

Nutrition and Physical Activity

Physically Active You



About this video



NUTRITION AND PHYSICAL ACTIVITY

Physically Active You

Being physically active is good for you, but how much physical activity do you really need? And what about sleep? This video explores the benefits of activity and rest on all aspects of your health and well-being and explains how you can achieve ideal amounts of each by following the Australian Physical Activity and Sedentary Behaviour Guidelines.

Essential question:

Why is physical activity important, and how can we stay physically active in a variety of ways?

Key vocabulary:

physically

active

health

well-being

coordinated

sedentary

vigorous

strength

fitness

exercise

Learning intention:

Learn about the importance of being physically active, limiting sedentary behaviour, and adequate sleep, both for student's physical and mental well-being.

Before watching

Make Predictions and Activate Prior Knowledge

In groups, ask students to discuss the importance of physical activity. Ask them to discuss why they think it is important, how it can impact physical and mental health, and what the implications are of not doing enough physical activity.

Give students some time to discuss this in groups, they allow time for students to share their ideas and predictions. These could be noted down and revisited after the activity to see what predictions/prior knowledge were correct, and what the students have learned.

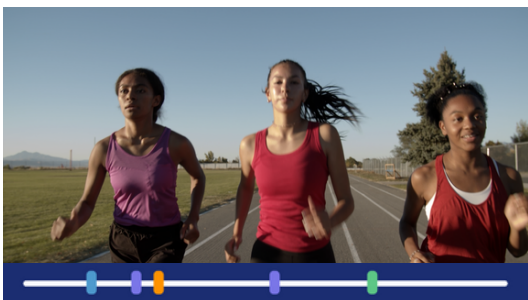
Whilst watching

Tell students that they will discuss the concept after watching the video. Advise them to use the Cornell Notes graphic organiser to take notes.

Additionally, use the interactive video to engage students in a critical thinking discussion about the video content.



Watching individually



Have students watch the interactive created for immediate feedback and solo viewing.

After watching

Below are three activities to extend the learning from the video and to check for understanding.

Activity 1: Class Discussion

Ask the students to find a partner, somebody they wouldn't usually work with, You could use a random name generator to pick the partners or simply ask students to go and work with somebody from a different table.

Using the think pair, share discussion technique, ask the students to discuss with their partner what they have learned from the video, using the questions below as prompts. Once the set amount of time has elapsed, ask the student to find a new partner. They will then need to tell their new partner their previous partner's ideas and thoughts.

- Why is being physically active important?
- What are the positive and negative impacts on your physical and mental health and well-being if you do/do not engage in enough physical activity?
- What does it mean to be coordinated, and how might this benefit you in other areas of life?
- Why should we limit our sedentary screen time, and what are some of the implications if we don't?
- What is the main benefit of undertaking vigorous physical exercise?
- What are some of the ways we can ensure we have a good level of fitness?

Activity 2: A Physically Active Day In the Life

Ask the students to discuss with a partner their everyday routine. They should include what they do when they get up, activities they partake in as part of their routine, how long they spend sedentary, and what sort of time they generally go to bed.

- After the students have had an opportunity to go through their day, their task is to write out a diary or a to-do list. The list should include their regular day-to-day activities, but they also need to have at least 1 hour of vigorous physical activity. This can be in one session, or broken up into more manageable chunks and spread out throughout the day.
- Once everybody has completed their 'day in the life', they should pair up with a different partner and go through each other's work to ensure they are meeting the minimum guidelines for physical activity.
- Finally, students should write a paragraph about the importance of physical activity ensuring they use the key vocabulary.

Extension:

Students could use books/ICT resources to research how sleep can impact one's physical and mental well-being. They could write this information up into an explanation paragraph.

Support:

Students could be given a template of a timetable with times marked out to help them compartmentalise each part of their day. They should also have a word mat with the key vocabulary including definitions.

Activity 3: Physical Activity Survey

For this activity, students will gather data about the amount of physical activity, sedentary time, and sleep their peers are currently getting. Students could work in pairs to promote collaboration or they could work independently.

- Students could either devise their own method of recording their data, or they could be given a template, depending on their age and ability.
- Allow the students time to move around the classroom, collecting information about the amount of time their peers spend on vigorous physical activity, light physical activity, sedentary screen time, and how much sleep they get on an average day.
- Once the students have collected their data, they can analyse it in their groups to find out the general level of physical health in their class. They could then come up with some ways to improve this, perhaps writing top tips for their peers to take home.

Extension:

Students could use a computer programme to represent their data, this could then be displayed in the classroom as a reminder to get physically active.

Support:

Students should be given a template to record their data. It could have headings included to help them remember what questions they need to ask their peers when collecting the data. They could also have a word mat with the key vocabulary, including definitions.

Conclusion

Students should answer these questions for every lesson:

1. Answer the essential question using as much detail as you can: Why is physical activity important, and how can we stay physically active in a variety of ways?
2. What questions do you still have about the content you saw in the video?