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

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

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 t 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 exercising 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 can be 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 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 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-Kersee 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	Common, regular, true, false Tenses: Present progressive, present perfect, simple past
Activity 2	Easy, affordable, barriers, lifestyle, routines, gear or equipment
Activity 3	Mental health, mood
Activity 4	Pulse, heart rate, health professionals, beats per minute, bpm
Activity 5	*Shape Up*, fitness
Activity 6-7	Review all vocabulary
Activity 8	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 measure their heart rate.

Activity 1 Be Active - Exercise!	Class discussion, interview a friend, working with tenses. • Understand and participate in face-to-face conversations • Expand on basic ideas in conversation • Use control of language and meaning-making strategies
Activity 2 Other Ways to Be Active	Reading comprehension and critical thinking in groups. • Understand and participate in face-to-face conversations • Expand on basic ideas in conversation

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

Activity 3 Why Should I Be Active?	Reading, reflection through writing, and role play with partner. • Read authentic materials • Understand and participate in face-to-face conversations
Activity 4 Heart Rate Part 1	Practice measuring heart rate. • Perform basic math calculations
Activity 5 *Shape Up* New York	Read campaign flyer. • Read simple material on familiar subjects

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! If you can, visit a City Recreation Center or attend a *Shape Up* class.

Activity 6 Heart Rate Part 2	Reflect on your exercise session, interview other classmates and record information. • Interpret routine charts, graphs and tables • Understand and participate in face-to-face conversations

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 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.

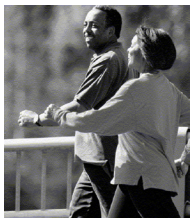
Activity 8 Share What You Know	Work in pairs to create a public awareness campaign about the importance of being active. • Understand and participate in face-to-face conversations • Expand on basic ideas in conversation

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

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?[1]

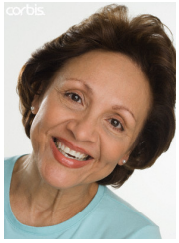
Have your students read the text aloud. Pause at each reason to have students describe the corresponding picture.

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

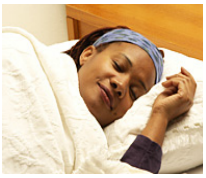
1. You will control or lose weight. There are only two ways to lose weight: get fewer calories from food and drinks or burn more calories from physical activity. It may be easier to exercise more without eating more than it is to eat less.

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.

[1]Adapted 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 3 (continued): Why Should I Be Active?

Review the vocabulary with your students and then ask them to write a short paragraph in response to the question below. Ask students to underline each vocabulary word they use. Model the beginning of a sample paragraph for your students.

Why should I be more active?
Write a short paragraph to answer this question. Use at least 5 vocabulary words.

Control	**Lose**	**Weight**	**Weight**	**Calories**
Bones	**Muscles**	**Prevent**	**Injuries**	**Anxiety**
Depression	**Stress**	**Healthy**	**Easy**	**Affordable**

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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: Encourage students to read their paragraphs.
Question: What can I do to be more active?
Answer: _____

Activity 4: 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.

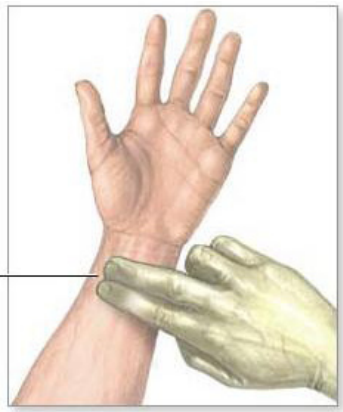
What is your heart rate? _____

(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 5: 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.

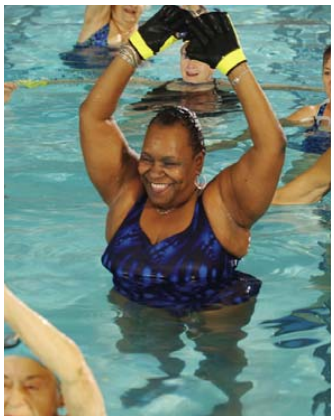
Prepare for Day 2 exercising by reminding your students to dress in clothes and shoes they will be comfortable moving around in.

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.

NYC Health — NEW YORK CITY DEPARTMENT of HEALTH and MENTAL HYGIENE

City of New York Parks & Recreation

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 Rates	
	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 6: 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 _____.
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Was your exercising heart rate lower or higher than your resting heart rate? Why?

Day 3:
Activity 7: Review

Review the vocabulary students have learned thus far (see Key Vocabulary).
Read these questions aloud for your class:

1. Why should I be active?
2. What are some easy and affordable ways to be active?
3. What is heart rate?

Tell your students that they can choose to answer one of these two review questions. Ask them to answer the question they have chosen with a short essay.

Why should I be active?

2. What are some easy and affordable ways to be active?

3. What is heart rate?

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?
- 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.