

Are you active or not?

Important – please read: These notes are specifically for online lessons

Topic

The importance of physical activity

Learning outcomes

- Classify different types of physical activity
- Consider the importance and recommended levels of physical activity
- Review and learn vocabulary for different physical activities
- Collaborate with peers to design a workout
- Learners evaluate how physically active they are
- Practise using the present simple tense to describe regular activities
- Be empowered to take an active role in own health and well-being

Age group and level

Aged 9–12 (CEFR level A2+)

Time

100 minutes. This can be done over two lessons.

Materials

- presentation
- a short exercise video or routine for stage 1 (see *Before the lesson* below)
- activity quiz – one per learner (the presentation can replace this)
- Lia's activity chart – one per pair (the presentation can replace this)
- worksheet – one per learner
- the link(s) to any online tools to be used in stages 5 and 6
- The learners will need a pen or pencil and paper or a notebook.

Introduction

This four-skills lesson plan is based on an activity from the British Council publication *Integrating global issues in the creative English language classroom*, which provides innovative ideas for teaching while raising awareness of the United Nations Sustainable Development Goals.

In this lesson, which supports Goal 3: Good health and well-being, learners take part in a short exercise routine and classify activities according to their intensity. They think about the importance of doing physical activity and plan their own short routine which they lead for their group.

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

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

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure – Lesson one (45 minutes)

1. Before the lesson	<ul style="list-style-type: none"> • Find a short exercise video that's appropriate to the age and abilities of your learners. Some possibilities could be: <ul style="list-style-type: none"> – Joe Wicks: https://www.youtube.com/watch?v=XP1Eiss81NA – Andy's Wild Workouts: https://www.youtube.com/watch?v=67zBQyX3etY – Mini Pop Kids: https://www.youtube.com/watch?v=S7WWJR2nmTU • If you can't find one suited to the needs of your particular learners or context, plan your own short routine that you can lead in class. • Before you start the lesson: <ul style="list-style-type: none"> – test your microphone and camera to make sure they work – make sure that you have the accompanying presentation open and shared.
2. Start of the lesson (5 minutes)	<ul style="list-style-type: none"> • Display slide 1. Welcome the learners as they arrive. <ul style="list-style-type: none"> – Check that you can all hear and see each other. – Check that they can see the first slide. – If they can't, ask them (or an adult if present) to check their settings. You may need to write this in the chat facility if they cannot hear you. <p>Tips</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. • You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.

3. Lead-in (10 minutes)	<ul style="list-style-type: none"> • Make sure learners have got or create enough space around them. • Play the video (or lead your own routine) and encourage them to join in. • Afterwards, ask the learners how they feel. <ul style="list-style-type: none"> – Is their heart beating faster? – Do they feel warmer? – Are they breathing harder? – Do they feel out of breath?
4. Introducing the topic (10 minutes)	<ul style="list-style-type: none"> • Tell learners that today's lesson will be about being active. • Ask learners to look at slide 2 and match the types of activities and their definitions. <p>Note: 'Intensity' definition for A2 learners: how much power or strength something has</p> <p>Answers:</p> <ul style="list-style-type: none"> – zero-/low-intensity activities – your body is not active or not very active – medium-intensity activities – your body has to do some work, but you can still speak easily (but you can't sing!) – high-intensity activities – your body has to work hard, you feel out of breath and it's difficult to speak
5. Categorising activities (10 minutes)	<ul style="list-style-type: none"> • Display slide 3. Ask learners to copy it into their notebooks. • Display slide 4 or read out the following activities and ask learners to decide if each activity is zero/low (A), medium (B) or high intensity (C) and to write them in the table. <ol style="list-style-type: none"> 1) dancing (B) 2) drawing or painting (A) 3) gymnastics (C) 4) martial arts (C) 5) playing computer games (A) 6) playing in the playground (B) 7) playing tag or chase (C) 8) playing the piano (A) 9) reading a book (A) 10) riding a bike (B) 11) riding a bike fast or on hills (C) 12) riding a scooter (B) 13) rollerblading (B) 14) running (C) 15) skateboarding (B)

- 16) skipping with a rope (C)
- 17) sports like football and hockey (C)
- 18) travelling by car (A)
- 19) walking fast (B)
- 20) walking slowly (A)
- 21) walking the dog (B)
- 22) walking up the stairs (C)
- 23) watching videos (A)
- 24) watching TV (A)

- Put learners in pairs to check their answers.
- Display **slide 5** or nominate pairs to write answers for each column on the board. Discuss answers as a whole group.

Note: Explain that sometimes an activity can be medium or high, depending on how much you make your body work when you do it. If you get out of breath, then it's high!

6. Discussion (5 minutes)

- Ask learners if they think it's important to do different kinds of physical activities and why. Elicit their ideas. Depending on what they come up with, some reasons to discuss with them are:
 - a. it makes bones, muscles and joints stronger
 - b. it helps keep your heart and lungs healthy
 - c. it improves coordination, concentration and sleep.

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

- Explain to the learners about the United Nations.

A2-level description of the United Nations

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

Lesson two (55 minutes)

7. Vocabulary (10 minutes)

- Elicit from learners any exercise moves that they remember from lesson one.
- Display **slide 6** and drill language.
- Ask learners to copy the vocabulary into their notebooks.
- Display **slide 7**. Demonstrate describing a short workout.
- Tell learners to copy the slide (they can take a photo or screenshot).

8. Planning a routine (15 minutes)	<ul style="list-style-type: none"> • Tell learners that they are now going to plan a three-minute workout that they can teach the class! Tell them it should have four moves that you do for 20 seconds and then rest for 20 seconds. • Explain that over the next several lessons, groups will teach their routine at the start and/or end of each class. • Put learners into small groups in breakout rooms to plan their workout. • Learners should write their chosen moves as a list in their notebooks. They should decide who is going to give which instructions, who is going to encourage their participants, who is going to keep time, etc. • Join each breakout room in turn to monitor progress and support with language. • When they're finished, get some class feedback, for example how many routines include star jumps? Tell learners that they could practise teaching the routine to their family at home before it's their turn to teach the class!
9. Discussion and quiz (10 minutes)	<ul style="list-style-type: none"> • Ask learners how much physical activity they think they need to do every day. Take some guesses and then tell them that it's good to try to do 60 minutes every day, with a mix of medium and high intensity. <p>Note: They don't have to do it all at the same time. For example, they could do four 15-minute activities at different times of the day. It is also recommended that children do muscle- and bone-strengthening activities at least three times a week too. However, many muscle- and bone-strengthening activities are also typical physical activities that children would do anyway (such as playing games, running, jumping, skipping and climbing). Therefore, you may or may not wish to include this aspect in the discussion, depending on your learners.</p> <ul style="list-style-type: none"> • Ask learners if they think they do enough activities every day. Show them slide 8 and tell them that they are going to do a quiz to find out! • Tell learners to write the numbers 1–7 in their notebooks. For each question, they should select <i>a</i>, <i>b</i> or <i>c</i> and write it next to the question number. • Display slides 9–15. Check that learners have made a choice. • Ask learners to count up the number of As, Bs and Cs they have selected. Which have they selected the most? • When they're ready, show them the 'results' of the quiz on slide 16. How did they do? <p>Note: Alternatively, you might like to create the quiz using an online tool and give them the link in the chat.</p>
10. Project – make a daily exercise chart	<ul style="list-style-type: none"> • Display slide 17. How many minutes of exercise does this child do every day? (Answer: 75)

<p>(15 minutes)</p>	<ul style="list-style-type: none"> Elicit which activities from the example learners do or would like to do. Brainstorm other ideas, getting a mix of activities they already do and activities they would like to start including every day. Show them the chart template on slide 18 and ask them to copy it into their notebooks or on paper. <p>Note: Alternatively, you could create an online document for each learner with the chart template on it, which they can open when you give them their link.</p> <ul style="list-style-type: none"> Explain that they will make their own daily exercise chart. They should write what they already do and then add activities they would like to start doing. Remind them that the total time should add up to 60 minutes or more. Ask a few learners to share their exercise charts. Encourage other learners to ask questions.
<p>11. Setting homework (5 minutes)</p>	<ul style="list-style-type: none"> Ask all learners to try to follow their chart every day! In the next lesson, learners can say if it was easy or difficult to keep to the plan. <p>Differentiation</p> <ul style="list-style-type: none"> Ask advanced learners to write a mini diary, writing one or two sentences each day, saying what they did and what they enjoyed and/or what they didn't do and why not. Ask weaker learners to check which activities they did on their chart and to indicate if they enjoyed it or not using emoticons. Ask them to make a simple sentence each day, such as 'I liked .../I didn't like ...
<p>12. End of lesson</p>	<ul style="list-style-type: none"> Display slide 19. Praise the learners for their participation and work, and tell them you're looking forward to seeing them again in the next lesson. Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.
<p>13. Further ideas and resources</p>	<ul style="list-style-type: none"> The publication <i>Integrating global issues in the creative English language classroom</i> has additional ideas for creative activities to support all the United Nations Sustainable Development Goals: https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning: https://worldslargestlesson.globalgoals.org/ The UNESCO website has resources for educators for the Early Childhood, Primary and Secondary age groups, listed under each goal: https://en.unesco.org/themes/education/sdgs/material The United Nations website has further resources for learning about the goals:

<https://www.un.org/sustainabledevelopment/student-resources/>

Sources:

- <https://www.who.int/news-room/fact-sheets/detail/physical-activity>
- <https://www.healthdirect.gov.au/benefits-of-physical-activity-for-children>
- <https://tinyurl.com/39xce438>
- <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>
- <https://nutritionsource.hsph.harvard.edu/physical-activity-research/>
- <https://www.cdc.gov/physicalactivity/basics/measuring/index.html>

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