

Are you active or not?

Topic

The importance of physical activity

Learning outcomes

- Become aware of different types of physical activity
- Consider why and how much physical activity is important
- Review and learn vocabulary for different physical activities
- Develop confidence in being a leader
- Evaluate own level of physical activeness
- to consistently and accurately use the present simple tense to describe regular activities
- Be empowered to take an active role in own health and well-being

Age group and level

Aged 9–12
CEFR level A2+

Time

90 minutes approximately or two shorter lessons

Materials

- a short exercise video or routine (see *Before the lesson* below)
- the accompanying worksheet (one copy per learner)

Introduction

This lesson plan is based on an activity from the British Council publication *Integrating global issues in the creative English language classroom*, which provides innovative ideas for teaching while raising awareness of the United Nations Sustainable Development Goals.

In this lesson, which supports Goal 3: Good health and well-being, learners take part in a short exercise routine and classify activities according to their intensity. They think about the importance of doing physical activity and plan their own short routine which they lead for their group. Then they think about how much activity they need to do and how much they actually do with a simple quiz. Finally, they make a daily exercise chart for themselves which they can try to follow outside of class.

Procedure

Before the lesson	<ul style="list-style-type: none"> Find a short exercise video that's appropriate to the age and abilities of your learners. Some possibilities could be: <ul style="list-style-type: none"> Joe Wicks: https://www.youtube.com/watch?v=XP1Eiss81NA Andy's Wild Workouts: https://www.youtube.com/watch?v=67zBQyX3etY Mini Pop Kids: https://www.youtube.com/watch?v=S7WWJR2nmTU Coach Angel: https://www.youtube.com/watch?v=KHmpsL8Tq1M If you don't have the possibility to play videos in class, or you can't find one suited to the needs of your particular learners or context, plan your own short routine that you can lead in class.
1. Warmer (5–10 minutes)	<ul style="list-style-type: none"> Play the video (or lead your own routine) and encourage the learners to join in! Afterwards, ask the learners how they feel. Is their heart beating faster? Do they feel warmer? Are they breathing harder? Do they feel out of breath?
2. Introducing the topic (10 minutes)	<ul style="list-style-type: none"> Tell learners that today's lesson will be about being active. Write on the board and ask them to match these types of activities and their definitions (explain the word intensity if necessary): <ul style="list-style-type: none"> zero/low intensity activities – your body is not active or not very active medium intensity activities – your body has to do some work, but you can still speak easily (but you can't sing!) high intensity activities – your body has to work hard, you feel out of breath and it's difficult to speak Now give learners the worksheet (activity 1) and ask them to decide what activities they think are zero/low, medium and high intensity and write them in the table. When they are finished, ask them to compare with a partner. As you check answers (see end of worksheet), you can explain that sometimes an activity can be medium or high depending on how much you make your body work when you do it. If you get out of breath, then it's high!
3. Discussion (5 minutes)	<ul style="list-style-type: none"> Ask learners if they think it's important to do different kinds of physical activities and why. Elicit their ideas. Depending on what they come up with, some reasons to discuss with them are: <ul style="list-style-type: none"> it makes bones, muscles and joints stronger it helps keep your heart and lungs healthy it improves coordination, concentration and sleep

	<ul style="list-style-type: none"> • Explain to the learners that the United Nations, an international organisation that works to bring peace and help solve world problems like health issues and climate change, has 17 special goals which all the UN countries agreed to in 2015. The goals are designed to help solve these world problems for everyone, everywhere, by 2030, and goal 3 is 'Good health and well-being'. One part of this goal is to help people have fewer health problems that are because they don't take care of their bodies. By looking after our bodies, we can have healthier and happier lives, and at the same time doctors and nurses have more time to look after people who get sick for other reasons.
4. Planning and leading a routine (15–20 minutes)	<ul style="list-style-type: none"> • Tell learners that they are now going to plan a three-minute exercise routine and teach it to their group! One way you could ask them to structure it is that it should have five moves that you do for 20 seconds and then rest for 20 seconds. • Brainstorm some ideas about the kind of moves it could contain. This will depend on your learners, the space you have available and any restrictions you have in place. Some ideas could be: <ul style="list-style-type: none"> – running on the spot – marching – skipping – hopping – dancing – star jumps – touching your toes – squats – lunges • Learners can work individually or in pairs, depending on your class. They should write their chosen moves as a list in their notebooks. • You can also elicit or provide some language on the board to help them when they lead their routine, for example: <ul style="list-style-type: none"> – Structures to introduce the moves, e.g. <i>First, we need to ..., Now we're going to ..., etc.</i> – Phrases to encourage their participants, e.g. <i>Well done! Let's rest! Good job, everyone! Keep going!</i> • When they're ready, put the learners into small groups and they take turns to lead their routine. • Finally, get some class feedback from each group. Which routine was the easiest or most difficult? Which routine made them feel the most out of breath? Which one did they enjoy the most?

**5. Discussion
and quiz (10
minutes)**

- Ask learners how much physical activity they think they need to do every day. Take some guesses, and then tell them that it's good to try to do 60 minutes every day, with a mix of medium and high intensity. But they don't need to worry! They don't have to do it all at the same time. For example, they could do four 15-minute activities at different times of the day.
 - Note that it is also recommended that children do muscle and bone strengthening activities at least three times a week too. However, many muscle- and bone-strengthening activities are also typical physical activities that children would do anyway (such as playing games, running, jumping, skipping and climbing). Therefore, you may or may not wish to include this aspect in the discussion, depending on your learners.
- Now ask learners if they think they do enough activities every day. Tell them that they are going to do a quiz to find out! Ask them to look at activity 2 on the worksheet and to choose a, b or c for each question.
- When they're ready, give them (or display on the board) the 'results' section of the quiz. How did they do?

**6. Project –
make a daily
exercise chart
(30 minutes)**

- Tell the learners that they are going to make a daily exercise chart! First, they are going to see an example. Ask them to look at activity 3 on the worksheet. How many minutes of exercise does this child do every day? (Answer: 75)
- Now ask them which activities from the example they do or would like to do. Brainstorm other ideas, getting a mix of activities they already do and activities they would like to start including every day.
- Show them the chart template (page 4 of the worksheet) and explain that they will fill it in to make their own daily exercise chart. They should write what they already do, and then add activities they would like to start doing. Remind them that the total time should add up to 60 minutes or more.
- Depending on your learners, ask them to think and plan their ideas in their notebooks first. When they are ready, they complete the chart template. They can write and draw what their favourite activities are at the end, and colour or decorate the chart as they wish. Some learners might like to draw mini pictures for each activity, some might like to colour code them in some way!
- Finally, they can swap charts with another learner or learners, and say what they like, or what's the same or different compared to their own chart.
 - Alternatively, if they can't swap charts, they could do a pairwork activity where they ask each other *What do you do [before school]?* and try to find similarities.

7. Setting homework (5 minutes)	<ul style="list-style-type: none"> • Ask learners to try to follow their chart every day! In the next lesson, learners can say if it was easy or difficult to keep to the plan. • Additionally, you could ask learners to write a mini diary, writing one or two sentences each day saying what they did and what they enjoyed, and/or what they didn't do and why not.
Further ideas and resources	<ul style="list-style-type: none"> • The publication Integrating global issues in the creative English language classroom has additional ideas for creative activities to support the Good health and well-being goal as well as all the other United Nations Sustainable Development Goals: https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom • The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning: https://worldslargestlesson.globalgoals.org/ • The UNESCO website has resources for educators for the Early Childhood, Primary and Secondary age groups, listed under each goal: https://en.unesco.org/themes/education/sdgs/material • The United Nations website has further resources for learning about the goals: https://www.un.org/sustainabledevelopment/student-resources/ • Sources: <ul style="list-style-type: none"> – https://www.who.int/ncds/prevention/physical-activity/factsheet_young_people/en/ – https://www.healthdirect.gov.au/benefits-of-physical-activity-for-children – https://www1.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDA DA5BCA257BF0001E720D/\$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF – https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/ – https://www.nhs.uk/live-well/exercise/ – https://www.who.int/ncds/prevention/physical-activity/intensity/en/ – https://www.hsph.harvard.edu/obesity-prevention-source/moderate-and-vigorous-physical-activity/ – https://www.cdc.gov/nccdphp/dnpa/physical/pdf/pa_intensity_table_2_1.pdf

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