



# A Healthier You!

Grade Levels 3-6



# Unit Overview

## Materials

- Test tubes
- Water
- Sugar
- Salt
- Computer
- Fast food menu
- Paper
- Pencil
- Measuring cups
- Scissors
- Glue
- Construction paper
- Markers
- Magazines
- Examples of pamphlets
- Copies of food diary
- Stop watch
- Area for stations
- Pictures of famous people
- Drinking straw (1 per student)
- Coffee stir straw (1 per student)
- Balloon (1 per student)
- Sharpie markers
- Copy of "Betty Bacteria" (1 per student)
- Copy of "Catching a Cold" (1 per student)
- Dark construction paper (1 per student)
- Spray bottles
- Soap
- Glitter
- Measuring cups
- Note cards (2 per student)

## Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> <li>• LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.</li> <li>• LA.5.1.6.5: Relate new vocabulary to familiar words.</li> <li>• LA.5.S.2.1: Read and interpret information. Listen and speak to gain and share information, including dramatic recitations.</li> <li>• MA.5.G.5.3: Selection of appropriate measuring tools.</li> <li>• SC.5.P.8.1: Identify basic properties of solids, liquid, gas.</li> <li>• PE.5.L.2.12: Plan a menu for a balanced meal.</li> <li>• MA.5.A.4.2: Construct and describe a graph.</li> <li>• MA.5.A.6.4: Compare, order, and graph integers.</li> <li>• PE.5.L.1.5: Identify heart rate intensity to enhance cardio endurance.</li> <li>• PE.5.M.1.1: Apply locomotor skills in a variety of ways.</li> <li>• PE.5.C.1.1: Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.</li> <li>• PE.5.L.1.5: Formulate a plan to increase the amount of time spent in physical activities.</li> <li>• SC.5.L.1.4: Identify organs in the human body and describe their functions (i.e., heart, lungs).</li> </ul>	<ul style="list-style-type: none"> <li>• 5 – Support</li> <li>• 8, 9, 10 – empowerment</li> <li>• 12, 14, 16 – boundaries and expectations</li> <li>• 17, 18 – constrictive use of time</li> <li>• 21, 22, 24 – commitment to learning</li> <li>• 26, 29, 30, 31 – positive values</li> <li>• 37, 38, 39, 34 – positive identity</li> </ul>

## Extension Ideas

- Lesson 3: Analyze how the food pyramid has changed over time
- Lesson 8: Have students shake hands with one another with their lotion, glittery hands
- Lesson 5: Pick a famous person who has changed the face of exercise and write a biography on this person
- Lesson 5: View how exercise has changed over the years
- Do a Walk-a-thon
- Have a dentist, nutritionist, doctor, come in and talk about being healthy
- Have students write letters to Procter and Gamble

## **ELL Modifications**

- Learn about your students' culture based on health and exercise. Have the students draw pictures or tell the class how health and exercise is viewed differently here in the U.S. than their own country.
- Pair ELL students up with students who can help translate any information the students might need to participate in the activities.

## **Pre/Post-Assessment**

See the following pages for the Pre-assessment and Post-assessment. The Pre-Assessment is in survey form so the teacher can get an idea of where the students stand based on nutrition and exercise. The Post-Assessment is similar to the Pre-Assessment. The goal for the Post-Assessment is to see how your students' answers have grown/changed based on the information they learned throughout the unit.

Name: \_\_\_\_\_

Pre-Assessment

**Answer all the questions below to the best of your ability. This is not a grade. Your responses will not be shared with the class. This is a chance for me to see A Healthier You!**

1. How often do you eat breakfast?
  - A. Everyday
  - B. 4-5 times a week
  - C. 1-2 times a week
  - D. Never
  
2. What do you think the benefits of eating breakfast are?
  
  
  
  
  
  
  
  
  
  
3. Other than PE, how often do you participate in physical activity?
  - A. Everyday
  - B. 3-5 times a week
  - C. Once a week
  - D. Never
  
4. List the types of physical activities you participate in.
  
  
  
  
  
  
  
  
  
  
5. List the 5 other food groups. Name a food that falls in each group (an example is given).
  - A. Fruit Group, Apple
  - B.
  - C.
  - D.
  - E.
  
  
  
  
  
  
  
  
  
  
6. Name 3 foods you think are healthy.
  - A.
  - B.
  - C.
  
  
  
  
  
  
  
  
  
  
7. What does being healthy mean to you?

Name: \_\_\_\_\_

Post-Assessment

**Answer all the questions below to the best of your ability. This is not a grade. Your responses will not be shared with the class. This is a chance for me to see A Healthier You!**

**After this unit on A Healthier You! How often do you NOW...**

8. Eat breakfast?

E. Everyday

F. 4-5 times a week

G. 1-2 times a week

H. Never

9. What do you think the benefits of eating breakfast are?

10. Other than PE, how often do you participate in physical activity?

E. Everyday

F. 3-5 times a week

G. Once a week

H. Never

11. List the types of physical activities you participate in.

12. List the 5 other food groups. Name a food that falls in each group (an example is given.)

F. Fruit Group, Apple

G.

H.

I.

J.

K.

D. Name 3 foods you think are healthy.

E.

F.

13. What does being healthy mean to you?

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## Lesson 1: Foods That Are Healthy and Unhealthy

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.

### Youth Development Standards:

- 5 – Support
- 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22 – commitment to learning

#### Vocabulary

- Health
- Healthy
- Unhealthy

### Teacher Background Knowledge:

- Know how to play the 20 Question Game (on next page).
- Have pictures of food that kids may think are healthy to eat, but really they are not (refer to the book, *Eat This, Not That*).
- <http://www.projectswole.com/healthy-lifestyle/20-unhealthy-foods-that-you-think-are-healthy-but-are-actually-killing-you-slowly/> (6/13/09) this website gives you ideas of foods that are not healthy for you, but you may think they are. Some pictures included.
- <http://stronglifts.com/10-foods-you-probably-think-are-healthy-but-arent/> (6/13/09). This website gives you ideas of foods that are not healthy for you, but you may think they are. Some pictures included.
- You may take information from the websites above and draw the pictures as well.

### Materials:

- Note cards (1 per student), scissors, glue, construction paper, markers, magazines

### Procedure:

1. Play the 20 Question Game.
2. Students look through magazines and cut out pictures of foods that they think are healthy and unhealthy.
3. Students paste the foods they think are healthy on a piece of construction paper labeled healthy. Students do the same thing for the unhealthy pictures.
4. Class discussion on students collage (why students put certain pictures where).

5. Show/surprise the students some pictures of foods (or bring the foods in if applicable) that they think may be healthy for you to eat, but are not.
6. Explain to students why these foods are not healthy for you (i.e., full of sugar, fat, cholesterol).

**Formative Assessment:**

- Have students choose one food that they thought was healthy, and have them tell me why it is not.

**20 Question Game**

- Prepare index cards that have one food item written on each card.
- Tape one index card to the back of each student so he or she does not know which food item is identified on the card.
- Have students go around the room and ask “yes” or “no” questions to determine which food is written on the card.
- Foods that can go on the note cards: Broccoli, Apple, Wheat Bread, Orange, etc. (Try to keep the foods healthy to make a point to the students. Also try to include foods from all food groups.)

## Lesson 2: Healthy Eating (Poor Decisions) Part 1

### Essential Question:

How can you become a healthier person?

### Content Standards:

- MA.5.G.5.3: Selection of appropriate measuring tools.
- SC.5.P.8: Identify basic properties of solids, liquid, gas.
- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.

### Youth Development Standards:

- 5 – Support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 26, 29, 30, 31 – positive values
- 37, 38, 39, 34 – positive identity

### Vocabulary

- Fatigue
- Dieting
- Infection
- Nutrition

### Teacher Background Knowledge:

- Know how to do the Test Tube demonstration (see below).
- Test Tube Demonstration can be done just by the teacher or you can have the students participate as well so they can really see how unhealthy fast food can be. (STEM)
- Additional teacher background information can be found at:
- [http://www.mcdonalds.com/usa/eat/nutrition\\_info.html](http://www.mcdonalds.com/usa/eat/nutrition_info.html)
- <http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm>
- <http://www.ific.org/publications/other/tnfiles2.cfm>
- <http://edtech.kennesaw.edu/web/nutrit.html>
- [http://www.fcs.uga.edu/fdn/wellnessfirst/resources/readingfoodlabelslesson/readingfoodlabel\\_sindex.htm](http://www.fcs.uga.edu/fdn/wellnessfirst/resources/readingfoodlabelslesson/readingfoodlabel_sindex.htm)

### Materials:

- Test tubes, water, sugar, salt, computer, fast food menu, paper, pencil, measuring cups.

**Procedure:**

1. Have students make a list of what they had for breakfast, lunch, snacks, and dinner the day before.
2. Discuss with students about poor eating habits and health concerns (skipping meals, avoidance of nutrition, frequent consumption of fast food, dieting, increase level of fatigue, increase level of infection/sickness, snacking, under nutrition).
3. Look at a fast food commercial or ad and talk about them as a class (what the people look like, environment, who they are trying to target, etc.).
4. Test Tube Demonstration as a whole class (STEM). Pick one of the most unhealthy meals off a fast food menu (I like to choose McDonalds because I feel students are the most familiar with McDonalds).

**Formative Assessment:**

Question and Answer about today's lesson.

1. Why shouldn't you skip breakfast?
2. Why is eating fast food frequently not good for you?
3. What did you learn from the Test Tube demonstration?
4. How do the media portray fast food?
5. Why are you more likely to get sick when you do not eat healthy?

**Test Tube Demonstration**

When discussing the amount of fat, sugar, and salt content in fast foods, it is helpful to show students what 5 tablespoons of fat and 10 tablespoons of sugar look like. Measure certain amounts of "food" and place them in the test tube.

## Lesson 3: Healthy Eating (Good Decisions) Part 2

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- PE.5.L.2.12: Plan a menu for a balanced meal.

### Youth Development Standards:

- 5 – Support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 37, 38, 39, 34 – positive identity

### Vocabulary

- Pamphlet
- Nutrition
- Moderation

### Teacher Background Knowledge:

Have examples of different types of pamphlets so students have an idea of what they are to create (you can get a bunch of these at a local hotel or at a travel agent or the Immokalee Chamber and Visitors Bureau).

- You may want to give students a copy of the food pyramid so they can refer to it for their food diary.
- <http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm>
- <http://www.ific.org/publications/other/tfnfiles2.cfm>
- <http://edtech.kennesaw.edu/web/nutrit.html>
- <http://www.fcs.uga.edu/fdn/wellnessfirst/resources/readingfoodlabelslesson/readingfoodlabelindex.htm>
- [www.Mypyramid.gov](http://www.Mypyramid.gov) ( a great resource that teaches kids about the food pyramid)
- [http://www.mcdonalds.com/usa/eat/nutrition\\_info.html](http://www.mcdonalds.com/usa/eat/nutrition_info.html)

Introduce the Food Tasting Party to students (see lesson 10)

### Materials:

- Examples of pamphlets, copies of Food Diary, construction paper, markers

**Procedure:**

1. Review yesterday's lesson.
2. Have students make a list of what they had for breakfast, lunch, snacks, and dinner the day before (see if any student made different choices based on yesterday's lesson).
3. Discuss with students about good eating habits and healthy choices (how eating healthy makes you feel, how it affects the body, how to read food labels, how to choose the healthier items on a fast food menu, how to set goals for healthy eating, looking at the food pyramid, how to eat foods in moderation).
4. Have students create pamphlets based on healthy eating, and the benefits of healthy eating.
5. Have students keep a Food Diary for one week (below). They should record everything they eat for that week.

**Formative Assessment:**

- Students' pamphlet

# Food Diary

Name \_\_\_\_\_ Day \_\_\_\_\_

Below is your Food Diary. You are to record what you eat at every meal or snack for 1 week (don't forget about the weekend). Then place a check in the boxes for each food group you ate at that meal or snack. Finally, you are to answer the questions based on what you ate for the day. If you skip a meal or a snack just leave the row blank.

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
What did you eat?						
Grain Group						
Vegetable Group						
Fruit Group						
Milk Group						
Meat Group						
Fats, Oils, and Sweets						

**Refer to the Food Pyramid.**

How can you make more healthful choices?

---

What foods would you add to your menu?

---

Which ones would you remove?

---

## Lesson 4: Taking Pulse

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- MA.5.A.4.2: Construct and describe a graph.
- MA.5.A.6.4: Compare, order, and graph integers.
- PE.5.L.1.5: Identify heart rate intensity to enhance cardio endurance.

### Youth Development Standards:

Support: 5

Empowerment: 8, 9, 10

Boundaries and Expectations: 12, 14, 16

Constrictive Use of Time: 17, 18

Commitment to Learning: 21, 22, 24

Positive Identity: 37, 38, 39, 34

### Vocabulary

- Heart rate
- Pulse
- Bar graph

### Teacher Background Knowledge:

- <http://www.cchs.net/health/health-info/docs/0900/0984.asp?index=5508> (6/1/09). This website will teach you and your students how to take your resting heart rate. It also gives the definition of what your pulse is, and where to locate your pulse. (Text from this website is located in this lesson on page 19.)
- You may want to do this activity outside so you have plenty of space for students to move around.
- Model what is expected of the students at each station before you begin this lesson.

### Materials:

- Stop watch, paper and pencil, area for stations

### Procedure:

1. Teach students the correct way to take one's resting heart rate.
2. Have each student participate in a pre-defined interval of physical activity. Each station should last one minute in length. Mix students up in equal groups, and have them start at one of the stations. After one minute have them rotate. Give them time in between each station to rest. Station 1 = Walking Slowly. Station 2 = Walking Fast. Station 3 = Running in Place. Station 4 = Jumping Jacks. Station 5 = Hopping on One Foot.

3. First have students record their resting heart rate on a piece of paper. Then after each station have them record their post exercise pulse on the same piece of paper. (See worksheet below)
4. Once all groups have visited each station, and their pulses are recorded, have students graph each of their heart rates at each station (including their resting heart rate) in a bar graph.
5. Discuss what activity got the students heart rate up the most.
6. Discuss ways students can get their heart rate down.

**Formative Assessment:**

- Student heart rate sheet and bar graph

Name: \_\_\_\_\_

**Resting Heart Rate:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Walking Slowly:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Walking Fast:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Running in Place:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Jumping Jacks:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Hopping on One Foot:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

Name: \_\_\_\_\_

**Resting Heart Rate:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Walking Slowly:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Walking Fast:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Running in Place:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Jumping Jacks:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

**Hopping on One Foot:** \_\_\_\_\_ x 6 = \_\_\_\_\_  
(beats in 10 seconds) (your pulse)

# Your Pulse and Your Target Heart Rate

## What is your pulse?

Your pulse is your heart rate, or the number of times your heart beats in one minute. Pulse rates vary from person to person. Your pulse is lower when you are at rest and increases when you exercise (because more oxygen-rich blood is needed by the body when you exercise).

Knowing how to take your pulse can help you evaluate your exercise program.



## How to take your pulse

1. Place the tips of your index, second, and third fingers on the palm side of your other wrist, below the base of the thumb. Or, place the tips of your index and second fingers on your lower neck, on either side of your windpipe. (See the illustrations to the right.)

2. Press lightly with your fingers until you feel the blood pulsing beneath your fingers. You might need to move your fingers around slightly up or down until you feel the pulsing.

3. Use a watch with a second hand, or look at a clock with a second hand.

4. Count the beats you feel for 10 seconds. Multiply this number by six to get your heart rate (pulse) per minute.

Check your pulse: \_\_\_\_\_ x 6 = \_\_\_\_\_  
*(beats in 10 seconds) (your pulse)*



What is a normal pulse?	
<i>Age Group</i>	<i>Normal Heart Rate at Rest</i>
Children (ages 6-15)	70-100 beats per minute
Adults (age 18 and over)	60-100 beats per minute

## What is maximum heart rate?

The maximum heart rate is the highest your pulse rate can get. To calculate your **predicted maximum heart rate**, use this formula:

$$220 - \text{Your Age} = \text{Predicted Maximum Heart Rate}$$

Example: a 40-year-old's predicted maximum heart rate is 180.

Your actual maximum heart rate can be determined by a graded exercise test.

Please note that some medicines and medical conditions might affect your maximum heart rate. If you are taking medicines or have a medical condition (such as heart disease, high blood pressure, or diabetes), always ask your doctor if your maximum heart rate/target heart rate will be affected. If so, your heart rate ranges for exercise should be prescribed by your doctor or an exercise specialist.

### **Target heart rate**

You gain the most benefits and lessen the risks when you exercise in your target heart rate zone. Usually this is when your exercise heart rate (pulse) is 60 percent to 80 percent of your maximum heart rate. In some cases, your health care provider might decrease your target heart rate zone to begin with 50 percent.

Do not exercise above 85 percent of your maximum heart rate. This increases both cardiovascular and orthopedic risk and does not add any extra benefit.

Always check with your health care provider before starting an exercise program. Your health care provider can help you find a program and target heart rate zone that match your needs, goals, and physical condition.

When beginning an exercise program, you might need to gradually build up to a level that is within your target heart rate zone, especially if you have not exercised regularly before. If the exercise feels too hard, slow down. You will reduce your risk of injury and enjoy the exercise more if you don't try to over-do it.

To find out if you are exercising in your target zone (between 60 percent and 80 percent of your maximum heart rate), stop exercising and check your 10-second pulse. If your pulse is below your target zone (see the chart below), increase your rate of exercise. If your pulse is above your target zone, decrease your rate of exercise.

<b>Age</b>	<b>Target Heart Rate (HR) Zone (60-85%)</b>	<b>Predicted Maximum Heart Rate</b>
20	120-170	200
25	117-166	195
30	114-162	190
35	111-157	185

40	108-153	180
45	105-149	175
50	102-145	170
55	99-140	165
60	96-136	160
65	93-132	155
70	90-128	150
<b>Your actual values</b>	<b>Target HR</b>	<b>Max. HR</b>

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## Lesson 5: Exercise Plan

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- PE.5.M.1.1: Apply locomotor skills in a variety of ways.
- PE.5.C.1.1: Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
- PE.5.L.1.5: Formulate a plan to increase the amount of time spent in physical activities.

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 26, 29, 30, 31 – positive values
- 37, 38, 39, 34 – positive identity

#### Vocabulary

- Physical activity
- Anaerobic
- Aerobic
- Exercise

### Teacher Background Knowledge:

- [http://www.myfooddiary.com/resources/ask\\_the\\_expert/aerobic\\_vs\\_anaerobic.asp](http://www.myfooddiary.com/resources/ask_the_expert/aerobic_vs_anaerobic.asp) A website that helps you understand the difference between aerobic and anaerobic.
- [http://www.medicinenet.com/aerobic\\_exercise/article.htm](http://www.medicinenet.com/aerobic_exercise/article.htm). Website that gives examples of exercise plans, and teaches you all about exercise and how it affects the body.
- [http://kidshealth.org/parent/nutrition\\_fit/fitness/exercise.html](http://kidshealth.org/parent/nutrition_fit/fitness/exercise.html). Website about kids and exercise

Any extra class time during the rest of this unit I would let the students work on their exercise plans.

### Materials:

- Pictures of famous people

**Procedure:**

1. Have pictures of famous athletes, or people who have changed the face of exercise up around the room. Ask students what all these pictures have in common (they exercise). (Examples of people: Lance Armstrong, Michael Phelps, David Beckham, Dara Torres—Olympic swimmer, Billy Blanks—Tae Bo, Jillian Michaels—The Biggest Loser).
2. Discuss how exercise affects the body.
3. Discuss what the word physical activity means.
4. Discuss exercise activities that use aerobics and anaerobic exercises, and what the difference is between them. (Students need to have a good understanding of these two words, and how they are different from one another.)
5. Have students in groups of 2 or 3 (teacher's choice, can be more) create an aerobic exercise plan that is 4 days a week and last at least 20 minutes a day. This exercise plan should not include P.E. class, organized sports, recess, etc. This should be a separate exercise time for the kids.
6. Students should be creative, and have fun with this. If students are not having fun with creating their exercise plans then they need to come up with new aerobic exercises they do enjoy doing.
7. The exercise plan must have a warm up (about 2 minutes), a core activity(s), and a cool down (about 2 minutes).
8. It must be 20 minutes in length (can be longer), 4 days a week. Each day must have new exercises. You do not do the same exercise 4 days in a row.
9. It's due on the 9<sup>th</sup> day where you will briefly present your group's exercise plan for the class.

**Formative Assessment:**

- Students write down 2 things they learned today.

## Lesson 6: Breathing Through a Straw

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- SC.5.L.1.4: Identify organs in the human body and describe their functions (i.e., heart, lungs).

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 26, 29, 30, 31 – positive values
- 35 – social competencies
- 37, 38, 39, 34 – positive identity

#### Vocabulary

- Physical
- Lungs
- Oxygen
- Active

### Teacher Background Knowledge:

- [http://www.educationworld.com/a\\_lesson/lesson/lesson034.shtml](http://www.educationworld.com/a_lesson/lesson/lesson034.shtml) Facts about kids and smoking
- May want to contact the American Lung Association for more information and some free goodies! <http://www.lungusa.org/>

### Materials:

- Drinking straw (1 per student), coffee stir straw (1 per student), balloon (1 per student), Sharpie markers, stop watch, paper and pencil

### Procedure:

1. Brief background on smoking, consequences of smoking in elementary/middle school, and how smoking can hurt your physical performance (i.e., sports).
2. Give each student a regular drinking straw. Tell students they can stop this activity at anytime if breathing becomes too hard. Have students breathe through the straw for 30 seconds. Tell students to try not to breathe through their nose when they are doing this activity.

3. Have student write down how they felt while they were breathing through the straw.
4. Ask students if they found it more difficult to breathe through the straw than normal breathing.
5. Now discuss with students what it would feel like if they could only breathe through a straw while running a mile, walking home from school, playing tag at recess, even walking up the stairs.
6. Explain to students that this is how most smokers feel when they try and do physical activities because their lungs do not get the oxygen they need to breathe normally.
7. Now repeat this activity with a coffee stir straw for 20 seconds. Remind students they can stop at anytime if breathing becomes too difficult.
8. Repeat steps 3 and 4.
9. Talk with students about people who smoke for a long time feel like this when they breathe. Even when they are sitting down to watch TV.
10. Ask students if you think they are able to lead an active life.

**Formative Assessment:**

- Give each student a balloon. Have them blow it up and write at least one reason why they will say no to smoking. You may have students release these balloons in the air, or tie them up in your classroom or around the school.

## Lesson 7: Catching That Cold

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- LA.5.S.2.1: Read and interpret information. Listen and speak to gain and share information, including dramatic recitations.

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 37, 38, 39, 34 – positive identity

### Vocabulary

- Germs
- Bacteria
- Disease

### Teacher Background Knowledge:

- <http://kidshealth.org/kid/talk/qa/germs.html> (6/2/09). A website that will teach teachers and students about germs. It's in kid friendly terms so the students can get a lot out of it.

### Materials:

- Copy of “Betty Bacteria” (1 per student), copy of “Catching a Cold” (1 per student), paper and pencil

### Procedure:

1. Ask students to identify how germs are spread.
2. Question the students on how they feel when they are becoming sick (put responses on the board). Ask students if they know how they caught their disease?
3. Introduce the skit, “Betty Bacteria” (see page 29) by telling the students they are going to see one way a disease can be contracted.
4. Have 3 students act out the skit while the rest of the class watches.
5. Put students into groups of 3. Have them role play “Catching a Cold” (see page 30).
6. Have a couple of groups then role play “Catching a Cold” in front of the class.

**Formative Assessment:**

Have students answer the following questions.

- Why do you think Jay is so upset?
- What should Bill have done when he sneezed?
- Do you think Jay can catch a cold from Bill? Why?
- Can Amy catch the cold from Bill since he just sneezed?

## **“Betty Bacteria”**

Narrator: It’s Saturday afternoon. Mother is outside washing her car when Zack comes running up.

Zack: Mom! Mom! (Zack is crying.) I hurt my leg and it’s bleeding real bad! Mom, make it stop hurting! (Zack sits down and shows his mom his knee. Betty Bacteria is standing by Zack’s knee. She starts laughing.)

Betty: Now it’s my chance! I am going to get inside Zack’s cut and make it all infected! I love to make people hurt! (Betty moves closer to Zack’s cut.)

Mom: I know just what to do, Zack. First, we are going to wash it so that no germs will get inside of it and make you sick. Wait here while I go get some soap, medicine, and a bandage.

Betty: No! No! No! Don’t use soap and water on me! I don’t like soap and water! I can’t live if soap and water are around and a cut is all clean. I better start making Zack’s cut sick as quickly as possible. (Betty touches Zack’s knee with her hand as Zack’s mom returns.) (Mom picks up the hose and washes Zack’s knee off. Betty jerks her hand back.)

Betty: Stop! Stop! I don’t like water. Water will make me go away, and I want to hurt Zack! (Mom rubs the soap over Zack’s knee and rinses it off. Using a towel, she dries and proceeds to rub antibiotics on the cut. Betty is crying and starts shriveling up and goes away.)

Betty: This is no fun. I can’t live with soap and water. Soap and water are the end of me (Betty disappears off stage.)

Mom: Now your cut is nice and clean, and the medicine will keep any new germs from coming around and trying to hurt you. Do you feel better?

Zack: I feel much better Mom. Thanks for taking care of my cut.

## **“Catching a Cold”**

Bill and Jay are eating lunch together. Bill has a cold. Bill sneezes and does not cover his mouth or nose while sitting next to Jay. Jay is wiping himself off when Amy comes up and sits down besides them. She ask Jay why he is so upset.

## Lesson 8: Wash Those Hands

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 37, 38, 39, 34 – positive identity

### Vocabulary

- Germs
- Bacteria

### Teacher Background Knowledge:

- The purpose of this lesson is to teach students the importance of washing their hands. Stress that hands must be washed before eating or touching food, before setting the table, after sneezing/coughing, after shaking someone’s hand, and after using the restroom.
- Whenever you get a chance make sure to model proper hand washing in the classroom.
- <http://kidshealth.org/kid/talk/qa/germs.html> (6/2/09). A website that will teach teachers and students about germs. It’s in kid friendly terms so the students can get a lot out of it.

### Materials:

- Dark construction paper (1 per student), spray bottles, soap, water, glitter, markers

### Procedure:

1. Give students a dark piece of paper and a spray bottle.
2. Have students spray water on the piece of dark paper and observe what happens.
3. Explain that a sneeze or cough sprays germs in the same way the water sprayed on the paper. Consequently the mouth must be covered each time a person sneezes or coughs and the hands must be washed immediately.
4. Ask students to look at their hands. Explain that their hands may look clean, but germs are still present.
5. Review with students what germs are.

6. Ask for 3 volunteers. Without letting the rest of the class know take the 3 volunteers and have them rub lotion on their hands.
7. Next, sprinkle approximately the same amount of glitter on the 3 volunteers' hands.
8. Have 1 volunteer not wash their hands, 1 volunteer only use cold water washing for only 10 seconds, and the other volunteer wash their hands with soap and warm water for 30 seconds.
9. Have the 3 volunteers come back in the room keeping their hands hidden behind their back.
10. Explain to the class that the glitter represents germs. Have the 3 volunteers show their hands to the class. Have them guess how each student washed their hands.
11. Explain to the class that the proper way to wash their hands after sneezing/coughing, going to the bathroom, etc., is to wash their hands in warm soapy water for at least 30 seconds (or sing "Happy Birthday" 3 times through).
12. Have each student practice washing their hands the proper way. You will want to use the lotion and the glitter so the students really get the full effect.

**Formative Assessment:**

- Have students make signs that will be posted in classrooms, hallways, bathrooms, cafeteria, etc., that teach/remind other students about the proper way to wash your hands.

## Lesson 9: Working It Out

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- PE.5.M.1.1: Apply locomotor skills in a variety of ways.
- PE.5.C.1.1: Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
- PE.5.L.1.5: Formulate a plan to increase the amount of time spent in physical activities.

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 37, 38, 39, 34 – positive identity

#### Vocabulary

- Exercise
- Physical activity
- Aerobic exercise

### Teacher Background Knowledge:

- This lesson may want to be outside
- Set rules and consequences before you begin this lesson
- Make copies of students exercise plans for each group to have so at the end so they will have 5 or 6 exercise plans

### Materials:

- Open area/lots of space, paper, pencils

### Procedure:

1. Do a brief review of everything you have done in this unit.
2. Review the Food Tasting Party (see Lesson 10).
3. Collect students Food Diary. Talk briefly about them, and what the students learned.

4. Have students teach their exercise plans to the class, and have the audience participate by shadowing the same movements.
5. Students must show Day 1: warm up, core activity(s), cool down, Day 2: warm up, core activity(s), cool down, Day 3: warm up, core activity(s), cool down, Day 4: warm up, core activity(s), cool down.
6. Students should briefly show their exercise plan, not the whole thing (i.e., 30 seconds per activity, or until the audience understands the exercise).

**Formative Assessment:**

- Exercise plans and demonstrations

## Lesson 10: Food Tasting Party

### Essential Question:

How can you become a healthier person?

### Content Standards:

- LA.5.1.6.1: Use new vocabulary that is introduced and taught directly.
- LA.5.1.6.5: Relate new vocabulary to familiar words.
- PE.5.L.2.12: Plan a menu for a balanced meal.

### Youth Development Standards:

- 5 – support
- 8, 9, 10 – empowerment
- 12, 14, 16 – boundaries and expectations
- 17, 18 – constrictive use of time
- 21, 22, 24 – commitment to learning
- 26, 29, 30, 31 – positive values
- 37, 38, 39, 34 – positive identity

#### Vocabulary

- Healthy Foods
- Food Labels
- Nutrition

### Teacher Background Knowledge:

- Beware of food allergies.
- Have students bring in recipes a few days before the Food Tasting Party so you can OK the recipe.
- You may want to supply the basic ingredients for the students (i.e., flour, salt, sugar).
- Have enough measuring cups, helpers, etc., to make the party run as smooth as possible.
- Begin talking about the Food Tasting Party in Lesson 3 so students can get ideas and save their money. Send notes home to the parents to inform them, and invite them to the Food Tasting Party.
- Tell the students that it's first come first serve with the recipes. You do not want 10 salsas and veggies. That's why you are having the students turn in their recipes ahead of time.
- Review with students ahead of time what some healthy snacks may be (refer to the book *Eat This, Not That*).

Give students time in previous lessons to look up ideas for recipes on the web.

**Materials:**

- Measuring cups, note cards (2 per student)

**Procedure:**

1. Have students create a healthy celebration snack to be shared with the whole class.
2. Tell students they will have about 20 minutes to prepare their healthy snack in class. It needs to be a snack that does not require a stove or oven. Microwave heating is up to the teacher.
3. If students need special equipment for their snack (i.e., blender) they need to let the teacher know ahead of time so they can bring it, or to let the student know if they need to bring their own.
4. On the day of the Food Tasting Party students need to bring in their food supplies, their recipe already written on their note card, the nutrition facts of their snack written on another note card (i.e., fat, sugar, cholesterol), and a written explanation of why they believe their snack is healthy.
5. If a student's snack is going to take longer than 20 minutes to prepare suggest that the student makes part of it at home the night before. If that doesn't work the student needs to come up with a new healthy snack.
6. Remind students that they can substitute items of a snack to make it healthier (i.e., homemade salsa with chips). Substitute the chips with veggies to make it healthier.
7. Invite parents in to help their students make their snacks, and to enjoy the celebration.

**Formative Assessment:**

- Note card with recipe.
- Note card with nutrition facts.
- Written explanation of why they believe their snack is healthy.