

March's Healthy Habits Campaign Message is:  
**Understanding how to balance food and play every day!**

Physical activity is important for kids and adults alike. Balancing the energy you take in by eating with the energy you burn doing physical activity is one great way to work toward a healthy lifestyle. To introduce the concept of energy balance and promote the importance of physical activity, this packet contains:

Exercise Activities and Resources	Time needed:	Page Number:
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<b>Signs for Energizer Activity</b>		5-7

If you are interested in having a Public Health Educator from the Chatham County Public Health Department complement your instruction by presenting to your class about the importance of physical activity, please take a look at the offerings for your grade level at [www.chathamnc.org/schoolhealth](http://www.chathamnc.org/schoolhealth), or contact Ellie Morris, School Health Liaison with the Chatham County Public Health Department at [elizabeth.morris@chathamnc.org](mailto:elizabeth.morris@chathamnc.org) or 919-545-8443.

**The key points to focus on this month are:**

**The components of exercise** There are three basic forms of physical activity: cardiovascular activities that raise the heart rate and strengthen the heart and lungs; strengthening exercises that help build up muscles; and flexibility exercises that help your body bend and stretch more easily. Because each of these forms helps your body in a different way, it's best to do all of them every week so that you can feel as great as can be.

**Balance healthy meals with 60 minutes of play every day!** Young people should get at least 60 minutes of physical activity every day. This should be activity that gets you breathing harder and your heart beating faster.

**Find the kind of physical activity you like the best!** You can get exercise in lots of different ways, so why not do things you like?! You can exercise at home, at school, at a park, by yourself, with friends, or with your family. Be creative, find something you like doing, and do it!

**Thank you for your help promoting the health of Chatham County's students!**

## Physical Activity Basics

**What is cardiovascular exercise?** Cardiovascular exercise, or aerobic exercise, is any exercise that works the heart and lungs. Just like any other muscles, the heart and lungs need exercise to keep them strong. Many cardiovascular exercises are also weight-bearing exercises. Weight bearing exercises are exercises in which you are on your feet and your body is moving against gravity (for example, walking and aerobics, but not swimming and biking.) Weight-bearing exercises help maintain bone-density, which is important for preventing osteoporosis, a condition which causes bones to weaken and break more easily.

**Examples of cardiovascular exercises:** Running, jump rope, brisk walking, jogging, swimming, jumping jacks, playing running-intensive games like flag football, soccer, and basketball, hiking on hilly terrain, and some gym machines (elliptical, Stairmaster, and rowing).

**What are strengthening exercises?** Strengthening exercises build muscle strength. Building muscle strength is important in preventing muscle injuries, and also in helping maintain a healthy weight and bone density. It is important to strengthen muscles in the back, legs, arms, shoulders, and abdominals (stomach).

**Examples of strengthening exercises:** Push-ups, crunches/sit-ups, lifting weights, lunges, pull-ups, squats, and using elastic exercise/resistance bands.

**What is a flexibility exercise?** Flexibility exercises help to stretch muscles, keep them supple, and maintain or increase muscles' range of motion. Stretching may help with preventing injuries and/or recovering from injuries. It is important to stretch just until there is a minor amount of tension in the muscle and not to the point of pain. It is recommended to hold stretches for at least 30 seconds.

**Examples of flexibility exercises:** Many yoga poses, standing and stretching the torso forward over the legs, the butterfly, sit-and-reach, low lunges that stretch the groin and high lunges that stretch the calves.

### Recommended levels of activity:

**Youth** (4-17 years of age): 60 minutes of moderate to vigorous physical activity every day. Kids of this age should do vigorous exercise (e.g. running), muscle strengthening (e.g. gymnastics or climbing on monkey bars), and bone strengthening (e.g. jumping rope or running) at least 3 days per week.

**Adults:** Moderate exercise (like walking) for at least 150 minutes per week **OR** vigorous exercise (like running or riding a bike fast) for 75 minutes per week. Muscle strengthening activities at least two days per week.

**Benefits of physical activity for kids and adults:** Controls body weight, reduces risk of cardiovascular disease, reduces risk of Type 2 diabetes, reduces risk of some cancers, strengthens bones and muscles including the heart and lungs, improves mental health and mood, and increases a person's chances of living longer.

**Balancing "food and play":** This is the idea of energy balance, or balancing your amount of physical activity (energy use) with the amount of calories you eat. This is a way to think about weight loss, weight gain, and maintenance of healthy weight. Over time, if food and play are balanced, you can maintain weight, but if the equation isn't balanced, you might gain or lose weight. This is not an exact science, especially because you do use energy sitting, and just breathing, but it's one way of thinking about food and activity choices. For more information, see:

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/healthy-weight-basics/balance.htm>

Content from: CDC - <http://www.cdc.gov/physicalactivity/>, WebMD - <http://www.webmd.com/fitness-exercise/tc/aerobic-activity-topic-overview>, National Osteoporosis Foundation - <http://www.nof.org/aboutosteoporosis/prevention/exercise>

<b>Energizer</b>	<b>Physical Activity Learning Stations</b>													
<i>Healthful Living Essential Standards</i>	<b>Kindergarten:</b> PE.K.MC.2.4 <b>1<sup>st</sup> grade:</b> 1.NPA.3.1, PE.1.MC.2.4													
<i>Time Needed</i>	10-15 minutes													
<i>Organization/ Equipment</i>	<p><b>Organization:</b></p> <ul style="list-style-type: none"> <li>Set up 4-8 different physical activity stations around the room. There should be enough stations so that 1 group of 3-5 students is at each one for each rotation.</li> <li>Divide students into groups of 3-5 students using your usual approach for making groups.</li> <li>Post signs identifying each station's activity and what form of exercise it falls under. (Example signs are included at the end of the packet, formatted to be folded and stand like a tent.)</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Provide the equipment necessary for activity stations.</li> </ul>													
<i>Teacher Introduction</i>	This activity will provide students the chance to practice multiple forms of movement, learn and practice spatial awareness, and follow directions and start/stop cues. Additionally, they will get some of their recommended physical activity for the day!													
<i>Rules and Directions</i>	<ul style="list-style-type: none"> <li>Tell the students that they will have a chance during this activity to practice a few different activities for about 1 minute each. The goal is to get moving, see how easy it is to fit some exercise into your day, and think about why it's important to do physical activity every day.</li> <li>Engage students in a brief discussion regarding the importance of physical activity in our lives: it helps strengthen our hearts, helps us maintain a healthy weight, helps make our muscles and bones stronger, and helps us feel good.</li> <li>Explain to the students that there are three kinds of physical activity: strength exercises, flexibility exercises, and cardiovascular exercises. Strength exercises make our muscles stronger; flexibility exercises help our muscles bend and move easier; and cardiovascular exercises help strengthen the heart.</li> <li>Point out the signs posted at each station, which name the activity and identify it as a flexibility, cardiovascular or strength exercise. Review the activities that you have set up at each station.</li> <li>Let the students know that when you do a certain signal (for example, a clapping pattern), that means it's time to freeze, and then you'll let them know they should rotate to the next station.</li> <li>Students will do each exercise for about 1 minute. When you do the signal mentioned above they should freeze and then you'll let them know to rotate to the next station. Students should make sure they are always with their group when rotating to a new station.</li> <li>Demonstrate which way students should rotate between stations.</li> <li>Divide the class into groups of 3-5 students. Let each group know at which station they will start.</li> <li>Ask the students if they have any questions before beginning the activity.</li> </ul> <p><b>Options for stations</b> (feel free to also make up your own or have the students contribute ideas). Make sure to include at the minimum a strength activity, a flexibility activity, and a cardiovascular activity.</p> <table border="0" data-bbox="293 1612 1529 1829"> <thead> <tr> <th data-bbox="293 1612 711 1648"><b>Flexibility</b></th> <th data-bbox="711 1612 1105 1648"><b>Strength</b></th> <th data-bbox="1105 1612 1529 1648"><b>Cardiovascular</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1648 711 1707"> <ul style="list-style-type: none"> <li>Arm circles with both arms, forward and back</li> </ul> </td> <td data-bbox="711 1648 1105 1707"> <ul style="list-style-type: none"> <li>Lunges</li> </ul> </td> <td data-bbox="1105 1648 1529 1707"> <ul style="list-style-type: none"> <li>Jumping jacks</li> </ul> </td> </tr> <tr> <td data-bbox="293 1707 711 1766"> <ul style="list-style-type: none"> <li>Rag doll - stretch forward over legs</li> </ul> </td> <td data-bbox="711 1707 1105 1766"> <ul style="list-style-type: none"> <li>Push-ups with knees on floor or against a wall</li> </ul> </td> <td data-bbox="1105 1707 1529 1766"> <ul style="list-style-type: none"> <li>Hop like a rabbit, 2 feet</li> </ul> </td> </tr> <tr> <td data-bbox="293 1766 711 1829"> <ul style="list-style-type: none"> <li>Butterfly - sitting, feet together, knees out</li> </ul> </td> <td data-bbox="711 1766 1105 1829"> <ul style="list-style-type: none"> <li>Wall squats</li> </ul> </td> <td data-bbox="1105 1766 1529 1829"> <ul style="list-style-type: none"> <li>Run in place</li> </ul> </td> </tr> </tbody> </table>		<b>Flexibility</b>	<b>Strength</b>	<b>Cardiovascular</b>	<ul style="list-style-type: none"> <li>Arm circles with both arms, forward and back</li> </ul>	<ul style="list-style-type: none"> <li>Lunges</li> </ul>	<ul style="list-style-type: none"> <li>Jumping jacks</li> </ul>	<ul style="list-style-type: none"> <li>Rag doll - stretch forward over legs</li> </ul>	<ul style="list-style-type: none"> <li>Push-ups with knees on floor or against a wall</li> </ul>	<ul style="list-style-type: none"> <li>Hop like a rabbit, 2 feet</li> </ul>	<ul style="list-style-type: none"> <li>Butterfly - sitting, feet together, knees out</li> </ul>	<ul style="list-style-type: none"> <li>Wall squats</li> </ul>	<ul style="list-style-type: none"> <li>Run in place</li> </ul>
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	<p>See these websites for clarification and/or other ideas for station exercises:  <a href="http://www.womensheart.org/content/Exercise/stretching_exercise.asp">http://www.womensheart.org/content/Exercise/stretching_exercise.asp</a>  <a href="http://www.mayoclinic.com/health/fitness/MY00396/TAB=multimedia">http://www.mayoclinic.com/health/fitness/MY00396/TAB=multimedia</a></p> <p><b>Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• Have the students stay with their groups at their final station. Ask each group to answer each of these questions. Ask one question at a time and hear a few groups' answers before moving to the next question. Some ideas for wrap-up questions are included here and in the <i>Variations</i> section below. <ul style="list-style-type: none"> <li>• What are the 3 kinds of exercise?</li> <li>• How many stations are there?</li> <li>• How many stations did you visit?</li> <li>• How many people are on your team?</li> </ul> </li> <li>• Circle all the students back into one large group.</li> <li>• Ask the students: what their favorite station was, why it was their favorite, and why they think this activity was good for them (tying answers back to the benefits of the 3 types of physical activity that you covered at the beginning of the session).</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• In the wrap-up section, ask students to do more advanced math about their exercise stations. For example, students may be asked to count and record the number of repetitions they do of each exercise and later add their number of repetitions with other students'. Students may be asked to determine what fraction of the exercise stations represented cardio, flexibility, and/or strength exercises.</li> <li>• Change the exercises that students do.</li> <li>• Do exercises as a large group, with the students standing next to their desks.</li> </ul>

<b>Educational Game</b>	<b>Energy Balance Web</b>
<i>Healthful Living Essential Standards</i>	<b>Kindergarten:</b> K.NPA.1.3 <b>1<sup>st</sup>:</b> 1.NPA.3.1, 1.NPA.3.2 <b>2<sup>nd</sup>:</b> 2.NPA.1.3
<i>Time Needed</i>	10-15 minutes
<i>Organization/ Equipment</i>	<p><i>Organization:</i></p> <ul style="list-style-type: none"> <li>• Students will be seated on the ground in a circle for this activity.</li> </ul> <p><i>Equipment:</i></p> <ul style="list-style-type: none"> <li>• A ball of yarn.</li> </ul>
<i>Teacher Introduction</i>	This is a cooperative activity where students explore balance and have the chance to practice throwing with accuracy.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> <li>• Tell the students that they are going to cooperate to learning about balancing food and play every day.</li> <li>• Explain why and how it's good to balance food and play every day. We eat so that we have the energy to learn and play. The best way to burn our energy is by getting our bodies moving. We don't burn a lot of energy when we're sitting. We feel our best when we use up the same amount of energy as we take in through our food.</li> <li>• Explain that you're going to practice this idea with the yarn. One person will start with the yarn ball and say one healthy food or healthy snack they like. That person then holds on to the end of the yarn and throws or rolls the ball to a participant across the circle, without letting go of the end. The activity progresses in this manner. The next person says a food, and then holds on to the yarn by pinching it, and throws/rolls the ball to another person.</li> <li>• Let students start creating the spider web- they will continue until everyone is holding a part of the yarn, and the spider web is complete. Note that when each student names a food, they're adding more food energy into the circle and that they're going to end up with a lot of energy to use up once everyone has had a turn.</li> <li>• When the web is complete, make the connection to "energy in"- that they're full of the energy from all of those healthy foods and ask them what they need to do to balance out and use up their energy. (Physical activity.)</li> <li>• Relating to this idea, as students reverse the web, everyone in the group shares a game, sport or other form of physical activity that they like to do.</li> <li>• To undo the web, the students must throw/roll the ball of yarn to the person who threw/rolled it to them and let go of the yarn. By the end of this second half of the activity, the spider web should be unwound. Note that this represents having used up all the energy they got from the foods they mentioned.</li> <li>• Wrap-up by asking what questions students have about balancing food and play and reiterating the importance of this balance for feeling good and staying health.</li> </ul>

## Activity:

This exercise is for **STRENGTH**



These kinds of  
exercises make your  
**muscles strong!**

## Activity:

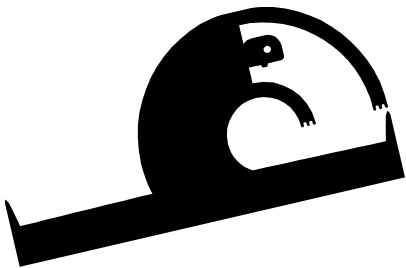
This is a **CARDIOVASCULAR** exercise



These kinds of  
exercises make your  
**heart strong!**

## Activity:

This exercise is for **FLEXIBILITY**



These kinds of exercises help your body **bend and twist!**