

Motion Commmotion—What Is Being Active?

LESSON 5



Total Time

90 minutes



80 minutes for **Activities**



10 minutes for *Snack Break*

(*Action Break* integrated into Lesson Activities)



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 the *Activity C: Mini-Production* and the *Snack Break*.

LESSON 5



Materials Needed

For Activities

- Youth folders
- Large paper and markers (enough for two groups to use at the same time), masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Pulse Game* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD, or portable stereo and music
- Jingle Time* sheets (at least two copies each for two to three groups)
- Tape recorder and blank audiocassette (optional)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Eight-inch 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 low-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)
- Paper plates, cups, and napkins

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



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 the youth can work in two small groups. Each workstation should have large paper (taped to the wall or on an easel) and markers.
- Write the “Physical Activity Recommendations for Young People” on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Snack Break

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Be physically active for a total of at least 60 minutes on most, if not all, days of the week
- ◆ Try to do a variety of physical activities
- ◆ Find enjoyable physical activities so they become a fun part of everyday life

- ❑ Review the snack and prepare ahead as needed.

Activity B

- ❑ Write the “Levels of Intensity” on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Levels of Intensity*

- ◆ Low: fewer than 120 beats per minute
- ◆ Moderate: between 120 and 150 beats per minute
- ◆ Vigorous: more than 150 beats per minute

- ❑ Practice taking your pulse (see p. 160 for instructions).
- ❑ Photocopy the *Pulse Game* sheet (one copy for each youth).
- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #7: *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 videotape or DVD, set up a portable stereo 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 to the group, set up a TV/VCR and put a blank videotape in the video camera. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.
- ❑ If you plan to audiotape the youth as they present their jingles to the group, put a blank audiocassette into the tape recorder so that you are ready to record.
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

*U.S. Department of Agriculture Food & Nutrition Service (2003). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html.

What Is Physical Activity?

LESSON 5 ACTIVITY A



Time

25 minutes



Activity Overview

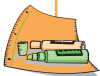
Youth discuss the importance of physical activity to good health. They work in teams to create Top 10 *It's Hard to Believe, But It's Physical Activity* lists. They also review physical activity recommendations for young people.



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

- Large paper and markers (enough for two groups to use at the same time), masking tape, watch/timer, easel (if available)
- The 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 the youth can work in small groups. Each workstation should have large paper (taped to the wall or on an easel) and markers.
- Write the "Physical Activity Recommendations for Young People" on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Be physically active for a total of at least 60 minutes on most, if not all, days of the week
- ◆ Try to do a variety of physical activities
- ◆ Find enjoyable physical activities so they become a fun part of everyday life

LESSON
5
ACTIVITY **A**

 Total time: 25 minutes

WHAT IS PHYSICAL ACTIVITY?

 **4**
minutes

Warm-Up

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 exercises. The examples that youth give in this discussion will help you see whether they understand this concept and can 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, alone, or 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 bones and muscles strong
 - ▶ Make you feel energetic
 - ▶ Build strength and endurance
 - ▶ Help your mental health
 - ▶ Help you feel good about yourself
 - ▶ Give you something to do when you are bored

- ▶ Create a fun way to meet others or spend time with friends
- ▶ Help to relieve stress
- ▶ Help you sleep better

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 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 C.

20
minutes

Doing the Activity

15
minutes

Part One: Create Top 10 Lists

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, we can find many different and fun ways to add physical activity to our lives.

Let's start doing some creative thinking right now. You are 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 building a snowman.
3. DIVIDE the youth into two groups.
4. ASK each group to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas on large 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 large paper. TELL youth when they have 1 minute left and when it is time to stop.
6. 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 drumroll by clapping their hands on their thighs 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?

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 p. 268) and Lesson 9, Activity B (see p. 297).

9. POST the lists in the room for the remainder of the session.



Part Two: Physical Activity Recommendations

1. SAY:



Let's do a quick activity. I'm going to call out 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 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.

WHAT IS PHYSICAL ACTIVITY?

🕒 Total time: 25 minutes

ACTIVITY A

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



If youth jump to their feet for any segment of time before you get to 60 minutes, TELL them that young people should spend more time doing physical activity each day than the amount of time they just guessed. ASK them to sit back down and try again. Doing physical activity while they think about how much time they should be active each day will help make the point. After you announce “60 minutes,” wait a moment to see if youth jump to their feet. Then, TELL youth that 60 minutes is the correct answer. APPLAUD youth for doing a great job discovering the answer while being active.

3. 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 be more physically active. Each set of recommendations is slightly different, but they all agree that young people should be active every day and should do a variety of different physical activities.

4. UNCOVER the paper with “Physical Activity Recommendations for Young People” written on it.
5. ASK for volunteers to take turns reading the three recommendations.

A Note About Physical Activity Recommendations

The physical activity recommendations for young people included in this curriculum are summarized from a number of U.S. government sources, primarily those listed below. Although these sources differ in specifics, they are consistent in the overall themes—namely, that young people should:

- ◆ Be physically active for at least 60 minutes on most, if not all, days of the week
- ◆ Do a variety of different physical activities
- ◆ Find physical activities that they enjoy doing so that the activities become a regular part of everyday life

U.S. Surgeon General:

http://surgeongeneral.gov/topics/obesity/calltoaction/fact_adolescents.htm

U.S. Centers for Disease Control and Prevention:

<http://www.cdc.gov/nccdphp/dnpa/recommendations.htm>

The President's Council on Physical Fitness and Sports

<http://fitness.gov>

Dietary Guidelines for Americans, published by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture:

<http://www.health.gov/dietaryguidelines>

6. SAY:



Health experts say that youth your age need to be physically active every day to be fit 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.

As your lists show, being physically active doesn't mean you have to play an organized sport. Of course, you can play an organized sport if you like, or play sports casually with your friends. But, you can be active in many other ways as part of your daily life. Just keep in mind that being physically active in any way is important.

7. EXPLORE the concept of moderate versus vigorous activity. ASK:

- ◆ What do you think moderate physical activity means?
LISTEN to ideas from youth. If necessary, GUIDE them to the following type of response:
 - ❖ Moderate activity gives you a workout but is not overly strenuous. People who

are doing moderate activity are being active, but they are usually not out of breath and can still carry on a conversation while doing the activity.

- ◆ What do you think vigorous activity means?

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

- ❖ Vigorous 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.

8. 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 and take greater steps to be more active over time.
- ❖ Be physically active in several small chunks of time spaced over the course of 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 your plan!



1 minute

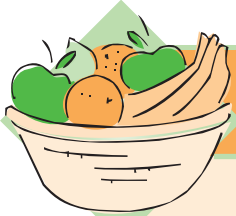
Closing the Activity

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

A Note About Physical Activity Resources

See Appendix G for a list of additional physical activity resources.

Snack Break



Terrific Tortillas

 **Time: 10 minutes**

What's In It?

- Eight-inch 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

- Paper plates, cups, and napkins
- Plastic knives and spoons
- Drinks (100-percent fruit juice, low-fat or fat-free milk, water, or seltzer)

How to Put It Together

- ◆ TELL youth to layer meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
- ◆ INSTRUCT them to roll it up, and enjoy!
- ◆ OFFER some fruit on the side.

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.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth 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 or eating their snacks.

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 B 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.

Activities Fit To Be Tried

LESSON 5 ACTIVITY B



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/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a portable stereo and music



Facilitator's Preparation

- Write the "Levels of Intensity" on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.
- Practice taking your pulse.
- Photocopy the *Pulse Game* sheet (one copy for each youth).
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play *Segment #7: 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 videotape or DVD, set up a portable stereo and select music to play in 2-minute segments while youth are doing the physical activities.

Levels of Intensity

- ◆ Low: fewer than 120 beats per minute
- ◆ Moderate: between 120 and 150 beats per minute
- ◆ Vigorous: more than 150 beats per minute



Warm-Up

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; pulse 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 finger on the inside of your wrist or on the side of your neck, and counting the number of beats per minute 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 is beating per minute when that person has not been moving. The resting heart rate is different from your exertion heart rate, which is what we'll take later. Let's practice by taking our resting heart rate together. [DEMONSTRATE for youth the way to take a pulse as you guide them through the steps.]

Here's how we'll do it:



◆ *Sit down quietly and relax.*

◆ *Put your index and middle finger 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. Now feel for your pulse.*



◆ *Don't use your thumb to feel for your pulse because it has its own pulse.*

◆ *I'm going to count 6 seconds on my watch while you count your pulse rate.*

◆ *When I say "Go," begin silently counting the number of beats you feel.*

◆ *When I say "Stop," stop counting.*

◆ *In the box under Step 1 on the *Pulse Game* sheet, write down the number of beats you counted during the 6 seconds.*

4. **MAKE SURE** all the youth have found their pulse. **HELP** youth if necessary.
5. **TELL** youth when it is time for them to begin counting their pulse. **ALLOW** 6 seconds to pass on your watch/timer. **TELL** youth to stop counting.
6. **ASK** 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). **EXPLAIN** that the resulting number is their resting pulse rate.
7. **SHOW** youth the large 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 (fewer than 120 beats per minute).
 - ❖ Low intensity means your body is not working very hard.

A Note About the Levels of Intensity

The ranges reflected on the levels of intensity are appropriate for most youth ages 11 to 13; however, they may vary depending on how physically fit a young person is. The body of a young person who is very physically fit will not have to work as hard at the same activity as the body of a young person who is not physically fit. For this reason, discourage comparisons of pulse rates and instead emphasize that this is an individual activity.

8. SAY:



The resting heart or pulse rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute. Between 60 and 100 is an average, and people change from day to day and throughout the day depending on what they are doing. Your resting pulse rate may be different. 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 write down do not reflect your ability to do any physical activity.



Doing the Activity



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 are going to see how different physical activities and the way you do each of 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 you finish doing the activity for 2 minutes, you will immediately take your pulse rate. I will keep time and let you know when to start and stop the activity, and when to take your pulse rate.

When you are done calculating your 6-second pulse, write it in the second column of Step 2 on the Pulse Game sheet, multiply it by 10, and write this number in the fourth column—Beats Per Minute—on the table.

Lastly, you will determine the level of intensity you used for the activity. Two people can experience a different level of intensity when doing the same type of physical activity because the way you do an activity affects how hard your body is working.

After you finish the first activity, I will tell each group to do a new physical activity. You'll do a total of four activities for 2 minutes each and will calculate your pulse rate after each one. Try and do each activity with a little more intensity than the previous one.

Remember, this is an individual activity. Don't compare your answers with one another.

3. DESCRIBE the four activities. ACT out each physical activity so the youth are clear about what they should do.
 - ◆ Walking: Youth should walk around the room for 2 minutes. If space is limited, youth can also walk in place.
 - ◆ Doing sit-ups or knee-lifts: Youth should find a comfortable spot and do sit-ups for 2 minutes, or stand and alternate lifting one knee at a time as high as possible for 2 minutes.
 - ◆ Running in place: Youth should find a comfortable spot to stand in and run in place for 2 minutes.
 - ◆ Pretending to jump rope: Youth should find a comfortable spot to stand, pretend they are holding a jump rope, and jump for 2 minutes. 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 a full 2 minutes.

A Note About Adapting This Activity

Pilot sites 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. If you wish, you may 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 sweeping.



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 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 them stand in different corners 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). STAND in the front or middle of the room to count time for the youth and give directions.



Segment #7: *Activities Fit To Be Tried: Music Sequence*

5. PLAY music while youth are doing the activities, using either the Media-Smart Youth videotape or DVD, or your own music and a portable stereo. TURN OFF the music after each physical activity while youth calculate their pulse rates.



6. LEAD youth through the activity according to the table on the next page.

Group Activity Table

Group 1	Group 2
Walk	Sit-ups/knee-lifts
Sit-ups/knee-lifts	Walk
Run in place	Pretend jump rope
Pretend jump rope	Run in place

- ◆ For the first 2 minutes, ASK Group 1 to walk and Group 2 to do sit-ups or knee-lifts.
- ◆ 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 on their *Pulse Game* sheets.
- ◆ Next, ASK the groups to switch activities. Group 1 will now do sit-ups or knee-lifts and Group 2 will walk. After members of each group take and record their pulse rates, have them 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 where 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 C for ideas on how to adapt physical activities for youth with physical disabilities or limitations.

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

7. ASK all the youth to come back together to talk about what they have learned.
ASK youth:
- ◆ What did you discover about the different physical activities?
 - ◆ Do you think that the same activity could be moderate or vigorous depending on how you do it?
- LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
- ❖ Yes, the way you do an activity affects how hard 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.
 - ❖ The harder you are breathing, the more vigorous the workout.

2
minutes**Closing the Activity**

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!

Mini-Production: Physical Activity Jingles



Time

28 minutes



Activity Overview

Youth create a message to promote one of the activities they just tried. Then they invent 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 for each group)
- Pencils/pens (two for each group)
- Tape recorder and blank audiocassette (optional)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Take Home a New Idea!* 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 to the group, set up a TV/VCR and put a blank videotape into the video camera. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.
- If you plan to audiotape the youth as they present their jingles to the group, put a blank audiocassette into the tape recorder so that you are ready to record.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

LESSON
5

ACTIVITY **C**

 Total time: 28 minutes

PHYSICAL ACTIVITY JINGLES

 **2**
minutes

Warm-Up

1. ASK youth:

- ◆ Which one of the 6 Media Questions focuses on message?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Media Question #4: What is the message?

- ◆ 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.

 **25**
minutes

Doing the Activity

1. SAY:



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 are going to work in small groups to develop 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 you 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 their jingle for the group.
2. SPLIT youth into two groups. GIVE each group a *Jingle Time* sheet.
 3. ASK the groups to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas 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.
 5. WALK between the groups to offer help as needed.
 6. If a video camera is available, ASK for volunteers to record each group's jingle. If you are audiotaping the jingles, SET UP the tape recorder in a location that will allow it to record the youths' voices clearly.
 7. After 15 minutes, ASK each small group to present its jingle. The group presentations should take 4 minutes total. As each group finishes, ASK members of the larger group if they can identify the jingle's message. APPLAUD each group's creative work.
 8. If you have time and you videotaped the jingle presentations and have a TV/VCR available, PLAY the videotape of the jingles for the group. Or, if you recorded the jingles using an audiotape recorder, LISTEN to the jingles with your group. If time is short, play the recorded presentations before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.



1
minute

Closing the Activity

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. ASK the youth who were the chosen writers for their groups to put their jingles in their folders.



Finishing Up the Lesson



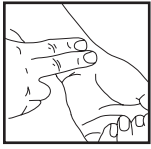
Time: 2 minutes

1. **THANK** youth for doing great work during today's 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
 - ◆ Jingles
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that the next lesson will focus on advertising.
5. **ASK** youth to turn in any signed permission slips for the Grocery Store Field Trip (if applicable). **REMINDE** those who have not yet done so to bring them in at the next lesson.

Take Home a New Idea!

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

- ◆ The next time you do something active at home for several minutes, stop and take your pulse to see how hard your body is working. You'll need a watch with a second hand or a digital watch to count the 6 seconds.
- ◆ Tell your parents or 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.



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.
- Then multiply by 10 to get your 1-minute pulse.
- Then, figure out the level of intensity you used to do this activity.

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

Activity	Number of Heart Beats In 6 Seconds	Beats Per Minute	*Level of Intensity
Resting pulse	<input type="text"/>	$\times 10 =$ <input type="text"/>	<input type="text"/>

* See table below for list of different levels

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
Walking		$\times 10 =$		
Sit-ups/knee-lifts		$\times 10 =$		
Running (in place)		$\times 10 =$		
Jump rope (pretend)		$\times 10 =$		

*Levels of Intensity

- Low Intensity: fewer than 120 beats per minute
- Moderate Intensity: between 120 and 150 beats per minute
- Vigorous Intensity: more than 150 beats per minute

Jingle Time

Directions: Fill in the spaces below to create your physical activity jingle.

Step **1** **Select one of the four physical activities that your group likes:**

- Walking
- Running
- Sit-ups/knee-lifts
- Jump rope

Step **2** **Create a message about this physical activity for other youth your age.**

To help you write your message, you might want to think about:

- What do you like best about the activity?
- What makes this activity unique or fun?

Our message to our peers about this activity is: _____

Step **3** **Write your jingle in the space below.** Make sure your jingle expresses your message about the activity you chose. You may select a tune or rhyme you already know and like, or you can make up your own. Your jingle should be less than 30 seconds long.



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 to see how hard your body is working. You'll need a watch with a second hand or a digital watch to count the 6 seconds.
2. Tell your parents or 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

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Eight-inch whole-wheat tortillas (if whole-wheat tortillas are not available in your local stores, look for other 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

- Layer the meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).

