

Educator guide: Activity pyramid lesson

Recommended for grades:

Kindergarten

Time:

4 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning objectives:

After completing this lesson students will be able to:

1. State one benefit of physical activity.
2. Recognize the activity pyramid.
3. Determine whether an activity is a physical activity or a sitting-still activity.

Lesson description:

In this lesson students will be introduced to the activity pyramid, which is a tool that teaches the different types of physical activity. Students will practice determining if an activity is a physical activity or a sitting-still activity.

Pre and post-test question:

Use the question on the following page with your students in any way that you see fit. You may choose to combine questions from various lessons and activities that your students participate in.

1. Which one is a physical activity? (circle one picture)



Watching TV



Playing video games



Running

Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Activity pyramid lesson. You may choose to use this list in any way that fits your needs.

- Activity pyramid – a graphic that helps you learn about the different kinds of physical activity
- Aerobic activity – a type of physical activity, such as running, swimming, soccer or bike riding, where you use your whole body, which causes you to breathe heavier and makes your heart beat faster
- Everyday activity – a type of physical activity, such as walking the dog, helping around the house or taking the stairs that you can do every day to stay healthy
- Physical activity – an activity that makes your body move a lot
- Sitting-still activity – a type of activity during which your body doesn't move very much
- Strength and flexibility activity – a type of physical activity, such as martial arts, stretching, push-ups and sit-ups, that makes your muscles strong and your body able to stretch more

Supplemental activity: Act fast!

Objectives:

After completing this activity students will be able to:

- Name one physical activity that they enjoy.
- Determine whether an activity is a physical activity or a sitting-still activity.

Materials needed:

- Whiteboard or chalkboard

Time required:

15 minutes

Instructions:

Have students name one physical activity or one sitting-still activity and write them on the board. To balance out the list, you can add activities as well. Try to include activities from each section of the activity pyramid, which includes sitting-still activities, strength and flexibility, aerobic activities and everyday activities.

Have your students stand up and make sure they have a little bit of space around them so they don't bump into each other. Explain that you will be calling out an activity from the list and if it's a sitting-still activity students should sit down. If it's a physical activity they should carefully pretend to do that physical activity in their space. For example, if running is the activity, they should run in place and not across the room.

After you have gotten through the activity list, have a discussion about how students can limit their sitting-still activities outside of school, or how they could replace a sitting-still activity with a physical activity.

Transcript

Slide 1

Activity pyramid

Slide 2

The activity pyramid tells you all about different ways to get your body moving. You should get at least one hour of physical activity a day.

Slide 3

Click on the sections of the activity pyramid to learn more.

Top - Sitting-still activities. Some different kinds of sitting-still activities are watching TV, playing video games or using the computer. These are not very healthy for your body. In total, you should do them for no more than two hours each day outside of school.

Second from top - Strength and flexibility. This kind of physical activity makes your muscles strong and your body able to stretch and move more. Some different kinds are push-ups, stretching or gymnastics. You should do these activities 2-3 times each week.

Second from bottom - Aerobic activities. This kind of physical activity uses your whole body, makes you breathe heavier and makes your heart beat faster. Some different kinds are running, swimming or bike riding. You should do these activities 3-5 times each week.

Bottom - Everyday activities. This is the kind of physical activity you should do every day. Some different kinds are walking, climbing up stairs and playing outside.

Slide 4

Physical activities are healthy. Sitting-still activities are less healthy. Can you decide if an activity is physical or sitting-still? Look at the picture of the activity. If it's a physical activity, click the physical button. If it's a sitting-still activity, click the sitting still button.

Is this a physical or a sitting-still activity?

Physical - That's right! Running is a great activity for getting your body moving!

Sitting-still - Oops! Running really helps to get your body moving. Try again.

Slide 5

Is this a physical or a sitting-still activity?

Physical - Uh oh! When you're playing video games, you're usually not moving very much. Try again.

Sitting-still - Good job! Playing video games usually means you're sitting still.

Slide 6

Physical activity helps your body! It helps you think clearly and gives you a healthy heart, and strong muscles and bones. Carly uses the activity pyramid every day.

Carly: I want to be an astronaut, and I know they have to be in great shape! That's why I use the activity pyramid to choose activities like karate and running to help keep me strong.

Slide 7

Carly does a lot of exercise. She knows that it helps her body. When you're exercising, your heart will beat faster, and you'll start to breathe heavier, too. That's normal! It means your body is working the way it's supposed to.



Slide 8

Carly: Whew! I just ran in place for five minutes. I'm breathing faster! Can you run in place, too? Stand up and try it with me for 20 seconds. Count with me. Ready? Set? Run! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20! Can you feel your heart beating faster? Are you breathing heavily? You did it! Yeah!

Slide 9

Good job!



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