



Lesson 1: Learning Intention: *Students will mirror movement sequences in response to music and play a game where they mirror the actions of another student.*

Resources:

- My Reflection Song

What to do:

1. Play the *My Reflection Song* to students and encourage them to dance along and perform the actions.
2. Explain to students that you are looking into the mirror and the students are your reflection, and they need to copy your actions. Perform actions e.g. balance on one leg, star jumps etc.
3. Then, working in pairs, students will take turns being the:
 - i. The *'Person looking into the mirror'*
 - ii. The *'Mirror/Reflection'*

The *'Person looking into the mirror'* will perform actions, and the *'mirror/reflection'* will copy the person's actions. Ensure both students have a turn being the *'person looking into the mirror'* and the *'mirror/reflection.'*



Lesson 2: Learning Intention: *Students will create a bank of physical activity cards and B-Active Plan.*

Resources:

- Coloured pencils/Pencils
- Worksheets:
 - B-Active Superhero Cards (*For best results print on light cardboard paper*)
 - B-Active Timers (*For best results print on light cardboard paper*)
 - B-Active Weekly Planner (*Photocopy as many copies as required*)

Tips to introduce activity:

- Explain to students that they will create a set of B-Active cards.
- Discuss the importance/health benefits of physical activity during class time (*e.g. improves focus and concentration, enhances cognitive functioning (information processing), memory, behaviour and academic achievement; good for health and wellbeing, improves mood; increased amounts of sedentary behaviour i.e. sitting for long periods increases the risk of health problems etc.*)
- Discuss that children (5-12) need to do *at least 60 minutes of moderate to high intensity* physical activity each day. See table below for examples of low, moderate and high intensity activities.
- Explain that ‘moderate’ physical activity means that you can still talk while doing it vs ‘high-intensity’ physical activity is when you huff and puff and find it too difficult or uncomfortable to talk.

Low Intensity	Moderate Intensity	High Intensity
Walking around school	Brisk Walking	Jogging or running
Playing handball	Riding your bike at the park	Skipping fast with a rope
Yoga	Leisure Swimming	Playing football

- ‘Intensity’ is also related to heart rate (i.e. the more quickly your heart beats, the more intense the activity). *Optional: To teach students how to measure how quickly their heart is beating, ask them place their first two fingers on the inside of the wrist. They should feel thumps against their fingers. Set a timer for 30 seconds and count the beats. Double that number, and that's their heart rate!*
- To emphasise the point ask students to skip on the spot and sing the ABC - Alphabet Song. (*Optional: students could check their heart rate to see how quickly their heart is beating*). Next, get them to do burpees at the same time trying to sing. Students could check their heart rate again to compare.

What to do:

- To make the B-Active Cards, as a class, brainstorm ways that students can be active. Examples might include:

▪ Star jumps	▪ Plank	▪ Squats	▪ Push ups	▪ Crunches	▪ Lunges
▪ Side leg raises	▪ Hopping (both legs)	▪ Mountain Climbers	▪ Butterfly kicks	▪ Running on the spot	▪ Squat jumps
▪ Roll ups	▪ Burpees	▪ Side plank	▪ Plank	▪ Skipping	▪ Jumping
▪ Dancing	▪ Arm circles	▪ Knee raises	▪ Windmill	▪ Bicycle kicks	▪ Sit ups

- As a class, decide how often they will use the B-Active cards e.g. daily - every hour; and duration for which they will be active e.g. daily – every hour for one minute.
- Distribute *Worksheet: B-Active Superhero Cards*. Students will select twenty activities and draw a picture to accompany each B-Active card.
- Distribute *Worksheet: B-Active Timers*. Students will cut out the timer cards. Depending on the pre-determined duration of time decided by the class, students will randomly select a time card and appropriate number of b-active card/s to coincide with the duration. For example, if a class decides that they will be active every hour for **one minute (60 seconds)**, they will need to choose a time card and ‘b-active’ activities to do for the specified time (see table below).

E.g. Total time allocated to B-active (60 seconds)	
If students draw the... 10 second timer	Choose six (6) b-active activities – 10 sec each
If students draw the... 20 second timer	Choose four (4) b-active activities – 20 sec each
If students draw the... 30 second timer	Choose two (2) b-active activities – 30 sec each
If students draw the... 60 second timer	Choose one (1) b-active activity – 60 seconds total

- Additionally or alternatively, distribute *Worksheet: B-Active Weekly Planner*. Students will choose four activities to complete daily throughout the school week and allocate a time card for each activity.

Name.....

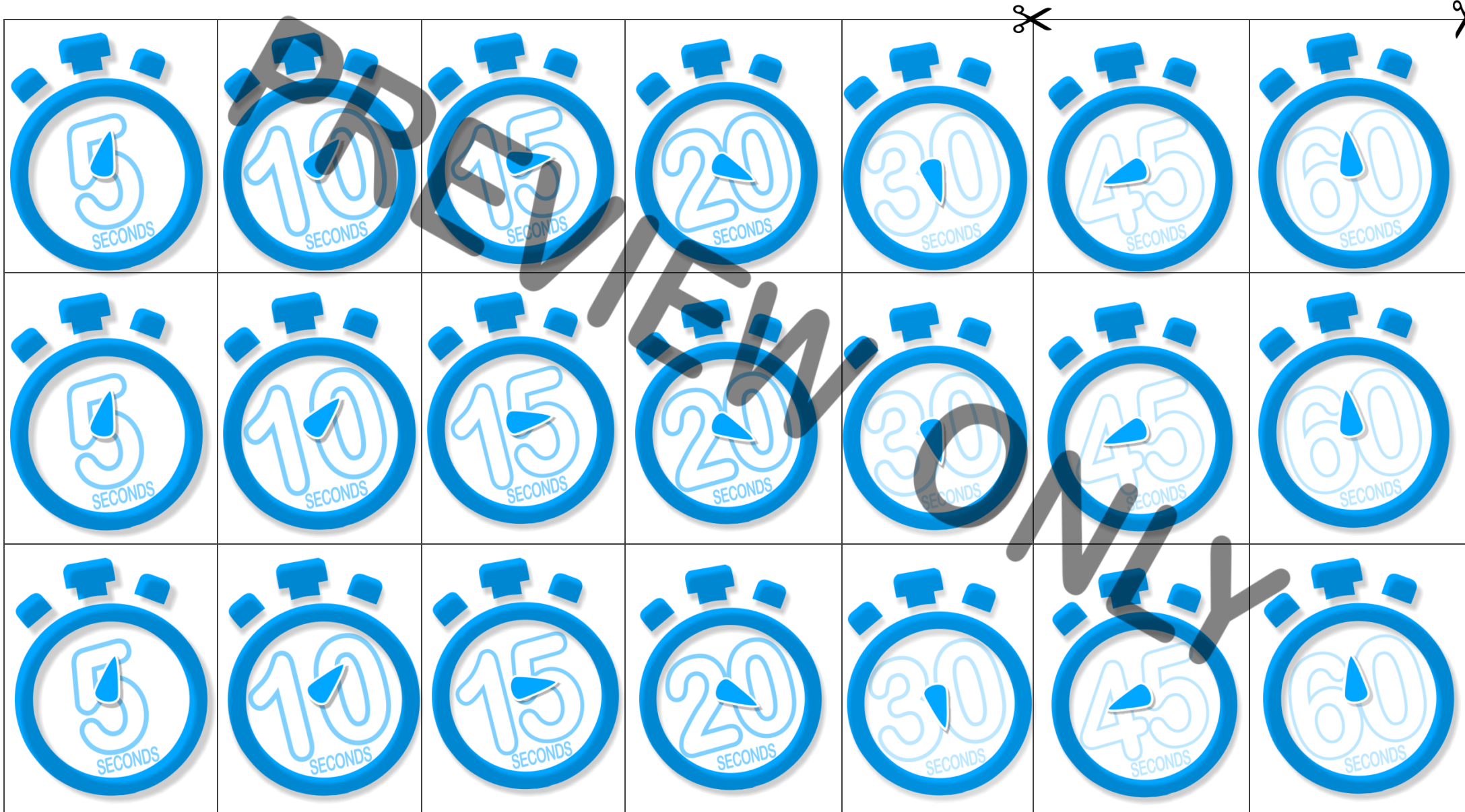


Name and draw an activity that helps you stay superhero strong and healthy in each box below. Cut along the lines to create your set of B-Active cards.

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PREVIEW ONLY

Cut out the B-Active timers below to help you plan the duration (length of time) for each B-Active activity!



Name.....

Create a B-Active weekly plan to help you be the superhero best that you can be.

1. Select a B-Active activity from your B-Active card set, and place it on your weekly planner below.
2. Choose a time card and place it below each activity.
3. Tick off each day that you complete your B-Active plan.



NOTE: This B-Active Planner can be printed multiple times to create a different 'B-Active' Plan for consecutive weeks.

Week

Place B-Active Card here	Place B-Active Card here	Place B-Active Card here	Place B-Active Card here	
Place Time Card here	Place Time Card here	Place Time Card here	Place Time Card here	
Monday	Tuesday	Wednesday	Thursday	Friday
Tick the days above that you completed your B-Active schedule				

PREVIEW ONLY