OPERATION FITKIDS®

CURRICULUM FOR GRADES 6–8

American Council on Exercise®

Printed in the United States of America.

ABCD

Distributed by:
American Council on Exercise
4851 Paramount Dr.
San Diego, CA 92123
(858) 576-6500
(858) 576-6564 (FAX)
www.ACEfitness.org

Author: Debi Pillarella
Project Editor: Kim Summers
Technical Editor: Cedric X. Bryant, Ph.D.
Design: Karen McGuire

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.

M16-13-10-01

TABLE OF CONTENTS

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 the importance of 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, tool for you, the classroom educator.

The seven lessons in the Operation FitKids® module was written for 6-8 graders. 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, feel free to integrate the lesson concepts into your existing curricula. For example, if you are studying about pre-algebra, integrate some math problems into the appropriate areas of the fitness games section. Instead of having children count seconds while engaging in jumping-jack activities, why not have them call out muscles of the upper and/or lower body. 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 fitness professional and/or educator looking to integrate fitness and nutrition into an interactive curriculum module. This seven lesson module is correlated to the National Standards for Physical Education (NASPE – 2nd Edition) as well as the National Standards for Family and Consumers Sciences Education.

Moving Into the Future:

***National Standards for Physical Education* (2nd Edition)**
NASPE (National Association for Sport and Physical Education)

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3: Participates regularly in physical activity

Standard 4: Achieves and maintains a healthy-enhancing level of physical fitness

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity setting

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction

National Standards for Family and Consumers Sciences Education

Students will demonstrate nutrition and wellness practices that enhance individual and family wellbeing by:

Standard 1: Analyzing factors that influence nutrition and wellness practices across the life span

Standard 2: Evaluating the nutritional needs of individuals and families in relation to health and wellness across the life span

Standard 3: Demonstrating the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span

Each lesson has two parts: physical fitness and making 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 and framework 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 fun 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 and nutrition log is an opportunity to integrate writing into the Operation FitKids curriculum. Use the following page templates to reproduce seven journal pages and fourteen nutrition logs per student.

The pre/post test documents are optional, but provide a nice assessment tool for the students. The "fitness assessment" document gives an array of assessment tools you may choose from as well as provides links to standardized youth assessment programs. The "nutrition assessment" document provides pre/post program questions based on the Operation FitKids curriculum content. This information can be used to produce informational reports and educational handouts to parents.

Operation FitKids
Curriculum Overview Grades 6–8

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 for life.

LESSON 1

FITNESS – *"Rev It Up…Warm-Ups"*
Understand and explain the importance of warming-up prior to engaging in any fitness program.

NUTRITION – "MyPlate …The Foundation of Healthy Eating for Life"
Learn about the MyPlate food guide and how it should be the foundation to healthy eating for life.

LESSON 2

FITNESS – *"Cardio Power…One Step at a Time"*
Understand and explain aerobic and anaerobic exercise as it applies to strengthening the heart and lungs while burning calories. Learn the function of a pedometer.

NUTRITION – *"Size Wise…ABC's of a Serving"*
Learn about recommended serving sizes and how over-consumption of calories can lead to overweightness and obesity while learning the importance of a Food Diary.

LESSON 3

FITNESS – *"Muscle Up…Being a Lean Machine"*
Understand and explain the importance of strength training as it applies to increased lean mass, increased bone density, and increased metabolic rate.

NUTRITION – *"Label Reading 101"*
Understand that the food label provides a wealth of information for determining the amount of energy, fat, and specific nutrients contained in a food.

LESSON 4

FITNESS – *"Chill Out"*
Understand, explain and participate in relaxation and flexibility exercises and their importance in providing a well rounded fitness program.

NUTRITION – *"Liquid Lookout"*
Learn and identify what to drink for healthy and proper hydration.

LESSON 5

FITNESS – *"Circuit Circus...Making Fitness Fun"*
Understand and develop fun fitness circuits that combine aerobic, anaerobic, strength, and flexibility.

NUTRITION – *"Fill Up with Fiber"*
Understand that dietary fiber is important for good health and be able to identify ways to increase fiber intake.

LESSON 6

FITNESS – *"Fitness Adventure...A Virtual Fitness Experience"*
Understand that fitness can be a fun experience by integrating aerobic, anaerobic, strength, and flexibility exercises into an imaginary adventure trip.

NUTRITION – *"Snack Attack"*
Understand the importance of eating healthy and nutritious snacks.

LESSON 7

FITNESS – *"Put It All Together"*
Develop a fun, fitness routine to teach the class by incorporating the fitness principals learned in lessons 1-6.

NUTRITION – *"Eating Extravaganza…A Healthy, Tasty Treat"*
Culminate the module by hosting a "Healthy Eating Extravaganza."

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	❑	❑
2. Any chronic illness or condition, including asthma	❑	❑
If Yes, explain_____		
3. Difficulty with physical exercise	❑	❑
4. Recent surgeries (past 12 months)	❑	❑
If Yes, explain_____		
5. History of breathing or lung problems	❑	❑
If Yes, explain_____		
6. Muscle, joint, or previous injury still affecting your child.	❑	❑
If Yes, explain_____		
7. Diabetes or Metabolic Syndrome	❑	❑
8. Any other medical conditions known	❑	❑
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 6–8

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.

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 Curriculum Grades 6–8

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.

Operation FitKids Curriculum Grades 6–8

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. ☐

_____

_____

_____

OPERATION FITKIDS®

LESSON 1

Through *Rev-It-Up,* students will understand the importance of warming-up the body as well as demonstrate competency in participating in warm-ups that will prepare them for general and specific fitness activities. With *Building the Foundation for a Lifetime of Healthy Eating,* students will understand the different food groups in the MyPlate plan and use this as a guide to a lifetime of healthy eating.

4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 1 – Rev-It-Up Warm-ups

Estimated Time: 30-40 minutes

National Standards

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 – Participates regularly in physical activity

GOAL

To have students understand the importance of warming-up the body as well as demonstrate competency in participating in warm-up activities that will prepare them for general and specific fitness activities.

PERFORMANCE OUTCOMES

The students will be able to:

- List at least two benefits of warming-up
- Participate in general warm-up activities
- Participate in sport/activity specific warm-up activities
- Participate and record information for the "Fitness Starter Activity"
- Demonstrate at least one warm-up activity
- Design a sample warm-up with a partner

THINK & SINK

Warm-it-up To Start out Right

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite warm-up activities in their student journal.

VOCABULARY

Write on the board and discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Warm-Up – A slow, rhythmic exercise that uses the larger muscle groups of the body. Warm-ups are performed before physical activity begins (i.e. before running, playing baseball, etc). It prepares the body for what is about to come. Warm- ups can be "general," using basic foundational movements, or "specific," using movements similar to what will be needed for the upcoming activity (football, basketball, etc).

Dynamic Stretch – A method used to stretch the muscles and their surrounding tissue, which includes moving through a full, fluid, non-resistive range-of-motion. Dynamic stretches are often used during the warm-up period of an activity. (Example – Slow arm circles prior to pitching baseballs)

Static Stretch – A low-force stretch that serves to lengthen the muscle while holding it to a point of tension for 15-30 seconds. Static stretches are best performed after the body temperature has been elevated through dynamic movement. (Example – Hamstring stretch that is held for 15-30 seconds)

On Your Mark

Items Needed:

- One copy of the "Rev-it-up Activity Cards" for each student (cut apart and group cards together with a rubber band or place in a plastic baggie with the student's name)
- Fun, upbeat, lyric appropriate music
- One copy of the "Student Journal Page" for each student
- One folder/portfolio for each student
- Popsicle stick, ruler, or tongue depressor
- Pen or Pencil
- Large rubber band or elastic tube (resistance tubing used for exercise)
- Fitness Starter Workout Log Cards

INITIATING QUESTIONS/LESSON INTRODUCTION:

Hold up the Popsicle stick, ruler, or tongue depressor

1. ***What is this?*** A stick, Popsicle stick, tongue depressor.
2. ***Who can use some adjectives to describe this object?*** Hard, rigid, firm, stiff, etc.

Hold up the rubber band or elastic tube

3. ***What is this?*** A rubber band, elastic tube.
4. ***Who can use some adjectives to describe this object?*** Stretchy, flexible, pliable.
5. ***If each of these represented a muscle, which one do you think would be more susceptible to "breaking?" Why?*** The stick, because it is stiff and doesn't bend or move easily.
6. ***As a matter of fact, if you tried to bend or move the stick, it would break. The rubber band/tube is flexible and can be bent and stretched without breaking. Even though this is an "exaggeration" of the stiff state of a muscle, it provides a good lead in to our lesson for the day.***
7. ***Before you begin a physical activity like running, playing sports, or cycling, your muscles are "cool" and not fully prepared for what you will be doing. What do you think you should do to get your muscles ready to go?*** Warm up.

That's right. Before we begin any physical activity, we should warm up. If

you recall from our vocabulary words, warming-up gets our body ready for what we're going to be doing. Warm-ups can be general or specific. "General" warm- ups include basic, full-body movements (such as walking, jumping jacks, etc.) that can be used before any activity. "Specific" warm-ups include movements that are specific to the sport or activity that will be performed; like Football, Baseball, Martial Arts, Swimming, Soccer, etc.

In this lesson, we'll be learning about the importance of warm-ups as well as participating in a variety of general and sport-specific warm-ups. You'll even be able to create your own fun-filled warm-up during our "Get Moving" section.

Learn It!

Warm-ups get us ready for physical activity in a number of ways. Who knows some specific ways warm-ups help us? They increase our body temperature (feeling of warmth), decrease our risk of getting injured by delivering blood and oxygen to our working muscles, and rehearse movements we'll be doing in our physical activity or sport.

That's right; during warm-ups we increase our movement which increases our body temperature. You'll be experiencing that "warm" feeling today, when we get into the "Get Moving" section of our lesson***. That's why when we're warming- up, we do it in a dynamic manner. This means we will use larger muscle groups to dynamically move the body which will increase our heart rate; providing blood to the working muscles, increasing their temperature and providing them with oxygen. If you recall from our vocabulary list, "dynamic stretching" is a method used to warm-up the muscles and their surrounding tissues, which requires moving through a full, fluid, non-resistive range of motion. Let's all try a dynamic warm-up together.***

Dynamic Warm-up

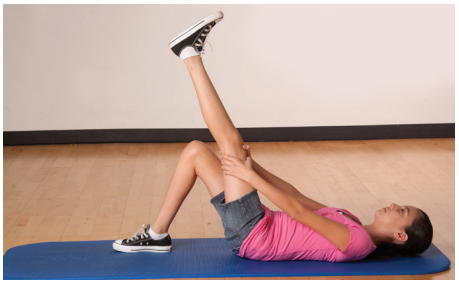
- March in place
- Knee lifts in place
- Walking
- Jumping Jacks
- Torso twists (twist from right to left)
- Arm circles/Alternating arm circles

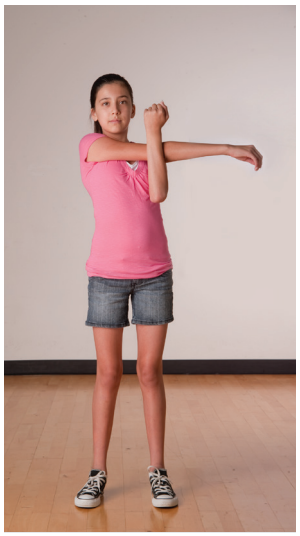
Who can tell me another type of stretching? Static Stretching.

That's right, static stretching. Static stretching is a low-force stretch that holds the muscle at its greatest possible length/tension for 15-30 seconds. Static stretches are best performed after the body temperature has been elevated through general rhythmical movement (after the warm-up and after the activity). Let me show you a couple:

Static Stretches

- Lying down (supine) hamstring stretch
- Triceps stretch
- Shoulder stretch
- Upper-back stretch
- Chest stretch
- Standing quadriceps stretch
- Lateral side stretch





We'll focus on static stretching in Lesson 4 when we learn about cooling down and chilling out!

Let's Go

Using an enlarged copy of the "Rev-It-Up Warm-Up Activity Cards," lead students through each of the movements/exercises listed and discuss which movements/exercises would be general and which would be specific, or both, and why.

Use the grid below as a reference guide to "Rev-It-Up Warm-Up Activity Cards"

Movement/Exercise Description	General or Specific?	Rationale
March in place, pumping arms	General	Overall total body warm- up
Slow to moderate speed walking with arms swinging naturally	General	Overall total body warm-up
Alternating knee lifts with pumping arms	General	Overall total body warm- up
Alternating upward arm reaches	General	Overall upper body warm-up
Slow, easy jog	Specific and General	Preparation for activities involving running as well as a general warm-up for total body
Alternating front kicks with "guard up"	Specific	Lower body preparation for a kickboxing workout
Simulating baseball bat swings	Specific	Upper body preparation for a baseball activity
Alternating straight leg kick-ups	Specific	Lower body preparation for soccer activity
Squat side shuffle	Specific	Lower body preparation for football or basketball

Distribute the "Rev-It-Up Warm-Up Activity Cards." Have students work in teams or pairs (see "Ideas for Creating Teams" section) to write a "G" for general warm-up or an "SP" for specific warm-up exercise on the back of each card. Have a student in each team select a number between 5 and 10. The selected number will designate the number of repetitions students should perform for each warm-up activity. Have the students complete activities until all activity cards have been completed.

Nine of the twelve cards contain a movement/exercise. Students should also come up with THREE (3) of their own exercises for a total of twelve warm-up rhythmical activities.

Rev-It-Up Warm-Up Activity Cards

Easy Walk	Arm Reaches	March in Place
Easy Jog	Knee Lifts	Front Kicks
Squat & Shuffle	Swing the Bat	Straight Leg Kick Ups
_____	_____	_____

Get Moving!

FOLLOW-THE-LEADER WARM-UP:

On Your Mark

- Large Colorful Bandana
- Set of Rev-It-Up Warm-Up Cards
  - Have students contribute some of their "original" ideas to add on to the Rev-It-Up Warm-Up Cards

Get Set

- Arrange students in a line, circle, or zigzag formation (use your creativity to think of a variety of ways to get the students organized to warm-up)
- Tie the bandana around one student's arm to designate them as leader
- Put the "Rev-It-Up Warm-Up Cards" in a brown bag or box
- Play some spirited, lyric appropriate music for the warm-up activity (optional)

Let's Play

- The student with the bandana picks a "Rev-It-Up Warm-up Card" and reads it to the group. The student begins to lead the group in the activity and asks if it's a "general" or "sport-specific" movement (the back of the card indicates the correct response). The student leads the group in the activity for approximately 1 minute and then gives the bandana to another student. That student selects a new card and play begins again. Continue the "Follow-the- Leader Warm-up" until all students have had a chance to be the leader.

Extended Play

- Have the students work with a partner to design their own warm-up, using the Rev-It-Up Warm-up Cards. Select partner teams to lead the warm-up in this and subsequent sessions.
- IDEAS FOR PARTNERING or TEAMING STUDENTS
  - Height
  - Eye Color
  - First Letter of Their Name
  - Favorite Color
  - Counting Off (i.e. 1,2,3…1,2,3…1,2,3…)
  - Fruit/Vegetable Count Off (i.e. Spinach, Apples, Peas….Spinach Apples, Peas etc.)
  - Favorite Sport
  - Birthday Month

Fitness Starter Activity *(see log sheets) – approximately 16 minutes*
The "Fitness Starter Activity" is introduced here, and will be used as a warm-up activity in subsequent lessons. The purpose of this starter activity is to have students work on the skills being assessed pre- and post-program.

** Using the "Fitness Starter Log Sheets," have students complete each of the*

*activities and record their results. Have students work with partners for the 1 minute push-up, curl-up, and chair squat activities. Partner #1 completes the exercise while partner #2 counts the amount of "good" repetitions and records the results. Have them switch roles. Students should attempt to improve in each area with each class (i.e. walk a few more steps than the previous class; complete 1-2 more push-ups than the previous class, etc). Teach students how to develop "**S.M.A.R.T.**"* goals (i.e. during the next class, I will do two more curl-ups than I did today). ***S*** *= Specific* ***M*** *= Measurable* ***A*** *= Attainable* ***R*** *= Realistic* ***T*** *= Time Bound. Tell students to practice these activities during the week (i.e. fitness homework) to help them reach their goals.*

Check It!

1. ***Who can tell me why we warm-up?***
   a. To get our body ready for what we're going to do
   b. To reduce our risk of getting injured
   c. To increase blood and oxygen supply to our muscles

2. ***Who can show me examples of general warm-ups?***
   a. Marching in Place
   b. Arm Circles
   c. Walking

3. ***Who can show me examples of sport-specific warm-ups?***
   a. Low intensity karate kicks
   b. Low intensity boxing moves
   c. Low intensity swinging an imaginary bat
   a. Side shuffles

Journal Entry & Handout Distribution

Give each student a "Personal Portfolio." Tell *them that this portfolio will contain their student journal sheet as well as step/time log and any additional information they'll receive during the program. It will also contain their pre/post program assessments so they can measure their progress at the end of the module.*

STUDENT JOURNAL - HANDOUT

FITNESS STARTER ACTIVITY LOG

Record the amount of "good quality" repetitions for each activity.

Description	Class 1 (pre-test)	Class 2	Class 3	Class 4	Class 5	Class 6 (post-test)
10 minute walk/run						
1 minute push-ups						
1 minute knee curl ups						
1 minute chair squats						

Nutrition Lesson 1– My Plate • • • • • Building the Foundation for a Lifetime of Healthy Eating

Estimated Time: 30 - 40 minutes

GOAL

To have students understand the different food groups in the MyPlate plan and for them to be able to use the MyPlate as a guide to a lifetime of healthy eating.

OBJECTIVES

The student will be able to:

- Identify at least two foods from each colored food group represented on the MyPlate plan
- Identify at least two foods individuals should limit, or eat sparingly
- Explain why individuals should cut down on fats and oils
- Identify at least one way to reduce the number of discretionary calories and have them record it in their Personal Food Diary
- Identify at least two foods everyone should eat in greater quantities
- Explain why some of the MyPlate color sections are slightly larger than others

THINK & SINK:

Let's Hear Your Voices for Healthy Choices

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite warm-up activities in their student journal.

VOCABULARY

Write the vocabulary on the board and discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Nutrients – Any substance that provides nourishment to maintain life and health

High Nutritional Value – Any food or beverage that has high levels of nutrients

Low Nutritional Value – Any food or beverage that has low levels of nutrients

Consumption – The act of eating food or drinking a beverage

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

Kilocalorie - The scientific term for a Calorie. It is defined as the amount

of energy required to raise 1 kg of water 1 degree Celsius. In other words, it's the amount of energy contained in a specific food. In nutrition, the terms Kilocalorie and Calorie are used interchangeably; although Kilocalorie is the correct term.

Discretionary Calories – Extra calories you choose to 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 can come from eating higher calorie foods like candy, soda, and sweets, from eating foods with added fat and sugar, or by eating more food than the recommended amount for your age, gender, and activity level.

On Your Mark

Items Needed

- One copy of the MYPLATE OVERVIEW sheet for each student
- One copy of the COLOR MY WORLD handouts for each student
- One copy of the Food Diary Log Sheet for each student
- One copy of the SAMPLE Food Diary Log Sheet for each student
- Judging Sheets for NEW WORLD VEGETABLE COMPETITION
- One clipboard per judging team
- Calculator
- Napkins, Serving Trays
- Samples of THREE vegetables and TWO low fat dips
- (Select at least two "uncommon" vegetables (i.e. zucchini, broccoflower, etc.)

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 has studied the "Food Guide Pyramid" before?*** Most students will have seen, heard, or studied the previous Food Guide Pyramid.
3. ***Who can compare the new "MyPlate" plan to the old "Food Guide Pyramid?"*** 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.
4. ***What types of foods are recommended in each colored section***? Let's look at them one at a time. The orange section represents grains, like oatmeal and whole wheat pasta. The green section represents vegetables, like broccoli and carrots. The red section represents vegetables, like apples and bananas. The purple section represents protein, like chicken and tuna. The blue section represents dairy, like milk and cheese.
5. ***Why do you think some of the sections are slightly bigger than others?*** The slightly larger color sections indicate the food groups that should make up more of our diet. In order for our bodies to function optimally, foods from these larger groups should contribute to more of our caloric intake than others food groups.
6. ***How do we know how much "energy" is in a food item?*** Calories define the amount of energy in the food we consume. A calorie is

simply a unit of energy. All foods contain calories, and these calories give us energy. Our bodies require a certain number of calories to live each day. An average 9-12 year old individual who is active most days of the week should consume between 1,600 and 1,900 calories per day. Eating more calories than our body needs each day will cause us to gain weight.

7. ***Some of our food calories are "essential," meaning they are required to live. Does anyone know what is meant by a "discretionary calorie"?*** Discretionary calories are extra calories you eat that are over and above the "essentials" required by your body each day. Discretionary calorie allowances are small (about 100-300 per day), especially if you are not very active. They can come from eating higher calorie foods like candy, soda, and sweets, or from eating more food than the recommended amount for your age, gender, and activity level.

In this lesson, we're going to learn about the new MyPlate plan as well as learn about the food we eat by keeping our own personal food diary.

Learn It!

Pass out the MyPlate Mini Poster and accompanying chart information.

Let's look at the MyPlate Mini Poster as we learn about foods that have high nutritional values and are essential for our daily intakes as well as those that have low nutritional values.

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 www.ChooseMyPlate.gov web-site provides a SuperTracker tool, which can be used to learn more about your dietary intake and your physical activities.

Refer to the "Color My World MyPlate" handouts (2 sheets) and have the students get into groups of three-four to discuss the following:
Ask the question, allow the groups two minutes to discuss and then open the topic to discuss with all.

- ***What does this picture represent?***
- ***Why does the government offer such a guideline?***
- ***What types of problems exist in our country due to the over-consumption of food?***
- ***Why is this information important to you?***

MyPlate Overview Worksheet-Student Handout

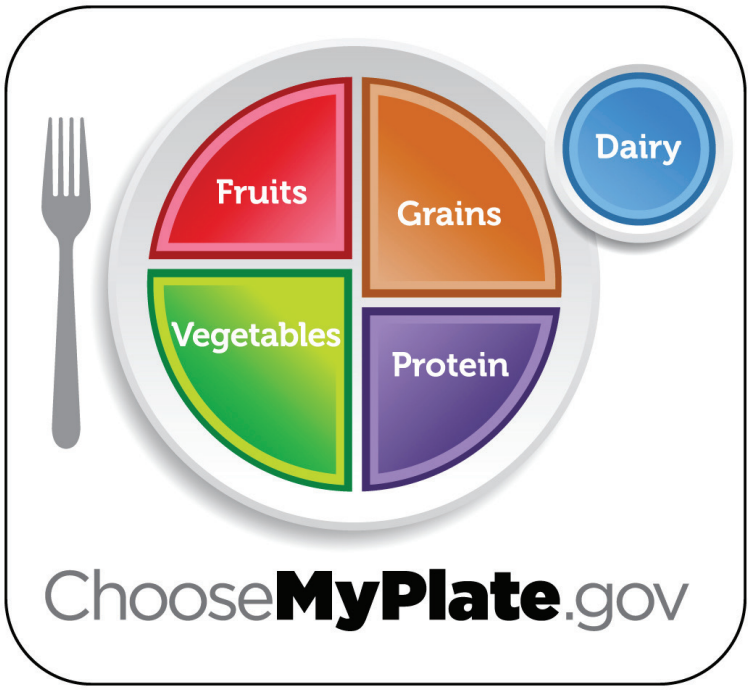
Color Group	Description	Examples	Much Fiber?	How Often?
Orange	Any food made from wheat, rice, oats, cornmeal, etc.	Whole Grains- Refined Grains-	Whole Grains-rich in fiber Refined Grains-low in fiber	Whole Grains-Often and daily Refined Grains – sparingly, if at all
Green		Dark Green-broccoli, spinach Orange –carrots, sweet potatoes Dry beans/peas, black beans, kidney beans, etc.	Good fiber, especially if not overcooked	
Red		Whole Fruits-apples, bananas, etc. as opposed to fruit juices, fruit bars, etc.	Good fiber, especially if eating the skin of apples, pears, etc.	
Purple			No	Small amounts daily (~5oz equivalents)
Blue		Low fat or fat free is the way to be! Examples include milk, yogurt, ice cream and cheese	No	Moderate amounts daily (approximately 3 cup equivalents)

MyPlate Facts

Color Group	What is included in the group?
Orange Group	• Whole Grains – Contain the entire grain kernel (bran, endosperm, and germ). Because the grain is unprocessed, it retains its fiber, B-vitamins, and iron. • Refined Grains – The grain kernel has been milled; a process which strips the grain of its beneficial properties such as fiber, iron, and B Vitamins. Many refined grains are enriched, which means they add back in the B Vitamins and iron that was lost during processing. However, the fiber that was lost during the milling process is not added back in.
Green Group	• Any vegetable or 100% vegetable juice will count. May be fresh, canned, frozen, or dried; preferably whole and fresh. – Dark Green Veggies – broccoli, leafy lettuce, bok choy, etc. – Orange Veggies – carrots, pumpkin, sweet potatoes, etc. – Dried Beans and Peas - black beans, split peas, tofu, lentils, etc. – Starchy Veggies - corn, peas, potatoes, etc. – Other Veggies – green beans, onions, tomatoes, zucchini, etc.
Red Group	• Any fruit or 100% fruit juice will count towards a serving of fruit • May be fresh, canned, frozen, or dried; preferably whole and fresh
Purple Group	• Meats – Beef, ham, pork, etc. • Poultry – Chicken, turkey, duck, etc. • Eggs • Dry Beans and Peas – Black beans, split peas, tofu, etc. • Nuts and Seeds – Almonds, cashews, walnuts, etc. • Fish – Salmon, tuna, shrimp, cod, etc. *Choose lean or low-fat meat and poultry products. If higher fat or sugar products are chosen, this will count towards your discretionary calories. Select fish that is high in Omega-3 fatty acids, such as salmon. Beware of the added sodium in processed, luncheon, and deli meats.
Blue Group	• Milk • Cheese • Milk-based desserts – Puddings made with Milk – Ice Cream / Frozen Yogurt • Yogurt *Choose low-fat or fat-free products. If non low-fat or sweetened items are chosen, the fat and sugars in the product will count towards your discretionary calories.
Fats and Oils	• Unsaturated Fats – GOOD FAT that is liquid at room temperature. Examples include: canola, corn, olive and safflower • Saturated Fats – BEWARE OF SAT FAT (Saturated fats are solid are room temperature) – Butter, Shortening • Trans Fats – BEWARE OF TRANS FATS – (Hydrogenated oils like partially hydrogenated soybean oil take a good vegetable fat and add "hydrogen molecules" to make it solid at room temperature – Sat Fat & Trans Fat contribute to coronary artery disease.

Since each of us are different, there is an interactive display from the MyPlate Web site that we can use to determine our individualized needs *(NOTE: have each child access the MyPlate web site www.choosemyplate.gov to learn about his/her daily recommended calorie amount)*

Color My World



Vegetables	Fruits	Grains	Dairy	Protein Foods
Eat more red, orange, and dark-green vegies like tomatoes, sweet potatoes, and broccoli in main dishes. 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. Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.	Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes. Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits. Select 100% fruit juice when choosing juices.	Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta. Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name. Choose products that name a whole grain first on the ingredients list.	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. Top fruit salads and baked potatoes with low-fat yogurt. If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).	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. Twice a week, make seafood the protein on your plate. Choose lean meats and ground beef that are at least 90% lean. Trim or drain fat from meat and remove skin from poultry to cut fat and calories.
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 Choose**MyPlate**.gov.				
Eat 2½ cups every day **What counts as a cup?** 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens	**Eat 2 cups every day** **What counts as a cup?** 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit	**Eat 6 ounces every day** **What counts as an ounce?** 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal	**Get 3 cups every day** **What counts as a cup?** 1 cup of milk, yogurt, or fortified soymilk; 1½ ounces natural or 2 ounces processed cheese	**Eat 5½ ounces every day** **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

www.choosemyplate.gov

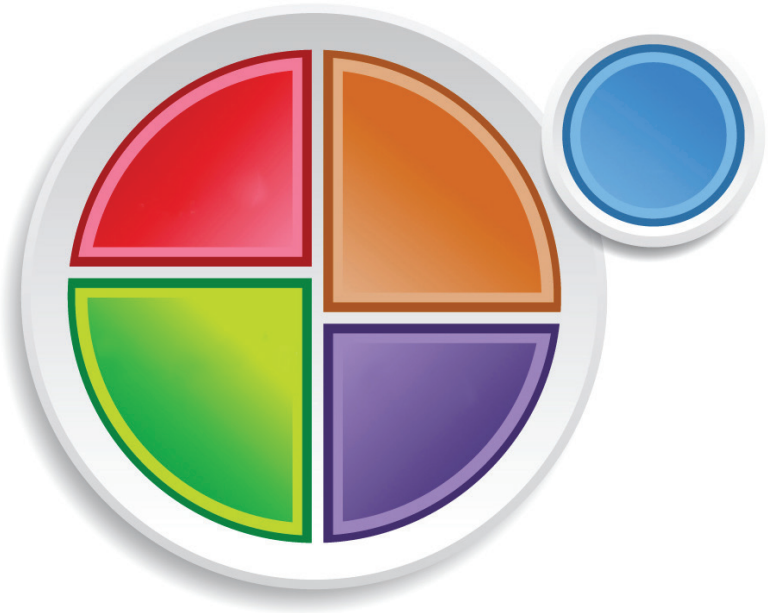
U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15

USDA

ACE AMERICAN COUNCIL ON EXERCISE

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.



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

www.choosemyplate.gov

MyPlate Overview Worksheet – Teacher Guide

Color Group	Description	Examples	Much Fiber?	How Often?
Orange	Any food made from wheat, rice, oats, cornmeal, etc.	Whole Grains – Whole Wheat Flour, Oatmeal, Brown Rice Refined Grains – White flour, white bread, white rice	Whole Grains – Good Fiber Refined Grains – Poor Fiber	Whole Grains – Often and daily Refined Grains – Sparingly, if at all
Green	Vegetables	Dark Green – Broccoli, spinach Orange – Carrots, Sweet Potatoes Dry Beans/Peas – Black Beans, Kidney Beans, etc.	Good Fiber, especially if not overcooked	Often and daily
Red	Fruits	Whole Fruits – Apples, Bananas, etc as opposed to Fruit Juices, Fruit Bars, etc	Good Fiber, especially if eating the skin of apples, pears, nectarines, peaches, etc	Often and daily
Purple	Protein	Low Fat Meats and Poultry, Beans, and Eggs	No	Small amounts daily (~5oz equivalents))
Blue	Dairy Group	Low Fat or Fat Free is the way to be!! Milk, Yogurt, Cheese, are examples of this group	No	Moderate amounts daily (~3 cup equivalents)

Since each of us is different, we can use an interactive display from the MyPlate Web site to determine our individualized needs (NOTE: have each child access the MyPlate web site www.choosemyplate.gov to learn about his/her daily recommended calorie amount)

Live It!

Tell students they are judges at the New World's Vegetable & Dip Competition. They will be judging the vegetables and dips, totaling the scores, and selecting the New World's Veggie & Dip Champion. Recommend that students taste EVERYTHING (unless there is a food allergy issue – review medical health histories)

Place the vegetables on individual serving trays labeled "VEGGIE A," "VEGGIE B," and "VEGGIE C." Cover the dip labels and replace with "DIP 1" and "DIP 2."

Put the students into judging teams consisting of two-five people. Distribute a clipboard and Judging Score Sheet to each of them. Direct the students to rate each of the veggies and dips using the 1-5 rating scale in each category (i.e. color, taste, smell). 1 = Horrible to 5 =Excellent.

After all veggies and dips have been tasted, have each team tabulate their scores. Then select one team to tally all score sheets for the class and report the "champion" veggie & dip to the group.

Distribute a copy of the SAMPLE Food Diary. Review its contents with the students. Tell students that they'll be keeping a food diary for a few days which will be discussed at the beginning of the next lesson. Use today's Veggie & Dip tasting activity as a sample food entry to demonstrate how it would be entered into their food diary. Have students discuss why veggies and low fat dip are better snack choices than regular chips or other unhealthy snacks; lower in fat, higher in nutrients, higher in fiber, lower in total calories

Distribute a copy of the Food Diary. Direct students to record EVERYTHING they eat and drink for at least two days. Have students read the directions for completing the Food Diary.

Check It!

Now that you have been introduced to the new "MyPlate", let's see what you've learned.

Who can tell me two foods or beverages individuals should limit?
High sugar items like candy and soda, foods that are fried, high fat snacks like chips and donuts, etc.

Who can tell me two foods or beverages individuals should consume more frequently?

Vegetables and Whole Grains.

Let's review the colored food groups we learned about in the MyPlate Handouts. Tell me at least two healthy foods that would belong in each food group:

Orange – Grains such as brown rice, whole wheat breads, etc.

Green – Vegetables such as spinach, broccoli, carrots, peas, etc.

Red – Fruits such as apples, bananas, pears, etc.

Purple – Lean meats, beans, eggs, grilled chicken, beans, tofu, etc.

Blue – Milk items including low fat milk, low fat yogurt, etc.

It will now be your job to keep a Food Diary to help you become aware of what you're eating each day. I would like you to keep a close watch on the discretionary calories we talked about today.

What food items might you find in your food diary that would be considered a discretionary calorie?

Cookies, cake, candy, chips, ketchups, salad dressings, etc.

You might want to use a highlighter to identify food entries that could be considered discretionary calories. Often times, these higher calorie and lower nutrient foods are part of the reason we do not get enough of the "healthy foods" our body needs. Instead of eating foods with a high nutritional value, we sometimes fill up on foods with a lower nutritional value.

New World Veggie & Dip Championship Judge's Score Sheet

1 = Horrible
2 = Somewhat Tolerable
3 = Tolerable
4 = Good
5 = Excellent

VEGGIE	Color	Smell	Taste	Total Points
A	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
B	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
C	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

DIP	Color	Smell	Taste	Total Points
A	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
B	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Student Food Diary

Sometimes we don't realize exactly how much we're eating until we take the time to put it down in writing. Use the Student Food Diary to help your students make healthier changes to their daily food intake. Did you know that studies have shown that keeping track of what you eat for even 1 day can help you recognize areas that need improvements?

Student Food Diary Instructions

HOW MUCH?

In this space write the amount of the food you ate. Estimate the portion size and quantity (i.e. 1 slice), the volume (i.e. ½ cup), or the weight (i.e. 8 ounces).

WHAT KIND?

In this column, write down the type of food you ate. Be as specific as you can. Don't forget to include sauces, gravies, or dressings. Remember to write about the "extras," such as mayonnaise, butter, sugar, ketchup, etc.

TIME

In this column, write the time of day you ate the food.

WHERE?

In this space, write where you were when you were eating (i.e. in the kitchen, at school, etc)

ALONE OR WITH WHOM?

If you ate by yourself, write "alone." If you were with friends, family, or schoolmates, list them.

ACTIVITY
In this column, list any activities you were doing while you were eating (i.e. watching TV, studying, etc.)

MOOD
How were you feeling while you were eating (i.e. happy, sad, angry, etc)?

OTHER THINGS TO KNOW
1. Tell the truth. Be honest with yourself. You can only help yourself eat healthier, if you know what needs to be changed. A food diary is a GREAT way to examine what you eat.
2. Don't change ANYTHING about your typical eating habits while you're keeping your food diary. The most valid Food Diaries are those that best represent what you usually eat.
3. Write down EVERYTHING you eat, even if it's just a 'taste.' A piece of hard candy, a couple pretzels from your friend's lunch, or licking the frosting from the bowl may not seem like much at the time, but over a week or a month, those calories sure add up.
4. Be SPECIFIC. If you ate a cheeseburger make sure you write all the "extras" you had on it (i.e. mayo, lettuce, pickles, onions).
5. To estimate the size, use the palm of your hand as a gauge for meats. A 3 ounce cooked portion of steak or chicken is about the size of the palm of your hand.
6. NO FOOD IS BAD FOOD….. All foods can have a place in our diet. Those foods that have high nutritional value (i.e. fruits, vegetables, grains, etc) should be eaten more often. Those foods that have low nutritional value (i.e. cake, cookies, etc) should be eaten occasionally.

Sample Food Diary

How Much?	What Kind?	What Time?	Where?	Alone or With Someone?	Activity?	Mood?
1- 4 oz container	Dannon Yogurt	7:00am	Kitchen Table	Alone	Reading Paper	Happy
1 piece	Whole Wheat Toast	7:00am	Kitchen Table	Alone	Reading Paper	Happy
1 Tsp.	Butter	7:00am	Kitchen Table	Alone	Reading Paper	Happy
1 Tbsp.	Jelly	7:00am	Kitchen Table	Alone	Reading Paper	Happy
1- 8oz glass	Chocolate Milk	7:00am	Kitchen Table	Alone	Reading Paper	Happy

Student Food Diary - Handout

How Much?	What Kind?	What Time?	Where?	Alone or With Someone?	Activity?	Mood?

OPERATION FITKIDS®

LESSON 2

In *Cardio Power* students will understand and participate in aerobic and anaerobic based activities and learn how these activities strengthen the cardiovascular and respiratory systems. In addition, students will learn how to monitor their heart rates. In *Size Wise-ABCs of a Serving,* students use a Food Diary, learn about recommended serving sizes and how over-consumption of calories can lead to becoming overweight or obese.

ACE AMERICAN COUNCIL ON EXERCISE
4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

LESSON 2

OPERATION FITKIDS®

Fitness Lesson 2 – Cardio Power • • • • • One Step at a Time

Estimated Time: 30-40 minutes

National Standards

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 - Participates regularly in physical activity

GOAL

To have students understand and participate in aerobic and anaerobic-based activities as well as learn how these activities strengthen the cardiovascular and respiratory systems. In addition, students will learn how to monitor their heart rates.

PERFORMANCE OUTCOMES

The students will be able to:

- List at least one benefit of aerobic exercise
- List at least one benefit of anaerobic exercise
- Classify activities into aerobic and anaerobic categories
- Participate in the Fitness Starter Activity
- Complete the Race Track Fitness Workout

THINK & SINK

Catch the Cardio Power….Get up and Move!

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite warm-up activities in their student journal.

VOCABULARY

Write on the board to discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Aerobic Exercise – Sustained, low to moderate intensity physical activity that uses the large muscles of the body as well as oxygen. Aerobic exercise is rhythmic and continuous movement which strengthens the circulatory and respiratory systems. Examples of aerobic exercises are: walking, jogging, biking, dancing, skating, etc.

ACE AMERICAN COUNCIL ON EXERCISE

Anaerobic Exercise – Short term, high intensity physical activity that uses carbohydrates for energy without the use of oxygen. Anaerobic exercises also strengthen the circulatory and respiratory systems, but are of much higher intensity than aerobic exercise. Examples of anaerobic exercises are: sprinting,high-jumping, running hurdles, weightlifting.

Respiration – The transport of oxygen from outside the body to tissues inside the body (a process used to sustain life and bodily functions) while expelling Carbon- dioxide into the air (i.e. breathing).

Calorie – A standard unit of energy measurement. It is the amount of heat required to raise 1 kg of water 1 degree Celsius. It is used to express the energy value of a food or the heat output of an organism.

Pulse/Heart Rate – The number of times your heart beats in one minute.

On Your Mark

Items Needed:

- Fun, upbeat, lyric appropriate music
- One copy of the Student Journal Page for each student
- Fitness Starter Log Sheets (one per student)
- Bag with paper labels listing aerobic & anaerobic activities (i.e. walking, sprinting, dancing, weightlifting, high-jumping, jogging, etc)

INITIATING QUESTIONS/LESSON INTRODUCTION

In the last class, you'll recall that we discussed the importance of warm-ups, as well as different types of warm-ups.

1. ***Who can tell me why it is important to warm-up before exercise?***
   To better prepare the body for the work ahead. To reduce the risk of injury.

2. ***What are the different types of warm-ups? Who can give an example of each?***

   General warm-ups are great for all individuals participating in general exercise. General warm-ups may include marching, walking, slow jogging, etc.

   Specific warm-ups are great for individuals getting ready to participate in sport or specific types of exercises. Specific warm-ups include; throwing punches (for boxing), swinging a bat (for baseball), kicking (for soccer, martial arts), etc.

Our last lesson focused on warm-ups, although this is just the beginning of putting together a well rounded, life-long fitness program. As you move through your teenage years and approach adulthood, it is

important to include physical activity in your every day life.

For overall fitness, not only is it important to have a good warm-up, but to also include cardiovascular exercises for your heart and lungs, strength exercises for your muscles, and flexibility/relaxation exercises to enhance your range of motion as well as your body's ability to stretch with ease.

Learn It!

In this lesson, we'll be learning about aerobic and anaerobic exercise.

Before we get up and move, let's see how much you already know about these types of exercises. Have students share their knowledge.

Aerobic exercise is sustained, low to moderate intensity exercise using the larger muscles of the body. It also requires oxygen to produce energy. Examples are: jogging, walking, dancing, swimming, biking, etc.

Anaerobic exercise is short duration, spurt-like exercise that uses the body's stored energy sources, not oxygen, to produce energy. Examples are: sprinting, leaping hurdles, high-jumping, weightlifting, etc.

Our bodies derive benefits from both types of activities. For example, aerobic exercise not only strengthens the heart and lungs, but also helps control blood pressure, improve endurance (i.e. run longer), and helps us expend calories to manage our weight.

Anaerobic exercise improves our speed and power while strengthening our heart and lungs for interval (stop/start) events. Due to its high intensity, it also helps us expend calories to manage our weight.

Let's see how well you're able to categorize the following activities (call up students to draw an activity out of the bag. Have them demonstrate the activity while the other students state whether the activity is "aerobic" or "anaerobic").

Both types of exercise work the cardiovascular system and respiratory system of the body. At the center of your cardiovascular system is your heart.

What is the approximate size of your heart? About the size of your fist.

Where is your heart located? Upper left chest.

What major organ is part of your respiratory system? Your lungs.

When you exercise, your heart pumps blood to the necessary tissues, and more specifically, your body uses respiration to bring blood, oxygen, and nutrients to the working muscles.

How can we measure how "hard" our heart is working? By taking our pulse.

That's right. We can monitor our heart rate (count how many beats per minute) to determine how hard we're working or how much effort a particular activity requires.

Let's learn to take our pulse so we can measure how hard our heart is working during our lesson today. *Teach students to take their pulse at the "radial" site (wrist) with the forefinger and middle fingers, not the thumb, as the thumb contains a pulse.*

Directions for taking pulse:
Turn your palm up so it is facing the ceiling. Gently place the fingertips of your index finger and middle finger of the opposite hand, on the thumb side of your wrist. Count the number of pulses for 15 seconds. Begin counting with zero. Multiple your number times four to get your hear rate.

Example: 15 second pulse = 18. 18 x 4 = 72. Resting pulse = 72 beats per minute

Now that we all know how to take our pulse, let's warm up and get moving.

Let's Go

Let's use our "Starter Activity" to get our bodies warmed up.

Fitness Starter Activity (see log sheets) – approximately 16 minutes
* Using the "Fitness Starter Log Sheets," have students complete each of the following activities and record their results. Have students work with partners for the 1 minute push-up, curl-up, and chair squat activities. Partner #1 completes the exercise while partner #2 counts the number of "good" repetitions and records the results. Have them switch roles. Students should attempt to improve in each area with each class (i.e. walk a few more steps than previous class; complete 1-2 more push-ups than previous class, etc). Remind students how to set "**S.M.A.R.T.**" goals. **S** = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Time Bound (i.e. during the next class, I will do two more curl-ups in one minute than I did today). Tell students to practice these activities during the week (i.e. fitness homework) to help them reach their goals.

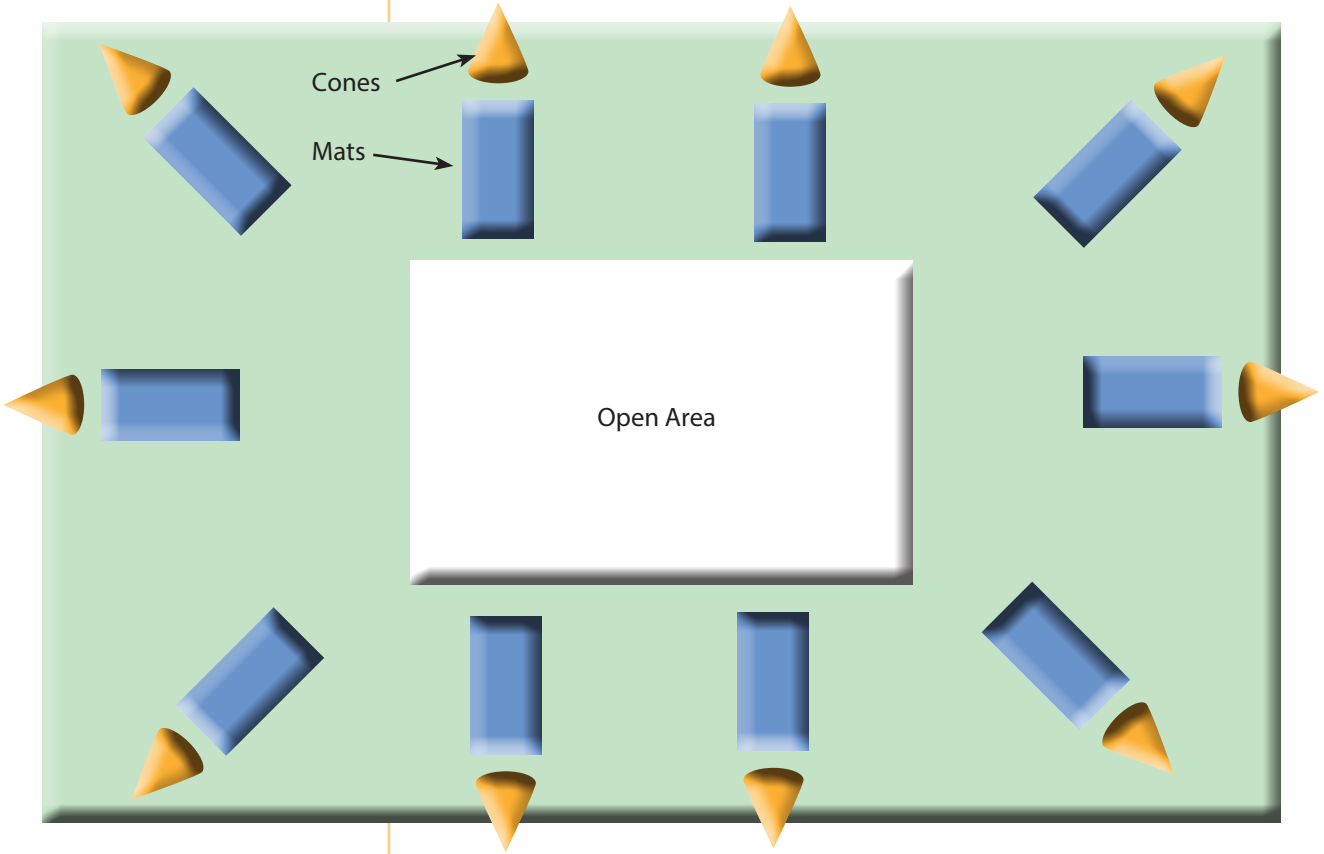
Get Moving!

FITNESS RACE-TRACK FRENZY

On Your Mark

- Cones for Station Markers
- Poster Boards with Aerobic/Anaerobic activities listed (taped to front of cones). List these activities vertically - 1) Fast running in place 2) Jumping rope 3) Hopping on one foot 4) Curl-ups 5) High-jumping 6) Stepping up and down 7) Push-ups
- Pen or Pencil
- Jump Ropes (1 for each cone station – set INSIDE cone area)
- Steps (1 for each cone station – set INSIDE cone area)
- Stopwatch (1 for each cone station)
- Fun, upbeat, lyric appropriate music
- Heart Rate Log Sheet (see attached)
- Mats (1 for each cone station – set INSIDE cone area)

Set-up Design



Get Set

- Place poster boards listing the aerobic and anaerobic activity on the front of the cones. Have enough cones so that teams can each have a "home-base station."
- Divide class into partner teams
- Assign one partner team to each cone
- Get some spirited, lyric appropriate music
- Everyone checks their pulse at the beginning of the activity and records it on their "Heart Rate Log Sheet" in the respective box

Let's Play

- When the music starts, Partner #1 begins walking OUTSIDE the cone area while Partner #2 begins doing activity #1 (listed on poster board chart)
- When Partner #1 gets back, they will tag Partner #2, who stops to monitor their heart rate.
- Partner #1 uses the stopwatch, instructing partner #2 to count their heart rate for 10 seconds, multiplying by 6 to get the one minute count. Partner #1 will tell Partner #2 when to start and stop counting. Partner #2 logs their heart rate in the appropriate box on their "Heart Rate Log Sheet."
- Partner #2 then begins walking OUTSIDE the cone area while Partner #1 begins doing activity #1 (listed on poster board chart).
- When Partner #2 gets back, they will tag Partner #1, who stops for a pulse check.
- Partner #2 now uses the stopwatch as indicated above.
- Continue alternating walking outside the cone area with completing the activities (#2-7); checking heart rate until all students have heart rate responses to all areas indicated on the "Heart Rate Log Chart."
- Once everyone has completed the "race-track" for the required laps, have students *slowly* walk a few laps around the track in order to bring their heart rate down. When finished, have all students lay on their mats with eyes closed for one minute; making sure their heart rate has dropped to near resting levels before lying down. This is a good time to change the music to something more relaxing.
- All students will take one last heart rate check and record it on the last line of their "Heart Rate Log Chart."

Extended Play

- Have the students work with their partner to design their own poster board exercises (include both aerobic and anaerobic exercises)
- Have them select SIX activities; numbering them 1-6 (i.e. three aerobic and three anaerobic)
- The partner doing the exercise at the cone can roll a die to determine which activity to do (i.e. roll a 2, then complete exercise #2)

CHECK IT!

Let's look at our "Heart Rate Log Charts." Who can tell me something about their heart rate while performing the different types of activities?
Heart rates were higher during intense exercises (anaerobic) than with those exercises that were more moderate (walking around the gym – aerobic). The starting heart rate was lower than the heart rates during the exercises. The ending heart rate was lower than the heart rates during the exercises. The heart (and therefore, heart rate) responds to the demands of the working body. The harder we work, the harder/faster our heart has to work.

Let's wrap up our lesson with a couple of "Check it" questions**…..**

1. ***Who can tell me which of these activities is/are aerobic?***

a. High-jumping
b. Sprinting
c. **Dancing**
d. **Bike Riding**

2. ***Who can tell me which of these activities is/are anaerobic?***

a. Marching in Place
b. Jumping Hurdles
c. Walking
d. Weightlifting

3. ***Who can list one benefit of aerobic exercise?*** Strengthens the heart and lungs, improves endurance, reduces blood pressure, burns calories, reduces stress, etc.

4. ***Who can list one benefit of anaerobic exercise?*** Strengthens the heart and lungs, high calorie burn, good training for sports which require speed or power, like football, basketball, etc.

Journal Entry & Handout Distribution
Give each student their Personal Portfolio. Have them place their Heart Rate Log Sheet in this portfolio. End today's activity session by asking them to write a journal entry detailing their experience.

STUDENT JOURNAL - HANDOUT

HEART RATE LOG CHART

Partner 1 Name _____

Partner 2 Name_____

Activity	Partner-1 Heart Rate	Partner-2 Heart Rate
Beginning Heart Rate		
Walking around race track		
Running fast in place		
Jumping rope		
Hopping on one foot quickly		
High jumping		
Push-ups		
Curl-ups		
Ending Heart Rate		

Nutrition Lesson 2 – Size Wise • • • • • ABCs of a Serving

Estimated Time: 30 - 40 minutes

GOAL

To have students use a Food Diary as well as learn about recommended serving sizes and how over-consumption of calories can lead to becoming overweight or obese.

OBJECTIVES

The student will be able to:

- Record and analyze their food intake over three days (See food diary directions and samples)
- Correctly match serving sizes with food items
- Explain why over-consumption of calories is a public health concern
- Identify single servings of familiar foods

THINK & SINK: BE WISE…KNOW THE SIZE

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite warm-up activities in their student journal

VOCABULARY

Write the vocabulary on the board and discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Nutrients – Any substance that provides nourishment to maintain life and health

Consumption – The act of eating food or drinking a beverage

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

Kilocalorie - The scientific term for a Calorie. It is defined as the amount of energy required to raise 1 kg of water 1 degree Celsius. In other words, it's the amount of energy contained in a specific food. In nutrition, the terms Kilocalorie and Calorie are used interchangeably; although Kilocalorie is the correct term.

Serving Size – The recommended portion of food/drink to be consumed

On Your Mark

Items Needed

- Food Items for Table Display
  - 2-3 Pieces of Bread (Preferably Whole Grain)
  - 2-3 Bagels (A Variety of Sizes - small, med, large)
  - 1 piece of fruit
  - Small Bag of Carrots
  - ½ brick of cheese
  - Salad Oil or Dressing
  - 3 oz of Cooked Meat (Pork, Beef, Chicken)
  - 8 oz of Cooked Meat (Pork, Beef, Chicken)
  - *See "visual remembrance key" listed below for additional items*
- Boxed Items (i.e. Cereal & Crackers) for Interactive Lesson
- Bowls
- Measuring Cups

INITIATING QUESTIONS/LESSON INTRODUCTION

1. ***Who can tell me what they remember about our last lesson on the MyPlate plan?***
   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.

   Has anyone gone to the MyPlate website? Has anyone used the "SuperTracker"? If you haven't, you should. It is an interactive tool that allows you to obtain a personalized nutrition and physical activity plan. *https://www.choosemyplate.gov/SuperTracker/default.aspx*

2. ***Why is food important for us? What is its purpose?*** Food provides us with nutrients needed for growth, cell repair, immune system function, and energy so we can live each day and do the things we like to do.

3. ***Who can tell me more about the energy we get from food? How is our body able to get this energy from food?*** Food contains calories (energy) that are digested and absorbed in the muscles, blood, and organs of our body where this energy is used. Some foods contain more calories (energy) than others.

You've got it… food provides us with the energy that we need to sustain our life each day. Each one of us needs a certain amount of calories to live. Consistent under- consumption of calories will deprive us of quality energy, resulting in fatigue and possible illness. By consistently eating too many calories (i.e. over-consumption) compared to our body's needs, our body will store the extra energy

as fat, resulting in increased body-fat and risk of disease (i.e. obesity, heart disease, diabetes).

Energy in > Energy out (expended through activity, etc) = weight gain
Energy in < Energy out = weight loss
Energy in = Energy out = weight maintenance

In this lesson, we're going to learn about recommended serving sizes and how to evaluate whether we're eating too much, too little, or just enough of certain foods.

Learn It!

Display different serving sizes of several food items. Have food items on display showing "more than one serving," "less than one serving," and "exactly one serving." Do NOT label the items, as the students will discuss their opinions during the activity.

*Review each food item with the students. Have the students talk about how the food would fit into their menu plan; discussing whether they eat the food and how much/ often it is eaten. Have the students talk about eyeballing food portions and think about portion control. Teach students to say "BLINK, THINK, and DO"… **Blinking** will consciously take them out of the "eating moment" (a great tool for the emotional eater or those who eat without thinking about eating). **Thinking** will have students ask themselves if they're eating for ONE or MORE. If the amount of food in front of them is enough for MORE than themselves, they need come up with strategies to reduce over-consumption. Have students talk about these strategies (i.e. give some away, put some away for another time, etc). **Do** is the outcome of this thought process. Discuss consequences of doing the "one" thing (eating single servings) versus doing the "more" thing (eating multiple servings; over-consumption).*

Go back and revisit each food item. This time, discuss what a serving size should be. Let students offer their own opinion of what constitutes a "serving" before you share a true serving size. After the students offer their opinions, teach what a single serving size of each food item is by reading the food label, as well as sharing the "visual remembrance key" to help them eyeball single servings for the future.

Food Item	Item for estimating Portion Size (visual cue)
1 slice of bread	CD case
Bagel	½ of English muffin
1 piece fruit (medium size)	Fist
1 oz. Cheese	Thumb or 4 dice
1 tsp. oil	Fingertip
1 Tbsp. oil	Thumb-tip
2 Tbsp. oil (Peanut Butter)	Ping-pong ball
3 oz. cooked meat	Deck of cards or palm of hand
1 cup pasta or cereal	Tennis ball or size of fist
½ rice	Cupcake wrapper
1 cup salad	Fist or baseball
1 cup ice cream	Baseball
Small potato	Computer mouse

Now that you have some ideas to help you visualize single serving sizes of common foods, let's see how well you do with a simulated "real world" experience.

Live It!

Students will work with partners. Give each group two "boxed" items (i.e. crackers, cereal, rice cakes, pretzels, etc) as well as measuring cups. Direct students to measure out a "single serving" of their items and be ready to share with the group. Tell students to discuss whether the serving size indicated on the item is a serving size typical of what most individuals would eat. More times than not, the serving size indicated on the item is much less than what individuals will eat as a single serving.

Check It!

Now that you have been introduced to serving sizes, let's see what you've learned.

Who can tell me why serving size information is important?
It can help tell us how many calories we are taking in so we don't consume too much.

Who can tell me what the problem is with the over-consumption of food?

Over-consumption of food (calories), leads to an excess of energy in the body. If this energy is not used throughout the day, it is stored as fat, which can lead to life threatening diseases like obesity, diabetes, heart disease, etc.

How can we learn proper serving sizes for commonly eaten foods?

By reading food labels, nutritional charts at fast food restaurants, etc.

What other tips can help us to consume the correct amount of food?

Being aware of the visual reminders of serving sizes. *See "visual remembrance key."*

Name _____

Be Size Wise

Match each food item on the left with the correct visual reminder of a single serving size on the right.

FOOD ITEM	VISUAL REMINDER
 Slice of bread	4 dice or thumb
 Bagel	deck of cards/palm of hand
 Apple	hockey puck
 Vegetables/salad	light bulb top
 Meat	Fist
 Cheese	tip of thumb
 1 Tbsp. fat/salad dressing	computer mouse
 Small Potato	CD case
 Pasta	Baseball

OPERATION FITKIDS®

LESSON 3

With *Muscle Up,* students will understand and participate in muscle conditioning/ strengthening exercises, in an effort to improve lean muscle mass. In *Label Reading 101,* students understand how to read a food label as well as understand its importance in choosing a healthy diet.

4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 3 – Muscle Up • • • • • Being a Lean Machine

Estimated Time: 30-40 minutes

National Standards

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 - Participates regularly in physical activity

Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity setting

GOAL

To have students understand and participate in muscle conditioning/ strengthening exercises, in an effort to improve lean muscle mass.

PERFORMANCE OUTCOMES

The students will be able to:

- List at least one benefit of muscle conditioning/strengthening exercises
- List at least one benefit of improving lean muscle mass
- Define muscular endurance, muscular strength, and muscular power
- Identify major muscles of the body
- Participate in the Muscle-Up exercises
- Complete the Rolling Dice Muscle Workout

THINK & SINK

Be a Lean, Lean, Moving Machine

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite warm-up activities in their student journal.

VOCABULARY

Write on the board to discuss prior to the lesson. Students can enter the vocabulary words in their journal, or they can be passed out as a handout and used as a discussion starter.

Muscular Strength – The ability of a muscle or muscle group to generate maximal force (i.e. how much weight you are able to lift one time)

Muscular Endurance – The ability of a muscle or muscle group to perform moderate to low level work for an extended period of time (i.e. doing push-ups for one minute)

Muscular Power – The ability of a muscle or muscle group to generate maximal force within a short period of time (i.e. hitting a baseball)

Lean Mass – The proportion of your body that is muscle, bone, and connective tissue (usually represented as a percentage). For example, Joshua's lean bodymass is 85%, this means that 85% of Joshua's total body weight is muscle, bone, and connective tissue

On Your Mark

Items Needed:

- Fun, upbeat, lyric appropriate music
- One copy of the Student Journal Page for each student
- One copy of the Muscle Me worksheet
- Dice for Muscle Dice Workout –see attached
- Whistle
- Stopwatch
- Optional Props (resistance bands, weighted balls, etc)

INITIATING QUESTIONS/LESSON INTRODUCTION

From the last class you'll recall that we discussed aerobic and anaerobic exercise, we also learned how to take our pulse.

1. ***Who can tell me what aerobic exercise is and give a few examples?***

   Aerobic exercise is continuous, low to moderate intensity physical activity that uses the larger muscles of the body as well as oxygen. Aerobic exercise strengthens the circulatory and respiratory systems. Examples of aerobic exercises are: walking, jogging, biking, dancing, and skating.

2. ***Who can tell me what anaerobic exercise is and give me a few examples?***

   Anaerobic exercise is short duration, high intensity, physical activity that uses stored energy sources (i.e. sugars) without the use of oxygen. Anaerobic exercise also strengthens the circulatory and respiratory systems, but is of much higher intensity than aerobic exercise. Examples of anaerobic exercises are: sprinting, high-jumping, running hurdles, and weightlifting.

3. ***That's great! Now let's see if we remember how to take our pre-exercise pulse/heart rate. Who would like to be the class leader and direct us in this activity?*** (Select one or more students to direct the class in assessing their pre-exercise heart rate)

4. ***Who can tell me how our hearts responded to the aerobic exercise in the last lesson?*** Our heart rate increased as the exercise intensity

increased. For example, when we were running/walking fast, our heart rates were higher than for lower intensity activities, such as leisurely walking.

That's right. In the following lesson, we'll see how our heart rate responds to muscle strengthening/conditioning exercises; be sure to remember your heart rate from earlier today so we can use it to compare.

Muscle conditioning exercises will make your muscles stronger and improve your lean body mass. Exercises like push-ups, curl-ups, squats, etc. are all considered muscle conditioning/strengthening exercises.

Would anyone like to take a guess at what our heart rates might do during these types of exercises and why? Increase, because we're doing more work. It may not go up as high as when we run, jump, etc. because it is not an aerobic type activity, and our bodies are not continuously moving.

As you move through your adolescent years and approach adulthood, you need to include cardio exercise to help your heart get stronger and muscle strengthening exercises to help improve your lean body mass, keep your bones strong, and to help make everyday tasks (like carrying books, etc) easier.

Remember, for overall fitness it's important to include cardiovascular exercise for your heart and lungs, strengthening exercises for your muscles, and flexibility/relaxation exercises which help to prevent injury and enhance your range of motion.

Learn It!

In this lesson, we'll be learning about our muscles. Let's see how much you already know about exercises that strengthen your muscles. Have students share their knowledge. Once students have shared, review the vocabulary words and give examples of each.

Muscular Strength – The ability of a muscle/muscle group to generate maximal force (i.e. how much weight can you lift one time)

Muscular Endurance – The ability of a muscle/muscle group to perform moderate to low-level work for an extended period of time (i.e. doing push-ups for one minute)

Muscular Power – The ability of a muscle/muscle group to generate maximal force within a short period of time (i.e. hitting a baseball)

We're going to learn the "Muscle Group Rap" to help us learn about the major muscles of our body. Follow along! (Have students point to their muscle as it is said. For example; Biceps – point to front upper arm)

Instructor/Teacher Intro Rap:

Hey everybody gather 'round today

The Muscle Group Rap is here to say

The power of your body just lies within

Repeat after me, come on and join in

These are the muscles that you need to know

To get you strong and make you grow

Use 'em everyday in work and play

Learn their names alright hey hey

Students repeat after instructor and point to muscles:

Biceps (front upper arm), ***Triceps*** (back upper arm), ***Hamstrings*** (back Upper-thigh), ***Too***

Quads (front upper thigh), ***and Gluts*** (buttocks), ***Abdominals*** (front abdomen), ***Whew*** (wipe brow)

Instructor/Teacher Closing Rap:

Now that the names are in your brain

It's time to work, get fit, and train

Your muscles are your friends, so treat them nice

By playing a game called Muscle Dice

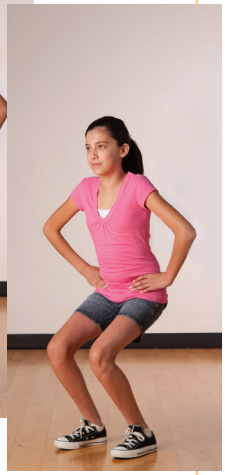
Let's Go

Have students make a circle. Select one student to go in middle of the circle to start the Follow-the-Leader warm-up. Each student will lead the group in a warm-up move (i.e. march in place, jog around the circle, leg kicks, arm circles, etc). After the designated amount of time (i.e. 30 seconds), select a new student to be the leader. Continue for approximately 5 minutes total.

Let's start our warm-up with a follow-the-leader activity. Explain the directions as listed above.

Once the warm-up is over, teach the group the exercises listed below; focusing on safe and effective exercise execution. Teach the students which muscles groups they are working during each exercise and then have the students identify the muscles they are working as they perform the exercises:


Push-ups – Students can choose between full body push-ups or push-ups performed on the knees. Arms are directly under the shoulders. Make sure the head and neck are aligned with the spine; lower the body as one unit toward the floor, drawing the abdomen up and in, keeping the spine/low-back in neutral. *Targets the pectoral muscles (chest), triceps, and shoulders*

Air Chair Squats – Imagine a chair is behind you, and you are sitting back and down into the chair until your knees are at a 90 degree angle, but no less. Make sure the knees track properly (keeping the knees back behind the toes) and that the feet are aligned (hip distance apart, toes pointed forward). *Targets quads, hamstrings, and gluteal muscles*


Curl-ups – Have students lay down with their knees bent and feet flat on floor with the hands resting at the sides of the ears, elbows out. Draw navel to spine, tightening the abdominals, bringing rib cage toward hips. Shoulders, chest, and upper torso should lift off the floor. Make sure students are not pulling on their head/neck. A good visual reminder is to tell them to imagine that they have an orange placed between their chin and their chest. *Targets abdominals*

Opposite Arm and Leg Lifts – Have students begin on their hands and knees (table-top position), slowly lifting opposite arm and leg until they are parallel to floor. Make sure they keep their neck in line with their spine and abdominals tight.

*Alternative: perform this same movement while laying face down on a mat (prone position) with the arms and legs extended. Make sure students do not arch their low-back while performing this exercise; allowing them to maintain a neutral spine. *Targets erector spinae group*



Walking Lunges – Designate a distance to perform walking lunges. Have students remain upright, keeping a neutral spine throughout the exercise. Step forward with right foot, dropping the left knee towards the floor into a lunge (keeping the right knee behind the toes). Make sure the student does not shift their weight forward; rather, they should imagine the hips and torso dropping directly towards the floor with the shoulders aligned over the hips. Push off the floor with the rear foot and repeat, moving the rear foot forward and into a lunge. *Targets quads, hamstrings, guteal muscles*

Plank – Have students begin by lying face down (prone). When told to begin, students will lift their hips and knees off the floor so that their body weight is supported on their forearms (with the elbow directly below the shoulder) and toes, forming a straight line from their head to their heels. Draw the navel up toward the spine to help activate the abdominals; making sure keeping the head and neck in line with the spine (not dropping down or lifting up).

*Modification: have students place the knees on the floor, making sure to drop their hips so they're in line with the rest of the body; maintaining alignment from the top of the head to the knees. *Targets core stabilizers and the pelvic-hip complex*

Knee Curl-Ups – Have students begin lying down on their back (supine) with their knees bent, feet flat on the floor. Students draw their navel into their spine while bringing their knees inward and upward (i.e. reverse curl) so that the hips lift slightly off of the floor. *Targets abdominals*

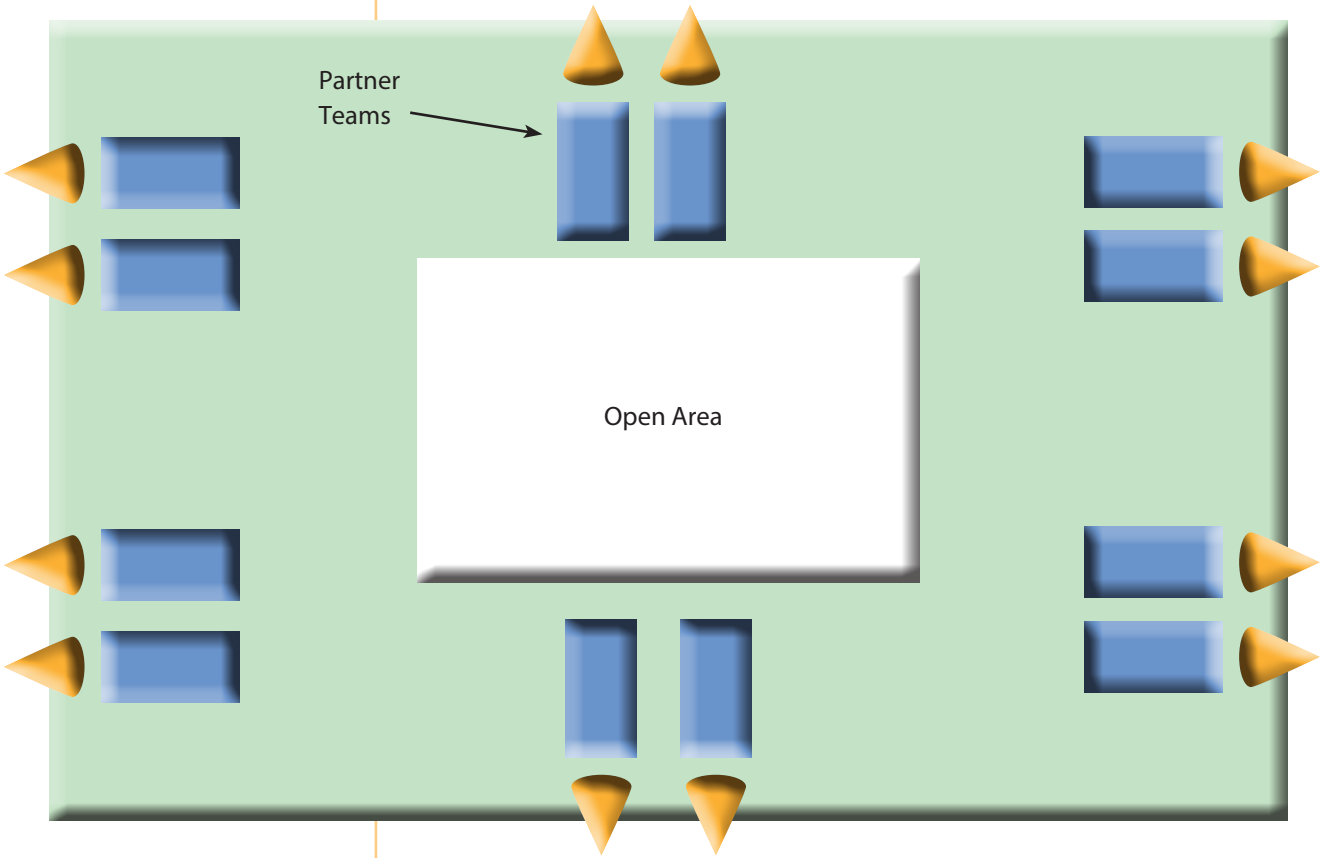

Get Moving!

MUSCLE DICE GAME

On Your Mark

- Partner Students
- Give each partner team a Muscle Dice (see beginning of lesson for directions)
- Stop Watch
- Whistle
- Fun, upbeat, lyric appropriate music (optional)
- Muscle Up Heart Rate Log Sheet (see attached)
- Pencils (one per partner team)
- Mats (1 for each partner team)

Set-up Design



GET SET

- Give each team a mat, a Muscle Dice, and a Heart Rate Log Sheet and pencil
- Assign one partner team to each area
- Get some spirited, lyric appropriate music (optional)
- Everyone checks their pulse at the beginning of the activity

LET'S PLAY

- Partner #1 rolls the Muscle Dice. When the whistle blows, both partners complete the given exercise.
- After 30-60 seconds (instructor's choice based on fitness/strength level of students), instructor/teacher blows the whistle twice
- Students stop their exercise.
- Partner #2 then rolls the Muscle Dice so play can begin again.
- After the third and sixth exercise, have students check their pulse and record it on the Heart Rate Log Sheet
- Play continues until the instructor decides that the game is over (i.e. approx. 10 minutes)
- All students take one last pulse check and record it on the last line of their Heart Rate Log Chart.

EXTENDED PLAY

- Have the students work with their partner to design their own Fitness Dice exercises (include aerobic, anaerobic, and strength exercises).
- Introduce fitness props (i.e. bands, weighted balls, light weights, etc.) and teach new exercises using the props.
- Remake or re-label Muscle Dice to include new exercises with props

Check It!

Let's look at our Heart Rate Log Charts. Who can tell me something about their heart rates? How do these heart rates compare to those we measured during our aerobic/anaerobic work activities? Heart rates went up during exercise, but not as much as it did during aerobic/anaerobic work

Let's wrap-up our lesson with a couple of "Check it" questions…..

1. ***Who can tell me which of these activities would be good to improve muscle power?***
   a. Curl-ups
   b. Lifting heavy weights
   c. Leaping as high as you can

2. ***Who can tell me which of these activities would be good to improve muscle endurance?***
   a. High jumping
   b. Push-ups
   c. Lifting heavy weights

3. ***Who can tell me which of these activities would be good to improve muscle strength?***
   d. High jumping
   e. Push-ups
   f. Lifting heavy weights

4. *Who can list one benefit of muscle strengthening/conditioning?*
Improves lean muscle mass, strengthens bones, makes daily tasks easier

5. *Lets all identify the following muscles by pointing to each of them and demonstrating an exercise that strengthens them.*

Shoulders – top of upper arm (overhead shoulder press)
Biceps – front of upper arm (biceps curl)
Triceps – back of upper arm (triceps extension, triceps dip off of bench)
Hamstrings – back of upper thigh (leg curls, squat)
Quadriceps – front of upper thigh (leg extension, squat, lunge)
Gluteals – buttocks (squat, lunge, rear straight leg lift while on hands & knees)
Abdominals – front of mid-torso (curl-ups, knee curl-ups, plank)
Low-back – the 'small' of the back (opposite arm and leg lift)

Journal Entry & Handout Distribution
Give each student their Personal Portfolio. Have them place their Heart Rate Log Sheet in this portfolio. End today's activity session by asking them to write a journal entry detailing their experience.

MUSCLE ME

STUDENT JOURNAL - HANDOUT

HEART RATE LOG CHART – MUSCLE UP

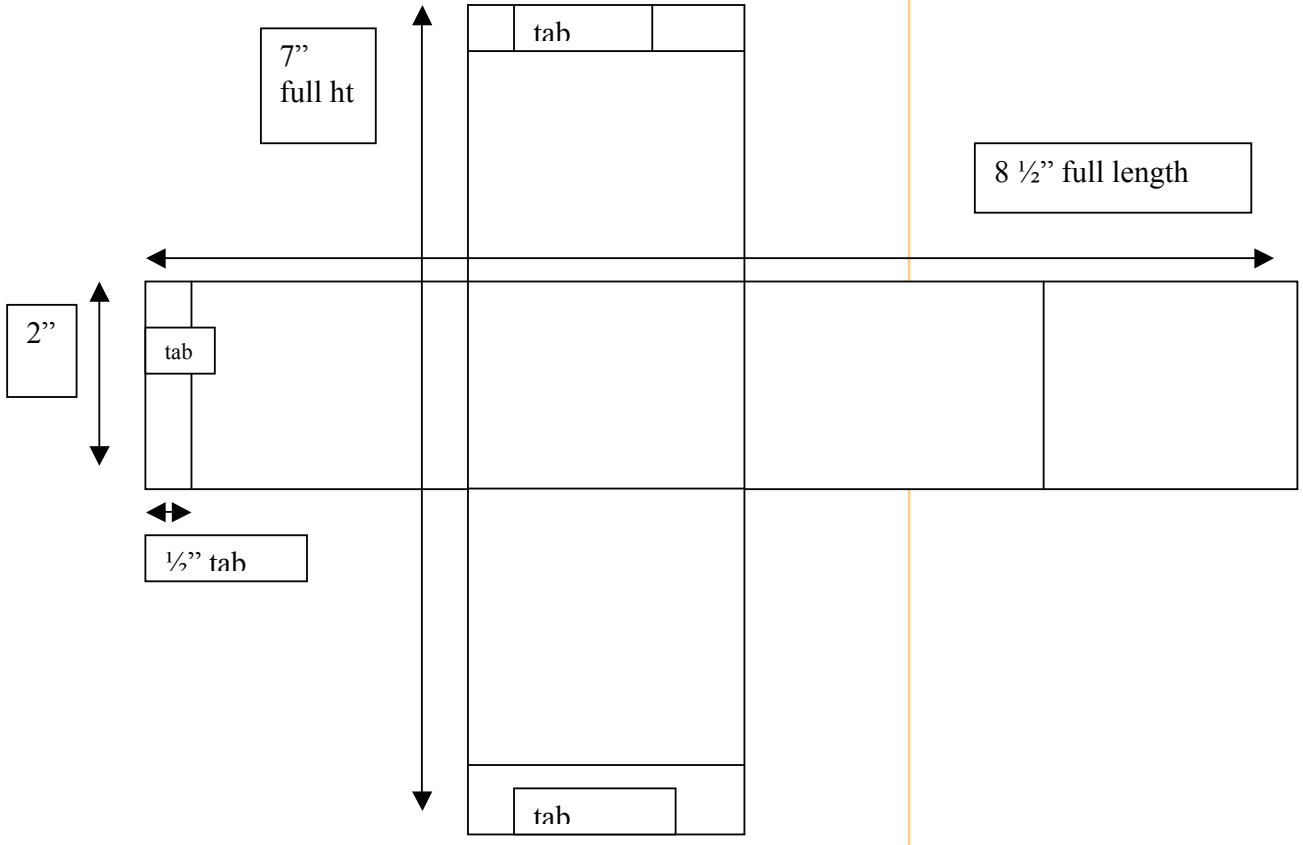
Partner 1 Name _____

Partner 2 Name_____

Activity	Partner-1 Heart Rate	Partner-2 Heart Rate
Beginning Heart Rate		
After Muscle Exercise #3		
After Muscle Exercise #6		
Ending Heart Rate		

Muscle Dice

To make the Muscle Dice Cube, use this pattern on stiff paper or card stock. Next, write one "muscle exercise" (see lesson) in each square. For extra fun, label "U Pick" on one square to allow students to pick their favorite exercise. For MORE fun, label "Partner Pick" on one square to allow partner to pick the exercise. Cut out the shape. Fold along the dotted lines. Dot the tabs with glue and shape the paper into a cube, pressing together the tabs and faces to secure them in place. Let the glue dry.



LESSON 3

Nutrition Lesson 3 – Label Reading 101

Estimated Time: 30 - 40 minutes

NOTE: If this is the first time your students have heard this information, you may need to split this lesson into two sessions.

GOAL

To have students understand how to read a food label as well as understand its importance in choosing a healthy diet.

OBJECTIVES

The student will be able to:

- Discuss the importance of reading food labels
- Calculate the fat, carbohydrate, and protein calorie content of a sample food
- Read a food label
- Determine whether a food is a healthy choice based on the information contained on the food label

THINK & SINK

Know Your Need? Gotta Read…(food labels, that is)

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains.

VOCABULARY

This lesson's vocabulary will be integrated directly into the "Learn It!" section (see below)

On Your Mark

Items Needed

- Variety of food labels (high fat, low fat, high nutrition, low nutrition, etc)
  Examples include:
  - Cheerios vs. Lucky Charms, Fruit Loops, etc.
  - Skim milk vs. 2% or Whole milk
  - Pretzels vs. Chips
  - Graham crackers vs. Cookies
- Food Label Summary Sheets
- Pen/Pencil

INITIATING QUESTIONS/LESSON INTRODUCTION

1. ***Who can tell me what they remember about our last lesson on Portion Sizes?***
Let students share.

2. ***Let's review some of our "visual reminders" to help us understand single* servings.** Discuss the food item and have students respond with the appropriate visual cue.

Food Item	Item for estimating Portion Size (visual cue)
1 slice of bread	CD case
Bagel	½ of English muffin
1 piece fruit (medium size)	Fist
1 oz. Cheese	Thumb or 4 dice
1 tsp. oil	Fingertip
1 Tbsp. oil	Thumb-tip
2 Tbsp. oil (Peanut Butter)	Ping-pong ball
3 oz. cooked meat	Deck of cards or palm of hand
1 cup pasta or cereal	Tennis ball or size of fist
½ rice	Cupcake wrapper
1 cup salad	Fist or baseball
1 cup ice cream	Baseball
Small potato	Computer mouse

3. ***Who can tell me some simple strategies they will use to help them keep their portions under control?***
Let students share (i.e. remember visual cues, use small plates, read labels to see what the proper serving size is, take the proper serving out of bag/box, etc. as opposed to eating freely from the package, etc.).

Now that we have a good idea of how to control our portion sizes when we're eating, how about learning about what we're actually eating? Everyone has slightly different nutritional needs. Kids need lots of vitamins, minerals, calcium, iron, and much more to help them grow. Older adults need a bit less calories, but still need good nutrition to reduce their risk for disease. Pregnant women need more calories so their unborn child gets all the nutrients it needs to develop fully. Athletes need more calories due to the extra energy they need for their sport. Regardless of who you are, or what your need is…. you've "Gotta READ…..(food labels that is)."

That's right, eating products without reading the food label is like walking into a "bull ring" with a blindfold on, never knowing if and when the bull will strike. If you don't know what you're eating, how can you be sure you're getting enough nutrients to grow and how do you know if you're eating healthfully to reduce your risk of disease? You don't!!!!

In this lesson, we're going to do some fun activities to help you decipher a food label and how this information can be helpful to you for the rest of your life.

We already know that we need to eat a variety of foods to be healthy and to grow strong. Remember our first lesson about the "MyPlate"??

Learn It!

Distribute the sample Food Label Vocabulary handout so students can follow along as you discuss.

Who has looked at the food label panel before? Let students share.

Why did you look at it? What information were you looking for? Let students share.

The food label is an invaluable tool that should be the FIRST thing you look at when shopping for foods, as well as when deciding what to eat. ALL food products are required to have a listing of their nutritional information and ingredient list for consumers to read. In today's lesson, we're going to focus on the nutritional information of the food label.

A lifetime of healthy eating is important, and learning how to read food labels is a great place for you to begin. Let's look at the "food label vocabulary sheet" and examine this "Macaroni & Cheese" product as we learn about reading food labels.

Let's begin with the first vocabulary word and work our way down the list.

Serving Size – This is the amount of a food that an average person might eat.

Servings Per Box – This is the number of servings that are in the entire box.

Calories – This is the amount of energy per serving. Be aware of foods that contain a lot of calories (i.e. creamy foods, fried foods, ice creams, pre-packaged meals that are not "low fat") Remember the average person your age needs about 2,000 calories a day.

Calories from Fat – This is the number of calories that come ONLY from fat. To figure out the percentage of calories from fat, simply divide the calories from FAT by the total number of calories per serving:

EXAMPLE:

$$\frac{\text{Calories from Fat}}{\text{Calories per serving}} = \frac{40}{260} = 15.5\%$$

15.5% of the calories in this example are from fat

If 50% of this product's calories came from fat, how many fat calories came from fat, how many calories would that be? 130, because half of 260 (total calories) is 130

When making food selections, choose foods that contain less than 50% of their calories from fat most of the time and foods that contain more than 50% of their calories from fat once in a while.

Total Fat – Fat is one of the major nutrients in our diet, in addition to carbohydrate and protein. We get 9 calories of energy for every gram of fat we eat. So it's a real powerhouse of energy. Too much fat, however, can cause us to ingest too much energy. If we don't use up all of that energy (calories), our bodies store it as adipose tissue (fat). Too much adipose tissue can put us at risk for obesity, heart disease, diabetes, and a host of other diseases. Make sure the majority of fat comes from unsaturated fats (i.e. nuts, olive oil, canola oil, corn oil, fish such as salmon, etc).
In our "Macaroni & Cheese" label, how many calories from FAT are there in one serving? 36 (Since 4gm x 9 calories/gm = 36 calories from fat)

Saturated Fat (Sat Fat) – This fat clogs up our arteries and over time can lead to heart disease. Saturated fat is solid at room temperature. Butter, meats, cheeses, and other full fat dairy products contain saturated fat. We want to keep saturated fats to a minimum.

Trans Fat – This fat also clogs up our arteries by increasing our "bad" cholesterol (LDL) and decreasing our "good" cholesterol (HDL). A Trans fat is created by adding hydrogen to a "good fat" (i.e. soybean oil, etc.); a process called hydrogenation. This hydrogenated oil acts similar to a saturated fat and therefore should be limited in our diet. Read food labels to see how much "hidden" Trans fat is lurking in what you're eating.

% Daily Value – The numbers down the right side of the Nutrition Facts panel are the percentage of the recommended amount of energy and nutrients that are provided per serving. On most labels, the % Daily Value is based on a 2,000 calorie diet. Individuals with higher or lower energy needs (based on age, activity level, etc) may need different amounts of some nutrients.

Cholesterol – A fat-like substance found in animal products. Eating too much cholesterol can increase our risk for developing heart disease. Try to consume no more than 300 milligrams (mg) per day. Food items that contain "Trans fats" (i.e. hydrogenated oils) can also elevate cholesterol levels.

Sodium – This is usually referred to as "salt." For some, eating large amounts of sodium may lead to high blood pressure. Canned, processed, and most junk foods (i.e. chips, etc) have higher amounts of sodium than unprocessed, fresh foods. Try to limit the amount of sodium in your diet to 2,400 milligrams per day; this is equal to about 2 teaspoons of salt daily. There isn't usually a need to add salt to your foods, as most foods/products contain sodium (i.e. soups, meats, crackers, restaurant foods, etc) Watch out for foods that are loaded with sodium (i.e. pre-packaged foods, processed foods like lunchmeats, soups, etc). Some of these foods can contain over 1,000mg in a single serving. OUCH!

Total Carbohydrate – This is our body's top source of energy. We need it daily. One gram of carbohydrate gives us four calories of energy. Carbohydrates are found in foods like bread, pasta, potatoes, fruits, and vegetables. "Total carbohydrate" includes dietary fiber and sugars. Try to have most of your carbohydrate intake come from whole grains, fruits, and vegetables and to reduce the amount of refined (white) products (i.e. white bread, white pasta, etc). This will increase your intake of fiber and several beneficial vitamins. Fiber is your friend and helps you pass food through your digestive track more slowly, as well as helps you feel full.

In our "Macaroni & Cheese" product, how many CALORIES come from carbohydrate?

188 calories (47gm x 4 calories/gm = 188 calories)

Dietary Fiber – This is also referred to as "roughage." Foods that are high in fiber (i.e. whole grains, beans, etc) can help lower the risk for heart disease and cancer. Most of us don't get enough fiber in our diets. Make sure you drink plenty of water when increasing your fiber intake.

Sugars – These include natural sugars, such as those found in fruits, juices, and milk products in addition to processed sugars, which are usually found in candy, soda, and other "discretionary foods."

Protein – Our bodies need this nutrient for growth, repair of body tissues, and for general maintenance. Protein is also a major nutrient and can be used as energy, if all other energy sources are depleted. We get four calories of energy for every gram of protein we eat. Animal products like meat, milk, and eggs give us lots of protein to meet our daily needs. We also get protein from plant foods like grains and legumes.

In our Macaroni & Cheese product, how many CALORIES come from protein?

40 (10 gm x 4 calories/gm = 40 calories)

Vitamin A – This vitamin helps us see at night, is needed for bone and skin growth and development, as well as helps our bodies fight disease.

Examples include: Carrots, sweet potatoes, pumpkin, cantaloupe, apricots, kale (darkly colored orange and green produce), milk, eggs, etc.

Vitamin C – This vitamin helps our body fight infections and heal wounds. It may prevent some diseases like cancer and heart disease.

Examples include: Red berries, kiwi, red and green bell peppers, tomatoes, broccoli, spinach, 100% orange juice, etc.

Calcium – This mineral helps promote development of strong bones and teeth, as well as reduces the risk of degenerative bone disease as you age (i.e. osteoporosis). It is very important while you are a teenager/adolescent to get enough calcium to build strong bones, as this is the prime age to build bone mass.

Examples include: Milk, fortified soy milk or orange juice, canned salmon, etc.

Iron – This mineral helps carry oxygen throughout your body. We need oxygen to live. Iron fortified cereals are a great source of iron, in addition to lean meats.
Examples include: Red meat, turkey, chicken, fortified cereals or grains, cooked beans, etc.

Now that we know the basics of what is contained on a food label, does anyone have questions? Let students ask questions.

In our "Live It" ***activity, we're going to break up into teams to examine the nutritional information of different foods to determine if the food item has a place in our "Nutri Café."***

Live It!

Put the students into groups of 3 and give each team 2-3 food labels, a pen/pencil, and a Nutri Café Food Selection sheet.

Tell each group that they are part of the "buying team" that will be stocking a new café called "Nutri Café." The owners of the café are committed to providing only the highest quality foods for their customers.

Tell teams that they will have _____ minutes (i.e. 3 minutes – base time on level of students) to analyze the food label. Then have students complete their Nutri Café Food Selection sheets by examining the calorie, fat, sodium, etc. content of the food labels they are given.
At the end of the designated time, the teams will share their decisions as to which of their foods (if any) should be included as part of the Nutri Café Menu.

Check It!

1. ***Why is it important to read food labels?*** Let students share.
   Food labels contain important information to help you decide if, and how, a food can fit into your diet.

2. ***Let's review how to calculate amount of calories in a food that come from fat, carbohydrate and protein:***
   - If a food has 10gm of fat, how many calories from fat is that? 90 calories,
   - because 10gm x 9 calories/gm = 90 calories.
   - If a food has 5gm of carbohydrates, how many calories from carbohydrate is that? 20 calories, because 5gm x 4 calories/gm = 20 calories.
   - If a food has 11gm of protein, how many calories from protein is that? 44 calories, because 11gm x 4 calories/gm = 44 calories.

3. ***Who can tell me some important facts you can learn from reading a food label?***
   Let students share.

FOOD LABEL VOCABULARY

Sample Food Label for Macaroni & Cheese

Nutrition Facts

Serving Size ⅔ cup
Servings Per Container

Amount Per Serving	
Calories 260	**Calories from Fat** 40
	% Daily Value*
Total Fat 4g	6%
Saturated Fat 2.5g	13%
Trans Fat 0g	0%
Cholesterol 10mg	4%
Sodium 300mg	23%
Total Carbohydrate 47g	16%
Dietary Fiber 2g	
Sugars 3g	
Protein 10g	

Vitamin A	2%	**Vitamin C**	0%
Calcium	12%	**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

Serving Size – This is the amount of a food that an average person might eat

Servings Per Box – This is the number of servings that are in the entire box

Calories – This is the amount of energy per serving

EXAMPLE:

$$\frac{\text{Calories from Fat}}{\text{Calories per serving}} = \frac{40}{260} = 15.5\%$$

About 15.5 % of the calories in a serving of Macaroni & Cheese are from fat

Total Fat – Fat is one of the major nutrients in our diet, along with carbohydrate and protein. We get 9 calories of energy for every gram of fat we eat. So it's a real powerhouse of energy. Too much fat, however, can cause us to ingest too much energy. If we don't use up all that energy (calories), our bodies store it as adipose tissue (fat). Too much adipose tissue can put us at risk for obesity, heart disease, diabetes, and a host of other diseases. Make sure the majority of fat comes from non-saturated fats (i.e. olive oil, monounsaturated fats such as nuts, and polyunsaturated fats such as vegetable fats – canola oil/corn oil).

Saturated Fat (Sat Fat) – This fat clogs up our arteries, and over time can lead to heart disease. Saturated fat is solid at room temperature. Butter, meats, cheeses, and other full fat dairy products contain saturated fat. We want to keep saturated fats to a minimum.

Trans Fat – This fat also clogs up our arteries by increasing our "bad" cholesterol (LDL) and decreasing our "good" cholesterol (HDL). A Trans fat is created by adding hydrogen to a "good fat" (i.e. soybean oil, etc.); a process called hydrogenation. This hydrogenated oil acts similar to a "saturated fat" and therefore should be limited in our diet. Read food labels to see how much "hidden trans fat" is lurking in what you're eating.

% Daily Value – The numbers down the right side of the Nutrition Facts panel are the percentage of the recommended amount of energy and nutrients that are provided per serving. On most labels, the % Daily Value is based on a 2,000 calorie diet. Individuals with higher or lower energy needs (based on age, activity level, etc) may need different amounts of some nutrients.

Cholesterol – A fat-like substance found in animal products. Eating too much cholesterol can increase our risk for developing heart disease. Try to consume no more than 300 milligrams per day. Food items that contain "trans fats" (i.e. hydrogenated oils) can also elevate cholesterol levels.

Sodium – Sodium is usually referred to as "salt". For some, eating large amounts of sodium may lead to high blood pressure. Canned, processed, and most junk foods (i.e. chips, etc) have higher amounts of sodium than unprocessed, fresh foods. Try to limit the amount of sodium in your diet to 2,400 milligrams or less

per day, this is equal to about 2 teaspoons of salt. There isn't usually a need to "add salt" to your foods, as most foods/products contain sodium (i.e. soups, meats, crackers, restaurant foods, etc).

Total Carbohydrate – This is our body's top source of energy. We need it daily. One gram of carbohydrate gives us four calories of energy. Carbohydrates are found in foods like bread, pasta, potatoes, fruits, and vegetables. "Total carbohydrate" includes dietary fiber and sugars. Try to have most of your carbohydrate intake come from whole grains, fruits, and vegetables and reduce the amount of "refined/white products" (i.e. white bread, white pasta, etc) to increase your daily fiber intake. Fiber is your friend and helps you pass food through your digestive track more slowly, as well as helps you feel full.

Dietary Fiber – This is also referred to as "roughage". Foods that are high in fiber (i.e. whole grains, beans, etc) can help lower the risk for heart disease and cancer. Most of us don't get enough fiber in our diets. Make sure you drink plenty of water when increasing your fiber intake.

Sugars – These include natural sugars, such as those found in fruits, juices, and milk products in addition to processed sugars, which are usually found in candy, soda, and other "discretionary foods."

Protein – Our bodies need this nutrient for growth, repair of body tissues, and for general maintenance. Protein is also a major nutrient and can be used as energy, if all other energy sources are depleted. We get four calories of energy for every gram of protein we eat. Animal products like meat, milk, and eggs as well as plant foods like grains and legumes give us lots of protein to meet our daily needs.

Vitamin A – This vitamin helps us see at night, is needed for bone and skin growth and development, as well as helps our bodies fight disease.
Examples include: Carrots, sweet potatoes, pumpkin, cantaloupe, apricots, kale (darkly colored orange and green produce), milk, eggs, etc.

Vitamin C – This vitamin helps our body fight infections and heals wounds. It may prevent some diseases like cancer and heart disease.
Examples include: Red berries, kiwi, red and green bell peppers, tomatoes, broccoli, spinach, 100% orange juice, etc.

Calcium – This mineral helps promote development of strong bones and teeth, as well as reduces the risk of degenerative bone disease as you age (i.e. osteoporosis). It is very important while you are a teenager/adolescent to get enough calcium to build strong bones, as this is the prime age to build bone mass.
Examples include: Milk, fortified soy milk or orange juice, canned salmon, etc.

Iron – This mineral helps carry oxygen throughout your body. We need oxygen to live. Iron fortified cereals are a great source of iron, in addition to lean meats.
Examples include: Red meat, turkey, chicken, fortified cereals or grains, cooked beans, etc.

	Product #1	Product #2	Product #3	Product #4
Product Name				
Serving Size				
Servings Per Package				
Total Calories Per Serving				
Total Fat				
Total Carbohydrates				
Total Protein				
Sodium				
Cholesterol				
Should This Food Item Be Included in the Nutri Café Menu?				

OPERATION FITKIDS®

LESSON 4

In *Chill Out,* students will understand, explain and participate in relaxation, flexibility, and mindful exercises and their importance in providing a well-rounded fitness program. Using *Liquid Lookout*, students will learn what to drink for proper hydration and understand the approximate amount of "sugars" contained in various drinks.

ACE AMERICAN COUNCIL ON EXERCISE
4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 4 – Chill Out

Estimated Time: 30-40 minutes

National Standards

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3- Participates regularly in physical activity

Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity setting

GOAL

To have students understand, explain and participate in relaxation, flexibility, and mindful exercises and their importance in providing a well rounded fitness program.

PERFORMANCE OUTCOMES

The students will be able to:

- List at least one benefit of stretching
- List at least one benefit of relaxation
- List at least one benefit of having good flexibility
- Define mindful exercise
- Describe and demonstrate the difference between static, active, and ballistic stretching
- Participate in the "7th Inning Stretch" activity

THINK & SINK

Chilling Out and Get Your Head in the Moment

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite movement activities in their student journal.

VOCABULARY

Write on the board to discuss prior to the lesson. Students can enter vocabulary words in their journal, or they can be passed out as a handout and used as a discussion starter.

Flexibility – The ability to achieve a full range of motion within a joint.

Dynamic Stretch – A stretching of a muscle and its surrounding tissue that requires muscle contractions that occur through a full, fluid, non-resistive range of motion. (Example – Slow arm circles prior to pitching baseballs)

Static Stretch – A low force stretch that serves to elongate the muscle while holding it to a point of tension for 10-30 seconds. Static stretches are best performed after the body temperature has been elevated through dynamic movement. (Example – Hamstring stretch that is held for 10-30 seconds)

Ballistic Stretch – A high force stretch that involves a bouncing motion; rapidly moving into and out of a stretch. It forces the body into an increased range of motion while the muscle has not been given time to relax due to the ballistic nature of the movement. The bouncing movement causes the muscle to contract against the stretch (stretch reflex) rather than relax into the stretch. This type of stretching is not recommended due to its associated risk of injury. (i.e. Bouncing toe touches)

Mindful Exercise – Any movement, exercise or activity that requires mental focus, concentration, and awareness of internal thoughts and actions in the present moment. (i.e. Yoga, Tai Chi)

On Your Mark

Items Needed:

- Relaxing music
- Rubber band or stretch band
- Ruler or other object (PVC pipe)
- One copy of the Student Journal Page for each student
- 7th Inning Stretch cards

INITIATING QUESTIONS/LESSON INTRODUCTION

In the last class you'll recall that we discussed the major muscles of our body, muscle strengthening exercises, and learned the importance of having lean muscle tissue.

1. ***Who can tell me a benefit of increasing our lean muscle mass?*** Muscles and the strength they give us help to make activities of our daily life easier. Lifting, carrying, climbing, and moving are easier if our muscles are stronger. It also revs up our "calorie burning engines" (metabolism).

2. ***Who can demonstrate a few muscle strengthening exercises and tell us what muscle(s) are being worked?*** *Select 2-3 students to lead the group through a few exercises. Discuss the muscle(s) being worked during the exercises. Also remind students about the importance of muscle balance. It is important to work all muscle groups equally. For example; if you are going to work the biceps, be sure to work the opposing muscle group (triceps), rather than focusing only on biceps. If specific muscle groups are favored, this will create an imbalance in strength, and therefore, increase the risk of injury. (i.e. Quadriceps and Hamstrings, Biceps and Triceps, abdominals and low-back) If they are going to work their "front body muscles" (i.e. biceps), they should also work their "back body muscles."*

3. ***Who remembers our "Muscle Group Rap"? Let's run through it once as a reminder of our commitment to being healthy and strong.*** (see previous lesson for *Muscle Group Rap*)

That's great! If you can remember, we also discussed the components of a well rounded fitness program. So far, we've learned about the importance of warm- ups and cool-downs, cardiovascular exercise, and muscle strengthening exercises.

4. ***Who knows what component we have not yet learned about?*** Flexibility/Stretching

That's right. Flexibility and stretching are important components in every fitness program. And that's exactly why we're going to be learning about them today.

Learn It!

In this lesson, we'll be learning about stretching, flexibility and relaxation. We're going to be referring to those activities as our "chill out" activities.

Why do you think we're calling them "chill out" activities?

Because when you stretch and relax it helps you reduce stress and tension, letting all your "cares" goes away; enabling you to focus on the present moment.

Has anyone ever heard of, or used the words "chillin" or "chill out"? What do they mean to you? Let students share

Just like you've explained with your definitions of "chillin'," our goal with today's lesson will be to learn stretches to help improve flexibility and to discuss how being "in the moment" (being mindful) can help us relax and "chill out."

Hold up rubber band and ruler

Do you remember anything about these items from our lesson about warm-ups?

Let students share. For example, the rubber band is an example of a flexible muscle that can bend and stretch with ease, without breaking. The ruler is an example of a stiff, inflexible muscle that has difficulty bending and stretching.

Let's talk about the differences between stretching and flexibility and the benefits of each. Who would like to tell us their definition of stretching and the benefits it offers? Students may remember dynamic and static stretches from the first lesson. Some of their responses may include the previous definitions for dynamic and static stretches.

Dynamic Stretch – A stretching of muscle and its surrounding tissue that requires muscle contractions occurring through a full, fluid, non-resistive range of motion. (Example – Slow arm circles prior to pitching baseballs)
***Benefit** –* To enhance and/or prepare the body for sport related activities as well as improving flexibility.

Static Stretch – A low force stretch that serves to elongate the muscle while holding it to a point of tension for 15-30 seconds. Static stretches are best done after the body temperature has been elevated through general rhythmical movement. (Example – Hamstring stretch that is held for 15-30 seconds.)
***Benefit** –* To relax and lengthen the muscles used during workouts, sport, and activities of every day life. Improves flexibility so an individual can have an easier time with daily tasks (i.e. good upper body flexibility can make it easier to reach to a high shelf)

There's another type of stretching called "Ballistic Stretching" that actually causes the muscle to contract, as opposed to relax. An example of a ballistic stretch would be bending over (from a standing position) and bouncing to touch your toes. Your hamstring muscles will actually feel tight during this type of stretch. We will NOT be doing any ballistic stretches during our activities, as we want to enhance the relaxation and lengthening of our muscles. Therefore, we'll be doing mainly static stretching.

Let's review. (Following a brief warm-up (i.e. march in place for a few minutes), call out different types of stretches (i.e. dynamic and static) and have students demonstrate)

What does flexibility mean to you? What are some benefits to being flexible?

Let students share.

Flexibility – Having the ability to move muscles through a full range of motion without muscle limitations (inhibitions)

Benefit – To enhance daily activities that require bending, stretching, and reaching as well as to perform better during sports and activities (i.e. kicking a soccer ball is easier if your lower leg muscles are flexible)

According to the American Council on Exercise, the following ten benefits can be gained when including flexibility exercises in your workout routine:

1. Decreased muscle stiffness
2. Reduced risk of injury
3. Improved recovery after a hard game or workout
4. Improved posture
5. Reduced tension (i.e. before taking a test)
6. Mental and physical relaxation (i.e. great to stretch before bedtime)
7. Flexible and pliable joints, allowing movement through a fluid, full range of motion
8. Preparation of the body to play sports (notice how professional athletes warm-up and stretch before they play)
9. Increased circulation (stretching helps blood and oxygen travel through the body, especially when you coordinate stretching with deep breathing)
10. Reduced risk of lower-back pain

When I say the word "relaxation," what comes to your mind?

Let students share

Relaxation means different things to each of us. No matter what we envision as relaxing activities, ultimately, our goal is the same; to clear our minds, to feel stress-free, and to release tension. During this lesson, we'll be learning that stretching can help improve our flexibility and, if done in a 'mindful' way, can also help us relax and reduce stress.

What does the word "mindful" mean to you?

Let students share

We're going to refer to "mindfulness" as being "in the moment." If you've seen the Disney "High School Musical" (Winter 2006), you'll notice the basketball team sings a song called "Get Your Head in The Game." Have any of you seen this movie? Let students respond.

Being in the moment means focusing on what you're doing right now, in the present, and letting all other thoughts that enter your mind go away. Let's try to be "mindful" right now. When I say "be mindful of your breath," I want you to sit down in a comfortable position, close your eyes, and focus ONLY on your breath. I want you to listen to your breath and to feel how your body rises up and down with each breath. When other thoughts come into your mind (which they will), I want you to bring your mind back to your breath. It may help if you repeat in your mind, "focus on my breath, focus on my breath" or "breathe, breathe, breathe." Are you ready? Let's all sit down and be mindful of our breath.

Students sit with their eyes closed, focusing on their breath. Spend about 2 minutes doing this exercise. Talk to students during the activity. Use a slow, calm, quiet voice. Remind the students to notice how their body feels as they focus on their breath. Tell them that it is ok to have other thoughts enter their mind. When that happens, they should bring their thoughts back to their breath. They'll notice how those "wandering thoughts" will go away.

After 2 minutes, have students discuss the activity and how being mindful helped their minds focus on the moment (i.e. being mindful).

Now that we've learned the basics of stretching, flexibility and mindfulness, let's have some fun.

Let's Go

Let's start our warm-up with our "Follow the Leader" activity, as we've done in previous lessons. *Have students make a circle. Select one student to get in middle to start the "Follow the Leader" warm-up. Each student will lead the group in a warm-up move (i.e. march in place, jog around the circle, leg kicks, arm circles, etc). After a designated amount of time (i.e. 30 seconds), select the next student in the circle to be the leader. Continue for approximately 5 minutes total.*

Once the warm-up is over, teach the group the following stretches; focusing on safe and effective exercise execution while teaching the students which muscle groups they are stretching. Discuss being mindful during the stretches by telling them to focus on the muscle(s) they are stretching and how that muscle is feeling (i.e. tight, loose, warm, etc). Tell students that these stretches can be done after

exercise, sport, play, or daily activity to improve flexibility and provide an overall good feeling; helping the body and mind to relax

Tell students that they'll also be learning some "relaxation" poses that they can use when they're feeling uptight, angry, stressed, or just having a "bad day."

STATIC STRETCHES/RELAXATION POSTURES

Static standing calf stretch – Stand facing a desk or wall. Take a large step forward with your right foot, placing it a couple feet in front of your left foot. Lean forward while placing your hands on your desk or the wall. Keep the head lifted and imagine one long line from the top of the head to the tailbone, while keeping the left heel on the floor. Both feet should be facing forward with the front knee slightly bent and the rear knee straight, but not locked. Take a deep breath in, and then exhale slowly; holding the stretch without bouncing or moving. Be mindful of how your muscles are feeling. Notice when they begin to relax and notice where you may be holding tension. The longer you hold the stretch and the deeper and slower you breathe, the more relaxed the muscles become. Repeat with other foot in front. Complete three times per leg.

Muscles stretched - lower leg (calf – gastrocnemius/soleus)

Active Seated Rocking Stretch – Sit in your chair or on the ground with both feet flat on the floor. Sit up tall so your head is over your shoulders and shoulders over your hips. Without moving your hips, place your hands under 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), squeezing your shoulder blades together and looking up toward the ceiling. Complete this rocking stretch slowly and comfortably, breathing in and out as directed above. Be mindful of how your muscles are feeling. Notice when they begin to relax and notice where you may be holding any tension. The longer and slower you move through the stretch, the more relaxed the muscles become. Complete three rocking stretch sequences.

Muscles stretched – upper and lower back (Trapezius, lumbar spine)

Static Seated Twist – Sit on the floor with knees bent, feet flat on the floor. Sit up tall, so your head is over your shoulders and shoulders over your hips. Without moving your hips, take a deep breath in. While exhaling, slowly twist to the right, placing both hands on the outside of your right knees, looking over your right shoulder. Hold and breathe comfortably, keeping both hips on the floor. Repeat to the other side. Be mindful of how your muscles are feeling. Notice when they begin to relax and where you may be holding any tension. The longer you hold the stretch and the deeper and slower you breathe, the more relaxed the muscles become. Complete three stretches to each side.

Muscles stretched – chest (pectorals), spine, abdominals/obliques and low-back

Seated Hamstring Stretch – Sit on the floor with the left leg extended straight out in front of the body. Bend the right knee, placing the right foot at the left inner thigh, letting the right knee/thigh fall towards the floor (see photo). Sit up tall, taking take a deep breath in, and as you exhale bend forward, leading with your chest, keeping the head and neck lifted, while reaching toward the ankle of your extended leg. Keep the extended leg straight and reach to a point of tension, not pain. Hold and breathe. Repeat on the other leg. Be mindful of how your muscles are feeling. Notice when they begin to relax or where you may be holding tension. The longer you hold the stretch and the deeper and slower your breathing, the more relaxed the muscles become. Complete three stretches to each side.

Muscles stretched – Hamstrings and low-back

Cobra – Lie on the floor, face down (prone). Place your hands under your shoulders to start. Take a slow deep breath in, feeling your belly and chest touching the floor as you're inhaling. During your exhalation, slowly straighten your elbows and begin to lift your head, neck, and chest off the floor. Keep your hips and thighs in contact with the floor at all times. Only lift as far as is comfortable for you. Once you reach your comfort pose, close your eyes and notice how your body is feeling. Continue to breathe deeply and to focus on your breath, like we did at the beginning of the lesson. Remember to be mindful at all times. Let go of any tension you may be holding onto. Notice that the more relaxed you become, the better you'll feel. Complete at least three cobra sequences.

Muscles stretched – Abdominals, Chest (Pectorals), and Shoulders (Anterior Deltoids)

Standing Quadriceps Stretch – Stand on your right leg (hold onto chair or wall if needing assistance with balance). Bend your left knee and hold on to the left ankle, sock, or pant leg. Keep both knees and thighs together. Left knee should be pointing toward the ground. Stand up straight. Hold and breathe comfortably. Repeat with the other leg. Be mindful of how your muscles are feeling. Notice when they begin to relax and where you may be holding any tension. The longer you hold the stretch and the deeper and slower your breathing, the more relaxed the muscles become. Complete three times per leg.

Muscles stretched – Quadriceps, Hip Flexors, Front of Shin/Ankle (Anterior Tibialis)

Standing Overhead Reach Stretch – Stand up with body weight equally distributed between both feet. Inhale and raise right arm up overhead and slightly to the left. Hold and breathe comfortably. Repeat with left arm, reaching up and overhead, slightly to the right. Complete three times on both sides. Be mindful of how your muscles are feeling. Notice when they begin to relax and where you may be holding any tension. The longer you hold the stretch and the deeper and slower your breathing, the more relaxed the muscles become.

Muscles stretched – Lateral torso (Obliques), Lattisimus Dorsi, Biceps

Triceps Stretch – Bring the right arm across the front of the body and place the right hand on the back of the left shoulder. The right elbow should be bent. Place your left hand on the back of the right tricep and gently press the elbow in toward the shoulder. Hold and breathe comfortably. Repeat with the left arm. Complete three times on each side. Be mindful of how your muscles are feeling. Notice when they begin to relax and where you may be holding any tension. The longer you hold the stretch and the deeper and slower you breathe, the more relaxed the muscles become.

Muscles stretched – Rear Shoulder (Posterior Deltoid), Triceps

Get Moving!

7TH INNING STRETCH ACTIVITY

On Your Mark

- Place students in pairs or teams
- Give each team a 7th Inning Stretch Spinner (see directions below)
- Stopwatch
- Music – (suggestion: "Take Me Out To The Ballgame")
- Mats (1 for each team)

7th Inning Stretch Spinner

Items Needed

- Brads (can purchase from any office supply store) to be used as the spinner
- Cardstock cut into 5" x 5" square
- Draw circle on cardstock (or cut photo of baseball and glue on top)
- Sharpie Marker

Directions

- Make sure circle (or clip-art of baseball) is centered on cardstock
- Divide circle (baseball) into eight equal parts
- Write one stretch (see lesson) on each part of the circle
  - Cobra
  - Seated Hamstring
  - Seated Twist
  - Standing Calf
  - Standing Quads
  - Seated Rocking
  - Standing Overhead Reach
  - Triceps Stretch
- Push brad through center point of circle and open clasps on back side of cardstock to fasten
- Make enough so each team has ONE spinner

** NOTE: To ensure your spinners last longer, you may want to laminate them before you insert the brads*

Get Set

- Give each team a mat and a 7th Inning Stretch Spinner
- Assign one team to each area (see below)
- Get some 'ballpark' music (i.e. "Take Me Out To The Ballgame")

Let's Play

- Place a 7th Inning Stretch Spinner at each stretch mat
- The instructor directs the students to move around the center of the area doing a variety of activities (i.e. marching, jogging, walking lunges, etc) for 1 minute
- When the whistle blows (at the 1 minute mark), the students and their partner run to a stretch mat
- Instructor starts the "ballgame" music (i.e. "Take Me Out To The Ballgame")
- Partner #1 spins the spinner. Partner #1 teaches the stretch to Partner #2.
- After 1 minute, the instructor blows the whistle, designating partners to switch roles
- Partner #2 spins the spinner and teaches a new stretch to Partner #1
- After 1 minute, the instructor directs the students to the center of the area to repeat play from the beginning
- Play continues, alternating center area exercise with no music with partner directed stretch until the instructor designates that the game is over (i.e. approx. 10 minutes)

Extended Play

- Have the students work with their partner to design their own 7th Inning Stretch Spinners (create new stretches and the discuss muscles being stretched)
- Introduce stretching props (i.e. towels, stretch straps, etc.) and teach new stretches using the props
- Teach partner stretches and have students replay the 7th Inning Stretch Game, participating in partner stretching (place four students to a team)

CHECK IT!

Let's wrap up our lesson with a couple of "Check it" questions…..

1. Instructor demonstrates the standing quadriceps stretch. ***Who can tell me what type of stretching I am doing and what muscle group I am stretching?***

Type of Stretch

a. Dynamic
b. Ballistic
c. **Static**

Muscle(s)

a. Hamstrings
b. **Quadriceps**
c. Triceps

2. ***Who knows which of the following benefits is NOT related to stretching?***

a. Decreased muscle stiffness
b. Increased muscle strength
c. Help relax muscles and make body feel better

3. ***Who can tell me which of the following demonstrates 'mindfulness'?***

   a. Thinking about school work while doing the cobra stretch
   b. Checking emails while doing the seated leg stretch
   c**. Being "in the moment" and thinking about how your body feels and what your body is doing while exercising, stretching or performing any activity of daily living**

4. ***Who can tell me one benefit of having good flexibility?*** Being able to reach, stretch, bend, and twist with ease (i.e. getting book bag off top shelf of locker)

Journal Entry & Handout Distribution

Give each student their Personal Portfolio. Have them write a journal entry for their experience today, discussing how they can be "mindful."

STUDENT JOURNAL - HANDOUT

Nutrition Lesson 4- Liquid Lookout

Estimated Time: 30 - 40 minutes

GOAL

To have students understand what to drink for proper hydration and to understand the approximate amount of "sugars" contained in various drinks.

OBJECTIVES

The student 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
- Approximate the amount of sugar contained in sports drinks, juice, soda, and water
- Give one reason why water, juice, and milk are better to drink than soda

THINK & SINK

Be a Liquid Lookout Detective

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains.

VOCABULARY

Write on the board and discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Nutrients – Any substance that provides nourishment to maintain life and health.

Consumption – The act of eating food or drinking a beverage.

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

Dehydration – Dehydration exists when your body does not have enough water or fluid to maintain proper health. Staying hydrated by drinking plenty of fluids (water is the best choice) is important, especially because 2/3 of the body is made up of water.

Sugar – Sugar and sugary products such as candy and soda contain "empty" calories, meaning that the food provides us with few nutrients that are beneficial to our health. Sugar comes in many different forms, such as sucrose, fructose, and corn syrup.

On Your Mark

Items Needed

- A Variety of drink labels
  - -100% Juice (i.e. Apple or Orange)
  - -Fruit Juice Cocktail
  - -Fruit Juice Drink
  - -Soda Pop
  - -Milk
  - -Water
  - -Sports Drink
- Liquid Lookout Detective Summary (see template file)
- Pen/Pencil

INITIATING QUESTIONS/LESSON INTRODUCTION

1. ***Who can tell me what they remember about our last nutrition lesson on Portion Sizes?*** Let students share.

2. ***Let's review some of our visual reminders that will help us understand single servings.*** Discuss the food item and have students respond with the appropriate visual cue.

Food Item	Item for estimating Portion Size (visual cue)
1 slice of bread	CD case
Bagel	½ of English muffin
1 piece fruit (medium size)	Fist
1 oz. Cheese	Thumb or 4 dice
1 tsp. oil	Fingertip
1 Tbsp. oil	Thumb-tip
2 Tbsp. oil (Peanut Butter)	Ping-pong ball
3 oz. cooked meat	Deck of cards or palm of hand
1 cup pasta or cereal	Tennis ball or size of fist
½ rice	Cupcake wrapper
1 cup salad	Fist or baseball
1 cup ice cream	Baseball
Small potato	Computer mouse

3. ***Who can tell me some simple strategies they will use to help them keep their portions under control?***
Let students share (i.e. remember visual cues, use small plates, read labels to see what a proper serving size is, take a serving out of the bag/box as opposed to eating freely from the package, etc.).

Now that we have a good idea of how to control portion sizes when we're eating, let's learn about what we're drinking.

What do you like to drink?
Let students share.

What are some healthy drinks?
Let students share (i.e. Milk, Water, 100% Juice).

What are some drinks that you think people drink too much of?
Let students share (i.e. Sports drinks, flavored tea/water, soda pop)

What about diet sodas?
Diet sodas contain no sugar and are made with artificial sweeteners; this means they also have no calories (energy). But don't be deceived, they contain many chemicals and additives which do not do anything good for our bodies (i.e. decrease bone density/strength, putting us at risk for osteoporosis as we age).

Sounds like you're on the right track to understanding the liquids that we drink. In this lesson, we're going to put on our "detective caps" and find "hidden sugars" that appear in some common beverages. We'll also learn about healthy drinks and which drinks should be consumed in moderation.

Learn It!

Water is the most important nutrient in your body. Does anyone know how much of your body is water? Let students share. (Answer - Between 65-70%, or approximately 2/3)

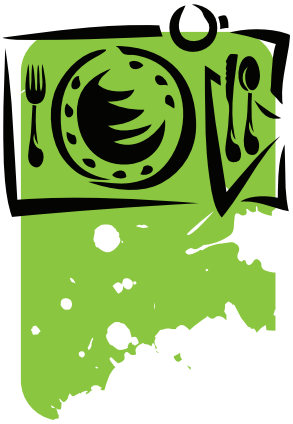
Do you think you could go without food or water for more than a day? Why? Let students share. (Answer: in extreme situations, a healthy person can go without food for several weeks, but you cannot go without water for more than 3-4 days)

That's not very long. That's why you need to drink water as often as you can; at least 8 cups of water each day. Also, since our bodies are mostly water, we need drink plenty of fluids to avoid getting dehydrated. Drinking water is the best way to for our bodies get the fluid it needs.

Let's review the other types of drinks we mentioned in our introduction; soda/soda-pop, sports drinks, juice, milk, yogurt drinks, smoothies, etc.

Soda/Soda-pop provides few nutrients. Did you know that a 12 ounce can of soda pop is around 150 calories and has about TEN (10) teaspoons of sugar? (You can measure out 10 teaspoons of sugar for a visual representation of how much sugar is in an average can of pop). 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 your body needs, your body will save them for later, in the form of stored fat. If you do not use them later, you will gain additional body fat, called adipose tissue. Excess 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/soda-pop, limit it to just once a week, and don't SUPER SIZE.

Other liquids you need to look out for are fruit drinks (those that are not 100% juice), yogurt drinks (lots of added sugars), and sports drinks. Although they usually contain more nutrients than soda/soda-pop, several of them also contain a large number of calories and too much sugar. Some soda/soda-pop and sports drinks also contain caffeine. Caffeine is a stimulant that can make you feel "jumpy," increase your risk of dehydration, and in some people, cause headaches.



When you drink juice, limit it to one serving per day and make sure it is 100% juice, not a juice drink or blend. Reading the back of the label will tell you exactly what you're drinking. When reading the ingredient list, watch out for the "OSE" family (i.e. sucrose, fructose, dextrose) and corn syrup, which are all forms of sugar. And REMEMBER, the ingredients are listed in order of greatness; meaning that the items listed first are contained in greater amounts than the items listed at the end of the list.

What liquid have we not yet discussed? 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 nutrients and isn't filled with added sugar (unless you choose flavored milk; chocolate, strawberry, etc, which should be consumed in moderation). Milk is known for having beneficial amounts of calcium; a mineral you need to develop and maintain the strength of your bones and teeth. Fortified Soy milk is another healthy option for those who may be lactose intolerant. It contains beneficial amounts of protein and calcium, similar to milk.

Live It!

Pair up the students and give each pair ONE drink label, a pen/pencil, and a Liquid Lookout Detective Summary sheet.

Tell teams that they will have _____ minutes (i.e. 3-5 minutes – base time on level of students) to analyze the drink label, look at the ingredients, find any/all hidden sugars, and complete their summary charts.

At the end of the designated time, the teams will share their findings. When all teams have shared, the entire group will vote for the top TWO drinks based on nutrient value, calorie content, and added sugars.

Check It!

Now that you've become a "Liquid Lookout Detective." Let's review the key points of today's lesson.
1. When you want something to drink, what is the best choice you can make?
Why? Our body is 65-70% water which means we need to keep it hydrated to avoid dehydration which will help to keep our body running smoothly. Water also has no calories.

2. *What other drinks are healthy choices?* Milk and 100% juice.

3. *Who can tell me something they've learned about milk and 100% juice?* Milk is high in nutrients (such as calcium) and low in added sugar, unless you drink the flavored ones. 100% juice is high in nutrients and low in added sugar. It does have calories from the natural sugar of the fruit; therefore we need to monitor our intake so that we don't consume excess energy.

4. *What kind of drinks should we limit?* Fruit drinks, sport drinks, yogurt drinks and soda/soda-pop.

5. *Why should we limit our consumption of these drinks?* They are full of sugar, which means they are also high in calories; most of these being empty calories. Some of these drinks also contain caffeine.

LIQUID LOOKOUT DETECTIVE

SUMMARY SHEET– TEACHER EXAMPLE

Product Name	
Serving Size	
Servings Per Bottle/Container	
Total Calories Per Serving	
Total Sugars	
Calories from Sugar	
Sugars/Hidden Sugars from Ingredient List	
What is your recommendation and why? (D) Drink It Daily (S) Drink it Sometimes (a couple of times per week) (O) Drink it Once in a While (a special treat)	

LIQUID LOOKOUT DETECTIVE

SUMMARY SHEET

Product Name	
Serving Size	
Servings Per Bottle/Container	
Total Calories Per Serving	
Total Sugars	
Calories from Sugar	
Sugars/Hidden Sugars from Ingredient List	
What is your recommendation and why? (D) Drink It Daily (S) Drink it Sometimes (a couple of times per week) (O) Drink it Once in a While (a special treat)	

Notes

LESSON 5

In *Circuit Circus and Relays,* students will understand and participate in aerobic, anaerobic, muscular strengthening and flexibility exercises. Using *Breakfast-Don't Skip It,* students will learn that breakfast is the most important meal of the day.

4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 5 – Circuit Circus and Relays

Estimated Time: 30-40 minutes

NATIONAL STANDARDS

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 – Participates regularly in physical activity

GOAL

To have students understand and participate in aerobic, anaerobic, muscular strengthening and flexibility exercises.

PERFORMANCE OUTCOMES

The students will be able to:

- Complete the "Circuit Circus" and correctly categorize each activity
- List at least one benefit of circuit workouts
- Demonstrate good sportsmanship and teamwork during relay games
- Complete the Race Track Fitness Workout

THINK & SINK

Be Part of the Fitness Nation….Workout From Station To Station

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite movement activities in their student journal.

VOCABULARY

Write on the board to discuss prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Aerobic Exercise – Sustained, low to moderate intensity physical activity that uses the large muscles of the body as well as oxygen. Aerobic exercise is rhythmic and continuous movement which strengthens the circulatory and respiratory systems. Examples of aerobic exercises are: walking, jogging, biking, dancing, and skating.

Anaerobic Exercise – Short term, high intensity physical activity that uses stored energy (i.e. sugars) sources without the use of oxygen. Anaerobic exercises also strengthen the circulatory and respiratory systems, but are of much higher intensity than aerobic exercise. Examples of anaerobic exercises are: sprinting,high-jumping, running hurdles, weightlifting.

Muscular Endurance – The ability of a muscle or muscle group to perform moderate to low level work for an extended period of time (i.e. doing push-ups for one minute)

Dymamic Stretch – A stretching of a muscle and its surrounding tissue that requires muscle contractions that occur through a full, fluid, non-resistive range of motion. (Example – slow arm circles prior to pitching baseballs)

Static Stretch – A low-force stretch that serves to elongate the muscle while holding it to a point of tension for 10-30 seconds. Static stretches are best performed after the body temperature has been elevated through dynamic movement. (Example – hamstring stretch that is held for 10-30 seconds)

INITIATING QUESTIONS/LESSON INTRODUCTION

In the last class, you'll recall that we discussed stretching, flexibility, relaxation, and mindfulness. Let's review what we learned before moving on.

1. ***Who can tell me what it means to have good flexibility and explain why being flexible is important?*** Let students share. *Flexibility means having the ability to move muscles through their full range of motion, without limitation. It is important to have good flexibility to enhance daily activities that require bending, stretching, and reaching as well as to perform better at play and sport.*

2. ***Who can show me a static stretch and tell me what muscle they're stretching?***
   Let students share.

3. ***Who can show me an active stretch and tell me what type of activity it would be appropriate for?*** Let students share.

4. ***Does "relaxation" mean the same thing to everyone? Why or Why Not?***
   Let students share. Ask students to share activities they participate in to help them relax.

5. ***How can you be more "mindful" during exercise?***
   Let students share. *Think about what you're doing. "Feeling" and "being" in the moment.*

Learn It!

In this lesson, we'll be learning how to combine everything we've been taught into a fun-filled circuit workout. Circuits are fun because they are quick moving, filled with variety, and combine many types of activities at once.

Our circuit workouts will consist of a series of stations that you will visit. These stations will contain exercises and activities. Some of the exercises will be aerobic, anaerobic, or may focus on muscle strengthening.

Others will contain stretches and more "mindful" activities.

Let's make sure you remember the various categories of exercise. I'll call out the category and you share the types of exercises/activities/ movements that would qualify. Ready?

Anaerobic – Let students share (i.e. high-jumping in place, running as fast as you can, etc)

Aerobic - Let students share (i.e. walking at moderate pace, stepping up and down at moderate pace, etc)

Muscle strengthening - Let students share (i.e. push-ups, curl-ups, using light weights, etc)

Static stretching- Let students share (i.e. Hamstring stretch, Quadriceps stretch, etc)

Dynamic stretching - Let students share (i.e. slow knee lifts, waist twists, etc)

Your workouts should be well balanced and contain activities from all categories of fitness. This fun circuit session will show you how much fun getting in shape can be.

Let's Go

FOLLOW-THE-LEADER TEAM WARM-UPS

Break students into teams of 3. Use an open area to conduct warm-ups (see diagram below). Select the oldest student in the group to start the "Follow-the- Leader" warm-up. Each student will lead their three person group in a warm-up move (i.e. march in place, jog around the circle, leg kicks, arm circles, etc). After a designated amount of time (i.e. 30 seconds), select the next oldest student to be the leader. Finally, the youngest student in the group leads a warm-up move. Repeat through the oldest to youngest sequence for approximately 3-5 minutes.

Get Moving!

ON YOUR MARK

Items Needed:

- Fun, upbeat, lyric appropriate music
- Whistle
- Stopwatch
- One copy of the Student Journal Page for each student
- 8 Cones to designate station locations
- Poster boards containing station numbers (i.e. Station 1, Station 2, on up to Station 8)
- 8 x 11 pieces of paper or cardstock containing names of activities/ exercises for each station
- Circuit Circus Workout Cards, one per team (see template)
- Pencil/Pen per team
- Sample Stations - This is a sample listing of exercises/activities for each station. To provide variety and meet the needs of your students, feel free to redesign your circuit.

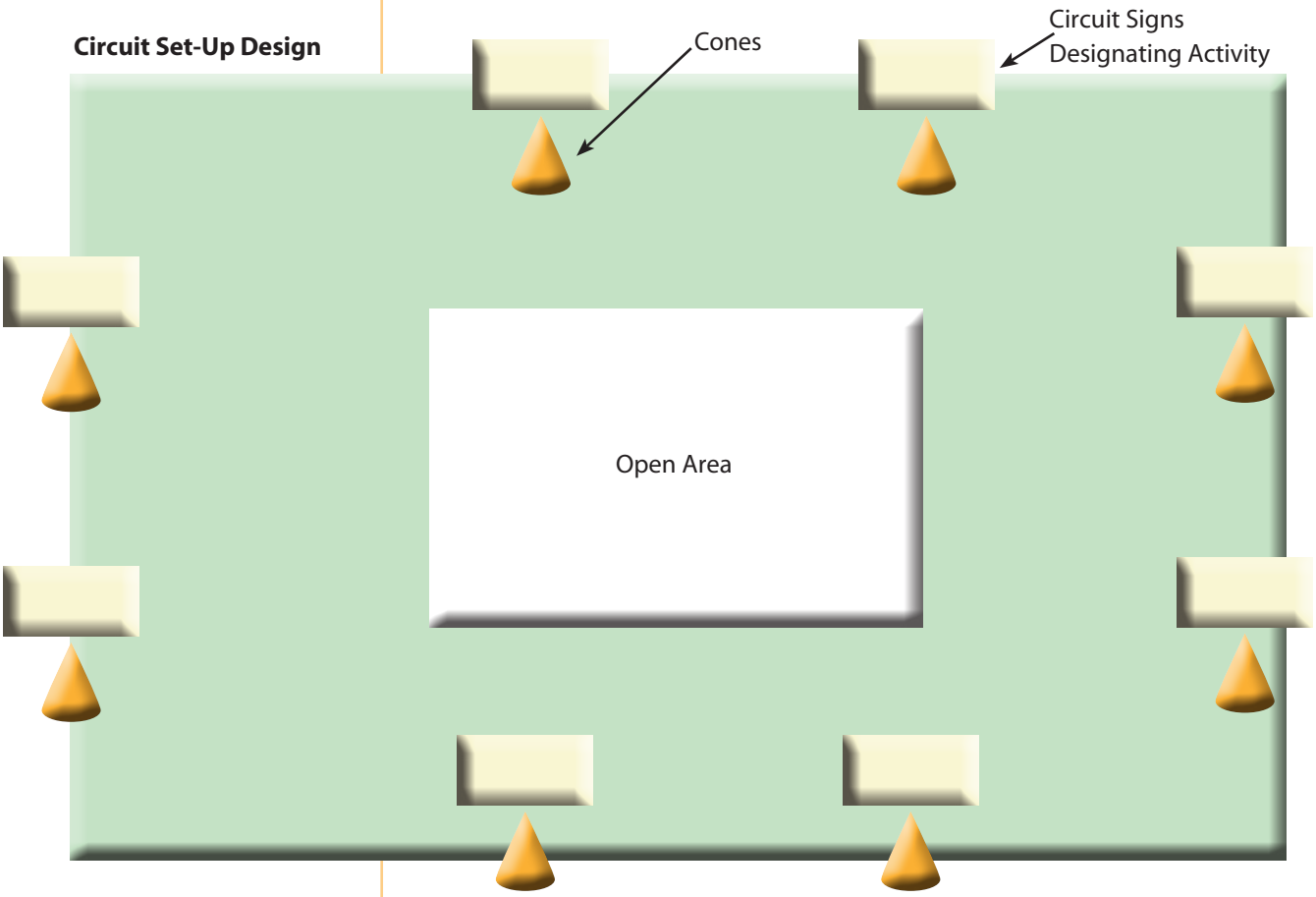
Station	Exercise/Activity	Category	Suggested Props
1	Push-up/Curl-up (Alternate 10 of each)	Muscular Strength/ Endurance	Mats
2	Jump Ropes (Alternate 30 non-stop fast jumps with 30 slower paced jumps)	Anaerobic Exercise	Jump Ropes
3	Hamstring/Quadriceps Stretch (Alternate between the two)	Flexibility (Static Stretch)	Towel
4	Stair Climbing	Aerobic Exercise	Steps or bench
5	Chair Squats	Muscular Strength/ Endurance	Chairs
6	Cobra	Relaxation/Flexibility/ Mindfulness	Mats
7	Hoop Leaps (Leap in and out of Hula Hoops that are lying on the floor)	Anaerobic Exercise	Hula Hoops
8	Ball Bounces Around Cones (Set up cones so students can bounce balls and weave through cones at moderate pace)	Aerobic Exercise	Cones, Bouncing Balls

- Station Props
  - Jump ropes, Steps or sturdy bench, Mats, Light Dumbbells (5 pounds), Resistance Bands, Chairs, Stability Ball/Bosu Ball, Towel, Stretch Straps, etc.
- Tape/Sticky Tack to affix station activity to each poster board
  - NOTE: Sports or Fitness catalogs have circuit materials including cones and wipe-off boards you can re-use.

Get Set

- Place the poster boards containing the names of the exercises/activities at each circuit station. Number the stations (#1 - #8)
- Distribute a Circuit Circus Workout Card to each team (see template below)
- Tell students that they will rotate through being the leader of each station, just as they did in the warm-up. This time, however, they will move from youngest to oldest. Meaning, the youngest student in the group will lead the exercise at their first station.
- Have each group think of a team name to write on their Circuit Workout Card
- Designate each team a number (#1 - #8) and have them "*" that number on their Circuit Workout Card. This number indicates which station they will begin with (i.e. Team #3 will begin at station #3). Students will rotate in numerical order (#1- #8) until everyone has completed each station. When they reach station #8, and have not completed all stations, they will move to station #1.

Circuit Set-Up Design



Let's Play

- The first team leader (i.e. the youngest student) is handed a Circuit Workout card and pencil/pen. They will be responsible for keeping it while they are the leader. When they are done being the leader, they will give it to the next youngest student. Play continues with the next eldest student and then begins again.
- All students gather (next to their teammates) in the open area.
- When the music starts, the instructor calls out a low intensity move that the students will then perform (while in the "open area" of the space). For example; walking, knee lifts, etc.
- When the music stops, the team leader will direct their team to their starting station (i.e. Station #1) and lead them through the exercise designated at that station.
- When the whistle blows, the team stops doing their exercises/activities and discusses what "type" of activity/exercise they were doing. The team leader writes the type of activity/exercise in the designated spot on the Circuit Workout Card.
- When the music begins again, the team comes to the open area for more low- intensity exercise (i.e. marching, walking, jogging, etc)
- Team leader #1 gives the Workout Card to the next youngest.
- Play continues by alternating open area activity with station activities until the instructor indicates that the time is up (i.e. after 15-20 minutes).
- All students sit and perform static stretches in the open area at the end and discuss each station's exercise/activity and what type of fitness activity it was.
- Have students turn in their workout cards at the end of the session.

Extended Play

- Have the students work in teams to design new stations (see file template to "Design Your Own Circuit").
- Turn the circuit stations into "Free Choice" stations; meaning that only the category will be given (i.e. Aerobic, Biceps, Static Stretch, etc). Let each team work together to determine what exercise/activity they'll do.

CHECK IT!

Circuits are a great way to incorporate all types of fitness activities and exercises into a fun-filled workout. Today's circuit was variety filled and well-rounded.

Let's wrap-up our lesson with a couple of "Check it" questions…..

1. ***Who can tell me which station focused on aerobic exercise?***
   Let students share.

2. ***Who can tell me which station focused on anaerobic exercise?***
   Let students share.

3. ***What station focused on muscle strength? What muscles were being worked?***
   Let students share.

4. ***What station focused on flexibility? What type of flexibility work was being done?***
   Let students share.

Journal Entry & Handout Distribution

Give each student their personal portfolio. Have them write a journal entry for their experience today, including their favorite station activity and why it was their favorite.

STUDENT JOURNAL - HANDOUT

Circus Circuit Workout Card

TEAM NAME _____

TEAM MEMBERS _____

DESIGN YOUR OWN CIRCUIT

Station	Exercise/Activity	Category	Suggested Props
1			
2			
3			
4			
5			
6			
7			
8			

Nutrition Lesson 5 – Breakfast • • • • • Don't Skip It

Estimated Time: 30 - 40 minutes

GOAL

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

OBJECTIVES

The student 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.
- Sample two "breakfast shakes" and choose a favorite.

THINK & SINK

Breakfast First!!!

Write the "Think & Sink" message on the chalkboard or on a poster board to be displayed in front of the classroom or student activity area as well as in their student journals. Ask students to think about the message and let it sink into their brains.

VOCABULARY

There are no new vocabulary words for this lesson.

On Your Mark

Items Needed:

- 2 Blenders
- Fruit flavored low fat yogurt
- Low fat milk
- Banana (cut up)
- 100% Orange Juice
- Crushed Ice
- Frozen berries (i.e. blueberries, raspberries, mixed berries, strawberries, etc)
- 2 Dixie Cups per student (label one cup "A" and the other "B")
- Copies of Food Label Handout

INITIATING QUESTIONS/LESSON INTRODUCTION

In our last nutrition lesson we learned about the importance of reading labels. We also learned how to monitor our portion sizes and how to choose liquids that are best for our health.

This handout represents a food label on a product called "Crazy Cheese Crackers." Let's examine this label and answer the following questions:

1. ***What is a single serving of Crazy Cheese Crackers?*** 5 crackers.
2. ***How many calories are in a single serving of Crazy Cheese Crackers?*** 100 calories.
3. ***If you were to eat 3 servings, how many calories would you have eaten?*** 300 calories. ***How did you figure that out?*** 100 calories in a single serving x 3 servings = 300 calories.

4. ***If you were to eat 2 servings, how many crackers would you have eaten?*** 10 crackers. ***How did you figure that out?*** There are 5 crackers in a single serving. 5 crackers x 2 servings = 10 crackers.
5. ***How many total grams of fat are in a single serving of Crazy Cheese Crackers?*** 3 grams.
6. ***How many calories of fat would that be?*** 27 calories because 3gms x 9 calories/gm = 27 calories.
7. ***How many grams and calories of carbohydrates are in a single serving of Crazy Cheese Crackers?*** 18 grams of carbohydrate = 72 calories of carbohydrates.
8. ***Where would "Crazy Cheese Crackers" fit into the "MyPlate?"*** In the grains section.
9. ***What is your opinion of including Crazy Cheese Crackers in your meal plan?*** Let students share. Some of their responses may include; it would be appropriate as a snack because the fat percentage is relatively low as well as the calories, or may need to be careful not to overeat, as 5 crackers is a serving, so it may be tempting to eat much more than that, etc.

Looks like you're getting the hang of looking at food labels, understanding portion and serving sizes, and making smart decisions about your food choices.

Now that you've learned some good information about your food choices, let's focus on the single most important meal of your day. Does anyone know what that meal is?
Breakfast.

That's right. Breakfast is the most important meal of the day. If you take the word "breakfast" apart, you'll find two smaller words. "Break" and "Fast." About what time is the last meal you have in the evening?
Let students share.

About how many hours of sleep do you get? Let students share.

So, "Breakfast" is designed to "Break" the "Fast" from all those hours of not eating. Let's learn some more about the importance of breakfast.

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 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. The energy from the food you eat helps you stay alert in school, helps your brain work well, and helps you feel better

Just like our "Think & Sink" message says, "Breakfast First"!!! Breakfast provides your body with a healthful start to the day. By eating breakfast, you'll be more alert and better able to concentrate.

If you miss breakfast, your body will be low on nutrients until you eat. It may take all day to make up the nutrients you missed in the morning.

Have students discuss what they like to eat for breakfast. Talk about healthy choices. Talk about traditional vs. non-traditional types of breakfast (i.e. traditional = cereal, yogurt, fruit, eggs and non-traditional = smoothies, pizza, pasta, grilled chicken, etc).

Breakfast can come from any food group, as long as it provides your body with the nutrients it needs.
Have the students discuss what types of things are not healthy for breakfast.

Now that you have an understanding of the importance of breakfast, let's see how well you do with a simulated "real world" experience.

Live It!

Shake It Up for a Healthy Breakfast

Select 2-3 students to make "healthy breakfast shake A" for the rest of the students. Select 2-3 students to make "healthy breakfast shake B" for the rest of the students. Discuss that even though time may be short in the morning, something as simple as a breakfast shake/smoothie works great, as it contains lots of healthy ingredients.

The recipes are calculated based on 18 oz total liquid. The nutrition facts are calculated based on three servings per recipe (6 oz servings). This recipe would produce six 3 oz Dixie cup servings, equaling one-half serving as presented on the "Nutrition Facts".

Breakfast Shake A
Put all items in the blender and mix thoroughly

- 1 cup 100% Orange Juice
- 1 cup low fat milk
- 1 large banana (preferably frozen)
- 1 cup low fat vanilla yogurt
- Crushed ice

Pour samples into Dixie Cups labeled "Shake A"

Nutrition Facts

Serving Size 6 oz
Servings Per Recipe 3

Amount Per Serving	
Calories	158.3
Total Fat	1.9 g
Saturated Fat	1.1 g
Polyunsaturated Fat	0.2 g
Monounsaturated Fat	0.5 g
Cholesterol	6.5 mg
Sodium	100.9 mg
Potassium	663.9 mg
Total Carbohydrate	28.7 g
Dietary Fiber	1.2 g
Sugars	18.7 g
Protein	8.2 g

Breakfast Shake B

Put all items in the blender and mix thoroughly

- 1 cup skim milk
- 1 cup 100% orange juice
- 1 large banana (preferably frozen)
- 1 cup low fat fruit flavored yogurt
- 2 cups frozen berries

Pour sample into Dixie Cups labeled "Shake B"

Have students taste each shake (may need a drink of water between to clean their palate).

Have students vote for their favorite breakfast shake. (See Shake Ballot template).

Select 2-3 students to tabulate votes and announce the "Shake of the Day" award.

Nutrition Facts

Serving Size 6 oz

Servings Per Recipe 3

Amount Per Serving	
Calories	239.2
Total Fat	1.7 g
Saturated Fat	0.9 g
Polyunsaturated Fat	0.2 g
Monounsaturated Fat	0.4 g
Cholesterol	5.7 mg
Sodium	90.0mg
Potassium	835.4 mg
Total Carbohydrate	51.6 g
Dietary Fiber	4.3 g
Sugars	19.7 g
Protein	7.8 g

Check It!

Now that you've had some fun learning about the importance of breakfast, let's see how much you know.

1. *Who can tell me why breakfast is the most important meal?*

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 stomach is empty and your body needs energy to get started for the day. The energy from the food you eat helps you stay alert in school, helps your brain work well, and helps you feel better.

2. *What are some traditional breakfast foods?* Eggs, toast, sausage, pancakes, cereal, fruit, yogurt. ***Which of these traditional breakfast foods are healthier choices?*** Cereal (low sugar, whole grain), non-fat or low-fat milk, fruit, non-fat or low-fat yogurt, etc.

3. *What are some non-traditional breakfast foods?* Smoothies, pizza, chicken, pasta, leftovers, etc. ***Which of these non- traditional breakfast foods are healthier choices?*** Fruit smoothies, grilled chicken, whole-grain pasta, etc.

4. *How will this information help you plan your breakfast?* Let students share.

FOOD LABEL HANDOUT

Want to learn more about the foods you're eating? You've come to the right place. All you need is the Nutrition label listed on the food package. This label contains a wealth of information for determining the amount of energy (calories), fat, and specific nutrients that are in a food. Put on your "science caps" so we can dissect the food label into its different parts. We're going to use a "fictitious" label from a food product called 'Crazy Cheese Crackers'.

SAMPLE FOOD LABEL FOR CRAZY CHEESE CRACKERS

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

Serving Size – This is the amount of a food that an average person might eat

Servings Per Box – This is the number of servings that are in the entire box

Calories – This is the amount of energy per serving

Calories from Fat – This is the number of calories that come ONLY from fat. To figure out the *percent* of calories from fat, simply divide the calories from fat by the total number of calories per serving:

EXAMPLE:

$$\frac{\text{Calories from Fat}}{\text{Calories per serving}} = \frac{9}{100} = 9\%$$

9% of the calories in a serving of Crazy Crackers are from fat

Total Fat – Fat is one of the major nutrients in our diet, along with carbohydrate and protein. We get 9 calories of energy for every gram of fat we eat; so it's a real powerhouse of energy. Too much fat, however, can cause us to ingest too much energy. If we don't use up all that extra energy (calories), our bodies will store it as adipose tissue (fat). Too much adipose tissue can put us at risk for obesity, heart disease, diabetes, and a host of other diseases. Make sure the majority of fat comes from unsaturated fats (i.e. monounsaturated fats such as nuts and olive oil, and polyunsaturated fats such as vegetable oils – canola oil/corn oil).

Saturated Fat (Sat Fat) – This fat clogs up our arteries and over time can lead to heart disease. Saturated fat is solid at room temperature. Butter, meats, cheeses and other full- fat dairy products contain saturated fat. We want to keep our saturated fat intake to a minimum.

Trans Fat – This fat also clogs up our arteries, by increasing our "bad" cholesterol (LDL) and decreasing our "good" cholesterol (HDL). A Trans fat is created by adding hydrogen to a "good fat" (i.e. soybean oil, etc.); a process called hydrogenation. This hydrogenated oil is similar to a saturated fat and therefore should be limited in our diet. Read food labels to see how much "hidden" Trans fat is lurking in what you're eating.

% Daily Value – The % Daily Value is listed down the right side of the Nutrition Facts panel. It is a percentage of the recommended daily amount of a nutrient provided per serving. On most labels, the % Daily Value is based on a 2,000 calorie diet. Individuals with higher or lower energy needs (based on age, activity level, etc) may need different amounts of some nutrients.

Dietary Cholesterol – A fat-like substance found in animal products. Eating too much cholesterol can increase our risk of developing heart disease. Try to consume no more than 300 milligrams (mg) per day. Food items that contain Trans fats (i.e. hydrogenated oils) can also elevate cholesterol levels.

Sodium – Sodium is usually referred to as "salt." For some, eating large amounts of sodium may lead to high blood pressure. Canned, processed, and most junk foods (i.e. chips, etc) have higher amounts of sodium than unprocessed, fresh foods. Try to limit the amount of sodium in your diet to 2,400 milligrams or less per day. This is equal to about 2 teaspoons of salt. There usually isn't a need to

add salt to your foods, as most foods/products contain sodium (i.e. soups, meats, crackers, restaurant foods, etc).

Total Carbohydrate – This is our body's top source of energy. We need it daily. One gram of carbohydrate gives us four calories of energy. Carbohydrates are found in foods like bread, pasta, potatoes, fruits, and vegetables. "Total carbohydrate" includes dietary fiber and sugars. Try to have most of your carbohydrate intake come from whole grains, fruits, and vegetables and reduce the amount of "refined/white products" (i.e. white bread, white pasta, etc) to increase your daily fiber intake. Fiber is your friend and helps you pass food through your digestive track more slowly, as well as helps you feel full.

In our "Macaroni & Cheese" product, how many CALORIES come from carbohydrate? 188 calories (47gm x 4 calories/gm = 188 calories).

Dietary Fiber – This is also referred to as "roughage." Foods that are high in fiber (i.e. whole grains, beans, etc) can help lower the risk for heart disease and cancer. Most of us don't get enough fiber in our diets. Make sure you drink plenty of water when increasing your fiber intake.

Sugars – These include natural sugars, such as those found in fruits, juices, and milk products in addition to processed sugars, which are usually found in candy, soda, and other discretionary foods.

Protein – Our bodies need this nutrient for growth, repair of body tissues, and for general maintenance. Protein is also a major nutrient and can be used as energy if all other energy sources are depleted. We get four calories of energy for every gram of protein we eat. Animal products like meat, milk, and eggs as well as plant foods like grains and legumes give us lots of protein to meet our daily needs.

Vitamin A – This vitamin helps us see at night, is needed for bone and skin growth and development, as well as helps our bodies fight disease.

> *Examples include*: Carrots, sweet potatoes, pumpkin, cantaloupe, apricots, kale (darkly colored orange and green produce), milk, eggs, etc.

Vitamin C – This vitamin helps our body fight infections and heal wounds. It may prevent some diseases like cancer and heart disease.

> *Examples include*: Red berries, kiwi, red and green bell peppers, tomatoes, broccoli, spinach, 100% orange juice, etc.

Calcium – This mineral helps promote development of strong bones and teeth, as well as reduces the risk of degenerative bone disease as you age (i.e. osteoporosis). It is very important while you are a teenager/adolescent to get enough calcium to build strong bones, as this is the prime age to build bone mass.

> *Examples include*: Milk, fortified soy milk or orange juice, canned salmon, etc.

Iron – This mineral helps carry oxygen throughout your body. We need oxygen to live. Iron fortified cereals are a great source of iron, in addition to lean meats.

> *Examples include*: Red meat, turkey, chicken, fortified cereals or grains, cooked beans, etc.

OPERATION FITKIDS®

LESSON 6

With *Space Race,* students will understand and participate in a fun fitness adventure using aerobic, anaerobic, muscular endurance and flexibility exercises. Using *Snack Attack*, students will learn that fruits and vegetables make healthy snack choices.

ACE AMERICAN COUNCIL ON EXERCISE® 4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 6 – SPACE RACE • • • • • A Virtual Fitness Adventure

Estimated Time: 30-40 minutes

National Standards

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 – Participates regularly in physical activity

GOAL

To have students understand and participate in a fun fitness adventure using aerobic, anaerobic, muscular endurance and flexibility exercises.

PERFORMANCE OUTCOMES

The students will be able to:

- Complete the "Space Race" circuit program
- List at least one benefit of circuit workouts
- Categorize exercises as aerobic, anaerobic, strengthening, or flexibility
- Demonstrate good sportsmanship and teamwork during Space Race activities
- Complete the Space Race Workout Log

THINK & SINK

Be a Lean, Lean, Workout Machine

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite movement activities in their student journal.

VOCABULARY

Write on the board and review prior to the lesson. Students can enter vocabulary words in their journal or they can be passed out as a handout and used as a discussion starter.

Aerobic Exercise – Sustained, low to moderate intensity physical activity that uses the large muscles of the body as well as oxygen. Aerobic exercise is rhythmic and continuous movement which strengthens the circulatory and respiratory systems. Examples of aerobic exercises are: walking, jogging, biking, dancing, and skating.

Anaerobic Exercise – Short-term, high intensity physical activity that uses stored energy (i.e. sugars) sources without the use of oxygen. Anaerobic exercises also strengthen the circulatory and respiratory systems, but are of much higher

intensity than aerobic exercise. Examples of anaerobic exercises are: sprinting, high-jumping, running hurdles, weightlifting.

Muscular Endurance – The ability of a muscle or muscle group to perform moderate to low level work for an extended period of time (i.e. doing push-ups for one minute)

Dynamic Stretch – A stretching of a muscle and its surrounding tissue that requires muscle contractions that occur through a full, fluid, non-resistive range of motion. (Example – slow arm circles prior to pitching baseballs)

Static Stretch – A low-force stretch that serves to elongate the muscle while holding it to a point of tension for 10-30 seconds. Static stretches are best performed after the body temperature has been elevated through dynamic movement. (Example – hamstring stretch that is held for 10-30 seconds)

INITIATING QUESTIONS/LESSON INTRODUCTION

In our last class, we had a lot of fun using circuit-based exercises.

Circuits are a great way to incorporate all types of fitness activities and exercises into a fun-filled workout.

1. ***Who can tell me what they remember about circuit workouts?*** Let students share.
2. ***If you'll recall, circuits are a great way to integrate a variety of fitness activities into one workout. Who remembers some of the aerobic activities we performed in our circuit last class?*** Let students share.
3. ***Does anyone recall what station(s) focused on muscle strength? What muscles were being worked?*** Let students share.
4. ***We also had some flexibility activities in our stations. Does anyone remember what they were?*** Let students share.

In today's lesson, we'll be learning how to continue using circuits to get stronger and fitter. This time, however, our circuit workout will have a theme and a "mission" that you'll need to accomplish before our class time has expired. We'll continue to use everything we've learned to develop a well-rounded, fun circuit. I'm sure you've studied "space" in school, right? Let students respond.

Do you remember that the United States has a "space station" in space? Does anyone know what the purpose of our space station is? Let students share (i.e. to study space, to learn about the solar system, to conduct experiments to determine the ability to have "life" on a space station, etc).

In this mission, you'll be given a "workout mission task card" which will contain your station stops, as well as the activities/exercises you will accomplish there (mini-mission). The goal is to safely and effectively launch from the earth, travel through "space" to our "space station," deliver supplies, and return home within the designated amount of time to complete the entire circuit workout.

Learn It!

Just as we did in our last lesson, let's make sure you remember what the various categories of exercises are. I'll call out the category and you demonstrate the types of exercises/activities/movements that would qualify for 30 seconds. It's ok if you are all doing different activities. Ready?

Aerobic - Let students share (i.e. walking at moderate pace, stepping up and down at moderate pace, etc).

Anaerobic – Let students demonstrate (i.e. high-jumping in place, running as fast as you can, etc).

Muscle strengthening - Let students share (i.e. push-ups, curl-ups, lifting light weights, etc).

Static stretching- Let students share (i.e. hamstring stretch, quadriceps stretch, etc).

Dynamic stretching - Let students share (i.e. slow knee lifts, waist twists, etc).

You did a great job! This fun "SPACE RACE adventure" circuit session will give you more opportunities to try out these types of exercises as well as serve as an example of how much fun getting healthy and fit can be.

Let's Go

Follow-the-Leader Team Warm-ups

Break students into teams of 3. Use the "open area" of the space to conduct warm-ups (see diagram below). Select the youngest student in the group to start the "Follow-the- Leader" warm-up. Each student will lead their three person group in a warm-up move (i.e. march in place, jog around the circle, leg kicks, arm circles, etc). After the designated amount of time (i.e. 60 seconds), select the next youngest student to be the leader. Finally, the oldest student in the group will lead a warm-up move. Repeat through the youngest to oldest sequence for approximately 3-5 minutes.

Get Moving!

ON YOUR MARK

Items Needed:

- Fun, upbeat, lyric appropriate music (i.e. 2001 Space Odyssey is a fun song to start with)
- Whistle
- Stopwatch
- One copy of the Space Race Workout log sheet for each student
- 8 Cones to designate station locations around the perimeter of the room
- 8 Cones to designate "Dodge the Meteors" aerobic/anaerobic station in the interior area
- Poster boards containing station numbers (i.e. Station 1, Station 2 and so on, through Station 8 for outside)
- Poster boards containing meteor numbers (i.e. Meteor 1, Meteor 2 … Meteor 8 for inside area)

- 8 x 11 pieces of paper or cardstock containing names of activities/ exercises for each outside and inside station
- See suggested props below
- Pencil/Pen per student

Sample Stations

This is a sample listing of exercises/activities to do for each perimeter as well as interior station. To provide variety and meet the needs of your students, feel free to redesign your circuit to the fitness and interest level of your students (approximate time per station – 45 seconds).

PERIMETER STATIONS

Station	Exercise/Activity	Category	Suggested Props
1	Cosmo Crunch /Plank *alternate 10 crunches with holding the "plank" position for 10 seconds	Muscular Strength/ Endurance	Mats
2	Bicep Curls/ Triceps Dips *curls with dumbbells or tubing *dips using Step	Muscular Strength	Dumbbells or Resistance Tubes/Step with 3 Risers
3	Push-up Pass *after completing 10 push-ups, stand up and play catch with yourself or another student, if more than one student is at station	Muscular Strength	Mats/ Weighted Medicine Ball
4	Cobra *students lie on mats (prone) and complete back extension from either bent elbow position or fully extended elbow position	Relaxation/Flexibility/ Mindfulness	Mats
5	Solar Squats *students complete squats while sitting into chair (when "seat" touches edge of chair, students return to starting position)	Muscular Strength/ Endurance	Chairs
6	Superman *back extension with extended arms on mat or using stability balls or BOSU	Muscular Strength/ Flexibility	Mats, Stability Balls, or BOSU
7	Lunar Lunge *alternating single leg lunges using BOSU	Muscular Strength	BOSU
8	Planet Posture *students carry backpack while maintaining neutral spinal posture with a paper plate/ book on their head as they weave through cones	Balance/Posture	Paper Plate or Light Book/ Cone-Set/Backpack filled with books

INTERIOR STATIONS (Meteor Stations)

- **Station Props** (see listing above)
  - Jump ropes, Steps, Mats, Light Dumbbells (5 pounds), Resistance Bands, Chairs, Stability Ball/Bosu Ball, Towel, Backpack with books, etc.
  - Tape/Sticky Tack to affix station activity to each poster board

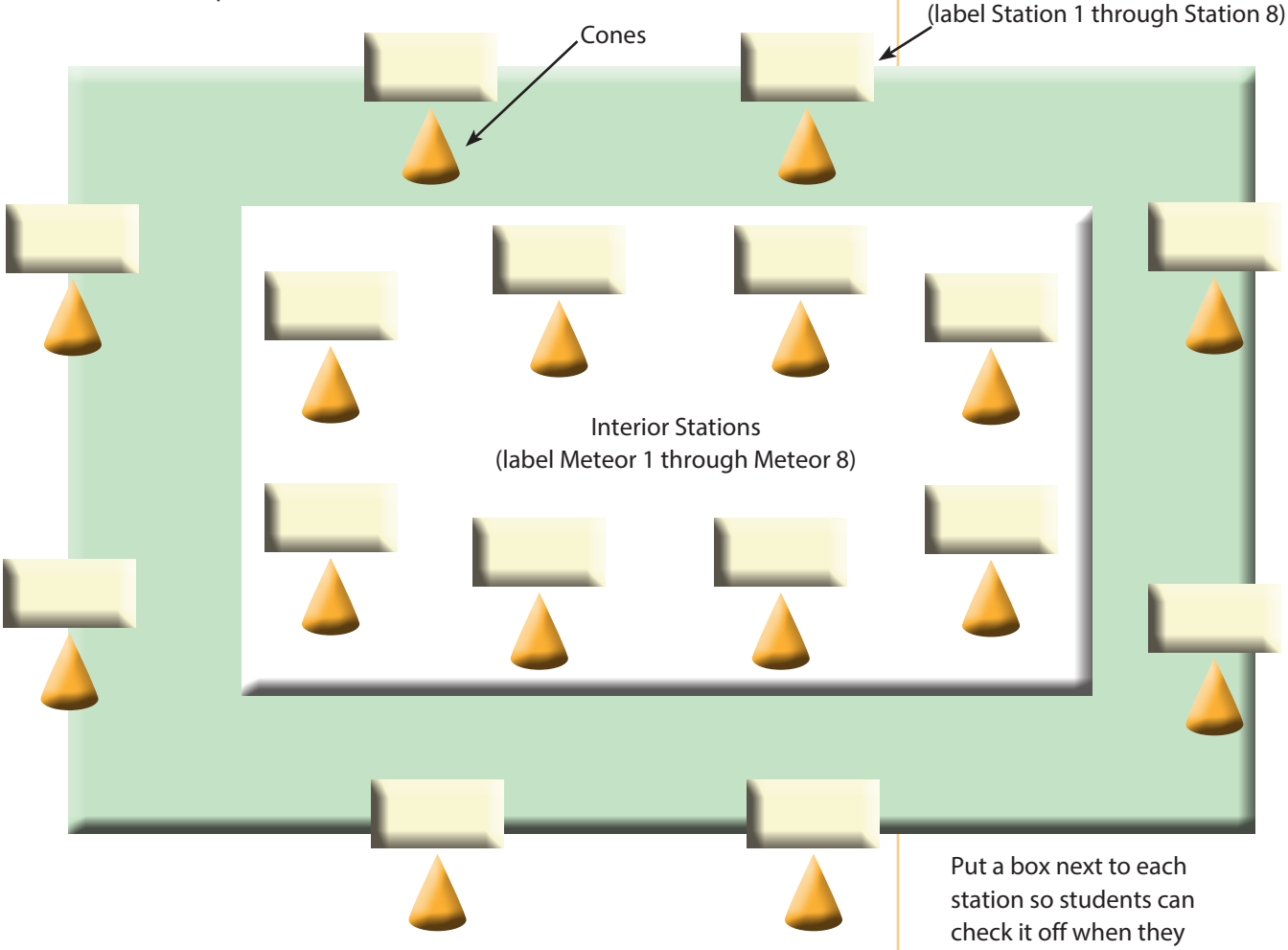
NOTE: Sports or Fitness catalogs have circuit materials, including cones and wipe off boards you can re-use.

Meteor Station	Exercise/Activity	Category	Suggested Props
1	Crater Hop *students use a variety of hopping skills to hop through hula hoops that are laid on the floor	Anaerobic Exercise	Hula Hoops
2	Solar Step *students use a variety of step moves (i.e. Basic Step, Knee-ups, etc)	Aerobic Exercise	Steps
3	Jupiter Jump *students alternate between 10 slow jumps and 5 fast jumps	Anaerobic/Aerobic	Jump Ropes
4	Agility Ability *students 'zigzag' through a variety of cone configurations	Aerobic/Agility	Cones
5	Moon March *students march in place or around designated area	Aerobic Exercise	
6	Meteor Madness *students sprint to first cone, touch it, and then return to starting line. Repeat to second cone and back to starting line, etc. (i.e. "Suicide Drills")	Anaerobic Exercise	Cones
7	FREE CHOICE *students choose favorite "aerobic" move	Aerobic Exercise	
8	Line Leaps *students leap over the line (jump rope or tape), back and forth.	Anaerobic Exercise	Jump Rope taped to floor or "line tape"

Get Set

- Place the poster boards containing the names of the exercises/ activities at each circuit station (tape to cones). Number the perimeter signs "Stations #1, #2….#8 and the interior station signs "Meteor #1, #2….#8."
- Distribute a Space Race Workout log sheet to each student, along with a pen/pencil (see attached template).
- Divide students into 2 groups. Have each group line-up and call off numbers 1-8. Students in group #1 will begin at their designated station number along the perimeter ("Station #1-#8). The students in the second group will begin at their designated station number in the interior ("Meteor 1 – Meteor 8").
- Students will alternate between perimeter stations and interior stations (i.e. "Perimeter 1" followed by "Meteor 1").
- Tell students that as they travel through the solar system, they will be encountering meteors (aerobic/anaerobic stations) where they'll need to move more quickly than they did during the perimeter stations.
- Review each of the stations before beginning. Use students to demonstrate the activity/exercise at each station.
- Review overall safety and exercise execution tips before beginning (i.e. perimeter stations = slower, more controlled exercises and interior stations = quicker movements).

Circuit Set-Up Design



Put a box next to each station so students can check it off when they complete it.

Let's Play

- When the music starts, students will begin their station's activity for the designated amount of time (i.e. 45 seconds).
- After the designated amount of time, blow the whistle twice, indicating to switch to the next station (i.e. Perimeter #1 moves to Meteor #1; Meteor #1 moves to Perimeter #2, etc). Students will "check-off" their completed station and move to the next station in sequence.
- When all students are at their next station, blow the whistle once; indicating the beginning of the new station.
- Play continues by alternating a Perimeter Station activity with an Interior Station activity until the instructor indicates that the time is up (i.e. after approximately 20-25 minutes).
- Have all students sit and perform static stretches in the open area while they discuss their favorite workout station(s).
- Have students keep their workout cards.

Extended Play/Knowledge

- Have the students work in teams to design new circuit "missions." (exercises/activities).
- Share some fun facts with the students:
  - In 1987, the Space Probe Pioneer 10 became the 1st man made object to leave the Solar System.
  - The first time a planet was studied through a telescope was in 1610, by an Italian astronomer named Galileo.
  - Because of gravity, a child who weighs 62 pounds on the Earth would weigh less than 11 pounds on the moon.
  - Neil Armstrong was the first man on the moon in the year 1969. Laika, a Russian dog, was the FIRST being put in orbit in 1957.
  - The sun is NOT a planet, but rather a ball of hot spinning gases. It is the brightest star in our sky. It is bigger than everything else in the Solar System put together. It could hold over ONEMILLION Earth's.

CHECK IT!

Today we used our "circuit theme" and created a Fitness Adventure with a "Space Race" theme. What did you enjoy about adding a theme to our circuit?
Let students share.

Let's wrap up our lesson with a couple of "Check it" questions…..

1. ***Who can tell me some of the benefits of working-out using circuits?***
   Let students share.
2. ***Who can tell me which exercises focused on anaerobic exercise?***
   Let students share.
3. ***Who can tell me which exercises focused on aerobic exercise?*** Let students share.
4. ***Which exercises focused on muscle strength?***
   What muscles were being worked?
   Let students share.
5. ***Which exercises focused on flexibility?*** Let students share.

You've all done a FANTASTIC job working hard and learning new ways to have fun with exercise. Our next class will be devoted to YOU… that's right; you'll be designing a two minute workout that you'll lead the class through. This workout can combine any of the exercises you've learned during this program. You can also bring your own music (as long as the lyrics are appropriate) to help spice up your teaching. You'll be "team teaching," which means that I'll divide you into teams (or pairs) and each of you will have one minute to teach the group. (Divide class into teams. Instruct them to work on their routine and to have it ready for the next session)

JOURNAL ENTRY & HANDOUT DISTRIBUTION

Give each student their personal portfolio. Have them write a journal entry for their experience today, listing their favorite station activity and why it was their favorite.

STUDENT JOURNAL - HANDOUT

SPACE RACE LOG

STATION	ACTIVITY	COMPLETED
Perimeter Station 1		
Meteor Station 1		
Perimeter Station 2		
Meteor Station 2		
Perimeter Station 3		
Meteor Station 3		
Perimeter Station 4		
Meteor Station 4		
Perimeter Station 5		
Meteor Station 5		
Perimeter Station 6		
Meteor Station 6		
Perimeter Station 7		
Meteor Station 7		
Perimeter Station 8		
Meteor Station 8		

Nutrition Lesson 6 – Snack Attack

Estimated Time: 30 - 40 minutes

GOAL

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

OBJECTIVES

The student will be able to:

- Explain why chips, cookies, and candy are not healthy snack choices.
- Identify at least three different fruits and vegetables that make healthy snacks.
- Create a healthy "snack attack" recipe book.
- List at least one way to increase the likelihood of eating healthy snacks.

THINK & SINK

Got The Munchies??? Go For the Healthy Crunchies

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains.

VOCABULARY

Phytochemicals – Chemicals in fruits and vegetables that give them their bright colors and help the body fight off sickness and disease.

INITIATING QUESTIONS/LESSON INTRODUCTION:

1. ***Last class, we learned about the most important meal of your day. Who can remember which meal that is?*** Breakfast.
2. ***Who can tell me why breakfast is the most important meal?***
   When you get up in the morning, it's been about 10-12 hours since you've had something to eat. Your stomach is empty and your body needs energy to get started for the day. The food you eat helps you stay alert in school, helps your brain work well, and gives you energy to do the things you like to do.
3. ***We also talked about traditional versus non-traditional breakfast foods. What are some traditional breakfast foods?*** Eggs, toast, sausage, cereal, fruit, yogurt, etc.
   Which of these are the best choices? Whole wheat toast, whole grain/low sugar cereal with low-fat or non-fat milk, low-fat or non-fat yogurt with fresh fruit, etc.
4. ***What are some non-traditional breakfast foods?*** Smoothies, pizza, chicken, pasta, leftovers, etc. ***Which of these are the best choices?*** Smoothies made with fresh fruit, grilled chicken, whole wheat pasta, etc.
5. ***How many of you have eaten breakfast every morning since our last class?*** Let students share.

Well, it seems like you understand how important breakfast is. I'm glad to see so many of you making a conscious effort to eat breakfast. Today, we're going to look at another opportunity to make important decisions. Snack choices.

What kinds of snacks do people your age like to eat? Let students share (try to elicit responses such as chips, cookies, candy bars, etc).

Learn It!

Is there anything "wrong" with choosing chips, cookies, and candy bars as snacks? Let students share.

Choosing chips, cookies, and candy bars are "ok" foods once in a while, but shouldn't be a typical snack. This is because they contain a lot of sugar and unhealthy fats, while they are also low in nutritional value; making them a "discretionary food" (remember our "MyPlate lesson"?). When you get the munchies, your healthiest food choices are items from the fruit and vegetable groups as well as whole grains, nuts (as long as there are no allergies) and low fat cheeses. Fruits and vegetables contain phytochemicals which are "good" chemicals that give them their bright colors and help the body fight off sickness and disease.

Healthy snacks make for healthy eating. Snacks provide your body with extra energy between meals. As you grow, your body needs refueling throughout the day. Without snacks, you may become tired or sluggish, and even get headaches. However, snack choices need to be healthy and nutritious. Try to limit snacks that fall into the "discretionary foods" section of the "MyPlate". Snacks should be eaten two to three hours before you are going to eat a meal. Don't snack if you're not hungry. Don't eat or nibble because you're bored, have nothing to do, or are just lying around watching TV or playing video games. If you're bored and are unsure what to do---get up and move!

Snacks are not intended to replace your meals; when snacking, eat smaller, snack-sized portions. Snacks are also a great opportunity for you to provide your body with nutrients that may have been missing from your last meal (i.e. fruit; fiber or yogurt; calcium, etc).

There are some creative ways to make sure you select healthy snacks. Can anyone think of a few? Let students share.

Some other ideas for making sure you have healthy snacks on hand are:

- Clear your cabinets of "junk food"
- Designate a special drawer in your kitchen for healthy snack food (i.e. dried fruit, granola bars and nuts, as long as no allergies exist, etc.)
- Have pre-cleaned and cut-up veggies (i.e. carrots, celery, etc) in your refrigerator at all times
- Take baggies of healthy snacks with you (i.e. in backpacks, lunch boxes, etc.)

Who can name some vegetables that would make a great snack?
Let students share. (i.e. carrots, celery, cucumbers, etc.) Encourage them to identify a variety of vegetables; ones they may not be familiar with, such as zucchini and sugar snap peas.

Who can name some fruits that would make a great snack?
Let students share (i.e. apples, bananas, oranges etc.) Encourage them to identify a variety of fruits; ones they may not be familiar with, such as mango, blackberries and papaya.

How many of your make your own snacks? Let students share.

What healthy snacks do you like to eat? Let students share.

We're going to put together a "healthy snack attack" recipe book. Use this booklet as the first step in creating your OWN healthy snack book *(see attached "healthy snack booklet).* ***Fill in the blank pages with healthy snack recipes you find in magazines, recipe books, etc.***

How will you know if the recipe(s) you're looking at are healthy? Read the ingredients, nutritional information, etc.

Distribute "Healthy Snack Attack" booklet.

Live It!

(Place students in teams and have them follow the recipe for Veggie & Cheese Pinwheels)

On Your Mark

Items Needed:

- Low Fat or Fat Free Cream Cheese
- Low Fat or Fat Free Ranch Dressing
- Flour Tortillas
- Finely Shredded Carrots
- Finely Shredded Cucumbers
- Finely Shredded Lettuce
- Finely Shredded Low Fat or Fat Free Cheese (your choice of flavor, i.e. Monterey Jack and Cheddar)
- Optional: other shredded vegetables (i.e. zucchini, squash, etc.)
- Bowls for each of the ingredients

"**Snack Attack**" **Recipe of the Day – Veggie & Cheese Pinwheels**
Distribute one recipe to each team so they can make their own "Veggie & Cheese Pinwheel" (see attached handout).

Check It!

Now that you've had some fun learning about healthy snacks, let's review some of the important concepts.

1. ***Who can tell me why cookies, chips, and junk food are not the healthiest choices for snacks?*** Choosing chips, cookies, and candy bars are "ok" foods once in a while, but shouldn't be a typical snack. This is because they contain a lot of sugar and unhealthy fats, while they are also low in nutritional value; making them a "discretionary food."

2. ***Who can identify fruits and vegetables that make healthy snacks?*** Let students share.

3. ***What are some creative ways to ensure that you will always have healthy snacks available?*** Let students share.

Healthy Snack Attack Recipe Booklet

Page 7

Healthy Nachos

Ingredients:

Baked Nacho (Tortilla) Chips
Shredded Low-Fat Cheese
Shredded Lettuce
Diced Tomatoes
Salsa
Bean Dip (optional)

Directions:

- Spread chips on microwave-safe plate and top chips with the low-fat cheese.
- Place in Microwave for 30 seconds or until cheese melts.
- Top with shredded lettuce, diced tomatoes, bean dip, and salsa.

ENJOY!

NOTE: Be sure to *Read the label* on the bag of the baked chips to understand what constitutes a *single serving*.

Veggie & Cheese Pinwheels

Prep Time – 5 minutes Total Time – 20 minutes
Servings – 1 tortilla makes 3 individual pieces

Ingredients:

2 Tbsp of Cream Cheese (Fat Free or Low Fat), softened
2 Tbsp of Ranch Dressing (Fat Free or Low Fat)
1 flour or whole wheat tortilla (8 inch)
Finely Shredded Vegetables & Cheese (your choice)
Optional: Spinach leaves

Directions:

- MIX cream cheese and dressing until well blended. Spread evenly onto tortilla.
- SPRINKLE your choice of vegetables and cheese on top of the tortilla.
- ROLL up the tortilla tightly.
- CUT each roll into three pieces.

SERVE AND ENJOY!

*NOTE: Although not necessary, it is best to wrap tortillas in plastic wrap and refrigerate for 15 minutes before cutting and serving to prevent tortilla from falling apart.

Snacks in Seconds

These snack ideas are healthy and nutritious and take less than a few seconds to prepare:

- Low-fat cheese cubes/string cheese & whole grain crackers
- Homemade trail-mix (mix your favorite nuts, cereals, dried fruits, and chocolate chips; dark chocolate preferred)
- Veggies & dip
- Fruit salad (grab your favorite fruits and mix them all together – dig in)
- Whole grain, low-sugar cereal
- Low-fat yogurt with sprinkles
  - Create your own sprinkles with crushed up cereals, granola, dried fruits, nuts, etc.

Toasted Cheese Muffin

Preparation Time: 5 minutes

Ingredients:

Whole Grain English Muffin (sliced)

1 slice of Low-Fat Cheese (i.e. Mozzarella, Swiss, etc)

1 Tbsp. or less of Light Butter

*In place of the butter, try using pizza sauce to make your own mini pizza. Add lots of your favorite veggies and place in the microwave or oven, enjoy!

Directions:

- Toast English Muffin slices
- Lightly spread "light butter" on the English Muffin slices
- Place 1 slice of cheese on 1 side of the Muffin
- Top the cheese with the other side of the Muffin
- Press down so heat of the toasted Muffin melts the cheese

ENJOY!

OPERATION FITKIDS®

LESSON 7

With *Put It All Together,* students will demonstrate their understanding of aerobic, anaerobic, muscular endurance and flexibility exercises by creating a two-minute, fun fitness routine to teach to the class. Through *Eating Out – A Healthy Experience,* students understand that eating away from home can be a fun and healthy experience.

ACE AMERICAN COUNCIL ON EXERCISE
4851 Paramount Drive, San Diego, CA 92123 | Toll Free: 800.825.3636 | Fax: 858.576.6564 | www.ACEfitness.org

Fitness Lesson 7 – Put It All Together

Estimated Time: 30-40 minutes

NATIONAL STANDARDS

Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3 – Participates regularly in physical activity

GOAL

To have students demonstrate their understanding of aerobic, anaerobic, muscular endurance and flexibility exercises by creating a two-minute, fun fitness routine to teach to the class.

PERFORMANCE OUTCOMES

The students will be able to:

- Design a two-minute fitness routine of their choice and teach it to the class
- List at least one muscle group that is being exercised
- Categorize the exercises as aerobic, anaerobic, strengthening, or flexibility
- Demonstrate good sportsmanship and peer support

THINK & SINK

Healthy, Fit, and Free…..That's me!!

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains. In addition, encourage them to write a few of their favorite movement activities in their student journal.

VOCABULARY

There is no new vocabulary.

INITIATING QUESTIONS/LESSON INTRODUCTION

In our last class, we added a Space Theme to our circuit-based exercises.

We agreed that completing a circuit workout is not only fun, but a great way to incorporate many types of exercises into a single workout.

Since this is our last class together, let's review the things we've learned during the program.

1. ***In our first lesson, we learned about the importance of warming-up prior to exercising. Who can list at least one reason why we need to warm-up?*** Let students share.
2. ***In our second lesson, we learned about aerobic and anaerobic exercise.***

3. ***Who can tell me the benefits of each of these exercises?*** Let students share.
4. ***We also learned about the importance of being strong. What are some benefits of strengthening our muscles?*** Let students share.
5. ***In lesson 4, we experienced flexibility, relaxation, and mindful exercises. Who'd like to share some of their thoughts from this lesson?*** Let students share.
6. ***In lessons 5 and 6, we put all our exercise principles together and experienced a fun circuit workout. What are some of your favorite circuit experiences?*** Let students share.

In today's class, you'll be taking control by team-teaching your two-minute exercise routine to the class. I'm sure you've been practicing all week and can't wait to start, right? Let students respond.

LEARN IT!

We'll start by jogging/walking a few laps around the gym/room, and then as your warm-up, I'm going to put on some music and allow you five minutes to work with your partner to perfect your routine. Remember your routine can be aerobic, anaerobic, strengthening, or stretching. After you've practiced, I'll be calling you up by category (i.e. aerobic & anaerobic teams first, followed by muscle strengthening, ending with flexibility). You'll each have one minute to teach your routine to the class, for a total of two minutes for each partner team. Tell students that you'll give them the "one minute signal" to switch lead teachers and then a "10 seconds left" signal when the end of their time is nearing.

Let's Go

Direct students to begin walking/jogging a few laps followed by them practicing their routines for their team-teaching experience. Walk around and assist as needed.

Get Moving!

ON YOUR MARK

Items Needed:

- Fun, upbeat, lyric appropriate music or student selected music
- Stopwatch
- Props as requested by students

Get Set

- Have students sit in order of exercise type (i.e. aerobic/anaerobic exercise, followed by muscular strengthening exercise, followed by flexibility).
- Have students give you their music selections.

Let's Play

- Call up the first team and play their music selection.
- Allow them two-minutes to teach the class their routine (give them the one-minute "change leader" signal. Also indicate when they have ten seconds left in their teaching).
- Continue to play until all teams have had a chance to teach the class.
- At the end, give KUDOS, high-fives, claps, etc. to everyone for great sportsmanship, support, and great teaching. ☺

Extended Play/Knowledge

- Have students teach their routine to their families.
- Show them a variety of exercise videos and explain that exercise videos are another option for getting and staying fit. Have students indicate if any of their exercises were taught by the fitness professionals on the videos.

CHECK IT!

Today you had the opportunity to show what you have learned during this program. Although it may have seemed a bit uncomfortable at first, I hope you all feel GREAT about your teaching.

Let's wrap-up our lesson by sharing some of the things we've learned these past weeks.

1. ***Who can tell me ONE thing they have learned from this program that they will use after this program ends?*** Let multiple students share.

2. ***Who would like to share how they felt about their teaching experience today?***
   Let multiple students share.

3. ***What was one of the difficulties about teaching to your peers?***
   Let multiple students share.

4. ***Name one thing that you enjoyed about your teaching experience today.***
   Let multiple students share.

Wrap-up

Items Needed

- Index Cards (3 x 5) with "GREAT JOB" written on the front
- Brown Bag
- Pencils/Pens

Put all students' names on index cards and put in a paper bag. Let students draw a card out of the bag. Have them write a "GOOD JOB" note to that student about their teaching today (on the back of the card). At the end of class, collect all notes and distribute to the students. Congratulate them on a great program and encourage them to continue using the things they have learned to make exercise a part of their life.

Nutrition Lesson 7 – Eating Out • • • • • A Fun Extravaganza

Estimated Time: 30-40 minutes (in-class lesson)

Schedule a "healthy eating adventure" to follow this lesson. Work with a local restaurant to coordinate a "healthy restaurant eating adventure" so students can apply the information learned during this lesson.

GOAL

To have students understand that eating out can be a fun and healthy experience.

OBJECTIVES

The student will be able to:

- Identify items on a restaurant menu that are high in fat.
- Order a lower fat version of a high fat food item from a restaurant menu.
- Control portion sizes while eating out.
- List at least two ways to reduce over-consumption while eating out.

THINK & SINK

Eating Out Can Be Healthy

Write the "Think & Sink" message on the chalkboard or poster board to be displayed in the front of the classroom or student activity area. Ask students to record the message in their journals and to think about the message, letting it sink into their brains.

VOCABULARY

No additional vocabulary words.

On Your Mark

Items Needed:

A variety of restaurant menus (note: most fast-food establishments have nutritional information available either at the restaurant or on-line).

INITIATING QUESTIONS/LESSON INTRODUCTION:

1. ***Last time we learned how to make healthy snack choices. How many of you have started to use your "Healthy Snack Booklet"?***
   Let students share.
2. ***Who can tell me some other healthy snacks they have added to their booklets?***
   Let students share.
3. ***What changes have you made at home to help you make healthy snack choices?***
   Let students share (i.e. cleaned out junk food cabinets, etc).

It seems like you're on the right road to making healthier snack choices. I'm glad to see so many of you making a conscious effort to help yourselves and your families in making healthier choices.

4. ***How many of you eat out?*** Let students share.
5. ***Where do you go when you eat out?*** Let students share.
6. ***How many times a week do you eat out?*** Let students share.
7. ***Do you think that "eating out" has a place in the healthy meal plans we've been talking about? How?*** Let students share.

Today we're going to learn how eating out can have a place in a healthy diet.

Learn It!

The reality is that Americans eat out A LOT. As a matter of fact, America has been called a "fast food nation," and for good reason. Everyday, 1 out of 4 Americans eat fast-food. Eating out doesn't mean you have to eat unhealthy foods; if you know how to make healthy choices. In today's lesson we will learn how to make healthier selections when eating out. We'll culminate our operation "FitKids" program by taking a field trip to a local restaurant where we will enjoy a healthy meal.

Fast food restaurants have added many new, healthier options. Most restaurants post nutritional information about their food offerings on their websites for the customer to view, or offer nutritional information at the restaurant. Next time you're at a restaurant, ask if they have nutritional information for the food offered on their menu.

When choosing food items, be aware of high-calorie additions such as melted cheese, sour cream, mayonnaise, salad dressings, gravy, etc. Sometimes making a healthier choice is as simple as removing the condiment.

Let's review the "Eating Out…A Healthy Alternative" handout to learn about how to make smarter food choices when we're eating out *(see attached handout).*

Live It!

Now that we've reviewed some healthy restaurant food choice tips, let's see how well we do.

Pair students and distribute a menu to each partner pair. Their goal is to identify 2-3 unhealthy food items and discuss how they'd request a healthier version. In addition, the students will identify at least 2 healthy food options on the menu.

Check It!

Now that you've had some fun eating and learning about healthy foods, let's review some of the highlights.

1. ***Who can tell me why cookies, chips, and junk food are not the healthiest choices for snacks?*** Choosing chips, cookies, and candy bars are "ok" foods once in a while, but shouldn't be a typical snack because they are considered "discretionary foods" and contain a lot of sugars, fats, and are low in nutritional value.

2. ***Who can list some healthy fruit and vegetable snacks?*** Let students share.
3. ***Who can list some creative ways to assure your house has healthy snacks readily available?*** *Let* students share.
4. ***Since this is our last lesson of the program, who'd like to share some of the nutrition information they've learned?*** Let students share.

Lesson 1 – Learned about the "MyPlate" plan

Lesson 2 – Learned about serving sizes and how to be cautious about over-consumption of calories

Lesson 3 – Learned about healthy drinks and the importance of hydration

Lesson 4 – Learned how to read a food label

Lesson 5 – Learned about the importance of breakfast

Lesson 6 – Learned about healthy snacks

I hope this program has been educational, fun, AND delicious. The things you've learned in this program will not only help you to be a healthy adolescent (pre-teen & teenager), but will also help you remain healthy and fit throughout your life.

Eating Out • • • • • A Healthy Experience

Who says eating out has to be a greasy, grimy, slippery, slimy mess? Although it takes a bit of planning, eating healthy at a restaurant can be accomplished if you fuel your brain with the knowledge you need to make good choices. Store some of these ideas in your mind for the next time you want to make eating out a healthy experience:

- **Have it "your way"** – ask for food to be baked, broiled, grilled, or steamed. Ask for no sauce or have sauces and dressings put on the side. If you "need" to have French fries, eat only half of the portion and order vegetables or a salad with it.
- **Curb your cravings** – don't go to the restaurant "starving." Eat a light, healthy snack before going to the restaurant to avoid over-eating.
- **Ask for a "doggie bag" first**– you don't have to be a member of the "clean plate club," listen to your body and stop eating when you are full; take the leftovers home for later. Because most restaurant portions are enough for two meals or more, ask for ½ of your meal to be put in a doggie bag so you can enjoy it again tomorrow.

Here are some additional tips for making healthy restaurant choices:

- Order small or regular sized portions (avoid "Super-Sizing")
- Request butter, sauces, cheeses and dressings be left off or put on the side
- Be on the lookout for words that mean LARGE portions (i.e. jumbo, extra large, supreme, triple, double, grande)
- Order the "healthy choice" on the menu (usually marked with a "heart" or the words "lite/light")
- Avoid ordering extra cheese
- Soda/soda-pop contains lots of sugar, caffeine, and empty calories. Order water instead
- Avoid ordering fried foods. If you're craving something fried, only eat ½ the meal
- Start with soup (non-cream based; a vegetable or broth based soup is best) or salad (dressing on the side) to help fill you up
- Share dessert with a friend/family member
- Choose whole grain breads or rolls over white

References

PUBLICATIONS

American Council On Exercise. *ACE Personal Trainer Manual,* 3rd Edition, 2003.

American Heart Association. Heart Power Kits.

Cooper, K. (1991) *Kid Fitness.* Bantam Books, New York.

N.A.S.P.E. (National Association for Sport and Physical Education) (2004) *Moving into the Future….National Standards for Physical Education*, 2nd Edition, AAPHERD Publications, Oxon Hill, MD.

Snyder, LinVan Heuit. (1989). "Children's Circuit Training" *IDEAToday*, Feb., 45-47.

WEB SITES

www.aapherd.org/naspe/publications-nationalstandards.html - Web site for National Standards for Physical Education

www.americanheart.org - American Heart Association web site

www.eatright.org - American Dietetic Association's web site

www.californiaprojectlean.org - State of California Project Lean web site

www.cdc.gov/growthcharts/ - Center for Disease Control web site (Growth & BMI Charts for children and adolescents)

www.cspinet.org - Center for Science in the Public Interest web site

www.dole5aday.com - Uses cartoon characters and fun games to teach kids about the importance of eating five fruits and vegetables a day

www.fitnessgram.com - Scientifically based fitness assessment program offered through the Cooper Institute

www.fitness.gov - The President's Challenge – Active Lifestyle Program web site

www.humankinetics.com - Human Kinetics Publishers web site. Resources about sport sciences, physical education, sports and fitness

www.kidshealth.org - Kids Health web site

www.mealsforyou.com - Meals for You web site

www.pecentral.com - Web site for physical education lessons and ideas

www.usda.gov - USDA's web site – Nutrition Policy & Promotion

DEBI PILLARELLA, M.ED.

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.

GETTING PEOPLE MOVING

Headquarters

4851 Paramount Drive, San Diego, CA 92123

Phone: 858.576.6500 | Toll Free: 800.825.3636 | Fax: 858.576.6564

www.ACEfitness.org