

# Jr. Chef Club II

## Fueling Physical Activity

### Lesson 2



### Objectives

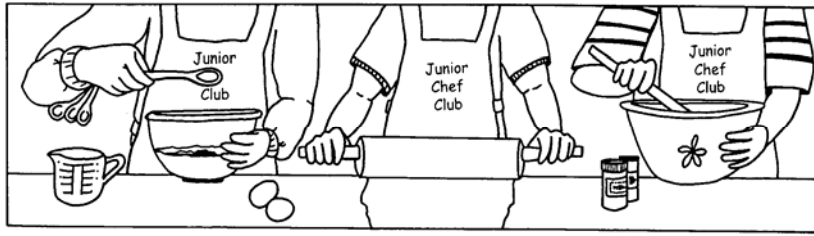
After completing the lesson, students will be able to:

1. List three reasons why physical activity is important for health and how much activity students should do each day.
2. Explain how to determine whether an activity is “light” or “vigorous.”
3. List two whole grain foods that provide energy to the body.

### EALRS

### Program Integration

<p><b>Reading 1.3</b> Build vocabulary through wide reading.</p>	Read recipes and worksheets.
<p><b>Reading 3.1</b> Read to learn new information.</p>	Read activity log or visit <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a> website to learn more about physical fitness.
<p><b>Reading 3.2</b> Read to perform a task.</p>	Complete worksheet. Read a recipe.
<p><b>Writing 2.3</b> Write in a variety of forms.</p>	Take notes during lecture. Write list depending on worksheet selected.
<p><b>Health and Fitness 1.2</b> Safely participate in a variety of developmentally appropriate physical activities.</p>	Participate in classroom physical activity to assess heart rate, plus one of the other activity choices.
<p><b>Health and Fitness 1.4</b> Understand nutrition and nutrients and how they affect physical performance and the body.</p>	Understand the concept of calories as a unit of measurement; calories come from food and are used in the body as energy to fuel activity.
<p><b>Health and Fitness 2.3</b> Acquire skills to live safely and reduce health risks.</p>	Practice being physically active, track activity level and make a plan to stay active to reduce health risks.
<p><b>Mathematics 1.1</b> Understand and apply concepts from number sense.</p>	Add up amount of time spent in physical activity individually and as an entire class spends in physical activity.
<p><b>Communication 1.2</b> Listen and observe to gain and interpret information.</p>	Listen to educator, take notes and answer questions on worksheet related to information presented.
<p><b>Communication 1.3</b> Check for understanding by asking questions and paraphrasing.</p>	Participate in discussion and complete worksheets.



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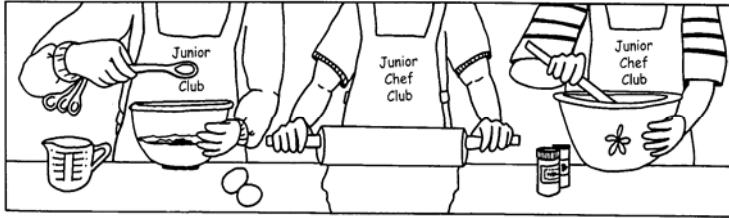
### Classroom Supply List

#### Visual Aids

- Apron with cards of physical activity and whole grain foods
- **MyPyramid** poster with movable parts, “Go,” “Glow,” and “Grow” cards, plus cards with amounts needed from grain group
- Move It! Poster
- Poster paper/flip chart and pen (or access to chalkboard)

#### Handouts

- Lesson Script
- Lesson objectives with EALRs for teachers
- Level 2 Cookbooks
- Activity cards for each student in different colors
- Parent Newsletters
- Choice of worksheets/activities:
  - Writing paper for group brainstorm activities
  - Activity circuit—station signs and instructions, milk jugs/canned food to lift and other supplies as needed
  - Walk Across Washington—map of Washington state
  - President’s Council on Physical Fitness information
  - Activity spinners—cardstock preprinted with pie charts, spinners and pens
- Incentive: mini beach balls with handout on physical activity ideas



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### Cooking Supply List

#### **Food Supplies**

*Makes enough for 25-30 Mineral Bar samples.*

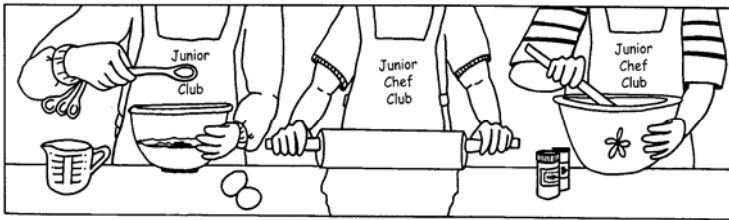
- $\frac{3}{4}$  cup creamy peanut butter
- $\frac{1}{2}$  cup + 2 Tbsp. honey
- 2 cups granola
- 1 cup old fashioned oatmeal
- $\frac{1}{2}$  cup raisins
- $\frac{1}{2}$  cup dried apricots
- $\frac{1}{2}$  cup sunflower seeds
- $\frac{1}{4}$  cup walnuts
- $\frac{1}{4}$  cup unsalted soy nuts
- 2 eggs
- 2 cups crispy rice cereal

#### **Serving Supplies**

- Small Paper Plates
- Napkins

#### **Cooking Supplies**

- Oven
- Cutting board
- Plastic knives for cutting
- 2 sets dry measuring cups
- 2 sets measuring spoons
- 2 liquid measuring cups  
(1 cup or larger)
- 2 large bowls
- 2 large mixing spoons
- 2 pancake turners/spatulas
- 2 – 9" x 13" baking pans
- 2 baking sheets
- Hot pads
- Small paper plates
- Paper napkins
  
- Recipe for cooking table
- Teacher tip sheet



# Jr. Chef Club II

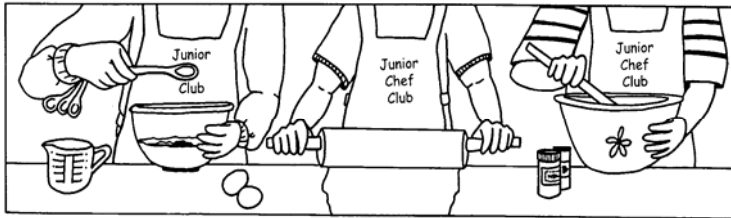
## Fueling Physical Activity

### Lesson 2



## Preparation Outline

<p><b>Notes for Preparing Visual Aides</b></p>	<ul style="list-style-type: none"> <li>• <b>Move It! Poster:</b> (Same as Lesson 1.) Download from the USDA Team Nutrition website:  <a href="http://teammnutrition.usda.gov/Resources/feedmoveposters.html">http://teammnutrition.usda.gov/Resources/feedmoveposters.html</a></li> <li>• <b>Activity cards:</b> Make twenty five to thirty cards (enough for each student to have one card—5 or 6 of each color). Write the following activity on the following colored cards:             <ul style="list-style-type: none"> <li>- blue: walking</li> <li>- green: jump rope</li> <li>- purple: leg lunges</li> <li>- orange: freeze tag</li> <li>- yellow: basketball</li> </ul> </li> <li>• <b>Student Incentives:</b> Mini-beach balls can be found in mail order catalogs. If available, order ones with hearts on them to help remind students that being active keeps the heart healthy. Each ball comes deflated in a small plastic bag. Attach the half-sheet of Beach Ball Activity Ideas to the bag.</li> <li>• <b>Optional Activities:</b> Determine ahead of time which optional activities you might do and prepare any necessary materials needed to carry out the activity.</li> </ul>
<p><b>Prepare Food Preparation area</b></p>	<p>Use fresh sanitizing solution (3/4 teaspoon bleach in 4 cups of water in a spray bottle) to sanitize food preparation area (mist surfaces, let set one to two minutes then wipe with clean paper towel) and cover with parchment or waxed paper. Set out all cooking equipment, gloves and ingredients needed. (Keep chilled ingredients in refrigerator or ice chest until needed.)</p>



## Jr. Chef Club II Fueling Physical Activity Lesson 2



### Lesson Script

#### INTRODUCTION

- Smile and greet the class.
- Distribute Jr. Chef Cookbooks. Ask students to turn to Lesson 2 so they can take notes.

Today we'll be finding out about foods we can make that give us the energy we need to be active.

Last week we talked about healthy lifestyles. Raise your hand if you can tell us what a "healthy lifestyle" means. (Praise all answers related to eating healthfully and being physically active.) Right, in addition to eating healthy foods, it's important to balance the foods we eat with physical activity to have a healthy lifestyle.

Today we'll talk more about physical activity and find out which foods are best to give our bodies energy to be physically active.

#### Introduce Recipe of the Day

Today's recipe takes quite a while to bake, so we need to get the Jr. Chefs started right away. They'll make Mineral Bars to give us the energy we need to be physically active. Mineral Bars are made with grains (point out Grain Group on MyPyramid). And we're using some whole grains to help keep us extra healthy as well. Raise your hand if you can tell why it's important to eat whole grains? (More nutrients and fiber.)

Read through today's recipe as a group and discuss necessary cooking skills and safety techniques. State whether you are using oat bran or wheat germ today. State whether you are using raisins or chocolate chips today. Then have Jr. Chefs prepare food while rest of groups complete other learning activity.

#### *Suggested Recipe for Cooking and Sampling*

Choose a recipe that is a good source of complex carbohydrates. Choose a food that is based on whole grains or uses whole grains in an innovative way such as Mineral Bars.

#### Jr. Chefs Cook

Ask Jr. Chefs to come up, wash their hands, put on gloves and prepare the recipe.

## Non-Cooking Students' Activity

### Physical Activity

Note to educators: Use the terminology “physical activity” and/or “be active” rather than “exercise.” The term “exercise” often has negative connotations in the minds of many people as being something hard to do and a chore, rather than enjoyable.

Also, research shows that when people focus on being less sedentary rather than more active, they automatically become more active. Encourage students to set limits on sedentary activities such as TV viewing, computer or video games, etc.

Set up the Move It! Poster. Last week we talked about the different types of activities we can do to have fun and get moving.

How many completed the *How Active Am I?* worksheet that was handed out last week? Great! In recording your activity, what did you find out about yourself? (If no responses, ask any of the following probes: What did you notice about your activity? Did you do 60 minutes of activity? Was it mostly “light” or “moderate” or “vigorous”? Or did you do some of each type? (Do not ask students individually, so as not to embarrass any student who did not get enough activity.)

Would anyone like to volunteer to read us the goal you wrote about physical activity? (Listen to two or three examples and find something to praise about each one.) Great! Those are enough examples for now.

### Benefits of Physical Activity

Let's think about why physical activity is good for us. How does physical activity make us fit and healthy? It would be a good idea to write these notes in your cookbook. (Educator can write them on the board as well for students to copy.)

- It's fun, so we feel good mentally; write: Better mood.
- It makes our bones and muscles stronger; write: Strong bones and muscles
- It makes our heart pump faster so it gets stronger; write: Strong heart
- It helps keep weight at a healthy level; write: Healthy weight
- It helps prevent certain diseases such as heart disease and diabetes; less disease.

The “More” and “Enough” activities on the Move It! Poster are harder to do than the “Plenty” types of activities. They require more effort and can help strengthen our hearts, muscles or both. What are some examples of “More” (Moderate) and “Enough” (Vigorous) activities that you did on your *How Active Am I?* worksheets?

### Strengthen Your Heart Muscle

Moderate and vigorous activities give your heart a good workout. Do you know how to tell when your heart is working hard? You can feel your pulse. Put your fingers

on your neck about here (show by putting two fingers slightly below jaw bone). Move them around until you feel pulsing beneath your fingers. Now you've found your pulse. That's your heart beating. Every time it beats, it pushes blood through your blood vessels. Your blood carries oxygen (air) and nutrients to all your body parts to keep them working right. Feel your pulse now while you're resting. Is it slow or fast? Is it pounding hard or just pumping along? Remember how that feels.

### **Let's Get Moving!**

Now let's do a couple activities we've talked about and then we'll see how our pulse feels after we've been active. Please stand up and push your chair in. Put your hands on the back of your chair and I'll know you're ready for the next step.

I have colored cards here for everyone. (Begin to distribute with the teacher's assistance.) On each card is an activity that belongs to one of the sections of the Move It! Pyramid. Everyone with a certain colored card is going to come up to the front and help lead the class in the activity. We'll see how the activities affect our heart beat.

Let's start with the first level of the Move It! Pyramid. Everyone with a blue-colored card, please come up front. The blue cards have a "Plenty" or everyday type of activities that we want to do often. What do the blue-colored cards say? (Walking) Where could you walk? (School, the store, taking the dog for a walk, going to a friend's house, etc.) Okay, so let's do some walking now, right in place, round and round in a tight circle like this. Okay, leaders ready to go? Class ready to go? Let's walk! (Walk in tight circles.) Okay, now faster, walk briskly to get your heart rate up. Faster! Good job, now let's feel our pulse. Does it feel any different? Maybe a little stronger? Maybe not—we have to be more active. Our muscles and bones were still getting a bit of a workout though. Thanks leaders, you can sit down now; leave your cards up here.

Now everyone with a green card come up. This is a "More" or sometimes type of activity. What do your cards say? (Jump Rope) H-m-m, we don't have any jump ropes, so we'll have to pretend. Do you think we could do that? Everyone pretend that you have a jump rope. Get your rope up and ready (hold up hands as if starting to jump rope). Leaders ready? Class ready? Let's jump! Good job, keep going! Now hot peppers—fast! Great! Now feel your pulse—is it pounding? Yes, it should be. This type of activity makes our heart healthy too. Thanks leaders, now you can sit down, leave your cards up here.

Okay, another group come up—those with a purple card. These cards have an "Enough" activity on them. They are for strength, to make our muscles strong. Examples might be push-ups for strength or lifting weights. What do your cards say? (Lunges) So we'll work on our thigh, or upper leg muscles. Do a lunge like this (demonstrate—see Educator information). Leaders ready? Class ready? Okay, let's go! Do them slowly and count out loud as you do each leg 5 times. Good job! Where do you feel that in your legs? That's right, in your thigh muscles and the muscles in your rear-end. You can do these at home anytime. If you wanted to build up your arm muscles, you could lift milk jugs that are partially full of sand or

water. How's your pulse this time? Thanks leaders, now you can sit down, leave your cards up here.

Everyone with an orange card come up. This is a "Plenty" type of activity such as swinging, tumbling and playing outside. What do your cards say? (Freeze Tag) What do we do to play freeze tag? We run—but not for a long time like in basketball. Instead, we run in short spurts and the stop. Is everyone ready to run in place? Let's go! Run some more, pretend to tag someone. Keep going. And stop. Good job. Feel your pulse. I bet it's going strong, isn't it? Thanks leaders, now you can sit down, leave your cards up here.

Everyone with a yellow card come up. These are another "More" type of activity such as team sports like kickball or soccer. What do your cards say? (Basketball) Alright, how can we pretend to play basketball? What do you do when you play basketball? (Run a lot, from one end of the court to the other, and toss the ball up high to the basket.) Alright, we'll run in a circle then pretend to toss the ball like this, then run some more (demonstrate). Leaders ready? Class ready? Let's play! Let's check our pulse again. Do you feel it beating harder and faster? That's good. That means we're exercising our heart muscle and making it stronger.

The longer we do an activity, or the harder it is to do, the more it makes our heart work. Our heart is a muscle but of course it can't lift weights so we have to be active to give it a workout. It's important to get it pumping hard then let it rest everyday. That makes it stronger. Good job everybody! You can sit down now.

Besides feeling your pulse, another way to judge the type of activity you're doing is by the "Talk Test"

- Light ("Plenty")—you could sing while doing the activity; you're not out of breath.
- Moderate ("More")—you can talk but not sing while doing the activity; you're a little bit out of breath.
- Vigorous ("Enough")—it's difficult to talk while doing the activity because you're out of breath, in fact, you're breathing heavily.

The more active you are and the more often and the harder the type of activity, the stronger your heart gets, and your muscles and bones too. So it's good to be active whenever you can! Think of fun, safe things you like to do, and do them often.

### **Fueling Physical Activity**

Where do our bodies get the energy to keep us moving all day and be active? Raise your hand if you remember from last week. (Calories.)

Raise your hand if you know which type of food gives our body the most energy? (*Hint*—"GO" Foods; Carbohydrates in grains as well as in fruits and milk). Praise correct answer.

That's why today the Jr. Chefs made Mineral Bars that are chock full of grains to "Go" on to fuel our activity. Let's look back at the recipe. Which ones are "Go"

foods? (The grains: white flour and whole wheat flour, oats, oat bran or wheat germ.) The body uses “Go” foods to make energy really quickly for our muscles.

### **Classroom Activity Options**

Jr. Chefs may have the Mineral Bars in the oven by the time you reach this point, so they may join in these activities. Pick and choose activities to create a lesson appropriate to your site and your students’ abilities and interests.

**“Top Ten” List** - have groups come up with “Top 10 Ways to Sit Less and Move More” lists. Have groups share if time allows.

**Activity Lists** - have each group list as many physical activities as possible in 5 minutes. Have them separate the activities into light/moderate/vigorous categories. See which group can come up with the most or most creative activities.

**Teaching an activity** – have each small group decide on one physical activity to teach to the rest of the class. (Encourage them to think of fun, unusual activities which are easy to do). Have them work together to choose an activity, possibly write down the instructions and then teach or show the rest of the class how to do it. Do each group’s activity for several minutes, as time allows. Encourage students to do the activities they learned on their own, at home.

**Physical Activity Circuit Example** – set up four stations that each have a different activity, e.g. stretching, resistance training (lifting milk jugs partially filled with water), and two aerobic activities (run in place or jumping jacks, etc.) Have each group of students start at a different station. Read activity instructions at each station and do the activity as a group for 2 minutes then move on to next station. Encourage students to set up an activity circuit at home now that they know how to do it.

**Physical Activity Spinners** – make an activity spinner together as a class. Solicit suggestions from students for easy activities to write on the blank spinner. Encourage them to be activities they can do at home or school which don’t require any equipment. Encourage kids to think of activities that their friends and family might enjoy doing with them. When complete, spin the spinner and do the indicated activity for 30 seconds together as a class (if possible in space provided). Have students make their own activity spinners to use at home if time allows.

### **Extended Activities for the Week Ahead**

- **Walk Across Washington!** Show a map of Washington State and have the students decide on a destination they would like to walk to. Have each class log the amount of time or distance they walk while at school. Determine the distance covered by one lap around the school yard and have students walk it several times a day. After each time student’s walk (such as at recess or lunch time), write down everyone’s laps or distances. Add all students’ distances together at the end of the day then indicate on map how far they have walked (as a group) towards their destination. (Optional integration with other subjects—student groups do research on the towns they’ll be walking through and present to the class as they get to those towns on the map.)

- **Let's Move.** Make a group/class goal for physical activity during the next month or throughout the Jr Chef lessons. Make a chart to keep track of all activity completed by your group. (Provide an incentive for the group which does the most activity per member or for all groups who meet their *MyPyramid* recommendations.)
- **The President's Challenge on Physical Fitness.** Have kids check out website ([www.presidentschallenge.org](http://www.presidentschallenge.org)). If students are interested, have them sign up in their work groups or as a class to track their physical activity levels.
- **Activity Spinner.** If you made the activity spinner, described above, use the spinner each day to choose an activity the class will do at recess or other appropriate time. Do activity together as a group or use it as an idea for students to do at recess.
- **Writing prompt.** Have students write a story several paragraphs long about a 5<sup>th</sup> grade student who decides to start being more physically active. Include in your story why the student decided to be more physically active, and what he or she is going to do to be more active.

### **Sampling the Food**

Remind all students to wash their hands before sampling the food. Distribute food samples and let students verbally evaluate the recipe and write their responses in their cookbook. They may also use colored pencils to color in the appropriate triangles of *MyPyramid*.

### **Summary**

Bring the group back together. Depending on which activity the students did, ask for some of them to share their responses.

### **Review**

Ask questions to be sure objectives were achieved. Ask students to raise their hand to tell the class:

- One reason why physical activity makes us healthy. (Repeat to get several.)
- How can you tell whether your activity is "light," "moderate," or "vigorous?" (Use the talk test.)
- How much active play or physical activity should kids your age do each day to stay fit? (60 minutes)
- Name two whole grains that help give us energy to "Go" on. (Whole wheat, oats, corn, brown rice, etc.)

## **Closing**

Distribute student incentive, if available.

Mini-beach balls. I have something for you today, to help you be more active. Here's a miniature beach ball to play with, along with some ideas for playing with it by yourself or with friends. (If the balls have hearts on them—say, why do you think the ball has hearts on it? Yes, to remind you that being active and playing helps your heart be healthy. Don't blow these up until you go home today. (Or give the teacher the option of distributing them at the end of the school day.)

Distribute parent newsletters.

Collect Jr. Chef Cookbooks.

Have fun being active this week, and we'll see you next week!