Lesson One
Take a Look at Whole Health

Objectives

After participating in this lesson, students will

• Be able to identify the components of “whole health” and understand that in combination these components contribute to a person’s overall well-being.

• Know how to work with resistance bands and perform some exercises targeted to the upper body.

Time

50 minutes           Prep Time: 20 minutes

Activities

1.1 Plan for the Day         3 minutes
1.2 Introduction to Whole Health       5 minutes
1.3 Collage             25 minutes
1.4 Resistance Band Exercises     15 minutes
1.5 Closure          2 minutes

Key Terms

• Resistance Bands
• Whole Health
• Physical Health
• Emotional Health

• Spiritual Health
• Mental Health
• Social Health
• Stretching

Materials

- Posterboard
- Glue
- Magazines
- Scissors
- Resistance bands
- Resistance Band Workout (Activity Sheet 1.1)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Collect magazines for collages and organize other materials: glue, markers, scissors and posterboard.
• Purchase resistance bands.
• Make copies of Resistance Band Workout (Activity Sheet 1.1), 1 for each student, and place in portfolios.
1.1 Plan for the Day

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Introduction to Whole Health
- Collage
- Resistance Band Exercises
- Closure

Explain that today’s class will focus on whole health. Students will be finding examples of healthy activities and making a collage. Then they will be introduced to resistance band exercises.

Review the Objectives with students.

1.2 Introduction to Whole Health

Materials: Dry erase board/chalkboard

State that today students will learn about the components of whole health (pertaining to all components of health: physical, emotional, social, spiritual and mental).

- Start by writing the component physical health (health pertaining to the physical body) on the board. Then ask students, “What are some other components of health?” Emotional (health pertaining to a person’s emotions), social (health pertaining to the life and relations of human beings in a community), spiritual (health pertaining to the spirit or soul of a person) and mental (health pertaining to the mind). If students do not respond ask, “In what different ways can we be healthy?” If they are unable to answer, write down the rest of the components, explaining each one as you write it down.

- Explain that the idea of whole health is that there is more to staying healthy than just not being sick. When we think about our physical, emotional, social, spiritual and mental needs, we are taking care of the things that contribute to our overall health and well-being.

1.3 Collage

Materials: Magazines, glue, scissors, markers, pencils, posterboard

Explain that students are now going to create a collage of all five components of health. Explain that they will be working in two groups (or three groups if there are more than 12
Each group will create their own collage. Divide the class in half (or thirds) based on seating arrangements or students who work well together.

- Show students the supplies you have brought in to use: magazines, glue, scissors, markers, pencils and posterboard.

- Let students know that they can decide how they want to organize the collage depicting the five components of health: physical, mental, social, emotional and spiritual. Ask them to write these five labels on the posterboard.

- Have students look through magazines to find examples of people participating in activities that promote each component of health.

- Have the students cut out the pictures and paste them to the posterboard based on how the words are arranged on it. If needed, jobs can be designated within each group.

- Display the collages on the wall at the end of the activity. Add pictures throughout the quarter.

- Once the collages are displayed, ask students if it is possible to be healthy in one component and not in another component of health. The intention is for the students to understand that we can be healthy in one area of life and not healthy in another area and that a positive goal is to work on becoming healthy in all of the components of health. Explain this by giving examples, such as a star football player who might be depressed.

### 1.4 Resistance Band Exercises

**Materials:** Resistance bands, *Resistance Band Workout* (Activity Sheet 1.1), chart paper with exercises

Explain that students are now going to participate in an exercise activity that will address the physical component of health. Let them know that throughout the curriculum they will be exposed to some different exercises that they will be expected to try.

- Show the **resistance band** (*Elastic tubing or band that is used for strength training that provides resistance on both extension and contraction*). Explain that resistance bands develop your muscular strength/endurance and flexibility. They are different from weights in that there is resistance during the whole movement (extension and contraction). Do a bicep curl to demonstrate the above point.

- Make the following points after demonstrating one exercise. Talk about the importance of warming up by **stretching** (*to extend a muscle to full length*) before doing these exercises. Let students know that the resistance band is not for playing with, only for doing the specific exercises. Emphasize being safe while doing the exercises, so they won’t hurt themselves. It’s possible to injure a muscle if the exercise is done incorrectly, so it’s very important that they do the exercise exactly as
demonstrated. Review the **Resistance Band Workout** (Activity Sheet 1.1) in their portfolios.

- Lead students through some stretches for the upper body, particularly the arms, shoulders and neck.

- Tell students they can control the difficulty of the exercise in two ways: by using a thicker band or by grabbing the resistance band closer to the center. Show them the difference between the thickness of the bands and how they could increase the intensity.

- Hand out a resistance band to each student. Remind students that when choosing a band, the thicker the band, the more resistance it has.

**Perform the Resistance Band Workout with students.** Have students find a space away from each other and face toward you. Demonstrate each exercise and then go around and help students as needed. Go through the exercises, doing one repetition of each. Explain that every couple of classes they will begin or end by doing a couple of the exercises they are learning today.

Exercises:

- **Bent Over Row**
  Center band under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

- **Overhead Press**
  Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

- **One-Armed Reverse Fly**
  With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

- **One-Armed Lateral Raise**
  Stand with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

- **Bicep Curl**
  Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

- **Cross-Body Bicep**
  Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.
1.5 Closure

Ask students to name the benefits of using resistance bands and to name a component of whole health and give an example of it. *Resistance Bands are beneficial for building strength/endurance and flexibility. Components of health are physical (e.g., swimming or walking), mental (e.g. reading or having discussions), emotional (e.g., talking about a problem or expressing feelings appropriately), social (e.g., going out with friends) and spiritual (e.g., feeling at peace with yourself and your life).*

Tell students that in the next class meeting they will be learning about nutrients.

Resources

Resistance Bands
www.eNasco.com/nutrition
Medium resistance, product code: PE00586HR
Heavy resistance, product code: PE00588HR

Resistance Band Exercises
http://exercise.about.com/cs/exerciseworkouts/l/blbandworkout.htm

*The Great Stretch Tubing Handbook* by Andre Noel Potvin and Michael Jespersen
Resistance Band Workout: Exercises for the Upper Body

**Bent Over Row**
Center tube under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

**Always stretch before starting a workout.**

**Use proper posture and form. Breathe!**

**One-Armed Reverse Fly**
With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

**One-Armed Lateral Raise**
Sit (or stand) with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

**Stop training if you feel pain.**

**Bicep Curl**
Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

**Overhead Press**
Place both feet on tube and grasp handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

**Cross-Body Bicep**
Place left foot on band and hold the handle in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

**Frequency** = Exercise each muscle group 2-3 times/week.
**Intensity** = Find a resistance band that has an appropriate resistance for you.
**Time** = A workout session can last from 20 minutes to an hour. Remember to stretch first.