

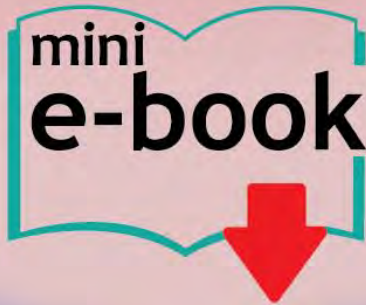


Health

# Being Active



## For Upper Primary



## Contents

Physical Activity Levels 1 .....	Page 3
Physical Activity Levels 2 .....	Page 4
The Benefits of Physical Activity .....	Page 5
How To Measure Fitness .....	Page 6
Community Activities 1.....	Page 7
Community Activities 2.....	Page 8
Answers.....	Page 9

Preview

Title: **Being Active** For Upper Primary  
 Published by **Ready-Ed Publications** © 2019  
 Taken from: Health Years 5-6 (Part 2)  
 Author: Miranda Cooke     Illustrator: Alison Mutton

### Copyright Notice

The purchasing educational institution and its staff have the right to make copies of the whole or part of this book, beyond their rights under the Australian Copyright Act 1968 (the Act), provided that:

1. *The number of copies does not exceed the number reasonably required by the educational institution to satisfy its teaching purposes;*
2. *Copies are made only by reprographic means (photocopying), not by electronic/digital means, and not stored or transmitted;*
3. *Copies are not sold or lent;*
4. *Every copy made clearly shows the footnote, 'Ready-Ed Publications.'*

Any copying of this book by an educational institution or its staff outside of this blackline master licence may fall within the educational statutory licence under the Act.

The Act allows a maximum of one chapter or 10% of the pages of this book, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under Act.

#### For details of the CAL licence for educational institutions contact:

Copyright Agency Limited  
 Level 19, 157 Liverpool Street  
 Sydney NSW 2000  
 Telephone: (02) 9394 7600  
 Facsimile: (02) 9394 7601  
 E-mail: [info@copyright.com.au](mailto:info@copyright.com.au)

#### Reproduction and Communication by others

Except as otherwise permitted by this blackline master licence or under the Act (for example, any fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

**Ready-Ed Publications:**  
**[info@readyed.com.au](mailto:info@readyed.com.au)**  
**[www.readyed.net](http://www.readyed.net)**

**Activity****Physical Activity Levels 1**

The recommended amount of physical activity for children aged between 5-12 years of age is one hour every day. This does not have to be done in one go, but might be divided into two lots of thirty minutes.

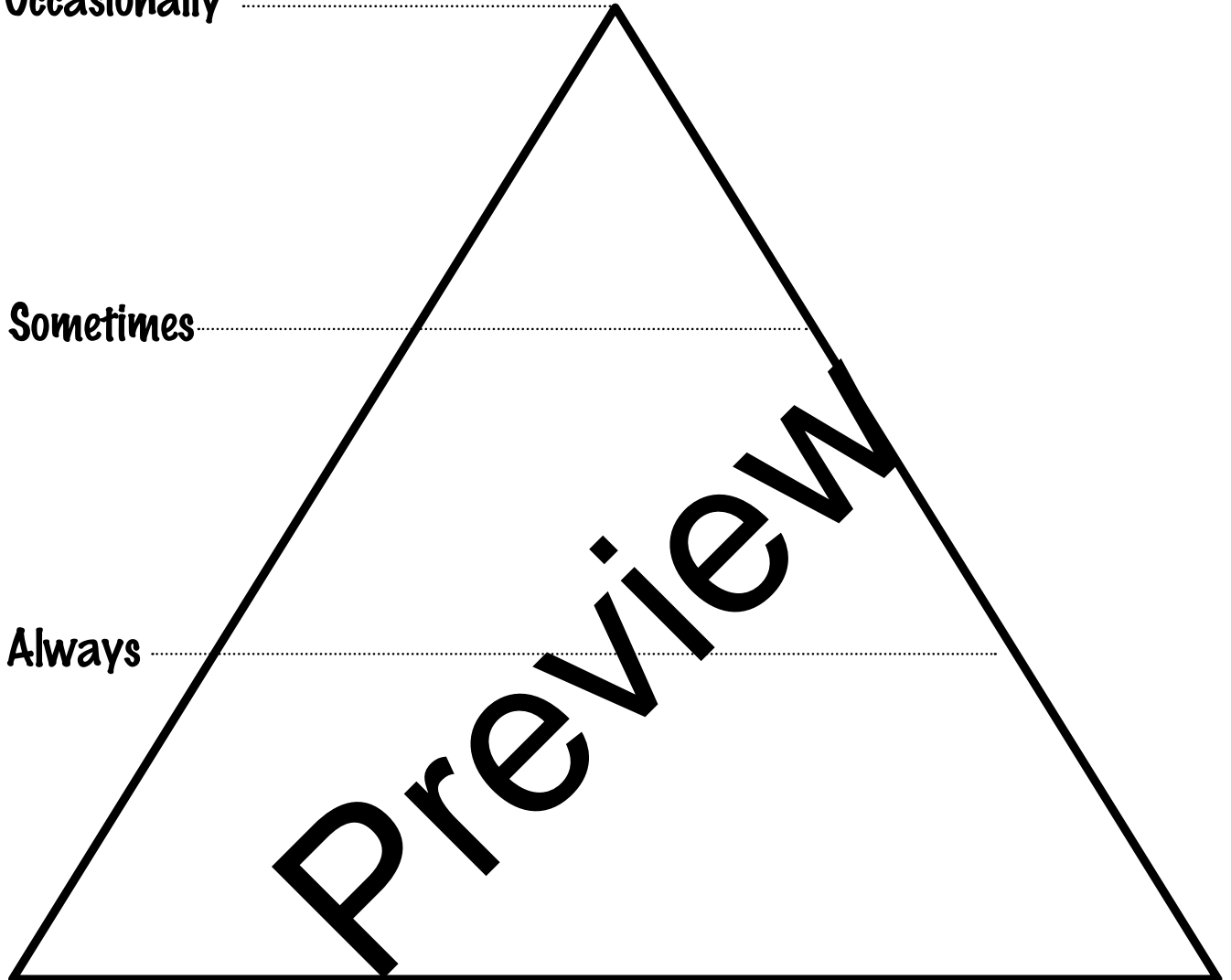
- What activities do you participate in each week? Fill out the table below.

Day	Activity	Hours/Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

- Highlight the activities that you did at school in one colour and the activities that you did outside of school in another.
- Where were most of your activities done – or is there a balance?  
\_\_\_\_\_
- Do you do one hour of physical activity each day? \_\_\_\_\_

- Using the table that you created on the previous page, transfer your activities to create your own exercise pyramid below, which shows your weekly participation in physical activity.

Occasionally



## Questions

1. Could you make a change to your daily routine so that an activity that you 'sometimes' do, could be one that you 'always' do? Maybe you could change the way that you spend your lunchtimes and/or recess, or change how you get to and from school?

---

---

2. Could you make a change to your daily routine so that an activity that you 'occasionally' do, could be one that you 'sometimes' do? Make the same considerations that you did for the first question.

---

---

## Activity

# The Benefits Of Physical Activity

Fitness is about being in good physical condition and being healthy. Being fit helps to maintain good muscular strength, helps with good flexibility and means that you have more energy. Being fit assists you to look better and feel better. Good fitness can even help with a positive attitude on life and to maintain good moods.



1. What does fitness look like? In the first box below, draw a picture of someone who looks fit. In the second box, draw a picture of someone who does not look fit.



2. Why is it good to be fit? \_\_\_\_\_  
\_\_\_\_\_
3. What are some problems of not having good fitness? \_\_\_\_\_  
\_\_\_\_\_
4. What are some examples of physical activity? \_\_\_\_\_  
\_\_\_\_\_
5. Tick which of the following you think are benefits of partaking in physical activity?
- |  |   |
|--|---|
| <input type="checkbox"/> improves fitness  | <input type="checkbox"/> helps to maintain a healthy weight |
| <input type="checkbox"/> helps you to sweat out toxins                             | <input type="checkbox"/> improves concentration             |
| <input type="checkbox"/> makes you feel tired                                      | <input type="checkbox"/> gives you strong healthy muscles   |
| <input type="checkbox"/> gives you a healthy heart                                 | <input type="checkbox"/> improves mental health             |
| <input type="checkbox"/> develops strong bones                                     | <input type="checkbox"/> reduces the risk of cancer         |
| <input type="checkbox"/> makes you angry and aggressive                            | <input type="checkbox"/> burns energy                       |
| <input type="checkbox"/> helps you to live longer                                  | <input type="checkbox"/> improves sleep                     |
| <input type="checkbox"/> makes you age   | <input type="checkbox"/> improves coordination              |
| <input type="checkbox"/> overworks the heart muscle                                | <input type="checkbox"/> helps you to look good             |
| <input type="checkbox"/> reduces the risk of some diseases (e.g. diabetes type II) |   |



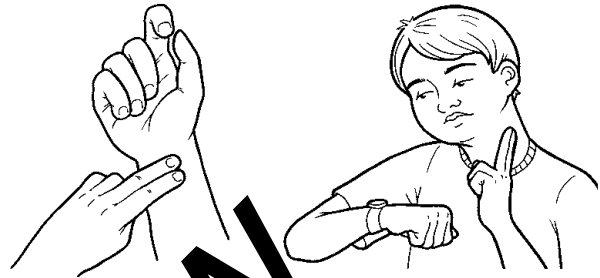
6. Consider the correct responses above. Some people do not do enough physical activity. Identify five types of health problems that this could lead to and list these below.

---

---

There are different types of fitness, such as: muscular strength, flexibility, and cardiovascular endurance. Cardiovascular endurance refers to being able to keep running or playing a sport for 20 minutes or even longer and is a very important element of health. We can measure this fitness by taking our pulse. This lets us know how much our heart is working. Often this is referred to as measuring our heart rate. A resting pulse will be between 60 and 100 beats per minute.

- To take your pulse, use your pointer finger and your middle finger and place it on the inside of your wrist or on the side of your neck. Use your fingers to feel for a regular pulse in the blood vessel just under the skin.



**Record your pulse. My resting pulse is \_\_\_\_\_ BPM (beats per minute).**

- Let's see what happens to your pulse when you exercise. With your class, jog on the spot or around an open area if you have one available to you. You will need to stop every minute to take your pulse.

Exercising pulse (1 minute) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.

Exercising pulse (2 minutes) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.

Exercising pulse (3 minutes) 15 seconds \_\_\_\_\_ X 4 = \_\_\_\_\_ BPM.

Recovery pulse (1 minute) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

Recovery pulse (2 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

Recovery pulse (3 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

Recovery pulse (4 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

Recovery pulse (5 minutes) 30 seconds \_\_\_\_\_ X 2 = \_\_\_\_\_ BPM.

## Questions

1. What was your maximum heart rate during the exercise component of the activity?  
\_\_\_\_\_
2. How long did it take for your heart rate to return to a resting state?  
\_\_\_\_\_
3. When you were exercising, how did your breathing change?  
\_\_\_\_\_
4. Why do you think your breathing changed during exercise?  
\_\_\_\_\_
5. Did you notice any similarities between the changes in your heart rate and breathing during exercise and recovery?  
\_\_\_\_\_

**Activity****Community Activities 1**

Participating in physical activities outside of school can help you to connect with other members of your community and help you to make new friends with people in your area. Examples of community clubs and groups which involve physical activities are: guides, scouts, dancing groups, swimming, football, karate and cricket.

- Choose eight classmates to survey. Complete the table below using your chosen classmates' responses and yourself.

Name Of Student	Community Activity	Community Area	New Friends I Have Made There

**On the back of this sheet, graph your results. Remember to give your graph a title and label the vertical and horizontal axis.**

## Activity

# Community Activities 2

It is important to get involved in community activities because it creates a healthy community. Think about the ways that you get involved in your community to promote a community spirit.

- Write about and draw two special places that you go to in your community and why they are important to you.

**1** A place in your community where you go:

---

Who do you meet there? \_\_\_\_\_

---

---

What do you do there? \_\_\_\_\_

---

---

How do you feel when you are there?

---

---

**2** A place in your community where you go:

---

Who do you meet there? \_\_\_\_\_

---

---

What do you do there? \_\_\_\_\_

---

---

How do you feel when you are there?

---

---



### Pages 3 & 4

Government recommendations for daily activity have increased to one hour per day for children. This is a result of increased involvement in sedentary activities and changes in lifestyle that deduct from opportunities to partake in physical activity; and a dramatic increase in childhood obesity and childhood occurrence of lifestyle diseases, such as diabetes type II. Activities that need to be partaken in on a daily basis, are low impact aerobic activities, including walking and bike riding. Students can include watching TV, playing console games and spending time on the computer, in their activity lists as well as physical activity. This will help them to see their overall involvement in a range of activities and see how much time is divided between those activities that are physically active and sedentary. When critiquing their activities, they should be encouraged to reduce their sedentary activities and increase physical activities where appropriate.

### Page 5

2) Benefits are endless and include: feeling strong, having lots of energy, not feeling tired, being able to concentrate, feeling good and looking good, good mental health and having an even temper. 3) Feeling tired, not being able to keep up with friends during sport, not looking fit, loss of confidence, poor concentration. 4) Could list a range of sports and activities from soccer to gardening. 5) Students should tick: improves fitness; helps you to sweat out toxins; gives you a healthy heart; develops strong bones; helps you to live longer; reduces the risk of some diseases (e.g. diabetes type II); helps to maintain a healthy weight; improves concentration; gives you strong healthy muscles; improves mental health; reduces the risk of cancer; burns energy; improves sleep; improves coordination; helps you to look good. 6) Obesity; diabetes type II; trouble focusing/concentrating; weak muscles; risk of a heart attack; reduced mental wellbeing; weak/brittle bones (osteoporosis); increased risk of cancer; reduced life expectancy; reduced levels of coordination.

### Page 6

Often, the pulse in the neck is easier to find. The resting pulse should be taken first, preferably after students have been sitting for at least five minutes.

Usually, this activity works best conducted as a whole class activity, getting everybody ready first and counting the pulse silently, while running the clock.

During exercise, a fitter person's pulse will increase initially and then level out, while an unfit person may struggle to achieve a plateau. A fitter person will have his/her pulse return to a resting state quicker than an unfit person. You could see who's pulse returned to resting state the quickest, as a class comparison.

While heart rates are measured in beats per minute (BPM), it is often more convenient to take a pulse for a shorter period of time, say thirty seconds or even fifteen seconds and then multiply this figure by two or four respectively to achieve the full measure. This is particularly significant for accuracy of exercising pulse rates. If someone is exercising and then stops to take their pulse for a full sixty seconds, by the end of the measuring time, their pulse will have slowed, affecting the accuracy of the true working measure.

Breathing will change with exercise so that the lungs and working muscles can get more oxygen. If this does not happen, then it will not be possible to continue exercise. As exercise demands increase, we would expect to see increases in heart rate and correlating increases in breathing rates. The reverse is true during recovery.