

Module 4: Fit for Fun

How Can You Stay Fit?

Behavioral Objectives

1. State the influence of peer pressure on personal health decisions.
2. Identify how heart-healthy fitness is achieved and maintained.

Outline

Time	Activities	Student Materials
8	“Fit for Fun Article” Discussion	“Fit for Fun” Article
4	Pulse Taking	Pulse Hand Illustration
6	Putting it into action	none
2	Wrap-up	

Materials and Advanced Prep

- Handouts: “Fit for Fun” article, Pulse Hand Illustration
- Clock with a second hand
- Make sure there is a place where the children are able to run (Activity 3).

Activity 1: “Fit for Fun” Article Discussion

Purpose: To acquaint students with the important components of exercise

1. Read aloud or have volunteers read the article "Fit for Fun".
2. Ask:
 - *What is aerobic exercise?* (Continuous exercise that makes the heart and lungs work harder) *How much aerobic exercise do we need to do to help our hearts get stronger?* (We need to get at least a total of 30 minutes per day of moderate to vigorous activity on most, if not all, days of the week.) *How can we get aerobic exercise?* Emphasize that both organized activities (some team sports, dance classes) and more casual activities (bicycling and playing actively outdoors) are healthy aerobic activities.
 - *What should you try to do before you do a vigorous physical activity?* (Warm up) Explain that a person "warms up" by doing light to moderate activities, such as jogging in place, walking at a moderate rate, or doing jumping jacks, that help prepare the body for more vigorous activity.
 - *What should you try to do after you do a vigorous physical activity?* (Cool down and stretch) Explain that "cooling down" means gradually slowing down the physical activity. *Why is stretching important?* (It makes you more flexible and helps keep you from getting sore muscles.) After students return from recess or gym class, ask a volunteer to lead the class in a series of stretches. Point out that stretching should be done gently without bouncing and that stretching by itself is a good activity for relieving tension and stiffness.

Activity 2: Pulse Taking

Purpose: To teach the children about their pulse

1. *What is your pulse?* (Will get a variety of responses, it is the rate at which the arteries in your body are pumping blood. It is closely linked to your heart rate.)
2. Tell the children they will be taking the pulse in their RADIAL ARTERY in their wrist below their thumbs. *Where is other most common place?* (CAROTID ARTERY in their necks). Tell them they can look at the illustration. The instructions are:
 - Hold one hand out straight, elbow bent, palm facing up. Raise your thumb skyward, as if holding an apple, to create a small pocket under your thumb at the top of your wrist. Place the tips of your index and middle fingers of the other hand

- (do not use your thumb as this also has a pulse and could cause counting confusion) on the pocket under the thumb. Adjust your fingers until you feel a steady beat under the skin of your wrist.
- Once they are able to find a steady beat have them start counting on your signal. Time them for 30 seconds. When the time is up, have them multiply their total by 2 to get their minute pulse.

Activity 3: Putting it into action

1. If possible, take students outdoors or into a gymnasium where they can run approximately 100 meters (it doesn't have to be straight). Tell them that they are going to do a brief sprint run. *What should we do before we do our run, or any physical activity?* (Warm up.). Ask a volunteer to lead the class in a warm-up activity (20 jumping jacks, 30 seconds of walking or moderately running in place).
2. Ask the students if they remember their pulse from before (that is their "RESTING PULSE"). Have them run the designated distance and immediately take their pulse again. *Did you make your heart work harder when you ran?* (Yes) *How can you tell?* Students should recognize that their heart rate, indicated by their pulse rate, went up and that their breathing became deeper and more rapid. *What happens after you rest for a few minutes?* (Heart rate and breathing rate return to their resting rates.) *You just ran 100 meters. Does this physical activity give your heart the best workout?* (No, not unless it is part of activities that add up to a minimum of 30 minutes for the day.)
3. For the remainder of the time, if any discuss some every day aerobic and anaerobic activities. They should recognize that what they just did was an ANAEROBIC activity. (An anaerobic activity doesn't use oxygen. It makes your body rely on stored energy and it will make you feel tired more quickly and without doing as much work). *What are some other anaerobic activities?* (Hide and go seek, baseball, football etc. Any short-lived bursts of activity. *What are some aerobic activities?* (Swimming, biking, raking leaves, etc. Any sustained physical activity). *What are some activities that can be both?* (Soccer, running (sprinting vs. long distance), basketball. Any activity that has both short bursts and long, sustained activity).

Activity 4: Wrap-up

1. *Why are we teaching you about physical activity together with nutrition?* (Encourage each child to come up with at least one answer and go around the group sharing ideas. Stress that good nutrition and physical activity are the two key elements to a healthy and happy lifestyle).