Get Moving: Be Active and Heart Healthy with the NFL PLAY 60 Challenge
Virtual Field Trip Educator Companion Guide

Overview: Are you and your students ready to get moving? The American Heart Association (AHA) and the National Football League (NFL) have teamed together to show kids how easy and fun it is to get active and heart healthy. In this Virtual Field Trip (VFT), students will learn the science behind the cardio and strength exercises that NFL players Whitney Mercilus and Christian Covington use to stay fit and active. Your students will also get an inside look at the Houston Texans’ practice facility and The Health Museum.

During the Field Trip, a representative from the American Heart Association and NFL players will lead demonstrations and discussions on physical activity and nutrition. Students will discover how aerobic activity affects their heart and lungs, how strengthening activities develop muscles, how nutrition provides the energy needed to be active, and how certain foods and staying hydrated contributes to their good health. Students will see that physical activity is fun and can be done anywhere and at any time during their day.

Students will:
- explain the benefits of regular physical activity to their health.
- analyze the effect of activity on heart rate.
- describe the impact of activity on parts of the body.
- evaluate the relationship between nutrition and physical activity.

Before the VFT: Get Up and Get Moving!

Materials:
- Chart paper
- Markers
- Timers

Get students’ bodies and minds moving in a carousel activity that focuses on the role of physical activity and nutrition in their lives. On large pieces of chart paper, write and display the bolded questions below (one question per piece of chart paper) in different areas of the room:

How often should you be physically active, and why?

The American Heart Association recommends that children and adolescents participate in at least 60 minutes of moderate- to vigorous-physical activity every day. Increased physical activity has been associated with an increased life expectancy and decreased risk of cardiovascular disease. Physical activity produces overall physical, psychological and social benefits.
What types of foods should be included in a healthy diet?

*Healthy eating starts with healthy food choices that consider balance, variety, and moderation. Go to [www.heart.org](http://www.heart.org) for resources on making healthy food choices.*

What are the benefits of participating in regular physical activity?

*There are many health benefits of physical activity including but not limited to controlling weight, improved cardiorespiratory and muscle fitness, improved bone health, improved psychological well-being by improving mood and reducing symptoms of depression and anxiety, reducing blood pressure, reducing the risk for certain diseases such as coronary heart disease, stroke, some cancers, and type 2 diabetes.*

What are some of your favorite physical activities?

*Answers will vary.*

Provide markers at each question location. Students should be in small groups equally divided between the questions. Each group should designate a writer for the group who will record responses on the chart paper. Inform groups that they will have 60 seconds to read, discuss, and respond to each question. At the end of 60 seconds, direct groups to rotate to the next question and repeat until all questions have been answered.

Once all questions have been answered, review what is written on each chart paper. Challenge the class to identify which answers they can reach consensus on, and what new questions emerge. Possible answers are included in italics above. Keep the papers posted to refer back to during and after the Virtual Field Trip.

**After the VFT**

**Activity 1: Post It**

*In this activity, students will confirm or refute the answers they created during the carousel activity (above). They then will dig deeper into the physical, academic, social, and emotional benefits of regular physical activity and create a social media post to persuade peers to be physically active, based on those benefits.*

**Materials:**

- Chart papers from the carousel activity
- Access to the Internet
- Printout of [Physical Activity Recommendations](http://www.heart.org) infographic

Refer back to the carousel activity. Ask students to compare their original responses to the information they learned on the Virtual Field Trip. Invite student groups to discuss the following:

- Which answers were confirmed by what you learned during the Virtual Field Trip?
• What misconceptions, if any, can you identify? Why do these misconceptions exist?
• Were any additional questions answered?
• What conclusions or inferences can you make about the importance of 60 minutes or more of physical activity each day?

Refer back to the benefits of regular physical activity that students listed on the chart paper. Explain that there are many benefits -- physical, academic, and social/emotional -- of regular physical activity. Challenge students to categorize them by whether they are physical, academic, or social/emotional benefits. Examples include:
  • **Physical:** Weight-bearing activities, like running and jumping, develop strong bones.
  • **Academic:** Students who are physically active tend to have better grades. They may also demonstrate improved focus, concentration and memory.
  • **Social/Emotional:** Physical activity can benefit how you feel about yourself and may increase opportunities to interact with others and meet new friends through various physical activities such as sports, dance, martial arts, cheerleading, and walking/running clubs.

Direct students to fold a sheet of 8 ½ x 11 paper into thirds and label each section with one of the benefit categories listed above. Individually or in groups, challenge students to research 3-5 benefits of being physically active for at least 60 minutes each day. They must have at least one benefit for each category. Note: Students can refer back to what they learned in the VFT, to the AHA Physical Activity Recommendations, or to information at [http://www.aha-nflplay60challenge.org/](http://www.aha-nflplay60challenge.org/).

Finally, invite students to use what they have learned about the benefits of regular physical activity to persuade their own peers to be physically active for at least 60 minutes each day. To do this, they must create a mock social media post, using an existing social media platform, that would convince their peers to be physically active for at least 60 minutes each day. You may want to spend time reviewing different social media platforms with students and the benefits of using these platforms to create positive change. Then, invite students to select one of these platforms and to create a factual, meaningful, and persuasive post. Their post should be designed for kids their age and should include at least two of the benefits they researched. Note: Your school’s policies and your comfort level with the integration of social media should be considered when deciding whether to have students actually post what they have created on social media.

**Activity 2: Rate This!**

*In this activity, students will measure their heart rates before and after a series of activities and draw conclusions about the importance of aerobic activity on their heart health and overall wellness.*

**Materials:**
  • Copies of [AHA Guide to Heart Rate](http://www.aha-nflplay60challenge.org/).
Ask students if they recall what a heart rate is and to explain and/or demonstrate what they remember from the VFT about how to find their heart rates. Challenge students to predict their resting heart rate and to then find out what it actually is. You may need to demonstrate how.

Finding heart rate – Place two fingertips (index and middle fingers) on the side of the neck or the inside of the wrist to find the pulse. Count the number of beats in a ten second period and multiply by six to find your beats per minute.

Heart Rate – Your heart rate is the number of times your heart beats in a minute.
Resting Heart Rate – The number of times your heart beats a minute while you are at rest (doing things like sitting in a car or sleeping).

Record answers.

Next, explain to students that they are going to do five different physical activities for 1-2 minutes each and measure their heart rates after each one. Invite student groups to come up with a list of five different activities. The activities must be safe to do inside of the classroom and they should try to select different types of activities.

Invite students to make predictions about which activities will make their heart rates increase most and least. Direct them to do a brief warm-up or stretch and to then do each activity for 1-2 minutes (resting at least two minutes between activities) and to take and record their heart rates after. Compare their predictions to their results. Then, discuss:

● How did your heart rate change after each activity?
● Which activities caused your heart to beat the fastest? What conclusions can you draw about these types of activities?
● What do you think happened to your bodies to create this change?

Following a review of the guidelines, discuss:

● Could you tell when your heart rate was increasing or decreasing? Answers will vary, but students should observe a change in their breathing and in their ability to talk while their heart rate is increasing or decreasing.

● Based on the changes you observed in your heart rate, how will physical activity benefit your heart? When done regularly, moderate- and vigorous-intensity physical activity strengthens your heart muscle. This improves your heart’s ability to pump blood to your lungs and throughout your body.
Correlating Standards:
National Physical Education Standards/ Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Health Education Standards/Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Next Generation Science Standards (NGSS)/LS1.A. Structure and Function. In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
Common Core State Standards/RST.6-8.9 - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

If you are looking for additional resources to extend the learning from this Virtual Field Trip, go online to join the NFL PLAY 60 Challenge 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/