

Grade 1: Exercise

Lesson 8: Exercise Safely

Objectives:

- ✓ Students will explain the benefits of exercise.
- ✓ Students will explain the benefits of warming up before exercise.
- ✓ Students will explain the benefits of cooling down after exercise.
- ✓ Students will list two ways to warm up and cool down.

Materials:

- Paper
- Crayons, drawing pencils

Children's Literature:

Exercise (Rookie Read-About Health) – by Sharon Gordon

Activity Summary:

In this lesson students will learn the benefits of exercise and the importance of proper warm-up and cool-down before and after exercise.

Background information for the teacher:

Not necessary for this grade level information.

Vocabulary:

Exercise –activity to move the muscles of the body

Warm-up – slowly moving your muscles before exercise

Cool-down – slowing your muscles after exercise

Stretch – making the muscles longer

Engage (10-12 minutes):

Lead the students through a brief warm-up, exercise, and cool-down sequence. These can be done in the classroom or outside.

Have the students stand in a circle. Ask the students to do what you do and follow these instructions:

1. Stand with your feet hip width apart. Slowly drop your head (then your shoulders and arms) toward your feet. It is not necessary to touch your feet. Bend over until you feel a comfortable stretch in your back and legs. (Stay in this position for about 30 seconds.)

Slowly bring your body back to an upright position.

2. Have everyone turn to the right. Lead the students in a slow walk, staying in the circle. Do this for about three minutes.

3. Increase the walking to an easy jog. Continue jogging for 4 – 5 minutes.

4. Gradually stop the jogging by slowing to an easy walk. Walk in the circle for another three minutes until your breathing slows down.

Explore (15-20 minutes):

Ask students to describe what their bodies were doing (how they were feeling) at the beginning (**warm-up**), during the jogging (**exercise**) and at the end (**cool-down**).

Answers (Possible): Breathing was slow at the beginning, became faster, then became slower again; felt cool, then warmer, then cooler again; etc.

Say: **“Think about these questions, but do not answer aloud yet: When we exercise and do the warm-ups/cool-downs what Body Systems are we helping? How does this help each Body System?”** Have the students work in pairs or small groups. First, have each group write down as many Body Systems as they remember. Remind them that there are six Body Systems that they have learned about. Next to each Body System write how exercise helps that particular system. Have each group report their results to the class.

List all Body Systems on the board as students remember them. (If needed, they guide them into remembering all six.)

Answers:

- *Muscles and Skeleton: Stronger bones, more strength in our muscles. Less fat.*
- *Circulatory: Stronger heart*
- *Respiratory: Better breathing*
- *Digestion: Digested food is used (not stored as fat)*
- *Urinary: More frequent and regular elimination of waste*
- *Nervous: Clearer thinking, more oxygen being utilized*

Explain (20 minutes):

“Exercise certainly helps our body! It must be pretty important for good health.”

Ask: ***“Why did we bend and walk before we jogged?”*** (To get our body ready for exercise. This is called **WARMING UP**.)

Ask: ***“What Body System are we mainly trying to warm up?”*** (The Muscular System.)

Ask: ***“Why is it important to warm-up before exercise?”*** (We move slowly before exercising so our muscles can loosen up. It is easier for loose muscles to move fast. Warming up helps keep us from hurting ourselves, and our heart can work harder and beat faster more gradually.)

Ask: **“Did you feel warmer when you stopped jogging? Do you think your muscles were warm? If your muscles were warm, why didn’t we just stop moving fast?”** (Stopping too fast can make our muscles hurt. When we have been exercising we have to stop slowly because our muscles have been moving fast. This is called COOLING-DOWN.)

Ask: **“Why is it important to cool-down after exercise?”** (So we don’t hurt ourselves (our muscles). Our heart needs time to slow down, too. Warming-up and cooling-down are safe and healthy ways to exercise.)

Ask: **“What are some ways we can move slowly to warm-up?”** (Stretch. Bend. Walk slowly. When we stretch our muscles we are slowly making them longer.) NOTE: A rubber band is a good visual aid for muscle stretching.

Ask: **“What are some ways to cool-down?”** (Stretching, bending, walking, or jogging slowly are ways to cool-down. These are all ways to slowly stop doing exercise. It is very important to slowly stop the exercise movement.)

Ask the students what stretches they know and do these with the class. Have the students lead (show) the class any stretches they know.

Important stretching safety notes:

1. Make sure each stretch is done for 30 seconds or more.
2. Move into the stretch slowly.
3. The stretch should be taken to a place of comfort, and not pushed too far.

Lead the students together in some simple stretches. Have the students stand/sit in a circle arms-width apart:

- Arms over the head and side bends
- Forward bends
- Calf stretches
- Sitting and bending to touch the toes
- Fingers from both hands laced together and arms stretched in front of the chest
- Bend the knee, holding the foot and pulling the leg backwards, stretching the thigh.

Ask: **“What are two important steps to remember in order to exercise safely?”** (Warming-up and cooling down.)

Ask: **“What are some ways you can warm-up and cool-down when you exercise?”** Have students suggest ideas. List them on the board.

Extend:

Have students work in teams of three. Assign each child a role: **recorder** (writes down/draws the sport and exercises), **reporter**, and **group leader**.

Have each team pick a favorite exercise. In order to ensure that a variety of exercises are picked, it may also be helpful to assign each team one exercise/sport. (Example: tennis, swimming, running, baseball, basketball, football, etc.) Have students decide the best ways to warm-up and cool-down for that exercise, then create two or three warm-ups and cool-downs appropriate to that exercise or sport. Have each team plan and practice their warm-up/cool-down routines.

Have each team demonstrate their routines to the class. Each group's reporter should explain:

1. What the benefits of their exercise are;
2. Why the stretches and movements they chose are good for their favorite exercise;
3. What Body Systems are being helped by the warm-ups/cool-downs and exercise.

Evaluate:

Observation from the above Extend activity can be used as an assessment.

AND/OR:

Have students think about their favorite sport. Say:

"Pretend you are playing in the last big game to decide the ultimate winning team. Imagine this being like the Super Bowl or the Olympics for your favorite sport. Write about what you are feeling and what you will do before you play the big game. Talk about how your body *feels* while you play the game. Finally, write about what you do after this intense game.

Important points that must be included in the story on the board:

1. What sport you are playing. (Let students make up a name for their big event.)
2. Two things you need to do to get ready for the game.
3. How your body feels during the game.
4. 2 things you do after the game.

AND/OR:

Have the students do the Optional Enrichment Activity as an individual assessment.

Optional Enrichment Activity: "My Healthy Habits" Book

Each student will create a "Healthy Habits" book that shows what Healthy Habits they are going to practice for Exercise. (The "My Healthy Habits" book will also include habits from the Hygiene, Nutrition, and Self-Esteem lessons in this unit.)

1. Give each student a sheet of 8½" X 10" paper. First, across the top, have the students print "**SAFE EXERCISE**". Then have the students draw a picture or two of three safe ways to exercise, including warm-up and cool-down movements. Have them write "1st" by the activity they do first (warm-up,) "2nd" by the exercise activity, and "3rd" by what they do last (cool-down.)
2. These pages should be kept in a folder during the course of the unit so more pages can be added for the other lessons.
3. Upon completion the students can bind all the pages from this and the other lessons together with ribbon or yarn.

Additional Web Resources:

www.kidshealth.org – Includes information regarding kids and exercise, and lists benefits, tips and a chart for assessing how much exercise is needed at various developmental levels. Be sure to read the article, "Why Exercise is Cool."

www.keepskidshealthy.com – Features a fitness and exercise guide, including a Fitness Quiz

www.kidsource.com – Contains general information on children and fitness

Missouri Standards:

Health and Physical Education Frameworks

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

What All Students Should Know:

2. Learning the internal and external body parts and their relationship to developing a healthy body helps in understanding the physical self.

What All Students Should Be Able To Do:

- a. Identify the major structures and functions of the Circulatory, Respiratory, Muscular and Skeletal Systems and relate them to the development of a healthy body.

What All Students Should Know:

3. There are physiological signs associated with engagement in rigorous physical activity.

What All Students Should Be Able To Do:

- b. Recognize the physiological characteristics that accompany moderate physical activity.

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know:

1. Prevention techniques for exercise injuries include warming-up, stretching, conditioning and cooling-down.

What All Students Should Be Able To Do:

- a. Distinguish between the terms warm-up, cool-down, and stretching.
- b. Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each for injury prevention.
- c. Demonstrate a variety of flexibility, warm-up, and cool-down activities.