Lesson Planning - Week 3

LEARNING OBJECTIVES



- understand the importance of improving (*not perfecting, but improving*) or restoring the deep squat pattern
- perform 10 or more squats, with the hips getting to the level of the knees, without stopping for 2-3 sets, 30 sec b/t sets
- combine squatting exercises with agility and animal moves to begin designing circuits, intervals and relays
- name a few "God-made" foods; bonus objective is to know examples by macronutrient
- discuss the importance of fasting for both physical and spiritual health

ACTIVITY

Exercise

Sit-to-Stand & Squat. The video should explain everything - cue your students to "lead with their hips", not their knees. Squat back and down with their hips, "drive" your hips up and forward.

45 Minute Lesson Plan

- Warm Up - walk, jog, agility (8 min)- review skipping, side shuffle, grapevine, backwards skip, walking/jogging while looking left/right, walking backwards on heels
- Intro Chat - (5 min) *Welcome to Week 3* - Squats, Food & Fasting - review worksheet; Q&A
- Watch both videos (6 min total) - "lead with your hips, hips are your power"
- Activity #1 - Squatting Pattern & Mobility, Strength & Conditioning (5 min) - practice air, double, pause squats - each for 60-90 seconds - mix in slow, medium, fast cadences
- Activity #2 Squats + Animal Moves, (5 min) 10 squats, stay down on last squat frogger 30 paces, repeat with bear, monkey, inch worm, etc done as drill or relay game.
- Activity #3 Agility + Curl Up Relay, (4 min) evenly divided single file lines at one end, first student side shuffles down and back, performs 7 curl ups, tags next in line, until last student.
- Activity #4 Reaction Time + Agility Relay, (8 min) in lines or teams, everyone lies on their back, and on the first whistle, first student pops up to a 1 leg stance, counts to 10, then skips (pick any agility exercise) to other end and back, upon which net student pops up and repeats.
- Deep Squat Chat (4 min.) holding their own deep squat, or with assistance doing the partner deep squat stretch, review *Food & Fasting* (name some "God-made" foods, then maybe review macronutrients if time allows - name a food that is mostly carbohydrate, mostly protein, mostly fat - "*no food is bad for you, but behaviors with food can be.*"

EXTRA NOTES & THOUGHTS

Identity Statement - "I am what I eat."

Our focus here is mindful eating, hopefully leading to intentional eating and a healthy body image. Most students have little to no control over what they are eating, but they can still be mindful, ask parents for healthier options, eat only when physically hungry, or stop when they feel full. You can also point out that we literally are what we eat.

Principle - Food & Fasting

The curriculum often runs during Lent. Regardless, any time is the perfect time to talk about *fasting* - from favorite foods, snacks between meals, or non-food items (this is discussed further in Week 7: Self Control.) As *purpose* bridges faith and fitness, *mindfulness* bridges physical and spiritual health. Mindful eating is one path to improving social and self awareness. Can we then combine this mindfulness with patience and self control (two fruits of the Holy Spirit) to improve both our physical and spiritual health? This is our hope with the principle of *food and fasting*.

This is a great time to mention attending Mass and the Liturgy of the Eucharist. As St. Maxililian Kolbe is quoted: "*if angels could be jealous of men, they would be so for one reason: Holy Communion.*"

Reflection & Goals

If you are comfortable, share with your students your nutritional plan for each day. For help, consider a few "P's" for healthy nutrition I use when coaching people:

- Protein, Produce & Portion Size - focus mostly on protein and produce when planning meals ("can you name a few examples of protein and produce?", and when you get away from these two, mind your portion size. ("Mention sides, chips, empty carbohydrates, liquid calories, etc as examples of getting away from protein and produce."
- Proactive, Planning, Preparing & Packing - this is what healthy eating looks like. I never leave my house for work without an apple, banana, baby carrots and protein shake - then try to pack a protein-based meal of some kind. This prevents reactive choices when hungry or hypoglycemic (low blood sugar.)

Name some God-made foods?

To stay with the mindfulness theme, (review the cycle pictured right), ask your students how they feel after eating an apple versus two donuts. Donuts taste great, we know that, but how do you feel afterwards?

Which one fuels your body and brain and gives you energy? We want students to have a basic understanding of calories and energy balance (calories in/calories out), but more importantly, to restore their natural intuitive eating: to understand their hunger cues, feelings of fullness, temptation, and the importance of being active to maintain a healthy energy balance.

