

Classroom Teachers
After-School Teachers



Teacher Instructional Guide Back to School (2010)

Suggested Schedule/Pacing – This is just a suggested guide. Work the concepts and activities into your weekly lesson plans as appropriate.

Week 1

Youth Sports (pg. 1)

Feeling Fit? The Importance of Regular Exercise (pg. 2)

Week 2

Update on the Dietary Guidelines for Americans (pg. 3)

Quick Facts on MyPyramid.gov – Steps to a Healthier You (pg. 4)

Week 3

Water and Health (pg. 5)

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Week 4

Going Back to School (pg. 7)

Making Friends (pg. 8)

Additional activities in the instructional guide as well as on the web site can be used to further extend this month's publication.

Page 1 – Youth Sports

Objective:

Students will learn the benefits of participating in youth sports and how to find a sport they enjoy.

Skills Emphasized:

Language Arts – Reading for information, recalling facts

Math – Addition

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Ask students what their favorite sports are. **ASK** – “Which sports are usually played in the fall?” After hearing from the students that have something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What are the benefits of playing a sport? **(Students should refer to the list in the article.)**
- True or False: Sports are only something you can participate in as a young person. **(False. Sports are something you can enjoy for the rest of your life.)**
- How can you find out more information about a particular sport? **(Ask your parents to help you research the skills needed, rules of the game, etc.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Also See Healthy and Wise Weekly Sample PE Lesson Plans in the school staff section at www.caprockpress.com.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students practice fundamental sports skills for fall sports, such as kicking or dribbling a soccer ball. Have students draw pictures of the balls used to play different sports (show them images to copy, if necessary) and explain which ball is used for which sport.

(1st Grade) Ask students to brainstorm words that relate to sports. List the words on the chalkboard and have students copy the words on paper. Include words that relate to the health and social benefits of playing sports, as well. Give students the opportunity to practice fundamental sports skills, such as kicking and dribbling a soccer ball or passing a volleyball back and forth.

(2nd Grade) Have students write simple sentences that explain the benefits of playing sports. Give students an opportunity to play several different sports, including volleyball and soccer.

(3rd Grade) Have students write and illustrate their own paragraph on sports. Encourage students to use facts read or heard from the article. Include the health benefits of playing sports. Let students practice several different sports.

(4th Grade) Have students write a paper that would convince a friend to take up a specific youth sport. Divide the class into teams and play a game of soccer, volleyball, or basketball.

(5th Grade) Divide students into groups and ask each group to demonstrate the basics and benefits of playing a specific youth sport. Give each group 5-7 minutes to present their session.

(6th Grade) Let students organize a sports tournament. Hold the tournament over a one or two week period. Let students play and demonstrate their sports skills and knowledge. Have students create word problems using game scores and statistics. Let the students exchange and solve the problems.

(7th Grade) As a class, have students choose a specific youth sport (volleyball, basketball, soccer, etc.) and come up with a plan to teach a younger grade level how to play that sport. The class can be divided into teams (i.e.: Team 1 works with 2nd graders, Team 2 works with 3rd graders) to give everyone a chance to participate.

(8th Grade) In class or as a homework assignment, ask each student to research his/her favorite sport. Have students write a brief report on the origins of the sport they chose, when the first game was played, what the rules of their sport are and how those rules have changed over time, etc. Ask students to present their reports to the class. Encourage demonstrations (skills or actual games).

(High School) Ask students to research their favorite athlete and write a brief biography on this person and the sport he/she plays. Encourage students to share their findings with the class.

ESL/ELL Strategies and Activities:

Teach concepts and vocabulary using pictures or nonlinguistic representations.

- Locate pictures of children and adults playing sports in books or magazines.
- Use a web or graphic organizer and allow students to verbalize what they know about several youth sports.
- Allow students to list as many words as they can that pertain to youth sports, and the benefits of playing sports.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about youth sports.

1. Ask the students to assume the role of a professional athlete. Tell them to give a brief oral presentation that would encourage their classmates to take up a certain sport. Encourage creativity and fun!

2. Create a flyer or advertisement for a local soccer team. The purpose of the flyer is to recruit players. Your flyer should list or illustrate the skills needed to play soccer, as well as the benefits of playing the sport. Incorporate facts from the article.
3. Divide the class into two teams, and play a game of soccer, volleyball, basketball, or kickball. Evaluate students' understanding of how the game is played, as well as their ability to work together as a team.

Evaluation/Grading:

Use the general, health, and PE rubric located on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com/Teachers.htm.

Additional Enrichment/Extension:

- **(Guest Speaker)** Ask a local coach or celebrity player to speak to your class about the different terms used in various sports. Example: how to keep score, what type of uniform/gear is required, and good sportsmanship.
- **(Math)** Have students vote for their favorite sport. Create a graph to display the results. Which sport does everyone seem to favor? Are any sports missing from the graph? Name them.
- **(Reading)** Use a Venn diagram to compare and contrast two different sports (include point system used, uniforms, equipment needed, time of play, etc).
- **(Writing/Physical Education)** Have students write simple sentences that explain the benefits of playing soccer or another sport. Give students the opportunity to practice fundamental sports skills, such as kicking and dribbling the ball or playing volleyball.

Page 2 – Feeling Fit? The Importance of Regular Exercise

Objective:

Students will learn why exercise is an important component of a healthy lifestyle.

Skills Emphasized:

Language Arts – Reading for information, summarizing, elaboration/adding details

Math – Time

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What are the benefits of exercise?” Accept reasonable answers. **ASK** – “What does it mean to be physically active?” Explain to students that they are going to learn about the benefits of exercise in the Healthy and Wise Article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What are some of the benefits of regular exercise? **(Students should refer to the list in the article.)**
- **True or False:** Exercise is only important for adults. **(False)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Also See Healthy and Wise Weekly Sample PE Lesson Plans in the school staff section at www.caprockpress.com.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask students to demonstrate an exercise they enjoy doing. Have them explain how that exercise makes them feel. Have students draw a picture that illustrates one of the health benefits listed in the article.

(1st Grade) Write simple one-word names for certain exercises and ask students to copy the list. Have students describe the health benefits associated with the exercises. Have students try the different exercises.

(2nd Grade) Have students re-write two of the benefits of exercise from the article in their own words. Give students the opportunity to demonstrate different exercises.

(3rd Grade) Ask students to write a paragraph that explains the benefits of daily exercise and how these can benefit them personally. Have students include and demonstrate at least three different types of exercises.

(4th Grade) Have students write a paper that would convince a person to exercise daily to increase his or her physical fitness. Ask them to include facts from the article and include other benefits of exercise. Give students the opportunity to demonstrate different exercises.

(5th Grade) In writing, have students compare and contrast people who exercise and people who do not exercise. What are the health differences? What advice would you give a person that never exercises? Include physical activity tips for people who have limited time to devote to exercise. Demonstrate your exercise suggestions.

(6th Grade) Divide the students into groups and ask each group to develop a plan that would incorporate an additional 60 minutes (not including PE or regular recess period) of exercise/physical activity into the weekly school schedule. Have them list and demonstrate the physical activities that will be done during this extra time.

(7th Grade) Ask students to choose a partner. Tell students that, for the next week, the partner they chose will be their workout buddy. Each pair must make a schedule of physical activities that they will participate in during the next week. Tell students to document their activities and times in their journals. At the end of the week, have each pair explain their fitness regimen to the class and explain what they liked and/or disliked about the assignment. What physical and mental benefits did you experience from this activity?

(8th Grade) In class, the computer lab, or as a homework assignment, ask students to research several physical activities (i.e.: running, walking, cycling, swimming, playing basketball, etc.) and document how many calories are burned and what muscles are most utilized while participating in each activity for 1 hour (60 minutes). Have students display their findings in a bar graph format. Ask students to present their graphs to the class. Encourage exercise and sports demonstrations or actual games as part of this assignment.

(High School) In groups, let students create collages or murals depicting the importance and benefits (physical and mental) of exercise. Display the collages in the hallway, classroom, or gym.

ESL/ELL Strategies and Activities:

Help ELL students become active learners and participate in activities that are less challenging linguistically.

- Have students find pictures of individuals exercising. Encourage students to explain or demonstrate what the person is doing in the picture.
- Play 'Simon Says' with students and incorporate physical activities that pertain to sports and exercise.
- Play Leap Frog or Tag and do so with a time limit. See if students can 'Beat the Clock'.
- Have students create an exercise routine with background music.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the importance of regular exercise.

1. Tell students to orally, or in writing, list the benefits of exercise from the article in their own words and give specific examples of how these benefits could impact a person's overall well being.
2. Have students prepare an oral presentation for their parents or an adult that will convince them to begin an exercise program to improve their physical fitness. Tell the students that they must include facts from the article.
3. Create a brochure that explains why exercise and physical activity are important, and list the benefits. Tell them to include their own tips for getting more exercise daily.
4. Younger students can simply draw a picture that illustrates the physical and mental benefits of exercising and being physically fit.

Evaluation/Grading:

Use the general, health, and PE rubric located on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com/Teachers.htm.

Additional Enrichment/Extension:

- **(Art)** Have students make posters that list and illustrate the health benefits of exercise.
- **(Math/Physical Education)** Devise an obstacle course for students. Use a stopwatch or second hand and record each time. Ask students to assess their time and level of fitness and determine how they can improve.
- **(Guest Speaker)** Ask a doctor or nurse to speak to your class concerning limits and expectations when exercising. Some diseases can be prevented or delayed with exercise. Also, some injuries can occur when exercising. Be aware of both, and make a plan of action to become more active and fit. Learn how to take your pulse and find out what pulse rate or range is normal for someone your age and size.
- **(Physical Education)** Use an age appropriate exercise video with the class/students or let the students create their own aerobic routines. If available, have students use pedometers.

Page 3 – Update on the Dietary Guidelines for Americans

Objective:

Students will learn and review the current Dietary Guidelines for Americans.

Skills Emphasized:

Language Arts – Reading for information, recalling facts

Math – Measurement

Science – Basic needs of organisms, a variety of tools

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Encourage the students to think about the food choices they make. Are they healthy choices? Explain to the students that they are going to learn the current Dietary Guidelines for Americans (which are healthy eating recommendations published by the United States Department of Agriculture every five years).

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- The Dietary Guidelines for Americans in the article are based on a diet of how many calories? **(2,000)**
- How many minutes of physical activity do people your age need most days of the week? **(At least 60 minutes)**
- **Ask specific questions related to each category of recommendations to assess their comprehension.**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class. Plan ahead so your students can access the MyPyramid.gov web site via computers. Have measuring devices available for the math activity.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw pictures of their favorite foods that they should eat every day. Ask them to illustrate a grocery list that their parents can use to purchase their favorite healthy foods from each food group.

(1st Grade) Ask students to make their own **healthy eating** poster using the recommendations from the article. Tell them to write a one-sentence slogan to accompany their posters.

(2nd Grade) Have students write down everything they had to eat yesterday. Beside each item, tell them to write the food group in which each item belongs.

(3rd Grade) Have students plan a menu for a healthy meal using the recommendations from the article.

(4th Grade) Ask students to reflect on their current dietary practices. Ask: What changes do you need to make? Write several goals that will help you improve your current dietary habits. Use the information from the article to help develop your goals.

(5th Grade) Let students compare and contrast products made with whole grains versus products made with enriched flour. How do they feel, smell, and taste? Now compare fats (oils and solid fats). How do they look and feel?

(6th Grade) Develop a presentation that gives an overview of the Dietary Guidelines for Americans.

(7th Grade) Have students visit MyPyramid.gov (either in class or as a homework assignment). Ask students to enter their age, sex, and physical activity level to obtain an individual eating plan. Have students draw the MyPyramid logo with the nutrition/exercise recommendations specific to them labeled on the graphic. Ask students to share their graphics with the class.

(8th Grade) Tell students to think about their current nutritional habits. Do they consistently follow the current Dietary Guidelines for Americans? Why or why not?

(High School) In class or as a homework assignment, ask students to visit MyPyramid.gov and get a personalized plan for themselves now, as well as one for themselves 3 or 4 years younger. Tell them to compare the two plans. How have they changed? Why do you think this is? Encourage class discussion on these changes.

ESL/ELL Strategies and Activities:

Encourage participation and let students think aloud. Consider pairing ELL students with English proficient students for the following activity:

- Locate and cut out pictures of nutritious foods. Have students categorize the foods by the MyPyramid food groups.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the Dietary Guidelines for Americans and MyPyramid.

1. In pairs, have students create a day's menu that follows the current Dietary Guidelines.
2. Young children can draw foods they eat that represent the current Dietary Guidelines.

Evaluation/Grading:

Use the general and health rubrics located on the last few pages of this instructional guide to evaluate each student's work and performance.

Additional Enrichment/Extension:

- **(Writing/Art)** Write or draw what you had to eat yesterday. Do the servings and types of foods you ate coincide with the recommendations in the article? How could you improve?
- **(Reading/Research)** Do further research on unsaturated fats, saturated fats, and trans fats.
- **(Reading)** Review the current Dietary Guidelines and determine which food recommendations you are probably meeting every day and in which groups you need improvement.

Page 4 – Quick Facts on MyPyramid.gov – Steps to a Healthier You**Objective:**

Students will review the MyPyramid graphic and information to learn more about using the MyPyramid.gov web site and incorporating it into a healthy lifestyle.

Skills Emphasized:

Language Arts – Reading for information, graphic aids

Math – Measurement

Science – Basic needs of organisms

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Review the MyPyramid graphic and familiarize yourself with the food groups and recommendations. For more background information, visit www.MyPyramid.gov.

Introduction/Focus:

ASK – “How would you define the food guide pyramid?” Accept reasonable answers. Tell students that they will be looking at the MyPyramid graphic to learn more about healthy eating and exercise habits. Refer students to the graphic.

Review the MyPyramid Graphic and Recommendations:

- **Read the Quick Facts on MyPyramid.gov at the top.**
- **Read the Information at the top – Variety, Activity, Proportionality.**
- **Identify each food group by name and color, and read the recommendations. Discuss extras and limitations.**

- Identify the wide base of the pyramid and the narrower area and what each represents.
- Point out the fact that the recommendations are for a person that needs approximately 2,000 calories every day.
- Tell students that they should use their personalized MyPyramid plan to make sure they are eating appropriate portions of each food group.

Consider laminating page 3 and page 4 and keeping as an educational graphic aid for future use.

Page 5 – Water and Health

Objective:

Students will learn the importance of drinking plenty of water and tips for drinking more water daily.

Skills Emphasized:

Language Arts – Reading for information, graphic organizers

Math – Multiplication, addition

Science – Organisms have basic needs

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “Why should you drink water?” Accept reasonable answers. Introduce the article and tell students that they are going to learn why water is the best drink choice.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- **True or False:** Over half the weight of your body is made up of water. **(True)**
- Why is water the healthiest drink choice? **(Water contains no calories, no sodium, and no sugar.)**

- What are some tips for drinking more water? (**Students should refer to the list in the article.**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Encourage the students to track their water consumption for at least one day, maybe even a week. Let students bring water bottles to class and encourage them to take drinks throughout the day or during the after-school program hours.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Let younger students draw a picture that illustrates someone drinking water. Reinforce the importance of drinking water throughout the day.

(1st Grade) Ask students to list words associated with water. Use a graphic organizer, such as a web, and write the words on the chalkboard. Have students copy the words and draw a picture to represent each word. Make sure students understand that drinking plenty of water will help them stay healthy.

(2nd Grade) Have students calculate and record the amount of sodas they drink each day. Then, have students calculate and record the amount of water they drink each day. Ask: Which do you drink more? Do you need to improve?

(3rd Grade) Let the students engage in a taste test of different bottles of water. Do the different brands of water taste the same or are they different? How do the prices differ? Facilitate class discussion.

(4th Grade) In groups, have students develop a brochure that promotes the benefits of drinking plenty of water. Tell them to include facts and details from the article.

(5th Grade) Ask students to do a nutritional and health comparison of sodas and water. They should record their results in a chart format with the word “sodas” on one side and “water” on the other. Let students present their findings.

(6th Grade) Tell students that the scientific representation/formula for water is H₂O. Have students find out the scientific formulas for other elements, such as oxygen and carbon dioxide. Briefly introduce students to the Periodic Table of Elements (giving them a print out, if possible) and have them look at the scientific representations of even more elements.

(7th Grade) As a class, ask students to bring a water bottle to class. Have each student write a brief report on the ways he/she can get more water throughout the day.

(8th Grade) Ask students to write a public service announcement (PSA) depicting the importance of drinking water. Tell students to include facts from the article, when appropriate. Have students read their PSA's to the class.

(High School) In class or as a homework assignment, have students do further research on the health issues associated with lack of water. How can dehydration occur and how does it affect the body?

ESL/ELL Strategies and Activities:

Try to relate the content or subject matter to their background and experience.

- Ask students to describe their favorite beverages. Did anyone mention water?
- Have students list the amount of times they drink water in one day. If they are not getting enough, discuss with each student ways they can drink more water throughout each day.
- Let students go through magazines or newspapers and find pictures of water and/or people drinking water.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about water and health.

1. In groups, tell students they must create an oral or written presentation promoting the importance of water. Encourage creativity! Young children can draw a picture to present.
2. Have students create frequently asked questions about water. Their answers should include information from the article. Allow students to do further research if necessary.
3. Think about having your class sponsor a water fundraising project. Buy a case of water for a volume discount, and healthy, on the go snacks, and sell them at teacher's meetings, before school functions, PTA meetings, etc. The business development of these concepts will be a great learning experience for students.

Evaluation/Grading:

Use the general and health rubrics located on the last few pages of this instructional guide to evaluate each student's work and performance.

Additional Enrichment/Extension:

- **(Reading/Writing/Research)** Water is very important to human life. People cannot live without water. Have students do further research on why we need water. Encourage students to be specific and find scientific information on the topic.

- **(Writing)** Have students write a short paper about a time they did not drink enough water. How did it make you feel? Did you feel sick? Ask students to include information from the article about why they should drink water frequently.
- **(Guest Speaker)** Invite a nutritionist or dietician to speak to the class about why water is so important.
- **(Critical Thinking)** Have students think of objects that contain water or are made of/with water.

Page 6 – Learning About the Human Body

Objective:

Students will learn some interesting facts about the body and ways to take care of the body.

Skills Emphasized:

Math – Least to greatest, counting by 2's

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Ask students what they know about the human body. Let students list body parts or describe body systems. **ASK** – “What is an interesting fact you know about the human body?” Let students state their answers. You might want to write the responses down and return to them after reading the article. Refer students to the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What percent of your body is water? **(70%)**
- How much does the average adult human brain weigh? **(Three pounds)**
- What steps can you take to keep your body healthy? **(Students should refer to the list in the article. Accept other reasonable answers.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Have pictures or graphics of the human body available.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students illustrate one of the facts about the body from the article. Allow students to use pictures from magazines to enhance their drawings.

(1st Grade) Have students create a word bank with words associated with the human body. Practice spelling and writing short words like eye, nose, ear, head, heart, lungs, etc.

(2nd Grade) Let students choose one of the steps to taking care of the body from the article, and make that tip into an informational poster.

(3rd Grade) Have students write a paragraph that summarizes how they take care of their body and what they could improve (i.e.: drink fewer sodas).

(4th Grade) As a class, have students draw and label the parts of a body system: cell, tissue, organ, and system. Tell them it's ok to guess if they aren't sure what each part looks like. You may also provide science books for them to look at as an example.

(5th Grade) Have students choose one of the facts from the article and do further research on that part of the body. Tell them to write a short paper about the information they find.

(6th Grade) In class or as a homework assignment, ask students to do further research on how the human body reacts to one environmental change like temperature, light, or sound. Tell students to prepare a short oral presentation on what they found.

(7th Grade) Engage the class in a game of Charades! Let students take turns "acting out" or making reference to the various topics or tips from the article. Encourage creativity.

(8th Grade) In class or as a homework assignment, ask students to research how certain behaviors (i.e.: smoking, drinking alcohol, taking medicine, etc.) affect the body. For example, cigarette smoking affects the lungs, but what about the heart? Have students write a brief report of their findings and share it with the class.

(High School) Provide students with a drawing of the body systems. Have them label the systems and organs they know. Allow students to use the Internet or a science book if they need help.

ESL/ELL Strategies and Activities:

Use community resources or field trips as a way to provide authentic experiences.

- Plan a field trip to a local museum that has a human body exhibit.
- Invite a medical student to speak to your class about their studies on the human body.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the human body.

1. Ask students to create an illustration for one of the interesting facts about the body.
2. Have students write down several steps they can take to improve their personal health.
3. Have students discuss some topics mentioned in the article that they would be interested in learning more about. Plan activities that will address these interests.

Evaluation/Grading:

Use the general and health rubrics located on the last few pages of this instructional guide to evaluate each student's work and performance.

Additional Enrichment/Extension:

- **(Research/Reading)** Have students locate reference sources on the human body and give an oral report to the class that gives several additional facts.
- **(Guest Speaker)** Invite a doctor or nurse to speak to your class about the benefits of taking care of the body and body systems.

Page 7 – Going Back to School

Objective:

Students and parents will learn some basic tips for the new school year like organization skills, staying healthy, and establishing a routine.

Skills Emphasized:

Language Arts – Reading for information, recalling facts, writing

Math – Graphs, time

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What do you enjoy most about a new school year? What do you dislike?” Allow students to respond. Tell students they are going to learn some tips for making the best of the new school year. If your school offers an after-school program, ask a teacher or representative from the program to give a short presentation at this time.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What are some ways you can get organized for school? **(Students can refer to the “Get Organized” section of the article or give other reasonable answers.)**
- What types of foods should you try to avoid? **(Sweets and high fat foods that contain a lot of calories and offer few nutrients)**
- What are some things to remember when setting up your routine? **(Students should refer to the “Establish a Routine” section of the article. Accept other reasonable responses.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

***Below you will find additional activities that also emphasize after-school options and safety.**

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) For safety purposes, have students memorize and recite their full name, birth date, address, and phone number. Have students illustrate some of the back to school strategies listed in the article.

(1st Grade) Have students draw or write the steps of their before and after school routines.

(2nd Grade) Ask students to read the “Back-to-School Tips” in the article and then come up with a short list, in their own words, of steps they need to take to make the school year go smoothly.

(3rd Grade) Come up with a list of common problems students might have at the start of a new school year. Have students verbally explain what someone might do in each situation to resolve the problem and become more organized and prepared.

(4th Grade) Now that students have been in school for several years they probably have a few tips of their own for getting back into a school routine. Have each student write a letter to a younger student describing some ways he/she prepares for a new school year.

(5th Grade) Staying healthy and eating a balanced diet can help a person do his/her best in school. As a homework assignment, have students visit www.mypyramid.gov to request a personalized plan.

(6th Grade) Write a short paper on the ways preparing for sixth grade are different from preparing for school in kindergarten. What do you do differently? How has your routine changed?

(7th Grade) In groups, create a presentation on the back to school tips you think are most important. Include visuals of your choice and make the presentation engaging. If possible, present to a younger class.

(8th Grade) Start a diet and exercise journal. Each day write down the meals you eat and how much time you spend exercising or engaged in physical activity. At the end of each week write down a goal for improvement and try to stick with it.

(High School) As a high school student you are more responsible for your own actions and choices. Evaluate your daily habits during school days. Do you get plenty of exercise and eat a healthy diet? Are there some things you've neglected? Write down a list of goals for the new school year.

(Additional) Create a *Back-to-School* flyer that could be distributed to the lower grades that would help your younger schoolmates prepare for a new school year.

(Additional) Let students create an advertisement for the after-school program at their school, encouraging students to attend the program. If you are using this curriculum in an after-school program, consider letting the students plan an open house that could potentially recruit new students.

ESL/ELL Strategies and Activities:

Give ELL students an opportunity to share their culture with the class.

- Have you ever attended school in another country? How is the school experience different there? How are the schools similar?
- Let students describe or draw pictures of ways they can follow the back to school tips from the article.

Give students the opportunity to show how they learn best and provide opportunities for students to hear and use English as often as possible.

- Find pictures and slogans in back-to-school advertisements to use with this lesson.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about going back to school.

1. Have students create their own back-to-school checklist. Let students compare and contrast their list with a classmate's list. Make sure that students have included basic facts and suggestions learned from the article. If you are short on time, students can recite their list orally.
2. Have students create back-to-school posters for the school halls and cafeteria that highlight some of the strategies in the article, or some after-school options.
3. Younger students can draw pictures that illustrate the strategies described in the article.

Evaluation/Grading:

Use the general and health rubrics located on the last few pages of this instructional guide to evaluate each student's work and performance.

Additional Enrichment/Extension:

- **(Research)** Let students brainstorm and research other after-school options that might be available in their area, such as the Boys and Girls Club, tutoring, sports, dance lessons, and community sponsored programs.
- **(Writing/Math)** Help students create a survey that will help identify students' after-school activities. Calculate and create a graph displaying the results.
- **(Safety)** Review stranger/danger concepts and tips with students. Explain that part of a good routine includes a safe after-school plan.

Page 8 – Making Friends**Objective:**

Students will learn about making friends, being a good friend, and dealing with peer pressure in a positive way.

Skills Emphasized:

Language Arts – Reading for information, recalling facts, fact and opinion, writing

Math – Division, sets/grouping

National and state correlations can be accessed at www.caprockpress.com.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “Who is your best friend?” “How do you meet new friends?” Accept reasonable answers. Refer students to the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. Let older students read to younger students if you have students from different grade levels, or if you have students with special needs. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- How can you be a good friend? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- **True or False:** Peer pressure can be either positive or negative. **(True)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw a picture of all their friends. Ask each student to share their drawing with the class and talk about where they met their friends, why they like their friends, etc.

(1st Grade) Have students say and write words that describe their best friends. Compare each student’s list, and make a chart with the words used most often. Are there some qualities that all good friends have?

(2nd Grade) Allow students to write down five places where they can meet new friends.

(3rd Grade) Doing something nice for someone who is having a bad day is a good way to be a friend. Sign an agreement to do something nice for someone else at least one time this week. Write down your experience and share it with the class.

(4th Grade) Listening when others are talking is one of the ways to be a good friend. Does everyone in your class pay attention when classmates are talking? Come up with a list of rules for your class to make sure everyone acts like a good friend. In groups, create a poster illustrating one of the rules you decide on. Display these in the classroom.

(5th Grade) On strips of paper, write down several scenarios depicting peer pressure. In groups, act out one of the scenarios and how a person might handle the situation in a positive manner.

(6th Grade) Have students write about a time they experienced negative peer pressure. What did they do to overcome the problem? What would they recommend to others facing a similar situation?

(7th Grade) Examine the relationships in your life. What are some qualities you look for or admire in a friend? Do your friends have these qualities? Are there any friends who influence you negatively? Write a short reflective essay on what friendship means to you.

(8th Grade) How can you use positive peer pressure to benefit someone who is not making wise decisions? Write a one-page response to this question.

(High School) Are there any new students in your school this year? What can you do to make these students feel welcome? Consider forming a welcoming committee to show new students around and introduce them to groups that share their interests.

ESL/ELL Strategies and Activities:

Give students the opportunity to show how they learn best, and provide opportunities for students to hear and use English as often as possible.

- Have each student describe ways he/she can be a good friend to others.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about making friends.

1. Have students develop a piece of advice for avoiding peer pressure. Consider writing down refusal strategies for situations that may cause harm. This assignment can be either verbal or written.
2. In groups, ask students to create a “Making Friends” tip sheet and post it in your classroom.
3. Have younger students describe how to be a good friend to another classmate.

Evaluation/Grading:

Use the general and health rubrics located on the last few pages of this instructional guide to evaluate each student’s work and performance.

Additional Enrichment/Extension:

- **(Writing/Art)** Create a flyer about being a good friend. Draw pictures, write tips, and use your own words.
- **(Math)** Working towards a common goal can be a good way to make friends. In groups, use flashcards as a way to study new math concepts. Give each student his/her own cards to take home for studying with a friend or family member.

- **(Critical Thinking)** Discuss students' biggest issues with being a good friend. In what situations could making friends be difficult? What tips would you give students in these situations?

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other words of praise may be used when assessing or grading student work. Be creative but give feedback as often as possible.

<p>“SUPER” or 4 points</p>	<ul style="list-style-type: none"> *An outstanding example of student's work. *Student understands and applies all health concepts and skills. *Student had needed supplies. *Student participated with enthusiasm and worked well with others/alone. *Student displays knowledge of language/reading/writing/math. *Finished work is easy to decipher and understand. *Work shows no significant errors in grammar, punctuation, capitalization, or spelling. *Student obviously did their best.
<p>“GOOD” or 3 points</p>	<ul style="list-style-type: none"> *An above average example of student's work. *Student understands and applies most health concepts and skills. *Student had most of his/her needed supplies. *Student made an effort to participate and did his/her best to cooperate with others/work alone. *Student is able to organize thoughts. *Finished work contains few errors and does not detract from its intended meaning. *Student stayed focused on the task.
<p>“OKAY” or 2 points</p>	<ul style="list-style-type: none"> *An average/fair example of student's work. *Student attempts to understand and apply health concepts and skills. *Student couldn't find most of his/her needed supplies. *Student didn't work well with others or alone. *Student is not well organized or focused and does not complete work efficiently. *Work contains several noticeable errors. *Student can do better.
<p>“POOR” or 1 point</p>	<ul style="list-style-type: none"> *A poor example of student's work. *Student does not understand and apply health concepts and skills. *Student was without his/her needed supplies. *Student refused to cooperate and did not work well alone, either. *Student is confused/distracted/lacks ability to finish. *Student displays major problems with spelling/grammar/coloring, etc. *Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other words of praise may be used when assessing or grading student work. Be creative but give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Physical Education Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other words of praise may be used when assessing or grading student work or performance. Be creative but give feedback as often as possible.

<p>“Excellent” or 4 points</p> <p><i>The Student.....</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates exceptional skills consistent with his/her potential. <input type="checkbox"/> Demonstrates exceptional use of strategies related to a sport or activity. <input type="checkbox"/> Always participates vigorously in sports and exercise activities. <input type="checkbox"/> Has a positive and enthusiastic attitude during physical activity and displays good sportsmanship.
<p>“Good” or 3 points</p> <p><i>The Student.....</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate skills consistent with his/her potential. <input type="checkbox"/> Consistently selects appropriate strategies related to a sport or activity. <input type="checkbox"/> Actively participates in sports and exercise activities. <input type="checkbox"/> Normally displays a positive attitude during physical activity and is courteous to fellow students.
<p>“Average” or 2 points</p> <p><i>The Student.....</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates only basic skills. <input type="checkbox"/> Has a basic understanding of strategies related to a sport or activity. <input type="checkbox"/> Passively participates in sports and exercise activities. <input type="checkbox"/> Displays a positive attitude during physical activity most of the time and is usually cooperative with other students.
<p>“Poor” or 1 point</p> <p><i>The Student.....</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates minimal or no effort to perform skills. <input type="checkbox"/> Has minimal or no understanding of strategies related to a sport or activity. <input type="checkbox"/> Makes little effort to participate. <input type="checkbox"/> Displays a poor attitude during physical activity and is disrespectful to fellow students and the instructor.

**Additional Resources Available Online at
www.caprockpress.com**

Teachers

Weekly Sample PE Lesson Plans

2010-2011 Scope and Sequence

Using HEALTHY & WISE Within and Across the Grade Levels

Changing Health Behaviors

Reading, Writing, Math, and Science Skills

Healthy and Wise Classroom Centers

Assessment and Planning Tools

Elementary School Health Index - Assessment and Planning Tools

MyPyramid Nutrition Resources and Planning Tools

MyPyramid Worksheet/Log

Anatomy of MyPyramid

MyPyramid Mini Poster

Healthy Cafeteria Checklist and Action Plan

Healthy Educator's Checklist

District Coordinated School Health Accountability Checklist

Coordinated Health Rubric

Health Knowledge and Skills Evaluation Rubric

Physical Education Rubric

Recess Rubric

General Rubric

Parental Involvement Rubric

Health/PE Presentation Rubric

Student Portfolio Form

Weekly Lesson Planning Form **(Texas)**

Weekly Lesson Planning Form **(Generic)**

Correlations

National Health Standards

National Association for Sport and Physical Education

Texas (TEKS)

Students

MyPyramid.gov resources

Food/Exercise Diary/Journal

BAM! Body and Mind

Parents

Parent Letter English/Spanish (HTML and PDF Format)