



Be Fit, Be Active

Age: Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive personal health choices.

Learning Outcome: P.D1.S2.LO2 Engage with ideas about healthy living through exercise

Standard for Global Skill: P.D3.S1.LO1 Perform a task that contributes to a group activity

Global Skill: Student acquires the skills to be a collaborative citizen.

Sustainable Development Goals: 4: Quality Education, 3: Good Health and Well-being

Part 1 (10 mins)

- A.** Ask students to think about how their body feels right now. If necessary, teach words and phrases for feelings relating to energy, e.g. *tired, sleepy, nap, full of energy*. Ask *Do you feel tired or full of energy? Do you feel sleepy and want a nap?* Tell them you feel sleepy, and stretch your arms and yawn. Indicate the battery on the worksheet and explain that the bars represent energy levels. Tell them that your energy level is only one bar. Ask students to color the bars on the first battery to answer the question *How does my body feel now?*
- B.** Explain that the pictures show a routine of activities. Read the activities aloud and invite different students to perform them. Check that they understand what to do. Encourage students to put as much energy into each action as they can. If possible, play some high-energy music while students do the routine. Tell students that they will stay in place while doing the routine to make sure they don't hurt themselves or others. Keep each activity going for at least 30 seconds and ask them to check (✓) each activity when they complete it.

Let's move! Big smile and high five!: students smile and give high fives or clap their hands over their head if they are working without a partner.

March in a band!: students march in place. Encourage them to lift their knees high and "play" different band instruments.

Climb a ladder!: students reach their arms up and lift their legs while looking up. Remind them to keep smiling!

Jump like a frog!: students crouch down and jump up.

Fist bump!: students smile and fist bump with classmates near them or do a punching movement if they are working alone.

When students finish the routine, ask them to think about how they feel. Do they have more energy? They should color in the number of bars on the second battery in activity A to answer the question *How does my body feel after exercising?* Ask if there is a difference between how they feel before and after exercising.

*SEN: Be aware of students with disabilities who may need to modify the actions to do them. Speak to them before the class about this so that they feel comfortable.

Part 2 (20 mins)

- A.** Read the quiz with the class. Ask them to answer honestly! To make the activity more communicative, pair students and have them ask each other the questions.
- B.** Tell students that they are going to read a text about how exercise can help our bodies. Pre-teach unfamiliar words such as *pump, blood, oxygen, power*. Ask students to read the text first, then complete the Venn diagram. Before they read, look at the diagram as a class and guide students to notice that the two oval sections represent the body and the brain. Make sure that they understand that the area where the two ovals intersect represents both the body and the brain.

As they read the text, remind students to look at the pictures to help them understand words for parts of the body. Students then work together to complete the Venn diagram with the words that describe the body, words that describe what the brain does, or actions that involve the body and the brain.

Answer Key: BODY: strong bones, strong heart, strong muscles; **BRAIN:** feel happy, focus, learn better; **BOTH:** boost energy, sleep well



Primary | Teacher's Notes

Ask students to think about their answers to the quiz in activity A. Ask them if they want to change their answers now that they know more about the benefits of exercise. Put students in pairs to talk about other ideas of how to boost their energy at different times of the day, e.g. *I can walk up the stairs to my apartment after school.*

Part 3 (20 mins)

- A.** Tell students that they are going to work together in groups to design an exercise routine to boost their energy. Before you put students in groups, explain the task and go through the criteria for the Energy-Boost Routine: it has to be done in class, take one minute, be fun to do, and everyone must be able to do the exercise moves. Ask students to draw their five exercise moves for the routine. If time is short, ask groups to draw just one of the moves in their routine.
- B.** Invite groups of students to share their Energy Boost Routine with the class, or ask them to display or present their drawings. Ask students to vote for the routine they want to try and do it in class.

Extension

- A.** Before they read, ask students if they know how energy goes into our bodies (through food and drink) and out of our bodies (when we move and exercise).

When they look at the chart, remind them to notice the number of minutes and the number of calories used for each type of exercise. Ask some concept checking questions, e.g. *How many minutes do you have to walk to use 100 calories? (20) How many calories do you use if you run fast for one minute? (20).* If students don't know how to multiply or divide, help them get to the answers by addition and subtraction.

Ask students to rank the activities from 1 to 5, checking that they understand that 1 is for the activity that uses the most calories in the least amount of time, and 5 the activity that uses the least amount of calories.

Answer Key: 1. 5 minutes running fast 2. 7 minutes swimming fast 3. 7 minutes cycling 4. 1 minute doing jumping jacks 5. 10 minutes walking

- B.** Explain that a *triathlon* is an athletic event with three different sports activities. Have students read the text, look at the table in activity A, and choose three activities from the table to create their own triathlon. Then have them calculate how many calories are used in their triathlon. They can change the length of the activity to use more calories (e.g. 20 minutes of walking to use 100 calories). You can increase the challenge by having them create an event that uses a specific number of calories.