



## VIRTUAL FIELD TRIP EDUCATOR GUIDE

### TOPIC

# “Huddle Up and Get Moving!”

### KEY LEARNING OBJECTIVES

In the following activities students will:

- Model the functioning of the heart.
- Describe how the heart functions as a pump.
- Calculate and measure heart rate.
- Set goals for target resting and active heart rates.

### OVERVIEW

Are you and your students ready to huddle up and get moving? The American Heart Association (AHA) and the National Football League (NFL) working together with Discovery Education are headed to Miami Dolphins' Stadium in Miami Gardens, Florida to show kids some fun ways to strengthen their muscles, bones, and hearts.

During the VFT, representatives from the American Heart Association (AHA), NFL players, and NFL cheerleaders will lead students through several physical activities to strengthen their muscles, bones, and hearts. Students will discover different exercises as well as the difference between strengthening, balance and flexibility, and aerobic activity. Students will also learn how physical activity can improve their brain power, help maintain a healthy weight, lower the risk of heart disease, stroke or cardiovascular risk, and provide more energy throughout the day.

Teachers, students, and parents can share photos and descriptions of their experiences on social media by using the hashtag #GetMovingPLAY60.

### BEFORE THE VFT

#### ACTIVITY 1:

In this activity, students will take time to practice some of the physical activities featured in the virtual field trip before working with a partner to create a draft of a physical activity glossary. After discussing the answers with the teacher, the students will glue or tape their final answers into their glossaries.

#### MATERIALS

- “My Physical Activity Glossary” student handout, one per student
- “Physical Activity Bank” student handout, one per student

- Scissors, one per student
- Glue or tape
- *Optional:* Devices with internet access, one per student
- *Optional:* [What's Your Game Plan?](#) Digital Interactive

Before you begin, engage students in the topic by asking one or more of the following questions:

- Did you know that being physically active may help you get better grades in school?
- Did you know that regular physical activity may help you avoid getting sick?

Explain to students that during the VFT, students will be guided through several physical activities by football players and cheerleaders from the Miami Dolphins, American Heart Association volunteers, and students. Practicing some of these physical activities and discussing types of physical activity will help them prepare for the virtual field trip.

### **Why might it be important to discuss these physical activities before we begin the Virtual Field Trip?**

Learning a little about each of the physical activities featured in the VFT will help you prepare for the workout routine featured in the video. Establishing a little background knowledge will help us focus on form- the way we use our bodies to correctly complete an exercise. A focus on proper form helps prevent injuries during physical activity.

Taking time to familiarize yourself with the physical activities will also help you pinpoint the muscles on which you should be focusing during each activity, making each movement more effective in promoting strength, flexibility, or heart health.

Lastly, knowing about a variety of physical activities can also help you brainstorm different ways that you can stay healthy and fit while still having fun!

Ask students to stand up and watch as you model the movements for a simple squat. Ask students to replicate the activity by pushing their bottoms back, as if sitting in a chair. Challenge students to hold this position for 30 seconds.

### **Why is it important to do different types of physical activity?**

Different exercises help athletes focus on different areas of their overall physical health.

- Muscle strengthening activities help build muscles
- Balance and flexibility activities improve stability and prevent dangerous falls
- Aerobic activity, keeps an athlete's heart healthy so it can pump blood to the rest of the body.

*Optional:* If students have access to devices with internet access, encourage them to explore the different types of physical activity by using the *What's Your Game Plan?* digital interactive on the NFL Play 60 website.

## PROCEDURE FOR COMPLETING THE PHYSICAL ACTIVITY GLOSSARY

1. Cut out each physical activity name and description.
2. Cut out each of the terms from the “Type of Physical Activity” column.
3. Match the description of each physical activity with the image of each exercise, then decide if each is an example of a strengthening, balance/flexibility, or aerobic activity.
4. Work with your partner to sort the terms using your prior knowledge, but do not glue or tape anything until we go over the answers as a class.

*Technology Note:* Students can also complete the Physical Activity Glossary online by saving a copy of the document and “cutting and pasting” electronically.

## CLASS DISCUSSION

To help students connect the activity to the VFT, review the answers for the Physical Activity Glossary and call on students to share their “you choose” activities. Ask students why it’s important for athletes to incorporate a variety of physical activity into their routines. Discuss the importance of strength, balance, and heart health.

## AFTER THE VFT

### ACTIVITY 1: CREATE A ROUTINE

In this activity, students will use their knowledge from the VFT to create a three-minute physical activity routine that includes strengthening, balance, and aerobic exercises. Students will then lead a group of peers through the routine, providing the group with information on how each exercise will increase their overall health.

#### Materials:

- “Routine Planning Sheet” student handout, one per student
- “My Physical Activity Glossary” completed handout from Before the VFT, one per student

To begin, review the material discussed in the VFT by asking the class the following questions and holding a brief discussion.

#### **According to the hosts of the VFT, what are some of the benefits of regular physical activity?**

Physical activity isn't just good for your body, but it's great for your mind. Sixty minutes of physical activity everyday can help you maintain a healthy weight, decrease your risk of heart disease, stroke, and cardiovascular disease, and gives you more energy throughout the day. Studies also show that regular physical activity can actually improve your brain power!

#### **Why might it be beneficial to create a physical routine?**

Using your knowledge of the different types of physical activity, you can create a workout routine that is exciting for **you**. When you create a routine, you can incorporate exercises that benefit your whole body by including each of the different types of physical activities featured in the VFT.

Explain to students that today they will be working in teams to create a physical activity routine to share with their peers. The routine must be 2–3 minutes long, include all three types of physical activity (strengthening, balance/flexibility, and aerobic), and must be FUN! The rest is up to them! Remind students to reference the physical activity glossaries they created before the VFT for examples of the three different types of physical activity.

Provide students time to complete their routines and record them in the “Routine Planning Sheet” student handout. Give the students time to practice their routines in their groups before sharing with the whole class.

Call on volunteers to share their routines with the class.

## ACTIVITY 2: SET A PERSONAL GOAL

In this activity, students will use their knowledge of the three types of physical activity to set a personal fitness goal, including types and duration of physical activity. Students will complete a weekly physical activity goal sheet totaling 60 minutes of activity each day. They will monitor and reflect on their own progress before reporting their findings to the class after 7 days.

### Materials

- “My Physical Activity Goal” student handout, one per student
  - *Note:* If possible, print on brightly colored paper or cardstock to increase excitement and motivation

Before starting the activity, engage students in the topic by facilitating a brief discussion using the following questions as a guide.

#### **What are some fun ways that you like to be physically active?**

Record student responses on the board. If students are reluctant to offer responses, suggest things that might be relevant to your students like playing soccer with friends, going to a swimming pool, playing on a sports team, playing tag during recess, etc.

#### **Think back to the VFT. Did the hosts or NFL players mention anything that’s not on our list?**

Remind students of the physical activities mentioned during the VFT, including toe touches, leg swings, jogging in place, squats, crunches, planks, push-ups, dips, walking, hiking, dancing, kickers, jump rope, swimming, playing football, etc.

#### **Let’s take a minute to categorize each of these physical activities as bone strengthening, muscle strengthening, or heart strengthening. Remember, it’s important to include a variety of physical activities that benefit our entire bodies when we are working out!**

Lead students through categorizing any activity you have recorded on the board. Use the “Physical Activity Bank” answer key to guide you.

Explain to students that they are going to be creating a weekly physical activity plan with the goal of exercising their bones, muscles, and hearts for 60 minutes each day!

#### **Why might it be helpful to create a physical activity goal for the week and keeping track of your progress?**

Creating a physical activity plan has many benefits. Specific goals will help students track and monitor their progress and keep them motivated. Setting smaller daily goals will also help them notice how easy it can be to incorporate 60 minutes of physical activity into their day. As mentioned in the VFT, they do not need to complete all 60 minutes at one time; they can break it up into smaller bits throughout the day.

After distributing the “My Physical Activity Goals” student handout, explain to students that they will be keeping track of their progress for seven days. Go through the example together. Students may want to talk with peers about their physical activity goals or consult the NFL Play 60 app for more ideas.

After seven days, they will analyze their goal chart and complete the prompt on the bottom of the handout, which asks, “Is there one particular thing that got in the way of you achieving your physical activity goals this week? Brainstorm ideas for how you can modify your plan to be more successful.” For example, did they spend most of their time playing video games and minimal time being physically active? Noticing this pattern will help them change unhealthy behavior. Did they spend a lot of time sitting and doing homework? The next day, they can try taking 30-second breaks from their schoolwork to stretch and do some burpees or jumping jacks. This may even help them re-focus on their assignments!

## CORRELATING STANDARDS

Next Generation Science Standards (NGSS): LS1A. Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Social Emotional Learning (SEL): 1C. Demonstrate skills related to achieving personal and academic goals, 2C. Use communication and social skills to interact effectively with others.

National Health Education Standards: 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health, 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks, 6. Students demonstrate the ability to use goal-setting skills to enhance health, 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Common Core State Standards for Language Arts (CCSS): SL.1: Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

If you are looking for additional resources to extend the learning from this Virtual Field Trip, go online to join NFL PLAY 60 and download resources to use in your classroom.

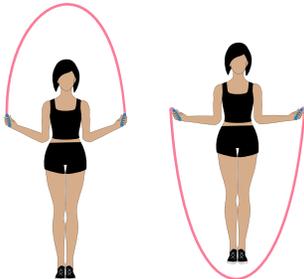
Also, invite your students' parents to check out the great videos and family activities to reinforce what students are learning in your classroom.

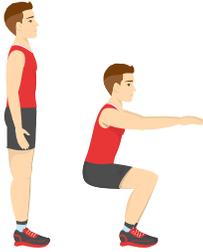
Always encourage your students to get at least 60 minutes of physical activity every day!

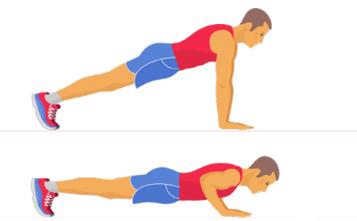
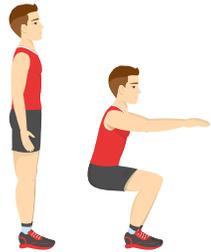
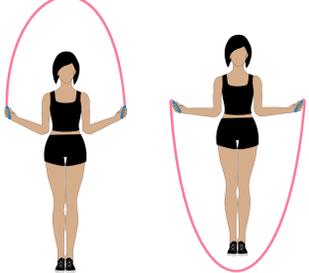
Visit: <http://www.aha-nflplay60challenge.org/>

| Name and description of Physical Activity | Picture | Type of Physical Activity (strengthening, balance/flexibility, aerobic) |
|---|---------|---|
| <b>Push up:</b>                           |         |   |
| <b>Plank:</b>                             |         |   |
| <b>Squat:</b>                             |         |   |
| <b>Jumping jack:</b>                      |         |   |
| <b>Jump rope:</b>                         |         |   |

|                                     |  |  |
|-------------------------------------|--|--|
| <b>High knees:</b>                  |  |  |
| <b>Knickers: Mountain climbers:</b> |  |  |
| <b>Burpees:</b>                     |  |  |
| <b>Your choice!</b>                 |  |  |
| <b>Your choice!</b>                 |  |  |

|   |   |                                   |
|---|---|-----------------------------------|
| <p><b>Plank:</b> a core strength activity that involves maintaining a position similar to a push-up, but usually without any movement.</p>                              |    | <p><b>Balance/flexibility</b></p> |
| <p><b>Push-up:</b> an activity in which a person lies facing the floor and, keeping their back straight, raises their body by pressing down on their hands.</p>         |    | <p><b>Strengthening</b></p>       |
| <p><b>Jumping jack:</b> a jump done from a standing position with legs together and arms at the sides to a position with the legs apart and the arms over the head.</p> |   | <p><b>Strengthening</b></p>       |
| <p><b>High knees:</b> An activity in which a person lifts his/her knees as high as possible, alternating left and right.</p>  |  | <p><b>Aerobic</b></p>             |
| <p><b>Jump rope:</b> An activity that requires jumping straight up into the air and back down, as if jumping over a rope.</p>   |  | <p><b>Balance/flexibility</b></p> |

|  |   |                                   |
|--|---|-----------------------------------|
| <p><b>Kickers:</b> An activity in which a person jogs in place, hitting his/her behind with their feet.</p>                |  | <p><b>Balance/flexibility</b></p> |
| <p><b>Squat:</b> An activity that requires squatting toward the group with the back of the knees at a 90-degree angle.</p> |  | <p><b>Aerobic</b></p>             |
| <p><b>Your choice!</b></p>   |   |                                   |

| Name and description of Physical Activity   | Picture   | Type of Physical Activity (strengthening, balance/flexibility, aerobic) |
|---|---|---|
| <p><b>Push-up:</b> an activity in which a person lies facing the floor and, keeping their back straight, raises their body by pressing down on their hands.</p>         |    | <p><b>Strengthening</b></p>   |
| <p><b>Plank:</b> an activity that involves maintaining a position similar to a push-up, but usually without any movement.</p>   |    | <p><b>Strengthening</b></p>   |
| <p><b>Squat:</b> An activity that requires squatting toward the group with the back of the knees at a 90-degree angle.</p>  |   | <p><b>Balance/flexibility</b></p>                                       |
| <p><b>Jumping jack:</b> a jump done from a standing position with legs together and arms at the sides to a position with the legs apart and the arms over the head.</p> |  | <p><b>Balance/flexibility</b></p>                                       |
| <p><b>Jump rope:</b> An activity that requires jumping straight up into the air and back down, as if jumping over a rope.</p>   |  | <p><b>Balance/flexibility</b></p>                                       |

|  |   |                                 |
|--|---|---------------------------------|
| <p><b>High knees:</b> An activity in which a person lifts his/her knees as high as possible, alternating left and right.</p> |  | <p><b>Aerobic</b></p>           |
| <p><b>Kickers:</b> An activity in which a person jogs in place, hitting his/her behind with their feet</p>                   |  | <p><b>Aerobic</b></p>           |
| <p><b>Your choice!</b></p>   | <p><b>Answers will vary</b></p>   | <p><b>Answers will vary</b></p> |

# “ROUTINE PLANNING SHEET”

## STUDENT HANDOUT

Your routine must...

- Be 2–3 minutes long
- Teach your classmates about each move
- Contain all three types of physical activity (muscle strengthening, bone strengthening, and aerobic)
- Engage your peers and be FUN!

| List the activities you will include: | Type of physical activity (strengthening, balance/flexibility, aerobic) |
|---------------------------------------|---|
|                                       |   |
|                                       |   |
|                                       |   |
|                                       |   |
|                                       |   |
|                                       |   |

Create a plan or script for your routine:

A large empty rectangular box for student planning.

# "MY PHYSICAL ACTIVITY GOAL"

## STUDENT HANDOUT

Use this chart to record your physical activity goals for a seven-day period. At the end of each day, record whether or not you achieved your daily goal, and add notes about how your body and mind feel at the end of the day. If you did not reach your daily activity target, record the reasons why ("I was not feeling well, I had other activities in the evening," etc.).

Need more ideas to mix it up? Explore the NFL Play 60 app for ideas to stay active!

| GOAL                      | Activity and duration   | Achieved?<br>YES or NO | Notes             |
|---------------------------|---|------------------------|-------------------|
| <b>Example:</b><br>Monday | Play tag at recess (20 minutes)<br>Take my dog on a walk (20 minutes)<br>Jump on the trampoline (10 minutes)<br>Do crunches and squats while I watch TV after school (10 minutes) | YES                    | I feel energized! |
| Monday                    |   |                        |                   |
| Tuesday                   |   |                        |                   |
| Wednesday                 |   |                        |                   |
| Thursday                  |   |                        |                   |

|          |  |  |  |
|----------|--|--|--|
| Friday   |  |  |  |
| Saturday |  |  |  |
| Sunday   |  |  |  |

**Reflection:** Notice patterns in your “Notes” column. Is there one particular thing that got in the way of you achieving your physical activity goals this week? Brainstorm ideas for how you can modify your plan to be more successful.

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