

KEEP IT MOVIN’



AGE RANGE

10–13

OVERVIEW

Students will first learn the importance of physical activity and the national recommendation of the amount of physical activity needed to reduce their risk of developing NCDs. Then, they will play a board game in groups that prompts them to complete short bursts of physical activity as they move their pawn during the game.

TIMING

45–60 minutes

OBJECTIVES

Students will:

- Learn the relationship between physical activity and NCDs
- Participate in physical activity and cooperative games

MATERIALS NEEDED BY STUDENTS

- Pencil
- **Physical Activity Guidelines for Children and Adolescents** student handout, one per student*
- **Physical Activity Board Game**, one per student*
 - gameboard
 - 4 game markers, such as tiddlywinks, bottle tops, or pennies
 - 1 die

MATERIALS NEEDED BY VOLUNTEER

- Device with internet access and web camera if presenting virtually

VOLUNTEER PREP

1. Read through the activity instructions to familiarise yourself with the content. Note that lessons are designed to last 45–60 minutes, but each situation will be unique. Use the Lesson At-A-Glance to guide how long you plan to spend on each section.
2. Prepare all materials before your session. Communicate with your host educator in advance so he/she is able to prepare students and help prepare the space .
3. Engage your host educator in determining groups of 3–4 students and classroom setup for the game before your session.

VIRTUAL FACILITATION PREP

If you are presenting this lesson virtually, please note the following additional preparation steps that might be necessary:

1. **Materials Note:* Communicate list of materials needed by students to your host educator in advance so he/she is able to prepare students and make sure they each have the required handouts. There are facilitation options below if the students are in a virtual situation in which they do not have access to the handouts.
2. This activity is written for virtual facilitation by one volunteer. If more than one volunteer desires to present together virtually, it is recommended that you speak with your host educator regarding his/her preferences and limit the number of volunteer presenters to three. It is also recommended that volunteer groups assign sections and practise before their virtual sessions.
3. Prior to your session, coordinate with your host educator regarding preferred e-meeting platform (i.e., Zoom, Skype, Ring Central, Google Hangout, etc.). Determine who will be responsible for setting up the meeting credentials. Also, determine whether students will be on camera, using the chat feature, muted, etc. so you are better able to plan.
 - If possible, consider planning a practise session with your host educator to work out any issues prior to your session.
- If an activity calls for working with a partner or group, students learning virtually can share their answers out loud or write their definitions down to reference later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your learning management system prior to your session.
 - Platforms like [Zoom](#) allow you to pre-assign participants to breakout rooms. [Google Meet](#) will randomly distribute participants.

SUGGESTIONS FOR IMPLEMENTING VIRTUAL MEETINGS

- **Lighting:** Backlighting prevents your audience from seeing you clearly. Make sure that you have lighting in front of you to ensure that you are seen.

- **Camera Placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and engagement with your audience. You can use books or other items to lift your computer (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants will not hear an echo effect. Consider the usage of headphones equipped with a speaker.
- **Make Connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is be prepared by testing your internet connection and sound and video settings prior to your session!

LESSON AT-A-GLANCE

Section	Activity	Approximate Time in a 45-Minute Session	Approximate Time in a 60-Minute Session
Engage	Volunteer introductions and student engagement questions	5–7 minutes	7–8 minutes
Learn	NCDs	4–5 minutes	6–7 minutes
	Physical Activity Guidelines	7–8 minutes	8–10 minutes
Apply	Physical Activity Board Game	20–25 minutes	30–35 minutes
Reflect	Reflection on learning	3–4 minutes	5–6 minutes

PROCEDURE

Engage

1. Take **3–4 minutes** to introduce yourself and Abbott to the class. Explain that you are here on behalf of Abbott's *Future Well Kids* programme. Abbott is a global healthcare company that makes breakthrough products like medical devices, diagnostic machines, nutrition bars, and generic medications, and the company has a local presence here near them. Tell them that you are excited to help students live fuller lives through better health and teach them healthy habits that they will be able to use their entire lives. Try to share a fun fact about yourself to help the students get to know you—such as your favourite way to get exercise if you only have a few minutes. Consider demonstrating if possible. Good examples might be how you stay active while in online meetings or what you do during breaks.

2. For approximately **2–3 minutes**, engage students in the upcoming lesson by asking one or more of the following open questions. These questions are intended to get students thinking about their upcoming learning experience and do not have right or wrong answers:
 - What outdoor activity do you enjoy the most?
 - Are there any indoor activities you enjoy?
 - Do you like participating in activities that you can do alone or with other people?

VIRTUAL FACILITATION OPTIONS

- If students are on video and able to use microphones, allow them to offer their answers to each other.
- If students are not using video or microphones, encourage students to write their answers down to reference later.

Learn

3. Explain to students that staying physically active can help reduce their risk of developing certain noncommunicable diseases, which are diseases that are not infectious or contagious, like the flu. NCDs develop gradually over time and are often the result of lifestyle choices, like the amount of physical activity a person gets. Examples of noncommunicable diseases include type 2 diabetes, high blood pressure, and heart disease.
4. Inform students that increasing physical activity doesn't only reduce their risk of developing NCDs. It can also help them feel better and more energetic every day. It can improve sleep and help them feel more mentally alert.
5. Ask students if they know how much physical activity they think they should receive in a day. Ask for volunteers to share their guesses. Students can also share where they learned about these recommendations if they remember.
6. Distribute one **Physical Activity Guidelines for Children and Adolescents** handout to each student. Reinforce that the national recommendation is that they participate in 60 minutes a day of moderate to vigorous physical activity.
7. Give a quick definition of each of the three types of physical activity.
 - Aerobic activity: often called 'cardio,' any exercise that increases your heart rate and makes you breathe more heavily falls into this category. When you exercise your heart and lungs, they become stronger and can pump blood and oxygen throughout your body more effectively.
 - Muscle-strengthening activities: this type of exercise targets your muscles. By strengthening your muscles, you become stronger and are less likely to suffer injuries. Increased muscle mass also helps you maintain a healthy weight.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the handouts:
 - Display your handout via webcam or screenshare and talk through it.

- Bone-strengthening activities: this type of exercise puts a force on your bones (often because of an impact with the ground) which encourages them to grow and become stronger.
8. Let students know that they will have the opportunity to participate in all three types of exercise during their next activity.

Apply

9. Distribute a board game to each group. Read through the directions and answer any questions before students begin playing. Demonstrate each activity listed on the game board before having students start playing.
10. While they are playing the game, all volunteers should rotate throughout the classroom and provide students with brief feedback or assistance. Alternatively, a volunteer can be ‘assigned’ to each group to engage with students through the duration of the game or even participate.
11. Give students at least **20–25 minutes** to play the board game.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the board game materials, consider putting students into breakout rooms to play on a shared, live game board (presented as an image on a document). Each student can create a shape that they can use their mouse to move along the board.

HALFWAY POINT



Reflect

12. Take **3–4 minutes** to get students back to their seats. Consider leading students in a few deep breaths to bring their attention back to the lesson and calm them down after the game.
13. To facilitate students’ reflection on their experiences during the session, ask one or more of the following questions:
 - Is there a type of physical activity you prefer over the others?
 - What was your favourite activity from the game?
 - What are some ways you can incorporate these activities into your daily routine to increase your amount of physical activity?
14. Before you leave, thank the classroom teacher and students for allowing you to join them today, and encourage them to apply what they have learned during this activity by incorporating some of the activities into their daily routines.

EXTENSION IDEAS FOR EDUCATORS

- Students can use the activities from the board game to create a workout routine or exercise video to share with their peers and families.
- Students can create their own board games, card games, or computer games that encourage players to participate in physical activities.

UK DEPARTMENT FOR EDUCATION STANDARDS & GUIDANCE

UNITED KINGDOM

[Physical Health and Mental Wellbeing Guidance \(Primary and Secondary\)](#)

- **Physical Health and Fitness (Primary)**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

- **Physical Health and Fitness (Secondary)**

Pupils should know:

- the positive associations between physical activity and promotion of mental well-being, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health




[English KS3:](#)

- Pupils should be taught to speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Pupils should be taught to speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas, and keeping to the point
- Pupils should be taught to speak confidently and effectively, including through participating in formal debates and structured discussions, summarising and/or building on what has been said

PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN AND ADOLESCENTS

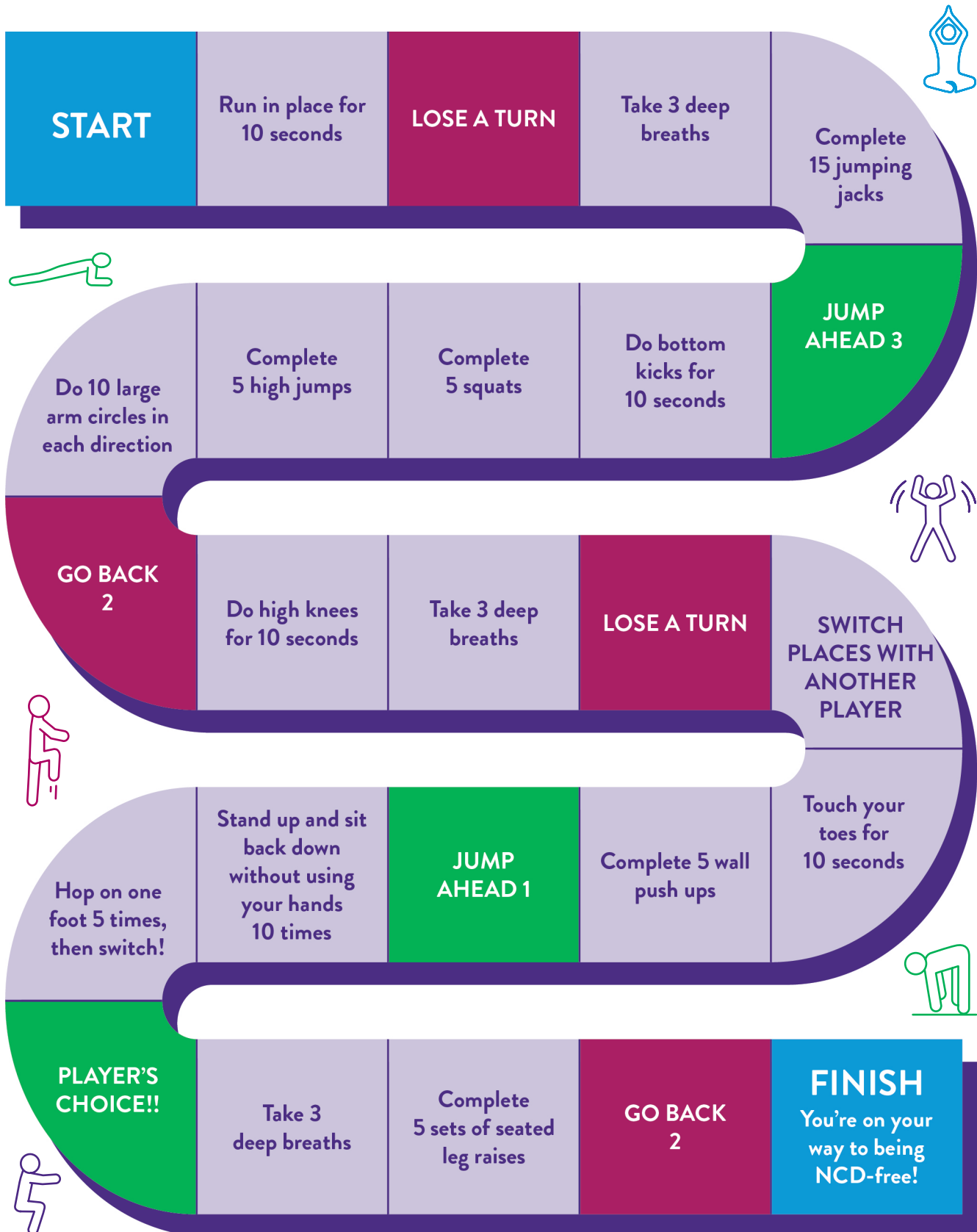
These physical activity guidelines are from the NHS Physical activity guidelines for children and young people.

Every day: 60 minutes of physical activity

Type of Activity	Recommendation	Examples ¹
Aerobic 	<ul style="list-style-type: none"> • Most of the 60 minutes of activity should be moderate intensity or vigorous aerobic activities. • Vigorous activity should be performed at least 3 days a week. 	<p>Moderate intensity:</p> <ul style="list-style-type: none"> • Walking to school • Skateboarding • Yoga <p>Vigorous intensity:</p> <ul style="list-style-type: none"> • Running • Fast dancing • Most competitive sports
Muscle-strengthening 	<ul style="list-style-type: none"> • 3 days a week (as part of the 60 minutes of daily activity) 	<ul style="list-style-type: none"> • Push-ups • Football • Martial arts • Resistance exercises (with band or small weights)
Bone-strengthening 	<ul style="list-style-type: none"> • 3 days a week (as part of the 60 minutes of daily activity) 	<ul style="list-style-type: none"> • Walking • Skipping with a rope • Climbing stairs • Tennis

¹ <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>
<http://bitly.ws/dQLD>

PHYSICAL ACTIVITY BOARD GAME



INCLUSIVE EXERCISE OPTIONS



JAZZ TOES

Place feet flat on the floor, raise toes toward ceiling, then point them to floor.



CAPTAIN'S CHAIR

Grasp chair edges while lifting knees toward chest.



ZOMBIE TWIST

Rotate upper torso to one side with arms in front, then rotate over to the opposite side, then twist back to centre.



CRESCENT POSE

Clasp hands above head gently (or do one arm at a time) and lean to one side and hold, then to the other side and hold.



TREE POSE

While seated or standing, place palms together (or just one palm if other hand is being used for support) and bend one knee and place sole of foot on inner calf and balance on standing leg.



MOUNTAIN POSE

While seated or standing, start with arms by the sides of the body with palms facing forward, lift arms straight above head so that palms face forward.



GENTLE SQUATS

Slowly lower body onto chair using any supports needed, (walker, crutches, etc.) then stand again while grasping handles.