

# Play60 CHALLENGE

American Heart  
Association   
*Learn and Live*




TEACHER GUIDE


A PROGRAM OF



THE NFL MOVEMENT FOR AN ACTIVE GENERATION



<b>INTRODUCTION .....</b>	<b>2</b>
<b>SECTION 1: Implementing the <i>NFL Play 60 Challenge</i> .....</b>	<b>5</b>
Week-by-Week Plan .....	8
School-Wide Tips .....	14
<i>NFL Play 60 Challenge</i> Roles .....	15
<b>SECTION 2: The Resources .....</b>	<b>17</b>
In-School Activity Breaks .....	20
Physical Activity Homework .....	24
Lesson Plans .....	28
Additional Resources.....	39




## INTRODUCTION

Welcome to the *NFL Play 60 Challenge*, a program that educates middle school students about staying fit. The *Challenge* creates an engaging and fun environment at school that compels students to be physically active for at least 60 minutes every day—both in school and at home.

The American Heart Association recommends that children get at least 60 minutes of physical activity every day. Increased physical activity has been associated with longer life expectancies and decreased risk of cardiovascular disease as well as related risk factors such as high blood pressure, type 2 diabetes, high cholesterol and obesity.

Childhood obesity rates are at all-time highs: today nearly 1 in 3 kids and teens in the United States are obese or overweight. That's why the National Football League and the American Heart Association have teamed up to create the *NFL Play 60 Challenge* (formerly known as *What Moves U*) — a program that inspires kids to get more physically active and help schools become places that encourage physically active lifestyles year-round.

We know that physical activity produces overall physical, psychological and social benefits, and that



inactive children are likely to become inactive adults. Evidence also suggests a relationship between increased physical activity and improved academic performance. By leveraging the American Heart Association's health expertise and the NFL's commitment to physical fitness, we can achieve our goal of getting kids physically active for 60 minutes every day—with the help of educators like you.

Teachers have the opportunity to play an essential role in getting students active, so we've provided this *NFL Play 60 Challenge* Teacher Guide with classroom resources to get students excited, engaged, and active! Inside this guide you will find:

- **Details on the 6-week *Challenge* and how to get students to sign up**
- **Ideas on how to promote the *Challenge* within your school in fun, creative ways**
- **Information about additional resources to help get students up and active**
- **Ideas on how to incorporate physical fitness into the classroom year-round**

The *NFL Play 60 Challenge* was developed to be a turn-key resource your school can begin at any time of the year—it's not specific to football season!

In most middle schools kids go from class to class and don't spend the majority of their day with a single teacher, so it's important to get lots of teachers on board. Use the Classroom Scoreboard (included in the on-line files package) to track the minutes of physical activity for each class.

After your school goes through the 6-week *Challenge*, *NFL Play 60* will continue to support you with tools and training to keep physical activity a priority for your school year-round. Additionally, we'll help you really take school health and wellness to the next level by showing you how to engage your school in the *Healthy Schools Program*.





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## IMPLEMENTING THE NFL PLAY 60 CHALLENGE

The American Heart Association recommends that to help students get 60 minutes of moderate to vigorous physical activity every day, schools should provide the opportunity for students to get at least 30 minutes during the school day.

To help accomplish this, the *NFL Play 60 Challenge* will provide information and resources to allow all students to participate in daily physical activity breaks and create a plan to integrate physical activity into most subject areas.

Additionally, we're providing you with ideas to help get students active for 30 minutes at home through physically active homework assignments and by using their Student Game Planners.

Here's what the *NFL Play 60 Challenge* looks like week-by-week. Remember, the *Challenge* can be started at any time during the year, not just at the beginning of a semester. And every school is different so tweak the schedule as needed.

Do you know how to tell if you're getting moderate to vigorous physical activity? It's pretty easy—if you're breathing hard and sweating, your heart is pumping!



## WEEK 1:

### The Draft: Create a team of teachers and staff to facilitate the *NFL Play 60 Challenge*

1. Assemble a team of teachers and administrators to serve as the *Challenge* leads. As many middle school students rotate from class to class, it is critical to involve as many teachers as possible so that students are engaged in all classes. Consider utilizing members of your School Wellness Council. Identify staff to serve as the:

- Head Coach — leads the committee and also serves as a resource for teachers and staff participating in the *Challenge*.
- Referee — responsible for keeping a tally of all minutes from students using the downloadable Master Scoreboard worksheet at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge).
- Fans — spearheads motivational activities during the 6-weeks. Check out the downloadable Cheer Book at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge).

2. If the Head Coach has any questions before getting started, contact the NFL at [nflplay60@nfl.com](mailto:nflplay60@nfl.com) or your local team.
3. Have students warm up by asking them to start thinking about how they can get 30 minutes of physical activity at home. Start assigning some Active Homework on pages 24-27 and begin introducing physical activity into your lesson plans.

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Don't have a school wellness council? Log on to [www.HealthierGeneration.org/schools](http://www.HealthierGeneration.org/schools) to learn how to get started!



## WEEK 2:

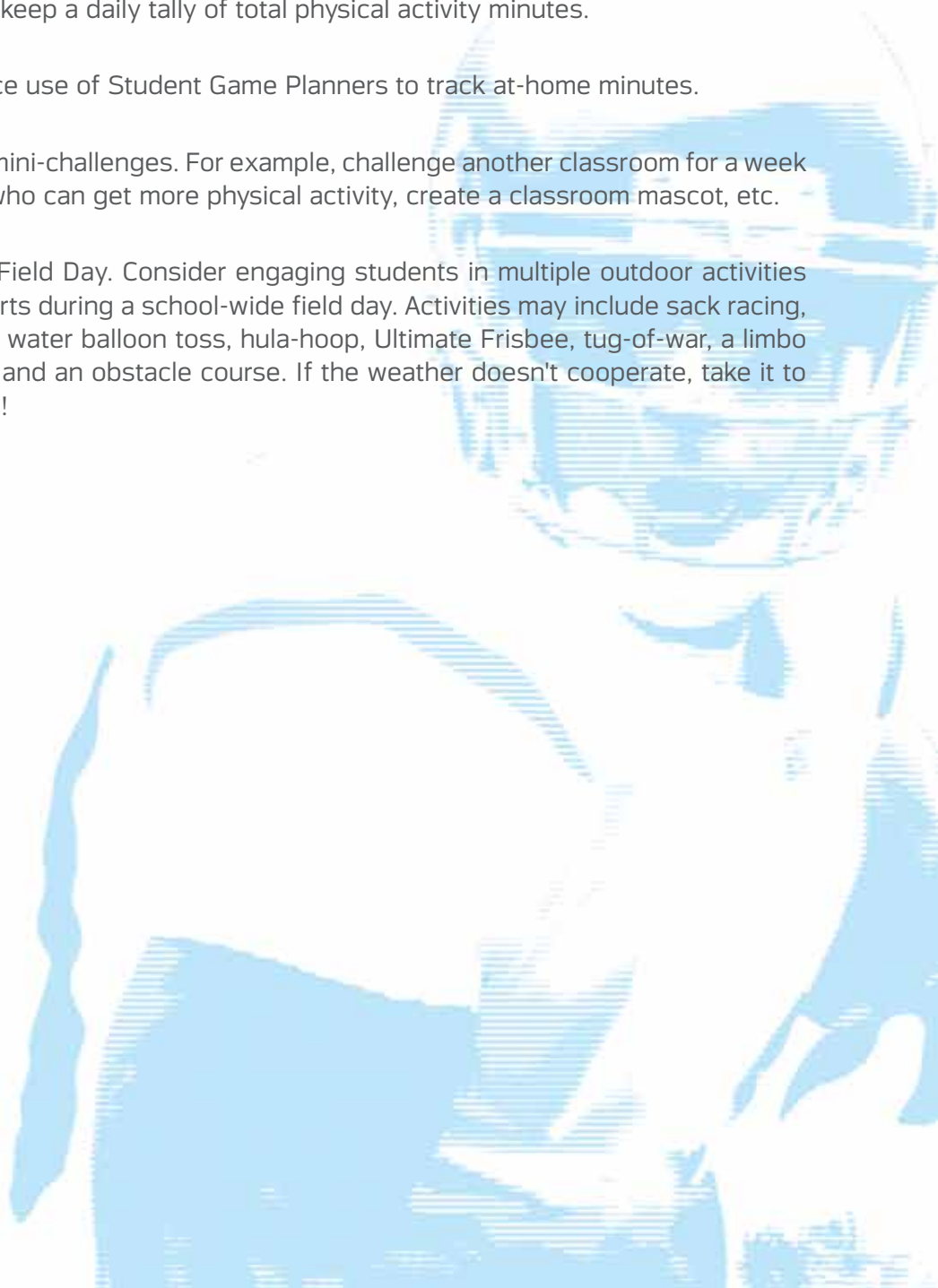
### Kickoff: Launch the *NFL Play 60 Challenge* in classrooms

1. Have teachers launch the *NFL Play 60 Challenge* in their classrooms by distributing the Student Game Planners (also downloadable) and take students through the “Making a Game Plan” Activity on page 29.
2. See pages 30-33 for 2 science lesson plans that you (or science teachers) can implement to explain to students the benefits of physical activity and how an active lifestyle can impact their health. This will help them understand the importance of getting active not just during the *NFL Play 60 Challenge*, but for the rest of their lives!
3. Talk with students about how you’re going to track their progress in the *NFL Play 60 Challenge* by using the Classroom Scoreboard and by setting a team (classroom) goal. Examples of a team goal could be to have 100% participation in the *Challenge* or for every student to try 3 new physical activities over the 4 weeks. (If you are implementing the *Challenge* with multiple classes, you can download additional Classroom Scoreboards at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge).)
4. Begin implementing physical activity breaks into classes and integrating activity into lesson plans (see pages 20-23 for physical activity break ideas) to accumulate 30 minutes throughout the school day. Use the Classroom Scoreboard to track minutes.
5. Reinforce use of Student Game Planners to track at-home physical activity minutes.



### **WEEK 3:**

**Regular Season: Use the Game Planners to maintain momentum and integrate new resources from this Guide.**

- 1.** Reinforce physical activity breaks and implementation of active lesson plans—keep a daily tally of total physical activity minutes.
  - 2.** Reinforce use of Student Game Planners to track at-home minutes.
  - 3.** Create mini-challenges. For example, challenge another classroom for a week to see who can get more physical activity, create a classroom mascot, etc.
  - 4.** Have a Field Day. Consider engaging students in multiple outdoor activities and sports during a school-wide field day. Activities may include sack racing, kickball, water balloon toss, hula-hoop, Ultimate Frisbee, tug-of-war, a limbo contest and an obstacle course. If the weather doesn't cooperate, take it to the gym!
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## WEEK 4:

### Huddle-up: Rally students by focusing on staff role models this week

1. Maintain physical activity breaks and implementation of active lesson plans to accumulate 30 in-school minutes of physical activity every day and continue to assign active homework for at-home minutes as well.
2. Provide sample resources to take home or insert into school newsletters to encourage parents and caregivers to talk to students about their progress with the *Challenge*. They can also act as role models by increasing their physical activity and sharing ideas for ways the whole family can get active together. Visit [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge) to download “Take Home Resources” for ideas and information.
3. Teachers and school staff have a fantastic opportunity to serve as inspiration and role models for students in many aspects of their lives. Select a group of staff (or all staff) to take their own personal *NFL Play 60 Challenge*. They can provide motivation to help students stay excited about the *Challenge*.
4. Utilize the downloadable teacher tracking sheets—this week teachers are tracking their progress for the students!
  - Post them somewhere publicly so students can see progress.
  - Create friendly competition and identify an incentive for the winning teacher’s class (ideally that is linked to physical activity).
5. Reinforce use of Student Game Planners to track at-home minutes.



## **WEEK 5:**

### **Final Record: Tally student results**

- 1.** Position this week as a “final push” for students to accumulate their 30 minutes every day at home.
- 2.** Continue to integrate physical activity breaks and implement active lesson plans to accumulate 30 minutes of in-school activity daily.
- 3.** Tally total minutes over the 4 weeks for the school or participating classrooms. Start to plan an event to reward students. Consider a certificate ceremony in the classroom or auditorium. Have healthy snacks and congratulate students and staff. (A reproducible certificate is included in the on-line files package.)



## WEEK 6:

### Postseason: Celebrate your achievement and take the *NFL Play 60 Challenge* to the next level

1. After tallying total minutes over the 4 weeks and planning your event, **celebrate!**
2. If your school has successfully implemented the *NFL Play 60 Challenge*, maintain the momentum—physical activity is a year-round commitment your school can make. So don't stop!
3. If you've noticed some positive changes in your school over the past 5 weeks, take school wellness to the next level and check out the 6-Steps to a Healthier School Environment with the *Healthy Schools Program*.

Enrolling in the *Healthy Schools Program* is easy and free! By registering for the program you will receive access to an online resource database of great tools and grant opportunities, and an opportunity to be nationally recognized for small victories and big successes. Customized support to create a healthier school environment through a staff liaison is available by email and phone.

Visit [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge) for more information about the *Healthy Schools Program* and how your school can foster healthy lifestyles year-round.

## SCHOOL-WIDE TIPS

How do we accumulate 30 minutes every day?  
The minutes add up!

**REMEMBER:** In a traditional 5-6 period school day each teacher will need to shoot for 5-6 minutes of physical activity per class.



Make physical activity part of your morning announcements by leading a school-wide warm up.



Offer opportunities before school while students are waiting for class to start that encourage activity such as establishing a walking trail around the building or allowing an open gym.



Have a fitness alarm twice a day where everyone (students, staff and faculty) participate in 3-5 minutes of physical activity.



The last 3 minutes of every day, have teachers wind down with some physical activity.



Make it a school tradition that 3 minutes before a test, students get to pick a physical activity break to work off some pre-test anxiety and energy.



Take it to the track and let students walk the track (gym or any outside space) after they finish their lunch.

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For additional resources and ideas for incorporating physical activity into any classroom, check out a helpful physical activity toolkit designed for schools at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge)

## ***NFL Play 60 Challenge Roles:***

Getting the whole school involved is a critical part in making lasting and meaningful changes in your school. In addition to incorporating physical activity breaks into their classroom, every teacher and every subject can offer something to the *NFL Play 60 Challenge*. Here are some suggestions of how teachers around school can support the *Challenge*:

### **Homeroom Teachers:**

Serve as Team Captains for the *Challenge* — track total classroom minutes for each ‘team’ and also collect data on the Classroom Scoreboard from students at-home activity (tracked in Student Game Planners).

### **Science Teachers:**

Implement the two lesson plans during week 2 explaining the physiological benefits of physical activity found on page 30. This includes cardiovascular risk factors and disease.

### **Art Teachers:**

In week 3, have students start a project to create print Public Service Announcements describing what moves them (what physical activities they are excited about), thereby providing motivation and inspiration for the school. Work with an administrator to get the Public Service Announcements posted throughout the school.

### **Math Teachers:**

In week 2, implement a lesson plan around tracking minutes. You could create formulas for calculating student minutes, classroom minutes and school minutes—go even further and calculate minutes for all the schools in your state or in the U.S. (see page 37).

In week 5 implement a lesson plan that will calculate the percentage increases in your students’ minutes of activity per day using their data from the Game Planners (see page 38 for the full lesson plan).

### **English Teachers:**

Have students journal about their experience with the *NFL Play 60 Challenge* over the 4 weeks they are tracked (see page 34 for suggested journaling questions).

In week 6, encourage students to write stories about “My *NFL Play 60 Challenge*” to submit to our national story bank online at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge) or their local newspaper.

### **Social Studies Teachers:**

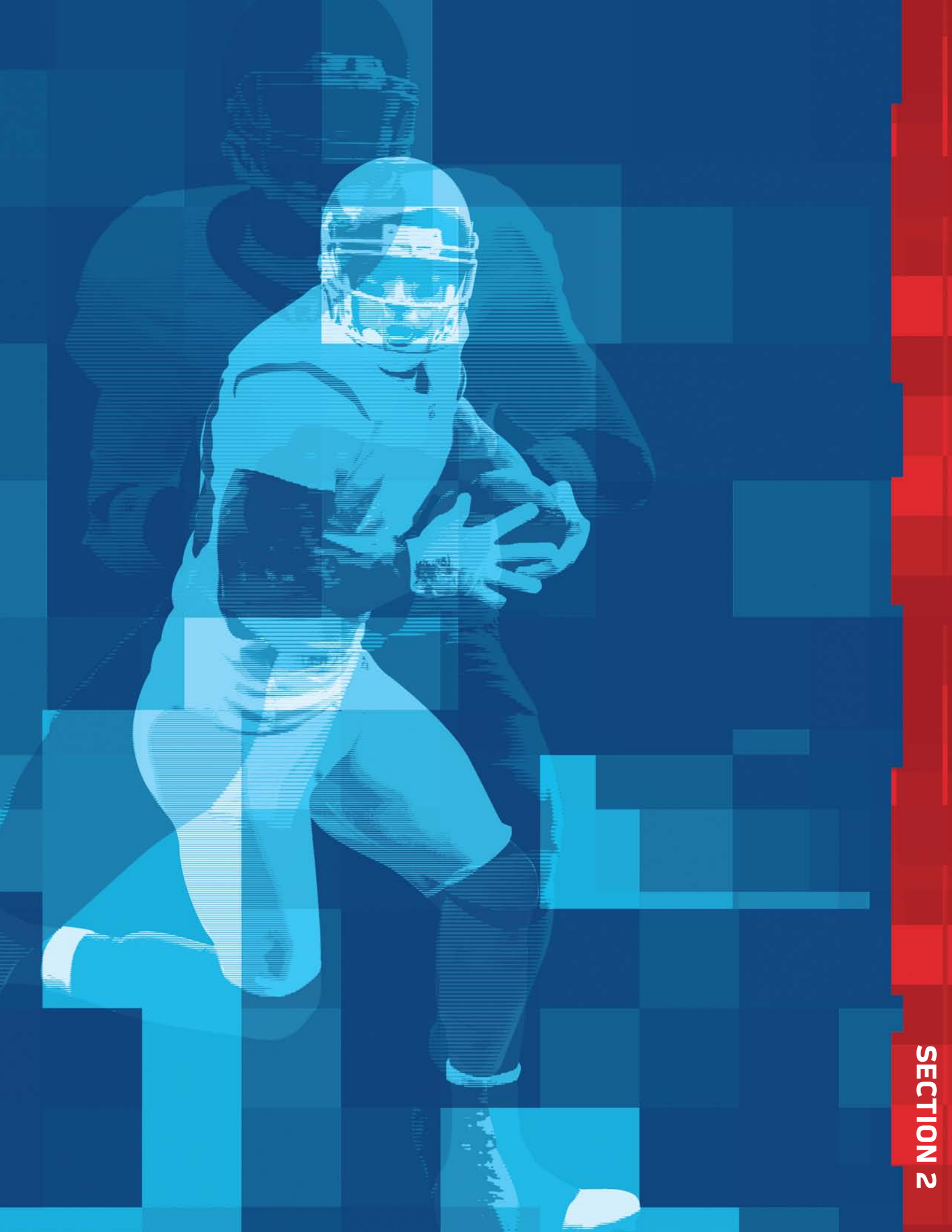
Implement the current events lesson plan on the obesity epidemic—have students research the issue, trends, and potential impact on the future (see page 35 for full lesson plan).

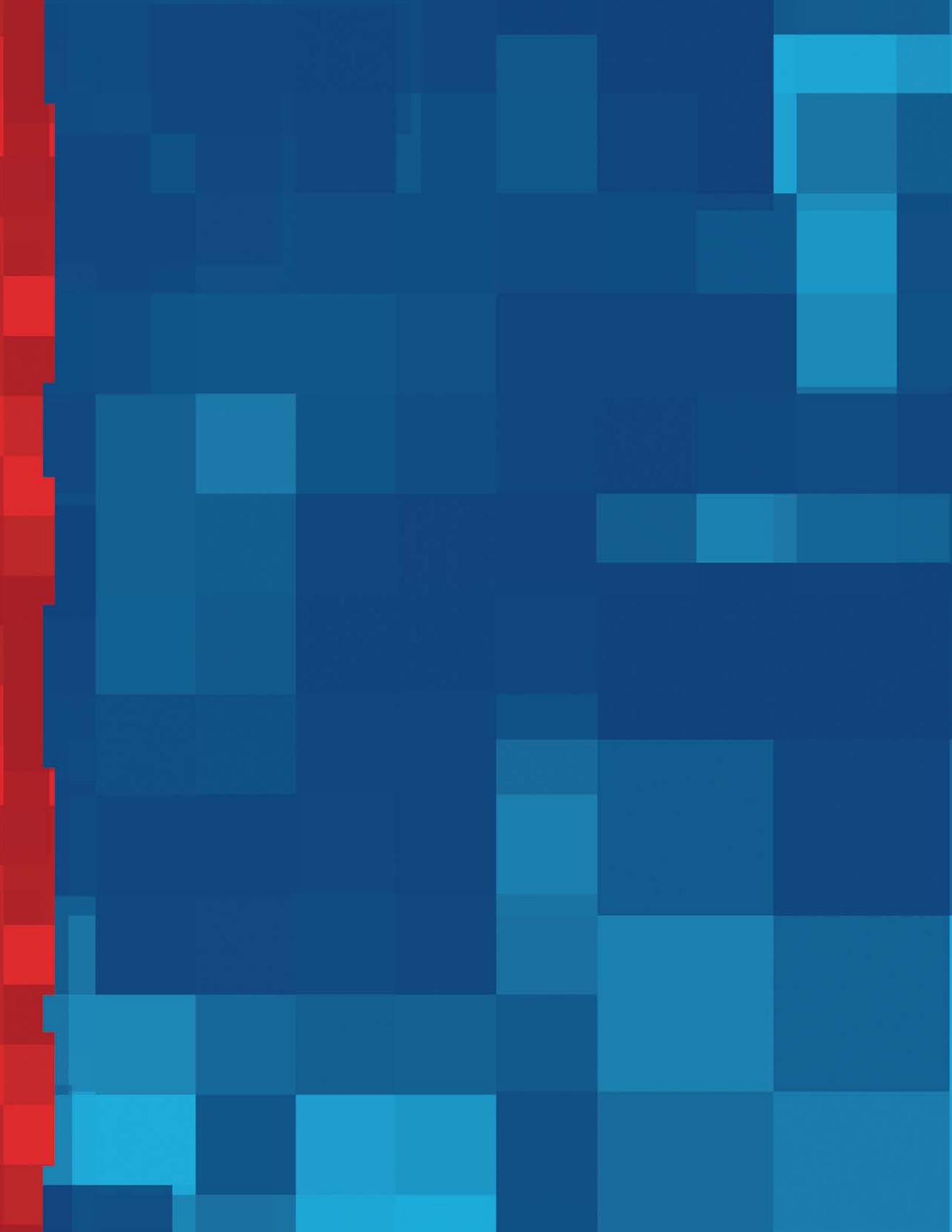
### **Physical Education Teachers:**

Focus a lesson on helping students learn some activities they can do at home, with no equipment, to accumulate their 30 minutes outside of school each day.

Download physical education lesson plans from [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge). These full-period plans will bring new excitement to gym class.







# RESOURCES



## IN-SCHOOL ACTIVITY BREAKS

Physical Activity Breaks: These 3-5 minute physical activity ideas can be incorporated into any classroom. Here are some examples of how to get your students moving. Feel free to get creative and come up with your own!

- 1 Around the Clock.** Have every student do 30 jumping jacks at the beginning of class. After 20 minutes into the class, do another 30 jumping jacks. After 40 minutes, do another 30 and when the bell rings, finish one last set of 30 and hustle to the next class!
- 2 TD Tap.** Have everyone stand, face their chair and place hands on hips. Next, they should tap their left foot 25 times on the seat of the chair. Switch legs to tap the right foot 25 times on the chair. For the next 60 taps, alternate left then right toes tapping the chair. (Add a degree of difficulty by having students pump their arms overhead as they tap.)
- 3 Serve It Up.** Have students bring types of small balls (tennis balls are perfect) from home to leave in the classroom. Keep your students seated and have them place one of the balls between their knees. Squeeze and release the ball 25 times without letting it drop. Next, have them hold the ball between their feet and while holding onto the sides of the chair, lift and lower their legs 10 times. Finish with a smash and have them flip the ball to another classmate.
- 4 A Balancing Act.** Practice balancing on each foot. Have kids lift their foot off the floor at least 5 inches and hold for 30 seconds. Rest and repeat 3 times. Switch legs. Teach kids that they have to tighten their abs and focus on something straight ahead to be able to balance. As students advance, have them keep their arms parallel with their ears and bring palms together overhead.
- 5 The Flexible Plank.** Have students get in plank position and hold for as long as possible. *Plank Position:* On the floor, position the body in a straight line by propping up on elbows and toes. Make sure elbows are directly below shoulders, palms flat on the floor with fingers pointing forward and keep the body parallel to the floor (no bottoms in the air). Over time, work to hold longer. After two challenges, have students do a forward stretch and hold for 30 seconds. *Forward Stretch:* While standing, bend forward and reach toward toes. With practice, students will be able to get fingers closer to the floor.
- 6 Dip Into It.** Have students slide to the edge of their chairs—do this in partners to help hold the chairs in place. Tell them to grasp the sides of their chair, fingers pointing toward floor, and slide their bottom off the chair (arms holding them up) enough so that they can raise and lower their body, knees should be in a 90-degree angle. Have them use their arms to lower their bottom toward the floor and raise back up. Do 15 repetitions. Partners then switch positions. Repeat 4 times.
- 7 High-Knee Drill.** Have each student put a ruler (a piece of masking tape can be used here, too) on the floor between their feet. Have them move like a football player and “high-knee” it as fast as they can for one minute (without moving the ruler between their feet). Rest for 10 seconds. Then, they should stand facing the ruler with feet together, hop over and back for one minute. Rest for 10 seconds. Stand parallel to the ruler and hop side-to-side.

**8 Sound the Alarm!** Create an alarm noise that triggers the students to get up and out of their chairs. Have them fast-pace walk it down the hall and out to an area commonly used for physical activity. They should run for 2 minutes and then fast-pace it back to their chair.

**9 Breathe It Out.** The heart rate is typically elevated when stressed. To release tension, teach the students to breathe in through their nose for 5 counts and then breathe out through their nose (not their mouth) for 5 counts. Repeat 10 more times at a steady pace. For the next minute, have them breathe in positive thoughts and breathe out any negative thoughts.

**10 Weight-less.** Isometric routines require no equipment; just make sure you remind the students to fully engage (tighten) their muscles to get the maximum benefit. Have students stand. Engage the biceps by making a tight fist and do 20 biceps curls. Next, have them raise their arms straight out to the sides at shoulder level, engage their shoulder area, and lower arms on a 3-count, then lift them back up to shoulder level on a 3-count. Do 20. Then, have students tighten their abs and alternate touching right elbow to left knee and right knee to left elbow for 30 lifts. Repeat the entire routine one or two more times.

**11 Laughter is the Best Medicine.** Have one student begin laughing ("fake it until you make it" is ok here). Join in yourself and watch how contagious laughter becomes in the classroom. If some don't participate, tell them to fake it. It will catch on. Cut it off at 3 minutes because it is hard to stop laughing on cue. This is a fun abdominal exercise.

**12 Shakespeare Literature.** Read or have students read excerpts from Shakespeare to the entire classroom and every time the words thee, thou, thine, thy and thyself are heard, the classroom must "stand up-jump-sit down" quickly. (For a variation, use this idea with anything students read aloud. For example, if you are reading a news article, have students "stand up-jump-sit down" every time they hear the words a or an.)

**13 Grapevine.** Have students do the grapevine movement (alternate crossing left foot over right, then right over left moving in a sideways motion) around the room.

**14 Simon Says.** One student will lead their classmates in performing the exercise they were assigned from the "Bag of Tricks" homework activity break on page 24. They will discuss and demonstrate the proper form and have everyone continue doing the exercise as the leader goes around ensuring everyone is correctly performing.

**15 Yoga-cize.** Have students stand up and get an arms-length distance from their neighbor. Have them place their hands on their hips and position the sole of their foot resting on the inside of the opposite leg (above the knee as they advance). Hold this position for 30 seconds. Then, have them slowly move their arms straight out to their sides while bending forward and extending their foot behind them to land in "airplane" position. Have them hold for as long as possible. Teach the class to engage (tighten) their abdominal muscles and focus on a spot on the floor to help them balance. Repeat on the other side.

## IN-SCHOOL ACTIVITY BREAKS (continued)

**16 The Wave.** Have students form a circle. Have a student start the traditional wave motion (raise arms as second student immediately follows, like you see at a sports event). Have the same student now do a different action to start the wave, like getting in a squat position. Have the same lead student lean left and everyone follows, then lean right. To add more action/activity, begin a second or third simultaneous wave each time.

**17 Match Game.** Actively learn vocabulary words. With index cards, have students write the word on one, the definition on another. The teacher is the taskmaster unless there are an odd number of students that day. Distribute matching definitions and words to students. Have everyone spread out around the room. Have the students with the words hold the cards up over their head. The kids with the definitions have to quickly move around the room to find the person with their word. Repeat again, this time having the kids with the definitions hold them up and the kids with the words get to move about.

**18 Stretch It Out.** Lead students in a series of basic stretches. Hold each for 30 seconds and include stretches that focus on the upper and lower back, shoulders, hamstrings, calves, and quadriceps. Try arm circles, toe touches, neck circles, or these:

- **Twist:** Sit tall with your feet flat on the floor, shoulder-width apart. Place hands behind your head with elbows out to the side. You can also cross your arms over your body or leave them at your sides, whichever is most comfortable. Twist your body to one side so you face the side wall. Your head should follow your body as you turn. Be sure to twist from your waist. Return to starting position. Repeat on the other side. Repeat 6-8 times.
- **Seated March:** Sit tall with your feet flat on the floor, shoulder-width apart. Raise one knee as high as you comfortably can. Return to starting position. Repeat on the other side. March 20 times.

**19 Mama Knows Best.** Have students practice good posture, both while sitting in their chair and when they walk. While seated, encourage them to sit up tall, shoulders down and both feet on the floor. When walking, stand up tall with shoulders back, as if the shoulder blades are slightly pinching together. Have them practice walking around the classroom pretending there is a book balancing on their head.

**20 Fighting Fatigue.** Have each student bounce around in place like a boxer for 1 minute. For the next minute, have them punch straight up in the air, first right then left arm. Take a 10 second break and finish with punching out straight in front at a steady pace, alternating left and right arms. Make sure students are spaced at least an arms-length apart.

**21 Take a Seat.** Have students find a place on the wall and slide down into a position as if they are sitting in a 90-degree angle against the wall. Back should be flat against the wall, knees directly above ankles. Knees should NOT extend beyond toes. Hold for as long as possible and repeat 3 times.

**22 Backpack Book Lifting.** Have each student perform basic arm curls with their backpacks or a book. Do 12-15 reps slowly, counting 5 on the up and 5 on the down motion. Do 3 sets.

**23 Military Style.** Get the kids in a single file line (have one or two lines). The person at the back of the line sprints to the front of the line. When the last person in line sees the previous person take their spot at the front, they take off to the front of the line. Keep moving 3-5 minutes.

**24 Total Zen.** Dim the lights and have students focus on nothingness, completely clearing their minds and not letting any thoughts in for two minutes. For the next minute, have them keep their eyes and mouths closed, and several times together, practice taking a big breath in and making the hhhmmmmmm sound loudly on the exhale.

**25 Stomping Out the Myths.** During a class lesson where students are asked to determine if the answer is true or false, have the kids use movement to give their answers. Read a question. If they believe the statement is true, have the students stay seated and punch their arms toward the ceiling. If they believe the answer is false, they get up and march in place.

**26 Leaping Lizards.** Have kids leap frog around the room as you give a lecture or assignment. Depending on the size of the class, you can form two lines. The goal is to keep as quiet as possible and listen while engaging in physical activity.

**27 Walking a Tightrope.** Place a piece of masking tape in a line across the room. Have each student “walk the line” as if on a balance beam. Be sure they are concentrating on staying completely centered on the tape and have them use their arms extending straight out to the sides for balance.

**28 European Vacation.** As students study about Europe, be the tour guide and take them on an imaginary trip. As you make your stops along the way: March at the gates of Buckingham Palace, Swim through the English Channel, Climb the Swiss Alps, Till a garden in the English countryside, Play tennis at Wimbledon & soccer at Nou Camp, etc.

**29 Book Smarts.** Have students stand up out of their chair and pass their book quickly from hand-to-hand around their waist in a clockwise direction and then stop and go the opposite direction.

**30 Getting Warmer.** Have one student leave the room. Hide an object around the room. When that student re-enters, they will be guided by their classmates’ movements to locate the hidden object. Students will indicate whether to go left, right, forward, backwards, up higher or down lower. To indicate backwards, students could use the backstroke motion, indicate go left or right using a side bend, go forward using a march, up higher using a climbing motion and down lower by having kids kneel. When the student gets within one foot, classmates should pretend they are stepping on something hot. Rotate over the days until every student has had a chance to be “it.”

## PHYSICAL ACTIVITY 'HOMEWORK'

Participating in the *NFL Play 60 Challenge* means helping students get 60 minutes of physical activity every day—30 minutes at school and 30 minutes at home. Teachers can encourage students to get active at home by assigning homework that requires physical activity.

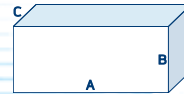
### Active Homework—Ideas or suggestions of physical activities that students can try during after-school hours:

- 1 Bag of Tricks.** Have students draw a physical activity (include yoga poses and stretching positions) from a bag or hat. They will research and learn the proper form for that specific exercise, identify the opposing muscle and then demonstrate this to their classmates and indicate the specific muscles (or muscle group) targeted. (Coordinates with the “Simon Says” physical activity break idea.)
- 2 Periodic Table Food.** Produce copies of the Periodic Table of Elements for each student to take home. Each student needs to identify an element from the table that can be found in one of the meals they eat. Have each student perform an exercise of their choice for the same number of times as the Atomic Number in their element they have selected.
- 3 Push Along.** Students are assigned to go to the grocery store with a parent or the person that gets groceries for their household. They will push or carry the basket. They will also choose at least one vegetable they like and one new one they would like to try. They will be responsible for preparing their selections for the family dinner. They can make them both the same night or prepare one each night. Students find pictures of their vegetables and write a paragraph about all the things they like about each and why it is nutritious.
- 4 Fuel Up.** Have students work with their parents on calculating the amount of money and gas they can save if they walk or ride to the local park, library or work instead of driving. Have them determine their weekly, monthly and yearly savings.
- 5 A Family Affair.** Help mom, dad, or a neighbor mow the lawn, pull weeds or trim bushes. This can be seasonal, too. If it is fall, rake the leaves making sure to place them into the appropriate garbage. In winter, kids can help shovel snow or clean the snow off their parent’s car. During the spring, have students help plant flowers or a fruit/vegetable garden.
- 6 Algebraic Exercise.** Assign equations similar to the examples:  $X-7=13$ ,  $14+Y=24$ , and  $8=Z-10$ . Have students solve for X, Y, and Z. X will represent the number of jumping jacks they have to do, Y will represent the number of push-ups they have to do, and Z will represent the number of crunches they have to do.

**7 Getting Juicy.** With the help of parents, students will pick at least 2 fruits, vegetables or a combination of fruits and vegetables to create a fruit smoothie, using ice or low-fat yogurt. Come up with a creative name for this new drink and share the recipe with the class.

**8 Geometry Box.** Find a box at home; preferably a shoebox. Take the measurements of the box and calculate the surface area and volume of the box. Use the box as an obstacle/prop, and jump back and forth over the box, X times. X = the longest length of any side of the box. Repeat 5 times.

Remember: Surface Area =  $2ab + 2bc + 2ac$   
Volume =  $abc$



**9 Fitness Resources.** Have students find a 30-minute physical activity routine that is appropriate for their age in a fitness magazine or from a fitness website. They should do the routine at home.

**10 Harvesting Nutrition.** Have students plant a bean or seed in a cup and care for it until it matures. Bring it to class and talk about the food and nutritional value.

**11 In-Flight Fitness.** Show students how to make paper planes. Have them launch their man-made airplane at home or outside and document the amount of time the plane stays airborne and also measure the distance the plane travels. Kids must run/sprint for the same amount of time the plane remained in-flight and measure the distance they were able to cover. They should write it down and compare results in class with other students.

**12 Step It Off.** Have students walk for one minute and count the number of steps in that amount of time. Have them determine how long it will take to log 10,000 steps. Then have them figure out how fast they have to go to accumulate 10,000 steps in 1 hour, 45 minutes and 30 minutes. (If possible, have them get on a treadmill to “feel” the speed they would be going - running, jogging, fast walking, or leisurely walking.)

**13 Get Ride On It.** Give homework points to those kids that ride their bike or walk to school each day. Offer ways for the students to be able to participate even if they ride the bus. (They can run two laps around the track before and after school or during lunch, or do extra sprints after school at a local park and keep track of it in their Game Planner.)

**14 Olympic Greatness.** Have the students write one paragraph on an Olympian and their sport. Kids must explain the sport to their family members AND participate in that sport at least once as a part of the assignment. Extra credit is given to those students who get their family to do the activity with them.

**15 Rev-up Reading.** When you assign reading homework, also provide students with some activities to help improve concentration, such as stretches before beginning and a break every 20 minutes.

## PHYSICAL ACTIVITY 'HOMEWORK' (continued)

**16 Country or Continent Calisthenics.** As students learn various countries or continents (or capitals), have them do an exercise at home that begins with the same letter as the proper noun. For instance, if studying Asia, do abdominal crunches. Do biceps curls for Brazil, etc. They can work on their own or in pairs.

**17 Wash It Off.** Students are to wash (and dry) their family, friends or neighbor's car(s). If appropriate, have the class coordinate a free (or take donations and use the money for some new fitness equipment) Saturday or Sunday school car wash. Have kids work with their parents to get soap donated, most grocery stores will participate. It is a fun community outreach event and a good old-fashioned way to get exercise.

**18 Bookends.** Have students do 50 jumping jacks before they start their homework, do 15 crunches between subjects, and when they have finished all their homework, end with the "pretend jump rope" exercise, counting 50 revolutions.

**19 Drill Sergeant of the Week.** Students are to design a simple 5-minute exercise routine they can do with their family for one week. Suggest push-ups, crunches, knee-to-elbow lifts, jumping jacks, touch toes then jump up, march in place, and touch fingers to toes. Require they lead the family at least two times each night and for every additional increment of 5 minutes, they get 5 extra credit points. Have them lead their classmates, too!

**20 Seek And You Shall Find.** Have students get in touch with their local YMCA, a local gym, or community center and learn about youth-appropriate classes. Have them find a class that sounds interesting to them and to give it a try. Just about every organization offers at least a free trial if not free classes.

**21 Climb Mt. McKinley.** Mount McKinley ("The Great One") in Alaska, is the highest point in North America. Encourage students to get pedometers and track their steps for 1 week. See if each student can accumulate enough miles to have climbed to the top every day for the week! At the end of the week total up how many times the class has reached the top.

On a pedometer 2,000 steps = 1 mile

Mt. McKinley has an elevation of 20,320 ft or 3.84 miles

**22 Everybody Jump!** Have students practice learning to jump rope at home. If they have their own, they should start with 50 revolutions once they get the hang of it, and then increase jumps by 50 every night for a week. If they don't have a jump rope, see if they can borrow one from the school or use an imaginary rope and go through the motions.

**23 Genetic Code.** Students will create a DNA model out of clay or colored paper to present to class. They will also discuss with their parents a genetic disease that may exist in their family such as heart disease. Each student will then choose an exercise that they feel will help minimize the genetic risk. They are to educate their family and do this exercise with them for a predetermined time.

**24 TV Challenge.** If students are watching TV at night, provide a 'workout routine' conducive to commercial breaks (i.e. short 2-3 minute circuits such as push-ups, crunches, squats, etc). Have the class brainstorm to come up with a new circuit for every week and write it down in their Student Game Planners. Here are some ideas:

- Hop on one foot for 30 seconds, switch and hop on the other foot for 30 seconds
- Walk up and down the hall or around the room on your tip toes for 1 minute
- Wall sit: Stand against a wall, slowly bend your knees down into a 90 degree angle, keeping back against the wall. Hold for 30-60 seconds
- Stand with feet shoulder width apart, bend one knee up into a 90 degree angle, balancing on the other leg. Hold for a count of 20 and switch legs. Do 5 repetitions
- Lay on your back and write your first name in the air with your toe. Switch legs and write your last name
- 3 sets of push ups — 15 each set
- Lay on your back, extend both legs into the air at a 90 degree angle from the floor. Slowly lower your legs (knees straight) to the floor. Repeat for 20 repetitions
- Jump tucks: Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest, land on balls of feet. Do 10 repetitions

**25 Log-on:** Send students online to [www.nflrush.com/play60](http://www.nflrush.com/play60) to check out fun games and additional opportunities and ideas for living a physically active life.



## LESSON PLANS

In addition to the lesson plans provided in this *NFL Play 60 Challenge Guide*, we've posted additional lesson plans on our website [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge). These lesson plans are based on the curriculum standards for grades 6-8 for math, social studies, language arts, science and physical education and include a physical activity component to get your students moving.

If you have a physically active lesson plan of your own we want to hear about it! Log-on to [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge) to share your lesson plan with us and for a chance to have it posted on our national website!

## Classroom kickoff activity lesson

### **MAKING A GAME PLAN**—Kick off *the Challenge* in classrooms and distribute the Game Planners

**Quick summary:** Students will learn about the *NFL Play 60 Challenge* and receive their Game Planners, which will be their personal guide and tracking tool for the *Challenge*.

**How long will it take:** 15-20 minutes

**What do I need:** Game Planners, pens or pencils

#### **How does it work:**

Start off on the right foot—with physical activity! Refer to page 20 and choose a physical activity break to kick things off in the classroom.

Now that the energy is up, pass out the Game Planners—one to each student.

Give students a brief overview of the *Challenge*, referring to the week-by-week calendar (on page 8).

Have students turn to What Moves Me in their Game Planners. Now that students know what the *Challenge* is about, have them write a goal for themselves for the next 4 weeks. Next, have them write down some ideas they have for being active at home for 30 minutes a day. Encourage them to think of their favorite physical activities, new activities they want to try, make commitments with their friends to be active together after school, or inactive habits they want to try and give up for the next few weeks—like cutting back on TV time. Classroom teachers should review each student's goal to make sure they are challenging, but attainable.

**TO ADD A TWIST:** Make it a group discussion. Students share their goals.

Next, complete the Classroom Scoreboard by filling in everyone's name (you can pass it around for students to add their names while they are completing What Moves Me above). Talk about your team (classroom) goal for minutes of physical activity over the next 4 weeks (simply multiply the number of students and teacher(s) x 60 minutes a day x 28 days). Reinforce the concept of accountability; everyone has to contribute to achieve the team goal.

Finish off with another physical activity break and record the minutes from both breaks on the Classroom Scoreboard.

**YOU CAN EASILY** keep track of students' minutes by having them fill out the Weekly Minutes Logs in the back of the Game Planners. Collect the logs each week. Use them to help fill in the Classroom Scoreboard or to reward particular students for outstanding participation in a given week.

## Science lesson plan

### Pump You Up: Exploring Other Areas of Fitness

**Quick summary:** Students will learn how physical activity benefits their physical and mental health right now, not only in the long run.

**How long will it take:** 30 minutes

#### How does it work:

Begin by giving a basic overview of the skeletal and muscular systems using basic biology resources and the information below:

The muscular and skeletal systems are critical to helping us do lots of things we love—they are the systems that allow us to move! Even though it sounds strange, when you get moving, it helps you stay moving. By getting lots of physical activity, we train and strengthen our muscles and bones which can have a noticeable impact on how our bodies look and feel.

To build and strengthen muscle, your body needs protein and minerals (especially potassium and calcium) but it also needs to work!

Give an overview of how physical activity has noticeable benefits on the way you look and feel:

- 1.** Regular physical activity can actually help boost your energy levels throughout the day so you'll be able to play harder, focus better and have the energy to do all the things you want.
- 2.** Regular and consistent exercise can help you maintain a healthy weight.
- 3.** Chemicals released by your brain during physical activity called endorphins can actually help improve your mood and help you feel less stressed and more confident about yourself.
- 4.** There is research to support the idea that getting regular physical activity can actually help you do better in school! Students who are regularly physically active tend to do better on tests and are able to concentrate better in class.

To give your muscles and bones the best possible workout, explain the difference between aerobic and anaerobic activities:

Aerobic activities use the major muscles and give the heart (and lungs) a continuous workout. The term aerobic means “with oxygen” because these types of activities require oxygen and a moderate amount of effort over a prolonged period of time. Biking, jogging, swimming, walking or dancing are all examples of aerobic exercise.

Anaerobic activities build and tone muscles but are not as beneficial to the heart and lungs as aerobic activities. The term anaerobic means “without oxygen” because these short, intense activities don’t require oxygen at the cellular level to complete. Push-ups, leg lifts, weight lifting, and sprinting are anaerobic activities.

**Discussion questions:**

1. Have students evaluate if they get more aerobic or anaerobic exercise. What are the benefits of each?
2. There are many benefits of physical activity. Name some examples of each type (physical, mental, social, emotional).

## Science lesson plan

### What Happens When You Move? A Look at Cardiovascular Health

**Quick summary:** Students will learn how physical activity benefits their heart-health in the long term.

**How long will it take:** 40 minutes

**What do I need:** wall clock with a second hand or stopwatch

#### How does it work:

Begin by giving a basic overview of the heart using basic biology resources or the information below:

The heart is an organ made up of a special type of muscle that is not found anywhere else in your body called cardiac muscle. Although your heart is only about the size of your fist, it is responsible for pumping blood (which carries important nutrients, wastes, proteins and other chemicals) all over your body. In a nutshell: without the vital work the heart does, our bodies would be in serious trouble!

#### Talk to students about heart disease:

Diseases of the heart and vascular system (blood vessels) are the number one cause of death among Americans today. Many of these diseases (called cardiovascular diseases) might start out with small problems—called risk factors—that can snowball over time and lead to major problems for our hearts.

Explain that there are 2 different types of risk factors for heart disease: controllable and uncontrollable.

There are some risk factors for heart disease that we can't do anything to control, or uncontrollable risk factors—like gender, age and our family health history or genetics. There are, however, lots of risk factors we can control like smoking, eating a healthy diet, and getting enough physical activity. Not smoking, eating nutritious foods and getting at least 60 minutes of physical activity every day are things that help the heart muscle become stronger.

**Fun Fact :** A typical athlete's heart can pump around a third more blood than an unfit person's heart because athletic training can increase the size and power of the heart (cardiac) muscle. Additionally, athletes typically have a slower resting pulse rate because their hearts are more efficient per pump. What can you do to give your heart a workout?

**Activity:**

Examine the effects of physical activity on your heart rate

- Your heart rate is the number of times your heart beats in a minute when you are resting. Your resting heart rate tells you how fit you are. The more fit your body is, the less effort and fewer beats per minute it takes your heart to pump blood to your body at rest. For kids ages 6-15, the normal resting heart rate is 70-100 beats per minute. (Note: Kids' resting heart rates are typically faster than adults' because they have smaller bodies.)
- Explain how to measure the resting heart rate. Find either your radial (at the wrist) or carotid (at the neck) pulse and count how many beats you feel in 10 seconds. Multiply that number by six. Have the students record their results. Discuss with the students what happens to their heart rate when they get active.
- Ask all the kids to perform a particular exercise that is not too stressful, such as marching in place for 1 minute, and then retake their heart rate and record it. Repeat with squats and jumping jacks and other more vigorous activities as time permits.
- Discuss what happens to the body when the heart rate gets elevated and why it is important to make exercise an important part of every day.

**Discussion questions:**

1. Bad health habits such as poor diet, lack of physical activity, and smoking often start early in life. What role, if any, can schools play in helping students learn healthy habits?
2. What role can you and your peers play helping each other develop healthy habits?
3. How does what you learned about the importance of your heart and risk factors influence how you feel about some of your habits?
4. Think about your health today (how much physical activity you get, what you eat, etc.). What healthy habits do you have that you think will stick with you into adulthood?
5. What are your less-than-healthy habits that you'd like to change?

## English lesson plan

### My Challenge

Have students keep a journal throughout their participation in the *NFL Play 60 Challenge* or have them write a reflection paper at the end of the 4<sup>th</sup> week.

#### Some suggested journaling questions are:

- How did you feel about the *Challenge* when it started?  
.....
- How do you feel about it now?  
.....
- Was participating in the *Challenge* easier or harder than you thought? Why?  
.....
- What changes have you noticed in yourself as a result of the *Challenge*?  
.....
- Do you have any new or different habits as a result of your participation?  
.....
- What was your favorite part about the *Challenge*?

Submit students' stories to our national story bank at [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge), publish them in your school newsletter/newspaper or on the school website, or share them with the kids or community section of your local newspaper. You can even share them with your local team.

#### At-home Extension:

Using the suggested journaling questions above, write a reflection paper every week, or at the end of the *NFL Play 60 Challenge*.

## Social Studies lesson plan

### Our Challenge—A Look at the Obesity Epidemic in America

**Quick summary:** Students will research the obesity epidemic in America, examine the potential impact (present and future) of the issue and prepare a short report on their findings.

**How long will it take:** 45 minutes

**What do I need:** newspapers/magazines or computers with internet access.

#### How does it work:

Begin by asking students why they think obesity is more of a problem in the U.S. today than ever before. How have our lives and habits changed that may have contributed to the problem?

#### Potential discussion points include:

- We're less active than ever before (we drive cars, have jobs that don't require us to be up and moving, technological advances require us to do less, advent of TV/computer/video games).
- We eat out more than ever before (cost of food, schedules, working parents).
- What we're eating is different (serving sizes are bigger than ever, less nutritious foods).
- Poll the class to ask students how widespread they think the obesity epidemic is in the U.S. How many Americans do they think are overweight? How many kids?
- Using newspapers, magazines or internet news service have students research current event articles about the obesity epidemic. (This could also be given as a homework assignment to have students bring in one article on the obesity epidemic.) Students should prepare a paragraph on their research findings.

**FOR A TWIST:** Have students prepare an oral report to present to the class or the next PTA meeting or meeting of your School Wellness Council.

**Give students the following questions to guide their research. Encourage students to answer some or all of these questions with their report:**

- 1.** What is the definition of obesity?  
.....
- 2.** How many obese Americans are there today compared to 10 years ago? 20 years? 30 years?  
.....
- 3.** What is the trend projected to do in the future (increase, decrease, stay the same)?  
.....
- 4.** Will the high rates of obesity have any impact on our healthcare system?  
.....
- 5.** What are people saying is the solution to the obesity problem?  
.....
- 6.** Are certain people more likely to be obese than others?  
.....
- 7.** How many kids are obese?  
.....
- 8.** How did the rates of obesity they found in their research compare with the poll that was taken at the beginning of the lesson?

**Discussion questions:**

- 1.** Based on what you learned, do you think the obesity epidemic is important? Why?  
.....
- 2.** How does the obesity epidemic impact individuals and the country as a whole?  
.....
- 3.** Compare the obesity epidemic to other health epidemics in U.S. history. Are there similarities or differences to polio, Spanish influenza (flu), malaria or the increase in cancers?  
.....
- 4.** What can students do to help?

**Lesson Extension:**

Have students write a one-page paper about:

- 1.** What they learned from the discussion  
.....
- 2.** What they can do now to stay fit and healthy  
.....
- 3.** What they can do in the future to live a stronger, longer life

## Math lesson plan

### In a Minute

**Quick summary:** Students will create, examine and analyze the data they are going to be collecting over the next 4 weeks and create a formula for tracking their minutes.

**How long will it take:** 20 minutes

#### How does it work:

The goal of the *NFL Play 60 Challenge* is to get everyone in the school to be physically active for 60 minutes every day for the next 4 weeks—30 minutes in school and 30 minutes at home. Ask students to complete the following calculations to determine how many minutes (and hours) of activity they'll be accumulating:

- How many minutes of physical activity will you be getting a week if you are physically active for 60 minutes every day? Give your answer in hours and minutes.  
 $60 \text{ minutes} \times 7 \text{ days} = 420 \text{ minutes, } 7 \text{ hours}$

- How many minutes for the 4 weeks? Hours?  
 $60 \text{ minutes} \times 7 \text{ days} \times 4 \text{ weeks} = 1,680 \text{ minutes}$   
 $1,680 \text{ minutes} / 60 = 28 \text{ hours}$

- In the *NFL Play 60 Challenge*, we'll be doing 30 minutes of physical activity in school every day. How many minutes a week is that? Hours?  
 $30 \text{ minutes} \times 5 \text{ days} = 150 \text{ minutes}$   
 $150 \text{ minutes} / 60 = 2.5 \text{ hours}$

- How many minutes of physical activity will our class get every week? Hours?  
 $(\# \text{ of students in class} + \text{teacher}) \times 420 = \underline{\hspace{2cm}} \text{ minutes}$   
 $(\text{answer from above}) / 60 = \underline{\hspace{2cm}} \text{ hours}$

- How many minutes will our school get every week assuming everyone does 60 minutes a day? During the 4 weeks? Give answer both in hours and minutes.  
 $\# \text{ of students in the school} + \# \text{ of teachers} \times 420 = X \text{ minutes}$   
 $X \text{ minutes} / 60 = \text{total hours}$   
 $(\# \text{ of students in the school} + \# \text{ of teachers}) \times 420 \times 4 = X \text{ minutes}$   
 $X \text{ minutes} / 60 = \text{total hours}$

- If every person in our state got 60 minutes of physical activity on one day, how many minutes would that be? What about everyone in the United States?  
Find your state's population online on a number of websites. The U.S. Census Bureau has state population numbers available at <http://www.census.gov/population/projections/PressTab1.xls>  
 $60 \times \text{state population} =$

(The U.S. population is approximately 305,000,000)  
 $60 \times 305,000,000 = 18,300,000,000 \text{ minutes}$

## Math lesson plan

### Graphing Our Goals

**Quick summary:** Using the data collected in their Game Planners over the past 4 weeks students will evaluate their progress towards the *NFL Play 60 Challenge* goal to achieve 60 minutes of physical activity every day.

**How long will it take:** 30 minutes

**What do I need:** graph paper, pencils

#### How does it work:

Using the data collected in the Game Planner, have students calculate the total number of minutes they were active each day (in school minutes + home minutes).

Next, have them calculate their total minutes for each week 1-4.

Have them add up their total minutes for all 4 weeks.

Using their total minutes per day for the past 28 days, have students graph their activity over the last four weeks (x axis = days 1-28, y axis = minutes 0-60).

#### At-home Extension:

Review the measures of central tendency (mean, median and mode). Have them calculate their mean, median and mode using the data from the 28 days.

#### Next Class:

Have students share their personal mean, median and mode with the class and calculate the class mean, median and mode.

Evaluate how the class, on average, did overall against the *Challenge* goal to achieve 60 minutes every day?

Calculate the average success rate of the class.

$$\text{Class daily mean} / 60 = X$$

$$X \cdot 100 = X\% \text{ success rate}$$

**FOR A TWIST:** Do this activity before the *NFL Play 60 Challenge* kicks off and have students track their physical activity habits for 1 week. Save the data and compare minutes of activity before the *Challenge* to student habits during the *Challenge*. Then complete the activity 2 months after the *Challenge* to see if students are maintaining their physical activity habits.

## Additional Resources

Log on to [www.americanheart.org/nflplay60challenge](http://www.americanheart.org/nflplay60challenge) to register your class and school for the *NFL Play 60 Challenge* and receive FREE access to additional tools and resources such as:

- Opportunity to share your classroom successes with the American Heart Association and National Football League and the opportunity to get your story posted in our online story bank.
- Opportunity to learn about best-practices and other successes from schools across the country participating in the *Challenge*.
- Additional lesson plans and physical activity resources.
- Resources to help support your school in making physical activity a year-long commitment and priority in your school.
- Encourage your students to check out [www.nflrush.com/play60](http://www.nflrush.com/play60) for an energetic online experience where they can learn about their health and the NFL's Play 60 campaign, the league's broader initiative to make the next generation the most active and healthy. There they'll find additional opportunities to start living a physically active lifestyle!

### Ready to take it to the next level?

- If your school has successfully implemented the *Challenge*, maintain the momentum. Physical activity is a year-round commitment your school can make, so don't stop!
- If you've noticed some positive changes in your school during the past six weeks, take school wellness to the next level and check out the Healthy Schools Builder®, an easy-to-use online tool that guides schools through the process of establishing healthier school environments. This tool is brought to you by the Alliance for a Healthier Generation—a joint initiative of the American Heart Association and William J. Clinton Foundation. The Alliance's *Healthy Schools Program* provides real tools and solutions to help schools create healthier school environments by promoting nutrition and physical activity to both students and staff.
- Building healthier school environments is one of the most efficient and effective ways to shape the lifelong health and well-being of children and adolescents. Anyone who cares about the health of a school in his or her community can join the *Healthy Schools Program* at no cost at [www.HealthierGeneration.org](http://www.HealthierGeneration.org) or by calling 1-888-KID-HLTH.

### **Benefits of joining the *Healthy Schools Program***

- Access to an extensive database that includes quality resources, grant opportunities and discounts on tools to assist in implementing healthy changes in schools.
- Extensive support including toolkits and free online presentations/phone conferencing on a wealth of school health topics.
- Networking opportunities with others across the country working towards the same goal.
- Assistance to schools as they work to comply with local and/or state wellness policy requirements over multiple school years.
- National recognition to celebrate small victories and big successes.

.....  
After you enroll, follow these six steps for building a healthier school environment:

- 1.** Convene a School Wellness Council
- 2.** Use the inventory in the Healthy Schools Builder to assess your school's current efforts and to identify concrete actions to move forward
- 3.** Develop an action plan based on what's important and achievable in your school community
- 4.** Identify resources that can facilitate action plan implementation
- 5.** Take action!
- 6.** Apply for recognition and celebrate successes

American Heart  
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THE NFL MOVEMENT FOR AN ACTIVE GENERATION

THE NATIONAL FOOTBALL LEAGUE AND THE AMERICAN HEART ASSOCIATION ARE PROUD TO WORK TOGETHER  
TO PRODUCE THE NFL PLAY 60 CHALLENGE