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Ring 2: Olympic & Paralympic Games

Slide #1-2: Outline: HEALTHY MIND + BODY

Sport for Everybody
 Healthy Mind + Body
 Adolescent Brain
 Emotional Intelligence
 Benefits Of Sport & Exercise.
 National Health & Activity Plan



Slide #3-6: Sport For Everybody

Slide #3

Incredible History of the Olympic Games ~11mins



CLASS PHYSICAL ACTIVITY:

Class Physical Activity: Have students try this fun workout by Irish Olympic & Paralympic and International sports stars to get the energy flowing! ~4m49s

Slide #4

Olympic Sports include a wide range of sports that require a wide range of body types.



VIDEO:

A short montage of women gold medallists from the London Olympics. ~2m30s



CLASS QUESTION:

What did you notice in this video?

Slide #5



CLASS QUESTION:

Can you name an activity or sport that predominantly use these types of exercise (e.g. running, swimming, gymnastics?) Aerobic, Flexibility, Coordination, Speed, Strength, Gracefulness, Combination of all of the above.

Slide #6



CLASS ACTIVITY:

~Watch "Anatomy Of.." 12-20mins

Notes: Students require computer access for this activity.

Directions: Break students into small groups (2-3). Have them pick a video to watch from the Olympic Channel series "Anatomy of.." Ask students to note 1) physical requirements for the sport, 2) mental skills required 3) other requirements eg. equipment etc. Present findings to the class. ~1 min per group.

Bonus: If time allowed or if students are interested they could compare and contrast 2 different athletes from different sports.

Slide #7-10: Healthy Mind + Body

Slide #7 - Healthy Mind & Body Quiz

1. What does the term “Mens sana in corpore sano” mean? A healthy mind in a healthy body.
2. What are the seven macro nutrients? Carbohydrates, Fats, Dietary Fiber, Minerals, Proteins, Vitamins, Water.
3. What is the recommended amount of exercise for teenagers? 60 minute per day
4. What is the recommended amount of sleep for teenagers? 8-10 hours . Do you meet this recommendation?
5. What is the recommended amount of screen time for teenagers? 2 hours (outside of school work). Do you use your phone more or less than this?

Slide #8 - Healthy Mind

Olympic Sports include a wide range of sports that require a wide range of body types.



CLASS QUESTION:

(To discuss in small groups or as a class)

What does mental health mean to you? Discuss the different elements of a healthy mind platter graphic. What are some examples for each element ? Write them in your notebook. How has Covid-19 affected people's ability to keep this platter balanced?

Slide #9 - Know Yourself

4 Ways to Improve Mental Health:

- Self Awareness: being attentive to one's environment and one's own body.
- Connections: experiencing kindness and compassion.
- Insight: increasing curiosity and self-knowledge
- Purpose: understanding one's motivations and values.



CLASS ACTIVITY:

Charge Up.

You've got one battery of energy for the day. Think of the things that drain the battery or charge it up. Students create a list of what charges them up and what drains their batteries.

Tip: *Recommend students when feeling low go to this list and see if you can remove some of the drains and increase the number of energizing tasks they can do.*

Slide #10 - Healthy Minds Continued..

Definition: Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Reminder: Mental illness can affect anybody, even Olympic athletes like Alexi Pappas in the video shown ~5min30sec. There is no shame in struggling with any mental or physical injuries. Seek help if you need it.



Slide #11-14: Adolescent Brain

Slide #11 -#12



VIDEO:

~1m30sec



CLASS DISCUSSION:

The Adolescent Brain: Vulnerability + Opportunity. Adolescence is a time of significant growth and development inside the teenage brain. This graphic mentions that the adolescent brain is programmed for sensation-seeking, social relationship and sensitivity to social evaluation.



CLASS QUESTION:

Is that true for you? It's also a time for intense learning and brain development. Do you agree?

Slide #13 - Self Esteem

Research shows that for females, self-esteem is high at ages 9-10, drops to a low level at ages 14-15, and rises gradually at age 19-20, although it does not return to earlier high levels. For males, the same pattern is apparent, although self-esteem does not drop as far at ages 14-15 as it does for females, and it rises to a higher level at ages 19-20.



CLASS QUESTION:

Why do you think this happens to teenagers? What can teenagers do to prevent this decline? What are some ways teenagers can improve self esteem and confidence?

Slide #14



CLASS ACTIVITY:

*Watch 2 videos on the Adolescent Brain.
Video 1 = 4m13s. Video 2= 4mins.*



CLASS QUESTION:

What do you think is amazing about the adolescent brain? What did you think of these videos — were there things you could relate to? What insights have you gained from watching these videos?

Slide #15-16: Emotional Intelligence

Slide #15 - Emotional Intelligence

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others.



CLASS QUESTION:

Why is emotional intelligence important?



CLASS QUESTION:

*R. U. L. E. R. Tool
What are some ways to regulate emotions? (eg. feeling lonely —> call a friend. feeling energetic —> go for a run.)
Bonus Exercise: Self Regulation Exercise*

Slide #16 - Act out a Mood



CLASS ACTIVITY:

~5mins. Break the class into groups of 4. Each student picks an emotion from the Mood Meter chart and acts it out. The other students will try to guess which emotion the person is acting out. Everyone takes a turn. Debrief Questions: How did you guess what emotion the person was acting out?



BONUS ACTIVITY:

~15mins Body Language Exercise expands on the activity above.

Slide #17-20: Benefits Of Sport & Exercise

Slide #17

Images of a brain before and after exercise.

Benefits of Exercise on the Brain:

Decreased stress, Decreased social anxiety, Improved processing of emotions, Prevention of neurological conditions, Euphoria (short-term), Increased energy, focus and attention, Improved memory, Improved blood circulation, Decreased 'brain fog'.

Slide #18

Physical Benefits (Graphic) Character Benefits- 5C's- Connection, Character, Caring, Confidence, Competence.

Slide #18

Benefits of Exercise on Social Development:

Participation in physical activity can assist in the social development of young people by providing opportunities for self-expression, building self-confidence, social interaction and integration. It has also been suggested that physically active young people more readily adopt other healthy behaviours (e.g. avoidance of tobacco, alcohol and drug use) and demonstrate higher academic performance at school. Leadership, Teamwork, Positive relationships, Academic performance, Healthy behaviors, Community minded.

Slide #20 - Class Activities: Brain on Body, Body on Brain



CLASS QUESTION:

Check in and ask everyone to think about and name how they are feeling before the start of the activities.



CLASS PHYSICAL ACTIVITY:

Part 1: Brain on Body Exercise ~5mins Draw Your Breath Exercise
Part 2: Body on Brain ~5-10mins Feel the Beat Exercise



CLASS QUESTION:

How do you feel after each exercise? What did you learn doing these exercises?

Slide #21-23: National Health & Activity Plan

Slide #21-23

Summary of the National Physical Activity Plan



CLASS ACTIVITY:

Develop Empathy - making sense of the statistics ~10mins



CLASS QUESTIONS:

What stops boys and girls from getting the recommended amount of physical exercise? Why are activity levels so low for teenagers? Why are fewer girls doing sport than boys? How can we increase levels of exercise among girls and boys? Now we want to hear from the students!!!

Students Take Dare to Believe brief survey: Please have your students take our brief online survey to share their opinions about teenagers and sport and exercise.

Dr. Orlagh Farmer's research on Irish youth findings.