



CURRICULUM FOR GRADES 3–5

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ABCD

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Operation FitKids® Curriculum Disclaimer

This curriculum is for informational and educational purposes only. The lessons and information contained herein are based upon current information and best practices from a variety of sources and represent general exercise, nutrition, and health information. This curriculum module and its content are not intended to replace the advice or attention of medical or health-care professionals nor to replace anyone's independent professional judgment. As always, before your students embark on this or any health, fitness, sports, or nutrition program, including the lessons contained herein, please seek advice and clearance from parents/guardians, and/or medical/health professionals.

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Dear Teachers/Fitness Professionals:

It's no secret that poor nutrition and inactivity are putting today's youth at risk of developing life-threatening diseases as they age. According to the American Heart Association, about 1 in 3 children (ages 2-19) are overweight (at or above the 85th percentile of Body Mass Index) and about 1 in 6 are obese (at or above the 95th percentile of Body Mass Index).

Children should be learning about the extreme dangers of being overweight and obese as well as engaging in daily fitness-based activities. What better way to do this than to integrate it into the daily curriculum. The American Council on Exercise® is serious about its initiative to reach out to today's youth. One way is by providing a simple, online tool for you, the classroom educator.

This seven-lesson Operation FitKids® module was written for the 3rd to 5th grade classroom level. Read the Ways to Use the Lessons section to understand the flexibility and versatility of this program. Although the lessons and their activities are presented in an independent fashion, you can integrate the lesson concepts into your existing curricula. For example, integrate some math problems into the appropriate areas of the fitness games section. Or instead of having children count seconds while engaging in jumping jack activities, why not have them recite their spelling words for the week? Your creativity for integration of this program is endless!

Thank you for your support and dedication in the battle against childhood obesity. For additional information and resources on youth fitness, visit the American Council on Exercise's website at www.ACEfitness.org/youthfitness.

Cedric X. Bryant, Ph.D., FACSM
Chief Science Officer
American Council on Exercise

Ways to Use the Operation FitKids Curriculum

The Operation FitKids Curriculum was designed to provide flexibility to the educator looking to integrate health and fitness education into the classroom. This seven-lesson module is correlated to the State of California Department of Education Health Framework.

State of California Department of Education

Health Framework (Grades 3–5)

Unifying Idea: Acceptance of personal responsibility for lifelong health

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

Content Area – Food Choices (FC)

FC1 – Students should continue to learn about food classification systems and begin to learn about the nutrients in foods.

FC2 – Students should be able to use the USDA MyPlate to assist in making healthy food choices.

FC3 – Students should understand the effects food choices have on body composition.

Content Area – Physical Activity (PA)

PA1 – Students should continue to enjoy physical activities and learn to set and use personal goals for developing or maintaining physical fitness, recognizing that even moderate physical activity can help prevent obesity and heart disease.

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

Each lesson has two parts: physical fitness in the classroom and healthy food choices. Each lesson part is designed to last 30–40 minutes, so you can teach the entire lesson on the same day or spread them out during the week. The themes presented in the lessons via the “Think & Sink” message should be reviewed each day of the week. The “On Your Mark” sections list any necessary items needed for the lesson.

Each lesson and parts follow the same format. The physical fitness lessons start with the “Think & Sink” message, which provides the fitness theme for the week. Lesson vocabulary, initiating questions, and lesson introduction follow. The “Learn It!” section presents background information and lesson script. The “Let’s Go!” section provides students the opportunity to read about the concept being taught as well as complete a worksheet. The “Get Moving!” section provides a fun, interactive fitness activity that can be repeated each day of the week. Nutrition lessons, contained in part two, follow the same format as the physical fitness lessons with the exception of the “Apply It!” section, which replaces “Get Moving!” The “Check It” section is the final opportunity to assess lesson objective accomplishments. The student journal is an opportunity to integrate writing into the Operation FitKids Curriculum. Use the following page template to reproduce seven journal pages per student.





Operation FitKids Curriculum Sequence Chart

Participants of the Operation FitKids Curriculum will gain more knowledge regarding ways to feel good in body and mind by learning the importance of being physically active and making healthy food choices.

LESSON 1

MOVE & GROOVE AS YOU EAT TO WIN

Fitness – Understand the Kid’s Activity Pyramid

Nutrition – Understand the MyPlate Guidance Plan

LESSON 2

HEART SMART KIDS ON THE LIQUID LOOKOUT

Fitness – Explain the importance of our hearts and the youth RPE scale

Nutrition – Identify what to drink for healthy and proper hydration

LESSON 3

WALK THIS WAY/SNACK ATTACK

Fitness – Know your steps and safe walking techniques

Nutrition – Identify healthy snack choices

LESSON 4

PUMP IT UP/HOW MUCH TO EAT

Fitness – Explain the importance of strength exercises

Nutrition – Explain a food label and its components

LESSON 5

TOUGHEN UP/CUT THE FAT

Fitness – Demonstrate muscle-strengthening exercises

Nutrition – List ways to reduce fat and calories in fast-food meals

LESSON 6

CHILL OUT/BREAKFAST...DON'T SKIP IT

Fitness – Explain the benefits of stretching

Nutrition – Understand the importance of eating breakfast

LESSON 7

PUTTING IT ALL TOGETHER

Fitness – Put lessons 1–6 together to achieve a healthy, active lifestyle

Nutrition – Put lessons 1–6 together to achieve healthy eating habits





Sample Health History Form

Name _____

Date _____ Age _____ Date of Birth _____ Gender _____

Parent/Guardian Name _____

Parent/Guardian Phone Number _____

Physician Name _____

Physician Phone Number _____

Does your child now, or have ever, had any of the following?

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. History of heart problems, including congenital defects, chest pain, stroke, or neurologic problems | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Any chronic illness or condition, including asthma | <input type="checkbox"/> | <input type="checkbox"/> |
| If Yes, explain _____ | | |
| 3. Difficulty with physical exercise | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Recent surgeries (past 12 months) | <input type="checkbox"/> | <input type="checkbox"/> |
| If Yes, explain _____ | | |
| 5. History of breathing or lung problems | <input type="checkbox"/> | <input type="checkbox"/> |
| If Yes, explain _____ | | |
| 6. Muscle, joint, or previous injury still affecting your child. | <input type="checkbox"/> | <input type="checkbox"/> |
| If Yes, explain _____ | | |
| 7. Diabetes or Metabolic Syndrome | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Any other medical conditions known | <input type="checkbox"/> | <input type="checkbox"/> |
| If Yes, explain _____ | | |

Is your child taking any medications? If so, please list below:

Medication	Reason
_____	_____
_____	_____
_____	_____

Describe any physical activity your child is presently participating in.

List physical activities and/or sports your child enjoys:

I attest that I have answered this Health History Form to the best of my ability and agree to inform the program instructor/teacher should any information change.

Parent/Guardian Signature _____

Date _____





Operation FitKids Curriculum Grades 3–5

Data Collection Instructions and Goal Setting

The “assessments” indicated on the Data Collection Sheet are NOT norm based, but do provide a good measure of baseline cardiovascular fitness, strength endurance, and flexibility for each student. Each student’s assessment is private and confidential. The data collected is used to educate the student about their own health and fitness and can be used to generate S.M.A.R.T., personal goals.

Many times students will express their goals in a general manner (i.e. I want to get fit, I want to get stronger, etc). Teaching your students the S.M.A.R.T. goal technique will assist them in clearly defining what it is they are attempting to achieve. S.M.A.R.T. goals are:

- Specific:** State specifically what it is you want to accomplish.
- Measurable:** Make sure you can quantify what you want to achieve, so there is no question.
- Attainable:** Goals should not be too hard or too easy, but just a bit out of your comfort zone.
- Relevant:** The goals must be relevant to your interests, needs, and abilities. The “R” in S.M.A.R.T. goals can also be used to refer to setting goals that are Realistic.
- Time-bound:** Be certain to indicate specific time deadlines for completion of your goals while also making sure to give yourself a reasonable amount of time to accomplish each goal. It is important to realize that some goals take more time than others.

Have the students practice writing S.M.A.R.T. goals in their Student Journals as well as on their Data Collection Sheet.

Operation FitKids Curriculum Grades 3–5

Health/Fitness Knowledge Assessment Guide

It is recommended that the Health/Fitness Assessments be conducted in a private, secured environment to provide a non-intimidating experience to the student. In addition, attempt to provide “gender” specific testers (i.e. men with boys and women with girls) if at all possible, in addition to NEVER being alone in a secluded area with the student. Explain the testing protocol to the student and their parent/guardian to set them at ease. This program does NOT use normative data to categorize students’ health/fitness levels, but rather, uses pre-test information as a benchmark from which a student will improve upon. Post-test information will ONLY be compared to the individual student’s pre-test information. Assure the students and their parent/guardian that their information is private and confidential and that there are no judgments or comparisons made to other students in this or any other program.

All students should have a “Health History Form” on file as well as a parental/guardian consent form. Any student with medical issues (i.e. asthma, congenital heart defects, etc.) must have physician’s approval before participation in this program.



GENERAL GOAL:

I want to get fit.

S.M.A.R.T. GOAL:

I want to be able to run one mile in 10 minutes by the end of next month.



Operation FitKids On-Line Curriculum Grades 3-5 Health/Fitness Assessment

Student's Name _____

Pre-Test Date _____

Post-Test Date _____

Description	Pre-Test	Post-Test	% Change
Number of steps accumulated in a 10 minute walk/run			
Number of "good quality" push-ups in 1 minute			
Number of "good quality" bent knee curl-ups in 1 minute			
Number of "good quality" chair squats" in 1 minute			
Height			
Weight			
Body Mass Index (BMI)			
OPTIONAL ITEMS:			
Waist Circumference			
Hip Circumference			
Waist:Hip ratio			
Resting Blood Pressure			
Resting Heart Rate			

S.M.A.R.T. GOAL #1:

Color this box if you achieve your goal by the end of this program.

Example: I want to increase my number of "good quality" push-ups by 5 by the end of this 6 week program.

S.M.A.R.T. GOAL #2:

Color this box if you achieve your goal by the end of this program.





LESSON 1



With *Move & Groove as You Eat to Win*, students will understand the various types of activities that are contained in the Kid's Activity Pyramid, and what types of activities will bring about greater health and fitness benefits. Students will learn the various types of foods contained in MyPlate Mini Poster as well as understand what types of foods will provide greater health and fitness benefits.



Fitness Lesson 1 – Move & Groove as You Eat to Win

Part 1 – Move & Groove

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA1 – Students should continue to enjoy physical activities and learn to set and use personal goals for developing or maintaining physical fitness, recognizing that even moderate physical activity can help prevent obesity and heart disease.

Goal: To have students understand the various types of activities that are contained in the KID’S ACTIVITY PYRAMID, and what types of activities will bring about greater health and fitness benefits.

OBJECTIVES

The students will be able to:

- Define exercise.
- Identify at least two activities kids should participate in sparingly.
- Identify at least two activities kids should do two to three times a week.
- Identify at least two activities kids should do three to five times a week.
- Identify at least two activities kids should try to do everyday.

THINK & SINK:

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Get in the groove, you’ve got to move

VOCABULARY:

(Write on the board and discuss prior to the lesson.) Students can enter vocabulary words in their journal.

Exercise – Any activity that requires physical movement





On Your Mark

Items needed:

- One copy of the KID'S ACTIVITY PYRAMID HANDOUT for each student
- One copy of the KID'S ACTIVITY PYRAMID WORKSHEET for each student

INITIATING QUESTIONS/LESSON INTRODUCTION:

(Display KID'S ACTIVITY PYRAMID)

1. **Who can tell me what shape we are looking at?** Pyramid
2. **What types of things do you see at the bottom of the pyramid?** Walking, playing, etc.
3. **What types of things do you see at the top of the pyramid?** Watching TV, playing video games, etc.
4. **Why do you think some activities are at the bottom and others are at the top?** The ones at the bottom should be done more frequently than the ones at the top.

In Part I of this lesson, we'll learn about different activities we can do to get and stay fit, and how often kids should be doing the various activities. We'll be using the KID'S ACTIVITY PYRAMID as our guide.

Learn It!

Pass out the KID'S ACTIVITY PYRAMID HANDOUT. Tell the students that the Kid's Activity Pyramid is a visual reminder of the types of activities kids should cut down on and those they should be doing more frequently.

Let's take a look at the top of the pyramid. You will find the following activities at this level: Watching TV, playing video and computer games, as well as sitting more than 30 minutes at a time. At the next level, you'll find activities you should be doing two to three times a week. Who can look at that level and tell me what things are recommended? Leisure and playtime as well as strength and flexibility.

Activities like rollerblading, swimming, running, volleyball, basketball, etc., are all listed in the three to five times a week category. These types of activities should be done for at least 20 minutes. Finally, look at the activities you should be doing daily. What kinds of things should you do as often as you can, every day? Playing, picking up toys, going for a walk, helping around the house.

What would happen if all activities were from the "top" of the pyramid? Increased risk of obesity, heart disease, diabetes, high blood pressure, etc.

Many of these diseases were previously only be seen in adults, but due to the decreased fitness activities and over consumption of calories in today's youth, these diseases are showing up in kids.

Let's Go!

Pass out the KID'S ACTIVITY PYRAMID WORKSHEET. Instruct the students to use the handout to complete the worksheet.





Get Moving!

ELECTRICITY GAME

On Your Mark

- Put students in single-file lines (teams)
- One die for each line of students

Get Set

Write the following words and corresponding numbers on the blackboard and have students demonstrate each movement for 30 seconds each:

- Running in place #1
- Hopping on one foot #2
- Jumping up and down #3
- Leaping side to side #4
- Spinning in a circle #5
- Imaginary jumping rope #6

Let's Play

Have students line up in single-file line teams (approximately four to five students per line). Students hold one hand to simulate connecting an electrical "circuit." The last person in the row holds one die in their free hand. On the teacher's signal "Current On," the student's pass the current from the first student to the last by squeezing the hand of the person behind them. When the current gets to the last student, he/she yells "Current Off," rolls the die, and directs the team line in the activity that corresponds to the number on the die (for example, if the student rolls a four, then all team members "leap side to side"). The students do the activity for 30–60 seconds.

Check It!

Who can define "exercise?" Any activity that requires physical movement.

Who can give examples of two activities kids should limit? Watching TV and playing video games.

Who can give examples of two activities kids should do two to three times a week? Push-ups, martial arts, strength training, rope climbing, etc.

Who can give examples of two activities kids should do three to five times a week? Rollerblading, swimming, running, volleyball, etc.

Journal Entry

Write a letter to a younger child persuading and encouraging them to exercise. Make suggestions based on what you learned from the KID'S ACTIVITY PYRAMID.



Kid's Activity Guide Pyramid Handout

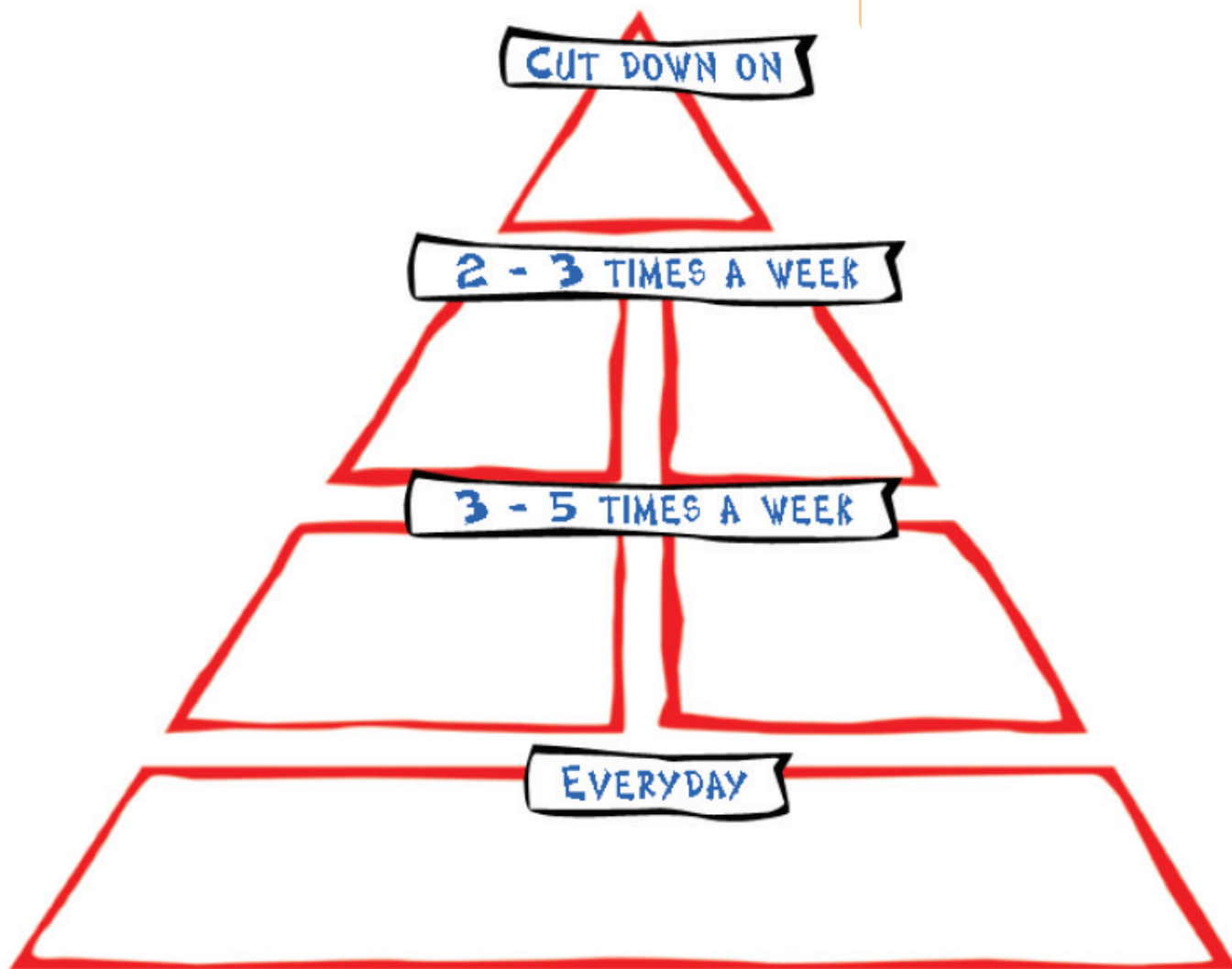




Kid's Activity Guide Pyramid Worksheet

Name _____

Directions: Using the Kid's Activity Guide Pyramid Handout, complete each level of the pyramid below with activities from your life.





Nutrition Lesson 1 – Eat to Win

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – FOOD CHOICES (FC)

FC1 – Students should continue to learn about food classification systems and begin to learn about the nutrients in foods.

FC2 – Students should be able to use the MyPlate Mini Poster to assist in making healthy food choices.

FC3 – Students should understand the effects food choices have on body composition.



GOAL:

To have students understand the various types of foods contained in MyPlate Mini Poster as well as understand what types of foods will provide greater health and fitness benefits.

OBJECTIVES

The students will be able to:

- Identify at least two foods from each “color” food group represented on the MyPlate Guidance Plan
- Identify at least two foods kids should cut down on or eat sparingly
- Explain what discretionary calories are and why they are important to keep at a minimum
- Identify at least two foods kids should eat in greater quantities
- Explain why some colors of “MyPlate” vary slightly in size

THINK & SINK:

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Let’s hear your voices for healthy food choices

ON YOUR MARK

Items needed:

- One copy of the MYPLATE HANDOUT for each student
- One copy of the COLOR MY WORLD WORKSHEET for each student
- Pictures of food items from magazines, recipe books, etc.



VOCABULARY:

(Write on the board and discuss prior to the lesson.)

Nutrients – Any substance that provides nourishment for the maintenance of life and health

High Nutritional Value – Any substance having high levels of nourishment for the maintenance of life and health

Low Nutritional Value – Any substance having low levels of nourishment for the maintenance of life and health

Consumption – The act of eating or drinking

Calorie – A unit of energy. All foods we eat contain calories, as they give us energy. Our bodies require a certain number of calories to live each day. Eating more than our calorie needs each day will cause us to gain weight.

Discretionary Calories – Extra calories you can eat that are over and above the “essentials” required by your body each day. Discretionary calorie allowances are small, especially if you are not very active. They come from eating higher calorie foods like candy, soda, sweets or from eating more foods than the recommended amount for your age and gender.

INITIATING QUESTIONS/LESSON INTRODUCTION:

(Display MYPLATE HANDOUT)

- 1. Who can tell me what shape we are looking at?** A circle, the same shape as a dinner plate.
- 2. Who can tell me how this plate is similar and different than the previous pyramid we studied?** They are similar in that they both provide us with a guideline to live a healthy lifestyle. They are different in that the new image makes it easier to see how the portions of each of the food groups would look on a dinner plate.
- 3. What types of foods are recommended in the color sections?** The orange section represents grains, like oatmeal and whole wheat pasta. The green section represents vegetables, like broccoli and carrots. The red section represents fruits, like apples and bananas. The purple section represents protein, like chicken and tuna. The blue section represents dairy, like milk and cheese.
- 4. Why do you think some of the sections are slightly bigger than others?** The wider the color section, the greater the amount of those foods should be consumed.
- 5. Does anyone know what a calorie is?** A calorie is a unit of energy. All foods contain calories, as they give us energy. Our bodies require a certain number of calories to live each day. An average 9-12 year old, who is active most days of the week, should consume between 1,600 and 1,900 calories. Eating more than our calorie needs each day will cause us to gain weight.
- 6. Some of our food calories are essential, meaning they are required (needed) to live. Does anyone know what a discretionary calorie is?** Discretionary calories are extra calories you can eat





that are over and above the “essentials” required by your body each day. Discretionary calorie allowances are small (about 100-300), especially if you are not very active. They come from eating higher calorie foods like candy, soda, sweets or from eating more foods than the recommended amount for your age and gender.

Learn It!

In part two of this lesson, we’ll be using the MyPlate Mini Poster to learn about foods that have high nutritional values and are essential for our daily intakes as well as those that have low nutritional values. We’ll be taking a look at foods we eat and where they fit into our “Plate Plan.” We’ll also be discussing ways we can improve our eating habits to get more nutrition from our food consumption.

The MyPlate Food Guidance System was designed by the United States Department of Agriculture in an effort to guide us in selecting foods to eat. The MyPlate consists of several colored sections. The size of each section varies slightly to represent the recommended daily quantity of that group. Some discretionary calories have low nutritional value and should be consumed in small amounts (e.g. sweets, syrups, etc.). The colors represent individual food groups.

The orange section represents grains. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Grains are divided into two groups: whole grains and refined grains. Whole grains contain the entire grain kernel (the bran, germ and endosperm) and have a higher nutritional value than refined grains. Examples of whole grains are whole wheat flour, oatmeal, and brown rice. Refined grains have had the bran and germ removed so they can have a finer texture. Most refined grains are enriched. White flour, white bread, and white rice are all examples of refined grains. Although enrichment puts certain vitamins and minerals back into the product, these products lack fiber. Fiber is critical to the overall health of each of us. Fiber helps our digestion as well as helps us feel full. To ensure you are getting enough fiber, try to make at least half of the grains you eat whole grains and limit the amount of highly processed foods you consume.

The green section represent vegetables. You should try to vary your veggies and eat more dark green vegetables (e.g., broccoli, spinach, dark green lettuce), more orange vegetables (e.g., pumpkin, carrots, sweet potatoes) and more dry beans and peas (e.g., black beans, kidney beans, garbanzo beans, peas).

The red section represents fruits. Try to eat a variety of whole fruits (e.g., bananas, pears, mangos, berries, etc.) and limit the amount of fruit juice you drink.

The purple section represents protein, such as meats, beans and eggs. Choose low-fat meats and poultry. Make sure you’re eating fish, beans, and small amounts of nuts/seeds and eggs as well.

The blue section represents dairy. Most of your milk and dairy group choices should be fat-free or low-fat. Just a reminder that if sweetened milk products are chosen (e.g., flavored milk, yogurt drinks, etc.) the added sugars count as





part of your discretionary calories. In addition, if you choose milk, yogurt, or cheese products that are not low-fat or fat-free, the fat in that product counts as part of your discretionary calories.

Since each of us is an individual, we can use an interactive display from the MyPlate Web site to determine our individual needs.

(NOTE: Have each child access the MyPlate Web site, <http://www.choosemyplate.gov>, and learn his/her daily recommended calorie intake.)

Let's Go!

Pass out the MYPLATE HANDOUT and review as a whole class. Give students a list of foods and have them categorize them. Use photos from magazines, newspapers and books to create a "Color My World" food collage. Ask students to list at least two foods they should increase consumption of as well as two foods they should eat sparingly. Ask students to discuss discretionary calories versus essential calories. Help students understand that no food is "forbidden," but that all foods have their place as long as these basic principles are followed. Ask students to discuss (or write in their journals) one way they can improve their nutrition this week.

I PLEDGE TO...

Using a blank piece of paper, ask students to complete this sentence:

This week, I PLEDGE TO reduce my discretionary calories by _____

and increase my essential calories (which are high in nutritional value) by ____

_____.

- Students must be specific (for example, one less serving of potato chips and one more serving of fruit).
- Have students sign their name and tape to the front of their desk as a visible reminder to eat healthier this week.
- At the end of week, students see if they reached their "pledge goal." If not, they must use the back of the paper to write what stopped them from meeting their goal, adjust the goal (if needed), and write what they'll do next week to try again. If students are having difficulty meeting their goal, design an incentive program (for example, earn a ticket good toward no homework or extra recess) to help them.





Apply It!

Pass out the COLOR MY WORLD WORKSHEET. Ask students to fill in words from their personal food choices to complete all colors of the MyPlate Food Guidance System. Ask students to set both a weekly activity goal and a nutritional goal using the “I Pledge” format in their Student Journals.

SAMPLE JOURNAL ENTRY

ACTIVITY GOAL

I pledge to _____
 _____ for _____ minutes
 _____ days this week.

_____ Initials _____ Date

NUTRITION GOAL

This week I pledge to eat _____
 _____, _____ times to improve my nutrition.

_____ Initials _____ Date

Check It!

Items needed:

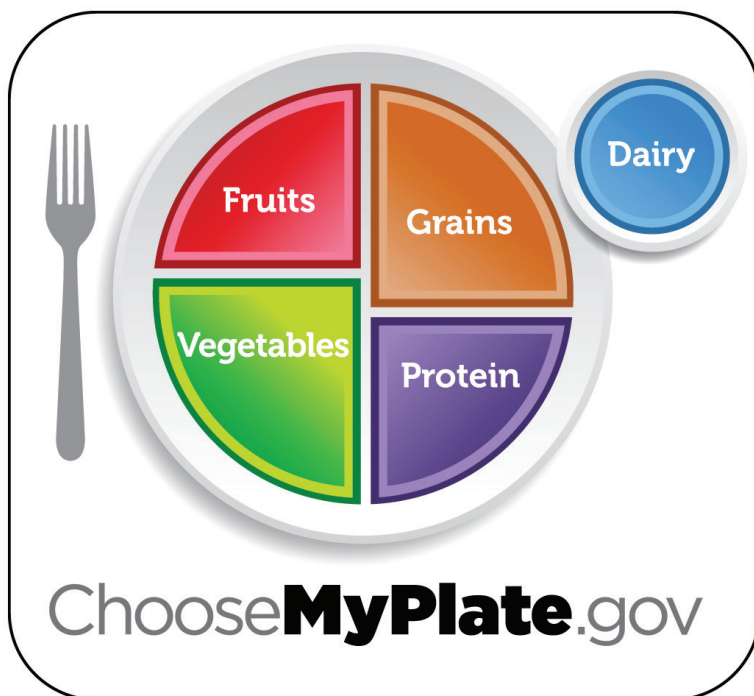
- Colored Poster Boards: Orange (Grains), Green (Vegetables), Red (Fruits), Purple (Protein), Blue (Dairy) with food-group labels.

Ask students to bring in photos of food items from each of the color bands of the MyPlate. Ask students to tape their food items to the appropriate color boards. Select a panel of “Nutrition Judges” to assess the finished product for accuracy.

Ask students the following questions:

1. **Who can explain why kids should keep discretionary calories as a small part of their daily calorie intake?** Discretionary calories can come from food items that are not essential to good health (e.g., sweets, chips, etc.) and do not provide much nutritional value. In addition, too many discretionary calories can lead to weight gain.
2. **Who can explain why it’s important to increase consumption of foods that are in the four main color groups?** The foods in the four main color groups (grains, vegetables, fruits, and protein) contain a lot of nutritional value and are essential every day. When eaten in correct portion amounts, they can help lead to healthy body weight and a healthy overall diet.

Color My World Handout



Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soy milk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>
<p>For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov.</p>				
<p>Eat 2½ cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p>Eat 2 cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p>Eat 6 ounces every day</p> <p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p>Get 3 cups every day</p> <p>What counts as a cup? 1 cup of milk, yogurt, or fortified soy milk; 1½ ounces natural or 2 ounces processed cheese</p>	<p>Eat 5½ ounces every day</p> <p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>

www.choosemyplate.gov

U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15



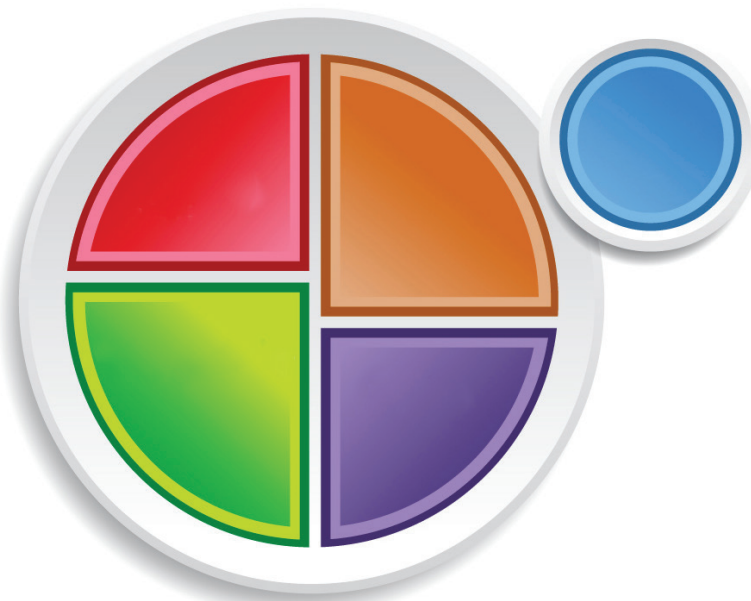
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Color My World Worksheet

Name _____

Directions: Label each food group above its corresponding color box according to the MyPlate Food Guidance System. Next to the color box, list at least two foods that would fit into that category.



Choose **MyPlate**.gov

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

www.choosemyplate.gov



Notes





LESSON 2



Using *Heart Smart Kids on the Liquid Lookout*, students will understand the FITT Principle (Frequency, Intensity, Time, and Type) and the importance of the circulatory system, as well as how to take their pulse and use an RPE (rating of perceived exertion scale). They'll also understand what to drink to stay properly hydrated.



Fitness Lesson 2 – Heart Smart Kids on the Liquid Lookout

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

GOAL

To have students understand the FITT Principle (Frequency, Intensity, Time, and Type) and the importance of the circulatory system, as well as how to take their pulse and use an RPE (rating of perceived exertion scale).

OBJECTIVES

The students will be able to:

- Briefly explain the role and function of the circulatory system.
- Demonstrate at least one way to take a pulse.
- Explain the Youth RPE scale and its importance.
- Define the FITT Principle.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Do your part, be heart smart

VOCABULARY:

(Write on the board and discuss prior to the lesson.)

Circulatory System – The system by which blood, oxygen, and nutrients are delivered to, and returned from, the body via arteries and veins

Heart – Your body’s pump, responsible for pumping blood, oxygen, and nutrients to your body

Oxygenated – Full of oxygen

Unxygenated – Without oxygen

Lungs – The basic respiratory organ for breathing

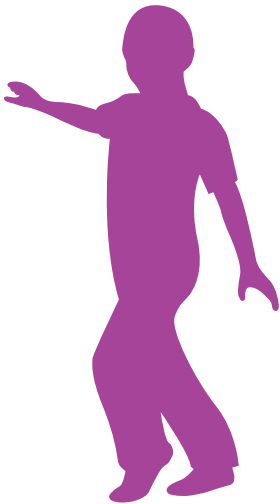
Veins – Blood vessels that carry blood, usually unxygenated, from the tissues to the heart

Pulse – A number that represents how many times your heart beats in a minute

Ratings of Perceived Exertion – A scale used to measure how easy or hard (intensity) you’re exercising (use Youth RPE chart to teach this concept)

Frequency – How often you’re exercising

Intensity – How easy or hard you’re exercising





Time – The length of your workout

Type – What type of workout you are doing (for example, biking or running)

Aerobic Exercise – Exercise that requires oxygen at the cellular level and is of a low-to-moderate intensity level that can be done for an extended period of time (for example, walking, biking, or swimming)

Anaerobic Exercise – Exercise that does not require oxygen at the cellular level and is of a high intensity level that can only be done for short amounts of time (for example, sprints or weight lifting)

Cardiovascular System – The circulatory system including the heart and blood vessels (i.e., arteries and veins).

Respiratory System – The group of organs responsible for carrying oxygen from the air to the bloodstream and for expelling carbon dioxide.

Arteries – Blood vessels that carry oxygenated blood from the heart to the tissues

PREVIOUS LESSON REVIEW:

(Display ACTIVITY PYRAMID and MYPLATE)

Who can tell me one thing we learned in our last lesson about the types of foods we should be eating? We can use the MyPlate Food Guidance System to select foods from the color bands when planning our daily food intake.

What foods are forbidden to eat? None. All foods have a place in our diet.

Why is the plate divided into color sections? Each color represents a different food group and shows how much of that food should be incorporated into every meal.

What is the difference between essential calories and discretionary calories? We should make sure we eat most of our calories from essential sources (e.g., fruits, vegetables, grains, lean meats, etc.) and a small amount of calories from discretionary sources (e.g., butter, sugars, syrups, etc.).

Looking at the activity pyramid we learned about, who can tell me why there are different activities at the different levels? The activities at the bottom of the pyramid should be done every day, like playing. The activities at the top of the pyramid, like watching TV and playing video games, should be done less often.

On Your Mark

Item needed:

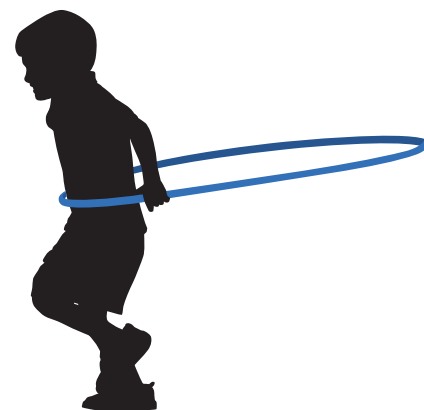
- One copy of the KID'S RATINGS OF PERCEIVED EXERTION HANDOUT for each student.

INITIATING QUESTIONS/LESSON INTRODUCTION:

1. **Let's imagine we're sitting at home, watching TV. Who can tell me how we're feeling?** Relaxed, calm, restful.

More specifically, if you close your eyes and imagine there's an invisible window in the center of your chest that'll allow you to look at your heart and the way it is beating, what would you see? It would be beating slowly.

That's right, when sitting around, not moving very much, your heart beats





slowly. Now, if I asked you to stand up and run in place as fast as you can, how do you think your heart would respond? It would beat faster.

That's right it would beat faster to bring more blood and oxygen to the muscles that are being used.

Learn It!

In part one of this lesson, we're going to learn about our cardiovascular system as well as our respiratory system, and how these important systems influence our health and physical performance.

Our heart and blood vessels (arteries and veins) make up our cardiovascular system. Our lungs and airways make up our respiratory system. These systems bring blood, oxygen, and nutrients to our bodies as well as take waste products away. Oxygen is contained in our blood. Without it, we cannot live or function.

Think for a moment about how gas stations get gasoline. Fuel trucks travel the country's freeways (or highways) to deliver gasoline to gas stations. Once there, they drop off the fuel and then go back to their "central" location for refueling. Imagine that our circulatory system is a powerful freeway and our oxygenated blood, the full fuel trucks. In our body, oxygenated blood travels down the "A" freeway (A = arteries), taking blood away from our heart, delivering it to the gas stations (i.e., organs, muscles, brain, etc.). Once our body uses the oxygenated blood, it becomes unoxygenated. The unoxygenated blood (empty fuel trucks) needs to get back to the lungs (central fueling location), via the "V" freeway (V=veins) to get re-fueled.

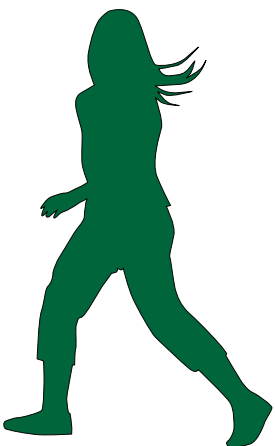
To keep the circulatory system healthy and oxygenated blood getting to its destination in a healthy, efficient manner, the heart needs to be strong and powerful. Exercise is one thing we can do to make our heart strong. When we exercise, our heart pumps blood, oxygen, and nutrients to our working muscles. The harder we exercise, the faster our heart beats. The number of times our heart beats in a minute is referred to as our pulse. Let's try and find our pulse.... There are a number of sites we can use to locate our pulse; our brachial pulse can be found at the brachial artery in our arm, near the inside of the elbow; our carotid pulse can be found at one side of our neck directly down from the corner of our eye, beneath our jaw; the radial pulse can be found at the underside of our wrist, using your first, middle, and ring fingers as you gently press along the radial artery directly aligned upward from your thumb.

When we exercise, our pulse rate increases. We can use a chart called the "Rate of Perceived Exertion Chart" to tell how hard or easy our exercise feels. Distribute KID'S RATINGS OF PERCEIVED EXERTION HANDOUT.

Who can read and explain this chart to me? Select a few children to explain what the numbers on the chart mean.

So, let's go back to imagining sitting on the couch watching TV. If you had to assign a "number" to that activity, using this chart, which number would you choose and why?

A "1" because watching TV doesn't require much work or effort and your heart doesn't have to beat quickly—low pulse rate—low intensity.



Now, let's run in place as fast as we can for 30 seconds. Children run in place. **STOP!**

Now, using this chart, what number would you give to that activity?

Children share responses.

Why is the number higher during the running in place activity? Because it requires more energy; our heart has to work harder to pump blood, oxygen, and nutrients to our working muscles, it is more intense.

How did your pulse respond to both of these activities? It was slower during the sitting and faster during the running.

Which activity would you consider "aerobic" and why? The lower-intensity activity because it could be done for a long time.

Which one would you consider "anaerobic" and why? The high-intensity activity because it can only be done for a short time at that intensity before tiring out.

Great job... So far we've learned about our circulatory system, and how we can check our pulse and rate how hard we're working using the Ratings of Perceived Exertion Chart.

When we're exercising, we need to keep a special acronym in our mind: FITT.

FITT stands for: F = Frequency (how often) I = Intensity (how easy or hard) T = Time (how long did you do it) T = Type (what type of exercise did you do)

So, if Sam (use one of your student's names) plays baseball for one hour, three times per week and rates his intensity a "5," let's see how we can apply the FITT principle:

What is the frequency of Sam's workouts? Three times a week.

What is his intensity, according to the Perceived Exertion Chart? Pretty hard, a "5."

What type of exercise was Sam doing? Playing baseball.

How much time does Sam spend working out each day he plays baseball? One hour.

Let's Go!

Now let's try using the FITT principle with your own activities.

Who'd like to share first? (for example, Juanita says she plays soccer two times a week for one-and-a-half hours at a moderate intensity of about a "4.")

Review to make sure each student uses "ALL" components of the FITT principle when describing their own activities. Ask students to write a "FITT" statement in their journal.





Get Moving!

ROLLING DICE FITNESS

On Your Mark

Items needed:

- 1 set of dice for each team
- 5 - 5x7 index cards for each team
- Kid's RPE scale

Get Set

Divide students into teams or partners. Have each team/set of partners write the following items on their index cards. (One phrase per card.)

- Slow motion walking in place
 - RPE – 3
- Jogging in place
 - RPE – 5
- Hopping on one foot
 - RPE – 2
- Leaping from side to side
 - RPE – 5
- High knee marching in a circle
 - RPE – 1

Review the FITT principle and tell the students that the “Rolling Dice Fitness Game” will focus on the Intensity (using the RPE scale), Type (using different types of movement activities), and Time (using dice and a multiplier to determine length of time to do activity). Review the Kids RPE scale and have them demonstrate walking in place at the various RPE intensities (for example, walking in slow motion = RPE of 1 or 2 or walking as fast as you can = RPE of 5).

Let's Play

Divide students into teams or partners. Each team/set of partners is given one die (younger grades) or two dice (older grades) and five index cards. Decide on a multiplier (for example, 5) and write this number on the board. All index cards are turned face down on the floor or desk area. One team member flips over a card (to indicate activity to be done). A second team member rolls the die/dice. Team members use the number on the die/dice, multiplied by the multiplier (written on the board) to determine the duration (time in seconds) of the activity. Students can use the second hand on a clock or count aloud in unison while completing the activity. The teacher or other student in the group can determine the intensity.

Note: For younger students, use an addend instead of a multiplier to determine the duration of the activity.



Check It!

Who can tell me the purpose of the circulatory system? To deliver blood, oxygen and nutrients to and from the body via arteries and veins.

Who can show me one way to take your pulse?

Who can tell me what the Ratings of Perceived Exertion scale is? Why is it important? It is an important tool for helping kids identify how hard they are exercising.

Who can define the FITT Principle and give me an example? F=Frequency (How often? e.g., twice/week), I=Intensity (How hard? e.g., numbers on the RPE chart), T=Time (How long? e.g., 30 minutes), T=Type (What kind of exercise? e.g., walking)

JOURNAL ENTRY

Draw a picture of your favorite aerobic activity with a fun caption that could be used in an ad campaign to promote physical activity. For example, you could draw a picture of someone skating with the caption, "Make a date to get out and skate!"



Kids Ratings of Perceived Exertion Chart

Name _____

Ratings of Perceived Exertion Chart

Measure of how hard you think you are moving (heart is racing, face feels sweaty, out of breath, legs feel tired, etc.)

0 = SLEEPING

1 = SITTING AT YOUR DESK

2 = WALKING THROUGH THE HALLS

3 = WALKING/PLAYING DURING RECESS

4 = DOING RELAYS IN GYM

5 = RUNNING AS FAST AS YOU CAN



Nutrition Lesson 2 – Liquid Lookout

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – FOOD CHOICES (FC)

FC1 – Students should continue to learn about food classification systems and begin to learn about the nutrients in foods.

FC3 – Students should understand the effects food choices have on body composition.

GOAL

To have students understand what to drink for proper hydration.

OBJECTIVES

The students will be able to:

- Identify at least two facts about milk.
- Identify at least two facts about water.
- Identify at least two facts about juice.
- Identify at least two facts about soda.
- Give one reason why water, juice, and milk are better to drink than soda.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

**Low-fat/Non-fat milk, 100% fruit juice,
and water are healthy liquids to drink**

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Dehydration – Excessive loss of water from the body

Nutrients – Any substance that provides nourishment for the maintenance of life and health

Calorie – A unit of energy

Dehydration – An abnormal depletion of body fluids

PREVIOUS LESSON REVIEW:

Who can tell me what foods groups are found in the MyPlate Food

Guidance System? Orange = Grains (preferably whole grains), Green = Vegetables (preferably dark leafy greens, as well as orange veggies and beans), Red = Fruit, Purple = Protein, Blue = Dairy (low-fat or non-fat).

Who can tell me what kinds of essential calories you ate yesterday?

Chicken, spinach, potatoes, cereal, pasta, yogurt, low-fat or non-fat milk, etc.

Who can tell me what kinds of discretionary calories you ate yesterday?

Chocolate syrup in my non-fat milk, candy, cookies, an extra large serving of pasta, etc.





INITIATING QUESTIONS/LESSON INTRODUCTION:

On Your Mark

Items needed:

- One copy of the LIQUID LOOKOUT HANDOUT per student
- One copy of the LIQUID LOOKOUT WORKSHEET per student
- One container of low-fat milk
- One bottle of water
- One 12-ounce can of soda pop
- Ten teaspoons of granulated sugar
- One bottle of 100% juice (any size)
- One bottle of a juice drink (same size as 100%)



Last lesson we learned about MyPlate and what types of foods should be consumed for higher nutrition as well as those that would be categorized as low-nutrition foods. Not only do we have to be concerned with the foods we eat, but also the liquids we drink. We have to be super spies when looking out for good healthy liquids to drink.

What kinds of drinks do you think are most healthy for your body? Why?

Are there any kinds of drinks you should limit and/or avoid? Why?

Make list of student responses on the board.

In this lesson, we're going to learn to be on the lookout for healthy things to drink.

Learn It!

Water is the most important nutrient in your body. Did you know that water makes up 65–70% of your body?

Draw a chart to show how much 65–70% of their body is.

How long do you think you could live without food? A few weeks.

How long do you think you could live without water? A few days.

That's not very long, which is why we need to drink at least eight cups of water each day. Also, since our bodies are mostly water, we need to keep in good water balance to avoid getting dehydrated. Drinking water can help us stay in good fluid balance. Another bonus is that water has no calories.

What other kinds of liquids do we drink? Soda, milk, fruit juice, and sports drinks. Soda doesn't give you many nutrients. **Did you know that a 12-ounce can of soda has about 150 calories and 10 teaspoons of sugar?** (Measure out 10 teaspoons of sugar for a visual representation of how much sugar is in an average can of soda.)

Although it tastes good, it is full of sugar and supplies empty calories. Calories give you energy. If you take in more energy (calories) than what your body needs, your body saves them for later in the form of stored fat. If you never use them later, you gain additional body fat. Too much additional body fat puts you at risk for obesity, diabetes, heart disease, high blood pressure, and other life-threatening diseases. If you are going to drink soda, limit it to just once a week.

Other liquids you need to look out for are fruit drinks and sports drinks. Although they are usually healthier for you than soda, many of them contain too much sugar, which are empty calories and would be categorized as "discretionary calories." Some sodas also contain caffeine, which can make you feel jumpy,



increase your risk of dehydration, and in some kids, even cause headaches. If you're going to choose a juice, limit it to one drink a day, and make sure it is 100% fruit juice, not a juice drink or blend. Reading the back of the label will tell you exactly what you are drinking. Watch out for words like corn syrup and sucrose, which are other ways of saying sugar and are also non-essential calories or discretionary calories. Let students examine the labels on the juice bottles and report their findings. Notice that juice drinks have ingredients like corn syrup and sucrose. 100% juice has no added sugar.

What liquid haven't we talked about yet? Milk. That's right. Milk is a great liquid for kids to drink, especially low-fat or non-fat milk without any added syrup or flavored powders. Milk is high in nutrition and isn't filled with added sugar (unless you're drinking the flavored kind...chocolate, strawberry, etc., which you should limit). Milk is known for having good amounts of calcium, which is a mineral you need to make and keep your bones and teeth strong.

So who can tell me which liquids should be at the top of your list? Water. Why? Because our bodies are 65–70% water, which means we need to keep in good "water balance" to avoid dehydration as well as to keep our body running smoothly. Water has no calories. **What other drinks are healthy?** Milk and 100% fruit juice. **Who can tell me something they learned about water and 100% fruit juice?** Milk is high in nutrients and low in added sugar, unless you drink the flavored ones. It is also high in calcium. 100% fruit juice is relatively high in nutrients and vitamins and low in added sugar. It does have calories, so we need to make sure we don't drink too much.

What kinds of drinks should we limit? Soda, sports drinks, and fruit drinks.

Why aren't these drinks your healthiest choice? Because they are full of sugar and sometimes contain caffeine. Also, most of them are high in calories, many of them being empty calories that provide few, if any, nutrients.

Let's Go!

Pass out the LIQUID LOOKOUT HANDOUT to each student and select students to read aloud and discuss.

APPLY IT!

Pass out the LIQUID LOOKOUT WORKSHEET and ask students fill it out.

Check It!

Who can give me two reasons why we should drink low-fat milk? It's high in nutrition and isn't filled with added sugar.

Who can give me two reasons why we should drink water? It doesn't have any calories and it keeps us from getting dehydrated.

What are two facts you learned about juice? We should limit juice to one glass a day and choose 100% because it doesn't contain added sugar.

What are two facts you learned about soda pop? Soda pop is full of sugar and can be high in calories.

Why are water, low-fat milk and 100% juice better than soda pop? Water, low-fat milk and 100% juice contain essential nutrients for our bodies and soda pop provides few nutrients.





Liquid Lookout Handout

Name _____

Are you thirsty? Did you know that the same sugar that makes a sweet drink (e.g., soda pop, juice drink, etc.) taste so good can make you MORE thirsty than you were before!

To quench your thirst try:

- Low-fat milk
- Water
- 100% fruit juice

Instead of sugary drinks like soda to keep your body running smoothly.

LIQUID FACTS:

MILK

Low fat milk makes your bones happy!

Milk is the perfect drink for your bones because it has calcium and vitamin D in it. This helps your bones to grow strong.

Think you don't like milk? Give it another try! Drink it when it is really cold, you can even add ice cubes, flavored syrup, or powder (once in awhile) to your milk – YUM!

100% FRUIT JUICE

A lot of juices are mostly sugar and water! Try to drink only juices that say 100% juice on the label (not things like "fruit juice drink" or "fruit juice blend). Many 100% juices contain a lot of vitamins, but also contain sugars. Limit 100% juices to ONCE a day.

WATER

All living things must have water to survive. Water is the most necessary nutrient of them all - so necessary that people can't survive for more than a few days without it. More than half your body is made up of water! Take time throughout the day for a glass of water whether or not you feel you need it. If you wait until you feel thirsty, you increase risk of becoming dehydration. Drink water as OFTEN as you can.

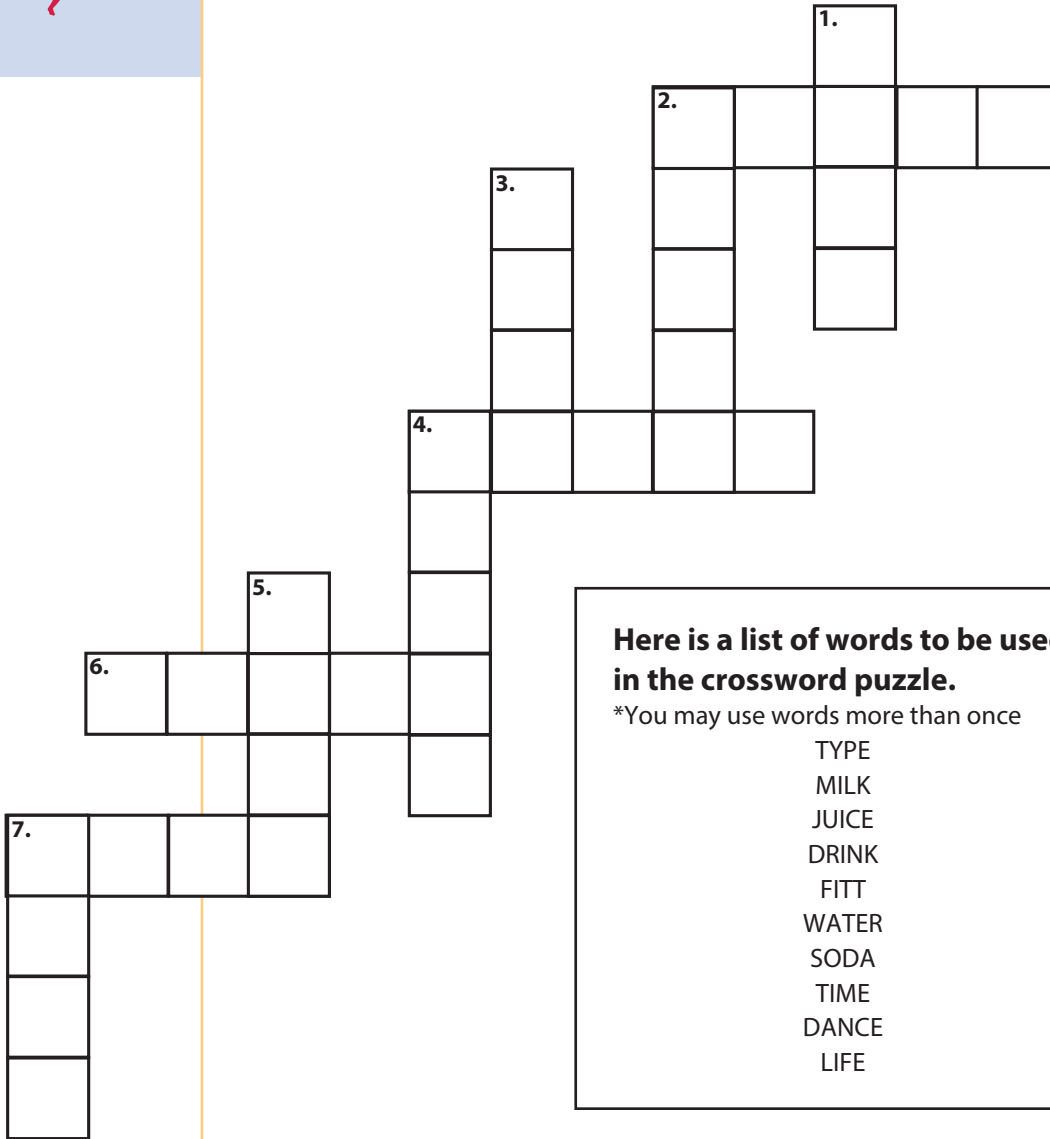
SODA

Most sodas contain sugar and caffeine, which may speed up dehydration. A 20-ounce bottle of soda has about 13 teaspoons of sugar! LIMIT sodas to special occasions and choose a small can/glass.





Liquid Lookout Worksheet



Here is a list of words to be used in the crossword puzzle.
 *You may use words more than once

- TYPE
- MILK
- JUICE
- DRINK
- FITT
- WATER
- SODA
- TIME
- DANCE
- LIFE

DOWN

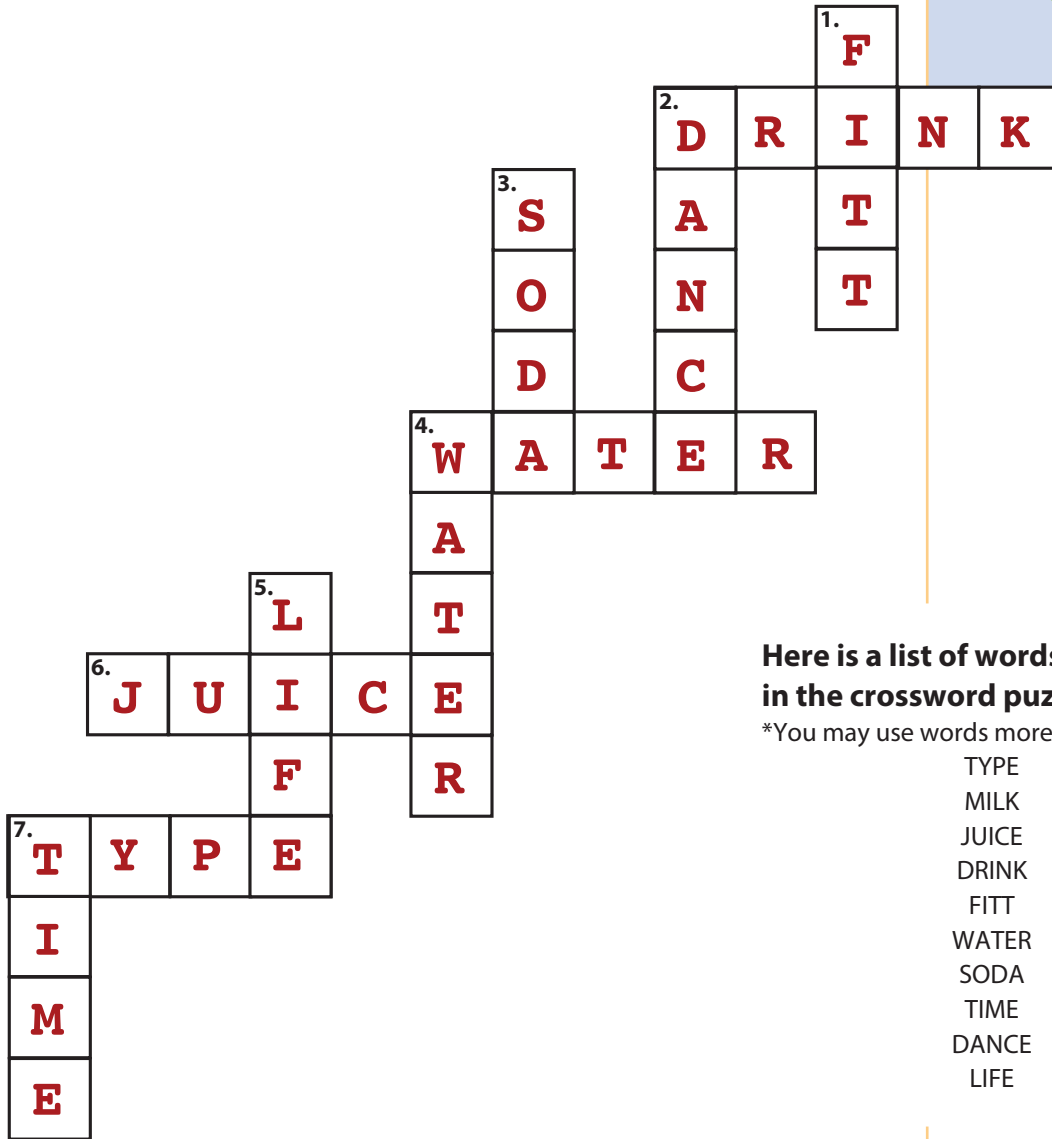
- 1. The acronym that means Frequency, Intensity, Time, and Type of exercise.
- 2. It's fun to do and it's exercise, too.
- 3. Has about 10–13 teaspoons of sugar in each serving.
- 4. All living things must have this to survive.
- 5. Exercise and eat healthy foods for _____.
- 6. This refers to how long you exercise.

ACROSS

- 2. You do this with liquids.
- 4. Most necessary nutrient of them all.
- 6. This refers to what "kind" of exercise you do.
- 7. "No sugar added."



Liquid Lookout Answer Sheet



Here is a list of words to be used in the crossword puzzle.

*You may use words more than once

- TYPE
- MILK
- JUICE
- DRINK
- FITT
- WATER
- SODA
- TIME
- DANCE
- LIFE

DOWN

1. The acronym that means Frequency, Intensity, Time, and Type of exercise.
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ACROSS

2. You do this with liquids.
4. Most necessary nutrient of them all.
6. This refers to what "kind" of exercise you do.
7. "No sugar added."





LESSON **3**



With Walk this Way and Snack Attack, students will understand that physical activity is a healthy habit for life, walking is an easy way to get active and fruits and vegetables make healthy snacks.

Fitness Lesson 3 – Walk this Way • • • • • Snack Attack

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA1 – Students should continue to enjoy physical activities and should learn to set and use personal goals for developing or maintaining physical fitness, recognizing that even moderate physical activity can help prevent obesity and heart disease.

GOAL

To have students understand that physical activity is a healthy habit for life and that walking is an easy way to get active.

OBJECTIVES

The students will be able to:

- Set and achieve personal and team walking goals.
- Walk safely with good form and technique.
- Understand the importance of warm-up and cool-down.
- Understand that drinking water before, during, and after exercise is important to avoid dehydration.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

A walk a day is the healthy way

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Technique – Procedure by which a task is performed

Pedometer – A device that measures the number of steps taken while wearing it

Physical – Involving activity using the body

Active – Being in physical motion

Inactive – Not being in physical motion

Epidemic – Affecting many individuals in an area or a population at the same time

Obese – Extremely overweight





Previous Lesson Review:

Who can tell me one thing they remember from our “Heart Smart” lesson?

Our cardiovascular and respiratory systems are important systems that influence our health and physical performance.

Who can tell me what kinds of activities would increase our pulse and make our heart stronger? Running, playing, sports, walking, etc.

Who can tell me what kinds of activities would be associated with a slower pulse? Sitting, sleeping, watching TV, and reading.

INITIATING QUESTIONS/LESSON INTRODUCTION:

1. **Who can define obesity?**
2. **Who can tell me why we should be concerned about obesity?**
3. **Why do you think this country is facing an obesity epidemic?**
4. **What do you think we can do to reduce obesity in the U.S.?**

Make a list of student responses on the board.

As we learned in our previous lessons, being active is a very important part of being healthy. Our world today does not require us to be as physically active as it did many years ago. Television, computers, and technology have made our lives easier but have caused us to be more inactive than active (point out vocabulary words on the board—discuss if necessary). Today, our country has an overweight epidemic. More than 50% of our country is severely overweight or obese (Centers for Disease Control and Prevention Report, 2004). That’s HALF of the country! Twenty-five percent of children ages six to nine in the United States are severely overweight or obese. Being overweight can lead to many diseases like heart disease, diabetes, and high blood pressure.

In this lesson, we’re going to learn how walking can be a fun and inexpensive way to get and stay active.



Learn It!

Items needed:

- Pedometer (suggested)
- One copy of the WALK THIS WAY HANDOUT per student
- One copy of the WALK THIS WAY WORKSHEET per student

Walking is a simple, inexpensive, and fun way to get active and stay physically active for life. Keeping the FITT (Frequency, Intensity, Time, and Type) principle in mind as you walk will help you achieve your goals. Nowadays, walking has become a popular fitness activity. In our previous lesson, we learned that we can measure how hard our heart is working by counting our pulse. Does anyone know how we can measure how much we're walking? A pedometer. That's right, a pedometer is a small step-counting device that is usually worn on the waistband of your pants/shorts. It can measure how much we're walking each day. Two thousand steps is about one mile. Taking 2,000 steps at an intensity of three to four (using our RPE scale) takes about 15 minutes. So next time you're walking briskly for about 15 minutes, you've probably taken about 2,000 steps and walked about one mile.

LET'S GO!

Pass out the WALK THIS WAY HANDOUT and review with the students.

GET MOVING!

Where Can I Go From Here?

Item needed:

- Map of your local area

1. Divide the class into teams.
2. Have teams use a local map to set a walking goal for the week. For example, Team A decides they will walk from their school to the downtown museum, which is 15 miles away. (Teams will need to use their map and math skills to determine their route as well as what total distance they'll need to walk to reach their destination and goal.)
3. Teams walk for approximately 15 minutes each day to accrue about one mile of non-stop fitness walking (RPE of 3–4) until they reach their goal. Set realistic goals for best results (e.g., Walk 15 miles in 15 school days).

NOTE: For increased accuracy, students may use pedometers to measure actual steps/mileage.

APPLY IT!

Pass out the WALK THIS WAY WORKSHEET and have students unscramble each of the 10 items.

CHECK IT!

Who can demonstrate walking with good form and technique? Head upright, back straight, and arms swinging at your side.

Who can explain how to warm up? Walk slowly and take deep breaths.

Who can explain the important of cooling down? Slow down your walk and stretch your legs.

Who can tell me which type of liquid is best when exercising? Why? Water, so we can avoid dehydration.



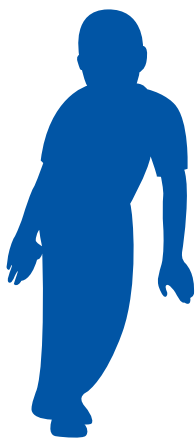
Walk This Way Handout

Name _____

Want to be healthy and active? You will have more energy and feel good each day and all you need to do is WALK THIS WAY...

TOP 10 WAYS TO STRUT YOUR STUFF!

1. Walk as often as you can – start by taking shorter and slower walks. Then move on to longer and faster walks. Use a clock to measure your success.
2. Use a pedometer to measure your steps – Using a pedometer is a PERFECT way to see how many steps you are taking each day!
3. Walk for FUN! – Walk with your family and friends and make it fun. Walking with others not only helps their health but also gives you a time to bond with those you love. (Remember dogs are family too!)
4. Warm up and cool down – **Warm up** at the start of your walk by walking slowly and taking deep breaths. **Cool down** at the end for your walk by slowing down your walk and stretching your legs. Warm ups and cool downs are important to every workout – they prepare your body for the work, help you ease back when it’s over, and can even help reduce your risk of injury.
5. Walk with good technique – Walk with your head upright, back straight, and arms comfortably swinging at your sides (bend your elbows for FAST walking).
6. Pace yourself – Listen to your body. The longer and faster your walk, the more “warmth your body will feel – you may even sweat! You will breathe heavier and your heart will beat faster.
7. Wear the proper shoes – Gym shoes will give you good support and are comfortable.
8. Best foot forward – When walking, let the heel of your foot hit the ground first then roll down through the rest of your foot, and finish by pushing off the ball of the foot.
9. Drink water – Drink water before, during, and after walking to avoid the risk of **dehydration**.
10. Try other exercises – Add to your walking exercise by doing muscle-strengthening exercises at least twice a week. Push-ups, leg squats, and lunges are great choices.





Walk This Way Worksheet

Name _____

The Top 10 Ways to Strut your Stuff got all mixed up. Use the handout to unscramble each item from the Top 10 list below:

1. ryt erh to seersixce _____
2. lakw sa toenf sa you nac _____
3. kridn retaw _____
4. sue a rpeetdoem ot emreuas uoyr tspse _____
5. tesb tofo dfroarw _____
6. lakw fro nuf _____
7. reaw hte rperpo hoses _____
8. rmwa pu dna ocol wodn _____
9. cape fylouesr _____
10. lakw thiw dogo etueqcihn _____



Walk This Way Answer Sheet

Name _____

The Top 10 Ways to Strut your Stuff got all mixed up. Use the handout to unscramble each item from the Top 10 list below:

1. ryt erhto seersixce **Try other exercises**
2. lakw sa toenf sa you nac **Walk as often as you can**
3. kridn retaw **Drink water**
4. sue a rpeetdoem ot emreuas uoyr tspse **Use a pedometer to measure your steps**
5. tesb tofo dfroarw **Best foot forward**
6. lakw fro nuf **Walk for fun**
7. reaw hte rperpo hoses **Wear the proper shoes**
8. rmwa pu dna ocol wodn **Warm up and cool down**
9. cape fylouesr **Pace yourself**
10. lakw thiw dogo etueqcihn **Walk with good technique**





Nutrition Lesson 3 – Snack Attack

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – FOOD CHOICES (FC)

FC1 – Students should continue to learn about food classification systems and begin to learn about the nutrients in foods.

FC2 – Students should be able to use the USDA MyPlate to assist in making healthy food choices.

FC3 – Students should understand the effects food choices have on body composition.

GOAL

To have students understand that fruits and vegetables make healthy snack choices.

OBJECTIVES

The students will be able to:

- Identify at least three different fruits and vegetables that make healthy snacks.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

**Got the munchies, go for the crunchies!
Fruit and veggies make great snacks!**

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Phytochemicals—chemicals in fruits and vegetables that give them their bright colors and help the body fight off illness and disease.



PREVIOUS LESSON REVIEW:

Who can tell me what it means to be dehydrated? Your body is out of fluid balance.

Who can tell me what the best liquids to drink are? Why? Water is best because it has no calories and makes up 65–70% of your body. Low-fat milk and 100% fruit juice are also good to drink because they are high in nutritional value.

What is the difference between a fruit drink and 100% fruit juice? Fruit drinks and fruit drink blends contain a lot of added sugar; 100% fruit juice does not.

INITIATING QUESTIONS/LESSON INTRODUCTION:

When you're hungry for a snack, what kinds of things do you like to eat?

Make a list of student responses on the board.

Using the information learned from the MyPlate Food Guidance lesson, put a star by those snacks that should be eaten once in awhile. Select students to come up to the board and put a star next to highcalorie/low-nutritional value snacks (for example, chips, cookies, etc.).

Let's look at today's lesson to learn about healthy options when we're having a snack attack. We're going to use the SNACK ATTACK HANDOUT to read about the wide variety of choices we have when we're looking for a snack.



Learn It!

Items needed:

- Various fruits and vegetables for tasting (suggested)
- One copy of the SNACK ATTACK HANDOUT per student
- One copy of the SNACK ATTACK WORKSHEET per student

Healthy snacks help with healthy eating. Snacks provide extra energy in between meals. As you grow, your body needs refueling throughout the day. Without snacks, you could become tired, sluggish, and even get headaches. However, snack choices need to be healthy and nutritious. Try to avoid snacks that fall within the yellow group, which include fats, sugars and salt. Choose snacks from the mid to bottom portion. Snacks should be eaten two or three hours before mealtimes. Don't snack if you're not hungry. Don't eat or nibble because you're bored and have nothing to do, or while you're lying around watching TV or playing video games. If you're bored and not sure what to do—get up and move. (Suggested: Allow students to taste test a variety of fruits and vegetables. Create a chart on the board indicating each student's favorite fruit and vegetable.)

Go easy on the snacks that may contain a lot of discretionary calories. Choose snacks that would be considered essential calories like, whole grain crackers, low-fat peanut butter, carrots, celery, apples, low fat cheese and yogurt, etc.

Pass out the SNACK ATTACK HANDOUT and select students to read aloud and discuss the concepts.

Let's Go!

Using the words SNACK ATTACK, write down a healthy snack choice for each letter in your student journals. Be creative, use color, pictures, etc.

Example:

S – sunflower seeds N – nuts A – apples C – celery K – kiwi

Apply It!

Pass out the SNACK ATTACK WORKSHEET to each student and have them fill it out.

Check It!

Select four students to come up to the board. You each have 30 seconds to write down three different fruits and vegetables that would make healthy snacks. Ready? Go!



Snack Attack Handout

There are thousands of different foods, so it can be hard to figure out what you need to eat to stay healthy!

Kids need to eat a variety of fruits, vegetables, and grains everyday to stay healthy. Fruits, vegetables and grains have a lot of vitamins, minerals and fiber that are essential to your body. In addition, moderate amounts of low-fat or non-fat cheese and yogurt as well as nuts and seeds are great alternatives to junk foods at snack time.

Here are some ways to choose healthy crunchies when you've got the munchies:

- Add lettuce, tomato, onion, or pickle to your burger or chicken sandwich.
- Have a salad with your meal instead of fries.
- Order pizza with peppers, mushrooms, broccoli, or even fruit. Or get a plain pizza and add some veggies at home!
- Choose dried fruit like apricots, bananas, or raisins instead of candy.
- Eat carrots or celery sticks with your lunch instead of chips.
- Eat a piece of fruit or a handful of nuts (walnuts, almonds, pistachios) for a snack.
- Try dipping raw vegetables with low-fat dressing, peanut butter, or salsa.
- Cereal's not just for breakfast. Try whole grain cereals and/or crackers for a crunchy treat.
- Low-fat or non-fat cheese spread on a whole grain cracker is a tasty treat.
- Sprinkle crushed nuts or low-fat granola on low-fat or non-fat yogurt and savor the wonderful flavor.

Fun Facts About Healthy Snacks



The chemical (phytochemical) in fruits and veggies that give them their bright colors also helps your body fight off sickness and disease.



Drink one glass of delicious 100% fruit juice or eat one piece of fruit every morning and you'll be on your way to 5 a Day.



Carrots and tomatoes have a lot of vitamin A which helps you see better and is good for your skin.



Snack Attack Worksheet

Name _____

F Q P E P P E R S K U Q Y I S F Q J J B S M J H
K S G D M C S E U P I J Y C P B C E E U I U N L
F B R S A Q E E T K T G H J I D I S Q E I E S X
M L E R T Y U I O Z X C V B N M M E K C H G F D
S U S W E F T G H Y S A Q E A T X H E H J L D I
P E S S G D M G R A P E S J C C N C C E E U I L
N B K H G D M C S E U P I J H K S A D M C S E U
P E J K R G D M C S E U P I J Y Y E W R S A Q E
E R X T G O J L D I P Q E T E S X P L U M S I L
Q R E R T Y O I O Z A P P L E S M L K J H G F D
S I S W E F T M H Y S A Q E E T X T G H J L P I
P E K S G D M C S E U P I J Y C N B C E E E I L
F S R A S P B E R R I E S J L D I P Q E A E N X
Q W E R T Y U I O Z R C V B N M M L K S H G E D
S D S W E F T G H Y S A Q E E T E T G H J L A E
S T R A W B E R R I E S I J Y C L B C E E U P P
F W R S A Q E E T X T T O M A T O P Q E T E P U
Q W E R S E I R N R O C V B N M N L K J H G L O
S D S W E F T G H Y S A H E E T X T G H J L E L
O R A N G E S C S E U P I E Y C N B C E E U U A
F W R S A Q E E T X T G H J R D I P Q E T E S T
L E T T U C E I O Z G C V B N R M L K J H G F N
S D S W E F T G H Y S A Q E E T I T G H J L D A
P Q K I W I M C S B R O C C O L I E V B N M M C
R A I S I N S R S A Q E E T X T G F S B N M M W

WORDS TO FIND:

APPLES	PEACHES
BLUEBERRIES	PEPPERS
BROCCOLI	PINEAPPLE
CANTALOUPE	RAISINS
CHERRIES	RASPBERRIES
GRAPES	SPINACH
LETTUCE	STRAWBERRIES
MUSHROOM	TOMATO
ORANGES	

Words may appear vertically, horizontally or diagonally.
Some words are even spelled sdrawkcab (backwards).



Snack Attack Answer Sheet

F Q P E P P E R S K U Q Y I S F Q J J B S M J H
 K S G D M C S E U P I J Y C P B C E E U I U N L
 F B R S A Q E E T K T G H J I D I S Q E I E S X
 M L E R T Y U I O Z X C V B N M M E K C H G F D
 S U S W E F T G H Y S A Q E A T X H E H J L D I
 P E S S G D M G R A P E S J C C N C C E E U I L
 N B K H G D M C S E U P I J H K S A D M C S E U
 P E J K R G D M C S E U P I J Y Y E W R S A Q E
 E R X T G O J L D I P Q E T E S X P L U M S I L
 Q R E R T Y O I O Z A P P L E S M L K J H G F D
 S I S W E F T M H Y S A Q E E T X T G H J L P I
 P E K S G D M C S E U P I J Y C N B C E E E I L
 F S R A S P B E R R I E S J L D I P Q E A E N X
 Q W E R T Y U I O Z R C V B N M M L K S H G E D
 S D S W E F T G H Y S A Q E E T E T G H J L A E
 S T R A W B E R R I E S I J Y C L B C E E U P P
 F W R S A Q E E T X T T O M A T O P Q E T E P U
 Q W E R S E I R N R O C V B N M N L K J H G L O
 S D S W E F T G H Y S A H E E T X T G H J L E L
 O R A N G E S C S E U P I E Y C N B C E E U U A
 F W R S A Q E E T X T G H J R D I P Q E T E S T
 L E T T U C E I O Z G C V B N R M L K J H G F N
 S D S W E F T G H Y S A Q E E T I T G H J L D A
 P Q K I W I M C S B R O C C O L I E V B N M M C
 R A I S I N S R S A Q E E T X T G F S B N M M W

WORDS TO FIND:

- | | |
|-------------|--------------|
| APPLES | PEACHES |
| BLUEBERRIES | PEPPERS |
| BROCCOLI | PINEAPPLE |
| CANTALOUPE | RAISINS |
| CHERRIES | RASPBERRIES |
| GRAPES | SPINACH |
| LETTUCE | STRAWBERRIES |
| MUSHROOM | TOMATO |
| ORANGES | |

Words may appear vertically, horizontally or diagonally.
Some words are even spelled sdrawkcab (backwards).



Notes







LESSON **4**



In *Pump It Up*, students will understand that physical activity is a healthy habit for life and that keeping your skeletal muscles strong is as important as keeping your heart strong. Using *How Much to Eat*, students will understand that they should strive to eat five servings of fruits and vegetables each day.



Fitness Lesson 4 - Pump It Up • • • • • How Much to Eat

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

GOAL

To have students understand that physical activity is a healthy habit for life and that keeping your skeletal muscles strong is as important as keeping your heart strong.

OBJECTIVES

The students will be able to:

- Explain the difference between aerobic and anaerobic exercise.
- List at least three benefits of getting stronger.
- Demonstrate at least three exercises or activities that will increase muscle strength.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Getting strong won’t steer you wrong

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Aerobic – Exercise that requires oxygen for energy production

Anaerobic – Exercise that does not require oxygen for energy production

Bones – The hard, living tissue that makes up the skeleton of the body. Our muscles are connected to our bones

Continuous – Activities performed without frequent stopping (for example, walking, jogging, or swimming)

Contract – To tighten or tense a muscle

Tendons – Connect muscle to bone

Muscle – Expandable body tissue that enables body parts to move

Repetition – Activities performed repeatedly, a certain number of times (for example, 10 push-ups)

Strength – The state of being strong





Previous Lesson Review:

Who can tell me one thing they remember from our Walk This Way lesson? Walk as fast as you can. Be sure to warm up and cool down. Wear the proper shoes.

Why might it be important to use a pedometer when walking? So we know how far we walked and how many steps we took.

Why should we be concerned about exercise in this country? More than 50% of our country is severely overweight or obese.

INITIATING QUESTIONS/LESSON INTRODUCTION:

In our last lesson, we discussed walking as a heart-strengthening activity that is inexpensive, fun, and great to do every day. What type of activity is walking? Walking is considered an aerobic activity. It is something you can do continuously while keeping your heart rate fairly consistent. Your body must use oxygen to produce the energy you need to walk. Although the intensity of walking can vary, most of the time we'd find ourselves at around a moderate intensity (about a 3 on our Youth RPE scale). More intense activities, like sprinting, playing football, or lifting weights are more start-and-stop. Does anyone know what these types of activities are called? These types of activities are called anaerobic activities. During anaerobic activities, your body doesn't have time to use oxygen for energy production. It uses the energy stored in the muscle cells. When that energy runs out (usually no more than a few minutes), you either have to slow down or stop and take a break. In this lesson, we're going to learn about the importance of doing muscle-strengthening exercises, which are anaerobic in nature. Remember, it is important to have both strong muscles and a strong heart.

Learn It!

1. **Does anyone know about how many muscles we have in our body?**
About 650
2. **Does anyone know what our muscles do?** They contract or relax to make body parts move.

Some of our muscles contract on their own (for example, the heart and the muscles of the intestines) others don't (for example, biceps and pectorals).
3. **Having strong muscles is important. Can anyone tell me why we need to have strong muscles?** Decreased risk of injury; ability to play harder and longer; easier time doing work; carrying book bags; improved self-esteem/confidence; increase lean mass.
4. **How do our muscles connect to our bones?** Via tendons.

There are different kinds of exercises that can be done to strengthen our muscles. Exercises like squats, lunges, and push-ups use many muscles at one time. Other exercises, like a biceps curl, focus on a single muscle at a time. This type of exercise is more isolated and focused. Both types of exercises are important to include in our strength-training programs. We should do exercises to strengthen our muscles two to three times a week, but should not do strength training for the same muscle two days in a row (especially if the intensity is high).





In addition to learning some muscle-strengthening exercises, we're going to learn some of the names of our muscles. This easy muscle rhyme will help you identify some of the major muscles of your body:

Students repeat each line after the teacher reads it. Read it with a "rap" tone.

Now it's time to pump our body

Now it's time to pump away

Now it's time to pump our body

Get up now and don't delay

Your biceps, triceps, hamstrings, too

(touch front of arms when saying biceps, back of arms when saying triceps, back of upper legs when saying hamstrings)

Your quads and glutes, abdominals whew

(touch front of upper legs when saying quads; back of "seat" for glutes, and front of torso for abdominals)

Now it's time to pump our body

Now it's time to pump away

Now it's time to pump our body

Get up now and don't delay

Let's Go!

Items needed: Enough index cards for each student to have one. Index cards will contain the following words. NOTE: Don't write the letters in parenthesis; they are the answers.

(Activity classifications can be used more than once if needed)

Pass out one index card to each student. On the cue, have students read their cards silently and, without talking, separate into aerobic and anaerobic teams. Students with an "aerobic" activity (for example, moderate intensity, can be sustained for continuous amount of time) will stand on one side of the room. Students with an anaerobic activity will stand on the other side of the room. Allow students to work cooperatively to make sure all students in their group are in the right place. Ask each student to share their activity with the group and explain why it is either aerobic or anaerobic.

Get Moving!

PUMP IT UP CLASSROOM EXERCISES

Who can think of activities or exercises that can make you stronger AND can be done in our classroom? Children give ideas

Let's remember that whenever we do strengthening exercises, we need to keep good form and maintain a slow speed to avoid gaining momentum, which reduces the effectiveness of your workout.

Who remembers from the Muscle Rhyme where our biceps are? (Front of upper arm)



Let's try this biceps-strengthening exercise by using one of our textbooks as a weight. To strengthen your right biceps muscle, hold your book in your right hand, keeping your elbow touching your torso. As you exhale, think about squeezing your biceps muscle as you bend your elbow. Tighten the biceps muscle and move the book toward your right shoulder. Let's try this for 10 repetitions (times) before switching to the other arm.

Let's try some other classroom exercises (see below) that can help strengthen our muscles. Ten repetitions of each exercise.

Try these exercises at home as well. Do them at least twice a week. Teach your moms, dads, brothers, sisters, or other family members so they can join in.



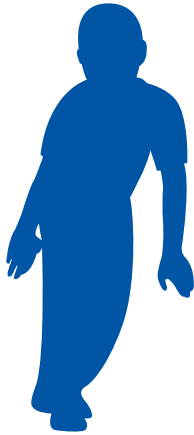
DESK PUSH-UP

Face the desk, hands grasping the edge of the desk. Place feet approximately one to two feet away from desk. Lower the body until the chest touches the desk. Hold abdominals tight to support the core (abdominals, hip, back) of the body. Avoid arching the back or sticking the hips out. Exhale as you contract your upper-arm muscles and extend (straighten) the elbows.

QUAD SQUAT

Stand to the side of the desk with one hand holding onto the desk. Imagine you're going to sit down on an imaginary chair. Keeping the chest lifted, lower the hips down toward the floor as if your bottom is going to touch the seat of a chair. Keep the abdominals and back muscles contracted and the knees over the ankle region. You should be able to gently tap your toes (to show the weight of the body is not too far forward). Squat down and try to get your thighs as close to parallel to the floor as you can. At NO time should a student work in a painful zone. Always encourage comfortable, yet challenging, intensities of exercise.





Apply It!

Muscle Memory

On Your Mark!

Item needed:

- Index cards (12 per group)
 1. Divide students into groups of three to four
 2. Give each group 12 index cards
 3. Have each group make TWO cards with the following exercises written on them (one on each card; math problems can be changed based on developmental levels and current math curriculum)

Biceps Curls

Push-ups

Overhead Presses

Quad Squats

Lunges

Front Arm Raises

Have students put ALL cards face down on floor. On your cue, direct one student to turn over TWO cards in an attempt to MATCH them. Write a math problem on the board (answer should not be over 20; for example, $4 \times 3 + 2$). When students have a match, that team will perform that exercise the number of repetitions indicated in the answer of the math problem. Instruct the other student groups (the ones that didn't have a match) to do an "aerobic" activity in place (for example, marching, walking in place, jogging, etc.).

Check It!

Who can explain the difference between aerobic and anaerobic exercise? Aerobic exercise requires oxygen for energy production, like walking. Anaerobic exercise does not require oxygen, like weight-lifting.

Who can list three benefits of being strong? A decreased risk of injury, the ability to play harder and longer and improved self-esteem. Choose three students to demonstrate strength exercises with good form and technique.



Nutrition Lesson 4 - How Much To Eat?

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – FOOD CHOICES (FC)

FC3 – Students should understand the effects food choices have on body composition.

GOAL

To have students understand that they should strive to eat five servings of fruits and vegetables each day.

OBJECTIVES

The students will be able to:

- Explain the importance of reading a food label.
- Explain the information provided on a food label.
- Give at least one example of a “serving.”

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Read your label, then sit at the table

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Serving Size – The amount of food used to determine the caloric value of food, as listed on a food label

PREVIOUS LESSON REVIEW:

Who can tell me what types of healthy snacks we should eat? Fruits, vegetables, low-fat or non-fat cheese or yogurt, whole grain cereals and crackers, as well as nuts and seeds.

What types of snacks should we limit and why? Chips that contain trans and/or saturated fats, candy, fries, etc., because they are high in fat and discretionary calories and low in nutritional value.



Initiating Questions/Lesson Introduction:

ON YOUR MARK!

Items needed:

- One sample food label

In this lesson, we're going to explore the meaning of a "serving size" and the importance of reading a food label. Does anyone know what a food label is? (Show food label.) Food labels are put on foods to inform us, the consumers, about the product we're about to buy and/or eat. You should ALWAYS read the food labels. Some of the important things to look for are: total calories, total fat, total carbohydrates, and total sodium. You should also look at the ingredient list for things such as colorings (Red, Blue and Yellow; which give some kids headaches or allergic reactions). If the food item is high in calories (over 500 calories for 1 serving) or if it is high in fat, carbohydrates, and sodium, you may want to think twice about eating it.

Learn It!

In this lesson, we'll learn about the importance of a serving size. A serving is the amount of food used to determine the item's calorie count. For example, a small blueberry muffin (one serving) has about 300 calories. If I eat three of them at breakfast, I've actually eaten three times the servings listed. That means my calorie intake is 900, not 300 (300×3 servings = 900). If, for example, my daily calorie needs (based on my age, height, and ideal weight) is around 2000 calories a day, I've just eaten almost HALF of my food energy for the day. In another example, five servings of fruits and vegetables is recommended daily. But, what is a serving of fruits and vegetables? One-half cup of raw carrots is equal to one serving of vegetables; one slice of a melon (cantaloupe, watermelon, etc.) is equal to one serving of fruit. Therefore, if you've eaten three pieces of watermelon, you've had three of your five recommended servings for the day. Remember if you eat more calories (energy) than your body needs and you don't use those calories for physical activities (for example, running, playing, etc.), then you are more likely to gain excess weight and body fat.

So, let's remember to check the serving size on all items we eat (when available). Some items might look like they're just one serving, but the label could indicate that it should be two or more servings! For example, a typical serving of small chocolate chip cookies is just two small cookies and one serving of French fries could be as few as 15 fries. Watch out!

Let's Go!

ON YOUR MARK!

Items needed:

- Each student should bring in one food item that contains a label with nutritional information.
- One copy of the WORD FIND WORKSHEET per student.

Let's look at some food labels and analyze what the serving size is and discuss if we'd buy/eat the item and why. Use a variety of food items to discuss and analyze.





Apply It!

Pass out the WORD FIND WORKSHEET and have the students search for words we've used in this lesson.

Check It!

Use an overhead projector to show a transparency of a food label.

Who can explain the importance of a food label? It is important because it lets us know whether or not we should buy the food item based on nutritional value.

Who can tell me what information is present on this food label? Calories, fat, carbohydrates, sodium, etc.

Who can give me an example of a serving?

One slice of watermelon or one half cup of raw carrots equals one serving.

Nutrition Facts

Serving Size 5 crackers

Servings Per Container 10

Amount Per Serving

Calories 100 Calories from Fat 9
% Daily Value*

Total Fat 3g 12%

Saturated Fat 0g 0%

Trans Fat 1g 5%

Cholesterol 5mg 5%

Sodium 470mg 20%

Total Carbohydrate 18g 8%

Dietary Fiber 0g 0%

Sugars 5g

Protein 1g

Vitamin A 0%

Vitamin C 0%

Calcium 2%

Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9 ● Carbohydrate 4 ● Protein 4



Name _____

WORDS TO FIND:



- ANAEROBIC
- REPETITION
- CONTRACT
- SERVING
- MUSCLES
- AEROBIC
- STRONG
- CALORIE
- LABEL
- INGREDIENT

Word Find Answer Sheet

WORDS TO FIND:

- ANAEROBIC
- REPETITION
- CONTRACT
- SERVING
- MUSCLES
- AEROBIC
- STRONG
- CALORIE
- LABEL
- INGREDIENT

R	B	D	U	W	C	S	F	I	P
O	A	E	R	O	B	I	C	Y	A
Z	Q	N	F	Y	E	N	D	J	M
E	X	F	A	S	K	S	L	O	R
A	R	V	S	E	R	V	I	N	G
K	E	J	Z	L	R	L	B	T	Z
T	P	G	U	C	F	O	G	Q	D
B	E	C	C	S	B	C	B	A	E
L	T	K	O	U	L	J	X	I	A
R	I	E	N	M	H	T	R	V	C
H	T	G	T	R	N	O	D	N	I
T	I	P	R	I	L	E	B	A	L
M	O	I	A	A	O	A	M	L	S
D	N	U	C	Q	K	V	H	X	J
P	Y	S	T	R	O	N	G	E	N
H	V	M	G	W	C	A	I	S	U
T	N	E	I	D	E	R	G	N	I





LESSON 5



In *Toughen Up*, students will understand the benefits of increasing muscular strength, and with *Cut the Fat*, students learn that they can enjoy “fast food” items occasionally, but they should make choices to reduce the fat.



Fitness Lesson 5 - Toughen Up

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

GOAL

To have students understand the benefits of increasing muscular strength.

OBJECTIVES

The students will be able to:

- Demonstrate at least three muscle strengthening exercises.
- Set and achieve a cooperative muscle strengthening goal.
- List at least three benefits of muscle strengthening.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Toughen up

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Reps – An abbreviation for repetition, meaning how many times an exercise is done

Sets – A grouping of exercises done at one time (for example, one set of 10 biceps curls = 10 biceps curls done without stopping; two sets of 10 biceps curls = a total of 20 biceps curls; one group of 10 exercises then a short break before repeating all 10 exercises a second time.

PREVIOUS LESSON REVIEW:

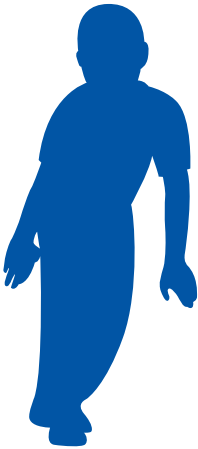
Who can tell me one thing they remember from our Pump It Up lesson? The difference between anaerobic and aerobic activities.

What is more important to include in our exercise program, aerobic exercise for our hearts and lungs, or anaerobic muscle strengthening? They are both important.

Who can lead the class in one of our in-class muscle-strengthening exercises? Let’s see if we remember our muscle rhyme and if we can identify where our muscles are. Recite the muscle rhyme.

INITIATING QUESTIONS/LESSON INTRODUCTION:

In our last lesson, we learned about the importance of keeping muscles strong, as well as some muscle-strengthening exercises we can do in our classroom. We also learned to identify where some of our muscles are. This lesson will challenge us to set a class strength goal for the week. If we reach our strength goal, our reward will be _____. (Teacher sets class reward; for example, no homework for a day, extra recess, etc.)





Learn It!

Increasing our muscle strength is an important part of our exercise program. Not only can it help us each day of our lives (for example, carrying books, pushing/pulling things, etc.), but also as we grow. We're going to use the letters in the word STRONG to explore some specific benefits of getting stronger. (Write STRONG on the board.)

Muscle exercises:

S = Stimulate our bone growth

T = Tighten and tone our muscles

R = Rev up our metabolism (Muscles require more energy (calories) each day)

O = Open up opportunities in sports and recreational play (being stronger can help you play better)

N = Never let us down

G = Give us power to feel better about ourselves

Let's Go!

Make a *Take the Strength Challenge* table on the board and ask students to duplicate it in their student journals. See example below:

Set goals at the beginning of the week by calculating the number of students x the number of repetitions of each exercise. For example, if the goal is to begin with 8 repetitions of each exercise (on Monday) x 20 students x 4 exercises, and then Monday's goal would be 640 repetitions. Set your goals for each of the three days. Do not exceed 20 repetitions of each exercise. Add the daily goals across to get a weekly goal total, and then challenge yourselves to reach or exceed your goals.

(Note: If students are absent, you'll need to do a few extra reps to make up for them.)

	Monday	Wednesday	Friday	Total	Goal Accomplished?
Exercise	Goal/Actual	Goal/Actual	Goal/Actual	Goal/Actual	
Desk Pushups*					
Quad Squats*					
Lunges					
Overhead Book Press					
TOTALS					

*See previous lesson for directions on exercises.



Overhead Book Press: Use two books (similar in weight) to complete this exercise. Hold books in hands at shoulder level. Press books up and overhead while exhaling. Stop and pause at the top before returning to starting position.



Lunge: Stand at the side of your desk in a split stance (one foot in front of the other). While keeping good posture (head upright, shoulders down and back, abdominals tight), bend the knees while keeping the front knee in line with the front ankle region to complete a single leg lunge. Pause briefly at the bottom of the lunge. Squeeze the hips, thighs, and “seat” muscles as you return to your starting position.

Get Moving!

Complete the muscle-strengthening exercise routine on Monday, Wednesday, and Friday of this week.

In-class Muscle-strengthening Exercise Program:

- Start with one set of 8 repetitions on Monday.
- Progress to one set of 12 repetitions on Wednesday.
- Finish with two sets of 10 repetitions on Friday.

Apply It!

Play the following game of “Simon Says” so students can demonstrate their knowledge of the muscles they learned in the Muscle Rhyme:

“Simon Says” or “Teacher Says”

- Put your right hand on your left quad.
- Put your nose on your left biceps.
- Put your right hand on your left triceps.
- Put your left hand on your left hamstring.
- Sit on your glutes.
- Put your elbow on your abs.

Check It!

Who can demonstrate one of our muscle strengthening exercises? Select at least three students to individually perform one exercise each.

What is one of the benefits of muscle strengthening? Select at least three students to individually list one benefit each. Stimulating bone growth, tightening and toning of muscles, increasing our metabolism, play sports better and help us feel better about ourselves.

What was one of our class goals for this week? Refer back to your class Strength Challenge table.





Nutrition Lesson 5 – Cut the Fat

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – FOOD CHOICES (FC)

FC3 – Students should understand the effects food choices have on body composition.

GOAL

To have students understand that they can enjoy “fast food” items occasionally, but they should make choices to reduce the fat.

OBJECTIVES

The students will be able to:

- Explain one way to reduce the fat in fast food selections.
- Identify the healthiest choices at fast food restaurants.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom as well as in student journals. Ask students to think about the message and let it sink into their brains.

Fast foods can slow you down

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Calorie – Energy from food

Fat – Fat is the body’s major form of energy storage. Fat is a macronutrient and is needed in small amounts daily. Too much fat, however, can increase the risk of obesity, diabetes, heart disease, etc.

PREVIOUS LESSON REVIEW:

Item needed:

- Food label
- One copy of the CUT THE FAT HANDOUT per student
- One copy of the CUT THE FAT WORKSHEET per student

Who can tell me what type of information is provided on a food label, like this? Calories, fat, serving size, ingredients, etc.

Why do we need to read food labels? So we know whether or not something is healthy for us to eat.

What is the importance of the serving size? So we know how much of something we are consuming.





INITIATING QUESTIONS/LESSON INTRODUCTION:

Last lesson we learned about the importance of reading a food label. Did you know that fast food restaurants also have nutritional information available? Most of us don't take the time or effort to find that information, but it is critical we understand how much fat, salt, and calories are contained in fast foods. How many of you eat at fast food restaurants? Although fast foods are part of society and are OK to enjoy occasionally, we need to be smart consumers and make healthier choices when eating there.

Learn It!

Since you now know how to make healthy snack choices and read a food label, it'll be easy to cut the fat when indulging on fast foods. You will be surprised at what you are eating when you choose fast food as a meal or snack. For example, one fast food restaurant offers a Big Mac for a whopping 500 calories and 26 grams of fat. That's more than a third of your recommended daily "fat allowance." Of course, most people can't eat the burger without the fries, which can add as much as 160 calories (small size) and 8 more grams of fat.

Let's Go!

Pass out the CUT THE FAT HANDOUT and read together.

Apply It!

Pass out CUT THE FAT WORKSHEET and have students complete.

Check It!

What is one way to reduce fat at fast food restaurants? Select at least three students to individually answer. Choose a baked potato instead of fries, don't Super Size anything and choose water, low-fat milk, non-fat milk or 100% juice over soda pop.

What is one example of a healthier choice at a fast food restaurant? A grilled chicken sandwich.





Cut the Fat Handout

Sometimes, especially if you're in a hurry, fast food may seem like a good idea. It's OK once in a while, but most fast foods have a lot of fat and calories and not many vitamins and minerals. Check out this table below and see how much fat and calories some fast food items have per serving.

ARBY'S	CALORIES	FAT (grams)
Roast Beef Sandwich	353	15
Jr. Roast Beef Sandwich	218	9
BURGER KING	CALORIES	FAT (grams)
Hamburger	275	12
Cheeseburger	317	15
Whopper Jr.	322	17
Chicken Tenders (6 pieces)	204	10
MCDONALD'S	CALORIES	FAT (grams)
Hamburger	255	9
Cheeseburger	305	13
Quarter Pounder	414	21
Quarter Pounder w/cheese	510	28
Big Mac	500	26
Chicken Nuggets (6 pieces)	288	16
TACO BELL	CALORIES	FAT (grams)
Tostada	243	11
Burrito Supreme	422	19
Taco	184	11
WENDY'S	CALORIES	FAT (grams)
Hamburger	350	16
Chicken Breast on Bun	340	12
Chili (Large) 3	60	12

IF YOU HAVE TO EAT FAST FOOD, TRY TO MAKE BETTER CHOICES:

- Choose a baked potato instead of fries.
- Choose ketchup, mustard, lettuce, pickles, onions, etc. instead of mayonnaise.
- Try a grilled chicken sandwich instead of fried chicken or burgers.
- Drink water, low-fat milk, or 100% fruit juice instead of soda.
- Add veggies like lettuce, pickles, onions, and tomatoes to your burger or chicken.
- Don't SUPER SIZE ANYTHING. Choose small single servings instead!

Kids 10–12 yrs of age should eat no more than 75 grams of fat each day.

FAST FOOD SERVING SIZES

Small Fries = 160 calories/8 grams of fat

Large Fries = 540 calories/26 grams of fat

Serving sizes have gotten much BIGGER, so people are eating MORE than they used to.

Beware of the SUPER-SIZE gimmick... BE WISE, DON'T SUPER-SIZE!



Cut the Fat Worksheet

Name _____

Use the "Cut the Fat" handout to complete this worksheet. Circle the best choice (least fat grams and lower in calories) from each restaurant:



ARBY'S	CALORIES	FAT (grams)
Roast Beef Sandwich	353	15
Jr. Roast Beef Sandwich	218	9
BURGER KING	CALORIES	FAT (grams)
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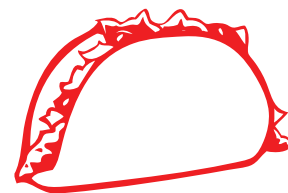
IF YOU HAVE TO EAT FAST FOOD, TRY TO MAKE BETTER CHOICES:

- Choose a _____ instead of fries.
- Choose _____ or _____ instead of mayonnaise.
- Try a _____ sandwich instead of fried chicken or burgers.
- Have _____ or _____ instead of soda.
- Add veggies like _____, _____, _____ or _____ to your burger or chicken.
- Have a _____ instead of fries.

Cut the Fat Answer Sheet

Use the “Cut the Fat” handout to complete this worksheet. Circle the best choice (least fat grams and lower in calories) from each restaurant:

ARBY'S	CALORIES	FAT (grams)
Roast Beef Sandwich	353	15
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Taco	184	11
WENDY'S	CALORIES	FAT (grams)
Hamburger	350	16
Chicken Breast on Bun	340	12
Chili (Large) 3	60	12



IF YOU HAVE TO EAT FAST FOOD, TRY TO MAKE BETTER CHOICES:

- Choose a **baked potato** instead of fries.
- Choose **ketchup** or **mustard** instead of mayonnaise.
- Try a **grilled chicken** sandwich instead of fried chicken or burgers.
- Have **water** or **100% fruit juice** instead of soda.
- Add veggies like **lettuce, pickles, onions** or **tomatoes** to your burger or chicken.
- Have a **salad** instead of fries.





LESSON **6**



Using *Chill Out*, students will understand the benefits of stretching and the importance of being flexible and with *Breakfast-Don't Skip It*, students will learn that breakfast is the most important meal of the day.



Lesson 6 – Chill Out • • • • Breakfast–Don’t Skip It

Estimated time: 30–40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

GOAL

To have students understand the benefits of stretching and the importance of being flexible.

OBJECTIVES

The students will be able to:

- Demonstrate at least three stretches.
- Differentiate between active, static, and ballistic stretching.
- List at least three benefits of being flexible.

THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Flexibility is your responsibility, so do it sensibly

VOCABULARY

(Write on the board and discuss prior to the lesson.)

Flexibility – The range of motion possible around a joint

Range of Motion – How much a joint will allow its bones, ligaments, and tendons to move

Joint – Where two bones meet

Active Stretch – A stretch that takes the body through fluid movements

Static Stretch – A stretch that is held for a specific amount of time

Ballistic Stretch – A bouncing stretch that increases the risk for muscle injuries, unless associated with a specific sport





PREVIOUS LESSON REVIEW:

Who can tell me one thing they remember from our previous lesson on getting and staying strong? Do not strength train the same muscle two days in a row.

Let's see if we remember the important points about being strong by using the acronym STRONG.

Muscle exercises...

S = Stimulate our bone growth

T = Tighten and tone our muscles

R = Rev up our metabolism (Muscles require more energy (calories) each day)

O = Open up opportunities in sports and recreational play (being stronger can help you play better)

N = Never let us down

G = Give us power to feel better about ourselves

Initiating Questions/Lesson Introduction:

ON YOUR MARK!

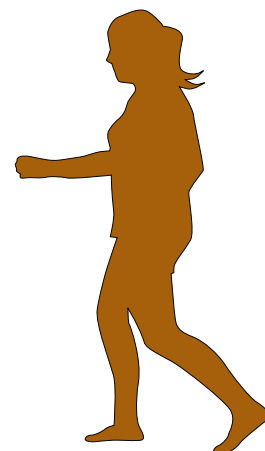
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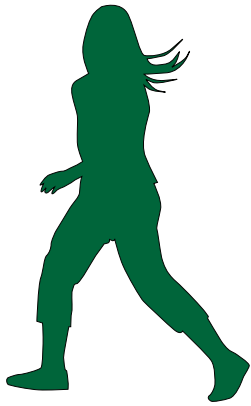
- One copy of the CHILL OUT WORKSHEET per student

In our last lesson, we learned about the importance of getting and keeping our muscles strong, as well as many of the benefits of being strong. Let's do a quick review....

1. **Who can tell me what kind of exercise we need to do to keep our heart strong?** Aerobic
2. **Who can give me a few examples of heart-strengthening exercise?** Walking, running, lunges, squats, etc.
3. **Who can tell me what other kind of exercise is important?** Muscle strengthening
4. **What are some benefits to being strong?** (See listing above) Great job!
5. **There's one more type of exercise we need to include in our workout routines. This type of exercise helps us bend and reach. Does anyone know what type of exercise I am referring to?** Flexibility/stretching

That's right. It's also important to include stretching and flexibility exercises into our workout routines. Let's learn about some of the important reasons to reach and stretch.





Learn It!

You know the wonderful feeling you get when you wake up in the morning and stretch your body? Well, that great feeling should also be part of your workout routine.

To get that great feeling you need to add some flexibility exercises to the end of your routine. Doing your stretches at the end of your workout is better because your muscles are warmed up, which means you'll be less likely to pull or strain a muscle. You know that your range of motion is very important, especially when you're bending over to tie your shoe or reaching up high to grab a book off a shelf. Without good flexibility, simple daily tasks can become difficult. There are a few different types of stretching. Static stretching is stretching that has little or no movement. It is held in a comfortable position for about 10–20 seconds. Active stretching, on the other hand, requires the body to move smoothly through a specific range of motion. We'll be trying out these different types of stretches in our lesson today. Ballistic stretching is a type of stretching that requires bouncing movements. This type of stretching is only for specific sports (for example, martial arts), because it has a higher risk of muscle pulls than the other types of stretching.

Let's Go!

Here are 10 good reasons to stretch, according to the American Council on Exercise:

STRETCHING...

1. Decreases muscle stiffness
2. Reduces your risk of injury
3. Helps your body feel better, especially after playing hard
4. Improves your posture
5. Helps reduce tension (for example, before taking a test)
6. Helps your muscles relax
7. Allows your joints to be flexible
8. Prepares your body to play sports (for example, check out professional athletes before they play—they warm up and stretch)
9. Increases circulation by helping blood and oxygen travel through the body
10. Reduces the risk of lower-back pain

Get Moving!

Complete the following five stretches every day this week:



Static Standing Calf Stretch – Stand facing your desk with your right foot in front of your left foot. Lean forward while placing your hands on your desk. Keep your head upright and imagine one long line from your head to your bottom, while keeping your left heel on the floor. Both feet should be facing forward, front knee slightly bent; rear knee straight, but not locked. Take a deep breath in and then exhale slowly. Hold the stretch for 30 seconds without bouncing or bobbing. Repeat with other foot in front. Attempt 3 stretches per side.

Active Seated Rocking Stretch – Sit in your chair with both feet flat on the floor. Sit up tall so your head is over your shoulders; shoulders over your hips. Without moving your hips, place your hands on your knees and round your shoulders forward, bringing your chin to your chest while exhaling. At the end of the exhalation, inhale and reverse the motion, placing your hands on your seat (behind you), or leave them on your knees (as pictured) squeezing your shoulder blades together and looking up toward the ceiling. Complete this rocking active stretch slowly and comfortably, breathing in and out as directed above. Attempt three rocking stretch sequences.



Static Seated Twist – Sit in your chair with both feet flat on the floor. Sit up tall, so your head is over your shoulders; shoulders over your hips. Without moving your hips off your seat, take a deep breath in. While exhaling, slowly twist to the right, looking over your right shoulder, attempting to reach your left hand to the back of your chair. Hold for 30 seconds and breathe comfortably, keeping both hips on your seat. Repeat to the other side. Attempt three stretches to each side.



Active Standing Overhead Climbing Stretch – Stand up with body weight equally distributed between both feet. Inhale and raise both arms up overhead. Imagine climbing an imaginary rope toward the ceiling reaching one hand at a time over the other. The climbing movements should be smooth, controlled, and rhythmical. Attempt three cycles (right/left hand).



Seated Cross Leg Stretch – (Omit if female students are wearing skirts.) Sit in your chair with both feet flat on the floor. Sit up tall, so your head is over your shoulders; shoulders over your hips. Cross one leg over the other so the ankle region is resting on the opposite thigh. Gently press the knee of the crossed leg toward the floor while keeping both hips touching your seat. Hold for 30 seconds and take three deep breaths. Repeat using the other leg. Attempt three stretches per leg.

Apply It!

Distribute the CHILL OUT WORKSHEET.

Check It!

Who can demonstrate one of our classroom stretches?

What is the difference between active, static and ballistic stretching? An active stretch takes the body through fluid movements. A static stretch is held for a specific amount of time. A ballistic stretch involves bouncing and can put you at risk for injuries.

Who can name a benefit of stretching? Select at least three students to individually name a benefit. It decreases muscle stiffness, improves your



Chill Out Worksheet

Name _____

Decipher the message by writing every other word in the spaces below.
Begin with the letter "D."

K D U O T N E T S F P O L R K G E E W T A
T S O X S B T C R W E B T S C M H W F V O U
R D G R O N O V D T F X L I E V X P I W B I I
R L C I Y T P Y

_____ ' _____

What is your favorite classroom stretch?





Chill Out Answer Sheet

Decipher the message by writing every other word in the spaces below.
Begin with the letter "D."

K D U O T N E T S F P O L R K G E E W T A
T S O X S B T C R W E B T S C M H W F V O U
R D G R O N O V D T F X L I E V X P I W B I I
R L C I Y T P Y

D O N ' T F O R G E T T O
S T R E T C H F O R G O O D
F L E X I B I L I T Y





Nutrition Lesson 6 – Breakfast . . . Don't Skip It

Estimated time: 30-40 minutes

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

CONTENT AREA – PHYSICAL ACTIVITY (PA)

PA2 – Students should investigate the relationships involving aerobic endurance, body composition, flexibility, muscular strength and endurance, and self-image.

GOAL

To have students understand that breakfast is the most important meal of the day.

OBJECTIVES

The students will be able to:

- Explain why breakfast is the most important meal of the day.
- Identify healthy breakfast choices.
- Explain what can happen if breakfast is missed.



THINK & SINK

Write the “Think & Sink” message on the board in the front of the classroom and in student journals. Ask students to think about the message and let it sink into their brains.

Get off to a good start . . . eat breakfast

VOCABULARY:

There are no new vocabulary words for this lesson.

PREVIOUS LESSON REVIEW:

Who can tell me something they learned from the Cut the Fat lesson? Kids ages 10– 12 shouldn't eat more than 75 grams of fat each day.

If you choose to eat at a fast food restaurant, who can tell me one way to reduce the fat and calories in fast food? Choose small single servings.

Who can tell me why too much fast food puts us at risk for disease?

Because fast food contains a lot of fat and too much fat can increase the risk of obesity, diabetes, heart disease, and more.



Initiating Questions/Lesson Introduction:

ON YOUR MARK!

Item needed:

- One copy of the DON'T SKIP IT WORKSHEET per student

Last lesson we learned about how calorie- and fat-laden fast food items can be. We also learned about ways we can make healthier selections when eating out. Even though we've talked about taking control of eating healthier throughout the day, we saved the most important meal for the last lesson. Does anyone know the most important meal of the day? Breakfast. That's right. Breakfast—don't leave home without it. In this lesson, we're going to learn about why breakfast is the most important meal of our day.

Learn It!

If you think of your body as a car engine, you'll probably agree that to make it run most efficiently, it should run on a full tank of gas. As the tank of the car approaches "E" (Empty) or tries to run on Empty, the car just won't work well.

Just like a car needs gasoline to run, your body also needs its own gasoline—energy from food.

When you get up in the morning, it's been about 10–12 hours since you've had something to eat from the night before. Your "car" is practically running on empty. Your body needs energy to get started for the day. That energy from the food you eat helps you stay alert in school, helps your brain work well, and helps you feel better.

Breakfast jump-starts your body and brain to a healthful start for the day. By eating breakfast, you'll be more alert and better able to concentrate.

If you miss breakfast, your body may spend the rest of the day trying to make up the nutrients you missed in the morning.

Ask students to list what they like to eat for breakfast in their student journals. Talk about healthy choices (use MyPlate Food Guidance Mini Poster). Discuss which types of foods are not healthy breakfast choices.

Let's Go!

Divide the class into groups and tell them they are going to open a breakfast café. Using newspapers, magazines, and shopping circulars, have them cut out pictures to create a healthy breakfast menu for their café. Ask each group of students to discuss their café menu in relation to how and where the food items fit into the "MyPlate" Food Guidance System.

Apply It!

Pass out the BREAKFAST...DON'T SKIP IT WORKSHEET.





Breakfast...Don't Skip It Worksheet

Name _____

How many health, fitness, and nutrition words can you make out of the following phrase? You may use a letter more than once.

BREAKFAST...DON'T SKIP IT. IT'S GOOD FOR YOU!



For example:

Toast

Eggs

Fruit

_____	_____
_____	_____
_____	_____
_____	_____



Breakfast...Don't Skip It Answer Sheet

Name _____

How many health, fitness, and nutrition words can you make out of the following phrase? You may use a letter more than once.

BREAKFAST...DON'T SKIP IT. IT'S GOOD FOR YOU!

For example:

Toast

Eggs

Fruit

SAMPLE ANSWERS:

Pear

Nuts

Beans

Orange

Berry

Grains

Grapes

Bread







LESSON **7**

●
●
●
●
●

With Putting It All Together, students will combine all concepts learned in the ACE Operation FitKids® curriculum into a fun game-like environment.



Fitness Lesson 7 – Putting It All Together

Estimated time: 30–40 minutes

GOAL

To have students combine all concepts learned in the Operation FitKids® curriculum in a fun game-like environment.

OBJECTIVES

The students will be able to:

- Demonstrate at least three stretches.
- Differentiate between active, static, and ballistic stretching.
- Name at least two activities that children should participate in three to five times per week.
- Name at least two foods children should eat more frequently.
- Name at least two foods children should eat less frequently.
- Name activities that increase heart rate (pulse) and strengthen our hearts.
- Name at least two benefits associated with drinking water.
- Name at least two risks to drinking too much soda.
- Demonstrate safe walking technique.
- Name at least three healthy snacks.
- Demonstrate at least three exercises that increase muscle strength.
- Identify serving size and calorie count from reading a food label.
- Name at least one way to reduce the fat in fast food meals.
- Identify at least two healthy breakfast choices.
- Differentiate between aerobic and anaerobic exercise.
- Describe the components of the FITT principle.

THINK & SINK

Write ALL “Think & Sink” messages on the board in the front of the classroom. Ask students to read all messages.

Get in the groove, you’ve got to move

Let’s hear your voices for healthy food choices

Do your part, be heart smart

Low-fat milk, 100% fruit juice, and water are the healthy things to drink

A walk a day is the healthy way

Got the munchies, go for the crunchies!

Fruit and veggies make great snacks

Getting strong won’t steer you wrong

Read your label, then sit at the table

Toughen up

Fast foods can slow you down

Flexibility is your responsibility, so it sensibly

Break the fast...eat breakfast



VOCABULARY:

Review challenging vocabulary from previous lessons, if needed.

Item needed:

- One food label per student

CURRICULUM MODULE REVIEW:

Now that we've completed with our six lessons, it's time to have fun putting everything we've learned into practice. Before we have some fun though, let's review the things we've learned:

Think back to our very first lesson. This lesson taught us about the Kid's Activity Pyramid. Who can tell me what they remember about that lesson? Kids should be aware of how much activity they're getting and pay attention to regularly including physical activities from the base and lower levels of the pyramid as opposed to those at the top.

Tell me some activities that are located at the base of the pyramid as well as others at the top. Running and playing are at the base. Playing video games and watching TV are at the top.

In part two of that lesson, we also learned about the "MyPlate Food Guidance System." Who can tell me something they remember about that lesson? The MyPlate Food Guidance System was designed by the United States Department of Agriculture in an effort to guide us in selecting foods to eat. MyPlate consists of colored sections, which show the estimated amount of each food group that should be included in every meal. The orange section represents grains, green represents vegetables, red represents fruits, purple represents protein, and blue section represents dairy. The exact amount of each food group that should be included varies based on age and gender. However, each group is nutritious and should be included in every meal. Some discretionary calories have low nutritional value and should be consumed in small amounts (e.g. sweets, syrups, etc.).

In our second lesson, we learned about our hearts. Who can tell me what kinds of things will strengthen our heart? Exercise, particularly aerobic exercise.

Who can tell me about one way we can measure our intensity? The Perceived Exertion Scale; our pulse rate.

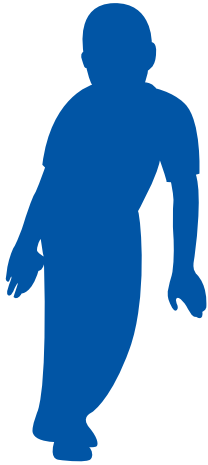
In this lesson, we also learned about aerobic and anaerobic exercise. Who can tell me the difference? Aerobic exercise is low to moderate intensity. Aerobic exercise can be done for an extended period of time. Anaerobic exercise, on the other hand, is high in intensity and can only be sustained for a short period of time.

Who remembers the FITT principle? F = Frequency I = Intensity T = Time (Duration) T = Type (Mode of activity)

In nutrition, we learned about looking out for healthy liquids to drink. Who remembers what we learned? That water is the healthiest drink. Low-fat milk, nonfat milk and 100% fruit juice would also be good choices, but remember to watch how much you drink, due to these items having calories. Soda would be the least healthy choice. Ask students to list the benefits of drinking water and the risks of drinking too much soda on the board.

Do you remember how to "Walk This Way"? What did we learn about walking? Who can show me safe walking technique? Walking is a safe, fun, and inexpensive way to exercise. We also learned that we can use a pedometer to measure our





steps. Walking is an activity that most people can do.

We also learned about healthy food choices when having a snack attack. When you get the munchies, what should you go for? The crunchies: fruits and veggies.

Lessons 4 and 5 talked about getting stronger. Who can tell me what they remember about getting stronger? Having strong muscles can give us the ability to play harder and stronger, have an easier time doing physical work (for example, carrying book bags, grocery bags, etc.) and help improve our lean muscle mass. Getting stronger requires doing exercises in a slow and controlled manner for a set number of repetitions.

Who can demonstrate at least three strengthening exercises we learned to do right here in our classroom? Have children choose and demonstrate any of the strength exercises in lessons 4 and 5.

In Lesson 4 we also learned about reading food labels. Distribute sample food labels to small groups of children and ask them to find and share the serving size and calorie count of the food with the rest of the class.

Lesson 5 taught us about cutting fat when eating at fast food restaurants. Who remembers a few ways we can accomplish this goal? Try grilled foods (grilled chicken breast, grilled single burger) instead of fried foods. Add veggies, like tomatoes, lettuce, pickles, etc. Don't super-size anything! Choose small servings of foods.

Our final lesson taught us about the importance of being flexible by participating in stretching activities. Why isn't it enough to have a strong heart and strong muscles? Good flexibility helps us to perform simple daily tasks with ease. Our hearts and muscles can be strong, but if we're tight around our joints, we may not be able to move as fluidly and smoothly or use our body's fullest range of motion. Stretching is an important part of an exercise program and should be done often.

What are some benefits to being flexible? Your posture can improve; it may decrease muscle stiffness, risk of injury, and tension.

What is the difference between active, static and ballistic stretching? An active stretch takes the body through fluid movements. A static stretch is held for a specific amount of time. A ballistic stretch involves bouncing and can put you at risk for injuries.

Our final nutrition lesson talked about the importance of breakfast. Why is this meal so important? What are three healthy breakfast choices? Since most of us go 10–12 hours through the night without food, we need to break the fast and get some fuel in our bodies so we'll be alert at school and have the energy to get up and get learning. Eggs, whole grain toast or cereal and fruit.



Culminating Fitness Game: Mission Possible

Items needed:

- Music (Theme from Mission Impossible)
- Plastic Bowls
- Markers
- Mission Cards (Index Cards)

GAME SET UP AND PLAY

Using different colored markers, draw a different colored circle on the bottom of each plastic bowl. (i.e., black, blue, green, orange, yellow)

Write the following missions on index cards and tape one index card on the bottom of each of the plastic bowls.

Your mission:

- Hop on your right foot 10 times.
- Do 15 jumping jacks.
- Walk in a circle for 30 seconds.
- Hop on your left foot 10 times.
- Walk as slow as you can for 30 seconds.
- Do 5 x 2 pushups.
- Do 10 – 9 + 4 lunges on your right leg.
- Do 20 – 10 – 5 lunges on your left leg.
- Do a standing calf stretch with your right leg forward while reciting the first and then last name of everyone in your group.
- Do a standing calf stretch with your left leg forward while reciting the last and then first name of everyone in your group.
- Mission accomplished! Please sit down.

While your students are occupied or not looking, hide each of the bowls, turned upside down (colored circle visible), around the room.

NOTE: For increased fun, use a large open area (gym, playground, etc.)

Divide the class into teams of three. Assign a team color that coincides with one of the colors of the upside down bowls.

On your signal, direct the team players to interlock arms and move together as a team to find the hidden bowls with their team color. Each time a colored bowl is found, the youngest member of the team reads the mission (taped to the inside of the bowl) and the team begins completing the mission. You'll know when everyone has completed their mission, as they'll all be sitting down.

NOTE: Adjust mission math to meet the appropriate skill levels of your students.



Culminating Nutrition Activity: Edible Zoo

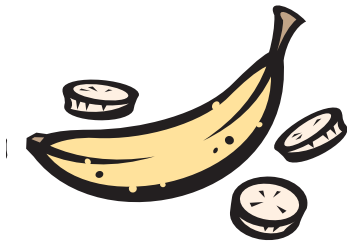
EDIBLE ANIMAL SNACK - HIPPOPOTAMUS

Items Needed:

- Pear halves (one pear half per student)
- Shelled peanuts (two per student) – *substitute if peanut allergies exist*
- Raisins (two per student)
- Cheerios or other toasted oat cereal (two pieces per student)
- Disposable plastic knives (one per student)

LET'S GO:

1. Cut the pear half into two pieces (crosswise). The small end (hollow side up) will form the top of the face. Put the large piece (hollow side down) beneath to form the bottom of the face.
2. Place two peanuts atop the head for the ears.
3. Place two raisins in the center of the top pear half for the eyes.
4. Place the two toasted oat cereal pieces at the bottom of the bottom pear half for the nostrils.
5. Eat up!



EDIBLE ANIMAL SNACK - PORCUPINE

Items needed:

- Bananas (one banana for every two students)
- Sunflower seeds (two per student)
- Carrot sticks (precut into thin “match stick” size—approximately 20/ student)
- Raisins (one per student)
- Disposable plastic knives (one per student)

LET'S GO:

1. In order to make the body, peel the banana and cut 2” from the end (keep the rounded end intact). The rounded end forms the “nose” of the porcupine. You’ll actually be able to get two “banana bases” from one banana.
2. Randomly stick the carrot sticks directly into the banana beginning about 1/2-inch from the front end of the porcupine nose.
3. Stick the sunflower seeds into the banana to make the eyes.
4. Stick the raisin into the tip of the banana to make the nose.
5. Eat up!



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Debi Pillarella has a master's degree in curriculum/program design and has spent over 15 years teaching at the elementary school level. She is presently the program director at The Community Hospital Fitness Pointe in Munster, Indiana, as well as an adjunct faculty member at both Purdue University (Calumet Campus) and Indiana University Northwest. Debi is a gold-certified Group Exercise Instructor as well as a Personal Trainer through the American Council

on Exercise. She has authored numerous articles in the area of youth fitness and is a spokesperson for the American Council on Exercise. Debi is the program developer for Adventures in Fitness for Kids, KidZStep, FiTrips for Kids, Teenfit, Take 5 for Life, and the Fitness Force Super Hero Characters. Debi is the recipient of the prestigious 2004 Fitness Director of the Year Award from the American Council on Exercise.



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