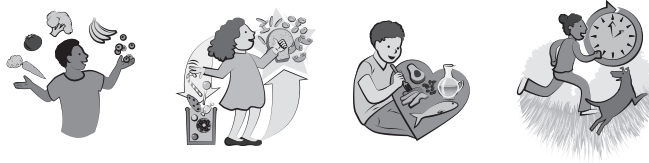


## LESSON 9



# Safe Workout: Snacking's Just Fine, If You Choose the Right Kind

## Background

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This lesson teaches students the importance of movement and eating well for a healthy body. It includes the four parts of a safe workout, the parts of fitness, and a nutrition concept (healthy snacks). The exciting part of this lesson is that the students will be moving while they are learning! Snacks can be an important part of a child's diet. For students, snacks (if chosen wisely) can provide the calories and nutrients they need for growth, development, and physical activity.

Students should learn how to choose healthy snacks. Often, they choose highly processed snacks that are high in salt, refined grains, added sugar, saturated fat, and even trans fat, and are filled with empty calories (calories that are not accompanied by healthy nutrients such as vitamins and minerals). On the other hand, snacks such as crunchy veggies, plain yogurt with fresh fruit, and 100% whole-wheat bread with peanut butter are nutrient dense—they contain calories that are accompanied by vitamins and minerals. However, children on average are not eating enough fruits and vegetables. They need to understand why they should choose nutrient-dense snacks rather than snacks filled with empty calories. Reiterate the Principles of Healthy Living concept that promotes snacks consisting of colorful fruits and vegetables instead of junk food, and whole-grain products, healthy protein options such as nuts and seeds, and unflavored and unsweetened dairy products.

## Estimated Teaching Time and Related Subject Area

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**Estimated teaching time:** 1 hour

**Related subject area:** health

## Objectives

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- Discuss and demonstrate each component of a safe workout.
- Understand the importance of getting at least 60 minutes of physical activity every day as part of a healthy lifestyle.
- Understand the benefits of choosing healthy snacks instead of junk food and less healthy snacks.

## Materials

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- Pictures of various snack foods (Healthy Kid's Challenge sells cards for approximately 150 foods and beverages that can be downloaded at [www.healthykidschallenge.com/products/food-cards](http://www.healthykidschallenge.com/products/food-cards)). You may also want to use the food wrappers or packages collected for lesson 6.
- Stretch and Strength Fitness Diagrams on the web resource
- Music (optional)
- Five hula hoops, boxes, or paper grocery bags

## Procedure

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### Part I: Vocabulary Terms Review

**Warm-up**—The first part of the safe workout, in which slow movements get the body ready for the fitness activity.

**Fitness activity**—The part of the safe workout in which strength and endurance fitness exercises are performed.

**Cool-down**—The part of the safe workout in which your body slows down and recovers from the fitness activity.

**Stretch**—The last part of the safe workout, in which you do exercises that improve flexibility fitness.

**Pacing**—Maintaining a comfortable speed so that you can perform your exercise for an extended time.

**Flexibility fitness**—The part of fitness that stretches the muscles and areas around the muscles to keep your body injury free and ready for action; the ability to bend.

**Strength fitness**—The part of fitness that makes your muscles (except the heart muscle) stronger and healthier.

**Endurance fitness**—The part of fitness that improves the heart muscle, lungs, and blood vessels (builds cardiorespiratory fitness).

### Part II: Smart Snacks

1. Ask the students: “What is a snack? Should we eat snacks?”
2. Discuss with students what they eat for snacks.
3. Ask students what they think of the phrase *Snacking is just fine, if you choose the right kind*.
4. Ask the students, “Which food groups contain healthy kinds of snacks?” (Possible answers: All groups contain healthy snack foods; fruits and vegetables, whole grains, healthy protein, and unflavored and unsweetened dairy foods)
5. Discuss with students why fruits and vegetables, as well as whole grain, healthy protein, and unflavored and unsweetened dairy foods, are the right kinds of snacks. (They contain healthy nutrients that our bodies need, such as vitamins and minerals. Snacking on fruits and vegetables can help you meet your goal of five or more servings each day. The Principles of Healthy Living encourage us to choose colorful fruits and vegetables, whole grains, and foods with healthy fat, and to limit foods with added sugar.)
6. Have students name some best-choice snacks from each of the five food groups. Following are examples:

Whole grains: 100% whole-wheat toast, 100% whole-wheat crackers, 100% whole-wheat pita bread

Fruits: apples, oranges, grapes, kiwi, pears, raisins

Vegetables: carrots, leafy green salad, broccoli, cauliflower, celery, cucumber slices

Dairy: unflavored milk, plain yogurt, cheddar cheese, mozzarella cheese sticks

Healthy protein: peanuts, almonds, sunflower seeds, hummus, tuna, peanut butter, slices of turkey, hard-boiled egg

## Part III: Components of the Safe Workout

Place students in five groups that represent the five food groups. Remind them that eating right and keeping the body moving (getting at least 60 minutes of physical activity every day) are equally important and together help keep us healthy and energized. The following description covers all four areas of the safe workout, including the fitness activity—a movement game that involves choosing healthy snacks.

1. Warm-up (2-3 minutes)
2. Fitness activity (15-20 minutes)
3. Cool-down (2 minutes)
4. Stretch (1 minute)
5. Stay Healthy Corner (4-5 minutes)

### 1. Warm-Up: 2 to 3 Minutes

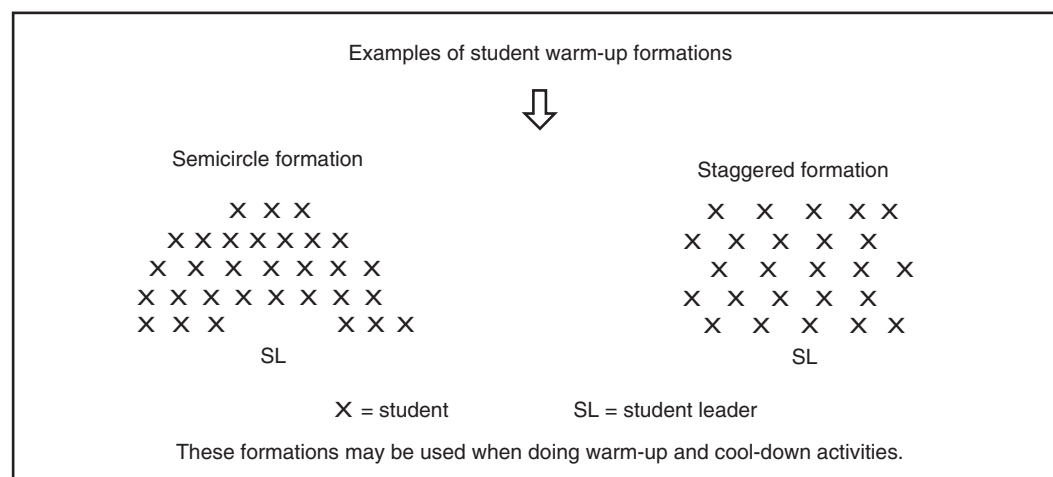
You may play music during the warm-up (optional).

#### What to Emphasize

- If you do not warm up, you are more likely to get injured.
- You should always warm up before exercising, even when you are at home.
- Always do the movements very slowly to warm up.
- Movements that are similar to those that will be done in the fitness activity are best. For example, when beginning a bike ride, warm up by pedaling slowly at first. Likewise, when throwing a ball, throw slowly at first.

#### Semicircle Formation

- Students should establish and maintain a safe distance from others who are in front of, in back of, and on either side of them.
- There should be enough room between students so that they can do all stretches and exercises without fear of inadvertently hitting or being hit by another student.
- Students should stand so they are facing you or the group leader. They should be spaced so there is not another student directly in front of them (see figure 9.1).



**Figure 9.1** Student warm-up formations: semicircle and staggered.

### Staggered Formation

- Have a group of five students form a row with enough space so that they cannot touch each other if their arms are extended at shoulder height. Five more students form a second row behind row 1. Students in the second row should stand behind and between the two students in the row in front of them and, like those in the first row, should make sure that there is enough space between them (and between them and the students in front of them). Continue to put students in rows until all have been placed.
- Students should stand so that they are facing (and can see) you or the group leader, who is at the front of the room (see figure 9.1).

## 2. Fitness Activity: 15 to 20 Minutes

### What to Emphasize

- Pace, don't race.
- Getting fit should be fun.

### Fitness Activity Game

#### Eat Well & Keep Moving: Shopping for Healthy Snacks

### Equipment Needed

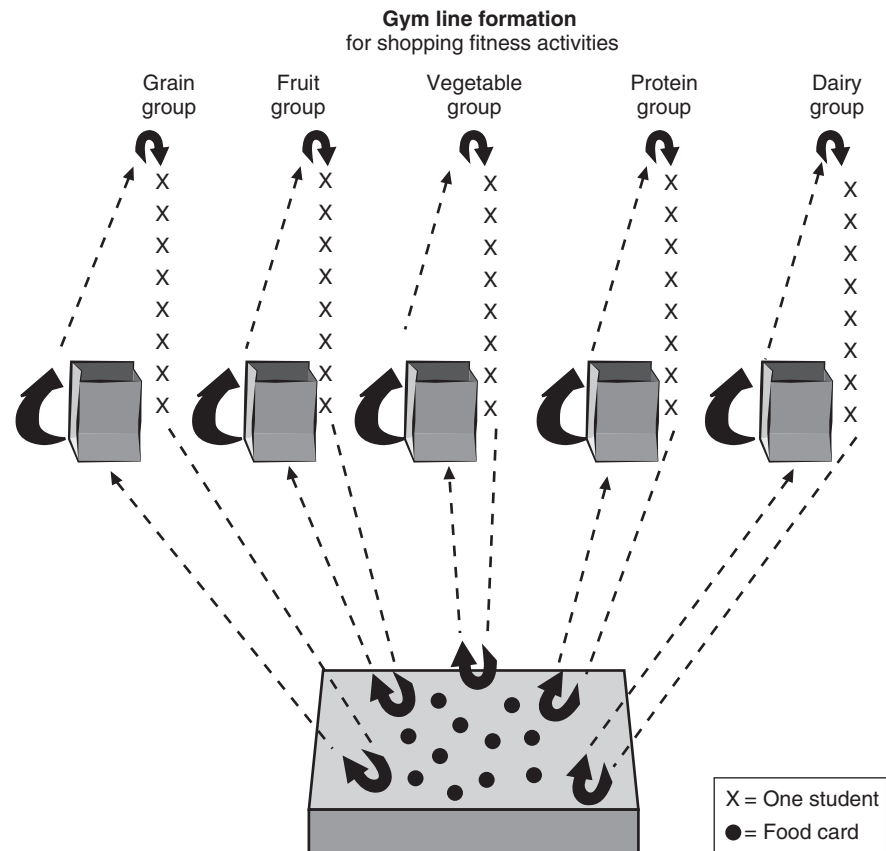
- A variety of pictures of snacks (both healthy and unhealthy options) from the five food groups
- Five hula hoops, boxes, or paper grocery bags (each representing a shopping basket)
- Music to move to (optional)

### Introduction

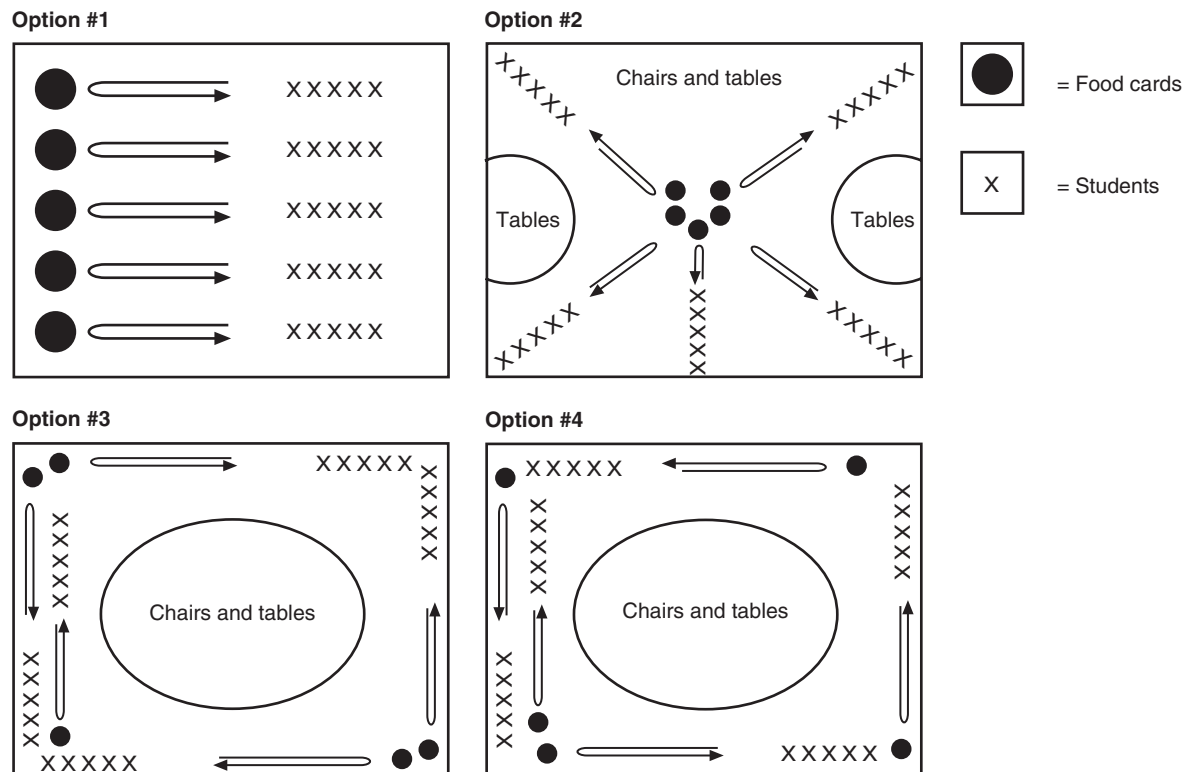
Tell the students: "Have you ever helped your family shop for snacks at the store? The purpose of the game is to determine whether each of you knows how to choose healthy snacks. We are also playing this game so that we can become more fit. We will pace ourselves so that we can do the activity for a certain length of time without becoming tired, which will help us build endurance and become stronger. Remember, we need to get at least one hour of physical activity every day, and this game will get you on your way to that goal."

### Procedure

1. Have the class reform into five groups. Each group can be named after a food group (e.g., the vegetable group).
2. Ask each group to form a line (see figure 9.2 or 9.3).



**Figure 9.2** Gym line formation for shopping fitness activity.



**Figure 9.3** Classroom line formation options for shopping fitness activity.

3. Explain and demonstrate the paths the students will take so that there is no confusion and students can perform their tasks safely.
  4. A cone or a distinguishable line on the floor can mark the place where the first person in each line should stand. The second person in the line moves to this place after the first student has left it.
  5. Place a hula hoop (or box or paper bag) to the right of each line of students (refer to figure 9.1). This can be called a shopping basket. Each student will place the food that she has collected in this area and then jog to the back of her food group line.
  6. Begin by asking all students who are first in line to take a step forward. Now walk this group through the course while pointing out the following:
    - a. “The area inside the basketball key (if you are in a gym; if not, your grocery store may be a table or an area in the classroom) has pictures of food all over the floor and is called the grocery store. Each student will go shopping for a healthy snack. When you are the first person in line, you will jog in a straight path until you arrive at the grocery store area. Once there, select a snack for your group, pick it up, and jog back to the area we are calling the shopping basket and deposit the food item into it. Then jog to the back of your line and jog in place until every member of every group has completed this task.”
    - b. Remind students that this is not a race or a competition between groups. When the first students in line go to the grocery store and back, remind them to come back on their paths so that they can safely jog to their shopping basket.
    - c. Tell students “pace, don’t race” so they can continue jogging until each member of the group has gone shopping and brought back a snack item. You may also vary the movement and have students hop in place or skip to the grocery store. Remind the people at the front of the lines to wait until the current joggers have reached the end of the line before starting out, so that the activity can be done safely.
    - d. After the first group of students has walked through the course and has moved to the back of the line, ask if there are any questions. If there are no questions, tell the students that they are about to begin with the set of students who are now first in line.
  7. This activity begins when you say, “Let’s go shopping for healthy snacks!” The entire class then jogs lightly in place until the last student in each food group has had a turn and has taken a place at the end of the line.
  8. Once all have completed the activity, tell the students it is time for the cool-down. Ask them to walk around the gymnasium, cafeteria, or community room three times, with everyone moving in the same direction.
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### 3. Cool-Down: 2 Minutes

#### What to Emphasize

- Move slowly.
- Remember to cool down after exercising at home too.

### 4. Stretch: 1 Minute

Have students perform stretches from the stretching diagrams in the web resource. One student or a small group of students can demonstrate the stretches for the class.

**What to Emphasize**

- Stretching improves flexibility fitness.
- Activities such as riding a bike or doing push-ups do not improve flexibility.
- Stretch at home while watching TV or when doing nothing in particular.
- Hold stretches for 10 or more seconds.
- Use slow movements; don't bounce.

**5. Stay Healthy Corner: 4 to 5 Minutes**

Use this time to introduce and reinforce a nutrition concept related to the fitness activity. You can set up an area of the classroom for the Stay Healthy Corner and decorate it with pictures or student drawings that represent the Principles of Healthy Living (e.g., healthy foods, children engaged in physical activity). Or you can simply set aside time for a discussion at the end of the lesson.

**Choosing Healthier Snacks**

1. Tell the students that the class will now look at the snack choices each group made.
2. Ask for volunteers from each group to share one or two of the snacks their group chose. Review the students' choices, and remind them that a healthy snack is low in saturated and trans fat and high in vitamins and minerals; whole grains, fruits and vegetables, nuts or seeds, and unflavored and unsweetened dairy foods are excellent choices. If you like, review some of the foods that were left in the grocery store, and ask students why they did not consider them healthy snacks.
3. Close the lesson by reminding students to get at least one hour of physical activity every day. It is OK to get that activity a little at a time—15 minutes of walking to school, 20 minutes of playing tag—every bit counts, just as long as it adds up to an hour per day. They should mix it up to keep it fun.