Are you active or not?

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the accompanying PowerPoint has been designed to support the lesson activities.

Topic

The importance of physical activity

Aims

- To raise awareness of different types of physical activity
- To consider why and how much physical activity is important
- To review and learn vocabulary for different physical activities
- To develop confidence in leading their peers
- To evaluate their own level of physical activeness
- To reinforce the use of the present simple for regular activities
- To encourage learners to take an active role in their health and well-being

Age group and level

Primary (8–12 years)
CEFR level A2 and above

Time

90 minutes approximately or two shorter lessons

Materials

The teacher will need:

- the accompanying PowerPoint
- a short exercise video or routine (see *Before the lesson* below) for stage 1
- 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 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 will lead for the class in a future lesson. Then they think about how much activity they need to do and how much they actually do with a simple quiz. Finally, they make a daily exercise chart for themselves which they can try to follow outside of class.

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

Before the lesson	• Find a short exercise video that's appropriate to the age and abilities of your learners. Some possibilities could be:
	
	  – 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
	  – Coach Angel: https://www.youtube.com/watch?v=KHmpsL8Tq1M
	
	• 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:
	
	  – Test your microphone and camera to make sure they work.
	
	  – Make sure that you have the accompanying PowerPoint open and shared.

At the start of the lesson
 	
slide 1
	• Welcome the learners as they arrive:
	
	  – 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 ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
	
	• Tips:
	
	• 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.
1. Warmer (5–10 minutes) *open class*	• Make sure learners have got or create enough space around them, then play the video (or lead your own routine) and encourage them to join in! • Afterwards, ask the learners how they feel. Is their heart beating faster? Do they feel warmer? Are they breathing harder? Do they feel out of breath?

2. Introducing the topic (10 minutes)
 	
slides 2–5
	• 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 (explain the word intensity if necessary).
	
	   Answers:
	
	     – 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
	
	• Now ask learners to copy the table from slide 3 into their notebooks. When they're ready, show slide 4 and ask them to decide what activities they think are zero/low, medium and high intensity and write them in the table. Optionally, you could ask them to compare answers in breakout rooms when they're finished, for example in three groups, with each group comparing what they have for a different column.
	
	• As you check answers (see slide 5), you can 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!

3. Discussion (5 minutes)
 	
open class
	• 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:
	
	     – it makes bones, muscles and joints stronger
	
	     – it helps keep your heart and lungs healthy
	
	     – it improves coordination, concentration and sleep
	
	• Explain to the learners that the United Nations, an international organisation that works to bring peace and help solve world problems like health issues and climate change, has 17 special goals which all the UN countries agreed to in

	2015. The goals are designed to help solve these world problems for everyone, everywhere, by 2030, and goal 3 is 'Good health and well-being'. One part of this goal is to help people have fewer health problems that are because they don't take care of their bodies. By looking after our bodies, we can have healthier and happier lives, and at the same time doctors and nurses have more time to look after people who get sick for other reasons.

4. Planning a routine (10–15 minutes)
 	
platform
whiteboard or
blank document
	• Tell learners that they are now going to plan a three-minute exercise routine that they can teach the class! One way you could ask them to structure it is that it should have five moves that you do for 20 seconds and then rest for 20 seconds.
	
	• Learners can work individually or in pairs, depending on your class. Explain that over the next several lessons, one or two learners or pairs will teach their routine at the start and/or end of each class.
	
	• Brainstorm some ideas about the kind of moves it could contain. This will depend on your learners and the space they have available. Some ideas could be:
	
	    – running on the spot
	    – marching
	    – skipping
	    – hopping
	    – dancing
	    – star jumps
	    – touching your toes
	    – squats
	    – lunges
	
	• You can also elicit or provide some language to help them when they lead their routine, for example:
	
	    – Structures to introduce the moves, e.g. *First, we need to …, Now we're going to …*, etc.
	
	    – Phrases to encourage their participants, e.g. *Well done! Let's rest! Good job, everyone! Keep going!*
	
	• Learners should write their chosen moves as a list in their notebooks. If they work in pairs, put them in breakout rooms to decide their routine together and their roles, for example who is going to give which instructions, who is going to encourage their participants, who is going to keep time, etc.
	
	• 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!

5. Discussion and quiz (10 minutes) *slides 6–14*	• 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. But they don't need to worry! 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. – Note that 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. • Now ask learners if they think they do enough activities every day. Show them slide 6 and tell them that they are going to do a quiz to find out! Ask them to write the numbers 1–7 in their notebooks. When they see each question, they should choose a, b or c and write it next to the question number. Then go through the questions on slides 7–13. • Alternatively, you might like to create the quiz using an online tool and give them the link in the chat. • When they're ready, show them the 'results' of the quiz on slide 14. How did they do?
6. Project – make a daily exercise chart (30 minutes) *slides 15 and 16*	• Tell the learners that they are going to make a daily exercise chart! First, they are going to see an example. Ask them to look at slide 15. How many minutes of exercise does this child do every day? (Answer: 75) • Now ask them which activities from the example they 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 16 and ask them to copy it into their notebooks or on paper. 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. • Explain that they will fill it in to 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. • Depending on your learners, ask them to think and plan their ideas in their notebooks first. When they are ready, they complete the chart template. – If they have made the chart on paper, they can write and draw what their favourite activities are at the end, and colour or decorate the chart as they wish. Some learners might like to draw mini pictures for each activity, some might like to colour code them in some way!

	– If they have made the chart on an online document, they can draw or decorate by hand using the mouse, find pictures that they can paste in, colour the background and the text, etc. • Finally, they can work in small groups in breakout rooms and show each other their charts. They can say what they like, or what's the same or different compared to their own chart.
7. Setting homework (5 minutes)	• Ask 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. • Additionally, you could ask 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.
At the end of the lesson *slide 17*	• 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.

Further ideas and resources	• The publication Integrating global issues in the creative English language classroom has additional ideas for creative activities to support the No poverty goal as well as all the other 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/ncds/prevention/physical-activity/factsheet_young_people/en/
	   – https://www.healthdirect.gov.au/benefits-of-physical-activity-for-children
	   – https://www1.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF

– https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/

– https://www.nhs.uk/live-well/exercise/

– https://www.who.int/ncds/prevention/physical-activity/intensity/en/

– https://www.hsph.harvard.edu/obesity-prevention-source/moderate-and-vigorous-physical-activity/

– https://www.cdc.gov/nccdphp/dnpa/physical/pdf/pa_intensity_table_2_1.pdf

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