

## LEARNING AREA: HEALTH AND PHYSICAL EDUCATION



**Lesson Aim:** Students increase physical activity levels and meet a fitness goal  
**New Zealand Curriculum Level 3**

### Lesson Overview

Movin'March is a wonderful opportunity to incorporate physical activity and health messages into school life and across the curriculum. Health and PE lessons could focus on the health benefits of replacing a sedentary car trip to school, with an active alternative.

Teaching points:

- Physical activity can be enjoyable and varied
- Physical activity helps our bodies grow and be healthy
- Physical activity helps us focus and learn during class time

Children require at least 60 minutes per day of moderate to vigorous physical activity to help bodies and minds develop and be healthy. Students could keep a physical activity diary whereby they keep a record of how much time they spend being active every day. This task can be modified by the teacher to suit the year levels and levels of self-management of the students.

Children then think-pair-share to brainstorm ways that they could easily bring in more physical activity into their everyday lives. Teacher to scaffold them towards the topics of active transport, and replacing sedentary activities with active ones.

Students measure their current fitness level (e.g. beep test, number of field laps in 10 minutes, number of star jumps in one minute, number of skipping rope jumps in 1 minute)

Students set a fitness goal based on their initial testing (e.g. I will run 4 laps of the field in 10 minutes, I will complete 5 more star jumps in 1 minute).

Use the [WOW \(Walk or Wheel\) Passport](#) and prizes (from the Movin'March goodie pack) to promote active travel to school.



### Specific Achievement Objective Indicators

#### Regular Physical Activity

- Students will maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

#### Personal growth and development

- Students will identify factors that will affect personal, physical, social, and emotional growth and develop skills to manage changes.

### Contextual Te Reo

- Haere = Journey, trip, travel
- Wake or Hīkoi = to walk (verb)
- Pahikara = bicycle
- Ete Pahikara = to bike (verb)
- Oma = run
- Whakapakari tinana = physical fitness
- Hauora = health / wellbeing
- Kori tinana = physical workout

[Māori Dictionary](#)

## Key Competencies

- **Managing self:** Students motivate themselves to push their physical activity limits; they adopt a “can-do attitude” when setting personal and realistic fitness goals.

## Adaptations for different year levels

There is a lot of scope to adapt these ideas for different levels.

- **Levels 1-2:** Focus on how the body feels before and after exercise. Physical activity messages should focus on the enjoyment of exercise and being active, as opposed to the fitness goal messages. Emphasise how fun it is to make an active journey to school. Go for a class walk around the community and do some exercises in a local park (or similar area)
- **Level 4:** Students incorporate health measurements (such as heart rate and strength measurements) into their fitness tracking. Students also inquire into how to promote and support physical activity across the school.

## Opportunities for cross-curricular links

- **Numeracy** – the opportunity exists for students to keep track of their physical activity in a variety of ways. For example, students could add up the total distances they walk (for example) each day over a given period (e.g. two weeks).
- **Numeracy** – students could also keep record of their progress towards meeting a fitness goal which requires regular measurements. This can then be communicated on a line graph. Alternatively, the class could be grouped categorically on a different type of graph.
- **Human Biology** – explore how the body responds to vigorous physical activity. How is the heart rate measured, and why does this go up and down at different points of exercise? Why is it important that we warm up and stretch our bodies before and after exercise? Why do we find ourselves huffing and puffing during hard exercise?

## Other ideas for this lesson

- Explore barriers to adopting active transport habits (e.g. live too far away, not enough time in the morning, parents drop off on the way to work, no one to walk/bike/scoot with, roads too busy)
- Discuss solutions to the above barriers (e.g. find a drop off point near school, get up earlier, walk/bike/scoot with a friend, join a walking school bus (older students can help run this), discuss safer routes to school with teacher/principal/student council)
- Steadily increase active travel to school throughout Movin' March and get WOW Passport stamped
- Organise Pedal Ready cycle skills sessions at school to learn how to ride bikes safely and confidently ([www.pedalready.org.nz](http://www.pedalready.org.nz))