

Healthy and Wise
Teacher Instructional Guide
January 2010

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

Week 1

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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 – Types of Individual Sports

Objective:

Students will learn about the individual sports they can get involved in.

Skills Emphasized:

Language Arts - Reading for Information, Alphabetizing

Math – Collecting Data, Graphs

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 - "How many of you play sports?" Let students respond. **ASK** - "Does anyone participate in an individual sport?" Then, introduce the Healthy and Wise article.

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 individual sports? **(Have students refer to the list in the article.)**
- How can individual sports be more challenging and gratifying? **(You must depend on your own ability to accomplish your goal.)**

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.

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw their favorite individual sport. Ask students to practice an individual sport during recess.

(1st Grade) Choose several words from the article. Ask students to write the words in alphabetical order. Have students practice an individual sport during recess.

(2nd Grade) Play a spelling game using words from the article. Call out a word, and then allow the first person standing to spell it. Practice an individual sport like tennis, golf, or bowling together during your PE class.

(3rd Grade) Tell students to write several sentences explaining which individual sport they are most interested in. Ask them to share their ideas with the class.

(4th Grade) Have students write a short (1 page) story about kids their age participating in individual sports. Encourage students to use facts from the article and to share their stories with the class.

(5th Grade) Let students create posters depicting the fun and health benefits of participating in individual sports. Hang the posters in the classroom or hallway. Organize an individual sports fair and allow representatives from various programs and organizations in your community to inform students about what they offer.

(6th Grade) Divide the class into groups. Ask each group to create a “how to” demonstration or speech on how to learn and/or improve in an individual sport.

(7th Grade) As a class or homework assignment, tell students to research the history of one individual sport. Where did this sport originate? Has it changed over the years? Have students report their findings in a brief paper and share them with the class.

(8th Grade) Plan a class individual sports day field trip. Take a vote in your class to decide where to go. Skating, bowling, and miniature golf, are a few options. Be sure to invite plenty of parents along for safety.

(High School) Have students who participate in individual sports create a presentation to give to younger students about their sport of choice. Ask them to include visual aides, demonstrations, and anything to make the presentation interesting and fun!

ESL/ELL Strategies and Activities:

Give ESL/ELL students the opportunity to provide multiple answers and use non-linguistic representations.

- Ask students to find pictures of people participating in individual sports. Have them share their pictures with the class.

Performance Assessment:

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

1. Have students describe the differences in group sports and individual sports.

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 high school coach that specializes in an individual sport to visit the class to talk about the benefits of playing an individual sport.
- **(Writing/Art)** Have students write or draw something they think best represents their favorite individual sport.

Page 2 – Getting Back into the Exercise Groove

Objective:

Students will learn the importance of getting back on an exercise schedule after the holiday break. They will set fitness goals and will learn steps and strategies to help them accomplish their goals.

Skills Emphasized:

Language Arts - Reading for Information, Writing

Math –Time, Calendar

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 explain how they set a goal. **ASK** – “What goals have you accomplished?” Accept all answers. Explain that setting fitness goals can help a person get back on an exercise track and get in shape. Introduce the article.

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 fun exercises people can do in the winter? (**Refer to the list in the article; accept reasonable answers.**)
- What steps for setting and accomplishing your fitness goals are discussed in the article? (**Students should refer to the article. Encourage students to give other tips and ideas.**)

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.)

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask students to identify one or two health or fitness goals that they would like to achieve this year. Have students draw or act out their goals.

(1st Grade) Have students set fitness goals for each month of the year. Ask students to make their own calendars, writing out the days of the week and the months of the year. How many days are in each month? How many months are in a year? Demonstrate some of the exercises you will include in your fitness plan.

(2nd Grade) Tell students to describe the steps for setting a fitness goal and explain how following this advice would help a person improve his/her health.

(3rd Grade) Ask students to write a New Year's goal and plan they could follow to enhance their overall health.

(4th Grade) Encourage students to brainstorm different ways people can reward themselves with “nonfood items” while they are working toward a fitness goal. Write the students' ideas on the chalkboard and encourage discussion.

(5th Grade) Have students develop a few fitness goals for their families. Ask them to share their goals with their classmates.

(6th Grade) Ask students to write a letter to a friend or family member that would offer encouragement as he or she strives to meet a health goal. Encourage them to include tips from the article in their letters.

(7th Grade) In writing, explain why a person should set realistic goals. What is the difference between realistic and unrealistic goals? Have students write a brief paper with examples of both kinds of goals. Ask students to share their papers with the class.

(8th Grade) Have students describe the steps they take to make sure they accomplish their goals. Explain how support from family and friends can help them achieve goals. Can a family member or friend sabotage a health or fitness goal? How?

(High School) In groups, discuss your personal fitness goals with each other. Are there some common fitness goals among the groups? Discuss the steps each member plans on taking to accomplish his/her goals.

ESL/ELL Strategies and Activities:

Give ELL students an opportunity to share their culture with the class and provide opportunities for students to hear and use English often.

- Have students discuss how and when specific sports and exercise patterns began in their lives. Who were their role models? What goals are they hoping to accomplish?
- Tell students to discuss and share how they celebrate accomplishing a goal.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about getting back into the exercise groove and setting fitness goals.

1. Have students describe or draw their plan for getting back on an exercise track.
2. Divide students into pairs. Explain that one person is responsible for setting at least two fitness goals. The other person is responsible for making recommendations on how the person can accomplish his/her

- fitness goals. Swap roles after they are done so each person can play each part.
3. Have the students create school-wide fitness goals and make posters to promote this concept in your school building.
 4. As a class, set 2010 fitness goals. All students should contribute to this process orally or in writing. Ask for suggestions from every student and develop three to four class fitness goals.

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:

- **(Reading/Writing)** Have students draw or make a list of the most important goals that they are working toward. Let them read and share their goals with the class. Why are goals important?
- **(Guest Speaker)** Ask a person that has accomplished a significant goal to speak to your class. Encourage the speaker to tell the students why he/she set the goal and the steps he/she took to accomplish the goal. Someone that has improved his/her health by losing weight or quitting smoking might be a good speaker. You might also consider a public figure in your community.
- **(Science)** January is in the winter. Categorize the months by seasons and make a list of the healthful activities and exercises that you like to do during each season.
- **(Critical Thinking)** What strategies help you accomplish your goals?

Page 3 – Metabolism

Objective:

Students will learn what metabolism is; it's role in the body, and how to keep it functioning properly.

Skills Emphasized:

Language Arts – Reading for Information, Abbreviations

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 – “What do you know about metabolism?” Allow students to answer. Tell students that they are going to learn the basics about metabolism in the Healthy and Wise article.

Reading the Article:

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

- **True or False:** Your metabolism acts like a furnace. **(True)**
- What does basal metabolic rate (BMR) refer to? **(A measure of how fast your metabolism is running and the number of calories you burn just to keep your body functioning.)**
- How can you boost your metabolism? **(Refer to the steps 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.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask the students to draw examples of some small healthy meals that could keep someone’s metabolism high throughout the day.

(1st Grade) Have students draw a picture to illustrate each step to boosting metabolism.

(2nd Grade) Ask students to write down the basic steps of digestion in their own words. Allow them to look at pictures if they can’t remember all the steps.

(3rd Grade) Have students write a few paragraphs about why metabolism is important. Remind them that the energy provided helps them do all the fun activities they enjoy.

(4th Grade) Divide the class into groups. Have each group make a poster representing one of the steps for boosting metabolism listed in the article. Ask that each group include pictures, information from the article, and anything else they think is important to know about metabolism. Hang the posters in the hallway.

(5th Grade) Allow students to have a small meal or snack during class. Brainstorm and discuss healthy options for small meals throughout the day.

(6th Grade) Ask students to keep a diet and exercise journal to record when they work out and what they eat at each meal. Are there any improvements that should be made?

(7th Grade) Have students prepare a healthy menu of meals for one day remembering the tips from the article. Ask the students to follow their menu and monitor how it feels to eat small healthy meals frequently.

(8th Grade) Do further research to find the formula for calculating your basal metabolic rate (BMR). You can also locate an online BMR calculator.

(High School) Have students do research on eating disorders. How do these conditions affect a person's metabolism and body?

ESL/ELL Strategies and Activities:

Allow ELL/ESL students to think aloud.

- How many meals do you eat during a day?
- In your country, are meals usually smaller or larger?

Let ELL/ESL students share their culture with the class.

- If possible, work together to summarize the article in another language.

Performance Assessment:

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

1. Have students orally discuss ways they can boost their metabolism.
2. In groups, have students create collages depicting healthy eating and living habits that would benefit a person's metabolism. Display the collages in the classroom.
3. Remind young children about chewing food well. Then allow them to simply draw a picture that promotes this concept.

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)** Find out the number of calories that are recommended for a small healthy meal. How does this compare to a normal fast food meal combo?
- **(Guest Speaker)** Invite a dietician to speak and to answer any questions the class might have about metabolism, or diet in general.

Page 4 – Sports Drinks, Energy Drinks, and Energy Bars

Objective:

Students will learn about sports drinks and energy products and how to know what's safe.

Skills Emphasized:

Language Arts - Reading for Information, Compare and Contrast

Math – Using Numbers to Name Quantities

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 – “Do you or anyone you know drink energy drinks?” Let students respond.

SAY – “Sometimes these types of drinks contain too much caffeine and can cause health problems. Today you will learn how to choose what's best for your body.” 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:

- **True or False:** Energy drinks can make you feel tired or dizzy, and can make you have a headache. **(True)**
- When is it ok to use sports drinks? **(During long workouts over an hour long.)**

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 picture of a popular energy drink or sports drink. Talk about the dangers of products with too much caffeine.

(1st Grade) After listening to or reading the article, ask students to list what they think are the most important words from the article.

(2nd Grade) Have students write several sentences in their own words describing the main idea of the article.

(3rd Grade) Tell students to create a foldable pamphlet to let people know the basic facts about sports drinks, energy drinks, and energy bars.

(4th Grade) Discuss commercials on television for sports drinks, energy drinks, or energy bars. Do these make young students want to buy the products? Why or why not?

(5th Grade) As a homework assignment, ask students to find out what ingredients are in most sports drinks. Why are these beneficial to athletes?

(6th Grade) In groups, create posters to remind people to “Beware of Energy Drinks.” Look at popular advertisements for creative strategies.

(7th Grade) Compare prices of several energy products. Are there less expensive alternatives that could be healthier? Discuss these options as a class.

(8th Grade) Have students bring in advertisements for energy drinks or sports drinks. Who are the advertisers of these products targeting? Can these ads create peer pressure?

(High School) Research several brands of energy drinks. Compare the amounts of sugar, caffeine, and other ingredients. Are some unhealthier than others? How could these products be made better? Are there any pros to these beverages?

ESL/ELL Strategies and Activities:

Consider pairing ELL students with English proficient students as they become active learners and participate in activities that are less challenging linguistically.

- In pairs, discuss whether energy products are popular in other countries.
- Ask students to write several of the “facts to keep in mind” from the article in another language.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about sports drinks, energy drinks, and energy bars.

1. Have students create a Public Service Announcement that informs people about the dangers of energy drinks.
2. Draw a picture illustrating something new you learned from the article.

Evaluation/Grading:

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

Additional Enrichment/Extension:

- **(Guest Speaker)** Invite a sports trainer to speak to the class about the pros and cons of sports drinks for athletes.
- **(Math)** An energy drink costs \$2.00. Jason buys one every weekday for a month. If he chose to drink water instead, how much money would be saved?
- **(Critical Thinking)** Amanda often feels tired during the day so she drinks a large energy drink to keep herself going. What are some healthier changes she could make to feel less tired?

Page 5 – Beware of Some Health Advertisements and Products

Objective:

Students will learn what kinds of health claims to be cautious of, and where to go for reliable information.

Skills Emphasized:

Language Arts – Reading for Information, Graphic Organizers

Math – Counting, Using a Calendar

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 - “How many of you have seen a celebrity endorsing a health product?”
Accept all reasonable answers. Refer students to the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 health claims that you should watch out for? **(Students should refer to the list in the article; accept other reasonable answers.)**
- **True or False:** Everything on the Internet or television is true. **(False)**
- What should you do before trying a new health program or product? **(Discuss it with your doctor first.)**

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) Tell students to invent a product that no one has ever thought of and draw an advertisement for it.

(1st Grade) Provide magazines for students to look at. Have them find ads that make them want to buy something. Discuss ways the media can affect our choices.

(2nd Grade) Have students write a few sentences about how to “beware of health ads and products.”

(3rd Grade) In groups, ask students to choose a health product, or make up one of their own, and create a skit similar to a television commercial promoting their product. Talk about what each group did to make others want to buy their product.

(4th Grade) Foods are sometimes listed as “good” or “bad,” but almost any food is ok in moderation. Ask students to look up suggested portion sizes of their favorite foods and share this information with the class.

(5th Grade) Often health products or fad diets claim to be a quick fix. Write a story about a person who decides to lose weight or maintain health the proper way, through healthy diet and exercise.

(6th Grade) Give each student a popular diet to research. Have them decide the pros and cons of the diet compared to the claims that are made about it in the media.

(7th Grade) Have students write a public service announcement about the dangers of some health advertisements and products. Allow a few volunteers to read the announcement to the school.

(8th Grade) Have students interview someone knowledgeable about diet. Ask them the best tips for losing weight and staying healthy. Does this require special products? Share your information with the class.

(High School) Choose a health product advertised on television. Then, research whether or not its claims are true. Was the product “too good to be true?” Is it really safe for its intended use? Have students write a one to two-page paper on what they find.

ESL/ELL Strategies and Activities:

Relate the content or subject matter to their background and experience.

- Ask students to compare health product advertising in their country and in the U.S. Do celebrities promote products? Are false claims made?

Performance Assessment:

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

1. Have students create a brochure or flyer that would help others understand the need to be cautious of some health products. Make copies of your best brochure and distribute it in your school.
2. Ask younger students to illustrate a healthy way to achieve or maintain a desirable weight.

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)** Your friend is thinking about using a new diet pill to help her lose weight quickly for a party next month. What advice would you give her?
- **(Guest Speaker)** Consider inviting a doctor, nurse, or dietician to visit your class to talk about health products and false advertising. Encourage questions from the class.

Page 6 – A Healthy Body Weight**Objective:**

Students will learn the importance of maintaining a healthy body weight and how to lose weight healthfully.

Skills Emphasized:

Language Arts - Reading for Information

Math – Using Mathematical Tools, Division

Science - Scientific Processes/Decision Making, Systems/Structures/Processes

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

Preparation/Background:

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

Introduction/Focus:

ASK - "Why is it important to try and maintain a healthy body weight?" Accept all reasonable answers. Refer students to the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. 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 your body mass index based on? **(Your height and weight.)**
- **True or false:** Diets are a long-term solution to weight loss. **(False.)**
- How much weight loss per week is normal and healthy? **(One to two pounds.)**

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 self-portrait that clearly shows them at a healthy weight. Encourage students to remember the basics of maintaining a healthy weight: **good nutrition and exercise.**

(1st Grade) Ask students to think about how a person feels at a healthy weight compared to being overweight.

(2nd Grade) Tell students to write a statement or slogan that warns against being overweight (e.g.: “A healthy weight helps your heart!”). Ask students to share their slogans with the class.

(3rd Grade) Ask students to brainstorm ways that they could help someone lose weight or maintain a healthy body weight.

(4th Grade) In groups, tell students to create posters of the MyPyramid logo, along with a catch phrase that promotes healthy eating and exercise as a means to maintain a healthy weight. Have each group share their poster with the class.

(5th Grade) Let students develop a “Healthy Weight Awareness” campaign that warns people of the dangers of being overweight.

(6th Grade) In groups, have students create collages depicting the dangers of being overweight and the benefits of maintaining a healthy weight. Encourage creativity! Have each group present their collages to the class.

(7th Grade) In class or as a homework assignment, ask students to research a benefit associated with a healthy weight and write a brief paper explaining why being overweight or obese can cause an opposite effect.

(8th Grade) Tell students to do further research on type 2 diabetes. Ask them to create awareness materials (individually or in groups) explaining the significance

of this disease and how being overweight or obese can be a risk factor for acquiring it.

(High School) Have students calculate their BMI. Is it in the normal range?

ESL/ELL Strategies and Activities:

Relate the content or subject matter to their background and experience.

Ask students to think about family members that might be struggling with their weight. Discuss how weight and conditions related to weight could impact certain cultures more than others. Example: The increase in type 2 diabetes among the Hispanic population.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about maintaining a healthy weight.

1. Have students create a brochure or flyer that would help others achieve or maintain a healthy body weight. Make copies of your best brochure and distribute it in your school.
2. Ask younger students to illustrate a healthy way to achieve or maintain a desirable weight.

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 Challenge)** It is estimated that heart disease kills 950,000 people in the United States each year. How many people is that per month? How many per week? How many per day?
- **(Reading/Research)** Have students do further research on the link between obesity, heart disease, and type 2 diabetes.
- **(Guest Speaker)** Consider inviting a person that has successfully achieved a desirable body weight through appropriate nutritional habits and exercise to speak to your class. What health concerns did this person have? What strategies did they use to lose weight? What keeps them motivated to maintain their healthy weight?
- **(Guest Speaker)** Invite a doctor, nurse, or registered dietician to visit with your class about the importance of maintaining a healthy weight, eating healthy foods, and getting enough physical activity each day.

Page 7 – Sponsoring a Blood Drive

Objective:

Students will learn how to sponsor a successful blood drive.

Skills Emphasized:

Language Arts – Reading for Information, Writing

Math – Ordinal Numbers

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 is a Blood Drive?” Let students respond. Refer students to the article and explain that they are going to learn about blood drives and how to sponsor them in 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:

- How old does a person have to be to donate blood? **(At least 17)**
- What are the steps to planning a blood drive? **(Students should refer to the list in the article.)**
- How can you protect yourself from bloodborne pathogens? **(Students should refer 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.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw and paint a red heart to represent giving blood to help those who need it.

(1st Grade) After reading or hearing the article, write down words that best describe a blood drive.

(2nd Grade) Ask each student to write a short letter, or draw a picture to thank a blood donor. Take them to the next blood drive and pass them out to those who give blood.

(3rd Grade) Have students make posters about the importance of giving blood. Hang them in the halls of your school. If there is a blood drive in the near future, use this as an opportunity to promote the event.

(4th Grade) Ask students to interview someone who has been a blood donor. Tell them to find out things like where the person gave blood, what the experience was like, why he/she chose to give blood, etc.

(5th Grade) Have students write a letter to a parent or friend who is over the age of 17 encouraging him/her to be a blood donor.

(6th Grade) Do you think you will ever donate blood? Write your answer and support it with details.

(7th Grade) Ask students to do further research on how donated blood is used, and write a brief paper on what they learn. Does this information encourage you to donate someday?

(8th Grade) Have students create a presentation on bloodborne pathogens. Tell them to include information from the article as well as further research on the topic, and to make the presentations interesting for people their age. If possible, allow them to present to another class.

(High School) Find out if there are any opportunities to donate blood in your community. If not, consider planning a blood drive at your school using the steps from the article.

Upper Elementary, Middle School, and High School

Abstinence Information and Activities

The Advantages of Abstinence...

- Abstinence is available and free to everyone.
- If adhered to, abstinence is extremely effective (100% Effective) at preventing both pregnancy and sexually transmitted infections.
- Abstinence has no medical or hormonal side effects.
- Abstinence keeps a person in charge of his/her body and feelings.
- Abstinence encourages people to build relationships in other ways.

Abstinence Activities

- Have students develop an Abstinence bulletin board. Using pictures, drawings, and slogans, students should convey the message that it is “**Great to Wait.**”
- A friend of yours has mixed feelings about sex. What could you tell him/her that would help him/her choose abstinence as the best choice?
- Unfortunately, some people are exposed to sexually transmitted diseases and even HIV infections after they become sexually involved. What are the consequences of diseases such as HIV or Herpes? Explain how abstinence is 100% effective in preventing these types of diseases.
- Beth, an 8th grader, became pregnant after her first sexual encounter. How do you think this will affect her life?
- List the benefits of abstinence, and explain how this approach is the most effective and healthful choice for young people.
- **(Guest Speaker)** Ask your nurse or school counselor to speak to your class to enhance this abstinence lesson.
- **(Guest Speaker)** Invite a gynecologist to speak to your class on the consequences of becoming sexually involved (pregnancy, STDs and HIV infection). Some of these presentations can be very graphic, so discuss your district’s policies on abstinence and sex education with the speaker. Make sure you know what will be covered and set clear objectives and boundaries for the speaker ahead of time. Get parent’s permission for their children to be involved in this discussion if the school decides to have this kind of guest speaker during an abstinence unit.

ESL/ELL Strategies and Activities:

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

- Have students discuss the importance of giving blood.
- If possible, allow older students to attend a blood drive together. Afterwards, encourage discussion about what they saw at the event.

Performance Assessment:

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

1. Have students write down a list of all the requirements for giving blood.

2. Ask students to give an oral presentation on what they learned about giving blood and blood drives. Allow them to explain any personal experiences.

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)** Have students come up with a catchy slogan to encourage people to give blood.
- **(Guest Speaker)** Invite several blood donors to visit the class to talk about why they choose to give blood.

Page 8 – Happy New Year! 2010

Objective:

Students will learn about making New Year's Resolutions and how resolutions can help some people improve their health.

Skills Emphasized:

Language Arts – Reading for Information, Writing

Math – Time, Calendar

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 have ever made any New Year's resolutions. **ASK** – "Have you ever made a New Year's Resolution with other family members?" Let students share their thoughts. 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 some common resolutions for better health? **(Students should list the resolutions from the article. Students may also give other reasonable answers.)**
- **True/False:** It is never too late to modify the way you live, eat, and exercise. **(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) Explain to students that New Year's resolutions are simply goals. Setting a goal can help a person learn and accomplish great things. Have students consider goals that they would like to accomplish and have them either explain them orally or illustrate them in a picture.

(1st Grade) Ask students to state a few of their current goals. What health goals do you have? Write or illustrate one health goal that you would like to accomplish.

(2nd Grade) Have students think about and write their New Year's Resolutions. If they don't have one, ask them to analyze their current health status and think of something they would like to improve.

(3rd Grade) In groups or individually, instruct students to write a few sentences that state the main idea of the article.

(4th Grade) Have students discuss the pros and cons of making New Year's Resolutions. Have they ever set a goal and failed to meet it? Did they forget about it or try again?

(5th Grade) Ask students to write a paper on the benefits of setting health-related goals. How does this help a person improve his/her health?

(6th Grade) Older students can evaluate goals that are more global in nature. How does the United States Government set health goals? Which agencies oversee the health of our country?

(7th Grade) Ask students why January is a popular month for diet and gym advertisements. How are people influenced by these advertisements? What advice would you give people about these kinds of advertisements?

(8th Grade) In groups, have students create skits showing people setting realistic, healthy goals and working toward them. Have each group perform for the class. Encourage class participation and creativity!

(High School) Identify some school wide health goals for your campus. Focus on some health needs that you think should be a priority. How could these goals best be accomplished? Share your campus health goals with the class.

ESL/ELL Strategies and Activities:

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

- When might be another time that people could choose to make changes in their life and why? (Birthdays, anniversaries, when children are born, when someone dies, etc.)
- Look back at history and find important events that happened because of change. Discuss what life would be like today if electricity had not been discovered, if there were no computers, if there were no cars, if penicillin had never been discovered, etc.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about making healthy New Year's Resolutions.

1. Goal setting is very important in changing health behaviors. Have students explain how they use goal setting in their lives and also describe how they use goal setting to improve or maintain their health status.
2. Have students set and describe a family oriented New Year's resolution. Examples: spend more time together, prepare healthier family meals, and exercise together.
3. As a class, develop a New Year's Resolution that you feel would be beneficial. It might be to schedule more time for independent reading, more physical activity, or simply the need for everyone to get along better. Decide on one resolution and outline the steps that you feel, as a class, you should take to accomplish the goal.

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)** Think of a goal you did not accomplish. Why did you not meet the goal? What obstacles kept you from reaching your goal? Was it a realistic goal? What could you have done differently?
- **(Math/Writing)** Time for a change? Practice telling time with a watch or digital clock. Which is easier for you? Make a list of your daily activities. Graph the times of day each activity is accomplished. Do you need to make some changes? Think it over and be ***Healthy and Wise!***
- **(Guest Speaker)** Invite your school counselor to speak to your class about the benefits of setting goals and why change can be healthy.
- **(Reading/Writing)** Have students write, read, and recite from memory the days of the week and months of the year.

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 style="text-align: center;">“Excellent” or 4 points</p> <p style="text-align: center;"><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 style="text-align: center;">“Good” or 3 points</p> <p style="text-align: center;"><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 style="text-align: center;">“Average” or 2 points</p> <p style="text-align: center;"><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 style="text-align: center;">“Poor” or 1 point</p> <p style="text-align: center;"><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.

Healthy and Wise

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
- 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)