



Classroom Teachers
After-School Teachers

Teacher Instructional Guide December 2009

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

Week 1

Martial Arts (pg.1)

Staying Active During the Winter Months (pg. 2)

Week 2

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

Page 1 – Martial Arts

Objective:

Students will learn information and basic skills related to martial arts.

Skills Emphasized:

Language Arts – Recalling Facts, Comprehension Strategies

Math - Subtraction

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 know about martial arts?” Let students respond. **ASK** – “Are there any of you that have participated in these activities?” Let students

respond, and refer them to the article in Healthy and Wise to learn more about martial arts.

Reading the Article:

Students can read the article silently, with a friend, or as a group. If you are in an after-school setting and have mixed grade levels, let older students read to younger students. 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:

- Why are martial arts considered mind and body sports? **(They help improve an individual's physical fitness, self-confidence, and discipline.)**
- What are some popular styles of martial arts? **(Karate, kung fu, judo, and tae kwon do.)**
- What skills and behaviors are emphasized in martial arts training? **(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 in the publication and give students an opportunity to work together in small groups.

(Also See Weekly Sample PE Lesson Plans at www.caprockpress.com.)

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask students to draw a picture of a person participating in martial arts.

(1st Grade) Divide students into two teams. Have each team answer questions about the article. For every question a team gets right they will move to the next color level. Allow each team to wear the color they receive. You can make your own "karate belts" out of fabric.

(2nd Grade) Teach the students a few simple martial arts moves. Then, lead the class in a game of "Simon Says." Encourage the students to participate using different martial arts moves. It's ok to be imaginative if you are not skilled in martial arts.

(3rd Grade) Ask the students to brainstorm and list everything they know about martial arts. After reading the article, have students add to their lists.

(4th Grade) Ask students to write a brief paragraph on whether or not they would enjoy participating in martial arts. Encourage the students to explain their answer and to use information from the article.

(5th Grade) Ask students to write an advertisement for martial arts lessons. Have them include what will be taught in the lessons and other information from the article. Invite students to share their advertisements with the class. Encourage creativity!

(6th Grade) Have students choose one style of martial arts to research. Ask each student to write a paper on what he/she learned about that style and whether or not he/she would be interested in learning the style.

(7th Grade) Ask a local martial arts instructor to visit your class and demonstrate some basic techniques. Encourage questions from the class.

(8th Grade) In class, or as a homework assignment, ask students to research a martial arts professional. What did they have to do to get where they are? What are the challenges they have had to face? What do they enjoy about martial arts?

(High School) As a class, ask your principal if you can plan to host a martial arts tournament at your school. Invite students from a local martial arts program to perform and compete. Could this event raise funds for your school? Where can you hold the tournament?

ESL/ELL Strategies and Activities:

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

- Are martial arts popular in your country?

Let students participate in small group discussions, sharing their thoughts and ideas.

- Have you ever participated in martial arts? Do you think this would be a good sport for you?

Performance Assessment:

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

1. Ask students to describe the differences between typical group sports and martial arts.
2. Explain why martial arts are considered mind and body sports.
3. Describe the skills and behaviors emphasized in martial arts.
4. What style of martial arts would you be most interested in learning?

Evaluation/Grading:

Use the general, health, and PE rubrics 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)** Invite a martial arts professional to visit your class to talk about his/her experiences.
- **(Reading/Research)** Ask students to find out the names and locations of martial arts schools or programs in your community.
- **(Special Event)** Have a “Karate Day!” Let students who already participate in martial arts dress in their uniforms and give a demonstration of what they’ve learned. Provide information on local programs to those who are interested.

Page 2 – Staying Active During the Winter Months

Objective:

Students will learn the importance of staying active during the cold winter months.

Skills Emphasized:

Language Arts – Reading for Information, Antonyms

Math – Addition, Multiplication

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 if they try to stay active during the cold winter months. Explain to students that they are going to learn a few tips that will help them stay on the right fitness path during the winter. 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. If you are in an after-school setting and have mixed grade levels, let older students read to younger students. 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:

- According to the article, what are a few tips to remember when visiting a gym or recreational center? **(Refer to the list in the article and accept other reasonable answers.)**
- Where should you go if the gym isn’t for you? **(Exercise outside, but dress appropriately for the weather and do additional exercises in your home.)**

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

Activities:

Select the desired activities from the publication and give students an opportunity to work together in small groups. If necessary, modify the activities for your grade level.

(Also See Weekly Sample PE Lesson Plans at www.caprockpress.com.)

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students demonstrate jumping jacks, jumping rope, lunges, and a variety of stretches, and explain to them that these are easy things to do at home with their family during the winter months.

(1st Grade) Ask students to join in a game of charades! Have each student write out or draw an exercise on a piece of paper. Then, divide the students into teams and have them act out the various exercises.

(2nd Grade) Ask students to draw their families participating in different physical activities, and have them explain and demonstrate the activities to the class.

(3rd Grade) Have students make a two-week list of activities that they plan to do to get some daily exercise during the holidays. Tell them to keep a log of their activities and turn it in at the start of the next term. Let students share some of their activities with the class.

(4th Grade) In groups, ask students to come up with physical activities that they could use in a game of hangman. Allow the other students to guess what the activities are. Encourage creativity!

(5th Grade) Ask students to come up with a list of activities they could do with each of their family members during the winter months. Have them create a small poster to hang on their refrigerator at home as a reminder to be active.

(6th Grade) In groups, have students create a skit that demonstrates at least five physical activities that could be done during the winter months. With proper consent, allow them to share their skits with younger grades.

(7th Grade) In class or as a homework assignment, have students list their favorite holiday sweets. Then, have them look up how many calories are in each. Ask them to suggest exercises that will help them burn those extra calories.

(8th Grade) Encourage the students to plan a “Winter Fitness Run” to promote health during the winter months. Help them request permission to use the gym or track for the event.

(High School) Research the gyms and recreational centers in your community. What services do they offer? Are there membership fees? Do you think you would enjoy exercising at any of these places?

ESL/ELL Strategies and Activities:

Teach concepts and vocabulary using pictures or nonlinguistic representations.

- Have students look through magazines and find pictures of people participating in different physical activities. Encourage them to look for activities they could do during the winter months.

Make learning fun and engaging.

- Have students jog in place or do jumping jacks at various tempos (slow, fast, very fast).

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of how they plan to stay active during the winter months.

1. Draw a picture that illustrates how you will stay in shape during the winter months.
2. Read the gym and recreational center tips omitting several key words. Have students give the correct missing word to complete the fitness tip.
3. Ask students to describe their plan for staying physically active during the winter months.

Evaluation/Grading:

Use the general, health, and PE rubrics 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)** Invite a parent to speak to your class about how she/he stays active during the winter months.
- **(Research)** Encourage students to research different healthy recipes that they could share with their families over the holiday.

Page 3 – All About Sugar

Objective:

Students will learn that sugar can add excess calories to foods.

Skills Emphasized:

Language Arts – Reading for Information, Synonyms and Antonyms

Math – Measurement

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 some of your favorite foods during the holiday season?” **ASK** – “Do these foods contain a lot of sugar?” Allow responses. Introduce the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 average American eats the equivalent of _____ teaspoons of sugar per day. **(20)**
- What can you use as a substitute for sugar to sweeten foods? **(fruit or honey)**

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

Activities:

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have a fruit day. Ask students which fruits they enjoy most, and then have parent volunteers bring these fruits for a snack time. Discuss why fruits can be healthier than sugary foods.

(1st Grade) Have students make a list of unhealthy foods containing sugar. Talk about how to reduce these foods and replace them with healthier alternatives.

(2nd Grade) Ask students to draw three healthy items and three unhealthy items, and ask them to write or say why the item is or isn't a healthy choice.

(3rd Grade) Divide the class into groups. Give each group pictures of several traditional holiday foods to look at. Have each group evaluate which foods are healthy and which ones are not as healthy.

(4th Grade) Have students prepare the recipe in the article with a parent or adult. How did the cookies taste? Could they tell there was no sugar in the recipe?

(5th Grade) Ask students to bring in a holiday recipe from home and have them come up with alternative ingredients to make the recipe healthier.

(6th Grade) Ask students to create a list of healthy holiday foods including items sweetened with fruits. Decorate the list and hang it on your refrigerator at home so your family will remember to include more of these foods.

(7th Grade) Ask students to think about members of their families (grandparents, parents, aunts, uncles, etc.) who have special dietary requirements. What are these requirements?

(8th Grade) With a partner, have students make up healthy menus for a holiday gathering (e.g.: one for Christmas, one for New Years, etc.). Tell students to include main course options, side items, dessert, and beverage options. Encourage students to include foods sweetened with fruit and honey or low in sugar. Adding a few sugar-free items would also be acceptable.

(High School) Examine your own diet. Do you consume more sugar than you need? What can you do to have a healthier diet? Write down a few goals to cut back on sugar.

ESL/ELL Strategies and Activities:

Give ESL/ELL students an opportunity to share their culture with the class. Allow students to work in small peer tutoring groups.

- Ask students to share their favorite holiday treats with the class. Are these treats high or low in sugar?
- Have students work in groups to find healthy alternatives for foods with high sugar, high fat, and high sodium content.

Performance Assessment:

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

1. Have students write or draw a simple recipe or dish that includes fruit or honey, but no added sugar – (Example: plain unsweetened cereal, milk, and sliced bananas).
2. Ask older students to find the sugar content in some of their favorite snack foods.

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:

- **(Art/Writing)** Have students create a colorful menu of food items low in sugar to use as a guide over the holiday season.

- **(Writing)** Have students create a list of gift ideas that are healthier than candy and rich desserts.
- **(Guest Speaker)** Ask a member of your cafeteria staff to share how your district strives to offer foods low in sugar and fat. What are the dietary guidelines and/or restrictions they must follow?

Page 4 – The Milk Group

Objective:

Students will learn about the foods in the milk group.

Skills Emphasized:

Language Arts – Reading for Information, Compare and Contrast, Writing

Math – Measurement

Science – Physical Properties

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 foods are in the milk group?” Let students respond. **ASK** – “Do you like the foods in this group?” Encourage responses. Introduce the 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 is osteoporosis? **(A disease that weakens bones and can cause bones to break more easily.)**
- Why are calcium and vitamin D important? **(They are essential for building strong bones and teeth.)**
- True or False: A serving of milk is 1 cup or 8 fluid ounces. **(True)**

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

Activities:

Select the desired activities in the publication 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 as many foods in the milk group as they can think of.

(1st Grade) Ask students to write down their favorite foods from the milk group and when they like to eat them.

(2nd Grade) Ask students to make a poster about the milk group. Tell them to use their own words and write why milk is important. Encourage creativity!

(3rd Grade) Have students use measuring cups and scales to measure a serving of milk and a serving of cheese.

(4th Grade) Ask students to write a simple recipe that includes a food from the milk group.

(5th Grade) In groups, have students discuss whether or not they like the milk group. Give suggestions for those who say they do not like milk or foods from the milk group.

(6th Grade) As a homework assignment, ask students to visit the grocery store and compare and contrast the different milk options including milk alternatives like soymilk.

(7th Grade) Have students write down a menu for one day. Include breakfast, lunch, dinner, and any snacks. Make sure they include the recommended servings of milk.

(8th Grade) As a class, bundle up and take a “Vitamin D” walk outside! Tell everyone why you are outside and what you learned about vitamin D from the article.

(High School) Have students keep a food log for a week. Did they obtain the recommended servings of the milk group each day? Are there any other areas of nutrition that are lacking? What steps can you take to improve your diet?

ESL/ELL Strategies and Activities:

Let students think aloud and encourage participation.

- Ask students to come up with facts and opinions about the milk group.
- Have students draw their favorite milk group foods. Are these foods any different in their countries?

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned in the article “The Milk Group.”

1. Have students create a game of bingo using foods from the milk group.
2. Ask students to make a list of holiday foods that include milk or foods from the milk group.

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)** Read through cookbooks and find two recipes that include a milk food as an ingredient.
- **(Guest Speaker)** Ask a dietician or nutritionist to come in and talk about ways to include healthy amounts of milk foods in your diet.

Page 5 – Why are Immunizations Important?

Objective:

Students will learn about immunizations and diseases they can prevent.

Skills Emphasized:

Language Arts – Reading for Information, Writing, Research

Math – Least to Greatest

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 to talk about the last time they had an immunization. Did some students have a better experience than others? Did they know why they were getting a shot? Tell students that they are going to learn more about immunizations in Healthy and Wise. Introduce the article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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:

- Why are immunizations important? **(They protect your body against diseases.)**

- What are some diseases that immunizations can protect against? (**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. You may want to request more information from the school nurse or the local health department for this lesson.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw a picture illustrating someone receiving an immunization.

(1st Grade) Have students make a list of words describing how they felt the last time they received a shot.

(2nd Grade) Create a word puzzle by removing letters from important words in the article. Have students find the words in the article and fill in the missing letters.

(3rd Grade) In groups, have students create skits about a person visiting a doctor for an immunization. Have each group perform for the class.

(4th Grade) Have students write a short letter to a parent or guardian about the importance of staying up to date on required immunizations.

(5th Grade) Have the students choose a disease listed in the article and do further research on the effects of that disease.

(6th Grade) Divide the class into groups. Have each group create a short presentation on the importance of immunizations. Allow each group to give their presentation to a younger grade level. Remind younger students that getting a shot is nothing to be worried about.

(7th Grade) If children don't get required immunizations, they may not be allowed to attend school. Do you think this is fair? Take a position and defend it orally or in a written format.

(8th Grade) Ask students to research the effects of immunizations over the years. Are more diseases being prevented? Which ones? Are there more ways immunizations can be improved?

(High School) College freshmen, particularly those who live in dormitories, have a slightly increased risk of getting meningococcal disease and should strongly consider receiving the meningococcal vaccine to be protected. Have the students do further research on this vaccine and the disease and write a brief report.

ESL/ELL Strategies and Activities:

Use community resources or field trips as a way to provide authentic experiences. Let students participate in small group discussions, sharing their thoughts and ideas.

- Ask the school nurse to come and answer any questions about immunizations.
- Ask students to write down how they feel before receiving a shot.

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

- Brainstorm how students can ease the fears and pain of immunizations for younger siblings.
- If you were a doctor or nurse, what would you do to make shots less traumatic for children?

Performance Assessment:

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

1. In groups, ask students to create a public service announcement (PSA) that conveys the importance of immunizations. Each group's PSA can be delivered in an oral or written format.
2. Have students create a handout explaining required immunizations. Encourage students to share their handouts with the class. Younger kids can tell about immunizations orally.

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:

- **(Guest Speaker)** Ask the school nurse or a doctor to speak to your class about the importance of immunizations.
- **(Writing)** Have students create a "Frequently Asked Questions" (FAQ) sheet on the importance of immunizations.
- **(Writing)** Have students compile charts that show when and what types of immunizations a child needs to get.
- **(Writing/Discussion)** Have students list or discuss their concerns about immunizations, and then lead the class in a discussion that addresses the concerns and explains the benefits of having immunizations.

Page 6 – Wash Your Hands

Objective:

Students will learn the importance of washing their hands and proper hand washing techniques to prevent the spread of bacteria and viruses. Use the online version of this lesson that has some additional information for clarification. If you don't have access to the online curriculum, email us at support@caprockpress.com and we will email it to you.

Skills Emphasized:

Language Arts – Reading for Information, Sequencing

Math – Patterns

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. *Use the online version of this lesson that has some additional information for clarification.

Introduction/Focus:

ASK – “How many times a day do you wash your hands?” Accept reasonable answers. **ASK**- “Why is it important to keep your hands clean?” Let students respond, and then refer them to the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 spread germs to other people? **(Through body contact or food preparation.)**
- When are the best times to wash your hands? **(Refer to the list in the article. Accept 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.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw a picture to remind them to wash their hands. Hang these pictures in a bathroom or kitchen.

(1st Grade) Have students demonstrate the best way to wash your hands. It's ok to pretend if you do not have access to a sink.

(2nd Grade) Have students copy the list of times to wash your hands from the article. Tell students to use their own words and include pictures to illustrate.

(3rd Grade) Ask students to write a step-by-step plan for proper hand washing in their own words.

(4th Grade) In groups, create skits that demonstrate some of the best times to wash your hands. Encourage creativity! Allow each group to perform for the class.

(5th Grade) Make "hand washing" posters to hang in the halls of your school. Include the steps from the article on the best way to wash your hands.

(6th Grade) Have students use the Internet to research different kinds of bacteria and viruses. Ask students to write a one-page paper on what they find.

(7th Grade) Hospitals are one place where hand washing is very important. Find out what kind of soap is used in hospitals to prevent the transmission of bacteria and viruses.

(8th Grade) Have students put together a presentation on hand washing to show to a younger grade. Pass out flyers, stickers, or some other reminder to wash frequently. Include information from the article, and demonstrate how to wash effectively. Make learning fun for the young students!

(High School) Have students do further research on the spread of bacteria to food products. Are there currently any wide spread problems with bacteria? What is done when these problems occur?

ESL/ELL Strategies and Activities:

Let students participate in small group discussions, sharing their thoughts and ideas.

- Ask students to demonstrate proper hand washing.
- When do you usually wash your hands?

Performance Assessment:

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

- Ask students to state the proper way to wash their hands. Then, ask them to come up with proper hand washing procedures in their own words.

- Ask students to draw pictures to go along with the steps in the article that describe proper hand washing.

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)** Have students create a slogan to promote regular hand washing.
- **(Critical Thinking/Research)** Have the students research why the use of soap, and not just water, is a part of proper hand washing.
- **(Guest Speaker)** Invite the school nurse to demonstrate the proper way to wash hands. If time and resources permit, allow the students to do the same.
- **(Math)** With students, determine the number of absences in your class since the beginning of the school year. Graph the absences by month. Are they higher in October and November? How many absences have you had this month? How could proper hand washing reduce the number of absences?
- **(Guest Speaker)** Ask your cafeteria manager to speak to your class and give the reasons why food service personnel must frequently wash their hands and what could happen if they failed to follow these hygiene practices.

Page 7 – Safe Shopping During the Holidays

Objective:

Through the article, students will learn tips on staying safe while shopping during the busy holiday season, and information on toy safety.

Skills Emphasized:

Language Arts – Reading for Information, Compare and Contrast, Writing

Math – Money/Budgeting

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 – “Where do you go shopping during the holidays?” Let students respond and then tell them that they are going to learn how to stay safe while they shop. Refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 tips for staying safe while shopping? **(Refer to the list in the article. Accept other reasonable answers.)**
- Why were many toys recalled in 2007? **(For containing a high amount of lead.)**
- State some tips for making sure toys are safe. **(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 in the publication and give students an opportunity to work together in small groups.

Differentiated Instruction/Sequential Grade Level health Activities:

(Kindergarten) Have students draw pictures of their favorite places to shop and their favorite toys. Reinforce the safety tips from the article.

(1st Grade) Write down a list of your favorite places to shop during the holidays. It's ok to use inventive spelling if you aren't sure how to spell the names.

(2nd Grade) Write a few sentences about a boy or girl who is a safe shopper. Draw a picture to illustrate your story.

(3rd Grade) Ask students to explain a time they were separated from their parents while shopping. Then, have the students write down a list of their own tips for younger kids on what to do if this happens.

(4th Grade) Have students write a letter to a parent or guardian explaining the dangers of recalled toys. Remind this person that you should check your toys to see if they are safe.

(5th Grade) Create a poster for the hallway of your school on the tips for holiday shopping safety. Use pictures and large words to catch attention. Be creative!

(6th Grade) Create pamphlets on the ways to stay safe during the holidays. Include information for parents and students.

(7th Grade) Research any recent toy recalls. Hang flyers in the halls of your school detailing the toys that are unsafe and asking students to respond to the recall by returning the unsafe toys. If possible, do the same for your elementary school.

(8th Grade) Write down a plan you will follow to keep your friends and yourself safe while shopping during this holiday season. Who will shop with you? Where will you go? Who will drive you and pick you up from shopping? Share this plan with your parents or guardian before shopping.

(High School) Do further research on a particular safety issue during the holidays. Are there additional strategies someone could follow to be safe?

ESL/ELL Strategies and Activities:

Let students participate in small group discussions, sharing their thoughts and ideas.

- Ask students to describe the holiday shopping experience in their country.
- Are the stores similar or are there differences?
- What kinds of toys are popular in your country?

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about safe holiday shopping.

1. In two groups, allow students to create skits showing people who shop responsibly and safely and those who do not follow safety tips. Discuss why one is safe and the other is not.
2. Ask students to create posters explaining the importance of staying up to date on toy recalls and checking toys you already have for safety concerns.
3. Have the students turn to a partner and say one way they will stay safe while shopping this season.

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)** Draw a picture to illustrate a scene where someone followed a safety tip from the article and it kept him/her safe. Write a short caption to describe what is happening in your drawing.
- **(Critical Thinking/Research)** The holidays can be a stressful time for many people. Why do you think this is true? Does this contribute to more crime during this time of year?

- **(Math)** Karen takes \$50 to go shopping at the mall. She spent \$13 at her favorite clothing store but only has \$10 left in her pocket. What could have happened to Karen's money and how much is missing?
- **(Guest Speaker)** Ask a security worker or police officer to visit your class to discuss further safety concerns during the holidays. Encourage questions and comments from students.

Page 8 – Dealing with Stress

Objective:

Students will learn proper ways to manage stressful situations and how to respond when a conflict arises.

Skills Emphasized:

Language Arts – Reading for Information, Drawing Conclusions

Math – Money, Addition, Multiplication

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 – “Has anyone ever felt like they were under a lot of stress or dealing with a lot of challenges all at once?” “What were some of the things you did to cope with them?” Encourage responses. Explain that the students are going to learn about stress and how to handle it. Introduce the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 situations that can cause stress? **(Refer to the list in the article. Accept reasonable answers.)**
- What are some good stress management strategies? **(Have students refer to the bulleted list in the article.)**
- **True/False:** When you have a conflict it is important to always get your way. **(False. It is best to identify possible solutions to the problem that would make both sides feel better.)**

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

Activities:

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask volunteers to talk about a time they experienced a conflict. Who was it with? What was the conflict? How was the situation resolved?

(1st Grade) Give students a few scenarios (e.g.: Mary's grandma is sick. Jacob is moving.) and let them find ways to deal with each situation through the examples in the article and through other positive actions.

(2nd Grade) Ask students to write a few simple sentences explaining how to handle stress as a result of changes in their lives.

(3rd Grade) Have students list ways that they can help people who are dealing with stress.

(4th Grade) Tell students to write about a time when they were dealing with challenges and hardships. How did they cope with the situation?

(5th Grade) Ask students to write down stressful situations they deal with and any management strategies they use that are not listed in the article. Encourage them to share their tips with the class.

(6th Grade) Have students create posters depicting ways to handle stress or conflict. Display the posters in the classroom.

(7th Grade) Divide the class into groups. Assign each group the task of creating a skit depicting people in certain situations involving challenges and hardships and how they handle the situations. Have each group perform for the class.

(8th Grade) Assign each student the task of writing a short story depicting a character dealing with a stressful situation and handling it in a positive way. Encourage creativity and sound character and plot development. Ask students to share their stories with the class.

(High School) Have students write common scenarios that affect their age group (e.g.: college acceptance, family problems). Then, have them write a brief report that includes ways to deal with these different challenges and problems.

ESL/ELL Strategies and Activities:

Let students think aloud and encourage participation.

- What are some of the reasons you have felt stress?
- What are some of the things you did to help yourself or a friend through a stressful time?

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about dealing with stress.

1. Have the students sit in a circle. Ask them to state one time that they felt stress, and have them discuss what helped them get through it.

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:

- **(Critical Thinking)** What types of things do the people around you get stressed about? (e.g. money issues, fighting with loved ones, etc.) Why do you think that is?
- **(Writing/Art)** Have students draw a card or write a letter to give to someone that may be going through a stressful situation.
- **(Critical Thinking)** What kinds of situations can create stress during the holiday season?
- **(Guest Speaker)** Invite your school counselor to speak to your class about stress and how to handle difficult situations. He/she will be able to elaborate on the article and offer more examples.

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 forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

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

“Excellent” or 4 points	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) 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.
“Good” or 3 points	<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.
“Average” or 2 points	<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.
“Poor” or 1 point	<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 forms of praise may be used when assessing or grading student work. Be creative, and 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.

Parental Involvement Evaluation Rubric

Read each box below and determine if the parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Additional Resources Available Online at www.caprockpress.com

Teachers

- Weekly Sample PE Lesson Plans
- 2009-2010 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
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid for Kids Tools and Activities
- 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/TAKS) – Health, Physical Education, Reading, Writing, Math, Science

Students

- MyPyramid for Kids Resources
- Food/Exercise Diary/Journal
- BAM! Body and Mind

Parents

- Parent Letter English/Spanish (HTML and PDF Format)