



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

BE ACTIVE
ESL LEVELS 1 & 2

TEACHER'S EDITION



Developed by the Mayor's Office of Adult Education

Version 2008-2009



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, having a healthy heart, 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.

Monitoring results each day is an important health literacy skill and will help motivate students to be more active. Health professionals recommend monitoring heart rate to track your progress as you become physically active regularly. A strong heart

has an easy time pumping blood, and therefore, has a slower heart rate. This lesson will show students how to take their pulse and measure their heart rate, making for a variety of creative math exercises at all levels of instruction. Students will also learn how to interpret their heart rate by comparing rates before and after exercise.

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

DEAR TEACHER, *continued*

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 heart rate and how to measure heart rate. For homework, your students will be asked to measure their resting heart rate.

Day 2 of the lesson begins with an opportunity to reflect on what was learned during the previous class. Your students will report their resting heart rates. 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 participate in physical activity with your students. You are encouraged to be creative in designing this activity! Try to take your students to a nearby Parks or Recreation Center. Or, take your students to a *Shape Up* class, a free fitness class offered by the New York City Department of Parks and Recreation. If these options are difficult for you, exercise in your classroom. Take a walk around your building. Show your students that physical activity can be easy, fun, affordable, and not time consuming. Students will then measure their heart rate after exercising, interview one another, and record responses.

Day 3 of the lesson offers students time to reflect on participating in the exercise from the previous day as well as on the key health messages of the lesson. 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. 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

“FREQUENTLY ASKED QUESTIONS” (FAQs): *continued*

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 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.**

KEY VOCABULARY

(LIST VOCABULARY WORDS ON THE BOARD BEFORE EACH ACTIVITY)

ACTIVITY 1	Dance, walk, jump, swim, play basketball, run (Jog), lift weights, skate, play soccer, bicycle (bike), play volleyball, box, favorite, true, false
ACTIVITY 2	Cheap, easy, garden, take the stairs, play with your children, clean the house
ACTIVITY 3	Simon Says
ACTIVITY 4	Should, control, weight, lose weight, 30 minutes = half hour, 60 minutes = hour, sleep better, build strong muscles, feel less depressed, have a healthy heart
ACTIVITY 5	Pulse, heart rate, health professionals, beats per minute, bpm
ACTIVITY 6	<i>Shape Up</i> , fitness, aerobics, stretching
ACTIVITY 7-8	Small changes, instead, how many, took
ACTIVITY 9	Television commercial

National Reporting System (NRS) Descriptors: ESL Levels 1 and 2

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

- Understand frequently used words in context
- Communicate survival needs
- Understand simple questions
- Write basic sight words and familiar words and phrases
- Write simple sentences
- Able to communicate simple learned and repeated phrases

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

DAY 1

Topic: There are many different ways and many 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 stretching or a game, dance or song!

ACTIVITY 1 Be Active - Exercise!	Learn new vocabulary, interview a partner, and play the Barometer Game. <ul style="list-style-type: none">• Understand frequently used words in context• Understand simple questions• Write basic sight words and familiar words and phrases• Able to communicate simple learned and repeated phrases
ACTIVITY 2 Other Ways to Be Active	Learn new vocabulary. <ul style="list-style-type: none">• Understand frequently used words in context• Understand simple questions• Write basic sight words and familiar words and phrases• Able to communicate simple learned and repeated phrases
ACTIVITY 3 Simon Says	Have fun, play a game! <ul style="list-style-type: none">• Understand frequently used words in context
ACTIVITY 4 Why Should I Be Active?	Learn new vocabulary, read simple material and have a conversation with a partner. <ul style="list-style-type: none">• Understand frequently used words in context• Write basic sight words and familiar words and phrases• Write simple sentences
ACTIVITY 5 Heart Rate Part 1	Learn new vocabulary, follow directions and measure heart rate <ul style="list-style-type: none">• Interpret simple directions
ACTIVITY 6 <i>Shape Up New York</i>	Read campaign flyer and prepare for trip.

DAY 2

Topic: Exercise as a class!

Aim: Students will reflect on previous activities before exercising as a class.

Reflections and exercise as a class. Dance, take a walk around the block, climb stairs, be creative!

ACTIVITY 7

Heart Rate Part 2

Go over homework activity by interviewing other classmates and recording information.

- Able to communicate simple learned and repeated phrases

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.

Start off with a game, a dance, or some stretching.

ACTIVITY 8

Review

Matching exercise.

- Understand frequently used words in context

ACTIVITY 9

Share What You Know

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

- Understand simple questions
- Able to communicate simple learned and repeated phrases

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

Play the Barometer Game.

DAY 1

ACTIVITY 1: BE ACTIVE – EXERCISE!

Ask students to stand and push in their chairs.

Pronounce and pantomime each exercise. Ask students to mirror you.



Dance



Walk



Jump rope



Swim



Play basketball



Run (Jog)



Lift weights



Skate



Play Soccer



Bicycle (Bike)



Play volleyball



Box

Interview your partner: Model the interview with one of your students and discuss the meaning of the word “favorite.” Afterwards, have students break into pairs and interview each other.

Question: Do you like to exercise?

Answer: Yes, I like to exercise.

Question: What is your favorite type of exercise?

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

Have each student introduce their partner and their partner’s favorite form of exercise to the class. You may need to review this with your students. For example: This is _____. She/He likes to _____.

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!

Do # 1 and # 2 with your students to explain the singular form and # 7 and # 8 to explain the plural form. Have students work with their partner to complete this activity. (If this is too simple, ask students to write sentences using the present progressive or present continuous).

**How do these people stay active?
Use these words to describe each image.**

Walk

Dance

Jump rope

Play basketball

Lift weights

Run

Swim

Skate

Ride a bicycle

Play volleyball

Play soccer

Box

	Singular		Plural
	1. She <u>swims</u> .		6. They <u>skate</u> .
	2. He <u>jumps rope</u> .		7. They <u>walk</u> .
	3. He <u>lifts weights</u> .		8. They play <u>basketball</u> .
	4. He <u>runs (jogs)</u> .		9. They <u>play volleyball</u> .
	5. She <u>dances</u> .		10. They <u>play soccer</u> .

ACTIVITY 2: OTHER WAYS TO BE ACTIVE

Read the text below. Then ask students to stand and push in their chairs. Pronounce each new vocabulary word and then pantomime, asking the students to mirror you. Model the activity by writing the first sentence on the board and then have students finish writing the sentences in pairs. (If this activity seems too simple for your level, ask students to write alternative sentences using the present progressive or present continuous).

There are other ways to be active other than what we think of as exercise. Below are some other easy and cheap ways to be active.



Get off the bus one stop early and walk.



Take the stairs.



Play with your children.



Clean the house.

How do these people stay active?

	<p>1. How does this woman stay active?</p> <p><u>She plays with her children.</u></p>
	<p>2. How does this woman stay active?</p> <p><u>She takes the stairs.</u></p>
	<p>3. How does this man stay active?</p> <p><u>He cleans the house.</u></p>
	<p>4. How does this man stay active?</p> <p><u>He gets off the bus and walks.</u></p>

ACTIVITY 3: SIMON SAYS

Have your students gather in a circle (if this is not possible in your room, have students push in the chairs and stand at their desk).

Explain the rules to Simon Says:

- Simon Says is a listening game.
- There is one leader who is Simon and everyone else follows the leader's instructions.
- If the leader says, "Simon Says.....," then the class should follow directions.
- If the leader does not say, "Simon Says...," then the class should not follow directions.

Take the role of Simon and direct your students to pantomime the new vocabulary that they have just learned. For example

"Simon says, swim."

"Simon says, jump rope."

"Simon says, dance."

Encourage several students to take the role of Simon.

After all of your students have taken their seats, ask them how they feel. Does anyone feel happier, less stressed, more alert, or more awake?

ACTIVITY 4: WHY SHOULD I BE ACTIVE?¹

Explain the meaning of “should” to your class. Other meanings for “should” include: “ought to,” “supposed to be,” or “must.” You could also talk about common should statements such as: “we should brush our teeth”; “we should eat healthy food”; or “we should go to school.” Read the text to your students and pause at each reason to have students describe each picture.

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

1. Control your weight.

Be active at least 30 minutes every day to control your weight.
Exercise 60 minutes every day to lose weight.



What does it mean to control your weight?
Why is it important to control or lose weight?

2. Have more energy.

Why do we need energy?



3. Feel less depressed.

What does it mean to be depressed?



4. Sleep better.

Why is sleep important?



5. Build strong muscles.

Why is it important to have strong muscles?



6. Have a healthy heart.

Why is it important to have a healthy heart?



7. Have quick and sharp thoughts.

What is quick thinking?
What is sharp thinking?



¹Adapted from WebMD at www.webmd.com/fitness-exercise/tc/Fitness-Why-should-I-exercise and “Shape Up America” at www.shapeup.org/fitness/info/benefit.php

ACTIVITY 4 (CONTINUED): WHY SHOULD I BE ACTIVE?

Have students match the new vocabulary to the images.

Vocabulary:

Sleep better
Less depressed

Strong muscles
Energy

Healthy heart
Control your weight

Quick and sharp

Why should I be more active?

<p>1. <u>Control your weight.</u></p> 	<p>2. <u>Sleep better.</u></p> 
<p>3. <u>Build strong muscles.</u></p> 	<p>4. <u>Feel less depressed.</u></p> 
<p>5. <u>Have a healthy heart.</u></p> 	<p>6. <u>Have quick and sharp thoughts.</u></p> 
<p>7. <u>Have more energy.</u></p> 	<p>8. Can you think of anything else?</p>

Role Play: Have students break into pairs. Assign one reason to each pair. Model role play activity with a student volunteer. Allow students time to create and practice role playing in for the class.

Question: Why should I be more active?

Answer: _____

Question: What can I do to be more active?

Answer: _____

ACTIVITY 5: HEART RATE PART 1

Before you begin this activity, read the paragraphs as a class.

As your heart pumps blood through your body, you can feel a pulsing in some of the blood vessels close to the skin's surface. Counting your pulse is a simple way to find out your heart rate. Heart rate is the number of times your heart beats each minute (bpm). Your heart rate is a measure of how fast your heart is beating. Health professionals suggest that we check our heart rate before and after physical activity.

Resting heart rate is your heart rate at rest. The best time to calculate your resting heart rate is in the morning, after a good night's sleep, and before you get out of bed. A good resting heart rate is between 60 beats per minute and 80 beats per minute. If your heart rate is high or fast, it means your heart needs to work hard to pump blood through your body. If your heart rate is lower or slower, it means your heart has an easy time pumping blood. This means your heart is strong and you are in good health. Everyone's heart rate is different. Heart rate depends on your age, weight, sex, and physical activity level.

You can check your pulse in several different spots on your body. The most common pulse points are on the neck and on the wrist.² Lets practice calculating heart rate as a class.

How to measure your resting heart rate: Follow each direction step by step.

1. Stretch your left arm out and rest it on a table or other surface.
2. Turn your wrist up so that it faces the ceiling.
3. Open your hand and stretch out your fingers and thumb.
4. Take the first finger of your right hand, put it on the tip of your left thumb.
5. Slide your finger down the outer edge of your thumb until you get to your wrist.
6. Feel around your wrist bone until you feel your pulse.
7. Count the beats for 10 seconds. Multiply by 6 to get the number of beats per minute.

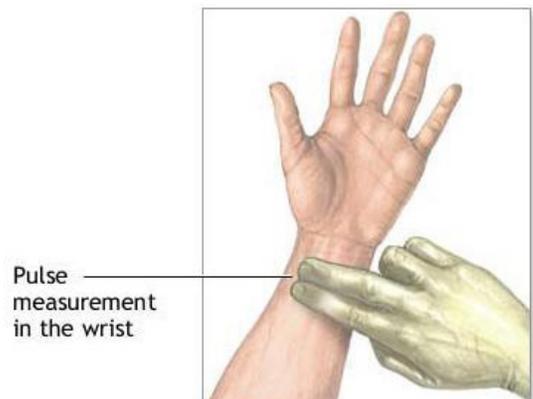
*If you cannot find your pulse, do not panic! It's there. It takes some practice and feeling around your wrist to find it. Try using 2 fingers to push down lightly on your wrist.

What is your heart rate? _____

(Answer should be in beats per minute).

Homework: What is your resting heart rate?

(Answer should be in beats per minute. Remind students they must be in a restful state).



² From the American Heart Association: www.americanheart.org

ACTIVITY 6: SHAPE UP NEW YORK

Distribute the *Shape Up* flyer. *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. 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?

Emphasize to your students that this free service is provided to all New York City residents. For Day 2, you and your students will participate in an exercise activity as a group. If the *Shape Up* schedule found on the Parks Department website fits your class schedule, take a trip to the *Shape Up* class with your students! Students may have to bring a MetroCard if you plan to take the bus or subway to the class.

Prepare for Day 2 exercising by reminding your students to dress in clothes and shoes they will be comfortable moving around in.



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

Start class by reviewing key concepts and vocabulary from Day 1 with your students. Use these questions to help you facilitate the discussion. Record the discussion on the board for your students to reference.

- 1. In our last class we talked about being more active. What exercises did we talk about? (swimming, jogging, walking, playing sports, lifting weights, skating, jumping rope, dancing).**
- 2. What are some other easy and affordable ways to be more active? (playing with your children, taking the stairs, cleaning the house).**
- 3. What are some 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. What do health professionals recommend monitoring to track your progress with exercise? (heart rate).**
- 7. Heart rate is measured as _____? (beats per minute)**
- 8. What was your resting heart rate? Record student responses on the board or chart paper. Leave this data up in your classroom for the next activity.**

You may want to make a table like this:

Heart Rate Comparison	
	Resting Heart Rate
Name	
Name	

Be physically active with your class.

BE PHYSICALLY ACTIVE WITH YOUR CLASS

To get your students moving and their heart rates up, take a walk around your building or climb a couple flights of stairs. Take a field trip to the nearest Parks Department Recreation Center. Participate in a Parks Department *Shape Up* class. The schedule of classes can be found on the website below. Or you could turn on some music and have a dance party in your classroom. You can even run in place, do jumping jacks, or yoga. Be creative! If you have a favorite exercise tape or workout video, share it with your students. Spend as close to 30 minutes being physically active as you can to model the recommended daily amount of exercise. Here are some resources:

NYC Department of Parks and Recreation: Shape Up Free Fitness Classes

http://www.nycgovparks.org/sub_things_to_do/programs/shape_up_ny/shape_up_ny.html

NYC Department of Parks and Recreation: Rec Centers

http://www.nycgovparks.org/sub_things_to_do/facilities.php

At about 15 minutes into your exercise session, have your students take a moment to measure their heart rate by checking their pulse. Follow the steps from Day 1.

After 30 minutes of exercise, have your students sit down and measure their heart rate after exercising.

ACTIVITY 7: HEART RATE PART 2

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 their exercising heart rate. Record this information on your board or on chart paper. Read together as a class:

When you exercise, your body speeds up, and so does your heart . As you continue to exercise regularly, your heart rate will not rise as high as it once did with the same amount of effort. It does not need to work very hard. This is a sign that you are becoming more fit. Interview your classmates to learn what their heart rates were after exercising.

Question: Hello. What is your name?	Question: What was your heart rate after exercising?
Answer: My name is_____	Answer: My heart rate after exercising was _____.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	

Was your exercising heart rate lower or higher than your resting heart rate? Why?

DAY 3:

ACTIVITY 8: REVIEW

Have your students work individually or in pairs to complete the two following matching activities.

Why should I be active?

Match column A with column B. Write your answers below.

A	B
1. 	a. Sleep better.
2. 	b. Build strong muscles.
3. 	c. Have quick and sharp thoughts.
4. 	d. Have more energy.
5. 	e. Feel less depressed.
6. 	f. Control or lose weight.
7. 	Have a healthy heart.

1. e 2. f 3. a 4. g 5. b 6. d 7. c

ACTIVITY 8 (CONTINUED): REVIEW

What are some easy and cheap ways to be active?

Match column A with column B. Write your answers below.

A	B
<p>1. </p>	<p>a. Take the stairs.</p>
<p>2. </p>	<p>b. Exercise when you watch television.</p>
<p>3. </p>	<p>c. Clean the house.</p>
<p>4. </p>	<p>d. Take a <i>Shape Up</i> class.</p>
<p>5. </p>	<p>e. Play with your children.</p>
<p>6. </p>	<p>f. Play basketball.</p>

1. c 2. e 3. f 4. b 5. d 6. a

ACTIVITY 9: 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?
- Do you think more people would be active if they saw commercials for easy and affordable physical activity?
- What information should be included in a commercial for easy and affordable physical activity?

Explain to your students that they will be creating a commercial about easy and affordable physical activity. They can choose to create a commercial about the City’s free fitness class, *Shape Up*, or another exercise option. 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 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 check my heart rate before and after exercise.
- I will take free *Shape Up* classes at my local Recreation Center.
- I will join a City Recreation Center.