

LESSON 3



Safe Workout: An Introduction

Background

The human body can do amazing things. However, to perform well, it must be taken care of. To keep the body healthy, we must choose good foods, exercise regularly and minimize sedentary time, stay away from harmful substances (such as tobacco and other drugs), and get plenty of sleep. The body needs good food to give it energy, to help it grow, and to repair itself. Exercising regularly also 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 also introduces the four parts of a safe workout, which help prevent injuries while exercising: (1) warm-up, (2) fitness activity, (3) cool-down, and (4) stretch. Each part should be introduced by stating why it is important and 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 is only two to three minutes long, 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 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 during 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 lesson is a classroom-based activity that can be used as a practice run for the other physical activity lessons that will be taught in the gymnasium, community room, or cafeteria. As a class, the students review the workout components. They then form groups, and each group presents a workout component to the entire class. At the heart of this lesson is a fitness activity in which students gather foods based on the five food groups. The lesson concludes with the Stay Healthy Corner, a time for discussion of some of the Principles of Healthy Living (for more information on these principles, see lesson 1). 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.

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.
- Demonstrate awareness of the food groups and healthy foods within each group.

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 at www.healthykidschallenge.com/products/food-cards)
- Stretch and Strength Fitness Diagrams on the web resource
- Safe workout component cards and food group information cards (provided)
- Tape
- Safe workout and fitness terms sentence strips (provided)
- Music to play during the warm-up (optional)
- Five hula hoops or paper grocery bags
- Teacher Resource 3.1, What Belongs in Each Food Group?
- Overhead 3.1, Principles of Healthy Living (optional)



Safe Workout Component Cards

Warm-Up

Benefits of Warming Up

- Helps prevent injuries.
- Increases body temperature.
- 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 that are similar to those that will be done in the fitness activity.
- Examples include slow jogging in place and slow jumping.

Strength Fitness

Benefits of Strength Fitness

- Improves your muscles' ability to move or resist a force or
- Helps you perform your daily tasks without getting tired.
- Helps prevent injuries.
- Improves your skills in games and sports, such as jumping, dodgeball, and shooting a basketball.

How to Improve Strength Fitness

- Make your muscles work more than they are used to—work longer, lift heavier objects, or exercise more often.
- Train, don't strain.
- Don't do too much too soon or too often.

Food Group Information Cards

Grain Group

Whole grains are the best choice. They include barley, brown rice, buckwheat, bulgur, millet, oats, quinoa, 100% whole-wheat breads (100% whole-wheat or rye bread, whole-grain rolls, stone-ground corn or 100% whole-wheat tortillas, 100% whole-wheat pasta), cereals (steel-cut oatmeal, seven-grain hot cereal, ready-to-eat cereals made with whole oats, whole wheat, or other whole grains), pasta (100% whole-wheat noodles, soba noodles), crackers (100% whole-wheat crackers, whole-rye crispbread), and panicles (whole wheat or buckwheat).

Vegetable Group

This group includes collard greens, mustard greens, spinach, kale, chard, bok choy, napa cabbage, red cabbage, winter squash, summer squash, zucchini, sweet potatoes, broccoli, carrots, tomatoes, corn, turnips, string beans, lettuce, onions, okra, beans, cauliflower, brussels sprouts, and dry beans and peas (kidney beans, black beans, soybeans, chickpeas, lentils, black-eyed peas).

Fruit Group

This group includes peaches, nectarines, cantaloupe, watermelon, pines, apples, pears, oranges, lemons, strawberries, raspberries, grapes, mangoes, blueberries, cherries, figs, kiwi fruits, and avocados.

Components of a Safe Workout

Warm-up

The first part of the safe workout, in which slow movements get the body ready for the fitness activity.

Stretches

The part of the safe workout in which you perform strength endurance fitness exercises.

Down

The part of the safe workout in which your body slows down and rests from the fitness activity.

Up

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

Workout Terms

Strength Fitness—The part of the safe workout in which you do exercises that improve flexibility fitness.

Flexibility Fitness—The part of the safe workout in which you do exercises that improve flexibility fitness.

Cardiovascular Fitness—The part of the safe workout in which you do exercises that improve cardiovascular fitness.

Endurance Fitness—The part of the safe workout in which you do exercises that improve endurance fitness.

Principles of Healthy Living

Drink Water!

Make water the main choice for your drink. Sugary drinks are filled with empty calories because they provide many calories but almost none of the nutrients the body needs to stay healthy and grow strong.

Choose Fruits and Veggies Instead of Junk Food—Go for Color!

Rather than eating sugary, salty, fried, and fast food, fill half your plate with fruits and vegetables at every meal and choose them as snacks. Eating five servings each day is a good goal, and more is always better. Try a variety of colors—red, orange, yellow, green, blue, and purple.

Get Whole Grains and Sack the Sugar!

Choose healthy whole grains without added sugar for flavor, fiber, and vitamins. Limit sweets, which are filled with sugar and contain almost nothing good for you.

Keep the Fat Healthy!

We need fat in our diets, but not all types of fat are good for us. Our bodies like the healthy fat that tends to come from plants, found in foods such as olive oil, vegetable oil, nuts, and seeds. Our bodies do not like unhealthy fat, which comes from foods high in saturated fat (usually found in animal products such as red meat and dairy) and especially foods with trans fat (which may be found in fast food and store-bought cookies). Of the unhealthy fat, trans fat is the worst and should be avoided.

Start Smart With Breakfast!

Eating breakfast helps you focus on schoolwork and gives you energy to play. A breakfast with whole grains and colorful fruits and veggies is a great way to start your day!

Keep Moving!

Being active is a very important part of healthy living. Choose a variety of activities that you enjoy—whatever gets your body moving for at least an hour a day!

Teacher Resource 3.1

What Belongs in Each Food Group?

Table 3.1 provides examples of best-choice foods from each food group. For combination foods, students may estimate which food group makes up the majority of the mixed dish. For instance, a student in the protein group who selects chicken stir-fry may decide that chicken is the primary ingredient while also recognizing that this dish contains multiple vegetables (peppers, snow peas) and maybe even grains (buckwheat soba noodles).

Food group	How to choose	Examples of best-choice foods
Grains	<ul style="list-style-type: none">• Choose whole grains—Choose whole grains or foods made with minimally processed whole grains.• Choose foods that list a whole grain as the first ingredient.• Watch out for added sugar on the nutrition facts label and ingredients list. Remember that there are many names for added sugar, including corn syrup, sucrose, honey, and molasses.	Whole grains: barley, brown rice, buckwheat, bulgur, millet, oats, quinoa, 100% whole-wheat or rye bread, 100% whole-grain rolls, stone-ground corn or 100% whole-wheat tortillas, 100% whole-wheat pasta, cereals (steel-cut oatmeal, seven-grain hot cereal, ready-to-eat cereals made with whole oats, whole wheat, or other whole grains), pasta (100% whole-wheat noodles, soba noodles), crackers (100% whole-wheat crackers, whole-rye crispbread), and panicles (whole wheat or buckwheat).
Vegetables	<ul style="list-style-type: none">• Choose a rainbow of colors, especially dark green and orange.• Potatoes don't count as vegetables.	Collard greens, mustard greens, spinach, kale, chard, bok choy, napa cabbage, red cabbage, winter squash, summer squash, zucchini, sweet potatoes, broccoli, carrots, tomatoes, corn, turnips, string beans, lettuce, onions, okra, beans, cauliflower, brussels sprouts, and dry beans and peas (kidney beans, black beans, soybeans, chickpeas, lentils, black-eyed peas).
Fruits	<ul style="list-style-type: none">• Choose a rainbow of colors.• Choose whole fruits or dried fruits (other than fruit juices). Dried fruit portions are no more than 4-oz. or 120-150 ml. per day.	Peaches, nectarines, cantaloupe, watermelon, grapes, raisins, apples, pears, oranges, lemons, strawberries, raspberries, grapes, mangoes, blueberries, cherries, figs, kiwi fruits, and avocados.
Protein	<ul style="list-style-type: none">• Choose beans and peas, or nuts, seeds, and other plant-based healthy protein options, as well as fish and poultry.• Limit red meat (beef, pork, lamb) and avoid processed meats (bacon, deli meats, hot dogs, sausage).	Beans and peas (kidney beans, black beans, soybeans, chickpeas, lentils, black-eyed peas), nuts (almonds, hazelnuts, walnuts, pecans, pistachios, pine nuts, cashews, macadamia nuts, Brazil nuts, coconuts), seeds (sunflower, pumpkin, flax, and other high-protein vegetable oil alternatives (sunflower, flaxseed, sesame, hemp, and other seed oils), and other plant-based protein options (tofu, tempeh, seitan, and other soy-based products).
Dairy	<ul style="list-style-type: none">• Choose unflavored milk, plain yogurt, small amounts of cheese, and other unseasoned dairy foods.• Dairy foods are needed in lower proportions than foods from the other groups.	Unflavored milk, plain yogurt, small amounts of cheese (mozzarella, cheddar, and other cheeses), cottage cheese, and other dairy products.

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Lesson 3—Safe Workout: An Introduction

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Procedure

1. Tape the sentence strips with the components of the safe workout on the left side of the blackboard, scattering them randomly.
 - Warm-up—The first part of the safe workout, in which slow movements get your body ready for the fitness activity.
 - Fitness activity—The part of a 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.
2. On the right side of the blackboard, tape the sentence strips that contain key fitness terms relating to the components of the workout.
 - 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.
 - 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).
3. As a class, read aloud all the terms on the board.
4. Ask the students, “Who knows the first step of a safe workout?” Have a student come to the board to answer the question. After the student gives the correct answer, let the student select the warm-up sentence strip and place it on an open part of the blackboard.
5. Continue by asking, “What is the second step of a safe workout?” Another student answers, picks the fitness strip, and puts it on the board in the correct order—just after the warm-up strip. Repeat this process for the remaining components of the workout.
6. After the workout is in order, discuss the terms *flexibility fitness*, *strength fitness*, *endurance fitness*, and *pacing*. Ask the students where they think each term should be placed in the workout (e.g., flexibility fitness belongs with the stretch component of the workout). Have the students provide the answer and then place the term next to the appropriate component of the workout.
7. Briefly introduce the lesson. Tell the students: “In our lesson on the Principles of Healthy Living, we learned that our bodies need the right amounts and kinds of food daily and that they need to move and get regular physical activity. Specifically, we 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 that we need without eating unnecessary sugar or unhealthy fat. Making the right choices about the food we eat affects the health of our bodies. By eating balanced meals, our bodies stay healthy, grow, and perform physical activities like playing and dancing. “Regular moderate to vigorous physical activity is also important to our body’s health—we should get at least an hour of physical activity every day. The safe workout steers us in the right direction so that we 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.”
8. Have the class form five groups, and give each group the name of one of the five food groups. Give each group the food group information card with the name and

examples of some best-choice foods in their food group. Equal numbers of students should be represented in the grain group, fruit group, vegetable group, dairy group, and protein group.

Tell the students: “When eating, we must be sure to put the combinations of healthy foods together in a particular way so that we can have a balanced and nutritious meal. When doing physical activity, we must do different kinds of things so that we can have a safe and beneficial workout. The safe workout can be broken down into four parts. We will discuss and go through each of these parts so that you understand what they are and how and when they should be done.”

For a list of what belongs in each food group, and the best choices in each group, see Teacher Resource 3.1.

9. Randomly give each group of students a safe workout component card. Each card names a component of the safe workout, explains why it is important, and gives an example of an exercise that could be done to represent that component.
10. Give the students three to five minutes to review their workout component and the other information on their cards. Explain that a speaker from each of the groups will introduce the entire class to the group’s component and lead the class in doing the exercises for the first two components (warm-up and fitness activity).
11. Following the order of the safe workout, have a student from the warm-up group introduce the component and lead the class in the appropriate activity.
 - a. Warm-up
 1. Benefits of warming up
 - Helps prevent injuries.
 - Increases body temperature.
 - Gets the body ready for the rest of the workout.
 2. How to warm up
 - Perform a series of slow movements for 5 to 10 minutes. Slow movements that are similar to those that will be done in the fitness activity are best.
 - Examples include slow jogging in place and slow jumping jacks.
12. After the warm-up is finished, explain to the students that they are now prepared to complete the fitness components of the workout.
13. Have the next two groups introduce the two fitness components and lead the entire class in the exercises.
 - a. Strength fitness (see the Strength Fitness Diagram in the web resource)
 1. Benefits of strength fitness
 - Improves your muscles’ ability to move or resist a force or workload.
 - Helps you perform your daily tasks without tiring.
 - Helps prevent injuries.
 - Improves your skills in games and sports, such as jumping rope, playing dodgeball, and shooting a basketball.
 2. How to improve strength fitness
 - Make your muscles work more than they are used to—make them go faster, work longer, lift heavier objects, or exercise more often.
 - Train, don’t strain.
 - Don’t do too much too soon or too often.
 - b. Endurance fitness
 1. Benefits of endurance fitness
 - Improves the health of the heart, lungs, and blood vessels (builds cardiorespiratory fitness).
 - Gives you energy.

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

During this time you should walk around the class and correct students as they perform these exercises. If students in the protein group pick up cards displaying red or processed meat, remind them that it is important to limit red meat (beef, pork, lamb) and avoid processed meats (bacon, deli meats, hot dogs, sausages), because these are not considered best-choice protein options.

2. How to improve endurance fitness

- Do nonstop movement activities 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.
- Mix up your workout—ride your bike to the park, play ball, and then ride your bike home again.

14. After you have reviewed the fitness components, lead the class in the shopping fitness activity.
15. The purpose of the game is to determine whether all students in a group know which food items fit into their food group and are the healthiest choices. Tell the students, "We are also playing this game to become fit and learn how to pace ourselves so that we can make our bodies stronger and able to do an activity for a certain length of time without becoming tired."
 - a. Keep the students in their five food groups, and ask each group to form a line (see figure 3.1). The formation will depend on the layout and space of the room.
 - b. 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 the position.
 - c. Point out to the students an area in the room where numerous pictures of foods from the various food groups are scattered. This is the grocery store. (You can place pictures before class begins.)
 - d. Place a hula hoop or large paper bag to the right of each line of students. This can be called a refrigerator (as noted in figure 3.1; alternative arrangements are noted in figure 3.2).
 - e. Explain the path the students will take so that there is no confusion and students can perform the tasks safely. Explain to the students: "Each of you will go to the grocery store to shop for a food that is found in your food group. 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 the correct food for your group, pick it up, and jog back to the refrigerator 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." Remind the students, "This is not a race or a competition between groups."
16. The students should be actively engaged when doing the fitness activity. All students should jog lightly throughout the entire activity as students from each group go one at a time to the scattered food pictures. Fellow group members continue to jog while waiting their turn (spend 15 minutes maximum on this activity). You may modify the movement by having students skip to the store or hop in place.
17. When the fitness activity is completed, have the group with the last two components of the safe workout present the cool-down and stretches, respectively.
 - a. Cool-down
 1. Benefits of cooling down
 - Lets the body slow down or recover from the fitness activity.
 - Helps prevent injuries and muscle soreness.
 2. How to cool down
 - Walk slowly.
 - Walk in place slowly.

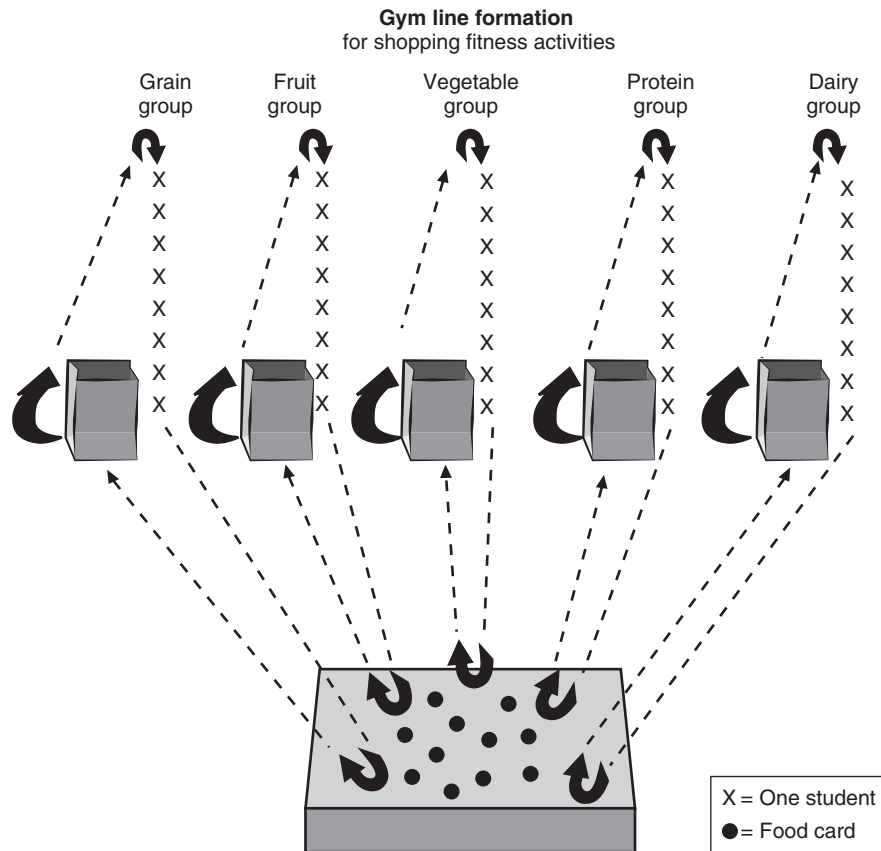


Figure 3.1 Gym line formation for shopping fitness activity.

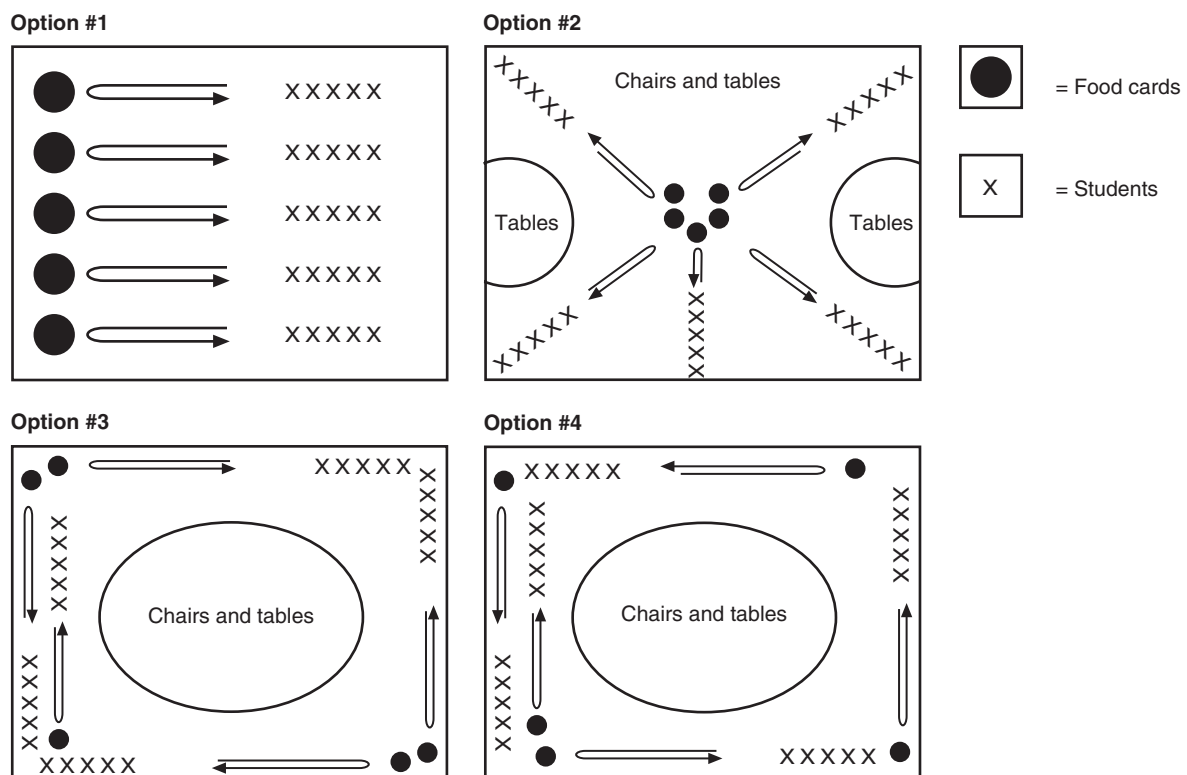


Figure 3.2 Classroom line formations for shopping fitness activity.

- b. Stretch (see Stretch Fitness Diagrams on the web resource)
 1. Benefits of stretching
 - Helps prevent soreness.
 - Improves flexibility fitness.
 - Improves the muscles' ability to work.
 - Improves the ability to move.
 - Decreases the number of injuries.
 2. 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 include the neck stretch, butterfly, and quad burner (thigh stretch).
18. When the stretching is completed, have all the groups reassemble for the Stay Healthy Corner discussion.
19. Emphasize that, although it is important to eat from all of the food groups, it is also important to select a variety of the healthiest foods from each group. We need various nutrients—protein, carbohydrate, fat, minerals, and vitamins—to help us grow, give us energy, and repair our bodies. Because no one food contains everything we need, we need to eat different foods each day (eating different foods also makes our meals more interesting). Have the students in each group look at their food selections again and notice how many different types of foods they can choose from each group. (You may also invite groups to walk around to look at the variety in each of the other food groups.) Ask each group to consider the Kid's Healthy Eating Plate and the Principles of Healthy Living, especially the ones regarding whole grains, fruits and vegetables, and choosing foods with healthy fat. Then, have them select two or three foods from the pile that would make particularly good food choices. (Optional: You may display Overhead 3.1 or give the students copies of the overhead.) Examples include 100% whole-wheat bread, unflavored milk, peanut butter, and fish. Remind students that they should eat plenty of colorful fruits and vegetables each day and that they should include green and orange vegetables in their diets for maximal nutrient intake. If students in the protein group choose cards displaying red or processed meat, remind them that it is important to limit red meat (beef, pork, lamb) and avoid processed meats (bacon, deli meats, hot dogs, sausages), because these are not considered best-choice protein options.
20. Review any combination foods that may have been selected. Remind students that mixed dishes often provide delicious options for eating vegetables. Have students name some dishes that contain at least two food groups. Focus on those that contain vegetables, such as bean chili, whole-wheat vegetable pizza, or chicken stir-fry.
21. 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 bit at a time—through 15 minutes of walking to school, 20 minutes of playing tag, and so on—just as long as it adds up to an hour a day. They should mix it up to keep it fun.