

LESSON 17



Safe Workout: A Review

Background

The human body can do amazing things. However, to perform well, it must be taken care of. To keep our bodies healthy, we must exercise regularly, drink water, stay away from harmful substances (such as tobacco and other drugs), and get plenty of sleep. We must also give our bodies healthy food for energy, growth, and repair. Exercising regularly helps keep the body healthy. Some exercises make the heart, lungs, and blood vessels stronger, whereas others help with flexibility and bending. The body needs all kinds of exercise. This lesson teaches students the safe way to exercise and at the same time reviews the five basic food groups.

This lesson reviews the four parts of a safe workout. The concept of the safe workout is introduced in lesson 3, which includes a detailed description of the workout components. The amount of time spent reviewing the components in this lesson will depend on how much your students were exposed to the safe workout when they were working on lesson 3 in fourth grade.

The four parts of a safe workout help prevent injuries while exercising: (1) the warm-up, (2) the fitness activity, (3) the cool-down, and (4) the stretch. Each part is introduced with a statement on why it is important and an explanation of how to do it correctly. Because of time constraints, the duration of each part of the lesson workout is shorter than a full workout. For example, the lesson warm-up lasts only two to three minutes, whereas ideally, the warm-up should last at least five minutes. What's important is that the students learn that a warm-up is the first part of a safe workout and that it should be done whenever they get ready for active sports or play. For instance, they should warm up at home before they ride their bikes or play basketball.

Children should get at least 60 minutes of physical activity every day; this should include moderate- and vigorous-intensity activities and can be accumulated in multiple sessions throughout the day. But exercising and doing the four parts of a safe workout are only half of the story! Eating right is the other half of the winning combination that keeps our bodies healthy. In this lesson the students learn about the food groups and how to choose foods wisely while moving.

This activity can be used as a practice lesson for the other physical activity lessons, which can be taught in the gymnasium, community room, or cafeteria.

Estimated Teaching Time and Related Subject Area

Estimated teaching time: 1 hour, 20 minutes

Related subject area: physical education

Objectives

- Identify and sequence the components of a safe and healthy workout.
- Discuss and demonstrate each component of a safe workout.
- Identify the five food groups and how to make daily food choices based on the Kid's Healthy Eating Plate and the Principles of Healthy Living (see lesson 15 for a review).
- Choose positive health practices based on their knowledge of the safe workout and healthy food selections.

Materials

- Pictures of various foods (cut out from magazines or food packages; Healthy Kid's Challenge sells cards for approximately 150 foods and beverages that can be downloaded from www.healthykidschallenge.com/products/food-cards)
- Stretch and Strength Fitness Diagrams on the web resource
- Portable music player (optional)
- Five hula hoops or large paper grocery bags

Procedure

1. Go over the pertinent vocabulary for this lesson:

Warm-up—The first part of the safe workout, in which slow movements get the body ready for stretching and 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).

2. Provide motivation for the lesson. Ask students to raise their hands if they would like to do the following:

- Grow up to be as healthy as they can be.
- Be able to play, dance, and run longer.
- Feel good about themselves.

Tell students that if they raised their hands in response to any of the questions, then this lesson is an important one for them. It's their chance to learn the benefits of eating right and exercising.

3. Briefly introduce the lesson. Tell the students: "A healthy lifestyle involves getting the right amounts and kinds of food daily and moving our bodies by participating in regular physical activity. We have learned that we should eat a variety of foods from each of the food groups and that we should choose carefully to make sure we get all of the nutrients we need, without eating foods that contain unnecessary sugar or unhealthy fat. Making the right choices about the food we eat affects the health of our bodies. Eating balanced meals helps our bodies stay healthy, grow, and perform physical activities such as playing and dancing.

"Participating in regular, moderate to vigorous physical activity is also important to our bodies' health. We need to get at least an hour of physical activity every day.

The safe workout steers us in the right direction so that we can exercise and participate in physical activities in ways that are good for our bodies. Today we will learn about the components of a safe workout.”

4. Have the class form five groups, and assign each group the name of one of the five food groups: Group 1 is the grain group; group 2 is the vegetable group; group 3 is the fruit group; group 4 is the protein group; and group 5 is the dairy group.
5. Review with the class the foods that belong to each group (see Overhead 15.2, Kid’s Healthy Eating Plate, and table 15.1, Best-Choice Foods in Each Food Group, in lesson 15). Have the students in each group work together to list as many healthy foods as they can that belong to their food group. Have each group share its list with the class, and see if the other groups can add any other foods.
6. Keep the students in their food groups. Stress that to be healthy and energized, moving the body (through exercise) is just as important as eating right. The following sections describe all four areas of the safe workout, followed by the shopping fitness activity (a movement game that reviews the food groups). The Stay Healthy Corner at the end of the safe workout is a review of what students learned in the activity and a discussion of how to apply it to daily life. 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.

Have groups of students move into the warm-up formation. Pick the formation that best suits the classroom; see examples in figure 17.1.

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)

Warm-Up: 2 to 3 Minutes

Why Warm Up?

- Helps prevent injuries.
- Increases body temperature; gets the body warmer before you make it work hard.
- Gets the body ready for the rest of the workout.

How to Warm Up

Perform a series of slow movements for 5 to 10 minutes, such as slow jogging in place or slow jumping jacks.

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.

Examples of Student Warm-Up Formations

You can choose one of two formations for warm-ups.

Semicircle Formation

1. Students should establish and maintain a safe distance from others who are in front of, in back of, and on either side of them.
2. There should be enough room between students so that they will be able to do all the stretches and exercises without inadvertently hitting or being hit by another student.
3. Students should stand so that they are facing you or the group leader. Likewise, they should be spaced so that there is not another student directly in front of them (see figure 17.1).

Staggered Formation

1. Have a group of five students form a row with enough space 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. Continue to put students in rows until all have been placed.
2. 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 17.1).

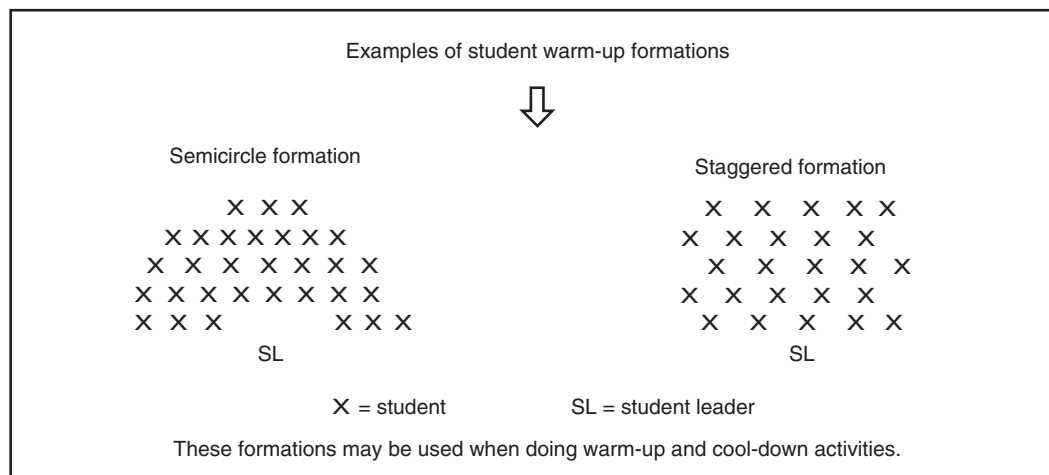


Figure 17.1 Student warm-up formations: semicircle and staggered.

Fitness Activity: 15 to 20 Minutes

Benefits of Endurance Fitness

- Improves your heart, lungs, and blood vessels (builds cardiorespiratory fitness).
- Gives you energy.

How to Improve Endurance Fitness

- Do activities that involve nonstop movement, such as bike riding, walking, and jumping rope (students may jog or walk in place to demonstrate endurance activities in class).

- Find a pace (speed) you can do for a long time—pace, don't race!
- Find endurance activities that you like so you will want to do them.

What to Emphasize

- Pace, don't race.
- Getting fit should be fun.
- Mix up your workout—ride your bike to the park, play ball, and then ride your bike home again.

Fitness Activity Game

Eat Well & Keep Moving: Making a Healthy Menu Game

Materials

- Food models for general audiences (a variety of food pictures from all five food groups)
- Five hula hoops or large paper grocery bags
- Music to move to (optional)

Introduction

Explain to the students: "The purpose of the game is to determine whether each of you knows how to use the Principles of Healthy Living to make healthy meal choices. We are also playing this game so that we can improve our fitness and learn how to pace ourselves to make our bodies stronger. Making our bodies stronger will enable us to do an activity for longer durations without becoming tired."

Instructions

1. Keep the class in the five food groups and ask each group to form a line (see figures 17.2 and 17.3). The formation used will depend on the layout and space of the room.
2. Using a cone or distinguishable line, designate a place where the first person in each line can stand. The second person in line will move to this place after the first person has left it.
3. Point out an area in the room where pictures of foods from the five food groups are scattered. This is the grocery store. (You can place pictures before class begins.)
4. Place a hula hoop or large paper bag to the right of each line of students. This can be called a plate or a refrigerator (see figure 17.2).
5. Explain to the students: "Each of you will go to the grocery store to shop for a food that is part of a healthy, well-balanced meal. Remember the Principles of Healthy Living and the Kid's Healthy Eating Plate, which call for a variety of foods from each food group, whole grains, fruits and vegetables, healthy protein, foods that contain healthy fat, and no added sugars." Students should collect enough food to create at least two meals per group (meals may be breakfast, lunch, dinner, or snacks). Give the groups a minute to decide which food each group member will shop for so the group will have a healthy, balanced meal at the end of the activity. Emphasize that they can choose foods from any group, not just the food group they represented earlier in class.

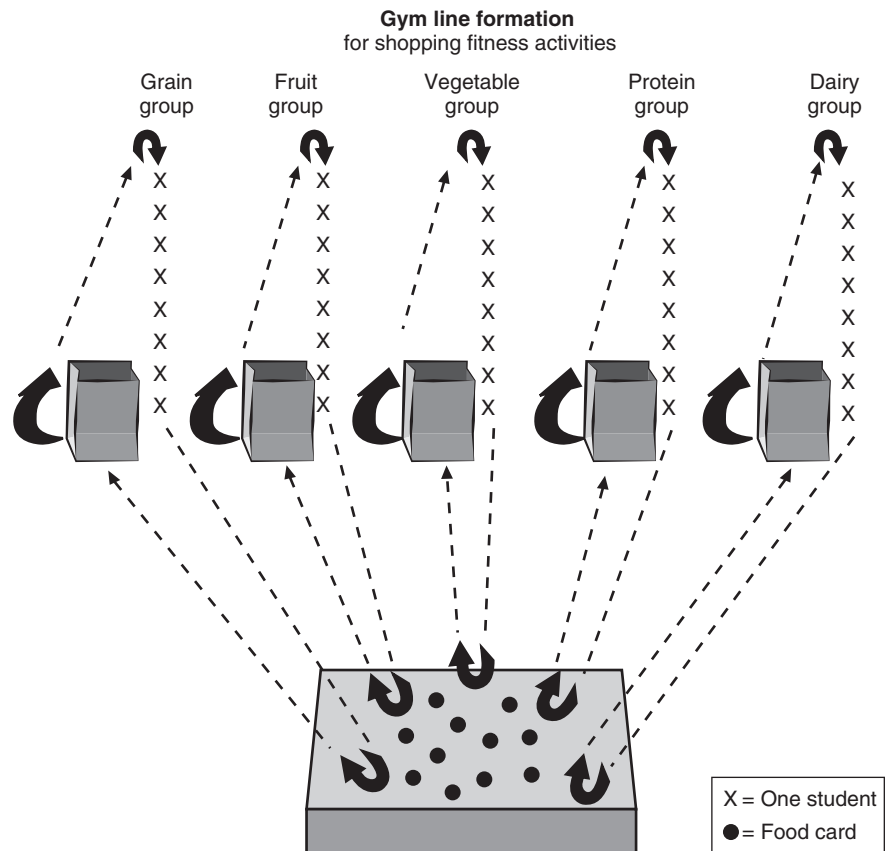


Figure 17.2 Gym line formation for fitness activity game.

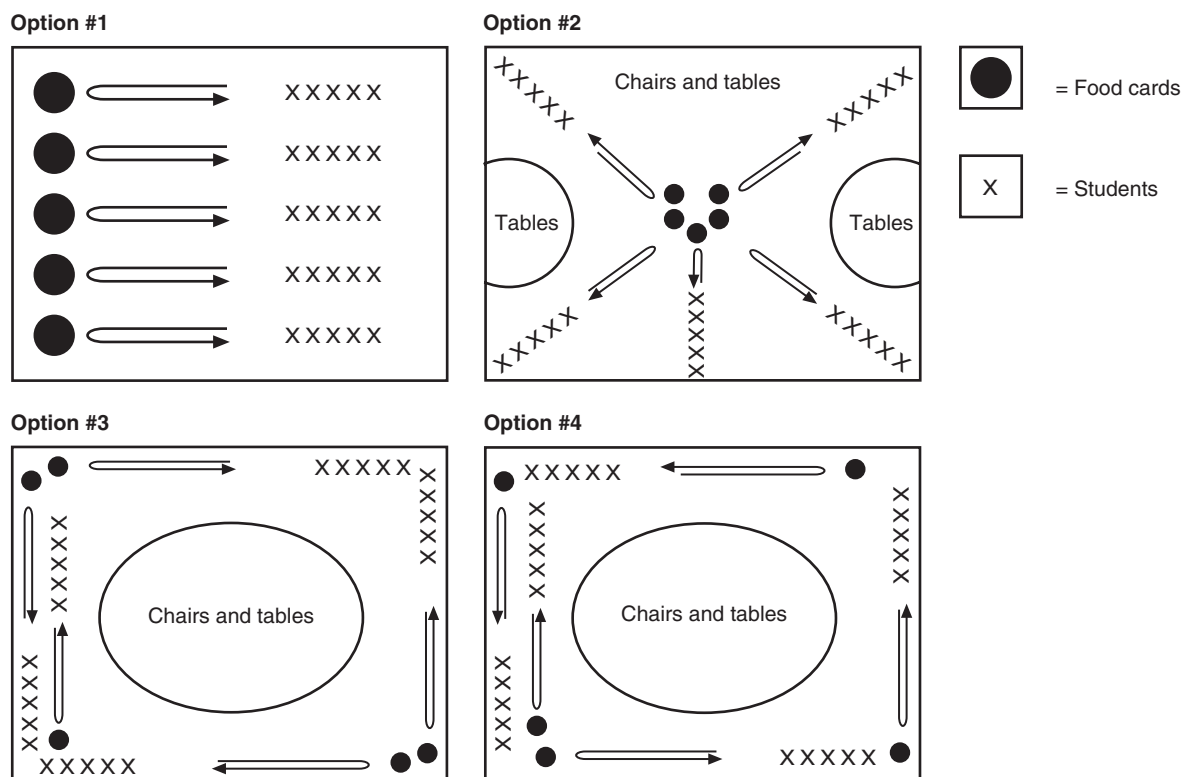


Figure 17.3 Classroom line formation options for fitness activity game.

6. Explain the path the students will take so that there is no confusion and students can perform the tasks safely. Tell the students: "When you reach the front of the line and it is your turn, jog in a straight path until you get to the grocery store. Once there, select a food for your chosen meal, pick it up, and jog back to the refrigerator (or plate) and deposit the food picture in it. Then jog to the back of your line and jog in place until every member of every group has taken at least two trips to the grocery store."
 7. Each member of the group is responsible for finding a food or drink from any food group, making sure the item contributes to a balanced meal. If necessary, review the Principles of Healthy Living and the Kid's Healthy Eating Plate. This activity begins when you say, "Let's go shopping for healthy food!" 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. You may also modify the movement by having the students skip to the store or hop in place. Tell the students "pace, don't race," so they can continue jogging until each member of their group has gone shopping and brought back a food item.
 8. When the first students in each line perform this activity, coach them by reminding them to come back on their paths so that they can safely jog to their refrigerator (or plate). 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, to keep the activity safe.
 9. Once all students have had the opportunity to collect at least two foods from the store, tell them 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.
-

Cool-Down: 2 Minutes

What to Emphasize

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

After the cool-down, instruct students to get into a staggered or semicircle formation for stretching.

Stretch: 1 Minute

Why Stretch?

- Stretching improves flexibility fitness, or the ability to bend, twist, and stretch, and the ability of muscles and joints to move through their complete ranges of motion.
- Muscles work better when they are long and bendable.
- Your body moves better when it is flexible, which makes you better at sport skills.
- Stretching helps prevent injuries and soreness.

How to Stretch

- Hold each stretch for 10 or more seconds (count out loud: 1 Mississippi, 2 Mississippi . . . 10 Mississippi).
- Don't bounce; hold the stretch gently.

- Stretch slowly.
- Use proper form to avoid injuries.
- Examples of stretches are the neck stretch, butterfly, and quadriceps burner (thigh stretch).

Examples of Student Stretches

Have students perform the stretches as they appear in the 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.
- Even if you aren't engaging in a fitness activity, you can stretch at home while watching TV or when doing nothing in particular.

Stay Healthy Corner: 4 to 5 Minutes

1. When stretching has been completed, have all the groups reassemble and have each group share with the class its healthy meal selections.
2. Explain to the students: "Eating right and exercising are best friends! Healthy living means that we eat well and exercise too!" Talk about how the students can use this healthy living information at home. Ask them what kind of physical activities they can do at home with their family and friends so that they can achieve the goal of being physically active for at least an hour every day. Encourage them to choose active time instead of screen time. Stress that having the family involved is very helpful for achieving healthy living. Ask the students what they can do to involve their families in healthy lifestyles. Remind them that this involvement begins at the grocery store. Either in groups or as a class, students can create a healthy shopping list for their families.
3. Assign an individual writing assignment in which students write about two things they can do to create a healthier lifestyle.

