Inquiry is grounded in experience, focuses on the use and development of critical thinking skills, and targets the learning and application of specific content knowledge. Furthermore, inquiry starts with a question, and effective questioning strategies are critical when facilitating inquiry-based learning. Open-ended questions or prompts (e.g., Explain what you know about...; or Discuss your understanding of...) promote learner inquiry and are considered more effective than closed-ended questions or prompts (e.g., Name the parts of...; or What is the name of...?). The inquiry-based activities in the Healthy Choices in Motion curriculum were designed using the 5-step Experiential Learning Cycle by Pfeiffer and Jones (1983): Experience, Sharing, Processing, Generalizing, and Application. It is recommended that adequate time be allotted for youth learners to proceed through each step in order for learning to be maximized.

Healthy Choices in Motion allows students to explore a comprehensive set of physical activity concepts, including the benefits of physical activity, recommendations across the lifespan, the five components of physical fitness, why doing a variety of physical activity is important, and what being physically active means to you. As part of Healthy Choices in Motion, learners will develop an understanding of physical activity concepts and problem-solving skills that will allow them to make evidence-based decisions about engaging in physical activity.

Organization of Learning Environment:

Creating the environments where learning happens

The activities in the Healthy Choices in Motion curriculum were designed to be facilitated in a small group-learning environment. Learners construct understanding through inquiry using observations, the manipulation of objects and ideas, and personal reflection. However, learning is a social endeavor where dialogue and reflection with others are critical elements. Therefore, creating physical and social environments where learners can carry out inquiry will help learners organize their thoughts and develop an understanding of the content and processes being emphasized in specific curriculum activities.

Organization of Curriculum

The modules are sequenced so that foundational concepts are discovered first, and then built upon with more advanced concepts as they continue through the modules. Each module consists of one hands-on activity done in class and one application activity in the journal. When learners apply their new knowledge and skills in real-world situations, this is when they are able to develop deeper understanding of the subject matter. At this point, youth have already completed the hands-on activities that have introduced new concepts and skills. The application activities provide the youth with the opportunity to take what they have learned and apply it in their lives. This application of knowledge in the journal activities is critical to the learning process and making changes to their health.

Curriculum Activity Layout

Module and Activity Title

The activity title introduces the facilitator to the topic that will be addressed during the activity.

Background Information

This introductory section provides facilitators with a brief overview of the subject matter and provides examples that help to explain the importance of the topic.



Facilitator Tip: The background information is not meant to be shared with the youth prior to the activity. Rather, it is intended to support facilitators by providing factual information that may help ground and inform group discussions.

Time Required

Each module includes an estimate of the time needed to complete the activities. The actual time required for the activities will vary based on level of learner interest, size of the group, age of the group members, and the setting in which the activities take place.

Learning Objectives: Concepts and Vocabulary

Facilitators are provided with a list of defined concepts and vocabulary that is meant to be discovered by the youth during their exploration and completion of the activities. The list should not be provided to the youth at the beginning of the activity. At the end of each activity, the facilitators should ensure that the appropriate terms and concepts have been discovered by or introduced to the youth.

Suggested Groupings

Suggestions are provided for the group size designed for each activity. The suggested groupings are meant to help facilitate quality learning among the youth. Some activities are designed for youth to work in either small groups, large groups, or individually.

Materials Needed

A list of the materials needed to complete the activities is provided for the facilitator. The list describes the materials to be used. Most materials are provided (these are marked with an *); however, other materials will need to be obtained prior to activity implementation.

Getting Ready

This list describes what needs to be done by the facilitator to prepare for the activity, how many of each of the materials to prepare, and what tasks need to be completed prior to the beginning of the activity.

Opening Questions/Prompts

Questions or prompts presented at the beginning of each activity are meant draw the youth into the topic being addressed in the activity. Responses to the questions will provide the facilitator with an understanding of what the youth already know about the topic. Facilitators should encourage the youth to record their answers to these introductory questions on the provided flip chart paper, as this is an important part of the learning process.



Facilitator Tip: This is the point when the activity begins with the youth. Opening Questions/Prompts should be asked as they are written. Open-ended questioning is a key element of inquiry-based learning.

Procedure (Experiencing)

This is the part of the curriculum when the youth experience and complete the activity itself. It is highly recommended that facilitators read the procedure in its entirety before implementing with the youth so that the activity flows smoothly. It is important for youth to record their observations, ideas, and other thoughts during the procedure on the flip chart paper provided, as this is an important part of the learning process.

Sharing, Processing, and Generalizing

Following the procedure, there is a period of reflection, during which time the youth come back together as one group and share their observations with each other. This phase provides youth an opportunity to communicate their findings, listen to what others discovered, consider the various thought processes, and learn from each other. It helps to solidify what the youth have learned throughout the course of the activity. This phase also contains prompts that allow the youth to engage in thinking about how they went about solving a problem. This is called meta-cognition, which is considered a key element in developing a deeper understanding.

Concept and Term Discovery/Introduction

At this point of the activity, most of the concepts will have most likely already been discovered by the youth. Many concepts will have already been defined by now as well. However, some concepts may have been missed or poorly understood and need to be clarified; additionally, technical terms may need to be introduced to the youth. At the end of the activity, reinforce the concepts that were learned by using what they shared about their observations during the Sharing, Processing, and Generalizing phase. Use this to help them use their experience to explain the concepts. If the youth did not discover the concepts, summarize the concepts they should have learned. Introduce vocabulary to the youth within the context of their experiences when possible.



Facilitator Tip: Ensure that all terms/concepts have been discovered or introduced to the youth. Additionally, make certain that any misconceptions have been addressed.

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Educational Standards Supported

Next Generation Science Standards Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Life Science Progression														
LS1.A Structure and function	N/A													
LS1.C Organization for matter and energy flow in organisms	N/A													
LS2.A Interdependent relationships in ecosystems	N/A													
LS2.B Cycles of matter and energy transfer in ecosystems	N/A													
LS4.D Biodiversity and humans	N/A													
Science and Engineering Practices														
1. Asking questions and defining problems	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
3. Planning and carrying out investigations	1, 2, 3, 4	•	•	•	•	•	•	•	•	•	•	•	•	•
4. Analyzing and interpreting data	2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
5. Using mathematics and computational thinking	1, 2, 3, 4					•	•	•	•	•	•	•	•	•
6. Constructing explanations and designing solutions	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
7. Engaging in argument from evidence	1, 2, 3, 4, 5	•	•	•										
8. Obtaining, evaluating, and communicating information	1, 2, 3, 4, 5	•	•	•										
Crosscutting Concepts														
1. Patterns	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
3. Scale, Proportion, and Quantity	1, 2, 3, 4, 5				•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Common Core State Standards in English Language Arts Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Standards for Literature														
Key Ideas and Details	2, 3, 4	•	•	•	•	•	•	•	•	•	•			
Craft and Structure	2, 3, 4	•			•									
Range of Reading and Level of Text Complexity	2, 3, 4	•												
Reading Standards for Informational Text														
Key Ideas and Details	4	•	•	•	•	•	•	•	•	•	•	•	•	•
Craft and Structure	4	•	•	•	•	•	•	•	•	•	•			
Integration of Knowledge and Ideas	2, 3, 4	•	•	•	•	•								
Range of Reading and Level of Text Complexity	2, 3, 4	•	•	•	•	•	•							
Reading Standards: Foundational Skills														
Print Concepts	2, 3, 4	•	•	-	-	-	-	-	-	-	-	-	-	-
Phonological Awareness	2, 3, 4	•	•	-	-	-	-	-	-	-	-	-	-	-
Phonics and Work Recognition	2, 3, 4	•	•	•	•	•	•	-	-	-	-	-	-	-
Fluency	2, 3, 4	•	•	•	•	•	•	-	-	-	-	-	-	-
Writing Standards														
Text Types and Purposes	1, 2, 3, 4, 5	•	•	•	•	•	•	•						
Production and Distribution of Writing	1, 2, 3, 4, 5				•	•	•	•						
Research to Build and Present Knowledge	N/A													
Range of Writing	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Speaking and Listening Standards														
Comprehension and Collaboration	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Presentation of Knowledge and Ideas	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Standards														
Conventions of Standard English	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Knowledge of Language	1, 2, 3, 4, 5	-	-	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Use	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

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• Can be adapted to support standard for grade level

11 Educational Standards Supported (continued)

Common Core State Standards in Literacy in History/Social Studies, Science, and Technical Subjects 6-12 Supported

	Modules												
	6	7	8	9	10	11	12						
Reading Standards for Literacy in History/Social Studies													
Integration of Knowledge and Ideas													
Reading Standards for Literacy in Science and Technical Subjects													
Key Ideas and Details													
Integration of Knowledge and Ideas													
Range of Reading and Level of Text Complexity													
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects													
Text Types and Purposes													
Production and Distribution of Writing													
Research to Build and Present Knowledge													
Range of Writing					•	•	•	•	•	•	•	•	•

Common Core State Standards in Mathematics Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Counting and Cardinality	1, 2, 3, 4	•	-	-	-	-	-	-	-	-	-	-	-	-
Operations and Algebraic Thinking	1, 2, 3, 4	•	•	•	•	•	-	-	-	-	-	-	-	-
Number and Operations in Base Ten	1, 2, 3, 4	•	•	•	•	•	•	-	-	-	-	-	-	-
Number and Operations - Fractions	N/A	-	-	-	-	-	-	-	-	-	-	-	-	-
Measurement and Data	1, 2, 3, 4	•	•	•	•	•	•	-	-	-	-	-	-	-
Geometry	N/A	-	-	-	-	-	-	-	-	-	-	-	-	-
Ratios and Proportional Relationships	N/A	-	-	-	-	-	-	-	-	-	-	-	-	-
The Number System	N/A	-	-	-	-	-	-	-	-	-	-	-	-	-
Statistics and Probability	1, 2, 3, 4	-	-	-	-	-	-	•	-	-	-	-	-	-
Number and Quantity	N/A	-	-	-	-	-	-	-	-	-	-	-	-	-

- Standard is not applicable for grade level

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Educational Standards Supported (continued)

Physical Education Model Content Standards for California Public Schools Grades K-12 Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.														
Movement Concepts.	1, 2, 3, 4	•	•	•	•									
Locomotor Movement.	1, 2, 3, 4	•	•											
Rhythmic Skills.	4			•	•	•								
Manipulative Skills: variety of physical activities including participating in sports.	1, 2, 3, 4			•	•	•	•	•						
Combination of Movement Pattern and Skills.	1, 2, 3, 4							•						
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.														
Movement Concepts.	1, 2, 3, 4	•	•	•	•									
Locomotor Movement.	1, 2, 3, 4	•	•											
Body Management.	1, 2, 3, 4		•											
Combination of Movement Pattern and Skills.														
3. Students assess and maintain a level of physical fitness to improve health and performance.														
Fitness Concepts.	1, 2, 3, 4	•	•	•	•	•	•							
Aerobic Capacity: Participate 3-4 days/week in moderate to vigorous physical activities that increase RR and HR.	1, 2, 3, 4	•	•	•	•	•	•							
Flexibility.	1, 2, 3, 4	•	•	•	•	•	•							
Body Compositions: Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	1, 2, 3, 4	•	•	•	•	•	•							
Assessment.	1, 2, 3, 4			•	•	•	•							
3.1 Assess the components of health-related physical fitness by using a scientifically based health-related fitness assessment	1, 2, 3, 4, 5							•	•					
3.2 Compare individual fitness results with research-based standards.	1, 2, 3, 4, 5							•	•					

- Standard is not applicable for grade level

- Supports standard for grade level
- Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Physical Education Model Content Standards for California Public Schools Grades K-12 Supported (continued)

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Students assess and maintain a level of physical fitness to improve health and performance.														
3.3 Develop individual health/fitness goals.	1, 2, 3, 4, 5							•	•	•				
3.6 Monitor Intensity of HR during physical activity.	1, 2, 3, 4							•	•	•				
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.														
Fitness Concepts.	1, 2, 3, 4	•	•	•	•	•	•							
Aerobic Capacity.	1, 2, 3, 4, 5	•	•	•	•	•	•							
Flexibility.	1, 2, 3, 4	•	•	•	•	•	•							
4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.	1, 2, 3, 4	•	•	•	•	•	•	•	•	•				
4.4 Classify physical activities as aerobic or anaerobic.	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•				
4.5 Explain methods of monitoring HR intensity.	1, 2, 3, 4	•	•	•	•	•	•	•	•	•				
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.														
Self-Responsibility.	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Social Interaction.	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Group Dynamics.	1, 2, 3, 4, 5	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

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.

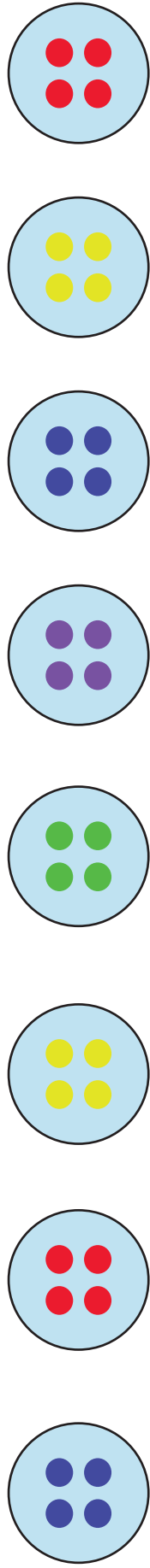
Observation Sheet

Record your observations from each activity in the table below.

Appendix 1A

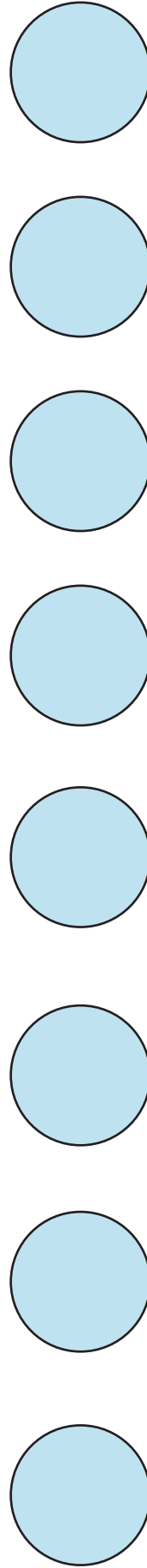
	Heart Rate Beats Per Minute	How did your muscles and body feel during the activity?	Circle the emoticon that best describes your feelings during each activity. Explain why you chose that emoticon in the space provided.
Part 1: Resting			    
Part 2: Farm to Market			    
Part 3: Squats			    
Part 4: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

Farm:



Recommended distance from farm to market: 25-30ft

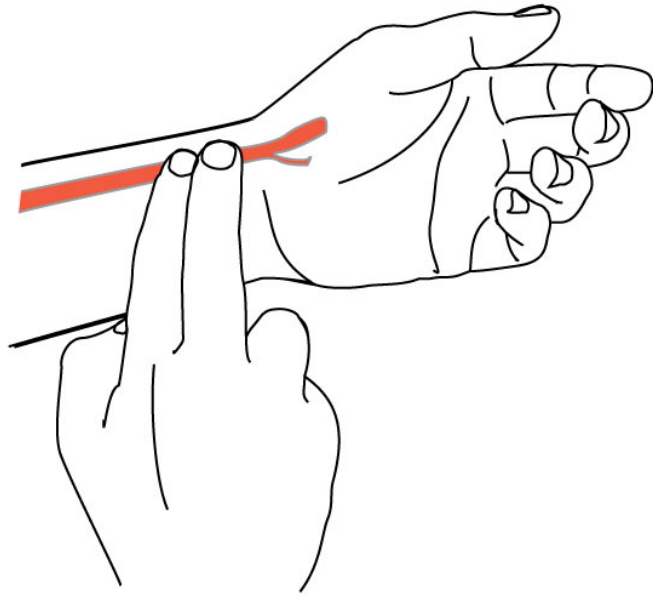
Market:



1	2	3
<div data-bbox="289 569 474 842" 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="683 569 930 848" data-label="Image"> </div> <p data-bbox="732 905 889 938">Arm Circles:</p> <ol data-bbox="618 982 990 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 854" 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>Part 1: Farm to Market</p>		
<p>Part 2: Squats</p>		
<p>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.

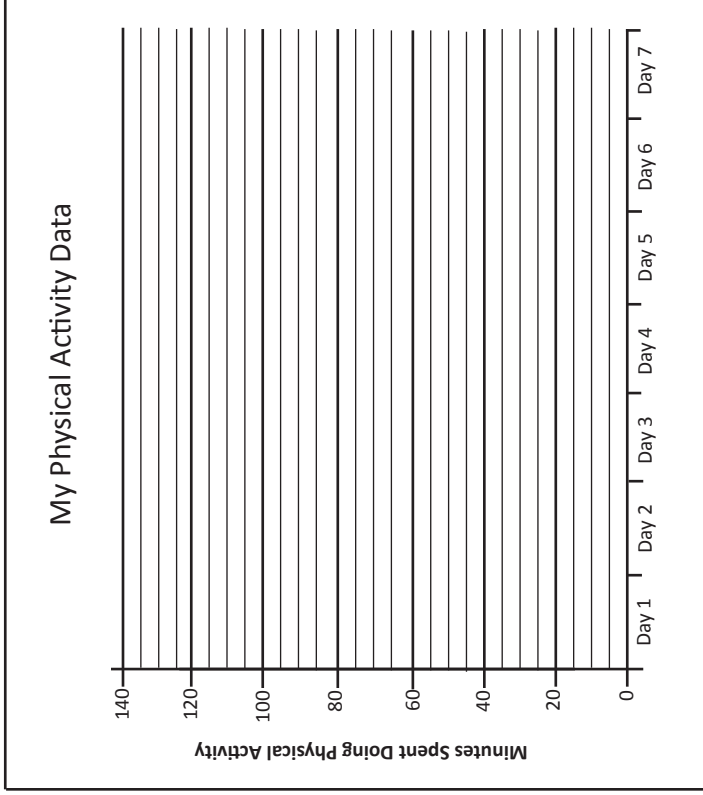
Module 1: Track Your Physical Activity

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?

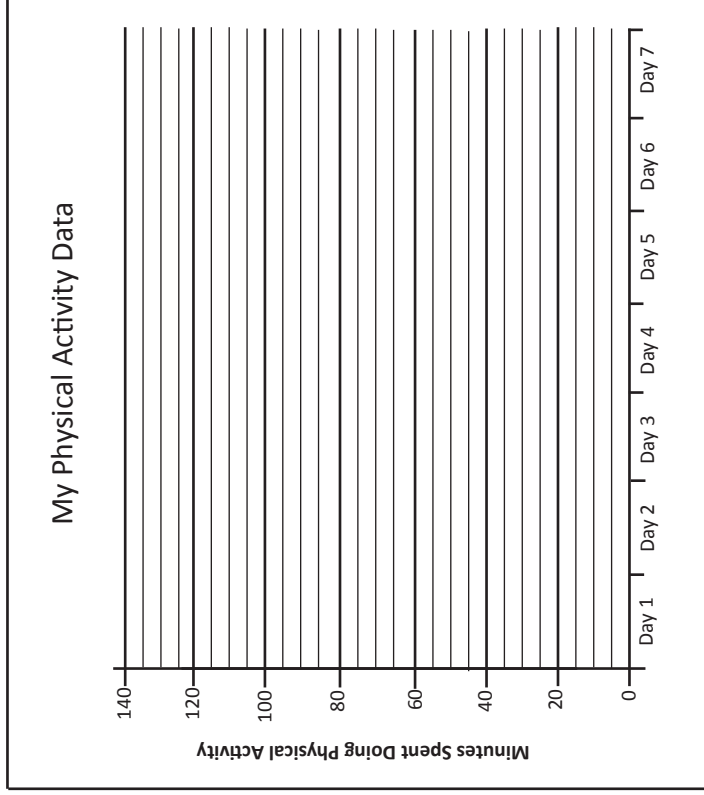
1. _____
2. _____
3. _____
4. _____

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: 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

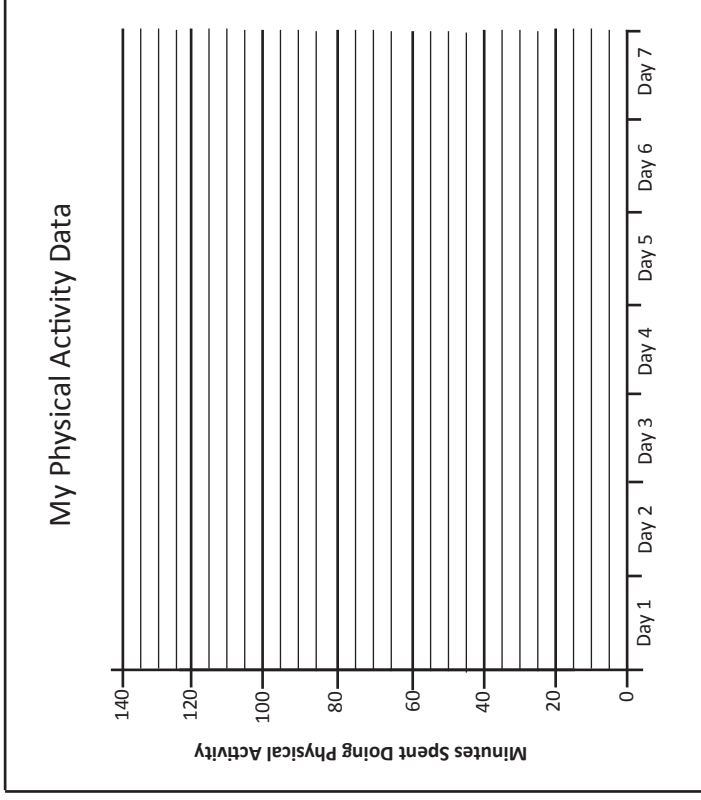
These are the amounts of physical activity that we should do to be healthy, which are called *recommendations*.

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: 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?

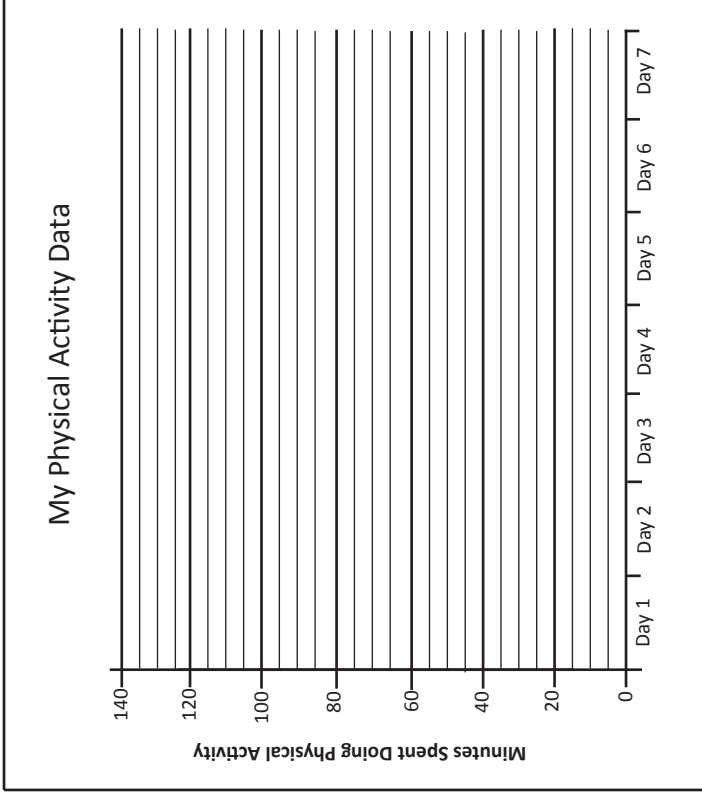
If yes, list some activities you can add next week to add that component to your physical activity: _____

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: 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:

Module Two:

Physical Activity Recommendations

Background Information

The United States Department of Health and Human Services provides guidance on the amounts and types of physical activity that we need to be healthy. These recommendations are split into three groups based on life stage: youth (6-17 years), adults (18-65 years), and older adults (older than 65 years). The amounts of physical activity recommended in each life stage are based on scientific evidence of what levels and types of activities are associated with overall health and the reduced risk of disease.

Children and adolescents (6-17 years) need 60 minutes or more of physical activity every day. This activity should include aerobic activities like running, dancing, or biking; muscle-strengthening activities like climbing trees, using playground equipment, or lifting weights; and bone-strengthening activities like running or jumping rope.

Adults (18-65 years) should engage in 30 minutes of activity five days per week for a total of 150 minutes per week. This activity should include muscle-strengthening activities (such as lifting weights or using resistance bands) that involve all major muscle groups.

Older adults (older than 65 years) also need 30 minutes of physical activity, five days per week for a total of 150 minutes per week. A special recommendation for this age group is that activity should include exercises that improve balance. 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.

The recommendations also state that physical activity should be moderate or vigorous in intensity to get the most health benefits. There are three types of intensity: light, moderate, and vigorous. These categories vary by the amount of calories needed by our bodies to do the activity.

Light intensity physical activities require very little effort and a minimal amount of calories (less than 3.5 calories per minute of activity). When doing light activities, heart rate and breathing rate are similar to those at rest. Light activities include casual walking, bicycling slowly with no resistance (on a flat road), stretching, light weight training, dancing slowly, leisurely sports (table tennis, playing catch), floating in a pool, boating, fishing, light yard/house work. Although light intensity activities are not included in the recommendations for physical activity, they still are an important part of living an active lifestyle.

Moderate intensity physical activities require some effort and a moderate amount of calories (between 3.5 and 7 calories per minute of activity). When doing moderate physical activity, heart rate and breathing rate are increased. Examples of moderate intensity activities include 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 intensity is physical activity that is strenuous, and requires a lot of effort and a lot of calories (more than 7 calories per minute of activity). When a person is engaging in vigorous activities his or her heart rate and breathing rate will be very fast. Vigorous activity includes race walking, jogging or running, competitive sports (soccer, volleyball, gymnastics, basketball, baseball, hockey, football, lacrosse, rugby, water polo, kickball), 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.

Activity 2.1 : 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 Module 1 completed
- Flip chart paper
- Markers or writing utensils
- *Physical Activity Recommendations (Appendix 2A)
- *Physical Activity Cards (Appendix 2B)
- One sheet of 8 1/2 x 11" blue paper
- One sheet of 8 1/2 x 11" green paper
- One sheet of 8 1/2 x 11" yellow paper
- *Character Cards (Appendix 2C)
- *Warm-Up Activities (Appendix 2D)
- Pedometers or physical activity monitors (optional)

Concepts and Vocabulary

- **Aerobic:** involving, utilizing, or increasing oxygen consumption for metabolic processes in the body.
- **Calories:** a unit of measurement of energy.
- **Heart Rate:** how frequently the heart beats, expressed as the number of heart beats per minute (BPM). Heart rate will change depending upon intensity of physical activity.
- **Breathing Rate:** the frequency of breathing, expressed as the number of breaths per minute. Breathing rate will change depending upon intensity of physical activity.
- **Intensity:** in physical activity, this refers to the amount of energy, or calories, used by our bodies during the physical activity.
- **Light Intensity:** activities that require very little effort and require our bodies to use less than 3.5 calories per minute.
- **Moderate Intensity:** activities that require some effort and require our bodies to use between 3.5 and 7 calories per minute.
- **Recommendation:** a suggestion about what should be done.
- **Vigorous Intensity:** activities that require a lot of effort and require our bodies to use more than 7 calories per minute.

Getting Ready

1. Make copies of the Physical Activity Recommendations (Appendix 2A); one copy for each team.
2. Make copies of the Physical Activity Cards (Appendix 2B); one set for each team.
3. Cut out each of the 12 Physical Activity Cards.
4. Cut each sheet of colored paper into four equal pieces.
5. Glue or tape each Physical Activity Card onto one piece of colored paper so that light intensity cards are on the blue paper, moderate intensity cards are on the yellow paper, and vigorous intensity cards are on the green paper.
6. Make one copy of the Character Cards (Appendix 2C). Cut out each of the eight Character Cards along the dotted line; one character card for each team. If there are fewer than eight teams, select at least one card from each age range. Fold the cards in the middle so that the character description and physical activity are facing out on each side.
7. 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.
8. Organize the class into small teams of 3 to 4 youth.



Facilitator tip: these can be the same teams that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same team members.

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

Journal Review

1. Have the youth share their completed Module 1 journal reflections (Journal Page 4).
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 some benefits you think you got from doing physical activity.
 - Explain how you went about deciding the types of activities you can do in the next week to increase your physical activity.

Opening Questions/ Prompts

Ask the youth to respond to each question/prompt below by recording them on the flip chart

paper provided and sharing their ideas verbally.

- Explain why you think it's important to be physically active.

Procedure (Experiencing)

1. Provide each team with the Physical Activity Recommendations handout (Appendix 2A). Ask the youth to read and discuss the information on the handout. Ask them to compare and contrast the different physical activity recommendations. Encourage the youth to use their flip chart paper to record their thoughts.

2. Ask the youth to share what similarities and differences they noticed about the physical activity recommendations for different age groups.

3. Explain to the youth that there are different types of intensities of physical activity and that the recommendations state that the amount of physical activity needed for each age group should be moderate or vigorous activity.

4. Explain to the youth that in order to better understand the differences between light, moderate, and vigorous intensity levels, they are going to do an investigation.

5. Provide each team with a set of Physical Activity Cards (Appendix 2B).

6. Ask the youth to sort the cards into different intensity levels. Ask them to discuss their observations of similarities and differences between the cards.

7. Provide each team with a Character Card (Appendix 2C). Explain that the card has two sides, but for this portion of the activity, just focus on the side that says "physical activity." Explain that after doing the warm-up exercises, each team will lead the class through the physical activity listed on the card.

8. Lead the youth through the Warm-Up Activities (Appendix 2D). Complete the exercises in order, 1-3. Explain to the youth that doing warm-ups before engaging in physical activity increases our blood flow and raises our body temperature and that doing these warm-up exercises before engaging in physical activity helps to prevent injuries.

9. Ask each team to lead the class through the activity on their character card, one at a time. Explain to the youth that they should first demonstrate the exercise to the class and then tell the class to "Go" when they should begin the activity together as a group. Have the teams use a stopwatch to keep time for the duration that the activity should be done. During the activities, engage the youth in discussion using the following questions/prompts:

- a. Explain how your body is feeling during this activity.
- b. Describe what part of your body you think is working the most during this activity.
- c. What do you think is the intensity level of this activity?

10. After all of the activities have been completed, ask the youth to return to their teams.

11. Ask the youth to flip over their character card to the second side of the card that has information about a person and what types of physical activity they typically do. Explain that they will be investigating information about the person to determine whether that person has met his or her recommended amount of physical activity.

12. Explain to the youth that they will need to use the information on the Physical Activity Recommendations handout and the Character Card to determine the amount of physical activity recommended for that person, if that person had enough physical activity to meet the recommendation, and if not, what additional activities he or she should do. Explain that they can use the Physical Activity Cards to identify additional physical activities.



Facilitator Tip: Youth may need assistance in understanding the importance of light intensity physical activity. Any misconceptions youth have about light intensity physical activity counting toward the recommendation will typically be addressed in the Sharing, Processing, and Generalizing. It is important to remind youth that even though light intensity is not a part of their recommendation, it still plays an important part in overall health.

Sharing, Processing, And Generalizing

- Have the youth share the information about the person on their Character Card, the amount of physical activity recommended for that person, if that person had enough physical activity to meet the recommendation, and if not, what additional activities he or she should do.
- Follow the lines of thinking developed through the youth's thoughts, observations, and questions as they share the similarities and differences between the characters and their physical activity recommendations. If necessary, ask more targeted questions/prompts:
 - o Explain how you went about deciding whether your character met the physical activity recommendation.
 - o If your character didn't meet the recommendation, explain how you went about deciding what additional activities he or she should do.
 - o Explain what you noticed about the similarities and differences between the characters and their recommendations for physical activities.
 - o Explain what you noticed about the similarities and differences between the people on the character cards.

Concept and Term Discovery/introduction

Make sure that the youth understand the importance of being physically active over the lifetime and that each life stage has different physical activity recommendations and that youth ages

6-17 should do 60 minutes of physical activity every day. Youth should understand that while all forms of activity are encouraged, only **moderate** and **vigorous** physical activity count towards meeting the recommended amount of physical activity. Light physical activity plays an important role in overall health and fitness even though it does not count towards the physical activity recommendation. Additionally, make sure that key vocabulary terms are either discovered by the youth or introduced to them: **intensity**, **light intensity** physical activity, **moderate intensity** physical activity, and **vigorous intensity** physical activity.

Activity 2.2 : Journal Activity

Time Required
10 to 15 mins

Materials Needed

- (*Materials provided in curriculum)
- *Healthy Choices in Motion Journal (Appendix 1F) prepared as part of Module 1
- Pedometer or physical activity monitor (optional)

Concepts and Vocabulary

- Intensity: in physical activity, this refers to the amount of energy, or calories, used by our bodies during the physical activity.
- Light Intensity: activities that require very little effort and require our bodies to use less than 3.5 calories per minute.
- Moderate Intensity: activities that require some effort and require our bodies to use between 3.5 and 7 calories per minute.

Procedures (Experiencing)

1. 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.
2. 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.
3. Ask the youth to bring their journals to class with the Module 2 section completed and share their graphs and their answers to the questions.

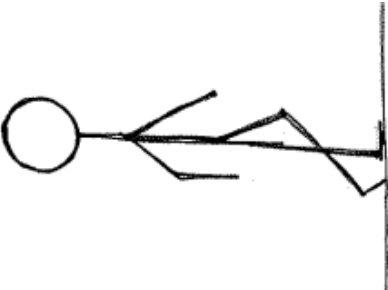

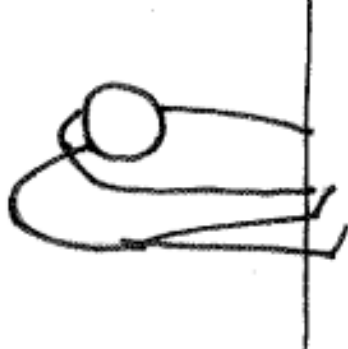
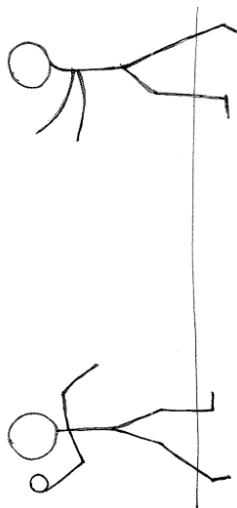
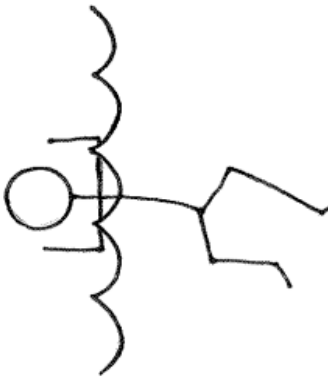
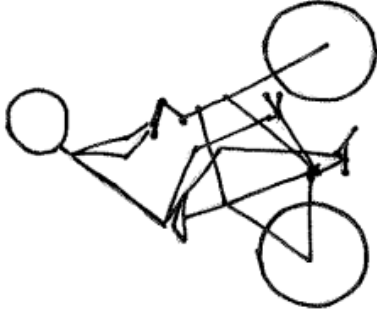


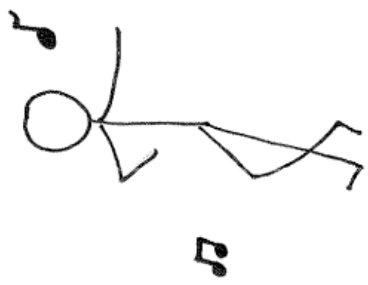
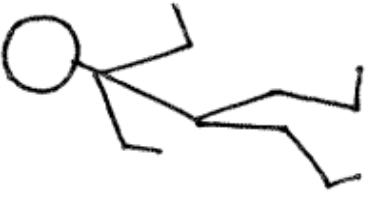
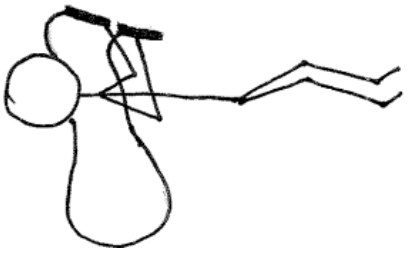
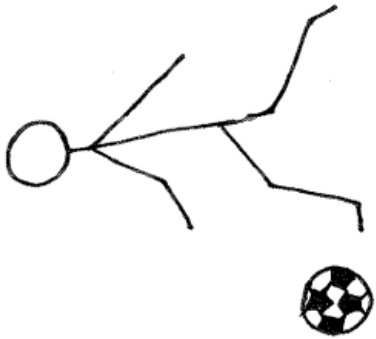
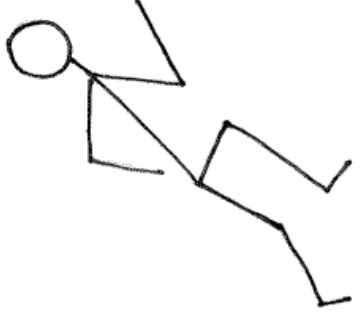

Facilitator Tip: Sharing their journal recordings can be done as a way to review the content before facilitating Classroom Activity 3.1.

References Used

1. <http://health.gov/paguidelines/>
2. U.S. Department of Health and Human Services (2008) Appendix 1. Translating Scientific Evidence About Total Amount and Intensity of Physical Activity Into Guidelines. Accessed March 29, 2016. <http://health.gov/paguidelines/guidelines/Appendix1.aspx>
3. U.S. Department of Health and Human Services (HHS) Physical Activity Guidelines for Americans.
4. U.S. Department of Health and Human Services. (1999). Promoting physical activity. Champaign, IL: Human Kinetics.

Life Stage	Amount	Intensity	Additional Recommendations
Children and adolescents 6-17 years	60 minutes or more	Moderate or vigorous	<p>Physical activity should include:</p> <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 per day, 5 days a week or more (150 minutes per week)	Moderate or vigorous	<p>Physical activity should include:</p> <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 per day, 5 days a week or more (150 minutes per week)	Moderate or vigorous	<p>Physical activity should include:</p> <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>

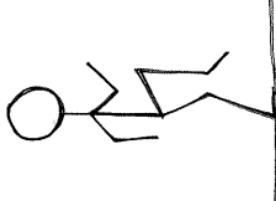
<p><i>Light Intensity</i></p>  <p>Casual Walking</p>	<p><i>Light Intensity</i></p>  <p>Light Yard Work</p>	<p><i>Light Intensity</i></p>  <p>Stretching</p>
<p><i>Light Intensity</i></p>  <p>Playing Catch</p>	<p><i>Moderate Intensity</i></p>  <p>Water Aerobics</p>	<p><i>Moderate Intensity</i></p>  <p>Bicycling (on a light/medium hill)</p>

<p><i>Moderate Intensity</i></p>  <p>Salsa Dancing</p>	<p><i>Moderate Intensity</i></p>  <p>Walking Briskly</p>	<p><i>Vigorous Intensity</i></p>  <p>Jumping Rope</p>
<p><i>Vigorous Intensity</i></p>  <p>Soccer</p>	<p><i>Vigorous Intensity</i></p>  <p>Running</p>	<p><i>Vigorous Intensity</i></p>  <p>Swimming Laps</p>

Janelle is 9 years old and loves soccer more than anything. She plays on a soccer team and practices for 40 minutes a day. At the end of practice, they also do some stretches for 20 minutes.

Physical Activity

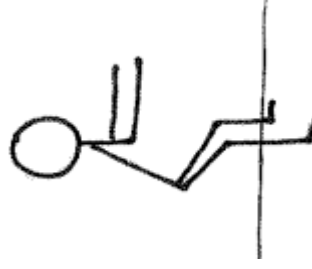
**Run-in-place
30 seconds**



Mike is 11 years old and has been playing football for 2 years. He practices for 45 minutes with the football team every day and stretches after for 15 minutes. Mike hopes to make the varsity football team in high school.

Physical Activity

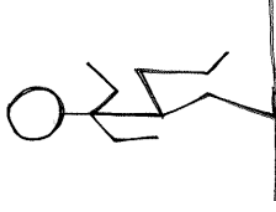
**Football Feet
30 seconds**



1. Stand on your toes with feet shoulder-width apart
2. Rapidly run in place without lifting your feet higher than three inches off the ground

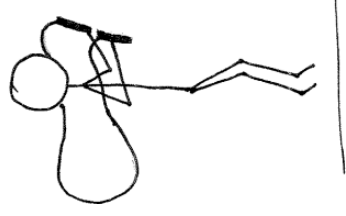
Amir is 12 years old and wants to become a firefighter, like his mom. After school, he bikes on a medium hill the 10 minutes to get to the firehouse where he sits and does his homework. He casually walks 5 minutes to the kitchen to make himself a snack.

Physical Activity
High Knee Run
30 seconds



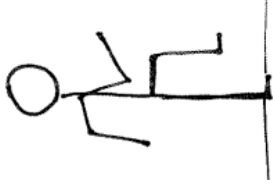
Sophia is 10 years old and science is her favorite subject. At recess, she likes to play jump rope with her friends for 15 minutes, casually walk around for 5 minutes, and then sit and read her science magazine.

Physical Activity
Jumping Rope
30 seconds



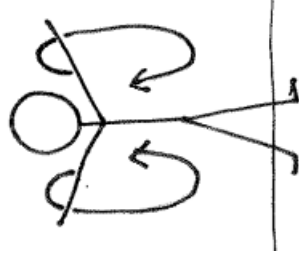
Liam is 40 years old and is a working father of 3 children. Every morning he walks briskly 10 minutes to the office where he works as a businessman and 10 minutes home in the evening. Liam does light yard work for 20 minutes and then eats dinner with his family. Then they usually watch a TV show together before it is time for bed.

Physical Activity
Walk In Place
30 seconds



Isabella is a 35-year-old working mother of 3 children. She wakes up very early 3 times a week to go swimming for 30 minutes and stretches for 10 minutes before she heads to the office where she works as a scientist.

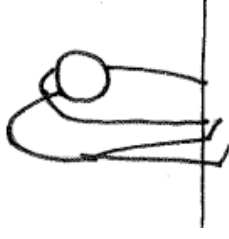
Physical Activity
Arm Circles
30 seconds



Santiago is 70 years old and loves to salsa dance. He goes out dancing twice a week for 30 minutes. He also enjoys doing water aerobics for 20 minutes and stretching for 10 minutes on Saturdays.

Physical Activity

Stretch: Touch Your Toes
30 seconds

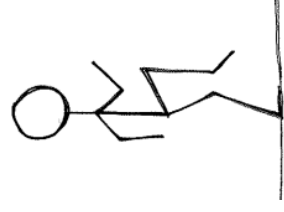


Slowly reach down and touch your toes. This should be a slow smooth movement.

Gabriella is 67 years old and is a school guidance counselor. She is also the school's cross-country and track coach, since she used to be an Olympic athlete. Gabriella still runs for 20 minutes each day and casually walks for 20 minutes.

Physical Activity

Jog in Place
30 seconds



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"> 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="683 468 930 743" data-label="Image"> </div> <p data-bbox="732 800 889 833">Arm Circles:</p> <ol data-bbox="618 877 990 1291" 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 30 seconds. 3. Reverse motion, moving arms in large backward circles for 15 seconds. 	<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="1060 877 1437 1365" 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.

Module Three:

Components of Physical Fitness

Background Information

Physical fitness is defined as the capacity for the human body to function efficiently and effectively in a variety of activities. In order to reach optimal physical fitness one must do activities that include the five components of physical fitness. These five components include aerobic capacity, flexibility, muscle strength, muscle endurance, and body composition.

Aerobic capacity is the ability of the heart and lungs to deliver oxygen to the muscles and is an important component of physical fitness because muscles need oxygen to generate energy for movement. Activities that build aerobic capacity, like running and bicycling, tend to increase heart rate and breathing rate.

Flexibility is the range of motion that is possible across joints in the body and varies between individuals. Stretching and yoga are exercises that can improve flexibility.

Muscular strength is the ability to push or pull against something and is important for many different things in daily life as well as being able to perform exercises. Activities like push-ups and squats can help build muscle strength.

Muscular endurance is the ability to do repetitive movements using muscles many times without fatigue and the ability to hold muscles in a fixed position for a long time. Activities like push-ups, squats, and planks are examples of exercises that can help build muscular endurance. Although strength and endurance are different components of physical fitness, muscular strength and muscular endurance can often be improved by doing the same types of activities.

Body composition is the amounts of fat, muscle, and bone that make up a person's body. This component of physical fitness is typically estimated by calculating a youth's body mass index (BMI). Any activity can have a beneficial effect on body composition.

Activity 3.1 : Classroom Activity

Time Required
60 to 75 mins

Suggested Groupings
Small teams of 3 to 4

- Materials Needed
- Flip chart paper, one for each team
- Markers or writing utensils, one for each youth
- Four yardsticks
- Masking tape
- Stopwatches, one for each team
- *Activity Cards (Appendix 3A)
- *Team Observations (Appendix 3B)
- *Average Team Heart Rate Graph (Appendix 3C)
- *Components of Physical Fitness (Appendix 3D)
- *Improper Form Guide (Appendix 3E)
- *Warm-Up Activity (Appendix 3F)
- Pedometers or physical activity monitors (optional)

Concepts and Vocabulary

- **Aerobic capacity:** the ability of the heart and lungs to get oxygen to the muscles
- **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
- **Joint:** a spot where two or more bones in the body meet that allows movement
- **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:** the capacity for the human body to function efficiently and effectively in a variety of activities

Getting Ready

1. Make copies of Activity Cards (Appendix 3A), one set for each team.
2. Make copies of Team Observations (Appendix 3B), one for each team and one for the facilitator to reference.
3. Make copies of Average Team Heart Rate Bar Graph (Appendix 3C), one for each team.
4. Make copies of Components of Physical Fitness (Appendix 3D), one for each team.
5. Set up a designated spot for youth to do the sit and reach. Place the yardsticks on the ground at least three feet apart. Position the yardsticks on the ground with the 0 closest to you and tape them to the ground by placing masking tape across the yardstick at the 15-inch mark. Position them far enough apart so that the teams of youth can be at each yardstick at one time.

6. 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.

7. Organize the class into small teams of 3 to 4 youths.



Facilitator tip: These can be the same teams that were formed in previous lessons. By doing so, the youth may continue developing teamwork skills with the same team members.

8. 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 2 journal reflections (Journal Page 8).

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 amount of physical activity that your family members need.
- Explain how you went about deciding the types of activities you can do in the next week to increase your physical activity.

Opening Questions

- Explain what you know about the benefits of physical activity.
- Explain what you know about physical fitness.

Procedure (Experiencing)

1. Explain to the youth that they will be investigating different components of physical fitness.

2. Provide each team with a stopwatch, one set of the Activity Cards, and one copy of the Team Observations.

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 and record that under “Resting” on the Team Observations sheet. 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’s tip: The youth may need a reminder of how to measure their pulses in order to determine their heart rates. Note: 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 1B).

5. Introduce the activities on the Activity Cards. Explain that the youth will complete all four activities and collect data for each one. Each activity card has information about what to measure. After each activity is completed, the youth will record the data they collected on the Team Observations worksheet.

6. Ask the teams to select one person to be responsible for keeping time with the stopwatch or keeping count of repetitions as stated on the Activities Cards. Ask them to also select a person to be responsible for recording the measurements on the Team Observations sheet. The remaining team members will perform the activity on the card while the person with the stopwatch keeps track of time or repetitions and the recorder will write down the measurements. After the first members complete the activities, the team members will switch roles so that all youth complete the activity. The youth who were performing the activity will become the recorder and timekeeper and the youth who were responsible for keeping time and recording will then perform the 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 3F) 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. Tell the youth to begin performing the activities and collecting the data that is listed on the Activity Cards. Observe youths while they perform the activities. Correct improper form of the activities using the Improper Form Guide (Appendix 3E) as a reference.

10. After the youth have completed the activities and collected the data, ask the youth to calculate team averages for activity measurements and heart rates and record them on the Team Observations worksheet. Encourage youth to use their flip chart paper to carry out their calculations.

11. Provide each team with a copy of the Average Team Heart Rate Graph and ask them to graph their average team heart rates for resting and each activity.

12. Give each team a copy of the Components of Physical Fitness and ask teams to review the handout together.

13. Explain to the youth that the activities they just experienced represent the five components of physical fitness. Then ask the teams to use their data and handout to determine which of the five components match the activities. Teams should record their choices in the “Components of Physical Fitness” section of their Team Observations worksheets.

Sharing, Processing, and Generalizing

- Have the youth share the data they collected on the Team Observations worksheet and the Average Team Heart Rate Graph. Ask them to describe which components of physical fitness they identified for each activity on the worksheet.
- Follow the lines of thinking developed through the youth’s thoughts, observations, and questions. If necessary, ask more targeted questions.
 - o Describe the similarities and differences you noticed about the data you collected between resting and the different activities.
 - o Explain what you noticed about the similarities and differences between the components of physical fitness.

Concept and Term Discovery/Introduction

Youth should understand that in order to be physically fit we need to do physical activity that represents all five components of physical fitness, including aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Youth should also recognize that the activities can be categorized into multiple components of physical fitness and that all physical activity contributes to body composition.

Activity 3.2 : Journal Activity

Time Required
10-15 mins

Materials Needed

1. *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
- **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
- **Joint:** a spot where two or more bones in the body meet that allows movement
- **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.

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 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 youths to bring their journals to class with the Module 3 section completed and share their graphs and their answers to the questions.

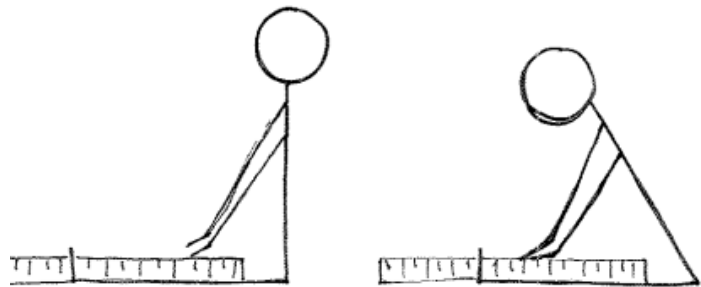


Facilitator Tip: Sharing their journal recordings can be done as a way to review the content before facilitating Classroom Activity 4.1.

Sit and Reach

How to do the sit and reach:

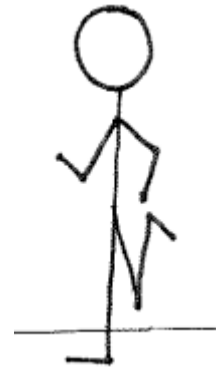
1. At the 0 end of the yardstick, sit on the ground with your legs extended out in front of you with your feet on either side of the yardstick so that your heels line up with the tape on the yardstick.
2. Extend your arms out in front of you and place one hand on top of the other so that your middle fingers are lined up.
3. With your toes pointed up and without bending your knees, reach forward as far as you can along the yardstick.
4. Hold this position while your teammate records the distance on the Team Observations worksheet.
5. After you complete the sit and reach: Using the stopwatch, find your **heart rate** and record it on the Team Observations worksheet.



High Heel Run

How to do the high heel run:

1. Stand with your legs shoulder-width apart.
2. When ready to begin, ask your teammate to start the stopwatch.
3. Bend your left knee and leg back so your heel touches your behind, as shown to the right.
4. Return your left foot to the ground.
5. Bend your right knee and leg back so your heel touches your behind.
6. Return your right foot to the ground.
7. Do steps 2-5 over and over as quick as you can. This should feel like you are running in place.
8. Continue doing the high heel run for as long as you can, but stop if you get to 60 seconds. Your teammate should stop the stopwatch when you stop running.
9. **Record your time** on the Team Observations worksheet.
10. **After completing the high heel run: Using the stopwatch, find your heart rate and record it on the Team Observations worksheet.**



Push Ups

How to do a push up:

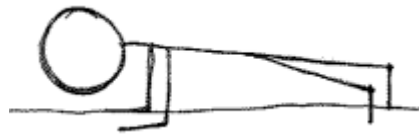
1. On the ground, stretch your arms straight down in front of you with your shoulders over your wrists.
2. Straighten your legs out and dig your toes into the ground, as shown in Position 1.
3. Lower your upper body down by bending your elbows until they form an L shape, as shown in Position 2.
4. Raise yourself back up to Position 1 by pushing against the ground.
5. Repeat steps 5 and 6, taking your time.
6. Do as many push-ups as you can.
7. **Record how many you did** on the Team Observations worksheet.
8. **After you complete the push-ups: Using the stopwatch, find your heart rate and record it on the Team Observations worksheet.**



Plank

How to do a plank:

1. Put your elbows down on the ground and bend them into an L shape.
2. Resting your weight on your forearms, stretch your legs back and dig your toes into the ground, as shown below. Your teammate should start the stopwatch once you are in the correct position.
3. Your body should be in a straight line with your shoulders over your elbows.
4. Hold this position for as long as you can. Your teammate should stop the stopwatch when you fall out of position.
5. **Record your time** on the Team Observations worksheet.
6. **After you complete the plank:** Using the stopwatch, find your **heart rate** and record it on the Team Observations worksheet.



Team Observations

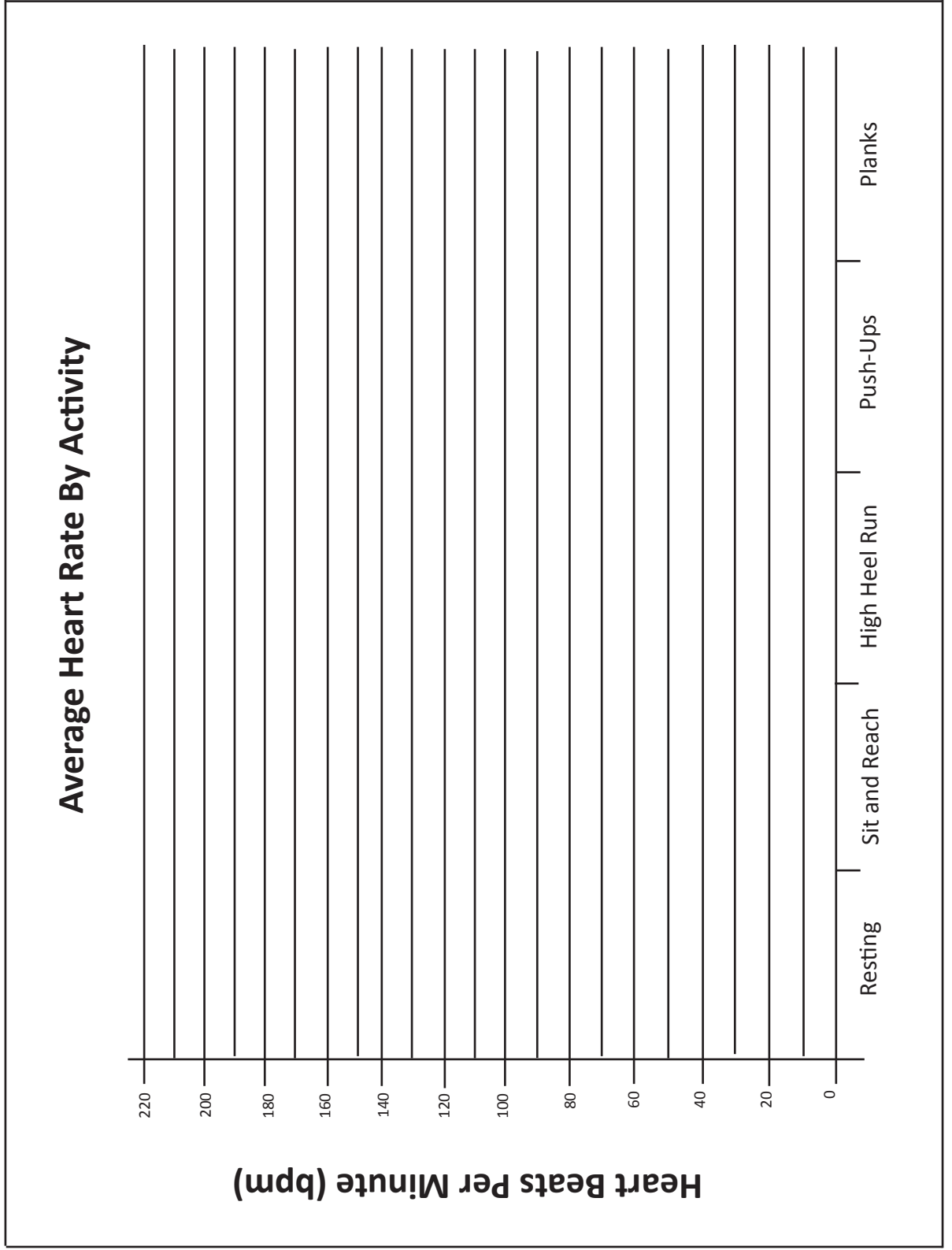
Appendix 3B

Resting			Heart Rate	Average Heart Rate	
	Person 1.	Person 2.			
Sit and Reach	Distance	Average Distance	Heart Rate	Average Heart Rate	Components of Physical Fitness
	Person 1.		Person 1.		
	Person 2.		Person 2.		
	Person 3.		Person 3.		
	Person 4.		Person 4.		
High Heel Run	Time	Average Time	Heart Rate	Average Heart Rate	Components of Physical Fitness
	Person 1.		Person 1.		
	Person 2.		Person 2.		
	Person 3.		Person 3.		
	Person 4.		Person 4.		
Push-Ups	Total number of push-ups	Average Number	Heart Rate	Average Heart Rate	Components of Physical Fitness
	Person 1.		Person 1.		
	Person 2.		Person 2.		
	Person 3.		Person 3.		
	Person 4.		Person 4.		
Plank	Time	Average Time	Heart Rate	Average Heart Rate	Components of Physical Fitness
	Person 1.		Person 1.		
	Person 2.		Person 2.		
	Person 3.		Person 3.		
	Person 4.		Person 4.		

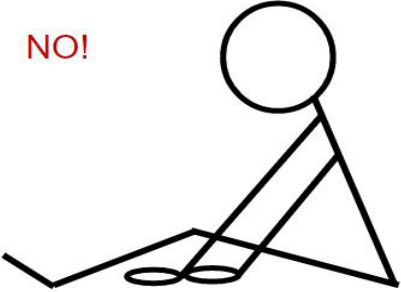
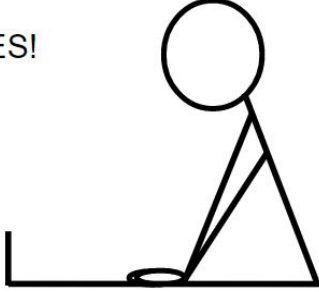
71 Average Team Heart Rate Graph

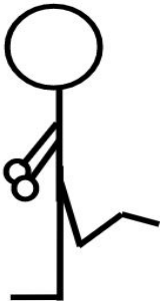

Appendix 3C

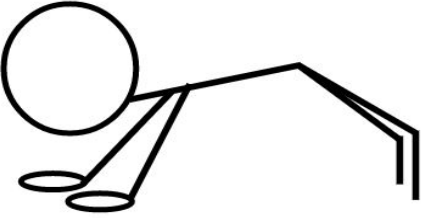
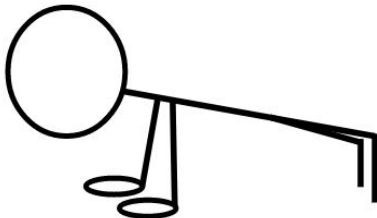
Fill in the graph below with your team's average heart rates for resting and each activity.

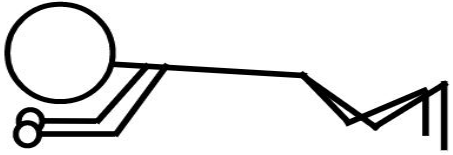
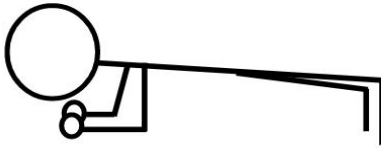


Component	Definition	Activities
Aerobic Capacity	The ability of the heart and lungs to get oxygen to tissues in our bodies	Running or jogging Dancing Swimming
Muscular Strength	The ability of muscles to push or pull against something	Climbing trees Playing tug-of-war Push ups
Muscular Endurance	The ability 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

Station 1: Sit and Reach	
Improper Form	Proper Form
<p>NO!</p> 	<p>YES!</p> 
<p>Notes:</p> <ul style="list-style-type: none"> • Knees should not be bent • Hands should be placed one on top of the other with middle fingers lined up • Feet should be kept straight up • Heels should be lined up with the tape (15-inch mark on the yardstick) 	

Station 2: High Heel Run	
Improper Form	Proper Form
<p>NO!</p> 	<p>YES!</p> 
<p>Notes:</p> <ul style="list-style-type: none"> • Arms should be engaged and moved as one would do when running • Knee should be bent all the way so that the heel touches back 	

Station 3: Push-Ups	
Improper Form	Proper Form
<p>NO!</p> 	<p>YES!</p> 
<p>Notes:</p> <ul style="list-style-type: none"> •Body should be kept in a straight line •Shoulders should be positioned over wrists 	

Station 4: Planks	
Improper Form	Proper Form
<p>NO!</p> 	<p>YES!</p> 
<p>Notes:</p> <ul style="list-style-type: none"> •Knees should not be bent •Shoulders should be positioned over elbows 	

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"> 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="683 468 930 743" data-label="Image"> </div> <p data-bbox="732 800 889 833">Arm Circles:</p> <ol data-bbox="618 877 990 1291" 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 30 seconds. 3. Reverse motion, moving arms in large backward circles for 15 seconds. 	<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="1060 877 1437 1365" 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.

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.

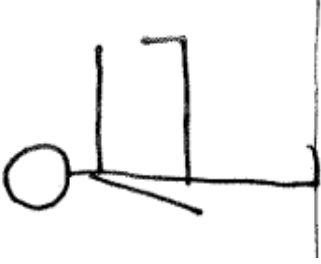
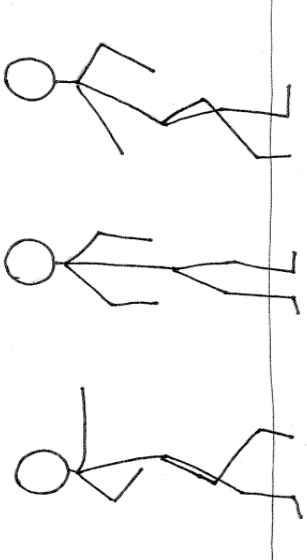
Sonia woke up at 6:30 in the morning. She got out of bed, brushed her teeth, combed her hair, and then put on her school clothes. Then she went to the kitchen and ate breakfast with her brother David for 15 minutes. When she was ready for school she put on her backpack and bicycle helmet and rode her 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.

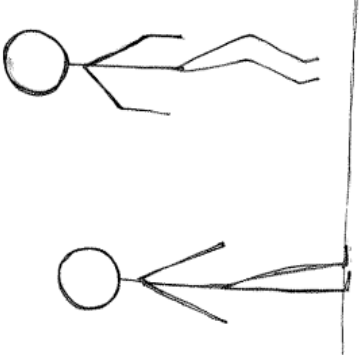
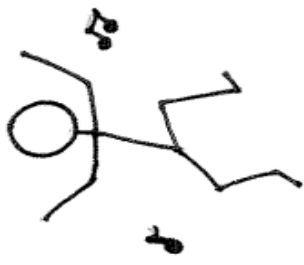
From 8:30 to 11:00 Sonia was in class. At 11:00 it was time for recess. During recess Sonia and her friends played soccer. Sonia scored 3 goals for her team during their 20-minute game. At 11:20, Sonia and her friends went to the cafeteria and ate lunch. Once they finished eating, they returned to class 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.

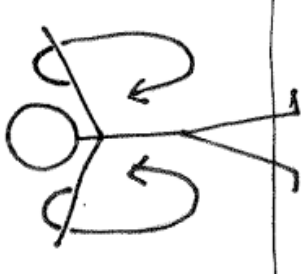
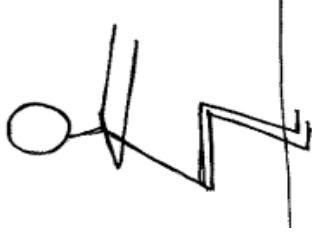
After school ended at 3:30 in the afternoon, Sonia waited with her brother David for their mother to pick them up. There was a jungle gym near the school parking lot. Sonia played on the jungle gym with David until their mother arrived at 3:40 and then they drove home. After they got home Sonia played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

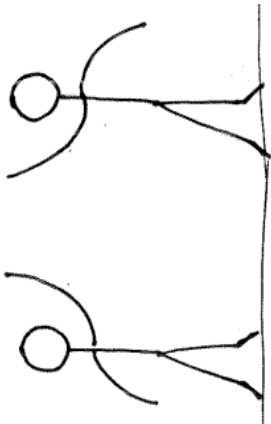

At 5:30 Sonia's father told her it was time to eat dinner. Sonia and Joey ran inside. Sonia put a cup of kibble in Joey's food bowl, washed her hands, and then sat down at the table to eat with her family. While she was eating dinner, Joey got so excited to eat his dinner that he knocked his bowl over. 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.

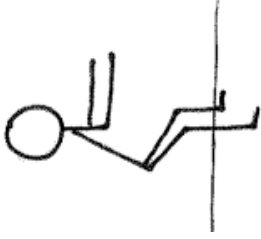
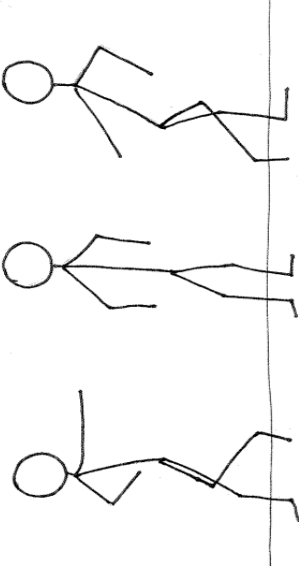
1	2	3
<div data-bbox="289 470 474 737" data-label="Image"> </div> <p data-bbox="261 795 503 827">Marching in Place:</p> <ol data-bbox="188 873 535 1247" style="list-style-type: none"> 1. Stand with your feet together and your arms by your sides. 2. March in place swinging your arms forwards and backwards. 3. March in place for 30 seconds. 	<div data-bbox="683 470 930 743" data-label="Image"> </div> <p data-bbox="732 802 889 833">Arm Circles:</p> <ol data-bbox="618 879 989 1289" 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 30 seconds. 3. Reverse motion, moving arms in large backward circles for 15 seconds. 	<div data-bbox="1149 464 1365 751" data-label="Image"> </div> <p data-bbox="1122 802 1386 833">Side Leg Extensions:</p> <ol data-bbox="1060 879 1438 1367" 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.

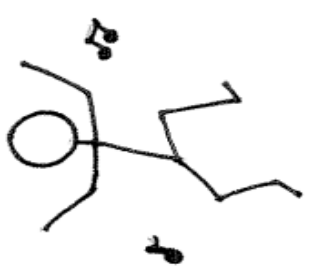
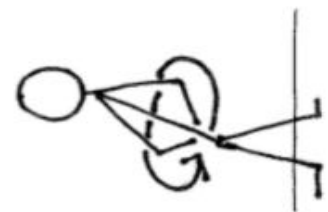
<p>Step 1 Act out:</p> <p>Playing Kickball at a Vigorous Intensity</p>	<p>Step 2 Do together:</p>  <p>Toy Soldiers</p>
<p>Step 1 Act out:</p> <p>Roller Skating at a Moderate Intensity</p>	<p>Step 2 Do together:</p>  <p>Ice Skaters</p> <ol style="list-style-type: none"> 1. Stand with your feet shoulders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


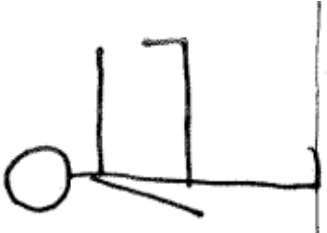
<p>Step 1 Act out: Bouncing on a Pogo Stick at a Moderate Intensity</p>	<p>Step 2 Do together:  Jumping in place</p>
<p>Step 1 Act out: Dancing at a Vigorous Intensity</p>	<p>Step 2 Do together:  Dancing</p>

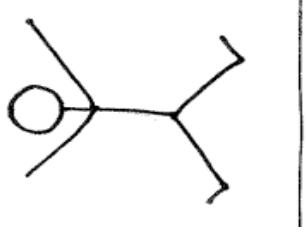
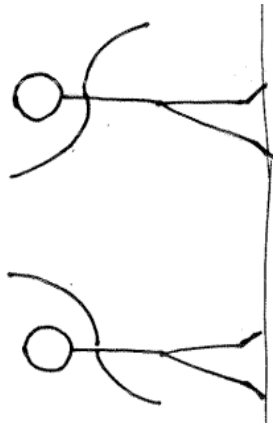
<p>Step 1 Act out: Jumping Rope at a Moderate Intensity</p>	<p>Step 2 Do together:  Arm Circles</p>
<p>Step 1 Act out: Carrying Heavy Firewood at a Moderate Intensity</p>	<p>Step 2 Do together:  Squats</p>

<p>Step 1 Act out:</p> <p>Washing Windows at a Moderate Intensity</p>	<p>Step 2 Do together:</p>  <p>Apple Pickers</p> <ol style="list-style-type: none">1. Stand on your toes and reach up high with your left arm2. Alternate reaching with your right arm3. Repeat Steps 1-2
<p>Step 1 Act out:</p> <p>Carrying a Heavy Bag on your Back at a Moderate Intensity</p>	<p>Step 2 Do together:</p>  <p>Marching</p>

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

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

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

<p>Step 1 Act out:</p> <p>Jumping Rope at a Vigorous Intensity</p>	<p>Step 2 Do together:</p>  <p>Star Jumps</p>
<p>Step 1 Act out:</p> <p>Climbing a Tree at a Moderate Intensity</p>	<p>Step 2 Do together:</p>  <p>Apple Pickers</p> <ol style="list-style-type: none">1. Stand on your toes and reach up high with your left arm2. Alternate reaching with your right arm3. Repeat Steps 1-2

Module Five:

Being a Physically Active Person

Background Information

Being physically active is important for overall health due to numerous health benefits. Being physically active improves mood, bone and muscle strength, cardiovascular health, sleep, and helps maintain a healthy body composition. Engaging in regular physical activity also reduces the risk for developing chronic diseases like cardiovascular disease and type 2 diabetes.

The United States Department of Health and Human Services recommends that children (2-17 years) engage in moderate intensity or vigorous intensity physical activity for at least 60 minutes every day. Adults (18-65 years) and Older Adults (65+ years) are recommended to engage in moderate intensity or vigorous intensity physical activity for at least 30 minutes five days per week. These recommendations are based on the scientific evidence of the amount of physical activity that is associated with health benefits.

When being physical active, it is important to do activities that integrate all five components of physical fitness: aerobic capacity (running and bicycling), flexibility (stretches and yoga), muscular strength (push-ups and squats), muscular endurance (push-ups, squats, and planks), and body composition (all types of exercise).

Many activities that we engage in daily can contribute to health benefits, meeting the recommendations for physical activity, and contribute to overall physical fitness. By doing a variety of different types of physical activities, we maximize the potential to get all possible benefits from engaging in regular physical activity. Physical activity can take many different forms including team sports, playing at recess, and doing household chores.

Activity 5.1 : Classroom Activity

Time Required
60 to 75 mins

Suggested Groupings
Small teams of 3 to 4 youth

Materials Needed

(*Materials provided in curriculum)

- Youths' Journals (Appendix 1F) with Modules 1-4 completed
- Flip chart paper
- Markers or writing utensils
- Butcher paper, large enough for youth to draw an outline of a child (4-5 feet)
- Craft supplies

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
- Moderate Intensity: activities that require some effort and require our bodies to use between 3.5 and 7 calories per minute.
- 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
- Vigorous Intensity: activities that require a lot of effort and require our bodies to use more than 7 calories per minute

Getting Ready

1. Organize the class into small teams of 3 to 4 youth.



Facilitator Tip: these can be the same teams that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same teammates.

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

3. Ask the youth to have their completed journals with them. They will complete Journal page 17 later in this activity.



Facilitator Tip: It may be helpful to make a few extra copies of Journal Page 17 ("What does being physically active mean to you," Appendix 1F) in case youth did not bring their journal to class.

Journal Review

1. Have the youth share their completed Module 4 journal reflections (Journal Page 16).

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.
- Explain how you went about deciding the types of activities you can do to meet the physical activity recommendations that are not sports.

Procedure (Experiencing)

1. Provide each team with one piece of butcher paper.
2. Explain to the youth that they will be creating a poster to advertise the importance of being physically active.
3. Ask the youth to use a marker to trace one team member to make an outline of a human body.
4. Explain that within the lines of the human body they will create an artwork to convey all the things they learned about in previous activities regarding the importance of being physically active. This will represent a physically active person. Tell the youth that these posters will be presented to the class at the end of the activity.



Facilitator Tip: The completed posters can be displayed to enhance the promotion of physical activity around the school campus. Consider hanging them in common areas like the school lunchroom, playground, or the principal's office. If choosing to display them, be sure to tell the youth as this may help motivate them.

5. Before getting started on creating the poster, ask the youth to brainstorm with their team about what being a physically active person means to them. Ask them to record their ideas on the butcher paper outside of the lines of the human body they traced. Encourage them to refer to their journals as a resource to generate ideas.

Use the following prompts to help the youth generate ideas:

- o Explain what you learned about the benefits of physical activity.
- o Explain what you learned about the recommendations for physical activity.
- o Explain what you learned about components of physical fitness.
- o Explain what you learned about the variety of things you can do to be physically active including sports and non-sport activities.

6. Ask the youth to use what they recorded on the outside of human body outline to create an artwork on the butcher paper within the lines of the human body they traced. Explain that they can use words and pictures to represent what being a physically active person means to them and to promote the importance of being physically active.

7. Have the youth share their artwork with the class. Follow the lines of thinking developed through the youth's thoughts, observations, and questions as they share. If necessary, ask more targeted questions:

- o Explain what you chose to promote about the benefits of physical activity.
- o Explain what you chose to promote about the recommendations.
- o Explain what you chose to promote about the components of physical fitness.

- o Explain what you chose to promote about the need for a variety of physical activity.
 - o Explain what you think are the most important messages on your poster that will help encourage others to be more physically active.
8. Ask the youth to open their journals to the last entry on page 17, “Module 5: What Does Being Physically Active Mean to You?” and complete the questions.

Sharing, Processing, and Generalizing

- Have the youth share their responses to the questions on page 17 in their journal.
- Ask the youth to share the goals they set for themselves in 1-month and by the end of the school year.

Concept and Term Discovery/Introduction

Youth should understand the importance of physical activity including the benefits of engaging in physical activity including enjoyment, fun, and increased confidence. Youth should also understand the physical activity recommendations, which include:

- children (2-17) are to engage in moderate intensity to vigorous intensity activity for at least 60 minutes per day, and
- adults (18-65 years) and older adults (65+) to engage in at least 30 minutes of vigorous intensity physical activity five days per week.

Youth should also recognize the importance of doing physical activity in all five components of physical fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. They should also be able to identify a variety of different types of physical activity that can contribute toward meeting recommendations. Finally, youth should understand the importance of setting goals for physical activity so they can be a physically active person and live a healthy lifestyle.

