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:

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, or contact Ellie Morris, School Health Liaison with the Chatham County Public Health Department at 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

Educational Game	***Shopping for Physical Activity***
Health Education Essential Standards	**3rd grade**: 3.NPA.1.3 **4th grade**: 4.NPA.2.1 **5th grade**: 5.NPA.2.2
Time Needed	10-15 minutes
Organization/ Equipment	*Organization:* • Set up 4 different stations around the classroom. Each station should have enough open space for 3 or 4 students to do jumping jacks. • Make a pile of slips of paper each with different activities printed on them at each station (e.g., "5 jumping jacks") – a stack of 20-25 activities should be good. The activities should be placed face down in stacks at each station. A list of activities to cut into slips is provided on page 4. *Equipment:* • Envelopes for each team for collecting the activities they've completed • Any exercise related equipment needed to complete the activities • One "Physical Activity Math" worksheet per team (see page 5)
Teacher Introduction	This activity provides students a chance to practice multiple forms of physical activity, work cooperatively as part of a team, and practice mathematics skills.
Rules and Directions	• Let the students know that this is an active game that involves team work. Point out the stacks of strips of paper around the room and show that each strip includes a different physical activity. Review any of the activities on these slips that might not be familiar to your students. Also, point out that the different physical activities will cover the 3 components of fitness- review the components of fitness and examples of activities that correspond with each. • Divide students into teams of 3 or 4. Have each team designate one team member who will carry the envelope during the activity. Emphasize that the teams will stay together the entire time. • Each team needs to "go shopping for physical activities" and collect all the activities they can. Each team will spend 30-45 seconds at each station collecting activities. **The only way they can *collect* an activity at a station is to DO the activity as a team**. • When an activity is collected, the strip is put in the team's envelope. • Give the students an example: If you are at Station 1 with your team and you pick up a slip that says "Do 5 Jumping Jacks," then you would all do 5 jumping jacks together. Then you would put the slip in your team's envelope, choose another slip, and repeat. Do not pick up another slip until you've finished the last. • Let each team know at which station they will start. • Make sure you let the students know what your signals will be for them to start and freeze and how they will know when to move to the next station. • Also let the students know that at the end of this activity, they will be doing some math to calculate some information about all the activities they completed. • Check to see if any students have questions about the activity. • Do the activity. • When each team has had an opportunity to visit each station and they are finished, have the teams sit together. • Teams will work together to fill out the "Physical Activity Math" worksheet. **Wrap-Up:** • After the activity, ask the teams about some of their answers from the "Physical Activity Math" worksheet and ask what students' favorite activities were and how they made them feel. • Remind them that the slogan for the month is, "Understanding how to balance food and play every day!" Ask the class what they think this means. Where did they get the energy to do the exercises they just did? Which of the exercises they just completed could they do every day to

	use up the energy from their meals.
Variations	• Add different physical activities besides the ones provided • Compile group answers from the mathematics worksheet to do some graphing with the whole class, or do additional calculations to quantify the amount of activity done by the whole class.

Academic Connections	***Persuasive Posters for Energy Balance***
Health Education Essential Standards	**3rd grade:** 3.NPA.1.3 **4th grade:** 4.NPA.3.2 **5th grade:** 5.NPA.3.2
Time Needed	30 minutes (prep and presentation time)
Organization/ Equipment	*Organization:* • Students will develop persuasive posters in small groups of 3-5 students. *Equipment:* • Each group will need a sheet of poster paper and markers and (optional) scissors and magazines from which to cut pictures of foods and activities.
Teacher Introduction	This is a creative activity that will get students thinking about energy balance and practicing language arts and mathematics skills.

Rules and Directions	• Tell the students that they will be broken into small groups of 3-5 students and each group will develop a persuasive poster about balancing food and play.
	• Each group will have about 15 minutes (or more, if you have the time) to plan and create its poster, and 1-2 minutes to present the poster to the class.
	• Review the idea of balancing food and play and that doing so will help them feel great and have the energy to do all the things they like to do. Let the students know that they will be making posters showing how to balance food and play.
	• Let the students know that each poster should include the following things:
	  • *Pictures/names of a few activities (2-5)*
	  • *Pictures/names of a few healthy snacks (2-5)*
	  • *Words, a picture, or an equation to show the balance between the food and play*
	  • *A catchy slogan or phrase about balancing food and play.*
	• Tell students that they will be choosing activities and snacks that balance each other. They will look up how many calories are in different healthy snacks and how many calories a person burns doing different activities – when they add up the amount of calories in the snacks and subtract the number of calories used in the activities, it should be zero or close to it.
	• Divide the students into groups of 3-5 using whatever method you typically use. Ask students to choose a note-taker for their group, and 1-2 poster presenters.
	• Ask the students what it means to make a persuasive poster. Make sure they understand they are supposed to convince people who see the poster to want to balance food and play. Let students know that persuade is defined as: "To successfully convince (someone) to agree to, accept, or do something, usually through reasoning and verbal influence" (Wiktionary.org, 2010).
	• Pass out "Balancing Food and Play" worksheet on page 6, or students can do their own research. The following websites can be used for calculating calories burned: http://www.caloriecontrol.org/healthy-weight-tool-kit/lighten-up-and-get-moving and calories in foods: http://www.myfoodapedia.gov/
	• Give students at least 10 minutes to plan and develop their posters, and 1-2 minutes to present.

Variations	• Set up a poster "gallery" in your classroom, the hall, or the gym.

Activities for "Shopping for Physical Activity"

The activities below can be cut out and used for "Shopping for Physical Activity."
You can copy this sheet as many times as you want – it is fine to have duplicates of the same activities.

DO **10** JUMPING JACKS
DO **10** PUSH-UPS WITH YOUR KNEES ON THE GROUND
DO **5** SIT-UPS
BALANCE ON ONE FOOT FOR **10** SECONDS (COUNT DOWN AS A GROUP)
HOP ON ONE FOOT **5** TIMES
JUMP UP AND DOWN **10** TIMES ON TWO FEET
GET **5** HIGH-FIVES
CROUCH DOWN AND JUMP UP AS HIGH AS YOU CAN **2** TIMES
JUMP AS HIGH AS YOU CAN **5** TIMES IN A ROW
DO YOUR FAVORITE STRETCH FOR **10** SECONDS
DO **5** SQUATS
DO **5** LUNGES

PHYSICAL ACTIVITY MATH

Work together with your team to complete this worksheet.
Use the back of this sheet for calculating values.

1. Total number of physical activities your team collected: _____

2. Total number of people on your team: _____

3. Divide the total number of physical activities collected by your team by the total number of people on your team. What is the answer you get? _____

4. What does your answer to question 3 tell you?

5. How many jumping jacks did your team do total? _____
(Hint: Consider the # of times your team picked a jumping jacks slip, the # of people on your team, and the # of jumping jacks the slip told your team to do.)

6. How many high fives + jumping jacks + squats did your team complete? _____
(Hint: Use your answer to question 6 and a similar calculation for high fives and squats.)

7. How would you calculate the average number of jumping jacks each person on your team completed?

Balancing Food and Play!

Food	Energy In
I/2 cup grapes	60 calories
Half a mango	80 calories
1/2 cup mini pretzels	75 calories
1 orange	85 calories
1 carrot	25 calories
Lowfat strawberry yogurt cup	170 calories
Small box raisins	130 calories
Half a green pepper	25 calories
1/4 cup peanuts	200 calories
1 apple	100 calories

Exercise	Energy Out
30 minutes walking	90 calories
30 minutes swimming	140 calories
30 minutes biking	65 calories
45 minutes playing soccer	165 calories
30 minutes dancing	90 calories
30 minutes shooting baskets	70 calories
30 minutes playing catch	40 calories
15 minutes of jumping jacks	35 calories
30 minutes skateboarding	80 calories
5 minutes of push ups	15 calories

Add foods together here:

_____ + _____ +_____ + _____ = Total _____

Add exercise together here:

_____ + _____ +_____ + _____ = Total _____

Total foods_____ **–** Total exercise_____ = _____ (should be close to **0** to be balanced)