



nrq Walks Education Pack

Day 2: Walking for Energy Balance

nrg Walks is a program of the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital.

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Day 2: Walking for Energy Balance



Total Time: 30 minutes

Lesson: 25 minutes

Recap: 5 minutes

Lesson Overview

Youth will continue to discuss the importance of achieving energy balance and will focus on ENERGY OUT. Youth will learn that they need one hour of physical activity each day and that walking is one way to be active. Youth will discuss what they already do each day to be physically active.

Objectives – Youth Will:

- Understand what makes up their ENERGY OUT
- Understand that they need one hour of physical activity each day
- Understand how walking helps to achieve daily physical activity recommendations

Standards Met

This activity meets Pennsylvania Health, Safety, and Physical Education standards:

10.4.3 B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

D. Identify likes and dislikes related to participation in physical activities.

Handouts

- ENERGY OUT Tracker

Teacher Prep

Make one copy of the ENERGY OUT Tracker for each student.

Note to Teachers

The activity below offers a script for you to follow. You may choose to follow the script or adapt the information based on your classroom's needs.

Let's Get Started!



Lesson (25 minutes)

ENERGY OUT

Say: Yesterday we learned about energy balance, balancing ENERGY IN and ENERGY OUT. Energy balance means balancing the amount of food and drinks you consume (ENERGY IN) to provide the right amount of fuel your body needs for healthy growth, everyday living, and physical activity (ENERGY OUT). Today we will focus on ENERGY OUT, what you burn through physical activity and everyday movements. Think about all the activities you do throughout the day that use up energy. Think about all of the everyday movements you do. Also think about what you do for physical activity.

Ask: What activities do you do throughout the day that use up energy? *(If needed, provide examples like breathing, raising your hand in class, digesting your food, and being alert in class)*

Say: Along with all of the everyday movements you do that use up energy, it's important for youth to get at least one hour, or 60 minutes, of physical activity each day. One hour may seem like a long time, but you can break it up into smaller time periods. You may have thirty minutes for PE class, twenty minutes for recess, and ten minutes for walking to school. It all adds up.

Say: Getting one hour or 60 minutes of physical activity helps us balance our ENERGY IN and our ENERGY OUT. Remember, your ENERGY IN and OUT don't have to balance exactly every day – it's the balance over time that is important.

Ask: What do you like to do for physical activity?

Ask: Think back to yesterday. How much time did you spend being physically active yesterday?

Say: Starting today, we are going to track our ENERGY OUT for one week.

Hand out the ENERGY OUT Tracker to students.

Say: Try to remember all the activities you did yesterday that make up your ENERGY OUT. *(If needed, guide students with examples like making your bed, cleaning your room, walking to school, walking the dog, packing your lunch, PE class, recess, and sports practice)*

Say: Think about how much time you spent doing each activity. Add up the total minutes you spent on ENERGY OUT. Under the column for Day One, write in this number. It's okay if it doesn't add up to one hour. *(Tell students that they will use the tracker again tomorrow.)*

Walking for Energy Balance

Say: Now let's talk about one example of physical activity, walking. Walking can be a fun and simple way to help get one hour of physical activity.



Walking for Energy Balance (cont.)

Say: Now let's talk about one example of physical activity, walking. Walking can be a fun and simple way to help get one hour of physical activity.

Ask: Raise your hand if you've taken a walk to get somewhere, like school, a friend's house, a playground or park, the store, or the library. Now raise your hand if you've ever gone on a walk just for fun. What do you like about walking?

Say: Think about all the times and places you walk during the day, Monday through Friday.

Ask: Name one place you walked today. Did you walk by yourself or with someone else? How long did it take you to get there? Now raise your hand if you walk to school. How long does it take you to get from your house to school (*ask only if students said they walk to school*)?

Say: Walking to school can help you achieve one hour of physical activity each day. It may only take you five minutes to walk to school, but remember; it all adds up. If you do not walk to school now, find out from your parents if you can walk to school in the future.

Say: Sometimes we can't walk to school because we live too far away or it's not safe. If you can't walk to school, there are many other places you can walk, even right here at school. Let's make a list on the chalkboard of all the places at school we can walk.

(If needed, guide students' responses with the following ideas: on the playground, down the hall, in the gym, on the track (if there is one), or around the soccer or baseball field)

Recap (5 minutes)

Say: Today we talked about ENERGY OUT. ENERGY OUT is made up of everyday movements and physical activity. It is important that youth get one hour or 60 minutes of physical activity each day. This helps us achieve energy balance. Remember, you don't have to get 60 minutes of physical activity all at once. You can break it up into smaller time periods.

Say: Walking to get somewhere, like school, and walking for fun can help you achieve one hour of physical activity. Find out if walking to school is an option for you. Tomorrow we will talk about what it means to be safe when we walk.





My Energy Out

Week of _____

Day 1	Day 2	Day 3	Day 4	Day 5	Total



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Week of _____

Day 1	Day 2	Day 3	Day 4	Day 5	Total

