

KEEP IT MOVIN’



AGE RANGE

10–13

OVERVIEW

Students will first learn the importance of physical activity and the national recommendation for the amount of physical activity needed to reduce their risk of developing NCDs. Then, they will play a board game in groups that prompts them to complete short bursts of physical activity as they move their pawn throughout the game.

TIMING

45–60 minutes

OBJECTIVES

Students will

- Learn the relationship between physical activity and NCDs
- Participate in physical activity and cooperative games

MATERIALS NEEDED BY STUDENTS

- Pencil
- **Physical Activity Guidelines for Children and Adolescents** student handout- one per student*
- **Physical Activity Board Game**- one per student*
 - Game Board
 - 4 game markers, such as plastic discs or bingo chips
 - 1 dice

MATERIALS NEEDED BY VOLUNTEER

- Device with internet access and web camera if presenting virtually

VOLUNTEER PREP

1. Read the activity instructions to familiarise yourself with the content. Note that lessons are designed to last 45–60 minutes, but each situation will be unique. Use the Lesson At-A-Glance to guide how long you plan to spend on each section.
2. Prepare all materials before your session. Communicate with your host educator in advance so he/she is able to prepare students and help prepare the space .
3. Engage your host educator in determining groups of 3–4 students and classroom setup for the game before your session.

VIRTUAL FACILITATION PREP

If you are presenting this lesson virtually, please note the following additional preparation steps that might be necessary:

1. **Materials Note:* Communicate the list of materials needed by students to your host educator in advance so he/she is able to prepare students and make sure that each of them have the required handouts. There are facilitation options below if the students are in a virtual situation in which they do not have access to the handouts.
2. This activity is written for virtual facilitation by one volunteer. If more than one volunteer desires to virtually present together, it is recommended that you speak with your host educator regarding his/her preferences and limit the number of volunteer presenters to three. It is also recommended that volunteer groups assign sections and practice before their virtual sessions.
3. Prior to your session, coordinate with your host educator regarding preferred e-meeting platform (i.e., Zoom, Skype, Ring Central, Google Hangout, etc.). Determine who will be responsible for setting up the meeting credentials. Also, determine whether students will be on camera, using the chat feature or muted, etc. so that you are able to plan in a better way.
 - If possible, consider planning a practice session with your host educator to work out any issues prior to your session.
- If an activity calls for working with a partner or group, students learning virtually can share their answers out loud or write their definitions to refer to them later, add to a live/shared document, or comment in a chat box. Alternatively, you can prepare breakout rooms in your learning management system prior to your session.
 - Platforms like [Zoom](#) allow you to pre-assign participants to breakout rooms. [Google Meet](#) will randomly distribute participants.

SUGGESTIONS FOR IMPLEMENTING VIRTUAL MEETINGS

- **Lighting:** Backlight doesn't allow your audience to see you clearly. Make sure that you have sufficient lighting in front of you to ensure that you are visible.

- **Camera Placement:** Try to make sure that your camera is placed at eye level. This helps to create eye contact and ensure engagement with your audience. You can use books or other items to lift the level of your device (if using a laptop).
- **Sound:** Make sure that you do a quick sound check before beginning your session. Ensure that you can be heard and that participants do not hear an echo effect. Consider using headphones equipped with a mic.
- **Make Connections:** Remember to try to connect with your audience, which can be challenging, virtually. Connect with them using quick stories or humour. Some suggestions have been included.
- **Troubleshooting:** It is okay to make mistakes or have technology issues. If you have a technology hiccup or things don't go as planned, do your best to reconnect and move forward with your lesson. The best thing you can do is to be prepared by testing your internet connection, sound and video settings prior to your session!

LESSON AT-A-GLANCE

Section	Activity	Approximate Time in a 45-Minute Session	Approximate Time in a 60-Minute Session
Engage	Volunteer introductions and student engagement questions	5–7 minutes	7–8 minutes
Learn	NCDs	4–5 minutes	6–7 minutes
	Physical Activity Guidelines	7–8 minutes	8–10 minutes
Apply	Physical Activity Board Game	20–25 minutes	30–35 minutes
Reflect	Reflection on learning	3–4 minutes	5–6 minutes

PROCEDURE

Engage

1. Take **3–4 minutes** to introduce yourself and Abbott to the class. Explain that you are here on behalf of Abbott's Future Well Kids programme. Abbott is a global healthcare company that makes breakthrough products like medical devices, diagnostic machines, nutrition bars, and generic medications, and the company has a local presence here near them. Tell them that you are excited to help students live their lives to the fullest through better health and teach them healthy habits that they will be able to use

throughout their lives. Try to share a fun fact about yourself to help the students get to know you—such as your favourite way to get exercise if you only have a few minutes. Consider demonstrating if possible. Good examples might be how you stay active during online meetings or what you do during breaks.

2. For approximately **2–3 minutes**, engage students in the upcoming lesson by asking one or more of the following open-ended questions. These questions are intended to get students thinking about their upcoming learning experience and do not have right or wrong answers:
 - What outdoor activity do you enjoy the most?
 - Are there any indoor activities that you enjoy?
 - Do you like participating in activities that you can do alone or with other people?

Learn

3. Explain to students that staying physically active can reduce the risk of developing certain non-communicable diseases, which are the diseases that are not infectious or contagious, like the flu. NCDs develop gradually over time and are often the result of lifestyle choices, like that amount of physical activity a person gets. Examples of non-communicable diseases include type 2 diabetes, high blood pressure, and heart disease.
4. Inform students that increasing physical activity doesn't only reduce their risk of developing NCDs. It can also help them feel better and more energetic every day. It can improve sleep and help them feel more mentally alert.
5. Ask students if they know how much physical activity they think they should receive in a day. Ask for volunteers to share their guesses. Students can also share where they learnt about these recommendations if they remember.
6. Distribute one **Physical Activity Guidelines for Children and Adolescents** handout to each student. Stress that the national recommendation is that they participate in 60 minutes a day in moderate to vigorous physical activity.
7. Give a quick definition of each of the three types of physical activity.
 - Aerobic activity: Often called “cardio,” any exercise that increases your heart rate and makes you breathe more heavily falls into this

VIRTUAL FACILITATION OPTIONS

- If students are on video and able to use microphones, allow them to offer their answers to each other.
- If students are not using video or microphones, encourage students to write their answers down to refer to them later.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the handouts:
 - Display your handout via webcam or screenshare and talk through it.

category. When you exercise your heart and lungs, they become stronger and can more effectively pump blood and oxygen throughout your body.

- Muscle-strengthening activities: This type of exercise targets your muscles. By strengthening your muscles, you become stronger and are less likely to suffer from injuries. Increased muscle mass also helps you to maintain a healthy weight!
 - Bone-strengthening activities: This type of exercise puts a force on your bones (often because of an impact with the ground) which encourages them to grow and become stronger.
8. Let students know that they will have the opportunity to participate in all three types during their next activity.

Apply

9. Distribute a board game to each group. Read the directions and answer any questions before students begin playing. Demonstrate each activity listed on the game board before students start playing.
10. While they are playing the game, all volunteers should rotate throughout the classroom and provide students with brief feedback or assistance. Alternatively, a volunteer can be “assigned” to each group to engage with students throughout the duration of the game or even participate in it.

VIRTUAL FACILITATION OPTIONS

- If students are in a virtual situation in which they do not have access to the board game materials, consider putting students into breakout rooms to play on a shared, live game board (presented as an image on a document). Each student can create a shape that they can use their mouse to move along the board.

HALFWAY POINT



11. Give students at least **20–25 minutes** to play the board game.

Reflect

12. Take **3–4 minutes** to make students sit back on their seats. Consider leading students in a few deep breaths to bring their attention back to the lesson and calm them down after the game.
13. To facilitate students’ reflection on their experiences during the session, ask one or more of the following questions:
- Is there a type of physical activity you prefer over the others?
 - What was your favourite activity from the game?
 - What are some ways you can include these activities into your daily routine to increase your amount of physical activity?

14. Before you leave, thank the classroom teacher and students for allowing you to join them today, and encourage them to apply what they have learnt during this activity by including some of the activities into their daily routines.

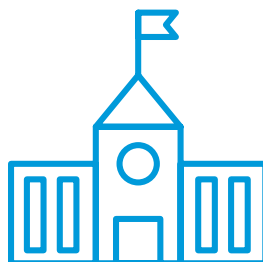
EXTENSION IDEAS FOR EDUCATORS

- Students can use the activities from the board game to create a workout routine or exercise video to share with their peers and families.
- Students can create their own board games, card games, or computer games that encourage players to participate in physical activities.

INDIAN STANDARDS

The NCERT-developed Minimum Levels of Learning (MLL's) are often considered as the graded learning expectations for schools in India. The MLL's are framed in such a manner as to be mechanistic, mentioning highly specific, fragmentary learning objectives in terms of observable behaviour.




- [English Language:](#)
 - Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
 - Develop the ability to express one's thoughts orally and in writing in a meaningful way in the English language.
- [Operational Guidelines for School Health Programme](#)
 - To enable students to articulate their health and growing up concerns without inhibitions.
 - To make students active participants in the learning process
 - To provide age appropriate information about health and nutrition to the children in schools.
 - To promote healthy behaviours among the children that they will inculcate for life.
 - To detect and treat diseases early in children and adolescents including identification of malnourished and anemic children with appropriate referrals to PHCs and hospitals.
 - To promote use of safe drinking water in schools
 - To promote safe menstrual hygiene practices by girls
 - To promote yoga and meditation through Health & Wellness Ambassadors.
 - To encourage research on health, wellness and nutrition for children



PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN AND ADOLESCENTS

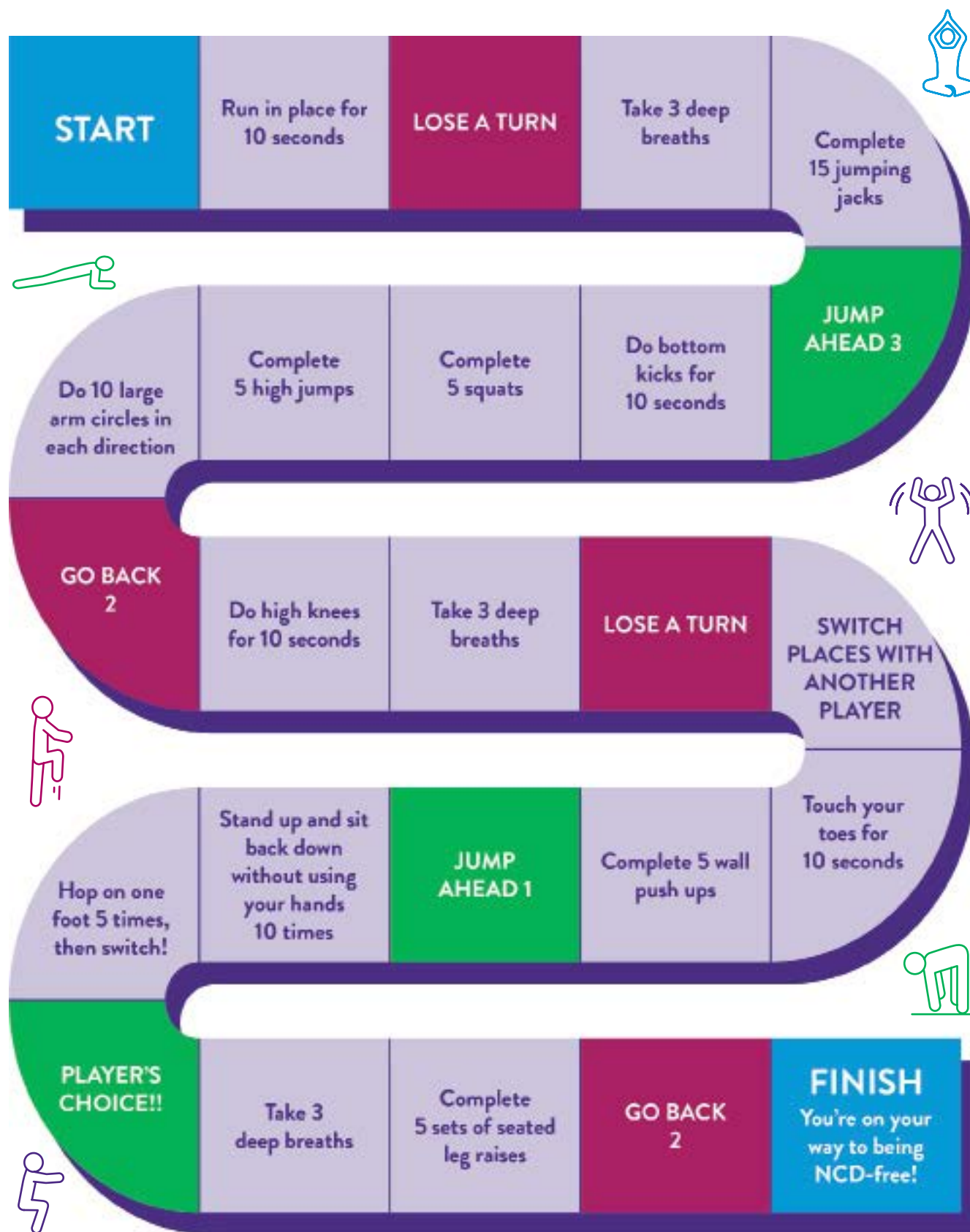
These physical activity guidelines are from the [Physical Activity Guidelines for Indians](#).

Every day: 60 minutes of physical activity

Type of Activity	Recommendation	Examples ¹
Aerobic 	<ul style="list-style-type: none"> Most of the 60 minutes of activity should be moderate intensity or vigorous aerobic activities. Vigorous activity should be performed at least 3 days a week. 	<p>Moderate intensity:</p> <ul style="list-style-type: none"> Walking to class Hiking Yoga <p>Vigorous intensity:</p> <ul style="list-style-type: none"> Jogging Fast dancing Most competitive sports
Muscle-strengthening 	<ul style="list-style-type: none"> 3 days a week (as part of the 60 minutes of daily activity) 	<ul style="list-style-type: none"> Push-ups Sit-ups Weightlifting Resistance band exercises
Bone-strengthening 	<ul style="list-style-type: none"> 3 days a week (as part of the 60 minutes of daily activity) 	<ul style="list-style-type: none"> Walking Jumping rope Lifting weights Volleyball

¹ <https://www.nhp.gov.in/healthyliving/physical-activity#:~:text=Adults%20aged%2018%E2%80%9364%20years,%2D%20and%20vigorous%2Dintensity%20activity.>

PHYSICAL ACTIVITY BOARD GAME



INCLUSIVE EXERCISE OPTIONS



JAZZ TOES

Place feet flat on the floor, raise toes toward ceiling, then point them to floor.



CAPTAIN'S CHAIR

Grasp chair edges while lifting knees toward chest.



ZOMBIE TWIST

Rotate upper torso to one side with arms in front, then rotate over to the opposite side, then twist back to centre.



CRESCENT POSE

Clasp hands above head gently (or do one arm at a time) and lean to one side and hold, then to the other side and hold.



TREE POSE

While seated or standing, place palms together (or just one palm if other hand is being used for support) and bend one knee and place sole of foot on inner calf and balance on standing leg.



MOUNTAIN POSE

While seated or standing, start with arms at side with palms facing forward, lift arms straight above head so that they face forward overhead.



GENTLE SQUATS

Slowly lower body onto chair using any supports needed, (walker, crutches, etc.) then stand again while grasping handles.