

Being active

LEARNING OUTCOMES

- To understand how different kinds of physical activity can be beneficial to health
- To consider own activity levels



RESOURCES

- Copies of Resources 1–3 and 6
- Additional physical activity phrase cards to be devised by teacher (Activity 1 ESOL)
- Activity game cards prepared from Resources 4, 5A and 5B (multiple sets)

- Several dice (Activity 2)

RELATED THEMES

Using leisure facilities (pages 108–114)
Heart rate and pulse (pages 127–133)

HEALTH SKILLS

The many positive outcomes of regular physical activity are: managing body weight; reducing the risk of long-term health problems such as high blood pressure; reducing stress and anxiety; promoting a feeling of enjoyment and well-being; and participating in a social or family activity. It is important for learners to realise that many everyday activities involve physical activity. Taking part in structured, formalised forms of physical activity provides additional interests, social contacts and the opportunity to increase fitness through duration and intensity. However, teachers need to be sensitive to the barriers that people face when considering an increase in their activity levels – embarrassment, modesty, obesity. If learners have a medical condition such as heart disease or problems with their joints, they should check with their doctor before starting physical activity.

Related health information

www.patient.co.uk
www.dh.gov.uk/assetRoot/04/10/57/10/04105710.pdf

SKILLS FOR LIFE

In order to identify the different forms of physical activity, and to understand not only their individual health benefits but also the intensity and frequency with which they should be carried out, learners need to:

- read and discuss information about types of physical activities
- understand that different types of physical activity can have a measurable impact upon health (e.g. calorie count).

Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- understand the main points discussed about the benefits of physical activity (**L**SLd/E3.1)
- interpret charts which show the link between physical activity, calories and weight management (**N**HD1/E3.1)
- read, understand and use words about physical activity (**L**Rw/E3.1).

- Stimulate a discussion by asking learners what exercise means for them.
- Compare learners' reactions and write up some key words that emerge, such as the names of sports, etc., and emotions and feelings about sport and exercise – both positive and negative.
- Ask learners if they might have felt differently if you had asked them how they felt about doing 'physical activities' – do different things spring to mind, or much the same as when you asked about 'exercise'? Link this back to the words that have emerged already and highlight any positive or negative words.
- Invite ideas on why learners have contrasting feelings (previous experience / perceptions; failed / successful diets; school PE, etc.), and discuss as a group.
- Bring the discussion round to all the positive aspects of physical activity that the group can think of. Make sure these include the less obvious benefits such as getting together with other people, easing stress, etc.

What words come into your mind if I say the word 'exercise'?

Is it the same or different if you think about 'physical activity'?

What are the benefits of physical activity?

ACTIVITY 1

Think about what we mean by physical activity

- Hand out Resource 1.
- Discuss what we really mean by physical activity – anything that involves movement and which can happen anywhere, within any activity we may engage with – it doesn't have to be structured or formal such as in a gym.
- Go through the key features of physical activity listed on Resource 1: using muscles, burning calories, making your heart and lungs work.
- Discuss the thoughts on Resource 1. Ask learners: 'Are these people all doing some form of physical activity?', 'In which pictures are they making a conscious effort to do physical activity?', 'In which pictures are they exercising without realising?', 'What other activities can be regarded as physical activity?' (Point out that you don't have to take part in vigorous physical activity (e.g. at a gym) to keep fit. All physical activities that you undertake during daily life help.)
- Invite learners to add another physical activity they do on the blank bubble on Resource 1. This may include walking to work, DIY, running for the bus, sports activities, activities with their children, housework, etc.
- As a group make two lists. On the first, list activities where the members of the group make a conscious effort to take part in physical activity, such as football, keep fit, swimming and walking. On the second, list a range of other everyday activities which are physical and can be equally demanding although not necessarily so. Ask questions about what makes them so (duration and intensity).

What physical activity do you do at home?

Support

- Focus on the physical activities the learners do at home and / or elsewhere and help them record these on Resource 1.
- Pair learners up to discuss Resource 1.
- Make sure that most key words are recorded on the board for ease of reference.

ESOL

- Learners may need support with vocabulary for more formal structured physical activities and everyday activities.
- Prepare some cards with both types of activity (e.g. 'play football', 'go to the gym', 'go swimming', 'go to a keep-fit class', 'cycle to work', 'do the housework', 'do the shopping', 'play with the kids').
- Ask learners to sort them into the two types. Check understanding and ask them to add their own cards with other activities.

ACTIVITY 2

Understand that different types of exercise use different muscles and different amounts of energy

- Encourage learners to talk about how they feel when they have been physically active. 'How do you feel after a day of cleaning the house?', 'How do you feel after running for a bus?'
- Ask why it is that your body gets hotter. (Getting hot is a sign that your body is burning calories – a bit like a fire gets hot when fuel is burnt.) Why does your breathing get faster? What is happening to your muscles and joints? Point out that different types of physical activity use different muscles and will burn different amounts of energy, or 'calories'.
- Hand out Resource 2 and look at the calorie table. Check that learners can use the table by asking questions based on it, e.g. 'If I dig for an hour, how many calories will I use?', 'If I wash windows for half an hour, how many calories will I use?'
- Discuss the importance of physical activity not only in terms of weight management, but because it strengthens muscles and makes you more flexible, improves bone health, improves stamina and increases lung capacity; some forms of activity also improve coordination and balance. The release of certain hormones (endorphins) can make you feel better too.
- Return to the issue of calories, because for many people weight management is a primary reason for physical activity. Ask learners to answer the questions on Resource 2, individually or as a group.
- Ask learners which of the activities listed here are part of their everyday activities. Make a list of a typical day's activity for an individual learner and add up the calories burned. Note: it may be necessary to make up equivalents for activities not listed here – this does not need to be precise.
- Hand out Resource 3 and look at the larger table of calorie values. Talk about the headings and ask learners to think about the 'pace' of physical activity. Emphasise the fact that for many people 'Fast pace' is not appropriate and that it is better to do gentle exercise at your own level than to overdo it. Give practice using the table by asking questions: 'How many calories would I burn if I cycled at a gentle pace?'

How do you feel after you have been physically active?

Is losing weight the only reason to do physical activity? Why else might you do physical activity?

TIP

Remind learners of mental addition strategies when calculating calories, such as putting the larger number first, counting in tens and breaking down numbers.

Should everyone exercise at the same pace?

- Divide learners into groups of up to four and provide each group with a dice, a set of 'Burning off the calories' cards prepared from Resource 4 and a set of rules and physical activity cards prepared from Resources 5A and 5B (together with their copies of Resource 3). Explain that the object of the activity is to use the table to find how many calories are burned for each activity at the pace shown on the dice (see rules).

Support

- Learners may need support as they read the table or add up calories. (Weaker readers can be supported by more able members of their group.)
- Check that learners understand the task.
- Encourage learners who have difficulty with tracking to use a ruler or an L-shaped card to pinpoint information on the table.

ESOL

- Check understanding of the activities in the table on Resource 2. As necessary, provide pictures to illustrate the meaning or demonstrate.
- Discuss ways of recording words, for example by topic in a personal glossary (e.g. Gardening, Cleaning, Family time, Looking after my car / bike). Ask learners to categorise the activities and then to add other words they know. Suggest they add pictures to make the page more memorable.
- Encourage learners to do the same with the activities on Resource 3, but this time they decide on the categories.

Do some activities burn more calories than others?

How does 'pace' affect the number of calories burned?

Action

- Invite learners to think about one thing they can do in the days ahead that will increase their physical activity level.
- Suggest learners complete a log of their physical activity during the week using Resource 6 and if possible include notes about where they are using muscles, burning calories or making their heart and lungs work a bit harder.

What can you do to be more active?

Being active

RESOURCE 1



I enjoy gardening.

I always feel good after my exercise session.



I'm carrying things up and down ladders all day.



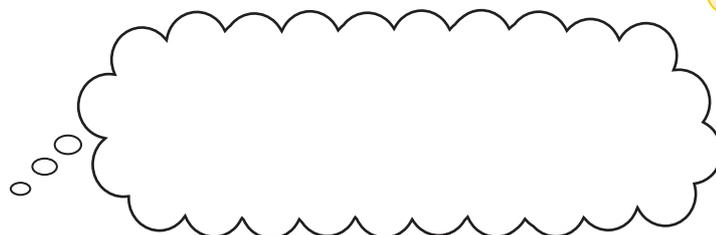
I'm too busy looking after my family to do any sport.



If I cycle to work I don't get stuck in traffic and it's good for me.



I kick a ball about with my sons.



Did you know?

Physical activity helps to control weight by burning calories that would otherwise be stored as fat.

Did you know?

Cleaning, gardening, going upstairs and doing the shopping all count as physical activity.

Calories used			
Activity	$\frac{1}{4}$ hour	$\frac{1}{2}$ hour	1 hour
washing the car	65	130	260
mowing the lawn (push mower)	81	162	324
digging	125	250	500
weeding	55	110	220
raking	50	100	200
playing with children	55	110	220
mopping or vacuuming	45	90	180
dusting	35	70	140
washing windows	65	130	260

How many calories will you use digging for $\frac{1}{2}$ an hour?

How many calories will you use if you dust for $\frac{1}{4}$ of an hour and vacuum for $\frac{1}{2}$ an hour?

If you play with the children every day for $\frac{1}{2}$ an hour, what does that add up to in a week?

Which activities burn the same number of calories per hour?

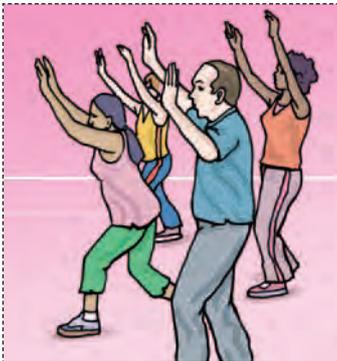
Calorie counter: calories burnt per hour*			
Physical activity	Gentle pace	Medium pace	Fast pace
aerobics class	408	544	612
backpacking	340	544	680
badminton	272	408	544
basketball	204	340	544
canoeing	204	340	612
cycling	204	408	612
dancing	272	408	476
football	408	544	612
golf (carrying clubs)	136	272	408
gym	204	340	544
horse riding	136	408	544
ice skating	340	408	544
roller skating	340	408	544
running	612	748	1088
sailing	136	272	340
scuba diving	340	476	612
skiing (cross country)	408	612	816
skipping	612	748	816
squash	544	680	816
stair climbing	272	408	544
swimming	272	408	544
tennis	272	408	612
volleyball	204	340	408
walking	136	272	544

*Figures based on body weight of 68 kg

Burning off the calories			Burning off the calories		
	204			136	
272		408			476
	476			544	
Burning off the calories			Burning off the calories		
	204			136	
544		612			612
	816			816	

Being active

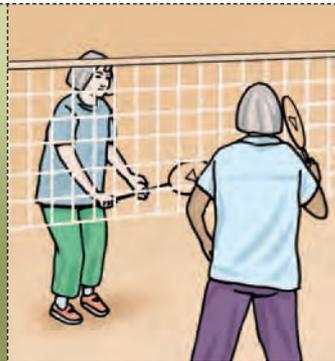
RESOURCE 5A



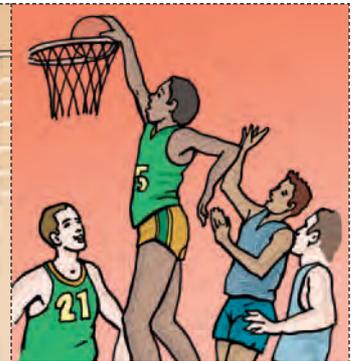
aerobics class



backpacking



badminton



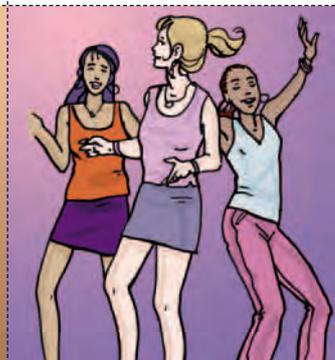
basketball



canoeing



cycling



dancing



football



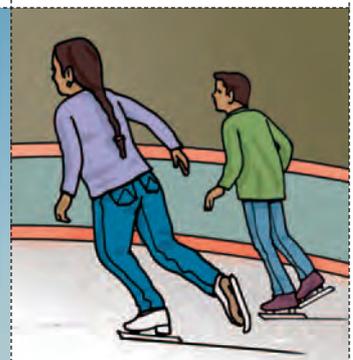
golf



gym



horse riding



ice skating



roller skating



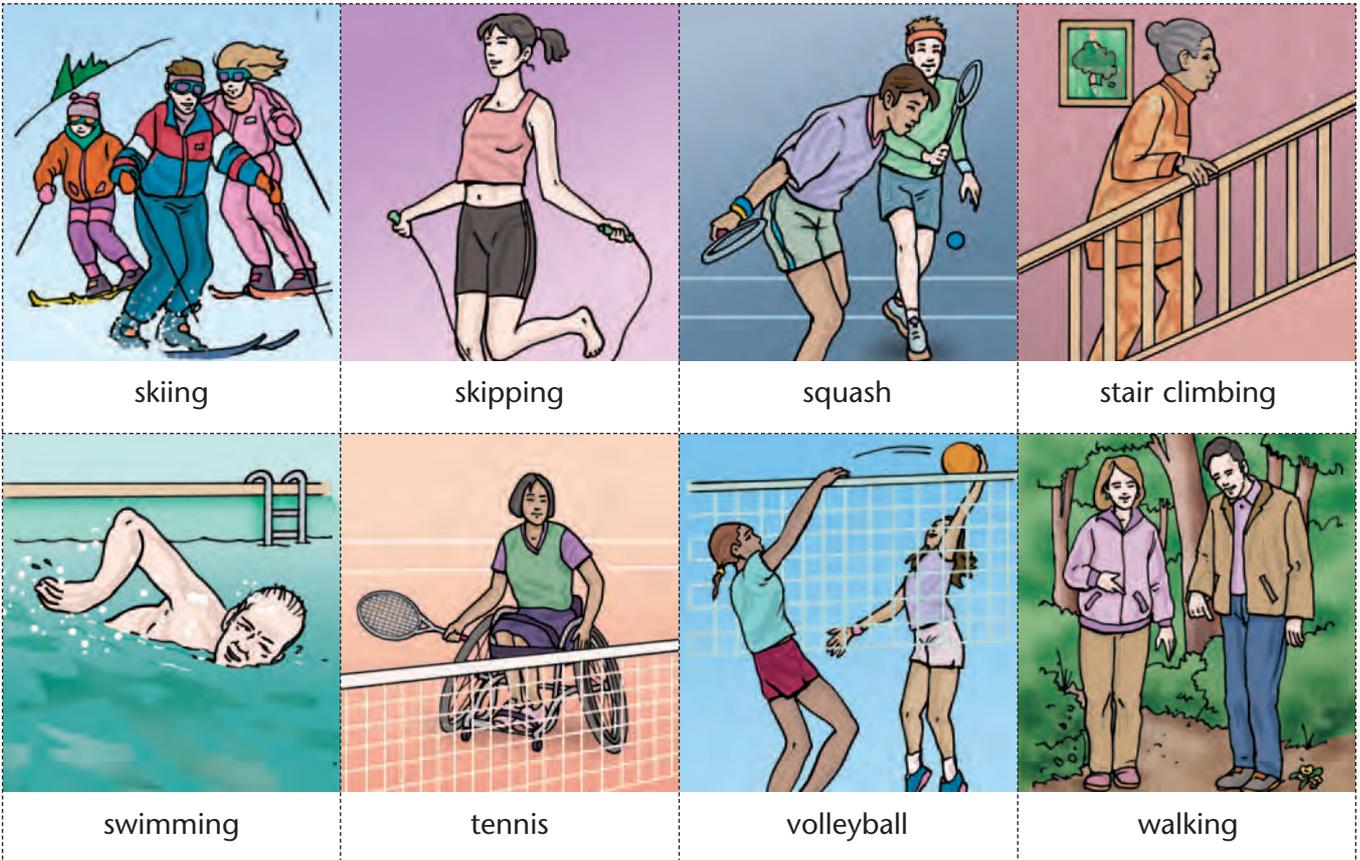
running



sailing



scuba diving



RULES

- Each learner takes a 'Burning off the calories' card.
- Learners take turns to pick an 'activity' card and throw a dice.
- A throw of 1 or 2 = gentle pace, 3 or 4 = medium pace, 5 or 6 = fast pace.
- The learner looks at the 'Calorie counter' table to find the number of calories burnt per hour at the pace shown by the dice. If the calories match a number on their 'Burning off the calories' card, the learner crosses it off.
- The activity card is returned to the bottom of the pile.
- The next player repeats this process.
- The game is completed when the first person has 'burnt off' the calories shown on their card.

There are no audio scripts for this theme.

ACTIVITY 2 / Resource 2

If you dig for $\frac{1}{2}$ hour you will use 250 calories.

If you dust for $\frac{1}{4}$ hour (35 calories) and vacuum for $\frac{1}{2}$ hour (90 calories) you will use 125 calories altogether.

If you play with the children every day for $\frac{1}{2}$ hour (110 calories), you will use 770 calories in a week.

Washing the car and washing windows both use 260 calories per hour. Weeding and playing with the children both use 220 calories per hour.