



**The New York City Health Literacy Campaign:**  
**From Knowledge to Action.**  
Model Lessons

**BE ACTIVE**  
**ESL LEVELS 5 & 6**

TEACHER'S EDITION



Developed by the Mayor's Office of Adult Education

May 2008



## TABLE OF CONTENTS

### All Teacher's Editions include:

- Note to the Teacher
- "FAQs" to better help you field common health-related questions
- Materials, Vocabulary, and NRS Descriptors for your specific level
- Lesson Outline
- Teacher's Workbook with embedded **directions** and **answers to questions**
- Student Handouts
- Supplemental Authentic Materials
- Teacher Survey

	Red Text = Teacher
	Black Text = Student

## DEAR TEACHER,

**Everyone knows that it's important to get lots of exercise.** Health professionals recommend 30 minutes of physical activity a day. It is the key to maintaining a healthy weight, managing stress, and feeling good about yourself. Regular exercise is important to keep blood pressure under control and to help prevent heart disease, cancer, and other illnesses.

**But, many people find it hard to maintain a regular exercise routine.** Busy schedules, limited budgets, the need for childcare, and other barriers often get in the way and prevent us from getting the exercise we need.

**Fortunately, there is something your students can do about it.** There are many ways to be physically active for 30 minutes a day that are easy, inexpensive, and child-friendly. Small changes to daily routines can result in significant benefits to students of all ages. And the City has free fitness classes and low-cost gym memberships to help out!

This lesson will help your students learn – or remember – all the ways in which physical activity is important. It will help them identify many simple ways to get a good workout without spending a fortune or dramatically changing their daily routine.

One great way to get your students on their way to an active and healthier life is to take them on a field trip to a free fitness class – called *Shape Up* – at parks and recreation centers throughout the City. Sponsored by the City's Health and Parks Departments,

*Shape Up* offers New York City families professional classes on step aerobics, fitness walking, light weights, stretching, and toning. During the months of May and June 2008, adult education classes across the city will participate in *Shape Up* classes of their choosing. The fieldtrip is an opportunity for you and your students to be physically active together. Your students will also learn about the wide range of low-cost and conveniently-located fitness and recreational opportunities sponsored by the Parks Department.

Another even simpler way of increasing physical activity is to walk more. This lesson will challenge your students to follow health experts' advice and take 10,000 steps a day for better health. 10,000 steps might sound daunting, but can easily be accomplished by making small changes in our daily routines. For example, instead of taking the elevator or escalator, we can take the stairs. We can get off the train or bus one stop early and walk to our destination. At home, we can put some music on and dance or even add some physicality to housework and cleaning. All of these steps add up! Before you know it, you've reached 10,000 steps in your day and are on your way to a healthier life!

We are giving each student a free pedometer to track their progress. Monitoring results each day is an important health literacy skill and will help motivate students to be more active. It will also make for a variety of creative math exercises at all levels of instruction.

The **three key messages** that your students need to know by the end of the lesson are

**1. Physical activity is important for your health!** Being active burns calories, improves heart health, strengthens muscles, and helps prevent disease.

**2. Be active at least 30 minutes every day!** 30 minutes of exercise each day will control stress and make you feel good about yourself.

**3. Physical activity can be easy and affordable!** You don't need any money to make small changes in your daily routine that will have significant health benefits.

**Along the way, you will help your students:**

1. Understand and participate in face-to-face conversations
2. Expand on basic ideas in conversation
3. Use control of language and meaning-making strategies

This lesson is broken up into 2-hour sessions that will require 3 consecutive days of class.

**Day 1** of the lesson will begin with an opportunity for your students to discuss the meaning of "regular exercise" and describe their own exercise routines. Activities that follow expand the conversation to other ways to be active besides what we commonly think of as "exercise" and underscore the many good reasons to be active. Finally, the day will end by introducing your students to pedometers and taking your class for a walk (around the block or your school building). For homework, your

students will be asked to wear their pedometer for 24 hours to track how close they come to the recommended 10,000 steps per day.

**Day 2** of the lesson begins with an opportunity to reflect on what was learned during the previous class. Your students will report how many steps they took in a 24-hour period. You will want to record your students' results on a chart that you keep up in your classroom for the next class. After the reports, you will take your students on a field trip to their *Shape Up* class. For homework, your students will wear their pedometers for another 24-hour period and report back their results during your next class.

**Day 3** of the lesson offers students time to reflect on participating in the *Shape Up* class as well as on the key messages health messages of the lesson. The first activity will give your students a chance to share how many steps they took and to compare that data to Day 1's results. We expect the data to show that your students take more steps when they participate in *Shape Up* classes, and we hope your students can come to that conclusion as well. Afterwards, students are asked to reflect on what they have learned during the last three classes and to share what they have learned by writing a script for a public awareness television commercial about the importance of an active lifestyle and how easy it is to achieve.

With your guidance, your students will improve their functional and health literacy skills while gaining access to the City's new fitness program and a free pedometer to track their progress in being active. With this experience and knowing the importance of physical activity and how easy and affordable it can be, your students and their families will be more likely to have active, healthy lifestyles.

Yours,



Shannon Allen  
Mayor's Office of Adult Education



## “FREQUENTLY ASKED QUESTIONS” (FAQS)

### **I don't exercise now and my weight is just fine. Isn't exercise only really important for people trying to lose weight?**

Absolutely not! Even if you do not need to lose weight, being more physically active will improve your health. Exercise strengthens your heart, lungs, muscles, and bones. It also can help prevent diabetes and other common diseases. Getting exercise will give you more energy and help you deal with stress and anxiety.

### **I already exercise! Why don't I lose weight?**

If you want to lose weight, you have to burn more calories (from exercise) than you take in (from eating and drinking). There is no other way to do it. So, if you want to lose weight, but aren't, you need to add more physical activity to your day or eat and drink fewer calories. Or do both – you will probably be more successful. Don't forget – watch out for calories from what you eat and what you drink!

### **How can I stay in shape if I can't afford to join a gym?**

There are many ways to get more exercise without spending any money! You can go for a 30 minute walk a few times a week, take the stairs, dance to your favorite music, play sports in your local park, or run around a playground with your children. Also, the City offers a free fitness class called *Shape Up New York* and a free walking program called *Step Out* in locations

throughout the city. Call 311 to find out about free or low-cost fitness programs in your community.

### **My real problem is with food. The only way I'll ever really lose weight is to stick to my diet.**

There are only two ways to lose weight: get fewer calories from food and drinks or burn more calories from physical activity. Make sure your diet is easy for you to follow. And remember that the best way to lose weight is to change your eating habits and add more exercise into your weekly schedule.

### **Don't I have to exercise many hours everyday just to see any benefits?**

Not really. Having an active lifestyle does not mean that you have to exercise all the time. In fact, health experts recommend that you spend just 30 minutes each day on activities like walking, riding a bike, or doing household chores. Try walking for 10 minutes three times each day if you don't have a lot of time. Or try more intense activities such as running, aerobics, or lifting weights for just 20 minutes 3 times a week. Either way, that leaves you plenty of time for other things.

### **In my neighborhood, there is nowhere to exercise. What am I supposed to do?**

Remember, you do not have to join a gym or a sports team to be more active! This lesson will show you a lot of other easy and affordable ways to be more active, such as getting off the bus one stop earlier, taking the stairs up to your apartment or working out while you watch television. Also, many neighborhoods in New York City have affordable places to exercise that are managed by the City's Parks

Department. *Shape Up* New York’s free fitness program is one example of the affordable choices you may have in your area. Call 311 to get more information about free or affordable fitness programs.

### **I am too tired to exercise! Won’t exercise just make me even more tired?**

It may seem like exercise will just make you more tired, but exercise will actually give you more energy. If you feel too tired to go for a long walk, take three short walks throughout your day instead. If you are too tired to exercise after work, try to workout in the morning or during your lunchtime instead. You’ll feel good about yourself and exercise will help you manage stress.

### **How can I exercise if I do not have anyone to take care of my children?**

Don’t worry! One affordable and enjoyable way to be more active is to play with your children. Play active games like hide-and-go-seek in your home. Or, take your family to the park and play games or just run around together. Your children will love it and you’ll be improving your health. It’s also a great way to teach your children how important it is to be active!

### **What if I do not have any time to exercise?**

It may not seem like it, but there is always room for more activity in your life. All it takes is making small changes in your daily routine such as getting off the bus stop one stop early, putting on some music and dancing while you clean the house, or taking a walk with your family instead of watching television in the evening.

### **What if I already have diabetes? Isn’t it too late to begin an exercise program?**

Actually, this is the perfect time to begin exercising! Becoming more physically active is an important part of a taking care of your diabetes. Regular physical activity can help improve your blood sugar control and reduce your risk of heart disease and nerve damage, two common and serious consequences of diabetes. It can also help you control your blood pressure. **If you have diabetes, ask your doctor to recommend an exercise plan for you.** This is especially important if you have not been active for awhile.

### **Can I be active with asthma?**

Yes! Having asthma doesn’t mean you can’t be active. In fact, famous athletes like the basketball player Dennis Rodman and the Olympic gold medalist Jackie Joyner-Kersey have asthma and were still able to reach the top of their game. Coughing, and wheezing while exercising can almost always be prevented. Some people have to take asthma medicine immediately before exercising. Others can prevent asthma symptoms with just their regular asthma medicines. **If you have asthma, ask your doctor to recommend an exercise plan for you.**

### **Can I be active with high blood pressure?**

Yes! Exercising may directly lower your blood pressure and it is a great way to cope with stress. Being more active is good medicine! Even 5 to 10 minutes of walking is a good start. Over time, try building up to 30 to 45 minutes a day doing whatever exercise you enjoy most. **If you have a medical condition, always check with your doctor before starting an exercise program.**

## MATERIALS

- Pedometers
- **Shape Up** schedule and contact list

## KEY VOCABULARY

(LIST VOCABULARY WORDS ON THE BOARD BEFORE EACH ACTIVITY)

<b>ACTIVITY 1</b>	Common, regular, true, false Tenses: Present progressive, present perfect, simple past
<b>ACTIVITY 2</b>	Easy, affordable, barriers, lifestyle, routines, gear or equipment
<b>ACTIVITY 3</b>	Simon says
<b>ACTIVITY 4</b>	Control, calories, prevent, injuries, reduce, anxiety, depression, mood, function, circulation, energy
<b>ACTIVITY 5</b>	<i>Shape Up</i> , fitness
<b>ACTIVITY 6-7</b>	Review all vocabulary
<b>ACTIVITY 8</b>	Television, commercial

## NATIONAL REPORTING SYSTEM (NRS) DESCRIPTORS: ESL LEVELS 5 AND 6

These are skills that your students should master before moving to the next level:

- Understand and participate in face-to-face conversations
- Expand on basic ideas in conversation
- Read authentic materials
- Interpret descriptive narratives
- Use control of language and meaning-making strategies
- Write short essay with introduction and development of ideas
- Interpret routine charts, graphs and tables
- Interact with the public

Look for these level-specific Descriptors in the following Lesson Outline.

# DAY 1

**Topic: Different ways and good reasons to be active.**

**Aim: Students will be able to identify many different ways to be active and various reasons why it is important for their health. Students will also learn how to use a pedometer.**

**Begin your class with a game, a dance, or some stretching.**

<p><b>ACTIVITY 1</b> Be Active - Exercise!</p>	<p>Class discussion, interview a friend, working with tenses.</p> <ul style="list-style-type: none"><li>• Understand and participate in face-to-face conversations</li><li>• Expand on basic ideas in conversation</li><li>• Use control of language and meaning-making strategies</li></ul>
<p><b>ACTIVITY 2</b> Other Ways to Be Active</p>	<p>Reading comprehension and critical thinking in groups.</p> <ul style="list-style-type: none"><li>• Understand and participate in face-to-face conversations</li><li>• Expand on basic ideas in conversation</li></ul>

**Take a break with a game, a dance, or some stretching.**

<p><b>ACTIVITY 3</b> Why Should I Be Active?</p>	<p>Reading, reflection through writing, and role play with partner.</p> <ul style="list-style-type: none"><li>• Read authentic materials</li><li>• Understand and participate in face-to-face conversations</li></ul>
<p><b>ACTIVITY 4</b> Be Active: Step To It!</p>	<p>Practice following directions, take a walk, and introduce Shape Up.</p> <ul style="list-style-type: none"><li>• Read authentic materials</li></ul>
<p><b>ACTIVITY 5</b> <i>Shape Up</i> New York</p>	<p>Read campaign flyer and prepare for trip.</p> <ul style="list-style-type: none"><li>• Read simple material on familiar subjects</li></ul>

## DAY 2

**Topic: Shape Up!**

**Aim: Students will reflect on previous activities before attending a Shape Up class.**

**Reflections and preparation for *Shape Up* class.**

**Attend a *Shape Up* class at a nearby recreation center.**

- Interact with the public

## DAY 3

**Topic: Spread the word!**

**Aim: Students will share good reasons to be active and different ways to be active in a mock commercial.**

### ACTIVITY 6

How Many Steps?

Reflect on your Shape Up class, interview other classmates and record information.

- Read authentic materials
- Interpret routine charts, graphs and tables
- Understand and participate in face-to-face conversations

### ACTIVITY 7

Review

Write a short essay.

- Write short essay with an introduction and development of ideas
- Use control of language and meaning-making strategies

**Take a break with a game, a dance, or some stretching.**

### ACTIVITY 8

Share What You Know

Work in pairs to create a public awareness campaign about the importance of being active.

- Understand and participate in face-to-face conversations
- Expand on basic ideas in conversation

**SET GOALS FOR YOUR HEALTH: YOU CAN BE MORE ACTIVE!**

## DAY 1

### ACTIVITY 1: BE ACTIVE – EXERCISE!

Begin this lesson with what your students know about exercise.



**1. Name some common exercises. Ask students to create a list of all the exercises they can think of on the board. The pictures above are to help start the conversation.**

**2. What is “regular exercise”? Have students pick a partner to discuss Question #2. Have several pairs share their answer.**

**3. Interview a friend: Have students pick a new partner and complete the interview.**

**Question:** Hello, how are you?

**Answer:** Hello. I am fine, thank you.

**Question:** : I am about to go exercise. Do you like to exercise?

**Answer:** Yes, I like to exercise. No, I do not like to exercise.

**Question:** I like to dance. What is your favorite type of exercise?

**Answer:** I like to (dance, jump rope, run).

**Question:** Do you exercise on a regular basis?

**Answer:** Yes / No.

**Question:** How many times do you exercise in a week?

**Answer:** I exercise (one, two, three, four, five) days a week.

After pairs have had time to interview each other, ask each student to introduce their partner, their partner’s favorite type of exercise, and how often their partner exercises.

**Barometer Game:** Divide room down the middle and divide class into two equal groups on either side of the line. Say sentences such as “I like to swim” and instruct students to step forward to the line when the statement is true.

## ACTIVITY 1 (CONTINUED): BE ACTIVE – EXERCISE!

Now you will work with the present continuous tense and gerunds (-ing). Have students work with their partner to complete this activity. (If this is too simple, have students write sentences in several other tenses as well).

**What are these people doing to be active? Use this exercise vocabulary below to describe each picture in complete sentences. Try to describe when and/or where the action is taking place in complete sentences.**

Walk

Dance

Jump rope

Play basketball

Lift weights

Run

Swim

Skate

Ride a bicycle

Play volleyball

Play soccer

Box

**Present Continuous**

**Present Perfect Continuous**

	<p>Simple Present: She <b>swims</b> every day around this time.            Present Progressive: She is <b>swimming</b> in the pool right now.            Simple Past: She <b>swam</b> yesterday after work. (Irregular)            Past Progressive: She was <b>swimming</b> in that pool yesterday.</p>
	<p>Simple Present: <b>They play soccer</b> in the park every day.            Present Progressive: <b>They are playing soccer</b> in the park.            Simple Past: <b>They played soccer</b> yesterday.            Past Progressive: <b>They were playing soccer</b> last weekend.</p>
	<p>Simple Present: <b>He lifts weights</b> whenever he can.            Present Progressive: <b>He is lifting weights</b>.            Simple Past: <b>He lifted weights</b> last week.            Past Progressive: <b>He was lifting weights</b> all day.</p>
	<p>Simple Present: <b>They play basketball</b> on Sundays.            Present Progressive: <b>They are playing basketball</b> in the park.            Simple Past: <b>They played basketball</b> today.            Past Progressive: <b>They were playing basketball</b> when it happened.</p>
	<p>Simple Present: <b>He runs on the beach</b> every morning.            Present Progressive: <b>He is running on the beach</b>.            Simple Past: <b>He ran on the beach</b> every day for a year. (Irregular)            Past Progressive: <b>He was running on the beach</b> all morning.</p>

## ACTIVITY 2: OTHER WAYS TO BE ACTIVE

Ask students to read this paragraph individually. Summarize the reading as a class.

We all know that exercise is good for our health, but most New Yorkers do not exercise on a regular basis. What is stopping so many of us from exercising? Some people say that joining a gym costs too much money. Other people say that they do not have the time to exercise after a long day of working, going to school, and taking care of the house. The good news is that there are many easy and affordable ways to be active besides what we tend to think of as exercise. Even though common barriers like not having enough time or money get in the way, we can still have an active lifestyle. All it takes is making some small but important changes in our daily routines. Below are some examples of easy and affordable ways to be more active:



Get off the bus one stop early and walk.



Take the stairs, not the elevator.



Play with your children.



Clean the house.

**Have students break into three small groups. Assign one barrier to each group and have them discuss simple solutions to these barriers. Have each group report back.**

**The following are three common barriers to having an active lifestyle. Work with your group to come up with some solutions for one of them.**

**Barrier 1: Between work, family, and other demands, I am too busy to exercise.**

Make exercise a priority. Make time for exercise and put it on your calendar. Build activity into your routine chores such as doing energetic housework. Make family time physically active by playing sports or taking a walk together.

**Barrier 2: By the end of a long day, I am too tired to work out.**

Take three short walks throughout your day instead of one long walk. Try to workout during a different time of the day such as in the morning or at lunchtime.

**Barrier 3: I do not want to spend a lot of money on joining a gym or buying equipment.**

Choose free activities like gardening or taking your children to the park to play. Look into low-cost gym memberships such as the YMCA. Check out your local recreation center or community center. Choose activities like walking or dancing that do not require any special gear or equipment.

### ACTIVITY 3: WHY SHOULD I BE ACTIVE?<sup>1</sup>

Have your students read the text aloud. Pause at each reason to have students describe the corresponding picture.

**There are many good reasons to be more active. Some are listed below.**

1. You will control or lose weight. There are only two ways to lose weight: get fewer calories from food and drinks or burn more calories from physical activity. It may be easier to exercise more without eating more than it is to eat less.



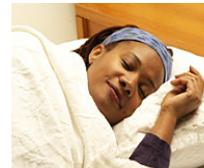
2. Have more energy. You may think that exercise will make you tired, but actually, the more active you are, the more energy you will have.



3. You will be able to deal with stress and have better mental health. Regular physical activity can reduce anxiety and depression, and improve your mood.



4. You will sleep better. People who are active are also able to fall asleep fast and to sleep well.



5. You will build strong bones and muscles. This is especially important for older adults, because strong bones and muscles will help prevent falls and injuries.



6. You will have a healthy heart. Being active makes your heart work harder. This makes your heart stronger and function better.



7. Your thoughts will be quicker and sharper. Being active improves blood circulation throughout the body, including the brain. Being active also decreases stress and improves mood and attention. This will help your brain perform better.



<sup>1</sup>Adapted from WebMD at [www.webmd.com/fitness-exercise/tc/Fitness-Why-should-I-exercise](http://www.webmd.com/fitness-exercise/tc/Fitness-Why-should-I-exercise) and "Shape Up America" at [www.shapeup.org/fitness/info/benefit.php](http://www.shapeup.org/fitness/info/benefit.php)



## ACTIVITY 4: BE ACTIVE - STEP TO IT<sup>2</sup>

While you distribute pedometers to the class. Talk about the definition of a pedometer: "A pedometer is a tool that measures the amount of steps you take." Go over the verbs below and then ask your class to listen carefully as you read the instructions aloud to your class.

Health professionals say that we should be active for at least 30 minutes every day in order to control our weight and stay healthy. They also suggest that we try to take at least 10,000 steps each day. Do you know how many steps you take in one day? If you don't, you can use a pedometer to find the answer. A pedometer is a device that counts every step you make.



How to use your pedometer:

1. **Push** the reset button.
2. **Attach** your pedometer to your waistband or belt.
3. **Walk** 20 steps. Check your pedometer. How many steps did you take? **Student readings may not be exactly 20. Some students may have pedometers that do not work. If the reading is between 15 and 25, it is working. Ask if any students need to exchange their pedometer for another one.**
4. **Reset** your pedometer.
5. **Guess** how many steps you will take to walk around the block. **Write** your guess. **I guess that I will take \_\_\_\_\_ steps.**
6. Take a walk **around the block/school** with your class. **Record the time on the board before you leave for your walk.**
7. How many steps did you take during the walk with your class? **Write** your answer. **I took \_\_\_\_\_ steps during our walk.**

Prepare your students for their homework activity by making sure that they are comfortable using the pedometer. Read the following text with your class and try to come up with some strategies for taking more steps. An example has been provided for you.

8. Do you think that you take 10,000 steps each day? \_\_\_\_\_
9. Can you think of any ways that you can take more steps?

Have your students think about how many steps they took on your walk in order to guess how many steps they will take in the next 24-hours.

10. How many steps do you think you will take between now and the next time you are in class? Let's find out! For homework you will use the pedometer to count how many steps you take in one day. Guess how many steps you will take in 24-hours?

Have them record their guess and then share with the class.

**I think that i will take \_\_\_\_\_ steps.**

11. Homework: How many steps did you take in 24-hours?  
**I took \_\_\_\_\_ steps during our walk.**

## ACTIVITY 5: SHAPE UP NEW YORK

Distribute the *Shape Up* flyer. While you are doing this, inform students that their next class will consist of a field trip to a nearby recreation center for a free *Shape Up* class. *Shape Up* classes are generally held at City recreation centers that are run by the Department of Health and Mental Hygiene and the Department of Parks and Recreation. Read this *Shape Up* flyer with your class and go over the questions for discussion and any new vocabulary.

Discuss the flyer:

1. What does it mean to “Shape Up”?

To “shape up” means to make progress, or to develop in a positive way. In this instance, “shape up” refers to “getting in shape” or improving our physical health.

2. You will be taking “fitness classes.” What does the word “fitness” mean?

“Fitness” refers to good health or physical condition, especially as the result of exercise and good nutrition.

3. Any other new vocabulary?

Prepare for the trip by emphasizing that students should dress in clothes they will be comfortable exercising in. They also may have to bring a MetroCard if you plan to take the bus or subway to the recreation center.



**What is Shape Up?** Shape Up New York™ is a **FREE** fitness program for you and your family. Fitness classes include aerobics, stretching, walking and weight lifting.

**Who is Shape Up for?** Fitness classes are open to everyone!

**Where is Shape Up?** Fitness classes take place in parks, community centers and housing sites around New York City. Call **311** to find a class near you!

**When is Shape Up?** You can begin a class at any time of the year and come as often as you want!

**Why should I join Shape Up?** Exercise and physical activity is important for a healthy lifestyle. Here is what other New York City residents have to say about the *Shape Up* program:



*"My doctor told me to lose weight. I lost 10 pounds!"*  
- 43-year old woman, Bushwick, Brooklyn



*"Shape Up Brooklyn helps me feel less stressed. I bring my family and friends with me to class!"*  
- 35-year old woman, Harlem, New York

*"I started the program 2 months ago, and now I have lots of energy and my blood pressure is perfect!"*  
- 65-year old man, Brownsville, Brooklyn

**Shape Up is sponsored by the City's Health and Parks & Recreation Departments.**

Visit <http://www.nyc.gov/html/doh/html/cdp/shapeupny.shtml#site> to find the class schedule at a Shape Up New York Sites near you. You may also call 311 for more information.

## DAY 2: REFLECTION AND PREPARATION FOR SHAPE UP CLASS

Start class by reviewing key concepts and vocabulary from Day 1 with your class. Use these questions to help you facilitate the discussion. Record the discussion on the board for your students to reference. The amount of time that you take on this activity will depend on how long you have determined that it will take you to get to the *Shape Up* class.

- 1. In our last class we talked about being more active. What exercises did we learn about? (swimming, jogging, walking, playing sports, lifting weights, skating, jumping rope, dancing)**
- 2. What are some other ways to be more active?** (playing with your children, gardening, taking the stairs, cleaning the house)
- 3. What are good reasons to be active?** (control your weight, sleep better, build strong muscles, feel less depressed, have a healthy heart)
- 4. How many minutes should we be active each day?** (at least 30 minutes)
- 5. If we want to lose weight, how many minutes should we be active each day?** (60 minutes)
- 6. One easy and affordable way to be active is to walk. How many steps should we try take every day?** (10,000 steps)
- 7. What were some of the ways that we thought we could take more steps?** (go dancing, walk to school, clean the house, take the stairs)
- 8. How many steps did you take?** Record student responses on the board or chart paper. Ask students to compare the number of steps they took to what they guessed they would take. Leave this data up in your classroom for your next class. Have students reset their pedometers. Inform them that they will be wearing their pedometers for one more day to see how many more steps they will take if they attend a fitness class.

**You may want to make a table like this:**

How many steps did you take?		
	Day 1	Day 1
Name		
Name		

**Take your students to a *Shape Up* class.**

## DAY 3: REFLECTION

Reflect on the trip to the *Shape Up* class before beginning this activity. Explain that this free program will continue all year.

If students show interest in joining a recreation center, share the fliers we have included in the supplementary materials section. Explain the rates that are on the last page of the brochure, emphasizing how inexpensive City Recreation Center membership is. For example, a one year membership for an adult at a recreation center without a pool is only \$50 (\$75 a year for recreation centers with a pool). That's only 14 pennies a day! Also, stress that membership only costs seniors \$10 a year (3 pennies a day) and that youth attend for free.

Additional activities: Task students with opening the brochure and finding the recreation center closest to their home and/or work.

## ACTIVITY 6: HOW MANY STEPS

Model this activity by asking several of your students the questions below and recording their information on the board. After everyone has completed their interviews, ask students to introduce another classmate and share how many steps they took. Record this information on your board or on chart paper.

Question: Hello. What is your name?	Question: How many steps did you take?
Answer: My name is _____	Answer: I took _____ steps in one day.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
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17.	
18.	
19.	
20.	

### Who took the most steps? How did she or he do it?

Compare this to the number of steps they took the previous day. Ask your students: "How did attending the Shape Up class affect the number of steps we took as a class?"





## ACTIVITY 8: BE ACTIVE – SHARE WHAT YOU KNOW

Introduce this activity by asking your class questions.

- Who watches television?
- What are commercials?
- What are some of your favorite television commercials?
- Are there any commercials about being active on television?
- What are they?
- Did you know about the *Shape Up* program before this lesson?
- Do you think more people would be active if they saw commercials for *Shape Up* on television?
- What information should be included in a commercial for *Shape Up*?

Explain to your students that they will be creating a commercial about *Shape Up*. Task your students with including at least one good reason to be active and one easy and affordable way to be active. Break your students into small groups and have each develop a written script advertising *Shape Up* and then act out that script for the class. Encourage them to be creative and think of what would appeal to people from their culture or another culture they are familiar with.

It may be helpful to provide an example commercial. Below is a sample script that you can follow with another student or teacher. It may be helpful to write this sample script on the board or another sample script that has been co-constructed as a class.

**Person 1:** Hello.

**Person 2:** Hey, how are you?

**Person 1:** I am fine thank you. How are you?

**Person 2:** I am okay, thanks.

**Person 1:** Hey, I'm going to an exercise class right now. Do you want to come with me?

**Person 2:** Oh, no thank you. You know that I don't like to exercise.

**Person 1:** Why not? You should be active. If you are active, you will have a healthier heart.

**Person 2:** I know you're right, but I don't have any time or money.

**Person 1:** Don't worry! I go to Shape Up classes at city recreation centers. They're free!

**Person 2:** Free?

**Person 1:** Yes, free. Now do you want to come? Come on.

**Person 2:** Okay. I'll try it out.

**When groups are ready, have each one present their commercial to the class.**

## SET GOALS FOR YOUR HEALTH: YOU CAN BE MORE ACTIVE!

Read the following text for your class and ask them to choose two goals for the next week. After you and your students have chosen your goals, have everyone share. Encourage your students to place this in an obvious place in their home.

**Barometer Game:** Have students push in chairs and get ready to move around the room. Divide the room and the class in half. Read each goal aloud. For example: "I will take the stairs." Your students will move to the dividing line when they share that goal.

Before they leave, make a copy of this page for your classroom. Write your students' names next to each goal they chose so that you can check-in with your students in a week and see how they are progressing.

Here are some easy ways to be more active. Choose some goals from this list.

Remember, small changes in your life can make big changes in your health!

- I will take the stairs.
- I will take a walk every day.
- I will dance for \_\_\_\_\_ minutes every day.
- I will be active while I watch television.
- I will play active games with my kids.
- I will walk my children home from school.
- I will get off the train or bus early and walk.
- I will bicycle to work or school.
- I will use a pedometer.
- I will take free *Shape Up* classes at my local Recreation Center.
- I will join a City Recreation Center.
- I will take \_\_\_\_\_ steps every day.