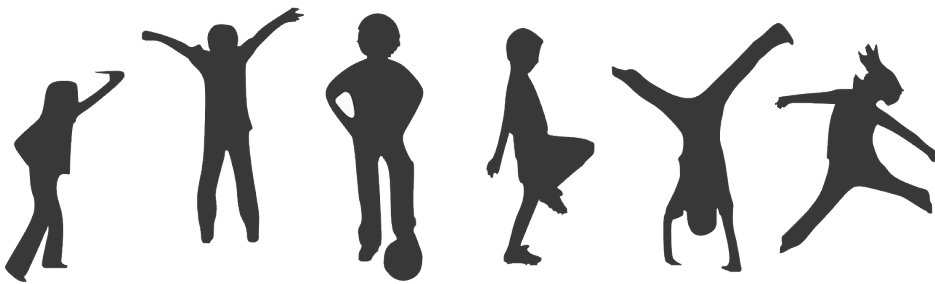




Let's get active!





Let's get active!

Classroom Notes

Age Range: KS1

Suggested timing:

This resource has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes or select those that best suit the needs of your pupils and your time-frame.

The corresponding PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions.

Curriculum references:

Citizenship:

- To learn how to make simple choices that improve their health and wellbeing (3.a);
- To make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly) (5.d).

PSHE:

- To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical health (H1).

Science (Year 2):

- To describe the importance for humans of exercise.

Related Lesson Plans:

- Healthy eating
- Why do we wash our hands?

Lesson overview:

In this lesson pupils will think about the physical and mental benefits of exercise for health and wellbeing. They will learn about the importance of keeping active as part a healthy lifestyle and consider how different types of activity affect their bodies and minds.

Lesson objectives:

- To understand why it feels good to be active;
- To think about fun ways to keep active;
- To learn how activity affects the body.

Resources:

- PowerPoint
- Activity sheet 1: The effects of activity
- Activity sheet 2: My activity journal



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Classroom Notes

Introduction:

Start by projecting **slide 2** and ask pupils to discuss with a partner:

Q: What is happening in all of the pictures?

Slide 3 summarises that all the pictures show people taking part in forms of activity that exercise the body.

Ask pupils to describe to their partner:

Q: How are the children using their bodies?

For example:

- The girl is bending her legs to push off the trampoline;
- The dancers are moving their feet to the music;
- The children on the climbing wall are holding on with their hands. They are using their arm and leg muscles to pull them up the wall;
- The footballer is controlling the ball with his feet;
- The skaters are holding out their arms to balance their bodies as they move their legs;
- The swimmer is reaching through the water with their hand and kicking their legs;
- The basketball players are using the power of their arms to turn the wheels;
- The boy is moving his scooter along by pushing his feet off the pavement.

Conclude by selecting pupils from the class to share:

Q: Which activity would you most like to try?

Use this as an opportunity to enthuse pupils about exercise and show that everyone can find an activity that suits them.



Activity 1: Get active!

In this portion of the lesson pupils will try a series of activities and consider the effects that different exercises have on their body. This portion of the lesson should be conducted in a sports hall or suitable outdoor space. It is advised that the carousel of activities are set up in advance.

Before leaving the classroom make sure that all pupils have a pencil and a copy of the table on **activity sheet 1**. A version of the table is shown on **slide 6**. Explain that the class will be trying out a series of playground games and answering the following questions:

- How do you feel? (emotional response)
- Is your heart beating faster?
- Are you breathing faster?
- Do you feel warmer?
- Which parts of the body are you working?

Show the pupils where to find their heart and the beat of their pulse at points on the neck and wrist. These are identified on **slide 7**. Teachers can refer to the NHS or British Heart Foundation guidelines for finding a pulse if needed:

<https://www.nhs.uk/common-health-questions/accidents-first-aid-and-treatments/how-do-i-check-my-pulse/>
<https://www.bhf.org.uk/information-support/tests/checking-your-pulse>

Ask pupils to silently mouth counting the beats they feel as the teacher times 30 seconds. This will give them a sense of their heart beats at rest over this fixed time. Ask the pupils to record this figure on the top of **activity sheet 1**.

Extension:

Help pupils to calculate their heart rate. Heart rate is measured in beats per minute (bpm). To find the pupils' bpm simply double the pupils' count over 30 seconds. Most adults have a resting heart rate of 60-100bpm. This tends to be higher in children.

Warm up-

Start by warming up the pupils with a few stretches to prevent injury then play a chasing game, for example:

Tunnel tag-

Select a few players to be the 'catchers'. Instruct pupils that they must stop and stand still with their legs wide apart if they are 'tagged' by one of the catchers. A tagged player can return to the game if another player crawls between their legs. Keep playing until all players are tagged or for a set time period.

If conditions are unsuitable for crawling on the ground then instruct tagged pupils to stand still and put out one arm to the side. A tagged player can return to the game if another player pushes down their arm to their side.

On finishing the game immediately instruct the class to check their heart rate again by silently counting the beat of their pulse as the teacher times for 30 seconds. Use this information to complete the first row of the table on **activity sheet 1** and then continue on to the activity carousel.



Activity 1: Get active!

Activity carousel-

Briefly demonstrate each station and then split pupils into the groups in which they will move around each station.

1. **Hula hoop**- Lay out enough hula hoops for each group member. Ask pupils to see how long they can keep a hula hoop spinning around their waist.
2. **Standing long jump**-mark a starting point with a cone. Instruct pupils to line up behind the cone and take turns to jump as far as they can from a standing position. Pupils might enjoy marking their classmates' distances with a small line of chalk where the back of their feet landed.
3. **Hit the target**- place a bucket or hula hoop within the throwing range of each pupil. Mark the throwing spot with a cone and instruct pupils to take it in turns to throw a bean bag into the bucket or hula hoop.
4. **Hopping**- set up two cones at about 4-5m apart and instruct pupils to hop between them.
5. **Bench step**- set up low benches and ask pupils to step up and down on the benches.

Time the pupils at each station for 2-3 minutes and then lead them in comparing their current heart rate to their resting rate as before. Make sure that pupils fill in the relevant section of **activity sheet 1** before continuing to the next activity.

Animal races-

Still in their groups, have pupils participate in a series of relay races based on the movements of animals. Suggestions:

- Frogs- jumping
- Giraffes- running on the tips of your toes
- Crab- sideways movement
- Cheetahs- sprints

For the last time, lead pupils in comparing their current heart rate to their resting rate. Make sure that pupils fill in the relevant section of **activity sheet 1** before continuing to the next activity.

Conclude the session by asking the pupils the reflection questions on **slide 8**:

Q: How did doing these activities make you feel? (discuss mental and physical effects)

Q: Which activity do you think was best for increasing your heart rate?

Q: Which activity do you think was best for improving your speed?

Q: Which activity do you think was best for strengthening your muscles?

Q: Which activity do you think was best for learning to control your body?



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Classroom Notes

Activity 2: Benefits of keeping active

Source: <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>

Continue by posing the question on **slide 9** to the class:

Q: Why does it feel good to be active?

Record all the pupils' suggestions at the front of the class before comparing their ideas to those given on **slide 10** which are taken from the recommendations given on the Great Ormond Street Children's Hospital's NHS website.

It is good to be active because activity:

- Is fun and a great way to make friends;
- Builds strong bones and muscles (principally the heart which pumps oxygen around the body);
- Improves balance;
- Improves flexibility;
- Helps us to focus on our learning;
- Helps us sleep well.

Slides 11-12 explain that to get the benefits of activity we should try to be active daily. The NHS description of moderate exercise is used to help pupils understand what constitutes being active.

Moderate exercise:

- Raises the heart rate;
- Makes you breathe faster;
- Makes you feel warmer.

According to the NHS guidelines a simple test to see if you are engaged in moderate exercise is to check that you are able to talk but not sing. This can be a useful reference to help pupils determine what counts as 'being active' in the next section of the lesson.

Activity 3: Active me

Ask pupils to share:

Q. What activity do you do that....

- Makes you feel good?
- Makes your heart beat faster?
- Makes you breathe faster?
- Makes you feel warmer?

Set **activity sheet 2** as homework for the class, this sheet asks pupils to record the types of activity they do over a course of a week. Pupils may like to write, illustrate or attach photos of these activities.

On completing their activity journals ask pupils to share in small groups or in a circle time what activity they most enjoyed over the week and why. This can be a great opportunity to encourage their peers to try new activities.

Social action opportunities:

Help to prepare the class so that they can teach a few active playground games to pupils in another class or a younger year group.



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Classroom Notes

Plenary:

Challenge pupils to review their learning by sharing with a partner:

- One playground game that is good exercise;
- Two places that you can feel your pulse;
- Three reasons why exercise is good for you.

Select pairings to share their responses. To extend their answers you may wish to ask certain pupils to:






- Describe which parts of their body their suggested playground game will exercise;
- Demonstrate how to find a pulse;
- Suggest what they think is the best reason to exercise.



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Activity Sheet 1






When resting I have _____ heartbeats in 30 seconds.
I have _____ beats per minute.

Effects of activity					
Activity	How do you feel? 	Is your heart beating faster? 	Are you breathing faster? 	Do you feel warmer? 	Which muscles are you working? 
Tag					
Standing long jump					
Hula hooping					



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Activity Sheet 1

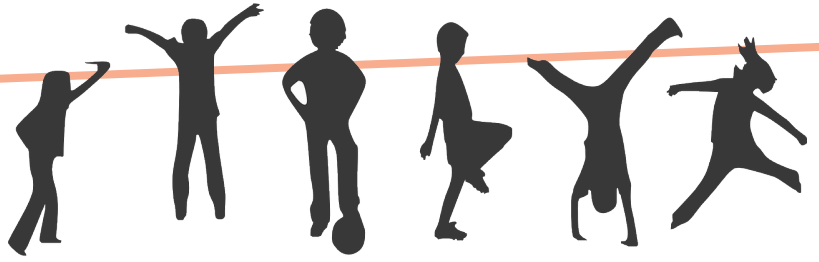
Effects of activity					
Activity	How do you feel? 	Is your heart beating faster? 	Are you breathing faster? 	Do you feel warmer? 	Which muscles are you working? 
Hit the target					
Hopping					
Bench step					
Animal races					



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Activity Sheet 2

Active me journal



Draw, write or share a photo of your activity over the week

Monday

Tuesday

Wednesday

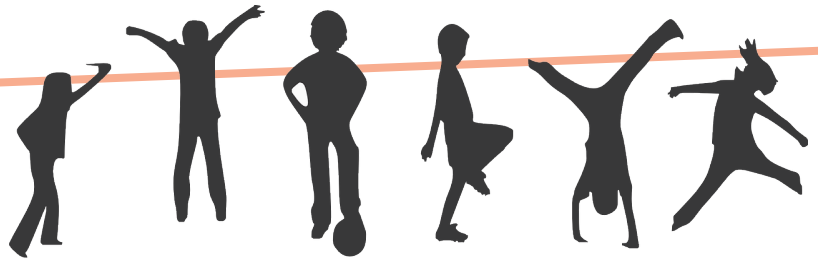
Thursday



Let's get active!

Activity Sheet 2

Active me journal



Draw, write or share a photo of your activity over the week

Friday

Saturday

Sunday