



Classroom Teachers  
After-School Teachers

## Teacher Instructional Guide February 2010

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

### Week 1

**National Girls and Women in Sports Day (NGWSD) (pg.1)**

**Exercising with a Partner (pg. 2)**

### Week 2

**Consider Fruits Before Sweets (pg. 3)**

**Dark Chocolate: Is it Healthy in Moderation? (pg. 4)**

### Week 3

**Preventive Medicine (pg. 5)**

**Celebrate Heart and Dental Health Month (pg. 6)**

### Week 4

**What is First Aid? (pg. 7)**

**Stages of Growth and Development (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 – National Girls and Women in Sports Day (NGWSD)**

#### Objective:

Students will learn the purpose of National Girls and Women in Sports Day and some of the benefits of playing sports.

#### Skills Emphasized:

**Language Arts** - Reading for Information, Alphabetizing, Writing

National and state correlations can be accessed at [www.caprockpress.com](http://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 knows any women that play sports?” Have students recognize these women in athletics. **ASK** – “What kinds of sports do they play?” Encourage the students to read 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:

- What was passed that made all funded schools include girls sports? **(Title IX)**
- What are some of the benefits of playing sports? **(Have students refer to the list in the article.)**
- NGWSD was designated in honor of which female athlete? **(Flo Hyman)**

**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. Assign some of the activities as home projects, and let the students share their findings with the class.

**(Also See Weekly Sample PE Lesson Plans at [www.caprockpress.com](http://www.caprockpress.com).)**

### **Differentiated Instruction/Sequential Grade Level Health Activities:**

**(Kindergarten)** Encourage students to draw a picture of their favorite female athlete. Offer professional, college, or high school players as suggestions. Then, have each student tell what their favorite sport to play is, and have them demonstrate some of the skills they use.

**(1<sup>st</sup> Grade)** Have students list sports frequently played by girls and women. Demonstrate a sport played by girls and women.

**(2<sup>nd</sup> Grade)** Ask students to list the benefits of playing a sport. Have students play a sport during PE or recess.

**(3<sup>rd</sup> Grade)** Have students write a paragraph that highlights their favorite female athlete. Ask them to include whether or not they consider this person a role model.

**(4<sup>th</sup> Grade)** In groups, tell students to create posters giving the biographical information of a female athlete.

**(5<sup>th</sup> Grade)** ASK – “Should girls be able to play all sports?” Have students take a position and defend their answers in writing. Have students pick a popular girl’s sport to play during recess or break time.

**(6<sup>th</sup> Grade)** Assign students the task of looking up two professional female athletes and providing a brief biography and report on their accomplishments.

**(7<sup>th</sup> Grade)** In class or as a homework assignment, have students research the history of women in sports and write a brief paper about the benefits some female athletes have had because of Title IX. Encourage students to share their papers with the class.

**(8<sup>th</sup> Grade)** Divide the class into two groups. ASK – “Should girls and women be allowed to participate in the same sports as males?” Encourage a discussion between the two groups.

**(High School)** Have students do research on female athletes and the discrimination they received in earlier years. Have them write a short paper.

**ESL/ELL Strategies and Activities:**

*Use open-ended questions that encourage ESL students to participate.*

- List students’ favorite sports and names of prominent athletes they know.
- Locate pictures of female athletes. Do they look strong and healthy?

**Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned this week about girls and women in sports.

1. Tell students that they should assume the role of a high school coach and put together a short presentation, pamphlet, or poster that would entice students to join one of the school’s sports teams.
2. Put together a plan for getting the girls at your school more physically active. What kinds of activities or sports could you offer? How would you entice the girls to participate?
3. In groups, have students do research on a prominent female athlete and put together a presentation for younger students.
4. Younger students can draw a picture of a female they know that plays a sport.

**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](http://www.caprockpress.com/Teachers.htm).

**Additional Enrichment/Extension:**

- **(Guest Speaker)** Invite a local television or radio sports personality to your class. Allow students to ask questions about famous female athletes.
- **(History/Social Studies)** Besides sports, what other fields have women gained prominence in?

- **(Reading/Writing)** Interview a female athlete you admire. Plan a list of questions and present your report as a television interview to your class or family.
- **(Research)** Let students do further research on Title IX and how schools have met this mandate.
- **(Critical Thinking/Math)** Which sports are most popular among the students in your class? Take a survey and graph the results.

## Page 2 – Exercising with a Partner

### Objective:

Students will learn the benefits of exercising with a partner and tips for finding a partner to exercise with.

### Skills Emphasized:

**Language Arts** – Reading for Information, Writing, Homophones, Synonyms

**Math** – Division

### Critical Thinking

National and state correlations can be accessed at [www.caprockpress.com](http://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** - “How many of you like exercising alone?” “How many of you would rather exercise with a partner?” **SAY** - “Today, we are going to learn how exercising with a partner can keep you motivated.”

### 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:

- What are some physical activities you can do for exercise with a friend? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- **True/False:** Working out with a partner usually makes someone less likely to stick to his/her fitness regimen. **(False)**

**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. Modify the activities if necessary for your grade level.

**(Also See Weekly Sample PE Lesson Plans at [www.caprockpress.com](http://www.caprockpress.com).)**

**Differentiated Instruction/Sequential Grade Level Health Activities:**

**(Kindergarten)** Reinforce the definition of “exercise” to students. Encourage students to brainstorm different exercise activities that are fun and they could do with a friend. Then, have each student demonstrate an exercise activity for the class.

**(1<sup>st</sup> Grade)** Ask students to draw a picture of them having fun while exercising. Have students write their names, as well as the names of the activities they’re doing, on their pictures. Then, have each student demonstrate his or her favorite exercise for the class. Is this exercise something that could be done with a partner?

**(2<sup>nd</sup> Grade)** Tell students to write several sentences that explain whether they like exercising alone or with a partner. Encourage them to share their sentences with the class. Then have them partner up and practice some of the “Buddy Up for Fitness!” activities from the article.

**(3<sup>rd</sup> Grade)** Ask students to write a paragraph that describes two fun partner/group exercises. Encourage creativity and invite students to share their paragraphs and exercises with the class.

**(4<sup>th</sup> Grade)** Divide the class into pairs. Tell each pair to design an advertisement for a fun, new exercise. Encourage creativity! Display the ads in the classroom. Find a buddy and jog around the school.

**(5<sup>th</sup> Grade)** In groups, ask students to make a chart of the pros and cons of exercising with a partner. Have each group share its list with the class. Play catch or tag with a friend.

**(6<sup>th</sup> Grade)** Ask students how they feel while exercising. Have them explain their ideas orally or in writing. Then, have pairs participate in some of the activities from the article.

**(7<sup>th</sup> Grade)** Have students do further research on places to get exercise in your community such as recreational centers, parks, skating rinks, etc. Plan to visit one of these places with a friend or group.

**(8<sup>th</sup> Grade)** Have students think of exercises that aren’t particularly fun or enjoyable. Have them brainstorm ways to make these fitness activities more fun and effective. Have them share their ideas with the class.

**(High School)** Develop a list of social activities that students your age would enjoy, but that would also provide some physical activity.

**ESL/ELL Strategies and Activities:**

*Use cooperative learning strategies that pair ESL students with English proficient students.*

- Have students brainstorm different ways to pick partners for classroom activities (i.e. drawing names, matching numbers from a container, picking a number between 1 and 10, matching synonyms, etc.).
- Have students describe paired exercise activities or games common in their culture that are fun.
- With help from the P.E. teacher, choose simple, and fun exercises students can do in pairs.
- Have students pair up to do the activities listed in the article.

**Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned this week about exercising with a partner.

1. Have students “Buddy Up” for fitness to demonstrate their understanding of the concepts presented in this article. Have them demonstrate an exercise or physical activity with a partner.
2. Tell students to develop a workout schedule for the week ahead that includes a family member or a friend. At the end of the week, have each student tell who they worked out with and what kinds of activities they did.

**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](http://www.caprockpress.com/Teachers.htm).

**Additional Enrichment/Extension:**

- **(Math)** Have students count or state addition, subtraction, multiplication, or division facts as they jump rope in pairs.
- **(Reading/Writing)** Have students draw/create a fun exercise or physical activity, complete with rules on how to participate.

**Page 3 – Consider Fruits Before Sweets**

**Objective:**

Students will learn about the benefits of replacing sugary foods with fruit.

**Skills Emphasized:**

**Language Arts** - Reading for Information

**Math** – Division, Graphs, Multiplication

National and state correlations can be accessed at [www.caprockpress.com](http://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** – “How many of you eat foods that have a lot of sugar?” Let students raise their hands. **ASK** – “How many of you enjoy eating fruit?” Let students respond. Tell students that they are going to learn some of the benefits of replacing sweets with fruits by reading 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 some tips to help you eat more fruit? **(Students should refer to the list in the article.)**
- Why is fruit so good for you? **(It contains vitamins, minerals, and fiber to help prevent illness and disease.)**

**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 students to draw a picture of their favorite fruits.

**(1<sup>st</sup> Grade)** Students can draw and label their favorite fruit, or have them create an illustration that demonstrates the benefits of fruit versus candy and sweets.

**(2<sup>nd</sup> Grade)** Make a list of the fresh fruits available at your local grocery store.

**(3<sup>rd</sup> Grade)** Write a paragraph that describes your favorite fruit.

**(4<sup>th</sup> Grade)** Research - What nutrient is abundant in citrus fruits? What is your favorite citrus fruit?

**(5<sup>th</sup> Grade)** Create a convincing argument on the benefits of eating fruits. Your argument can be in oral or written form.

**(6<sup>th</sup> Grade)** Have older students pick a fruit to compare to a specific candy bar. Use nutritional resources and package labels to compare and contrast. Which item contains the most calories or sugar? Which item is the healthiest?

**(7<sup>th</sup> Grade)** Many kids eat only a few kinds of fruits. Apples, bananas, and oranges tend to be the most popular. How could you get kids to try a variety of fruits? In groups, develop one strategy that you can use this month to have kids try four new fruits.

**(8<sup>th</sup> Grade)** There are some people that feel 100% fruit juice has too much sugar in it to be offered in the school vending machines. A group at your school is analyzing this situation and asks students to give feedback on the subject. What kind of feedback would you give them? Put it in writing. Overall, should the juice stay in the vending machines or be taken out?

**(High School)** Do research on organic fruits. Are there really benefits associated with purchasing organic fruits? How does the cost of organic produce compare to produce grown with conventional methods?

#### **ESL/ELL Strategies and Activities:**

*Give students an opportunity to express their thoughts and experiences from their culture.*

- Let students discuss what kinds of treats are eaten in different countries. What healthier alternatives can be substituted for sugary foods? What fruits are most popular in their country?
- Create flashcards of words from the article with several letters missing. Let students take turns figuring out the words.

#### **Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned this week about substituting fruit for unhealthy sweets.

1. Have students identify various types of sugary foods. Read the nutrition facts labels on the foods. How would eating these compare to eating fruit?
2. Tell students to create posters depicting some health benefits of eating fruits.

#### **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)** Let students read various magazines to locate advertisements for foods or beverages. Are there more ads for high calorie sweets or more for nutrient rich foods like fruit?

- **(Guest Speaker)** Invite a nutritionist to visit your class to discuss the benefits of eating fruit and cutting back on sugary foods.

## **Page 4 – Dark Chocolate: Is it Healthy in Moderation?**

### **Objective:**

Students will learn that dark chocolate is ok in moderation and can even have some health benefits.

### **Skills Emphasized:**

**Language Arts** - Reading for Information, Writing, Fact and Opinion

**Math** – Geometry, Fractions

National and state correlations can be accessed at [www.caprockpress.com](http://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 describe their favorite kind of chocolate. **ASK** - “Do you ever eat dark chocolate?” Let students respond and encourage discussion. Introduce 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:

- What are flavonoids? **(Powerful antioxidants.)**
- True or False: Dark chocolate, eaten in moderation, can be part of a healthy, balanced diet. **(True.)**

**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 students draw a bar of dark chocolate.

**(1<sup>st</sup> Grade)** While reading the article to students, have them listen for any words they don't know, then go over the meaning of those words.

**(2<sup>nd</sup> Grade)** Ask students to write the main idea of the article in two to three sentences.

**(3<sup>rd</sup> Grade)** Dark chocolate is ok in moderation. Discuss what would be considered moderate amounts of some popular snack foods.

**(4<sup>th</sup> Grade)** Have students create a sign on a piece of paper telling people the benefits of choosing dark chocolate this Valentine's Day.

**(5<sup>th</sup> Grade)** Chocolate is used as an ingredient in many dessert recipes. Find a recipe that calls for chocolate. Could you substitute dark chocolate? If possible, try the recipe at home with parental supervision.

**(6<sup>th</sup> Grade)** Come up with a new food product that includes dark chocolate. Then create an advertisement for your product. Ideas might include dark chocolate covered fruit, dark chocolate whole grain cracker, etc.

**(7<sup>th</sup> Grade)** Divide students into small groups and give each group three types of chocolate candy. Have each group put the candies in order from the healthiest to the least healthy and explain why. Remind students to look at the nutrition facts and ingredient lists.

**(8<sup>th</sup> Grade)** Create a visual presentation that conveys dark chocolate's benefits, but also the importance of eating it in moderation.

**(High School)** Do further research on dark chocolate and flavonoids. Are there other benefits of these antioxidants not listed in the article? Research online and share your findings with your classmates.

### **ESL/ELL Strategies and Activities:**

*Give students an opportunity to give an oral presentation of what they have learned this week about dark chocolate.*

- Have students draw or paint a picture of their favorite chocolate snack.
- Talk about popular treats in other countries. Is chocolate the same in those countries as in the U.S.?

### **Performance Assessment:**

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

1. Allow students to orally answer questions about the article. Divide into teams and make a game out of it.
2. Let students write a public service announcement to share with the school about the benefits of dark chocolate. Encourage other students to choose this option when buying Valentine's Day treats.

### **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:**

- **(Math)** As a homework assignment, have students find out the prices of a variety of chocolate candies. List the candies in order from least expensive to most expensive. What is the price difference between the highest and lowest?
- **(Reading/Writing)** Ask students to research the chocolate making process. Have them write this down in their own words.
- **(Guest Speaker)** Invite a nutritionist to visit your class to talk about ways to consume extra treats in moderation.

## **Page 5 – Preventive Medicine**

### **Objective:**

Students will learn about preventive medicine, ways to be a wise health consumer, and what to expect when visiting the doctor.

### **Skills Emphasized:**

**Language Arts** - Reading for Information, Writing, Critical Thinking

**Math** – Subtraction

### **Critical Thinking**

National and state correlations can be accessed at [www.caprockpress.com](http://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 visited the doctor's office for a check up. Listen to responses and then introduce 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:

- What does prevent mean? **(To keep something from happening.)**
- What can you expect when visiting the doctor? **(Students should refer to the bulleted list in the article. Accept other reasonable answers.)**

- **True/False:** Being a wise health consumer means taking responsibility for your own health. **(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 a helpful doctor. Talk about why it is important to get regular physical check ups.

**(1<sup>st</sup> Grade)** Have students describe their experiences visiting the doctor. What did the doctor check? Who took them to the appointment? Encourage students to listen as their classmates share.

**(2<sup>nd</sup> Grade)** Ask students to circle any words from the article they don't understand. Then, go over some of those words. Ask students if the article makes more sense knowing those definitions.

**(3<sup>rd</sup> Grade)** Have students write down extra preventive steps they can take each day to stay healthy.

**(4<sup>th</sup> Grade)** Going to the doctor can sometimes be a scary experience. Have students write a letter to someone explaining that visiting the doctor is nothing to worry about and why it is important to get routine check ups.

**(5<sup>th</sup> Grade)** Tell students to interview a parent or guardian about what they do to prevent illness. Have them write down the questions and answers.

**(6<sup>th</sup> Grade)** Divide the class into groups. Assign each group the task of creating an "infomercial" explaining the importance of preventive medicine. Have them use information from the article, and brainstorm additional preventive steps.

**(7<sup>th</sup> Grade)** Come up with a list of possible health problems. Then, have each student choose one and write a brief paper on ways to prevent the illness from occurring.

**(8<sup>th</sup> Grade)** Drugs and alcohol are unhealthy and can damage the body. Facilitate a discussion and have students talk about why it is important to avoid these substances.

**(High School)** Maintaining healthy lifestyle habits is the best way to stay healthy and prevent illness. Have students write down a healthy lifestyle plan that he/she can follow to stay healthy. Ask them to include every day steps as well as long term commitments like avoiding smoking or using drugs and alcohol.

### **ESL/ELL Strategies and Activities:**

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

- Take a trip to a doctor's office, and have a doctor speak to students about preventive medicine.

### **Performance Assessment:**

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

1. Tell the students that they must pretend that a friend did not have the opportunity to read the article on preventive medicine. In order for their friend to do well on an upcoming quiz, they will need to summarize the article for the friend. Students may write a summary or simply summarize the article orally.
2. Divide the students into small groups and give them the task of creating a skit or presentation that demonstrates the importance and a few ways of practicing preventive medicine.
3. Ask students to draw a picture that illustrates some of the important points from the article.

### **Evaluation/Grading:**

Use the general or 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)** Invite your school nurse to talk to the class about preventive medicine, and ways students can stay healthy at school and at home.
- **(Writing)** Have students write about a time they got sick or hurt. Was this something that could have been prevented?
- **(Math)** Aaron has an appointment for a check up at 1:30 p.m. Tuesday. If it is 12:00 p.m. on Monday, how many hours are there until his appointment?

## **Page 6 – Celebrate Heart and Dental Health Month**

### **Objective:**

Students will learn that February is National Heart Month and Dental Health Month.

### **Skills Emphasized:**

**Language Arts** – Reading for Information

## **Math – Counting, Subtraction**

### **Problem Solving**

National and state correlations can be accessed at [www.caprockpress.com](http://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 went to the dentist. Let the students listen to their classmates' responses. Tell students that February is Dental Health Month and National Heart Month.

#### **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 is cardiovascular disease? (**Diseases that affect the heart and blood vessels.**)
- True or False: Smoking can affect your heart. (**True**)
- According to the article, what are some ways to keep your teeth healthy? (**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. Plan ahead to schedule an American Heart Association fundraising event.

#### **Differentiated Instruction/Sequential Grade Level Health Activities:**

**(Kindergarten)** Ask students to draw pictures of people doing things that keep their hearts and teeth healthy.

**(1<sup>st</sup> Grade)** Have students explain how they take care of their hearts. Help students find their pulse and count the beats. Then, have other students talk about how they care for their teeth.

**(2<sup>nd</sup> Grade)** Have students work in pairs to find their heart rates, resting and active. Make a list of physical activities that would cause your heart rate to increase when performed and ultimately help your heart stay healthy.

**(3<sup>rd</sup> Grade)** Ask students to create a brochure that outlines the importance of taking care of your heart or taking care of your teeth.

**(4<sup>th</sup> Grade)** Play a game of charades using the “Steps to a Healthy Heart” and “Steps to Healthy Teeth” from the article.

**(5<sup>th</sup> Grade)** In groups, have students create posters for Valentine’s Day emphasizing Heart health using information from the article.

**(6<sup>th</sup> Grade)** Have students interview someone that has had a heart attack. What did the doctor do to help them? How long were they in the hospital? What do they do now to improve or maintain their cardiovascular health?

**(7<sup>th</sup> Grade)** In class or as a homework assignment, tell students to research the American Heart Association. When was it founded? What is its main purpose? Have them compile their findings in a brief paper and share it with the class.

**(8<sup>th</sup> Grade)** Research the main causes of dental problems. How do these conditions develop? Could following the “Steps to Healthy Teeth” from the article prevent these conditions?

**(High School)** At a local pharmacy or grocery store, take your blood pressure three times this week. Compare the three blood pressure readings. Do all of the readings fall in the normal range? Write your thoughts and place them in your health portfolio.

### **ESL/ELL Strategies and Activities:**

*Utilize thematic integration of content across subject areas. Allow ESL students to be paired with English proficient students to read material, discuss, plan, and write reports.*

- Make February National Heart Month or Dental Health Month in all subject areas. Include fun and informative stories during group reading time.
- Interview a family member or neighbor who has experienced a heart problem or a dental problem.
- Ask the school nurse to answer students’ questions.
- Make library books, Internet, encyclopedias, and other resources available during this thematic unit.
- Allow students to make and display posters, act out scenarios or commercials, etc., to report information.

### **Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned this week about the heart and teeth.

1. Students should create a public service announcement that helps inform the public about National Heart Month or Dental Health Month.
2. Do further research. Have students create a **Heart Health** fact sheet and a **Dental Health** fact sheet. What are the risk factors for heart disease?

How can people prevent heart disease? What are risk factors for tooth decay, and how can this be prevented?

3. Draw a small, red heart or tooth. Cut it out and wear it this month to promote either National Heart Month or Dental Health Month. Explain why you chose one or the other.

**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 a representative from your local chapter of the American Heart Association to speak to your class.
- **(Guest Speaker)** Invite a dentist or dental hygienist to answer questions from the class about dental health.
- **(Math)** Record the students' resting heart rates. Now, help students find the mean, mode, and median using all of the heart rates.
- **(Science)** Have students research recent medical advances in treating heart disease. Allow students to use the Internet, encyclopedias, or other health resources to obtain information.
- **(Research)** Students have learned that heart disease is the number one killer of adults in the United States. Have them do further research to find the second leading cause of death for men and women.

**Page 7 – What is First Aid**

**Objective:**

Students will learn the basics of First Aid and responding to emergency situations.

**Skills Emphasized:**

**Language Arts** - Reading for Information, Writing

National and state correlations can be accessed at [www.caprockpress.com](http://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:**

Explain to your students that accidents happen and knowing how to help yourself or someone else in need is an important skill. **SAY** – “We are going to learn about First Aid and CPR.” 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 number should you always call in an emergency? **(911)**
- How should you treat a burn? **(Students should refer to the steps in the article.)**
- What does CPR stand for? **(Cardiopulmonary Resuscitation.)**

**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. Plan ahead and invite the school nurse to help teach this lesson.

### **Differentiated Instruction/Sequential Grade Level Health Activities:** **(Kindergarten)** Have students draw a picture of a First Aid kit.

**(1<sup>st</sup> Grade)** Ask students to describe some items they think should be in a First Aid kit. Bring a kit to class to use as a visual.

**(2<sup>nd</sup> Grade)** Have students draw a picture to illustrate one of the injuries from the article and how a person should attend to the problem.

**(3<sup>rd</sup> Grade)** Discuss what students should do if there is an accident or injury during school. Remind students of what to do if they are choking in the cafeteria, or if they have an injury during recess or P.E.

**(4<sup>th</sup> Grade)** Talk about when to call 911. Explain the types of questions that emergency personnel might ask. Then have a pretend 911 conversation to practice.

**(5<sup>th</sup> Grade)** Ask students to find out if there is a First Aid kit in their home. Have each student write a letter to a parent explaining why it is important to have one.

**(6<sup>th</sup> Grade)** Have students do further research on First Aid in situations that aren't listed in the article. Ask them to compile the steps in an informational brochure.

**(7<sup>th</sup> Grade)** Ask students to write about a time they or someone else was in need of First Aid and who helped them.

**(8<sup>th</sup> Grade)** Have students practice acting out various emergency situations and how they would respond.

**(High School)** Help students take the steps to become CPR certified.

**ESL/ELL Strategies and Activities:**

*Teach concepts and vocabulary using pictures or nonlinguistic representations.*

- Have students locate pictures of First Aid kit items. Ask them if they have a kit at home.
- Ask students to illustrate the steps to treat burns, cuts, or insect bites from the article.

**Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned about First Aid.

1. Have students answer questions orally about how to respond in various emergency situations.
2. In groups, ask students to create a First Aid kit preparation list. Have them write or draw all the items that should be in a First Aid kit.

**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)** Give students an emergency scenario and have them write about how they would respond in that situation.
- **(Guest Speaker)** Invite your school nurse to answer questions from the class about First Aid and emergency preparedness.
- **(Guest Speaker)** Invite an Emergency Medical Technician to speak to the class about what happens when someone calls for emergency assistance.
- **(Research)** Find out what the most common injuries for people your age are. Do you know how to respond to these injuries if they happen?

**Page 8 – Stages of Growth and Development (Upper Elementary and Middle School)**

Students will learn about the physical and emotional changes during the process of puberty and how to take care of their body during this growth period.

**Skills Emphasized:**

**Language Arts** - Reading for Information, Writing

**Math** – Average, Division

National and state correlations can be accessed at [www.caprockpress.com](http://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:**

Explain to your students that they are in a period of growth that will bring many different physical and emotional changes. **SAY** – “We are going to learn about some of those changes in Healthy and Wise.” Have students read 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:

- Between what ages do boys and girls go through puberty? (**Boys: 10-15, Girls: 8-13**)
- What are the hormones that cause many of the changes during puberty? (**Testosterone in boys, and estrogen in girls.**)

**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. Plan ahead to invite the school counselor or school nurse to help teach this lesson.

### **Differentiated Instruction/Sequential Grade Level Health Activities:**

**(5<sup>th</sup> Grade)** Reinforce to students that going through puberty may be confusing at times, but it is a positive occurrence. In groups, have students make charts showing the pros and cons of going through puberty. Encourage them to refer to the article for ideas. Have each group share their chart with the class.

**(6<sup>th</sup> Grade)** Ask students to write a short story about a person their age going through puberty. How does he/she feel during this time? What are the pros and cons of the changes taking place in his/her body?

**(7<sup>th</sup> Grade)** In groups, ask students to create scenarios involving someone going through puberty and his/her friends being supportive and offering advice on how he/she is feeling. Have each group perform for the class.

**(8<sup>th</sup> Grade)** Tell students to write a brief paper explaining the emotional changes they have been experiencing in addition to the physical changes during this growth period. Has it been mostly positive? Any concerns?

**(Gender Specific Activities)** School nurses and counselors should plan to support this topic with boys and girls separated so specific physical changes and processes can be further explained. If your district is also using the Healthy and Wise Middle School Program for grades 6-8, there are additional lessons and supplements that may be helpful in teaching this lesson.

**ESL/ELL Strategies and Activities:**

*Teach concepts and vocabulary using pictures or nonlinguistic representations.*

- Have students locate pictures of kids and adolescents. Ask them to compare and contrast the pictures. How are the kids alike? How are they different?
- Ask students to illustrate the ways they will take care of their bodies during puberty.

**Performance Assessment:**

Give students an opportunity to give an oral or written demonstration of what they learned about the stages of growth and development.

3. Have students orally or in writing give a brief overview of puberty. What is it? What changes occur? How should you take care of yourself during puberty?
4. In groups, ask students to create a graphic organizer related to puberty. Have them start with the word “puberty” and write all the words related to this growth process.

**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:**

- **(Math)** Let students average the ages 10 and 15, and then 8 and 13 to find the average age boys and girls enter puberty. Then, let students average their grades or give them different sets of numbers to average for further practice.
- **(Research/Writing)** Use textbooks or the Internet to find information related to puberty and write a short report that further explains this growth process.
- **(Guest Speaker)** Invite your counselor and school nurse to visit with your students about puberty.
- **(Guest Speaker)** Invite a physician to visit with your class about how the body changes during puberty. Encourage class participation and questions. *\*Parental consent may be required. Check with your principal before scheduling this type of speaker.*

- **(Art)** Tell students to draw a picture that shows their physical appearance in first grade, third grade, and now in fifth, sixth, seventh, or eighth grade. How have they changed? You could also have students make a collage of each year's school pictures.

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

## 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.

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

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

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

## Additional Resources Available Online at [www.caprockpress.com](http://www.caprockpress.com)

### Teachers

- Weekly Sample PE Lesson Plans
- 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)