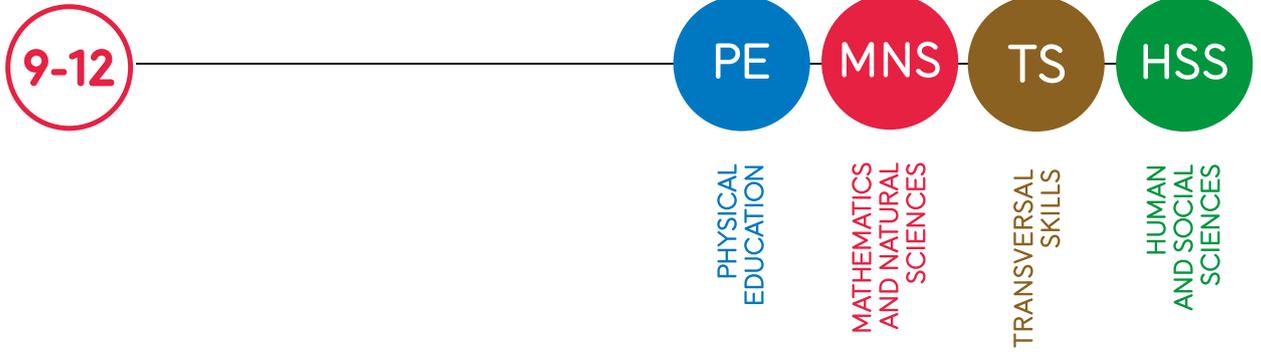


# GET ACTIVE!



# How to use this file

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## Educational intentions

- Draw attention to the importance of being active;
- Understand the skills needed to be active and the advantages of doing so, such as well-being, living together and self-esteem;
- Increase interest in regularly practising sport or a physical activity.

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## School programme

This file was created taking into consideration the objectives of the Plan d'études romand (PER) [French-speaking Switzerland's education programme]. One or more coloured text bubbles highlight the discipline addressed.



# Get Active!

## Introduction

The International Olympic Committee (IOC) is involved in combating and obesity, particularly through its "Sport for All" programme and The Olympic Museum's "Get active!" exhibition for young people (2015). These efforts complement the actions taken by the IOC's partner organisations: the World Health Organisation (WHO) and its Commission on Ending Childhood Obesity (internationally), and Promotion Santé Suisse and the Federal Office for Sport (OFSP) with its "Faire bouger la Suisse" programme, (the "Get active" partners in Switzerland).

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## Activity 1

### Movement is Life

#### Objective

The aim of this activity is to give meaning to physical activity and sport from a physical and social health perspective. Talking about personal reasons and representations related to physical activity forms a starting point to allow each pupil to recognise their basic needs and resources. With the help of the film "Get active! with Tom", the importance for well-being of qualities such as strength, endurance, flexibility and working together is addressed.

#### Links with the PER

**CM 21:** Use your physical abilities to improve your fitness and stay healthy.

**FG 22:** Act in line with your key needs by using the relevant resources.

**MSN 27:** Identify the various parts of your body, describe how they function and work out the impact on your health.



#### Exercise 1

The aim of the exercise is to show the huge range of personal reasons for doing sport and physical activity that exist, and the many different related representations.

##### Phase A

Pupils describe their reasons for getting active, their representations and their understanding of the importance of physical activity for their personal well-being. What they say can be recorded in the form of keywords on the blackboard or on small post-it notes.

##### Phase B

Watch the film "Get active! with Tom" on Youtube:  
<https://www.youtube.com/watch?v=DySHAR6uH38>

Using "Worksheet 1b – My physical activities", the pupils talk about their own physical activities, whatever form these may take.

→ Whether walking the dog, cycling to school or training with a sports club, all movement counts, and can be listed on the sheet. The aim is to produce a list of daily physical activity and sport, to show that there are many different ways of being active.

Lastly, the pupils can say which one activity they would like to do more often and with whom.

Activity 2

Happy in my Skin

Objective

The aim of this activity is to address strength training from a health and well-being angle. By looking at different body types in a positive way, the pupils are encouraged to value their own bodies and take care of them. Pupils are also made aware of the fact that the media, the fashion world and industry often portray unrealistic ideals of beauty.

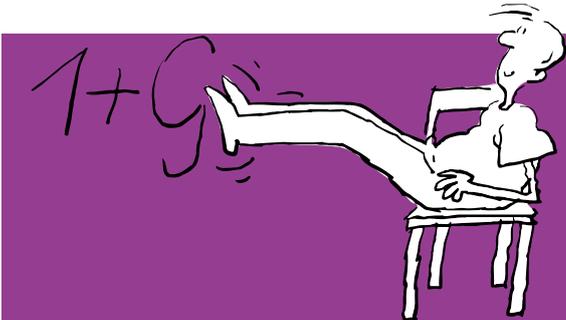
Links with the PER

CM 21: Use your physical abilities to improve your fitness and stay healthy.

FG 21: Decode the meaning behind various types of messages.

Exercise 1

The writer



Equipment: Chair

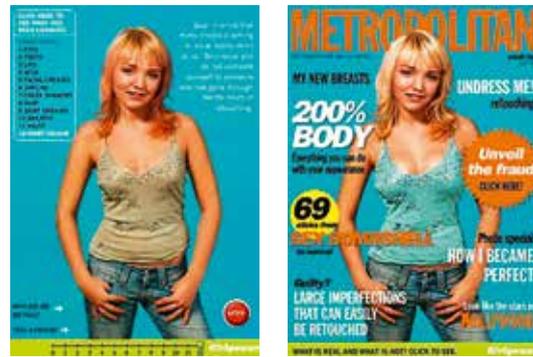
The abdominal muscles are given a tough time in this exercise. Sitting down, the pupils have to write with their feet.

- Sit sideways on your chair and lift your legs. Keep them in the air and try to write your name with your feet.
- Mathematician: write figures in the air with your feet. Can the pupil sitting next to you see what they are? You can also write simple operations (addition / subtraction) which the other pupil has to solve.

Exercise 2

Retouched beauty and us: the impact on our ideals

We “know” a lot about images which are retouched by computer, but how many differences can you spot between the picture on the left and the one on the right?



© Forsman & Bodenfors

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Tick what you think is the right figure (answer = 12).  
→ The images also appear in the Annex 2.

In a whole-class discussion, describe images 1 and 2. Discuss the various changes and explain the reasons for them.

- |                    |                          |                    |
|--------------------|--------------------------|--------------------|
| 1. Eyes            | 6. Chin                  | 10. Tank top folds |
| 2. Teeth           | 7. Shadows of the cheeks | 11. Chest          |
| 3. Lips            | 8. Hair                  | 12. Waist          |
| 4. Nose            | 9. Tank top colour       |                    |
| 5. Facial wrinkles |                          |                    |

MAIN MESSAGE

Huge muscles like Batman, or slender like Barbie? There is no point comparing yourself to unachievable caricatures. If you look more closely, you'll see that the “perfect body” is total nonsense.

Contrary to popular belief, there is no ideal weight for your height and age.

The best thing is to find your healthy weight: when you feel comfortable about your body, eating a varied and balanced diet and regularly doing exercise. → This feeling is yours alone. What's more, your healthy weight can fall within a broad range.

## EXPLORING FURTHER

### Proposal A

For homework, pupils look for videos showing how the image of a person can be idealised. Each pupil chooses a video and describes it step-by-step. Discuss the different tools used to change the image of a person (clothes, make-up, hairstyle, retouching software, etc.).

What impact do these changes have on how we perceive our own body image?

### Proposal B

Compare a model doll with “unreal” measurements with another representing a woman with average measurements.

If the model doll was a flesh-and-blood woman, her health would be terrible. Why?

1. Her neck could not support her head. Compared with the neck of a normal woman, it is twice as long and much thinner.
2. The doll's feet are too short for her to maintain her balance. So she could only walk around on all fours.
3. Her waist is smaller than her head, so she would not have enough room for her internal organs.

**Activity 3****Fighting Fit****Objective**

The aim of this activity is to define coordination, understand what it is used for in everyday life and, if possible, improve this competence.

**Links with the PER**

CM 21: Use your physical abilities to improve your fitness and stay healthy.

### Exercise 1 balanced dictation

**Equipment:** Beam, teaching equipment



Whilst balancing on a beam, the pupils read the following text and return to their seat to copy the text into their workbooks. They then go back and read the text on the beam as many times as they need to copy all of it.

Coordination helps you to respond to unexpected situations with the appropriate movements. It also helps you learn new movements. In everyday life, coordination allows you to ride a bike or moped, play music or toss-and-catch - pancakes. Scientists define coordination as all the faculties linked to orientation, reaction, differentiation, equilibrium (balance) and rhythm (O-R-D-E-R).

### Exercise 2 Coordination needs order

→ See Worksheet, "Coordination needs Order", attached.

List an everyday activity which requires each of these abilities:

- **ORIENTATION** \_\_\_\_\_  
→ Being able to recognize from which direction comes a call and move accordingly.
- **REACTION** \_\_\_\_\_  
→ Being able to catch a plate as it falls out of the cupboard; brake when the traffic lights turn red.
- **DIFFERENTIATION** \_\_\_\_\_  
→ Being able to bounce several balls on the ground simultaneously.
- **EQUILIBRIUM (BALANCE):** \_\_\_\_\_  
→ Walking on a narrow stonewall or climbing up a ladder.
- **RHYTHM** \_\_\_\_\_  
→ Dancing.

Examples (in French, German, Italian):

[www.mobilesport.ch/jouer/js-kids-se-tenir-en-equilibre-funambule/](http://www.mobilesport.ch/jouer/js-kids-se-tenir-en-equilibre-funambule/)

**Activity 4****Tough things, Bones!****Objective**

**Understand what bones are for and how you can strengthen them.**

**Links with the PER**

**CM 21:** Use your physical abilities to improve your fitness and stay healthy.

**MSN 27:** Identify the various parts of your body, describe how they function and work out the impact on your health.

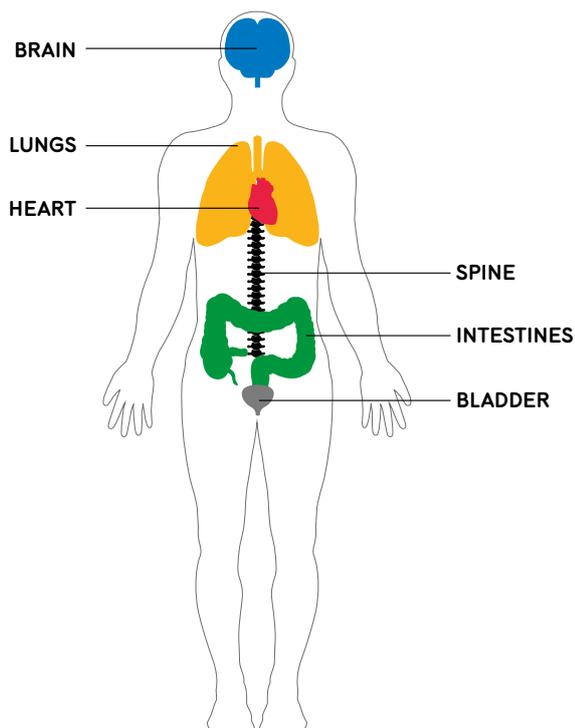
In a whole-class discussion, look at what bones are for. What additional functions do they perform?

1. **Protection of the organs.**
2. **Structure of the human body.** The bones give structure to our bodies like the roof beams of a house (or the chassis of a car).
3. **Mobility of the human body.** Our bones allow us to stand upright and move around.
4. **Area where red and white blood cells are made.** These cells allow your blood to transport oxygen to your muscles and repair wounds.

**Exercise 1****Functions of the bones**

The bones protect our vital organs. Place the following organs in the right location on the skeleton below: heart, lungs, bladder, brain, intestines and spine.

→ See Worksheet 4, attached.



## Exercise 2

### Jump and calculate



**Jump up and down on the spot with both feet together, with a higher jump each time you reach a pre-decided number.**

→ For example, seven. Every seven jumps, do a higher jump, so jump higher when you reach 7, 14, 21, etc. up to 70.

#### Variation:

Count back down to zero the same way. Start from the beginning again each time you make a mistake!

#### Additional information for the teacher:

It has long been known that children who are active have stronger bones. This is no surprise, given that regular physical activity increases the muscle mass, which in turn encourages bone growth by exercising greater traction on the bones. However, it seems that high-impact activities strengthen the bones regardless of the amount of muscle mass. Several studies show that it is quite easy to increase bone density in children. Short and intense training sessions involving impacts, such as jumping, skipping or running, are effective for this.

In addition, exposure to sunlight strengthens the bones. Some ultraviolet light produces vitamin D, which in turn activates the production of bone tissue. No need to spend hours sunbathing for this, however, as 15 minutes a day is enough.

## Activity 5

## Keep it Flexible

## Objective

The aim of this activity is to show the importance of flexibility for everyday activities and to prevent injuries.

## Links with the PER

CM 21: Use your physical abilities to improve your fitness and stay healthy.

- Compare the flexibility of a paper tissue with that of an elastic band.
- Which of the two better withstands being stretched?
- What happens when you pull hard on a paper tissue or an elastic band?

## MAIN MESSAGE

In everyday life, flexibility helps you perform movements easily and efficiently, whether you are putting on a shirt or ducking under a wire. Being sufficiently flexible allows you to avoid serious injuries.

To stay flexible, try climbing, gymnastics or fencing.

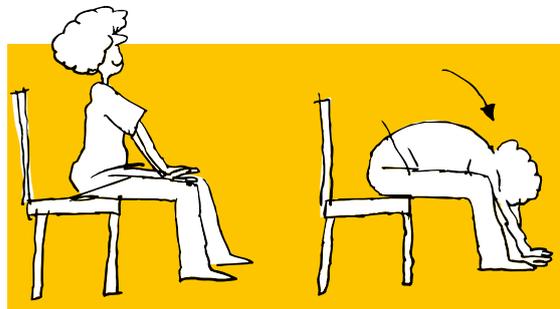
### Exercise 1

#### Preventing injuries



### Exercise 2

#### Put your back into it



Protect yourself from a bad back by staying flexible. Bad backs are very common. One of the main causes is a lack of muscle flexibility.

Sit on the edge of a chair, legs slightly apart, and relax your head. Each time you breathe out, roll your back forward and downwards, one vertebra at a time, until your hands touch the floor. Then, each time you breathe in, gently sit up straight again.

Repeat the exercise several times.

→ You will stretch your back muscles and relax.

## Variation:

**Twister:** Sit on a chair facing backwards, with your back straight. Turn your upper body to stretch your lower back. You can increase the stretch by holding on to the back of the chair.

## Activity 6

## Put your Heart into it as a Team

## Objective

The aim of this activity is to stimulate the cardiovascular system with a fun endurance exercise. The team members' ability to organise themselves in order to achieve a shared objective is put to the test.

## Links with the PER

CM 21: Use your physical abilities to improve your fitness and stay healthy.

### Exercise 1

#### Building together



#### The game consists of two stages

- A. For seven minutes, each team has to build a tower, as high as possible, out of wooden pieces. Each member collects pieces for their team. One piece is collected when two laps have been completed.
- B. The two teams then have to answer five questions. Each correct answer allows each team to remove one of the wooden pieces from their opponents' towers. Which team has the highest tower?

#### Questions:

1. What is the normal resting heart rate? Between 20 and 30 beats per minute, between 60 and 80 beats per minute, between 120 and 140 beats per minute?  
→ Between 60 and 80 beats per minute.
2. How fast does the heart beat during an endurance exercise? Between 60 and 80 beats per minute, between 100 and 160 beats per minute, more than 200 beats per minute?  
→ Between 100 and 160 beats per minute.
3. Statistically, by how much does an adult who performs regular endurance exercise increase their life expectancy? Three weeks, between 2 and 9 years, 30 years?  
→ Between 2 and 9 years.
4. When the heart is at rest, how long does it take for blood to take oxygen to the muscles (through the arteries), collect waste products and return to the heart (through the veins)? Less than a minute, 2 minutes, 10 minutes  
→ Less than a minute.
5. When you are stressed or experiencing intense emotions, your heart beats: More slowly, faster, the same, as emotions have no influence on heart rate?  
→ Faster.

#### Additional information for the teacher:

Endurance corresponds to resistance to fatigue. It depends on heart rate, which should remain low. At rest, the heart beats around 60 to 80 times a minute, but under effort, this increases to between 100 and 160 times a minute. Each heartbeat pushes the blood along, supplying the muscles with energy and oxygen, and eliminating waste products. The stronger the heart, the more efficient the system, and the less the body gets tired. Improving your endurance means making your heart muscle stronger, to avoid straining it with even a slight effort.

Statistically, working on your endurance over time helps you to live better and longer.

It's also an excellent way of finding out where your limits are.

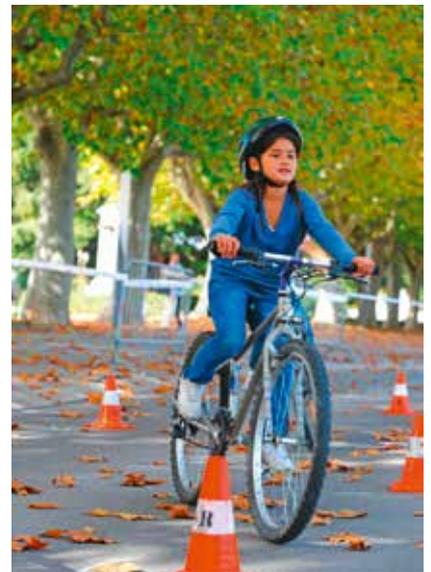
**Annex**

**Activity 1 – My physical activities**

**Which physical activities do you do with your family, your friends or on your own?**

**List them in the right sections below.**

→ You do not have to write on every line. Just say what you do.



**WITH YOUR FAMILY**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WITH YOUR FRIENDS**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**ON YOUR OWN**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Which activities would you like to do more often and with whom?**

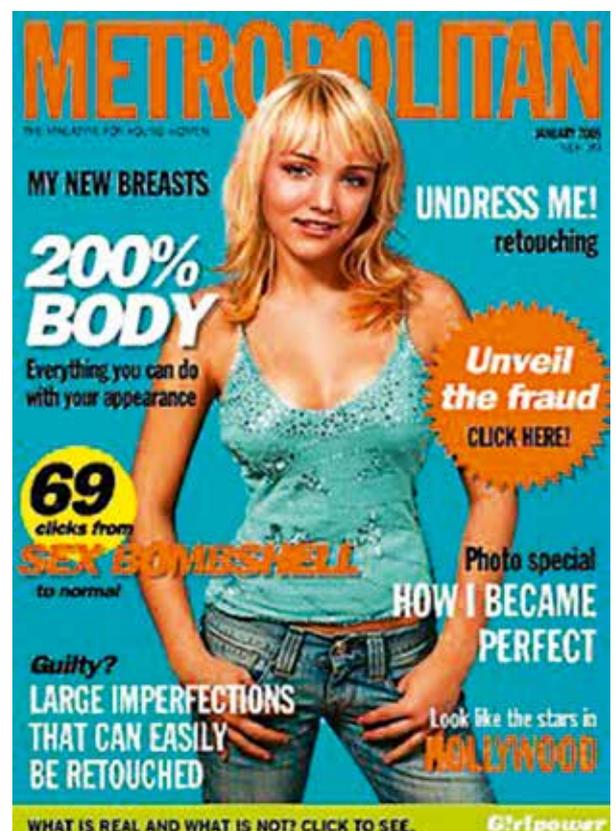
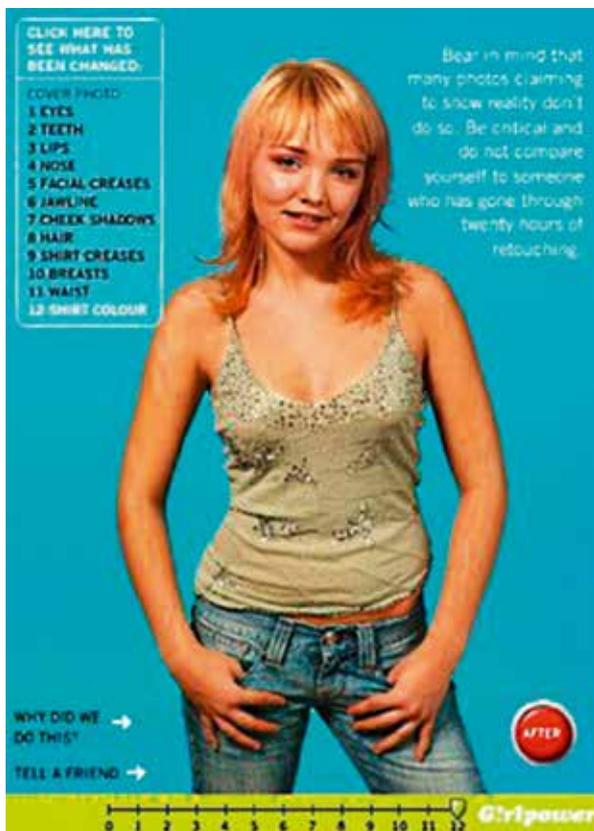
\_\_\_\_\_

**Annex**

Activity 2 – Retouched beauty and us: the impact on our ideals

We “know” a lot about images which are retouched by computer, but how many differences can you spot between the picture on the left and the one on the right?

→ Tick what you think is the right figure.



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14	<input type="checkbox"/>	15	<input type="checkbox"/>	16	<input type="checkbox"/>	17	<input type="checkbox"/>	18	<input type="checkbox"/>	19	<input type="checkbox"/>	20	<input type="checkbox"/>

**Annex**

Coordination needs **ORDER**

List an everyday activity which requires each of these abilities:

• **O**RIENTATION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

• **E**QUILIBRIUM (BALANCE): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

• **R**EACTION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

• **R**HYTHM: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

• **D**IFFERENTIATION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Annex**

**Activity 4 – Tough things, Bones!**

**Instructions:** The bones protect our vital organs. Place the following organs in the right location on the skeleton below: heart, lungs, bladder, brain, intestines and spine.

