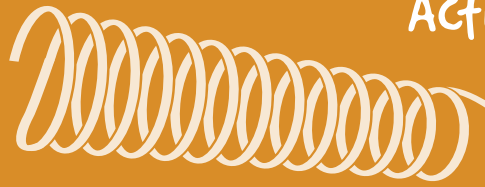


Stretching

Action Schools! BC



4 to 7

Healthy Muscles

Stretching increases joint range of motion and blood flow to the brain, contributes to muscle development, and decreases risk of injury. Stretching provides an opportunity to practise breathing and relaxing that can decrease stress and enhance body and self-awareness.

HEALTH
COMPONENTS
OF FITNESS

FLEXIBILITY
STRENGTH

BALANCE

FUNDAMENTAL
MOVEMENT
SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals (7).

CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4-5).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7)
- Describe and assess strategies for promoting mental well-being.

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- Differences between the health components of fitness (5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).
- Practices that promote health and well-being.

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Have the students spread out in a large area so that they can stretch without bumping into anyone or anything.

TEACHING AND LEARNING

- Stretching throughout the day allows the mind to relax, it helps to circulate blood through the muscles which decreases feelings of stiffness, and it helps to re-focus student thoughts.

COMMUNITY PARTNERSHIPS

- Bring in someone from the community such as a fitness professional or a knowledgeable parent/guardian to teach stretches to students.

EQUIPMENT AND RESOURCES



- Music player, optional
- Hand grippers
- *Head-to-Toe Stretch* Poster (F; available at www.actionschoolsbc.ca)

IMPLEMENTATION



- Display *Head-to-Toe Stretch* Poster so students can see the proper technique provided by the illustrations. This poster combines both static and dynamic stretches.
- Warm up before static stretching (e.g., 5 minute playground circuit or chair aerobics).
- Hold each static stretch for a count of 10 to 30 seconds and repeat each dynamic stretch to 10 times.
- During some stretches, squeeze a hand gripper to keep count.
- Have students take turns leading the stretch.
- Try the *Dynamic Head-to-Toe Stretch* as part of a warm-up to prepare muscles for more physical activity.
- Have students explain how stretching can contribute to their health (e.g., It can help them relax and lower stress levels, it can help their muscles become more flexible and reduce chances of injuries, etc.).
- Have the students set personal goals for themselves to stretch as a part of their daily workout routine/activity.
- Have students reflect on and describe how they felt before, during, and after participating in the activity (e.g., Their muscles felt tight during the stretches, their muscles loosened up after the stretches, they felt tight in some muscles and not others during the stretches, etc.).
- Have students propose and explain strategies and reasons to include stretching in their day (e.g., Involved in sporting activities, dance, gymnastics etc. Could be when they are feeling stressed, etc.).

ACTION TIPS

- Make stretching a part of the daily class routine.
- Incorporate breathing (in through nose, out through mouth) and relaxation while stretching to decrease stress and embrace body awareness.
- Stretching should not hurt and each stretch should be held for at least 30 seconds.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure students are not bouncing around during the stretches to prevent joint and/or muscle injury.
- Stretching should not hurt and each stretch should be held for at least 30 seconds.
- Students should listen to their body when stretching and not compete with others around them (e.g., who can stretch further).

EXTENSION OF LEARNING

- Have students develop a stretching routine that includes mindful practices of deep breathing and focusing on the present.