

Health

2.NPA.1.3

Classify activities in terms of their appropriateness for a healthy lifestyle.

2.NPA.3.1

Contrast a physically active and inactive lifestyle.

2.NPA.3.2

Plan Family physical activities that are fun and contribute to fitness.

Materials Needed:

- 3 cups per student
- Coffee stir straws
- Drinking straws
- Water
- Internet connection for Physical Activity Pyramid from NC Eat Smart Move More: https://www.eatsmartmovemorenc.com/wp-content/themes/esmm/assets/downloads/resources/motivational/MM_Poster7.pdf
- Appendix A simple Activity Pyramid
- Appendix B Activity Scenarios
- Tape
- Appendix C My Healthy Habits log

Focus Step:

Define **health**: being free of illness or injury, eating nutritious foods, exercising regularly, having positive thoughts about yourself and your life.

When we are healthy and maintain a healthy weight we are able to do the activities we enjoy. When we make unhealthy choices there are changes that can happen on the inside of our bodies that we can't see and these changes affect how well blood moves through the body. Our blood is important because it carries nutrients, oxygen and carbon dioxide from our hearts throughout our bodies and we want to make sure that it can flow as easily as possible.

Tell students they are going to do an experiment to understand this a little better. Give students two straws: One regular drinking straw and one coffee stirrer straw. The drinking straw represents a healthy artery of a person who chooses healthy foods, exercises regularly and does not smoke cigarettes. The coffee stirrer represents an artery of a person who chooses foods that are high in fat, does not exercise regularly, and smokes cigarettes. Give students 3 cups: 1 filled with water, the other two with a line drawn 3" up from the bottom. This will be the fill line.

Using each straw students will transfer water to an empty cup with the fill line. Time the students for 30 seconds to transfer as much water as they can in the time allowed using only the straw. Students will stick the straw in the cup and place their finger across the top of the straw to keep the water in the straw. Start with the drinking straw then the coffee stirrer.

Ask students which straw transferred more water – the drinking straw.

Ask why - the coffee stirrer represents arteries that can become clogged when we have too much fat, cholesterol or cellular waste in our bodies as a result of not taking care of our bodies. When plaque builds up in our arteries, it makes them seem smaller and blood is unable to flow as easily.

Statement of Objectives:

In today's lesson we will discuss how to live a healthy lifestyle. We will also think about different family activities to stay happy and healthy and keep our arteries moving!

Teacher Input:

Ask students how we can keep our arteries healthy so that blood can easily flow where it needs to go? – Eating healthy and getting plenty of physical activity. Ask students to define physical activity. **Physical activity** is any activity that gets your body moving: walking to school, playing outside with friends, playing sports, etc. Ask students to share one of their favorite physical activities.

What are the benefits of physical activity? Good for your heart, build strong muscles and strong bones. Makes you happier, gives you more energy, and prevents illness.

Introduce the Physical Activity Pyramid from Eat Smart Move More NC

https://www.eatsmartmovemorenc.com/wp-content/themes/esmm/assets/downloads/resources/motivational/MM_Poster7.pdf

Ask students to act out each type of physical activity as you move through the levels. Then, ask for additional examples from each of the categories:

- **Every day and Play Activities**
- **3 - 5 times a week**
- **2 - 3 times a week**
- **Cut down on**

Which of these activities can we do with our families?

How much physical activity should we get every day? 60 minutes. This does not have to be completed all at one time. For example, students have a 20–30-minute recess that accounts for ½ of the physical activity recommendation for the day, if they spend the time playing.

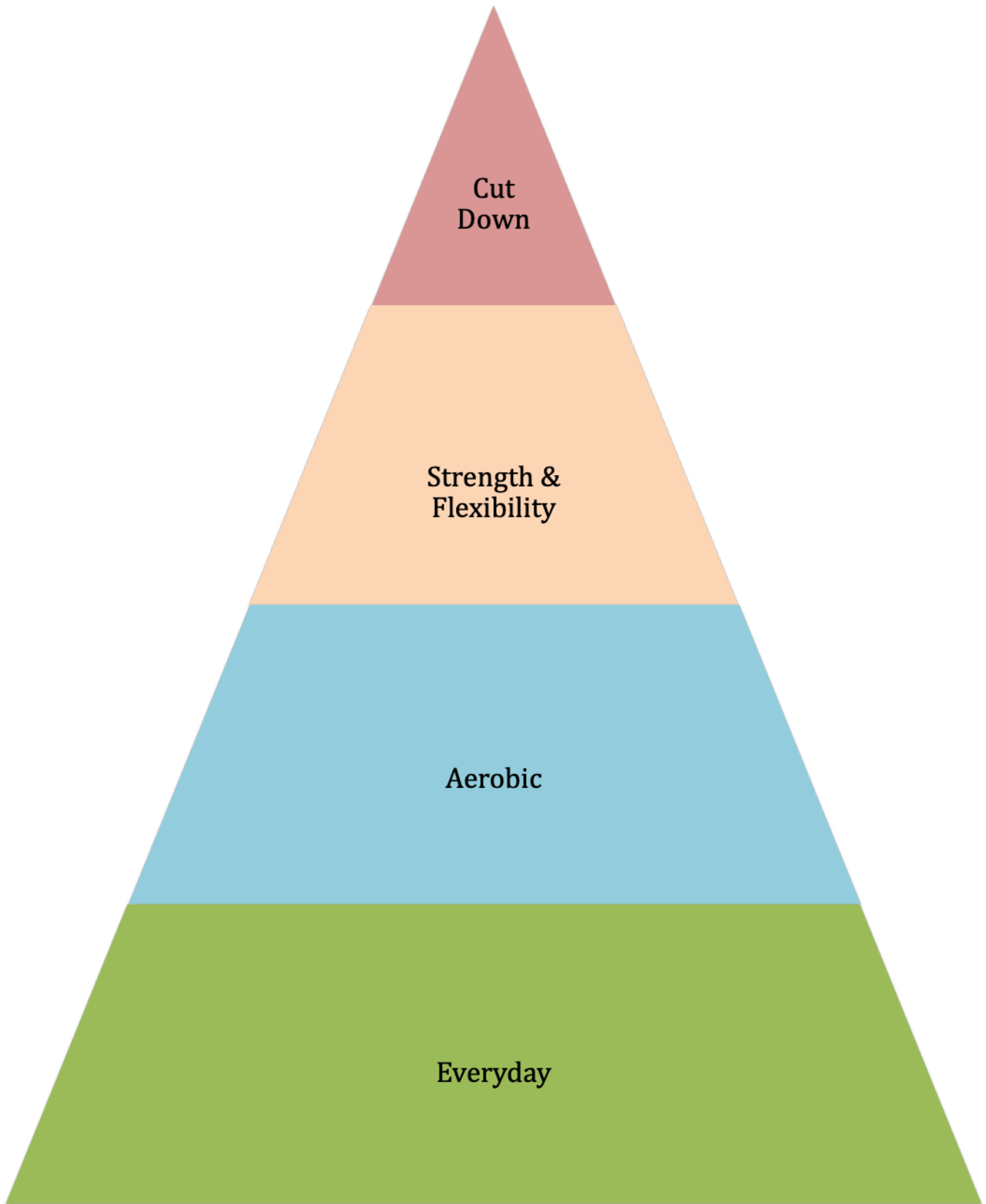
Assessment:

Cut apart and give each student an activity from Appendix B. As a class, have each student act out the activity on the card and have the class guess which activity s/he is demonstrating. Tell the student to identify the activity on the correct level of the Activity Pyramid (Appendix A) that is projected on the board. Make sure responses are correct before moving on. Next, introduce the healthy habits log (Appendix C). Ask students to fill in any physical activity they engaged in today and what level of activity it was on the Physical Activity Pyramid. Also ask students to record what they had for breakfast and lunch. Tell them you will collect the handout at the end of a week.

Closure:

Today we reviewed and practiced ways to stay fit with your family so you may keep your body healthy.

Appendix A
Physical Activity Pyramid to project



Appendix B

Run	Pick up toys
Swimming	Karate
Dancing	Skateboarding
Walking the Dog	Biking
Playing Video Games	Climb the stairs
Watching TV	Walking
Basketball	Surfing the Internet
Football	Jumping Jacks
Soccer	Jump rope
Shopping	Volleyball
Cheerleading	Mini Golf
Gardening	Tennis

Appendix C

Name: _____

Date: _____

My Healthy Habits Log

Day	Physical Activity	Level on the Physical Activity Pyramid	Breakfast	Lunch	Dinner
Monday	_____ _____				
Tuesday	_____ _____				
Wednesday	_____ _____				
Thursday	_____ _____				
Friday	_____ _____				