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Lesson 5

Motion Commotion— What Is Being Active?

 **Total Time** | 90 minutes

- ◆ 80 minutes for **Activities** (includes **Action Break**)
- ◆ 10 minutes for **Snack Break**

Lesson Overview

This lesson focuses on physical activity. Youth learn about the importance of physical activity to good health. Youth brainstorm creative ways to be physically active, learn how to take their pulse, and practice doing different kinds of physical activities. For the *Mini-Production*, youth develop messages about physical activity for their peers and then create jingles that convey these messages.

Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Explain what it means to be physically active.
- ◆ Explain why physical activity is important to good health.
- ◆ Calculate their pulse rate while at rest and after varying levels of physical activity.
- ◆ Write a media message to promote physical activity to their peers.

Lesson Activities

- ◆ **Activity A: What Is Physical Activity?** (25 minutes)
- ◆ **Snack Break: Terrific Tortillas** (10 minutes)
- ◆ **Activity B: Activities Fit To Be Tried** (25 minutes)
- ◆ **Activity C: Mini-Production: Physical Activity Jingles** (28 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly *Activity C: Mini-Production* and the *Snack Break*.

Lesson 5



Materials Needed

For Activities

- Youth folders
- Flipchart paper and markers (enough for two groups to use at the same time), easel (if available), masking tape, watch or timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (or portable stereo or MP3 player and music)
- *Pulse Game* sheets (one copy for each youth)
- Pencils or pens
- *Jingle Time* sheets (at least two copies each for two to three groups)
- Audio recording device (optional)
- Video recording device (optional)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- 8" whole-wheat tortillas (if not available in your local stores, look for substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or reduced-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit, such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins

- Plastic knives and spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Set up two workstations in different areas of the room where youth can work in two small groups. Each workstation should have flipchart paper (taped to the wall or on an easel) and markers.
- Write "Physical Activity Recommendations for Young People" across the top of a sheet of flipchart paper. Then copy the information from the box below. Post the sheet at the front of the room and cover it until it is needed for the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Do 60 minutes (1 hour) or more of physical activity daily.
- ◆ Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- ◆ Do a variety of physical activities.

Snack Break

- Review the snack and prepare ahead as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Write “Levels of Intensity” across the top of a sheet of flipchart paper. Then copy the information from the box below. Post the sheet at the front of the room and cover it until it is needed for the discussion.

Levels of Intensity

- ◆ Low: heart is beating at normal rate; breathing is normal
- ◆ Moderate: heart is beating *faster* than normal; breathing is harder than normal
- ◆ Vigorous: heart is beating *much faster* than normal; breathing is much harder than normal

- Practice taking your pulse (see page 189 for instructions).
- Photocopy the *Pulse Game* sheet (one copy for each youth).
- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #6: Activities Fit To Be Tried: Music Sequence*. This module includes four 2-minute segments of music for facilitators to play during the activity. This segment has no visuals.

- If you choose not to play the music on the Media-Smart Youth DVD, set up a portable stereo or MP3 player and select music to play in 2-minute segments while youth are doing the physical activities.

Activity C

- Photocopy the *Jingle Time* sheet. Make at least two copies for each group, in case a group needs to rewrite its jingle.
- If you plan to videotape the youth as they present their jingles, set up the video recording device. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also encourage the youth to record their jingles using their own video recording devices and post them on personal webpage blogs, and other forms of social media.
- If you plan to record audio of the youth as they present their jingles to the group, prepare the audio recording device so that you are ready to record.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Lesson 5

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Activity A: What Is Physical Activity?

Time

25 minutes

Activity Overview

Youth discuss the importance of physical activity to good health. They work in teams to create Top 10 *It's Hard To Believe, But It's Physical Activity* lists. They also review physical activity recommendations for young people.

Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain what it means to be physically active.
- ◆ Explain why physical activity is important to good health.

Materials Needed

- ◆ Flipchart paper and markers (enough for two groups to use at the same time), easel (if available), masking tape, watch or timer
- ◆ 6 Media Questions poster

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Set up two workstations in different areas of the room where youth can work in small groups. Each workstation should have flipchart paper (taped to the wall or on an easel) and markers.
- ◆ Write “Physical Activity Recommendations for Young People” across the top of a sheet of flipchart paper. Then copy the information from the box at the right. Post the sheet at the front of the room, and cover it until it is needed for the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Do 60 minutes (1 hour) or more of physical activity daily (including moderate- and vigorous-intensity aerobic activities, muscle-strengthening activities, and bone-strengthening activities).
- ◆ Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- ◆ Do a variety of physical activities.

Warm-Up | 4 minutes

1. **WELCOME** youth back. **TELL** youth that today’s lesson will focus on physical activity.
2. **ASK** youth:
 - ◆ We’ve done different kinds of physical activity during each session of the workshop so far. What does the term “physical activity” mean?**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Physical activity is anything that gets your body moving.
 - Examples include going up and down stairs; playing soccer, basketball, or football; swimming; biking; jumping rope; dancing; throwing a ball; doing sit-ups; playing Frisbee™; walking the dog; washing the floor.

A Note About the Term Physical Activity

This session highlights the fact that physical activity is more than just traditional sports or structured exercises. It refers to all kinds of activities, including sports, such as football and basketball, and activities that are a routine part of the day, such as walking and climbing stairs. The examples youth give in this discussion will help you see whether they understand this concept and should help guide your facilitation during this session’s activities.

3. **SAY:**



That's right, physical activity is a broad term that refers to all kinds of activities: slow, fast, easy, hard, simple, complicated, done alone, or done in a group. If it gets your body moving, then it's physical activity! Remember that sports and exercising are just one part of physical activity. There also are many other ways to be physically active.

4. **ASK** youth:

- ◆ What can physical activity do for your body?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:

- Physical activity can:
 - Keep your body healthy.
 - Make your heart and lungs fit and strong.
 - Make your bones and muscles strong.
 - Help you feel energetic.
 - Build strength and endurance.
 - Help you feel good about yourself.
 - Give you something to do when you are bored.
 - Be a fun way to meet others or spend time with friends.

A Note About Adapting the Discussion

To adapt this discussion to your group, include suggestions for physical activities that are geographically or culturally relevant, as appropriate. Be sure youth know that everyone can be physically active, no matter what their physical condition. Tailor the physical activities in this lesson and in other lessons throughout the workshop to meet the specific needs of your group, including members with disabilities. For more information and ideas about tailoring activities for individuals with disabilities, see *Appendix B*.

Part 1: Create Top 10 Lists | 15 minutes

1. **SAY:**



One key to being active is finding ways to make physical activity a natural part of your daily life. This concept can seem hard at first, but with some creative thinking, you can find many different and fun ways to add physical activity to your lives.

Let's start doing some creative thinking right now. You're going to work in teams to create a Top 10 It's Hard To Believe, But It's Physical Activity list. These lists should include any physical activity that gets your body moving, especially everyday activities. Don't include traditional sports or exercises, such as basketball or weightlifting. You can be as imaginative as you want, as long as the activity gets your body moving!

2. **ASK** youth for an example of an activity that would go on this list. Some examples might include: sweeping, vacuuming, or having a snowball fight.
3. **DIVIDE** the youth into two groups. **TELL** youth they will have 5 minutes to create their lists.
4. **ASK** each group to select one or more youth for each of these roles:
 - ◆ Notetaker(s) will write down the group's ideas on flipchart paper.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the list when the group is done.
5. **ALLOW** the groups 5 minutes to create their lists on the flipchart paper. **TELL** youth when they have 1 minute left. **TELL** youth when their time is up.
6. **ASK** youth to return to their seats. **ASK** each group to present its list to the larger group.
7. After each group has presented, **CONGRATULATE** the youth for having such creative and clever ideas.

A Note About Creating an Exciting Environment

Encourage youth to have fun with their presentations. For example, the teams could write their lists in a top 10 countdown format, starting with number 10 and ending with number 1. One group member could play the role of an announcer and call out each number on the list while another reads aloud the idea that goes with that number, or members of the other group could simulate a drum roll by clapping their hands on their thighs or the table before each number is called.

8. **DISCUSS** the lists briefly. **ASK:**
 - ◆ Which activities on the list surprised you because you never thought of them as physical activity before today?
 - ◆ Which physical activities on these lists would you like to do sometime?
9. **POST** the lists in the room for the remainder of the session.

Part 2: Physical Activity Recommendations |

5 minutes

1. **SAY:**



Let's do a quick activity. I'm going to call out various amounts of time. When I call out the total amount of time you think young people should spend doing physical activities each day, please jump to your feet quickly, like this. [SIT DOWN and then JUMP to your feet quickly to show youth what you mean.] If you're wrong, I'll ask you to sit back down quickly. We'll stop when we get to the right answer.

2. Slowly **CALL OUT** 10-minute segments of time, beginning with 10 minutes and ending with 60 minutes:
 - ◆ 10 minutes
 - ◆ 20 minutes
 - ◆ 30 minutes
 - ◆ 40 minutes
 - ◆ 50 minutes
 - ◆ 60 minutes

A Note About These Lists

Save these lists so you can remind youth about these activities during the discussion in *Lesson 8, Activity B* (see page 287) and *Lesson 9, Activity B* (see page 320).

3. If youth jump to their feet for any amount of time before you get to 60 minutes, **ASK** them to sit back down and try again. **EXPLAIN** that young people should spend more time doing physical activity each day than the amount of time they just guessed. Doing physical activity while they think about how much time they should be active each day will help make the point.

4. **WAIT** a moment after you announce “60 minutes” to see if youth jump to their feet. **TELL** youth that “60 minutes” is the correct answer. **APPLAUD** those youth who stood for the “60 minutes” answer. Then **CONGRATULATE** all the youth for doing a great job discovering the answer while being active.

5. **SAY:**



Many health experts believe that young people are not as physically active as they should be. Experts have come up with some recommendations to help young people know how much and what kinds of activity they need. The physical activity recommendations for young people included in this curriculum are adapted from the federal government’s physical activity guidelines for children and adolescents.

6. **UNCOVER** the paper with “Physical Activity Recommendations for Young People” information written on it.

7. **ASK** for a volunteer to read each of the three recommendations.

8. **SAY:**



Aerobic activities require the use of large muscles, such as those in your arms and legs. Aerobic activities make your heart beat faster than normal. They also make you breathe harder than normal. Running, hopping, skipping, jumping rope, swimming, dancing, and bicycling are all examples of aerobic activities.

Muscle-strengthening activities make muscles do more work than usual during activities of daily life. This is called “overload,” and it strengthens your muscles. Muscle-strengthening activities can be unstructured and part of play, such as using playground equipment, climbing trees, and playing tug-of-war. Or these activities can be structured, such as lifting weights or working with resistance bands.

Bone-strengthening activities produce a force on your bones that promotes bone growth and strength. This force is commonly produced by impact with the ground. Running, jumping rope, playing basketball, tennis, and hopscotch are all examples of bone-strengthening activities. As these examples illustrate, bone-strengthening activities can also be aerobic and muscle-strengthening.

A Note About Physical Activity Recommendations

In 2008, the federal government issued its first-ever Physical Activity Guidelines for Americans. They describe the types and amounts of physical activity that offer substantial health benefits. The physical activity recommendations for young people included in this curriculum are adapted from the federal government's physical activity guidelines for children and adolescents. A link to this resource is listed below.

Although the specific language in the federal government's guidelines for children and adolescents varies slightly from the curriculum, the overall themes are the same—namely, that young people should:

- Do 60 minutes (1 hour) or more of physical activity daily.
 - **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days of the week.
 - **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
 - **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.
- Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- Do a variety of physical activities.

For more information, visit the Office of Disease Prevention & Health Promotion, U.S. Department of Health and Human Services at: <http://www.health.gov/PAGuidelines/>.

9. **SAY:**



Health experts say that youth your age need to be physically active every day to be healthy and grow strong. You can be physically active for 60 minutes at one time, or you can spread the time out doing different activities throughout your day. The recommendations include all types of activities that benefit your bodies in different ways. The most important thing to remember is that being active every day makes our bones, muscles, and hearts stronger.

As your lists show, being physically active doesn't mean you have to play an organized sport or do a structured exercise program. Of course you can do those things if you like. But you can be active in many other ways as part of your daily life. Being physically active in any way is what's important.

10. **EXPLORE** the concept of moderate-intensity versus vigorous-intensity activity. **SAY:**



When experts talk about the health benefits of physical activity, they often talk about it in terms of levels of intensity.

11. **ASK:**

- ◆ What do you think moderate-intensity physical activity means?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following type of response:

- Moderate-intensity activity gives you a workout but is not overly strenuous. People who are doing moderate activity are being active, but they are usually not completely out of breath and can carry on a conversation while doing the activity. Health experts say that moderate-intensity activity is when your heart is beating faster than normal and you are breathing harder than normal.

- ◆ What do you think vigorous-intensity activity means?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following type of response:

- Vigorous-intensity activity makes your body work hard. People who are doing vigorous activity may feel out of breath and may find it hard to carry on a conversation while doing the activity. Health experts say that vigorous-intensity activity is when your heart is beating much faster than normal and you are breathing much harder than normal.

* A Note About Muscle-Strengthening and Bone-Strengthening

In Lesson 8, *Super Snacks and Better Bones*, young people will explore the concepts of muscle-strengthening and bone-strengthening activities in more detail and will discuss why they're important to good health.

12. **SAY:**



Over time, regular moderate- and vigorous-intensity aerobic activity will make your heart and lungs stronger and able to work better. They will help to keep you healthy now and as you get older.

13. **ASK** youth:

- ◆ What suggestions do you have for people who want to do 60 minutes of physical activity a day, but who aren't physically active now?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:

- Start with small steps. You don't have to do 60 minutes of physical activity each day right away. Instead, start with 5 or 10 minutes a day and work up to 60 minutes slowly, over time. If you start with realistic, small steps, you are more likely to stick with doing regular physical activity. Then you can take greater steps to be more active over time.
- Be physically active in small chunks of time throughout the day.
- Choose activities you enjoy so you can have fun while being physically active.
- Be physically active with a friend. You can help each other stick with the plan!

* **A Note About Physical Activity Resources**

See Appendix J for a list of physical activity resources.

Closing the Activity | 1 minute

1. **THANK** youth for doing great work.
2. **ASK** whether youth have any comments or questions. **TELL** them that it's time for a *Snack Break*.

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Lesson 5

Snack Break



Terrific Tortillas



Time

10 minutes

What's In It?

- 8" whole-wheat tortillas (if not available in your local stores, look for substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or reduced-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins
- Plastic knives and spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together

1. **TELL** youth to layer meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
2. **HAVE** them roll up the tortilla.
3. **ENCOURAGE** youth to have some fruit on the side.
4. **ENJOY!**

- **POINT OUT** that the tortilla they are eating is a whole-grain food and that the cheese is a good source of calcium, an important nutrient that you will be discussing later in the workshop.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing and eating their snacks. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see *Appendix C* for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Lesson 5

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Activity B: Activities Fit To Be Tried

Time

25 minutes

Activity Overview

Youth learn how to calculate their resting pulse rates. They practice doing different kinds of physical activity and calculate their pulse rates after each activity.

Activity Objective

At the end of the activity, youth will be able to:

- ◆ Calculate their pulse rates while at rest and after varying levels of activity.

Materials Needed

- ◆ Youth folders
- ◆ *Pulse Game* sheets (one copy for each youth)
- ◆ Pencils or pens (one for each youth)
- ◆ Equipment to play and show the Media-Smart Youth DVD (or portable stereo or MP3 player and music)

Facilitator's Preparation

- ◆ Write “Levels of Intensity” across the top of a sheet of flipchart paper. Then copy the information from the box. Post the sheet at the front of the room, and cover it until it is needed in the discussion.
- ◆ Practice taking your pulse (see page 189 for instructions).
- ◆ Photocopy the *Pulse Game* sheet (one copy for each youth).

Levels of Intensity

- ◆ Low: heart is beating at normal rate; breathing is normal
- ◆ Moderate: heart is beating *faster* than normal; breathing is harder than normal
- ◆ Vigorous: heart is beating *much faster* than normal; breathing is much harder than normal

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #6: Activities Fit To Be Tried: Music Sequence*. This module includes four 2-minute segments of music for facilitators to play during the activity. This segment has no visuals.
- ◆ If you choose not to play the music on the Media-Smart Youth DVD, set up a portable stereo or MP3 player and select music to play in 2-minute segments while youth are doing the physical activities.

Warm-Up | 8 minutes

1. **ASK** the following questions:

- ◆ What is your pulse?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:

- Your pulse is the throbbing of your arteries as your heart pumps blood through them.
- Your pulse tells you how fast your heart is beating; it is also known as “heart rate.”
- Your pulse can give you information about how hard your body is working.

- ◆ How do you take your pulse?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:

- Take your pulse by putting your index and middle fingers on the inside of your wrist or on the side of your neck, and counting the number of beats that you feel.

2. **HAND OUT** the *Pulse Game* sheets, youth folders, and a pen or pencil to each youth.

3. **SAY:**



Resting heart rate is the number of times a person’s heart beats per minute when that person has not been moving. Your resting heart rate is different from your heart rate when you are active.

4. **EXPLAIN** how to take a resting heart rate. **SAY:**



- *Sit down quietly and relax.*
- *Put your index and middle fingers on the inside of your wrist of your opposite hand, below your thumb. Or place your fingers on the side of your neck, in the soft hollow area next to your windpipe.*
- *Feel for your pulse. Don’t use your thumb because it has its own pulse.*
- *Count your pulse for 6 seconds. Take that number and multiply it by 10. The resulting number is your resting heart rate.*

5. **SAY:**



Now let's practice taking our resting heart rate together.

6. **MAKE SURE** all the youth have found their pulse. **HELP** youth if necessary.
7. **TELL** youth when it is time for them to begin counting their pulse. **ALLOW** 6 seconds to pass on your watch or timer. **TELL** youth to stop counting when time is up.
8. **TELL** youth to write down the number of beats they counted during the 6 seconds in the Step #1 section of the *Pulse Game* sheet. **ASK** them to multiply that number by 10 (by adding a zero to their original number). **NOTE** that the resulting number is their resting pulse rate.
9. **SHOW** youth the flipchart paper with the different “Levels of Intensity.” **REVIEW** the three levels briefly. **ASK** youth:
- ◆ What level of intensity was your resting heart rate?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Resting heart rate is low intensity.
 - Low intensity means your body is not working very hard. Your heart is beating at a normal speed and you are breathing normally.
10. **SAY:**



The resting heart rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute.¹¹ Between 60 and 100 is an average. People's heart rate changes from day to day and throughout the day depending on what they are doing. The pulse rates that each of you will calculate during our activity are specific to the particular setting you are in today, and may be influenced by many factors, including the tempo of the music. The heart rates you will calculate do not reflect your ability to do any physical activity.

¹¹ Source: National Institutes of Health, National Library of Medicine. Medline Plus: Pulse. Retrieved on June 29, 2011, from <http://www.nlm.nih.gov/medlineplus/ency/article/003399.htm>.

1. **EXPLAIN** to youth that they will now try out different kinds of physical activities in two separate groups. Each group will do a specific physical activity.

2. **SAY:**



You're going to see how different physical activities and how you do them affect your pulse rate. I will divide you into two groups and each group will do a different physical activity for 2 minutes. After 2 minutes, you will stop and immediately take your pulse. I will keep time and let you know when to start and stop the activity, and when to take your pulse.

When you're done taking your pulse, write it in the second column of Step #2 on the Pulse Game sheet. Then, multiply it by 10, and write this number in the fourth column—Beats Per Minute—of Step #2.

Lastly, you will determine the level of intensity you used for the activity. Don't compare your answers with one another because two people can experience different levels of intensity when doing the same physical activity.

You'll do a total of four activities for 2 minutes each and will calculate your pulse rate after each one. Try to do each activity with a little more intensity than you did the previous one.

* A Note About Matching Pulse Rates to Levels of Intensity

The "Levels of Intensity" in the *Pulse Game* are not intended to be absolute indicators of the intensity of the different activities. They are there merely to show the youth that some activities will make their hearts beat faster than others and to give them a way to understand the subjective definitions of "low," "moderate," and "vigorous" intensity.

3. **DESCRIBE** the four activities. **ACT OUT** each physical activity so the youth are clear about what they should do for each 2-minute interval.
- ◆ **Walking:** Youth should walk around the room. If space is limited, youth can also walk in place.
 - ◆ **Pretending to sweep:** Youth should find a comfortable place to stand, pretend they are holding a broom, and sweep the space around them. Even though they are only pretending to sweep, they should be sure to make real sweeping motions for the full 2 minutes.
 - ◆ **Running in place:** Youth should find a comfortable place to stand and run in place.
 - ◆ **Pretending to jump rope:** Youth should find a comfortable spot to stand, pretend they are holding a jump rope, and jump. Even though they are only pretending to hold a jump rope, they should be sure to do as many real jumps as they can do for the full 2 minutes.

A Note About Adapting This Activity

Sites using Media-Smart Youth reported that youth liked the energy and pace of dividing into separate groups and doing different activities at the same time. However, if it works better for your space or group dynamics, you may choose to keep all youth together and have them all do each of the four activities together as one large group.

The four physical activities suggested here are included because they do not take up much space and because some require more physical effort than others. You can adapt these physical activities or substitute others to match the interests, abilities, and lifestyles of youth in your program and the space available for doing this activity. If you decide to change the activities, be sure to include those that require varying levels of effort. Consider including at least one activity that is not considered a “sport” or “exercise,” such as pretending to rake leaves or mop the floor.

You may choose to use real jump ropes for the activity if you have enough available for half the group members to use at the same time and if youth can safely jump rope in the space available.

Remind youth to be careful not to bump into tables or chairs in the room, or into one another, as they do the physical activities. Encourage youth to slow down or stop doing an activity and slowly walk in place if they need to take a break.

4. **DIVIDE** youth into two groups and have the groups stand in different areas of the room. **ASK** youth to spread out and stand at least an arm's length apart so they have room to move around. All youth should be able to hear and see you (the facilitator). **REMINDE** them to keep their *Pulse Game* sheets and a pen or pencil nearby so they can record their pulse rates after each activity. **STAND** in the front or middle of the room to count time for the youth and give directions.
5. **PLAY** music while youth are doing the activities using either the Media-Smart Youth DVD Segment #6: *Activities Fit To Be Tried: Music Sequence*, or your own music and a portable stereo or MP3 player. **TURN OFF** the music after each physical activity while youth calculate their pulse rates.
6. **LEAD** youth through the activity according to the following table.



Group Activity Table	
Group 1	Group 2
Walk	Pretend to sweep
Pretend to sweep	Walk
Run in place	Pretend to jump rope
Pretend to jump rope	Run in place

- ◆ For the first 2 minutes, **ASK** Group 1 to walk and Group 2 to pretend to sweep the floor.
- ◆ **CALL OUT** start and stop times for doing the activity (2 minutes). When youth finish the activity, **ASK** them to stand still and immediately take their pulse rates. **CALL OUT** start and stop times for youth to count their pulse rates (6 seconds).
- ◆ **ASK** youth to record their pulse rate under Step #2 of their *Pulse Game* sheets.
- ◆ **ASK** youth to figure out their 1-minute pulse rate by multiplying the number of beats they counted in 6 seconds by 10 and record their answer in the fourth column, titled Beats Per Minute. Lastly, based on how fast they feel their hearts are beating and how hard they are breathing, **TELL** them to record the level of intensity they think they used for the activity in the Level of Intensity column.
- ◆ **TELL** the groups to switch activities. Group 1 will now pretend to sweep the floor and Group 2 will walk. After members of each group take and record their pulse rates, **ASK** them to continue with the same process until both groups complete all the activities in the Group Activity Table.

* A Note About Creating a Comfortable Environment

Be sure to create a supportive and nonjudgmental environment in which youth feel comfortable trying out different physical activities. If a young person is in a wheelchair or has physical limitations, such as asthma, incorporate activities that reflect his or her needs and abilities. See *Appendix B* for ideas on how to adapt physical activities for youth with physical disabilities or limitations.

This is an individual activity and is not competitive—encourage a fun and relaxed environment in the room.

7. **ASK** all the youth to come back to their seats to talk about what they learned.
ASK youth:
 - ◆ What did you discover about doing these physical activities?
 - ◆ Do you think that the same activity could be moderate-intensity or vigorous-intensity depending on how you do it?
 - ◆ Do you think that an activity can benefit more than one part of your body?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Some activities make your heart beat harder than normal and make you breathe harder than normal. That tells you that your body is working harder than it does at rest.
 - The way you do an activity affects how hard it is and what level of intensity it is. For example, if you walk slowly, your body might be working a little, but if you walk very quickly, your body will work harder.
 - Activities can benefit more than one part of your body. Running in place and jumping rope, for example, make your heart and lungs strong and better able to pump blood and oxygen around your body. These activities also make your muscles and bones strong.

Closing the Activity | 2 minutes

1. **CONGRATULATE** youth on their great work and **THANK** them for participating. **ASK** whether youth have any comments or questions. **TELL** youth to put their *Pulse Game* sheets in their folders.
2. **SAY:**
 *Keep these activities in mind when you are looking for ways to be active each day. And if you are curious about how hard your body is working when you're doing physical activity—take your pulse!*
3. **TELL** youth that the next activity will challenge their creativity instead of their bodies.

Lesson 5

5

Activity C: Mini-Production: Physical Activity Jingles

Time

28 minutes

Activity Overview

Youth create a message to promote one of the physical activities they just tried. Then they create a jingle based on their message. At the end of the session, youth present their jingles to the group.

Activity Objective

By the end of the activity, youth will be able to:

- ◆ Write a media message to promote physical activity to their peers.

Materials Needed

- ◆ Youth folders
- ◆ *Jingle Time* sheets (at least two copies each for two to three groups)
- ◆ Pencils or pens (two for each group)
- ◆ Audio recording device (optional)
- ◆ Video recording device (optional)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Jingle Time* sheet. Make at least two copies for each group in case a group needs to rewrite its jingle.
- ◆ If you plan to videotape the youth as they present their jingles, set up the video recording device. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also encourage the youth to record their jingles using their own video recording devices and post them on personal webpages, blogs, and other forms of social media.

- ◆ If you plan to record audio of the youth as they present their jingles, prepare the audio recording device so that you are ready to record.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 2 minutes

1. **REMIND** youth that Media Question #4 focuses on message.
2. **ASK** youth:
 - ◆ Why is it important to think about a media product's message? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
 - The message is the main point of the media product. It is the central idea that the sponsor wants to communicate to the audience.
 - ◆ What can you do to make sure that a brief message has a big effect on people? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Make it catchy and easy to remember.
 - Give it a clear point.
 - Make it build on ideas, actions, or feelings that the target audience cares about.

Doing the Activity | 25 minutes

1. **SAY:**



We're going to do our Mini-Production now. This Mini-Production plays with several of the 6 Media Questions you are learning about—audience, message, and technique—but its main focus is Media Question #4: What is the message?

Because understanding messages is such an important part of being media smart, we want to give you some time to practice writing your own messages. You're going to work in small groups to create a message and a jingle to promote one of the physical activities you did in the last activity. The skills you practice here will help you do your Big Production at the end of the workshop.

A jingle is a short, catchy song, like the ones used in advertisements. [You may want to give youth an example of a jingle by singing or humming the first few words of a jingle that you know they will recognize.]

The audience for your message and jingle is other young people your age. Here's what you'll do:

- *Choose one of the four physical activities we did a few minutes ago that your group really liked.*
- *Write a short message about that physical activity to promote it to your peers.*

- Create a short jingle that conveys your message. You can use an existing tune for your jingle, or make up your own tune. Your jingle should be no more than 30 seconds long.
 - At the end of the session, each group will perform its jingle.
2. **SPLIT** youth into two groups. **GIVE** each group at least one *Jingle Time* sheet.
 3. **ASK** the groups to select one or more youth for each of these roles:
 - ◆ Notetaker(s) will write down the group’s message and jingle on the *Jingle Time* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 4. **TELL** the youth they will have 15 minutes to write their message, create their jingle, and practice presenting their jingle as a group. **TELL** youth when they have 5 minutes, and then 1 minute left to finish their jingles. **TELL** youth when time is up.
 5. **WALK** among the groups to offer help as needed.
 6. After 15 minutes, **ASK** each group to present its jingle. If you are planning to record the groups, **ASK** for volunteers from each group to record the other group’s jingle. **MOVE** the recording device to a location that will allow it to clearly record the youths’ actions and voices. The group presentations should take 4 minutes total.
 7. As each group finishes, **ASK** members of the other group if they can identify the jingle’s message. **APPLAUD** each group’s creative work.
 8. If you have time and you recorded the jingle presentations, **PLAY** the video or audio of the jingles for the group. If time is short, play the recorded presentations before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also **ENCOURAGE** youth to record their jingles using their own video recording devices and post them on personal webpages, blogs, and other forms of social media.

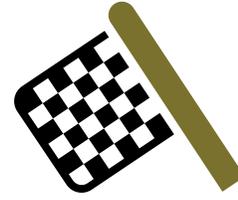
Closing the Activity | 1 minute

1. **CONGRATULATE** youth for their creative and clever jingles, and for doing a great job presenting them to the entire group. **ASK** whether youth have any comments or questions.
2. **ASK** the youth who were the chosen writers for their groups to put their *Jingle Time* sheets in their folders.

5

Lesson 5

Finishing Up the Lesson



Time

2 minutes

1. **THANK** youth for doing great work during the lesson. **COLLECT** their folders.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ The definition of physical activity
 - ◆ Taking a pulse or calculating a pulse rate
 - ◆ Writing jingles to promote a health message

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that the next lesson will focus on advertising.
6. **ASK** youth to turn in any signed permission slips for the grocery store field trip (if applicable). **REMIND** those who have not yet done so to bring them in at the next lesson.



The Pulse Game

Step 1. Resting Pulse

To figure out your resting pulse rate:

- Sit down and relax.
- Count the number of beats in your pulse for 6 seconds.
- Multiply by 10 (by adding a zero at the end of the original number) to get your 1-minute pulse.



A resting heart rate for youth older than age 10 and adults is usually between 60 and 100 pulse beats per minute.

<i>Activity</i>	<i>Number of Heart Beats in 6 Seconds</i>	<i>x 10 =</i>	<i>Beats Per Minute (1-minute Pulse Rate)</i>	<i>Level of Intensity</i>
<i>Resting pulse</i>	<input type="text"/>	<i>x 10 =</i>	<input type="text"/>	<input type="text"/>

Step 2. Activity Pulse Game

To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

Activity	Number of Heart Beats in 6 Seconds	Multiply by 10	Beats Per Minute (1-minute Pulse Rate)	Level of Intensity
<i>Walking</i>		x 10		
<i>Sweeping (pretend)</i>		x 10		
<i>Running (in place)</i>		x 10		
<i>Jump rope (pretend)</i>		x 10		

Levels of Intensity

- Low Intensity: heart is beating at a normal rate; breathing is normal
- Moderate Intensity: heart is beating *faster* than normal; breathing is harder than normal
- Vigorous Intensity: heart is beating *much faster* than normal; breathing is much harder than normal



Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you do something active at home for several minutes, stop and take your pulse. You'll need a watch with a second hand or a phone or timer to count the 6 seconds. Also take note of how fast your heart is beating and how hard you're breathing. All these things will tell you how hard your body is working.
2. Tell or text your parents and other family members about pulse rates. Ask them to take their pulse the next time they are active for several minutes, too. If they need help, explain "pulse rate" to them and show them how to take it.

Take Home a New Snack: Terrific Tortillas

Try it at home with your family and friends.

What's In It?

- 8" whole-wheat tortillas (if whole-wheat tortillas are not available in your local stores, look for substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or reduced-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)

How To Put It Together:

1. Layer the meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
2. Roll it up.
3. Have some fruit on the side.
4. Enjoy!

Bonus: The tortilla you are eating is a whole-grain food, and the cheese is a good source of calcium!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 5: Motion Commotion: What Is Being Active?

Here's how to put it into action at home:

He or she:

- Discussed that physical activity is anything that gets your body moving. Physical activity is more than just traditional sports or structured exercises. It includes all kinds of activities, including sports, such as football and basketball, and activities that are a routine part of the day, such as walking and climbing stairs. These activities can be slow, fast, easy, hard, simple, complicated, done alone, or done in a group.
- Learned that health experts recommend doing 60 minutes (1 hour) or more of physical activity daily. This activity should include aerobic, muscle-strengthening, and bone-strengthening activities.
- Explored ways to make physical activity a natural part of daily life.

- Do regular physical activity with your family. Start with small steps. You don't have to do 60 minutes of physical activity each day right away. Instead, start with 5 or 10 minutes a day and work up to 60 minutes slowly, over time. If you start with realistic, small steps, you are more likely to stick with doing regular physical activity and take greater steps to be more active over time.
- Choose activities you and your family enjoy so you can have fun while being physically active together.

Ask your young person to tell you his or her favorite creative ideas for being physically active. Try them together at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.