

## Are you active or not?

### Topic

The importance of physical activity

### Learning outcomes

- Classify different types of physical activity
- Consider the importance and recommended levels of physical activity.
- Review and learn vocabulary for different physical activities
- Collaborate with peers to design a workout
- Evaluate own level of physical activeness
- Practice using 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

100 minutes. This can be two shorter lessons

### Materials

- a short exercise video or routine (see *Before the lesson*)
- Activity quiz- one copy per learner (the presentation can replace this)
- Lia's activity chart – one copy per pair (the presentation can replace this)
- Presentation (if you don't have access to a projector the board can be used)
- Worksheet – one per learner for extension/ homework

### Introduction

This four skills 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 consider if they are active enough with a simple quiz. Finally, they make a daily exercise chart for themselves which they can try to follow outside of class.

**Note:** If you have any learners with disabilities or chronic health issues, consider if this plan will be appropriate.

## Lesson one (45 minutes)

### Procedure

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| <b>Before the lesson</b>                     | <ul style="list-style-type: none"> <li>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"> <li>Joe Wicks: <a href="https://www.youtube.com/watch?v=XP1Eiss81NA">https://www.youtube.com/watch?v=XP1Eiss81NA</a></li> <li>Andy's Wild Workouts: <a href="https://www.youtube.com/watch?v=67zBQyX3etY">https://www.youtube.com/watch?v=67zBQyX3etY</a></li> <li>Mini Pop Kids: <a href="https://www.youtube.com/watch?v=S7WWJR2nmTU">https://www.youtube.com/watch?v=S7WWJR2nmTU</a></li> <li>Easy exercises for kids: <a href="https://youtu.be/FB5-7tliX-I?si=ZBDCeySMuVgMxuTC">https://youtu.be/FB5-7tliX-I?si=ZBDCeySMuVgMxuTC</a></li> </ul> </li> <li>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.</li> <li>Make some space in the classroom so learners can stand up and move around in groups</li> </ul> |
| <b>1. Lead in(10 minutes)</b>                | <ul style="list-style-type: none"> <li>Play the video (or lead your own routine) and encourage the learners to join in!</li> <li>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?</li> </ul>   |
| <b>2. Introducing the topic (10 minutes)</b> | <ul style="list-style-type: none"> <li>Tell learners that today's lesson will be about being active. Display <b>slide 2</b> or write on the following on the board:             <ul style="list-style-type: none"> <li>A. zero/low intensity activities</li> <li>B. medium intensity activities</li> <li>C. high intensity activities</li> </ul> </li> <li>Read the definitions below out of order and ask learners to match them to the correct letter. Explain the word intensity if necessary:             <ul style="list-style-type: none"> <li>A. zero/low intensity activities – your body is not active or not very active</li> <li>B. medium intensity activities – your body has to do some work, but you can still speak easily (but you can't sing!)</li> <li>C. high intensity activities – your body has to work hard, you feel out of breath and it's difficult to speak</li> </ul> </li> </ul>   |

**3. Categorising activities (10 minutes)**

- Display **slide 3** or draw the table on the board. Ask learners to copy it into their notebooks.
- Display **slide 4** or read out the following activities and ask learners to decide if each activity is zero/low (A), medium (B) or high intensity (C) and to write them in the table:
  - 1) Dancing (B)
  - 2) drawing or painting (A)
  - 3) gymnastics (C)
  - 4) martial arts (C)
  - 5) playing computer games (A)
  - 6) playing in the playground (B)
  - 7) playing tag or chase (C)
  - 8) playing the piano (A)
  - 9) reading a book (A)
  - 10) riding a bike (B)
  - 11) riding a bike fast or on hills (C)
  - 12) riding a scooter (B)
  - 13) rollerblading (B)
  - 14) running (C)
  - 15) skateboarding (B)
  - 16) skipping with a rope (C)
  - 17) sports like football and hockey (C)
  - 18) travelling by car (A)
  - 19) walking fast (B)
  - 20) walking slowly (A)
  - 21) walking the dog (B)
  - 22) walking up the stairs (C)
  - 23) watching videos (A)
  - 24) watching TV (A)
- Put learners in pairs to check their answers.
- Display **slide 5** or nominate pairs to write answers for each column on the board. Discuss answers as a whole group.

**Note:** 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!

**4. Whole class discussion (15 minutes)**

- 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:
  - it makes bones, muscles and joints stronger
  - it's good for your heart and lungs

- It helps you move better, focus more, and sleep well.

**Note:** You may have to gloss the meaning of 'joints'. This can easily be done by using your knee and elbow as an example.

- Explain to the learners about the United Nations

**A2 level description of the United Nations**

The United Nations is an international organisation that wants to make the world a better place. They have 17 goals to help everyone be healthier and happier. One goal is to help people be healthy. When we take care of ourselves, we don't get sick as often. This means doctors and nurses have more time to help other people.

## Lesson two (55 minutes)

### Procedure

#### 5. Planning a routine (15 minutes)

- Put learners into groups. Tell them they are going to plan an exercise workout to show to the whole class. Explain that a workout is a number of actions.
- Elicit some ideas about the kind of moves it could contain. You could display **slide 6** or share the following ideas:
  - run on the spot
  - march
  - skip
  - hop
  - dance
  - do star jumps
  - touch your toes
  - squat
  - do lunges
- First each group should decide on 4 actions. Then they write their chosen actions as a list in their notebooks.
- Elicit some language on the board to help them when they lead their routine. Then display **slide 7**. Groups then practice presenting the actions

#### 6. Group demonstrations (20 minutes)

- When they're ready, ask groups to demonstrate their workout to the whole group. The other learners follow and copy the workout.
- After each presentation ask the other learners to identify the actions used in the workout

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|  | <ul style="list-style-type: none"> <li>Finally, get some class feedback from each group. Which workout was the easiest or most difficult? Which workout made them feel the most out of breath? Which one did they enjoy the most?</li> </ul>   |
| <b>7. Discussion and quiz (10 minutes)</b> | <ul style="list-style-type: none"> <li>Elicit from learners how much physical activity they think they need to do every day.</li> <li>Explain that it's good to try to do 60 minutes activity every day, with a mix of medium and high intensity. But 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.</li> </ul> <p><b>Note:</b> It is also recommended that children do muscle and bone strengthening activities at least three times a week. 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.</p> <ul style="list-style-type: none"> <li>Ask learners if they think they do enough activities every day. Tell them that they are going to do a quiz to find out!</li> <li>Either give out the worksheet or use <b>slides 8-14</b>. Give learners time to select their answer. Ask them to count up how many As, Bs and Cs they have selected.</li> <li>Display <b>slide 15</b> or read out the results: <ul style="list-style-type: none"> <li>— <b>Mostly A:</b> Great! It looks like you do lots of physical activities every day. Well done!</li> <li>— <b>Mostly B:</b> Keep going! It looks like you do some different activities every day. Does it add up to 60 minutes? If yes, great! If not, what other activities would you like to try?</li> <li>— <b>Mostly C:</b> OK, let's see. It looks like you don't do many different physical activities every day. Do you do one or two activities for a longer time? If not, try to do more. What activities would you like to try?</li> </ul> </li> </ul> |
| <b>8. Set homework (10 minutes)</b>        | <ul style="list-style-type: none"> <li>Tell the learners that they are going to make a daily exercise chart! First, they are going to see an example.</li> <li>Display <b>slide 17</b> or put learners into pairs or give out the worksheet. Ask the following questions: <ol style="list-style-type: none"> <li>How many minutes of exercise does Lia do every day? (65-75 minutes, depending on the day)</li> <li>What does she do at lunchtime? (plays a running game)</li> <li>Which activity does she spend the most time doing? (swimming)</li> <li>Which activity does she spend the least time doing? (an exercise video)</li> </ol> </li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Show them the activity 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.</li> <li>• Ask them to complete their chart for homework. In the following lesson, 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.</li> </ul> <p><b>Note:</b> Learners could do the homework activity in their notebooks if you do not have access to photocopies</p>  |
| <b>Further ideas and resources</b> | <ul style="list-style-type: none"> <li>• A publication Integrating global issues in the creative English language classroom has additional ideas for creative activities to support the United Nations Sustainable Development Goals:<br/><a href="https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom">https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom</a></li> <li>• The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning:<br/><a href="https://worldslargestlesson.globalgoals.org/">https://worldslargestlesson.globalgoals.org/</a></li> <li>• UNESCO Resources for educators:<br/><a href="https://en.unesco.org/themes/education/sdgs/material">https://en.unesco.org/themes/education/sdgs/material</a></li> <li>• The United Nations website has further resources for learning about the goals:<br/><a href="https://www.un.org/sustainabledevelopment/student-resources/">https://www.un.org/sustainabledevelopment/student-resources/</a></li> <li>• Sources: <ul style="list-style-type: none"> <li>— <a href="https://www.who.int/news-room/fact-sheets/detail/physical-activity">https://www.who.int/news-room/fact-sheets/detail/physical-activity</a></li> <li>— <a href="https://www.healthdirect.gov.au/benefits-of-physical-activity-for-children">https://www.healthdirect.gov.au/benefits-of-physical-activity-for-children</a></li> <li>— <a href="https://tinyurl.com/39xce438">https://tinyurl.com/39xce438</a></li> <li>— <a href="https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/">https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</a></li> <li>— <a href="https://nutritionsource.hsph.harvard.edu/physical-activity-research/">https://nutritionsource.hsph.harvard.edu/physical-activity-research/</a></li> <li>— <a href="https://www.cdc.gov/physicalactivity/basics/measuring/index.html">https://www.cdc.gov/physicalactivity/basics/measuring/index.html</a></li> </ul> </li> </ul> |

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