WEEK 5 | Let's Get Moving

Challenge: Move my body.

Objectives

Students will be able to…

1. Describe how they feel when they move their bodies.
2. Explain the benefits (physical, emotional, and mental) of moving your body every day, which may include but not be limited to the benefit of exercise for weight loss or body appearance.
3. Discuss the barriers to exercising every day and possible personal solutions.

Standards Alignment

National Health Education Standards

**Note: Updated standards to be released March 2024*

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

PreK - Grade 2	Grades 3-5
1.2.1 Identify that healthy behaviors affect personal health.	1.5.1 Describe the relationship between healthy behaviors and personal health.
1.2.2 Recognize that there are multiple dimensions of health.	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

PreK - Grade 2	Grades 3-5
5.2.1 Identify situations when a health-related decision is needed.	5.5.1 Identify health-related situations that might require a thoughtful decision.
5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.2 Analyze when assistance is needed in making a health-related decision.
	5.5.3 List healthy options for health-related issues or problems.
	5.5.5 Choose a healthy option when making a decision.
	5.5.6 Describe the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

PreK - Grade 2	Grades 3-5
6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.	6.5.1 Set a personal health goal and track progress toward its achievement.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

PreK - Grade 2	Grades 3-5
7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	7.5.1 Identify responsible personal health behaviors.
7.2.2 Demonstrate behaviors that avoid or reduce health risks.	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

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Week 5 | Let's Get Moving

Materials

- Lesson Slides
- Giveaway: Jump rope

Outline (45 minutes)

- **Introduction** - Slides 1-3 (5 min)
- **Movement Break** - Slide 4 (5 min)
- **New Challenge + You Got This** - Slide 5 - 15 (20 min)
- **Activity** - Slide 16 (10 min)
- **Recap + Share It!** - Slide 17 (5 min)

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Lesson Plan Guide

INTRODUCTION

Slide 1 - Introduce Yourselves

1. **Introduce Yourselves:** Hi (*second, third or fourth*) graders!
    a. My name is (*Say your name*).
    b. I'm a doctor and I work at (*Say your hospital*).
    c. I'm a doctor who (*Say your department or specialty*).
    d. Before we get started, let us share a fun fact! (*All doctors share a fun fact*)

Slide 2 - Re-introduce the Program

1. **Re-introduce the Program:** We're back in your class with our union, which is called the Committee of Interns and Residents. That's like a big team of doctors. Just like your teachers and other workers, we come together as a union to make things better for us at work, and everybody in our community.
2. **Getting Oriented:**
    a. **Today, we're continuing a program here at (*School Name*)** called the Family Health Challenge, FHC for short. This is the fifth week. We're here to make learning about being healthy easy and fun!
    b. **We will break up big health challenges into tiny steps** you can do with your loved ones. It's more fun when we work together! That's the whole point of being in a union and it's a big part of this program too!
    c. **Don't worry if something seems hard;** we're here to help you!

Slide 3 - Explain How the Program Works

1. **We will move:** Just like the previous times we will begin with a quick 2-minute activity to get our bodies moving and feeling great.
2. **New challenge:** Then we will introduce our new challenge for this week and talk about ways you can take on the challenge with your friends and family.
3. **Fun activity:** Each time we meet there will be a new challenge and it will also include a fun activity to make sure you remember the challenge throughout the week.
4. **We will return!** When we return the following week, we will ask you how you did. How does that sound?

(*Pause for a few questions*)

MOVEMENT BREAK

Slide 4 - Let's Get **Moving!**

1. **Let's Get Moving:** Ok, let's move our bodies! We're going to play a video from our friends at Hip Hop Public Health called *Island Twist*.
    a. Listen carefully to the instructions in the beginning.
    b. 3 people will show you different ways of moving your body.
    c. Follow the person in the video you're most comfortable with.
    d. And most importantly, have fun! Let's go!
    e. **Play the Video,** *Island Twist (Hip Hop Public Health, 1:59)*
    f. That was fun! I feel ready to take on a new challenge for the day, how about you?
    g. **[NEW] Let's take a minute to cool down.** This brings our heart rate back down to resting, which we will talk about today! Can everyone join me in taking 5 slow breaths?

NEW CHALLENGE + YOU GOT THIS!

Slide 5 - Let's Review

1. Before we introduce our challenge for this week, let's review! Who remembers the challenge last week?
    a. **That's right: Spy the ingredient sugar, listed by any of its names.**
    b. Raise your hand if on at least one day last week you completed all or part of your challenge. Did anyone here do it more than one day?
    c. **Let's hear** from a few students…
        i. What foods did you spy sugar in?
        ii. What other names for sugar did you spy?
    d. **Congratulate** everyone on their great work and efforts.

Slide 6 - A Little Movement Goes A Long Way!

1. **Let's get started on this week's challenge - Moving our bodies.**
2. **Eating well.** For the past few weeks, we've talked a lot about what foods to eat to feel really good. Knowing what foods help us feel happy is really important. You know what else is really important?
3. **Moving our bodies every day.** When we eat foods that make us happy AND we move our bodies, we are doing our very best to feel strong and happy! What you put in your body PLUS moving your body goes together, like PB&J or rice and beans or fries and ketchup.

Slide 7 - Why should we move?

1. **Let's start by explaining** what we mean by moving your body. We can move our bodies in different ways - some of us like to walk, dance, and run. Some of us like to play sports like soccer, baseball, and basketball. When we move our bodies it's important that we:
    a. Move our entire bodies (if we can) and…
    b. Have fun!
2. What are some ways you like to move your bodies? (*Pause for a few answers*)
3. Now **let's talk about how moving our bodies makes us feel**.
    a. Who can tell me some feelings they noticed after moving their bodies? (*Pause for a few answers*)
4. **Moving every day can**:
    a. relieve stress,
    b. help you feel better about yourself,
    c. make you feel ready to learn in school,
    d. help you sleep better at night,
    e. build and keep healthy bones, muscles and joints,
    f. give you more energy,
    g. prevent diseases (like the ones we talked about last time)

Slide 8 - Heart Health and Pulse

1. **Moving helps our hearts:** There's another really important reason why we should move our bodies every day: It helps our hearts! Movement is really good for our hearts because it charges the heart, which is like a battery. The heart powers the body, just like a battery powers up a toy. Here's a quick video called *Exercise Your Heart (KSPS Fit Kids, 0:41*) that explains this.

Slide 9 - Learning to Take Your Pulse

1. When you exercise, your heart pumps faster, which makes for a **quicker pulse**. **We are going to go around** and show you how to take your pulse.
2. You can actually **feel your pulsing heartbeat** on the inside of your wrist.
    a. Take three fingers and place them on the outer edge of the opposite wrist.
    b. Try to feel your pulse.
    c. We will walk around and help anyone who can't find it.
    d. **To find out your heart rate**, you would count the number of pulses you feel in 60 seconds, which is a minute. Let's try that together.

Slide 10 - Stay Hydrated

1. **Hydration is important.** Another thing that's very important during physical activity is hydration. We lose a lot of water during physical activity. Sweat comes from our pores and that comes from the water in our bodies. We have to replace that water in our bodies and we do that by drinking water.
2. **Mild dehydration** can happen easily when you are being active. Some signs you

might be a little dehydrated are:

a. **Feeling thirsty.** Believe it or not, it is best to drink water before even feeling thirsty. Thirst is a sign that you waited until your body needed water.
b. **Yellow or darker yellow pee.** If your body has all the water it needs, your pee will be clear or close to clear.

Slide 11 - How Long Should We Move?

1. **We should do physical activity for 60 minutes a day**. That may seem like a lot but the good news is, it doesn't have to be done all at once. You can spread 60 minutes of physical activity throughout the day.
2. **We can break up 60 minutes** into six 10-minute sessions. There are many other ways to break up an hour into manageable chunks.

Slide 12 - How Long Should We Move - Example

1. **Sometimes we are doing physical activity** and we don't even know it.
    a. When you run around outside or play kickball at school, you are moving, right? **That counts as physical activity**. Playing sports, dancing, even reaching down to touch your toes counts.
    b. **Let's look at the example on the board.** This is an example of how you might break up 60 minutes in a day. This person has a 20-minute walk to school and 20-minute walk back home. That's 40 minutes. This person also had gym at school on this day. So they moved their body for another 20 minutes. That's a total of 60 minutes!
    c. **All of your activities throughout the day might add up to 60 minutes**. This period is 50 minutes, so imagine 10 more minutes. That equals 60 minutes.
2. **How else** can we break up 60 minutes throughout our day? (*Pause for 1-2 answers*)

Slide 13 - Barrier: Time

1. **We know there might be some reasons why it might be hard** to move every day for 60 minutes. Here are a few we've heard as doctors… After we share these we also want to think with you about other barriers to movement that you experience.
2. **But… I don't have time to move around.**
    a. We get it, you're busy.
    b. **But remember, you are likely moving more in your day than you realize** if you were to add it all together.
        i. 5 minutes here, 10 minutes there, a 15 minute game of tag with friends, all of this adds up.
    c. Here are **some more ways** you can make time to get up to 60 minutes:
        i. Limit the amount of time you spend sitting and lying down,
        ii. Move while watching TV or shows

iii. Plan to walk the long way home or to the store

Slide 14 - Barrier: Liking Movement

1. **But… I don't like to move around.**
    a. **It can seem hard to get started**, but once you're moving, it can feel really good.
    b. **One idea is to choose something you enjoy and start small.**
        i. Maybe you can do that activity for 5 or 10 minutes. Some days you won't be able to do 60 minutes, but 10 minutes is better than 0 minutes.

Slide 15 - Barrier: Space

1. **But… I don't have space to move around.**
    a. You might think that we need a lot of space to move and exercise, but **you can do it in small spaces as well**. There are so many movement exercises to choose from, and you can find something that fits your space.
    b. **In week 1, we included the link to the Hip Hop Public Health HYPE breaks** that we have been doing in class, and there are many more for you to explore! Your teacher will re-share that link with you if you need it.

ACTIVITY

Slide 16 - Taking Our Pulse

1. Now it's time for our activity!
2. **We're going to take our pulse** once, move our bodies and then take our pulse again. We want to see how our pulse changes with a quick dance break.
    a. We will start the clock for 1 minute. During that minute, you will take your pulse quietly. Go!
    b. *(After 1 minute)* Everyone please write down your pulse on a piece of paper nearby or on the back of your Challenge Tracker.
    c. What were some of your numbers? (*Students can call out some answers.*)
3. **Now we're going to move our bodies** for 2 minutes, repeating the HYPE break from earlier in class. Let's get up!
4. ***(After movement)*** We are going to check our heart rates after moving. We will start to time again for 1 minute - take your pulse!
    a. *(After 1 minute)* Write down what number you counted for your heart rate after moving. How did your pulse change? *(Pause for 1-2 answers)*
    b. **We expect to see our heart rates rise with exercise**. That is great. It is our heart muscle working and pumping more blood to feed our muscles.
    c. **After we cool back down**, we would expect to see our heart rate go back to close to our original number, which is our resting heart rate.

5. **Let's check our heart rate one last time.** Can everyone find their seat and sit down. Take a few calming breaths. And let's check our pulse one last time.
    a. *(After 1 minute)* What number did you get for your heart rate now? Write it on your paper. Raise your hand if it was close to your first pulse check.

RECAP + SHARE IT!

Slide 17 - Recap

1. **Let's do a quick recap.**
    a. Who can tell me what's the challenge for this week?
    b. **The challenge for this week is to move our bodies as much as we can!** Some days you'll be excited about moving your bodies, other days you won't. Sometimes you'll move your bodies for 60 minutes, others you will only move for 20 minutes, or 15 minutes. That's all ok, if we're trying to move every day.
2. **Share with your community:** Who is someone in your life who you think would be interested in learning how to measure their heart rate, and learn about how important moving our bodies can be? Can you tell them about your challenge? Think about one person's name and on 3, let's all whisper the name at the same time. 1-2-3 - (whisper name).

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