

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.9

Advertise for Exercise!

Unit:
EXERCISE

PRECEPTS

- G. Physical Growth
 - G4. Set goals for long-term health



Lesson Type:
Large Group

NATIONAL STANDARDS

- CS.02.01.02.a. Describe the benefits, risks and opportunities associated with being physically fit.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.6 – Applying Knowledge
- NL-ENG.K-12.12 – Applying Language Skills
- NS.K-4.6 – Science in Personal and Social Perspectives

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Describe several positive effects of exercise.
- Describe the importance of stretching before and after exercise.





TIME

Instruction time for this lesson: **50 minutes.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

Dictionary.com,(2010). Retrieved February 2, 2010, from dictionary.com website:

<http://dictionary.reference.com/browse/cardiovascular>

The Children's Health Fund. (2000). Healthy B.A.S.I.C.S.Retrieved February 2, 2010,

from the Children's Health Fund website: <http://www.childrenshealthfund.org/sites/default/files/publications/HBLPexercise.pdf>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS3.9.LG.AS.A – one per student
(*human body outline with muscle groups to color*)
- ✓ Writing surface
- ✓ Assorted markers – several colors per student
- ✓ PALS3.9.LG.TM.A (heart and lungs diagram)
- ✓ Unlined white paper – one per student
- ✓ Rulers per student (optional): students may share
- ✓ PALS3.9.LG.TM.B (stretching poem)
- ✓ PALS3.9.LG.TM.C (stretching information)
- ✓ Colored notecards – one per student
- ✓ PALS3.9.LG.ASSESS.A – one per student



KEY TERMS

The following term is presented in this lesson and appears in ***bold italics***:

Cardiovascular



CONTENT OUTLINE

Objective 1. | Describe several positive effects of exercise.

- I. Exercise contributes to a healthy, stronger body
 - A. Some exercises strengthen the major muscle groups of the body
 - B. **Cardiovascular** - pertaining to, or affecting, the heart and blood vessels.
This type of exercise benefits the heart and lungs
- II. Exercise contributes to mental well-being
 - A. Exercise reduces the effects of stress

Objective 2. | Describe the importance of stretching before and after exercise.

- I. Stretching the major muscle groups decreases the chance of injury
 - A. Examples of stretching moves

INTEREST APPROACH

Prior to the lesson, you will need to have the class divided into two groups and also designate small groups of three or four for another activity later in the lesson. As the students enter the class, have everyone take off their shoes and put them in a pile in the middle of the room. Mix the shoes up. Instruct the two previously assigned teams to gather together on opposite sides of the pile but at an equal distance from the shoe pile. The objective is to see which group can find their shoes and put them on first. Each team sends one person to the shoe pile to find his/her shoes, put them on completely and race back to their team's side...they tag the next person in line. When they all have their shoes on, the team done first must sit on the floor. The remaining members of the other team will retrieve their shoes and also sit on the floor or all return to their desks/tables, whatever works best in your location. During the activity, different kids will probably have different shoes on, making it more difficult for them to put them on and run in, or, possibly easier to put on.



We are going to play the shoe game, and that is why we took our shoes off and placed them in a pile. The objective is to see which team can get all of their members' shoes back on first. When I say GO, each team sends one person to the shoe pile to find his/her shoes, put them on completely and race back to their team's side...they tag the next person in line. When they all have their shoes on, the team that is done first must sit on the floor. What questions are there?

GO



Wow that was amazing! High five somebody as you return to your seat and tell them, "Good race!"

Allow students time to return to their seats.



Can someone tell me which type of shoe would be most suitable for exercise?

They will probably say tennis or running shoes.



Yes, tennis shoes if the exercise is running, but what if the exercise is swimming? Flippers or no shoes would be appropriate. If the exercise is rollerblading, then roller blades would be appropriate. There are many different types of exercises just like there are many people with different preferences for the exercise they like the most; however, there is one thing that is the same no matter what exercise we choose! Today, we are going to explore exercising, why it is important and what we must all do to protect ourselves, no matter what exercise we choose! Like all successful explorers, we must be aware of what we are doing at all times and pay close attention to those who are guiding us. OK, let's get started!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Describe several positive effects of exercise.



- I. Exercise contributes to a healthy, stronger body
 - A. Some exercises strengthen the major muscle groups of the body

Hold up pictures (can also be posted in the room before class if time permits) of athletes engaged in sports, a farmer throwing a bale of hay, a kid riding a bike, children playing ball or jumping rope, etc., that show physical activity.



What do all of the people in these pictures have in common?

Allow students to answer and guide them to the answer that they are all doing some type of exercise or physical activity, or that they are all using their muscles to accomplish something.



On our tables we each have an outline of the human body (*PALS3.9.LG.AS.A*). When I say MUSCLE we will have two minutes to color code each of the major muscle groups with a different color marker or crayon. What questions do you have?

MUSCLE

Allow students time to color code their handout.



Super work of identifying the major muscle groups, but there is another muscle that all the people in the pictures are using that we need to add to our handout. Who knows what other muscle they are all using?

Call on students and guide to the answer, heart.



Yes, the heart!

B. **Cardiovascular** - pertaining to, or affecting, the heart and blood vessels. This type of exercise benefits the heart and lungs.

Display the heart and lungs diagram (PALS3.9.LG.TM.A). Model the movements as you explain the following process.



In this heart and lungs diagram you will see we have one heart and two lungs. Notice that the heart really looks more like a pear than a valentine. Make a fist and place it on the center of your chest. This is where your heart is. Now, open your hand and place it on the center of your chest. Can you feel your heart beating? The heart pumps blood all around the body. It works with the lungs to distribute oxygen. We have two lungs, one on the right side of the chest under the ribs, the other on the left side under the ribs. Now touch your ribs and take a deep breath to fill your lungs. Hold the air (*pause for a moment*). Now, exhale. What you felt was your lungs at work. A person's heart and lungs work every minute. You don't have to think about them. You can play, do school work, eat, watch TV and sleep. They just keep working for you. Here's the important part: Your heart and lungs must last your entire life, so it's important to take good care of them by eating foods that are good for you, getting plenty of sleep and making exercise a lifelong habit.

So, we still need to complete our diagram! When I say DRAW, we will have one minute to add the heart and its' partners, the lungs. Be sure to locate them in the correct position in the body. What questions do you have?

DRAW

Allow students time to add the heart and lungs to their human body diagram handout.



Thank you for completing such colorful and accurate diagrams! We just learned from our body chart that we have lots of muscles in our body that will benefit from exercise, including our heart!

The students will be making an advertising brochure for their own health club. All of the materials (unlined white paper, markers or crayons and rulers) should be placed on the tables prior to the lesson, if possible. Encourage the students to make their brochure colorful and be creative. The cover will have the name of the health club. The inside front page will have a list of the activities/exercises that the student likes to do. Students will be working in groups of three or four for this next part of the activity. It will be helpful for you to already know how you are going to designate your groups. If the students are sitting at tables, you could just use their table groups. The inside back page will be for statements of why these exercises are good for them, and on the back cover will go a caution about stretching before exercise.



At our table we will find the materials needed to create a foldable. When I say “Go,” we will have 10 seconds to take a piece of unlined paper and fold it hamburger style. Then, place your folded paper on the table and quietly wait for further directions.

Model this folding process for the class as you are giving the directions.

GO

Allow the students time to get their paper folded.



We will be making an advertising brochure for a health club, but not just any health club. This is “your” health club. When I say ADVERTISE, we will have two minutes to use the markers/crayons on your table to put the name of your health club on your cover and decorate the cover. What questions do you have?

Answer students’ questions and check to make sure all students are in the correct place on their paper.

ADVERTISE

Allow the students time to complete the front cover. Circulate through the room and encourage the students as they work.



Wow, those are some fine looking cover pages! Now we will move to the inside pages. Please open your brochure. For this part of the activity, we will work in your small groups to help us come up with more ideas. When I say JUMPING JACKS, we will have three minutes to brainstorm exercises or activities with your group that provides healthy exercise. Be sure to include **cardiovascular** exercises and write at least five of those that you like to do on your page with the title “Exercises I Like To Do.” What questions do you have?

JUMPING JACKS

Allow students time to brainstorm and complete their page. Make sure they remember to add the title.



Wow, we have a lot of fun exercise activities written down. Let’s hear several of our favorites.

Call on several students and circulate around the room encouraging all students to have five exercises/activities listed.



Great job! Now let’s pause for a moment to catch our breath. We’ve just listed five exercises or activities that we like to do. Stay attentive as we continue but first turn to someone next to you and say, “Why is exercise good for me?”

Ask the question again along with your students.



Now that is a very good question! Who can tell me a benefit of exercise that we have already discussed today?

Call on students and restate their responses for the class as you list them on a writing surface. Guide them to discuss how exercise is good for their heart and that it is important because their heart must last them a lifetime. Other responses could be: to make them strong, to improve their overall health, to make them more flexible or that it makes you feel better, etc.



Great answers! When I say WRITE, you will have two minutes to write the title “Benefits of Exercise” and list all the benefits of exercise that we have discussed today on the top three-fourths of the blank inside page of your brochure. What questions do you have?

WRITE

Allow the student’s time to write the benefits on their paper. Circulate around the room and assist any students who need help.

- II. Exercise contributes to mental well-being
 - A. Exercise reduces the effects of stress



OK, those brochures are looking good but, we still have one very important benefit of exercise to add. Did you know that exercise is a great stress buster and that it can help chase away the blues?

Please add relieve stress to the bottom one-fourth of your benefits of exercise page.

Allow the students time to complete the third page by adding relieve stress. Also, encourage the students to try exercise next time they are feeling stressed.



As we continue our exploration into exercise and its benefits, we must consider a very important aspect of exercise that everyone should know about.

OBJECTIVE 2. | Describe the importance of stretching before and after exercise.



- I. Stretching the major muscle groups decreases the chance of injury
 - A. Examples of stretching moves

This poem allows your students to experience stretching. Display PALS3.9.LG.TM.B. You (or another person) will read the poem as the students respond as a group by following the moves while you demonstrate them. It would be good if there are several leaders to have another person read the poem slowly as you lead the movements, but one person could do both. You could also play music in the background as you go through the routine. Be sure to make the tempo slow and rhythmic and emphasize the stretch with your body moves.



Listen carefully to the following rhyme and complete the moves with me.

Rise from your chair and stand if you please,
Touch your elbows and now your knees.
Touch both heels, now your nose,
Hands on your hips, and now on your toes.
Hands on shoulders, and on your shoes,
Turn to the left and read the news.
Hands on heads, also on hair,
Hands on hips, now in the air.
Touch your face, now your feet,
Clap your hands and take your seat.

If time allows, it would be good to repeat the poem with movements again.



Great job! I saw some really good moves! If you think you know why that poem would be a good routine to follow both before and after you exercise, show me a thumbs up.

Call on a student with a thumb up, allow answers and guide the students to understand that they just did some simple stretching moves.



That's right. We were stretching and it is very important to stretch our major muscle groups for 10 minutes both before and after exercise to decrease our chance of injury. When I say STRETCH, we will turn to the back cover of your brochure and you will have two minutes to copy the following information.

Display PALS3.9.LG.TM.C, or you could write the information before class on a writing surface and display it.



Remember to continue to be creative but only use three-fourths of the page as we have one final slogan to add to your health club brochure! What questions do you have?

STRETCH

Allow students time to add the information to their back cover page.



OK, we have one last space to finish on our health club brochures. The space we left blank on our last page needs a slogan that encourages health club members to exercise every day! When I say DAILY you will have three minutes to come up with a slogan and put it on the last page of your brochure. You may work with a partner. What questions do you have?

DAILY

Allow students time to come up with their slogans and add them to their brochures. Be sure that they have a slogan that promotes daily exercise.



Great work! The health club brochures you created today really show some fun exercises, the benefits we get from exercise and why stretching before and after exercise is important. Turn to a neighbor and give them a high five for creating such amazing ads to inform about exercise!



REVIEW / SUMMARY

As a review, organize the brochures on tables or suitable surfaces around the room and have a gallery walk to view all of the brochures. As the students start their gallery walk, give them a token of some type (small squares of colored index cards work well if you do not have anything available in the class room). Students will put their token next to the brochure they think does the best job of informing about exercise after they complete their gallery walk. Make sure that you organize the gallery walk so that there is enough room for the students to move freely around to see all of the brochures.



OK, now it is time for us to take on the role of a prospective health club member! At the front of the room are colored index cards. When I say WALK, we will all pick up one card. We are going to take a gallery walk and decide which brochure did the most effective job of educating about exercise. We all get one vote so look carefully at all of the brochures. We vote by placing our index card next to the chosen brochure after we have viewed all of the brochures. Then we will return silently to our seats and wait for the vote count! What questions do you have?

WALK

Allow students to take their gallery walk and choose a brochure by leaving the index card next to their choice. When all groups are seated, count the votes and congratulate the winning brochure with a round of applause. Then have a round of applause for all of the students and their brochures.



Wow, we did it! We are certainly all winners for having completed this challenging activity today! The knowledge we gained today will be especially important as we improve our quality of life by valuing exercise and setting goals to make a lifetime commitment for our health. Thanks for being so creative and working so hard.

APPLICATION



One-on-One Idea

Read together *Let's Be Fit* by P.K. Hallinan.



Small Group Idea

Create a daily fitness plan and exercise log sheet for the plan.



EVALUATION

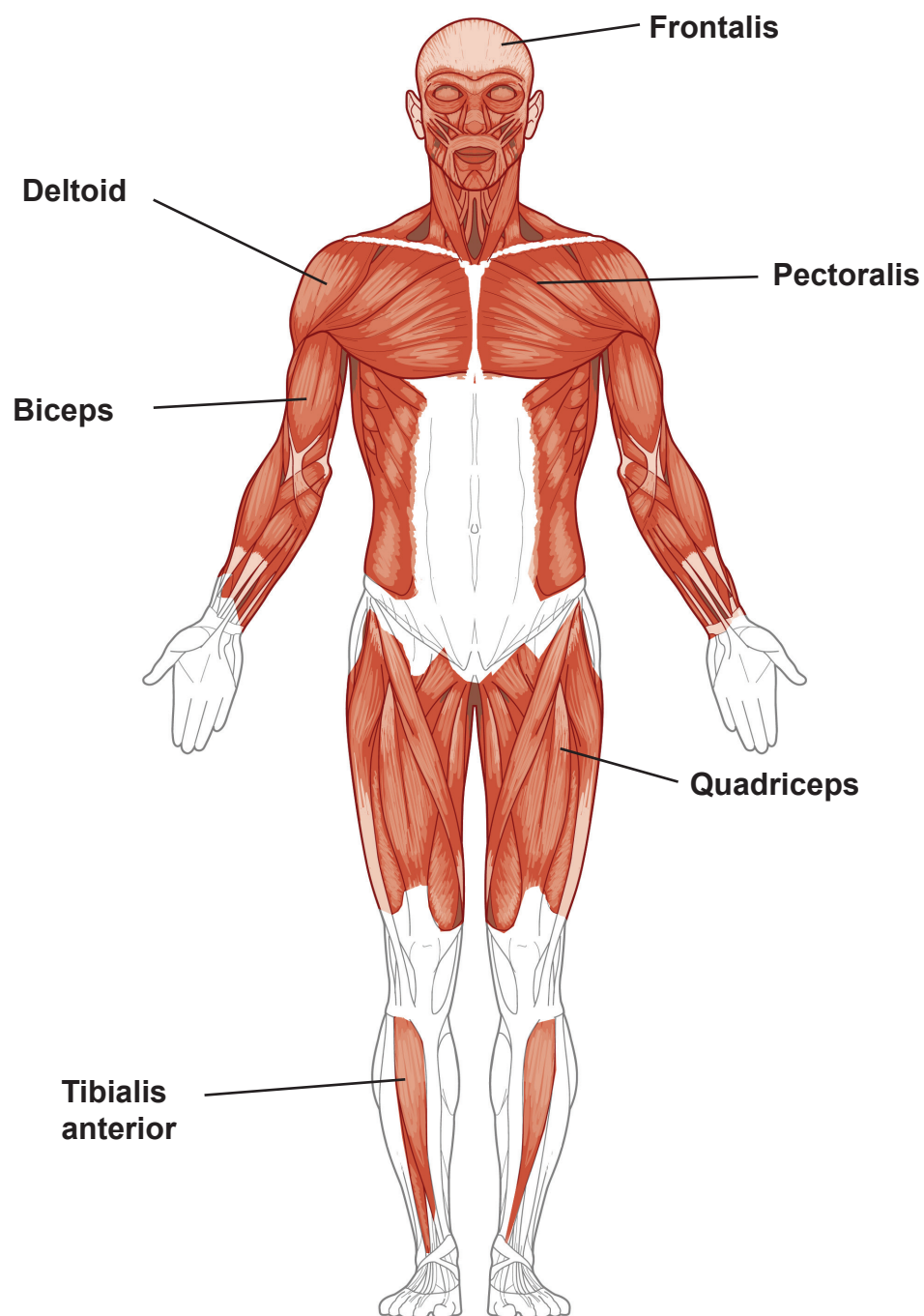
This evaluation should be given during extra class time or as a homework assignment. It should be considered in excess of the 50-minute lesson period. Utilizing the rubric on PALS3.9.LG.ASSESS.A., explain the assessment. Have the students create a comic book about “Captain Exercise,” who comes to the rescue of some kids who are following a very unhealthy and unfit lifestyle. The following information should be included in their comic book:

1. The positive effects of exercise.
2. Use of stretching before and after exercise.

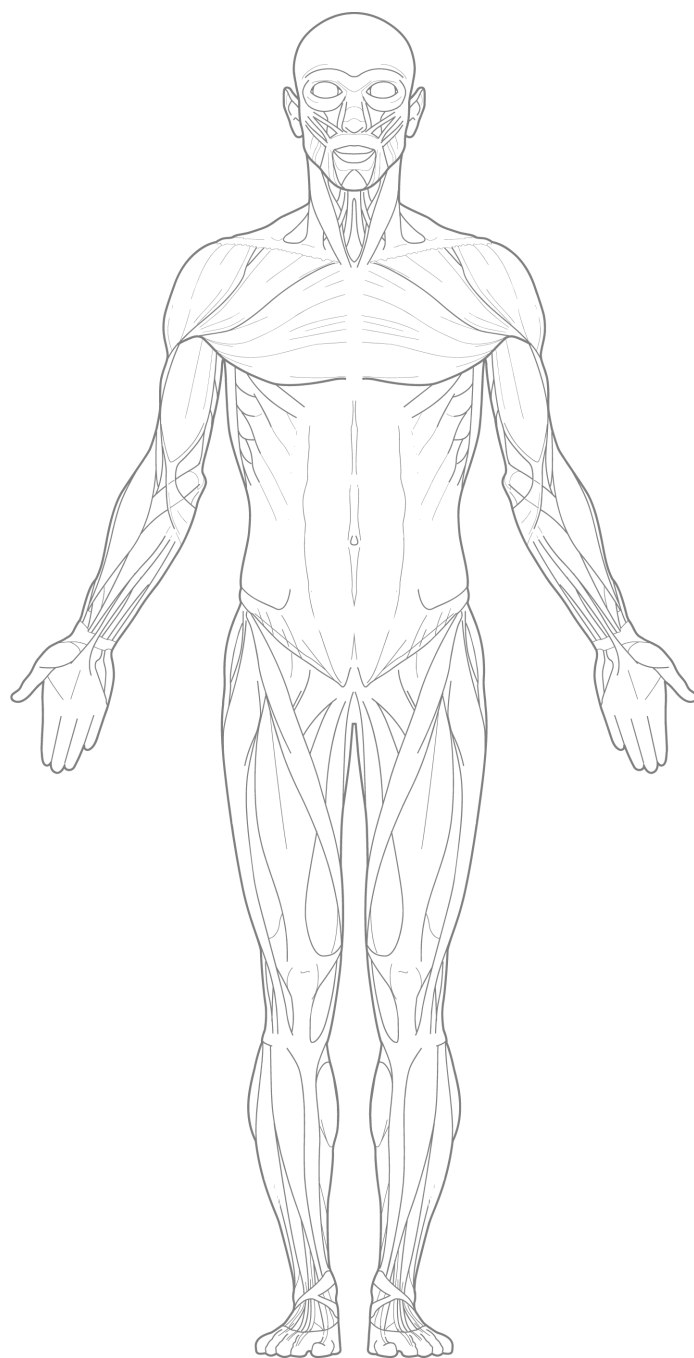
ANSWERS TO EVALUATION:

Use the rubric on PALS3.9.LG.ASSESS.A to assess the students comic books.

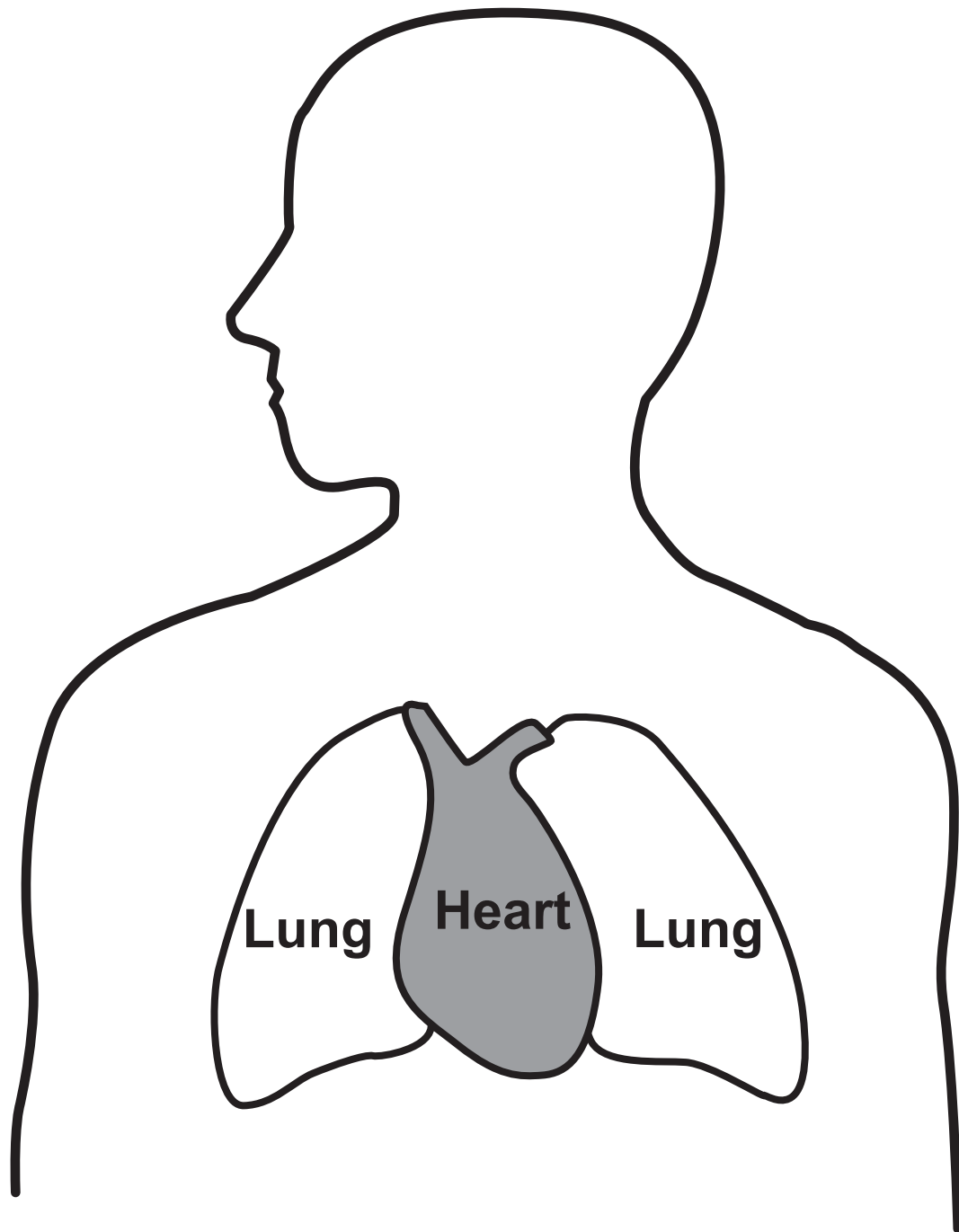
PALS3.9.LG.AS.A



PALS3.9.LG.AS.A (continued)



PALS3.9.LG.TM.A



PALS3.9.LG.TM.B

**Rise from your chair and stand if you please,
Touch your elbows and now your knees.
Touch both heels, now your nose,
Hands on your hips, and now on your toes.
Hands on shoulders, and on your shoes,
Turn to the left and read the news.
Hands on heads, also on hair,
Hands on hips, now in the air.
Touch your face, now your feet,
Clap your hands and take your seat.**

PALS3.9.LG.TM.C

Stretching the major muscle groups prevents injury.

Stretch for 10 minutes both before and after exercise.

PALS3.9.LG.ASSESS.A

RUBRIC

	1-2 points	3-4 points	5 points
The positive effects of exercise	One positive benefit of exercise is included.	Two positive benefits of exercise are included.	Three or more clear benefits of exercise are included.
The use of stretching before and after exercise.	Some information about stretching is included, but emphasis for before and after exercise is missing.	Basic stretching information is included or instructions to stretch before and after exercise is included but not both.	Detailed instruction about stretching both before and after exercise is included.
Writing quality	Several major grammatical errors.	Minor grammatical errors.	Clear voice is present with little to no grammatical errors.