

Healthy and Wise

Teacher Instructional Guide
November 2009

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

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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 – Are You Interested in Playing Basketball?

Objective:

Students will be introduced to the sport of basketball and will learn some basic skills involved in playing basketball.

Skills Emphasized:

Language Arts – Reading for Information, Graphic Aids

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 – “How many of you enjoy playing basketball?” Allow students to respond by raising their hands. **ASK** – “How do you play basketball? What are the

general rules and goals?” Accept responses. Tell the students that they will be learning more about basketball in this month’s issue of 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:

- According to the article, what should you do before playing? **(Players should always warm up and stretch before practicing or playing.)**
- How many players are on each team? **(Five)**

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

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class. Have access to a basketball court so students can practice the skills/drills described in the article.

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw people playing basketball. Ask them what they know about the game and if they enjoy playing it. Give students an opportunity to shoot some hoops and practice the drills described in the article.

(1st Grade) Show students how the word “basketball” is actually two words, “basket” and “ball.” Have them write the words separately and then together. Tell students to write other words related to basketball (e.g.: hoop, shot, court, etc.). Let students play a game of basketball or a game of “HORSE.” Give students an opportunity to practice the different skills/drills described in the article.

(2nd Grade) Ask students to write two sentences that explain what they know about basketball. Divide the class in half and play a game of basketball during recess. Ask students to demonstrate the skills/drills described in the article.

(3rd Grade) Have students write several sentences that state the health and social benefits associated with playing basketball. Let students demonstrate dribbling and shooting skills on the court. Have students practice the skills/drills described in the article.

(4th Grade) Ask students to write a short story about basketball. The story can be about someone trying to make the basketball team, one or more basketball teams in a competition, or any other appropriate scenario. Encourage creativity!

Ask students to share their stories with the class. Have all students practice and demonstrate the skills/drills described in the article.

(5th Grade) In class or as a homework assignment, tell students to research the health and fitness benefits of playing basketball and report their findings in a brief paper. During recess or PE, encourage students to execute the basketball skills/drills described in the article.

(6th Grade) Divide the class into teams. Have each team make up a strategy for playing a game of basketball against another team (e.g.: shots they will execute, defense strategies, etc.). In the gym or outside, let the teams play a short game of basketball. After the game, ask each team to share their strategies and plays that worked or didn't work. Which shots described in the article were executed during the game?

(7th Grade) In class or as a homework assignment, tell each student to research the origins of basketball – where it started, the original rules, how it has changed over time, etc. – and have them write a brief report on their findings. Encourage students to play basketball during PE or recess and practice the shots described in the article.

(8th Grade) Divide the class into groups. Give each group the task of creating a brief educational presentation on basketball to present to younger grades. Have students use facts and basic shots from the article in their presentations. Arrange for each group to meet with a younger grade level during PE or recess and give their presentations on basketball.

(High School) Organize an after-school basketball tournament at your school. Encourage students that aren't currently in a PE class or athletics to participate in the fun. Invite students to form teams and schedule games at a time that encourages maximum participation.

ESL/ELL Strategies and Activities:

Use a variety of open-ended questions to stimulate thinking, let students express their thoughts, and accept multiple right answers.

- Do you like basketball? Do you prefer to watch basketball on television or to see a game live? Why?

Teach concepts and vocabulary using pictures or nonlinguistic representations.

- Use basketball shapes cut from construction paper with vocabulary words on one side and pictures on the other for self-checking purposes.

Performance Assessment:

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

1. Ask students to create posters depicting the game of basketball. Encourage students to draw, cut pictures from magazines, or use pictures

from the Internet on their posters. Have students present their posters to the class.

2. Put students into groups of five. Tell students that these groups will play basketball together every day (either during recess, PE, or after school) and will incorporate the skills and shots in the article in their games. Tell each student to write down everything they do during their time playing basketball and how they felt about this experience. Did they like the assignment? Will they keep playing basketball?

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)** Ask a local basketball coach or high school player to speak to your class. Help students obtain local youth basketball league information.
- **(Math)** Basketball players score one, two, and three points at a time. Have students practice counting by ones, twos, and threes using manipulatives (counters, crayons).
- **(Reading/Research)** Have students pick a professional basketball player currently playing or retired and have them research more about his/her career and life. Let the students present their player profiles to the class.
- **(Physical Education)** Schedule a basketball tournament and give students a chance to play other teams. Think about getting your teachers involved.

Page 2 – Types and Benefits of Anaerobic Exercise

Objective:

Students will learn about anaerobic exercise including different types of anaerobic exercises and the benefits of these exercises.

Skills Emphasized:

Language Arts – Reading for Information, Synonyms, Antonyms

Math – Time

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

Preparation/Background:

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

Introduction/Focus:

Ask students to describe what they think “anaerobic” means. Encourage discussion. Tell students that they are going to learn about anaerobic exercise in 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:

- According to the article, what are anaerobic exercises? **(Anaerobic exercises are fast, high intensity exercises that build muscle.)**
- What are some types of anaerobic exercises? **(Refer to the list in the article. Accept reasonable responses.)**
- What are some of the benefits of anaerobic exercise? **(Refer to the list in the article. Accept reasonable responses.)**

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

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class. Let students use addition or multiplication to complete math problems. Show examples of anaerobic exercises.

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Demonstrate a few anaerobic exercises (push-ups, etc.) for students. Play a game of “Simon Says” with students using anaerobic exercises as the commands (e.g.: “Simon says do one push-up!”). Have students participate in suggested anaerobic exercise activities from the article during PE or recess.

(1st Grade) Ask students to brainstorm activities they think require more intensity than others. Have students raise their hands to answer, then write their responses on the chalkboard. Encourage students to participate in anaerobic exercises, such as those listed in the article, during PE or recess.

(2nd Grade) Ask students to draw people performing anaerobic exercises. Tell students to write the exercise being performed on each picture (e.g.: “This boy is doing a push-up.”). Have students participate in suggested anaerobic exercises from the article during PE or recess.

(3rd Grade) Have students list the anaerobic exercises they enjoy doing. Have students participate in suggested exercises from the article during PE or recess.

(4th Grade) Ask students to create awareness materials (posters, flyers, etc.) explaining the benefits of anaerobic exercise. Display the posters in the classroom. Have students participate in suggested anaerobic exercises from the article during PE or recess.

(5th Grade) Tell students to analyze their current physical activity schedules. Do they include activities that are anaerobic? Give examples. Have students participate in suggested anaerobic exercises from the article during PE or recess.

(6th Grade) Older students can create a workout plan that incorporates anaerobic exercise sessions. Let the class analyze the workouts and determine if they are properly designed. Have students participate in suggested anaerobic exercises from the article during PE or recess.

(7th Grade) In class or as a homework assignment, divide students into groups to create an “Anaerobic Education Presentation!” Ask each group to correctly demonstrate exercises in an informative and creative way. Ask students to act out their presentation for the class. Encourage creativity and class participation!

(8th Grade) Ask students to do further research on the benefits of anaerobic exercise. How do these types of exercises, in conjunction with cardio and endurance exercises, affect the body? What are the health benefits of anaerobic exercise? Have students report their findings in a brief paper.

(High School) Some of your friends may not be in a physical education program or athletics so they may not be getting much physical activity. What suggestions would you give your friend that would help him/her get more physical activity? What kinds of anaerobic exercises could your friends do?

ESL/ELL Strategies and Activities:

Allow ESL students to participate in activities that are less challenging linguistically.

- Have a student demonstrate an anaerobic exercise listed in the article. Let the other students name the exercise being performed and write it down.
- Have students draw or find pictures in magazines of people doing anaerobic exercises.

Performance Assessment:

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

1. Young students can simply draw pictures that represent anaerobic exercises.

2. Ask older students to do a quick oral presentation on the benefits of anaerobic exercise. Require them to demonstrate at least two anaerobic exercises during their presentation.

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)** Ask students to read the article again. Have them summarize what they have read in two or three simple sentences.
- **(Math)** Create anaerobic exercise related word problems. Students can calculate time spent exercising each day, week, or month, how many repetitions of each exercise were completed, etc.

Page 3 – The Meat and Beans Group

Objective:

Students will learn about the meat and beans group of MyPyramid.

Skills Emphasized:

Language Arts – Reading for Information

Math – Measurement

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

Preparation/Background:

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

Introduction/Focus:

Ask students to read the title of the article. **ASK** - "What foods are part of the meat and beans group?" Accept reasonable answers and then read the article.

Reading the Article:

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

- What kinds of meat or poultry should you choose to be healthy? **(Lean or low-fat options that have been grilled or baked, rather than fried.)**

- How can you add variety to your meals? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- Why should you avoid fresh, pre-stuffed turkeys? **(There may be bacteria in the stuffing.)**

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 their favorite foods from the meat and beans group.

(1st Grade) In class or as a homework assignment, have students visit a local grocery store. Tell students to locate foods that are in the meat and beans group and draw the foods they found.

(2nd Grade) Ask students to create posters or paper-sized signs with pictures of foods from the meat and beans group. Have them label each food they illustrate.

(3rd Grade) Have students write, in a few sentences, the “Tips for Adding Variety to Your Meals” section in their own words.

(4th Grade) Have students create a menu for a day of holiday meals. Remind them to include a variety of different foods from the meat and beans group.

(5th Grade) In groups or individually, ask students to make collages depicting their ideal Thanksgiving meal. They can draw, cut pictures from magazines, and/or use pictures from the Internet for their collages. Have students present their collages to the class and explain which foods are from the meat and beans group. Hang the collages in the classroom or cafeteria.

(6th Grade) Divide the class into groups. Assign each group the task of creating a skit showing people choosing healthy meat options at a restaurant or store. Have each group perform for the class. Encourage creativity!

(7th Grade) As a homework assignment, ask students to choose a food from the meat and beans group that they have never tasted. Have students try the new food and write a brief paper about it. Is it something they would like to eat again? Was it tasty? Etc.

(8th Grade) Tell students to create a presentation on the meat and beans group with the intent of presenting it to younger grades. Encourage the use of information from the article and visual aids. Talk to the other teachers and arrange a time for your students to talk to the younger grades about the variety of foods in the meat and beans group.

(High School) Tell students to write a checklist in their own words of tips from the article about preparing a turkey and adding a variety of foods from the meat and beans group to meals. Encourage students to share the information with a parent or guardian and help with the preparation of a meal during the holidays.

ESL/ELL Strategies and Activities:

Allow ESL students to participate in activities that are less challenging linguistically.

- Ask students to find pictures in magazines of foods from the meat and beans group.
- Have students draw their kitchen and family members cooking in it. Ask students if they celebrate Thanksgiving, and what their family usually eats on this day.

Performance Assessment:

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

1. Write several of the items from the article on a transparency omitting one or more important words. Have the students fill in the missing words from memory.

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)** Ask students to write directions for how to make one of their favorite foods or holiday dishes that includes a food from the meat and beans group.
- **(Problem Solving)** Help students develop strategies that will encourage them to make healthy food choices.
- **(Critical Thinking/Problem Solving)** Illustrate different menus of a Thanksgiving dinner. Include healthy and unhealthy options. What makes the healthy options a better choice?

Page 4 – Avoiding a Foodborne Illness

Objective:

Students will learn about common foodborne illnesses and their symptoms as well as how to prevent the spread of these illnesses.

Skills Emphasized:

Language Arts – Reading for Information

Math/Science – Measurement

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

Preparation/Background:

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

Introduction/Focus:

Ask students to share what they know about foodborne illnesses. Tell students they will learn more about these illnesses in the article.

Reading the Article:

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

- What are some common symptoms of foodborne illnesses? **(Fever, Mild to severe abdominal cramps, diarrhea, and blood present in stools.)**
- What are the two most common foodborne illnesses? **(Salmonella and E. coli)**
- How can you prevent the spread of foodborne illnesses? **(Refer to the list in the article. Accept other reasonable answers.)**

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

Activities:

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw pictures of the ways to prevent foodborne illnesses. Ask each student to explain his or her drawing to the class.

(1st Grade) Have students write words related to foodborne illness and how to prevent it. They may use inventive spelling.

(2nd Grade) Ask students to write several sentences in their own words explaining why it is important to prevent the spread of foodborne illnesses.

(3rd Grade) Tell students to create an informational poster illustrating the tips to help prevent the spread of foodborne illnesses. Encourage creativity! Hang the posters in the cafeteria or in the hallway.

(4th Grade) Ask students to write a brief paper explaining how they can help prevent the spread of foodborne illnesses.

(5th Grade) Have students write a letter to their parents or a family member that provides an overview of the article. Tell them to use facts and suggestions from the article in their letters.

(6th Grade) Ask students to be very observant as they go through the cafeteria line today. Are there any foods that could carry foodborne illnesses? Have a member of the cafeteria staff visit the class to discuss ways your school prevents foodborne illnesses.

(7th Grade) In class or as a homework assignment, have students research foodborne illnesses online. Have each student write a brief paper on the information he or she found.

(8th Grade) Divide the class into groups. Assign each group the task of preparing an informative presentation on foodborne illnesses to present to younger grades. Encourage the use of visual aids. Set up a time with other teachers to have your groups present to the younger students.

(High School) In class or as a homework assignment, have students research incidents of widespread foodborne illness. What caused these particular illnesses? What was done to stop them from spreading further?

ESL/ELL Strategies and Activities:

Give students the opportunity to think and answer aloud.

- Ask students to share anything they might already know about foodborne illnesses with the rest of the class.
- Ask students to find pictures in magazines of the animals that can carry the bacteria that cause foodborne illnesses.
- Ask students to write in their own words or draw pictures to represent the tips for preventing foodborne illnesses.

Performance Assessment:

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

1. Ask students to create posters depicting information on foodborne illnesses (animals that carry the bacteria, foods that can be contaminated, common symptoms, etc.). Tell students to explain their posters to the class. Display the posters in the classroom.
2. Have students draw an animal that could carry a bacteria that causes foodborne illness and how that bacteria could be transferred to a human.

3. Younger students can illustrate one or two tips to prevent the spread of foodborne illnesses.

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)** Ask students to read about different kinds of foodborne illnesses and compare and contrast them. Are they spread differently? Are the symptoms the same?
- **(Problem Solving)** Have students list the different ways they can stay informed about foodborne illnesses.
- **(Guest Speaker)** Invite a nutritionist or dietician to speak to your class about the importance of sanitation and preventing foodborne illness.

Page 5 – Are You at Risk for Type 2 Diabetes?

Objective:

Students will learn about type 2 diabetes. They will also learn steps to prevent the onset of type 2 diabetes.

Skills Emphasized:

Language Arts – Reading for Information, Main Idea, Summarization

Math - Averaging

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 heard of diabetes. Do they know anyone with diabetes? Tell students that they are going to learn about type 2 diabetes and ways to prevent it 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:

- Why is insulin important? **(Without insulin, the body cannot use the sugar that is supplied in the blood stream.)**
- What are the risk factors for type 2 diabetes? **(Refer to the list in the article. Accept other reasonable responses.)**
- What are some ways you can prevent type 2 diabetes? **(Refer to list in the article. Accept other reasonable answers.)**

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

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Obtain additional literature on diabetes from the American Diabetes Association at www.diabetes.org.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask students to draw someone choosing to take care of himself to prevent type 2 diabetes. Reinforce to students that children can develop type 2 diabetes and that it is important to eat a healthy diet and to get plenty of exercise.

(1st Grade) Have students discuss ways that a person can be physically active every day to prevent type 2 diabetes.

(2nd Grade) Using information from the article, tell students to write three facts about diabetes in their own words.

(3rd Grade) Ask students to list complications that can come from type 2 diabetes and a strategy for preventing the onset of type 2 diabetes.

(4th Grade) Tell students to write a letter to their parents or a family member explaining what they learned about diabetes in Healthy and Wise. Have students ask their parents (in their letters) if there is a history of diabetes in their family.

(5th Grade) Divide the class into groups. Assign each group the task of creating handouts, brochures, or other informational materials about the symptoms, risk factors, and prevention strategies for type 2 diabetes. Have groups swap materials and look at them.

(6th Grade) Let students research the advances made in the prevention and treatment of diabetes.

(7th Grade) In class or as a homework assignment, tell students to research type 1 and type 2 diabetes. What are the differences between the two? Can they both be prevented? Why or why not? Have them document their findings in a brief paper.

(8th Grade) As time permits, have students work to organize a type 2 diabetes walk. The walk can be held some time during school or on a Saturday with permission from school officials. Students can make flyers and posters to advertise the walk. Encourage students to get their families involved in the walk!
**Consult with your principal before giving this assignment.*

(High School) Have students assess their risk of developing type 2 diabetes. Do they have a family history of diabetes? Is their weight higher than it should be? Once they decide whether they are at risk, they should list steps that they can take personally to lower their risk of developing the disease. Turn this assignment in to the teacher.

ESL/ELL Strategies and Activities:

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

- Invite medical personnel to speak to your class about diabetes. Find out if any students or parents of students would like to speak on the topic also. Some children find any unknown disease scary. It's comforting to know that others live with difficulties and are just like them in many ways.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about type 2 diabetes.

1. Divide the class into groups. Assign each group the task of creating an Infomercial explaining the risk factors, symptoms, treatments, and preventive measures associated with type 2 diabetes. Have each group perform for the class. Encourage creativity and fun!
2. Have students create "Type 2 Diabetes Prevention" posters to heighten awareness in your school.
3. Ask younger children to draw a picture that illustrates one way they can prevent the onset of type 2 diabetes.

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:

- **(Science/Research)** Have students do more research on the endocrine system. What is the pancreas? What is its function and what hormones does it produce? How does this system affect diabetes and its onset?
- **(Guest Speaker)** Invite a representative from the American Diabetes Association or a person that has diabetes to speak to your class about the disease.

- **(Writing)** Ask students to design a “**Type 2 Diabetes Prevention Plan.**” Include diet and exercise recommendations.

Page 6 – How the Lungs Work

Objective:

Students will learn how the lungs work and how to protect them. They will also learn the basics on asthma.

Skills Emphasized:

Language Arts – Reading for Information, Using Graphic Organizers, Writing

Math – Numbers Name Quantities

Science – Systems, Processes that Interact

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 your lungs?” Allow responses. **ASK** – “What do your lungs do?” After hearing responses, introduce the article in Healthy and Wise.

Reading the Article:

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

- What do we breathe in and what do we breathe out? **(We breathe in oxygen and exhale carbon dioxide.)**
- What is asthma? **(Asthma is an inflammation of the bronchial airways.)**
- **(True or False):** Your lungs are the same size. **(False, the left lung is smaller than the right lung to make room for the heart.)**

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. Books on the body or models that show the lungs in action are good visual resources to have on hand for this lesson.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Using construction paper, glue, and other arts and crafts materials, have students cut out what they think the lungs look like. Have them discuss ways to protect their lungs.

(1st Grade) Have students write the words “inhale” (breathe in) and “exhale” (breathe out). Ask them to take a deep breath in, then exhale it slowly. Encourage students to talk about how to take good care of their lungs.

(2nd Grade) Ask students what they know about asthma. Do they know someone who has asthma? Do any of them have asthma? What does it feel like to lose your breath? Encourage discussion.

(3rd Grade) Tell students to create posters or collages that reflect or show aspects of the lungs (example: someone smelling a flower, blowing his/her nose, etc.). Also have them include ways to keep lungs healthy and include tips from the article.

(4th Grade) Ask students to write several paragraphs about the function of the lungs and how to keep their respiratory system healthy. Have them share their papers with the class.

(5th Grade) Tell students to write down some elements that can affect the lungs in an unhealthy way (e.g.: smoking cigarettes, air pollution, etc.). Have them create a chart that shows which of these elements are preventable (e.g.: people choose to smoke, so that is preventable) and which are not (e.g.: pollution in the air is hard to avoid).

(6th Grade) Ask students to create a “Healthy Lungs Checklist.” Tell them to include information from the article, as well as other sources, on their checklists. Have students share their checklists with the class.

(7th Grade) In class or as a homework assignment, have students research the type of doctor(s) that treat the lungs. What are these doctors called? What are some common things they look for when examining the lungs? How can we work to keep our lungs and respiratory system healthy? Have students compile their findings in a brief paper.

(8th Grade) Have students research diseases of the lungs, choosing one or two to write about. Tell them to write a brief report on the disease(s) they chose: causes, symptoms, treatment options, possible outcomes, etc. Ask students to share their reports with the class.

(High School) Some lung and breathing problems can hinder student athletes. Do further research on medications or therapies that are commonly prescribed for asthma or other respiratory problems. Put your findings in a brief report.

ESL/ELL Strategies and Activities:

Allow ESL students to participate in activities that are less challenging linguistically.

- Have students do several simple cardiovascular exercises (jumping jacks, running in place, etc.). Check breathing before and after. How has it changed?
- Help students sound out words that relate to the lungs and asthma. As they sound out the words and become more comfortable with them, tell the students the definition of each word and have them repeat it back to you (in their own words is fine).
- Let students attempt to read or sing the lyrics of a familiar song in one breath.

Performance Assessment:

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

1. Divide the class into groups. Tell each group to create a skit in which someone goes to the doctor either with a lung problem or for a normal check-up. Encourage each group to use information from the article in their skit. Have groups perform for the class.
2. Ask students to create handouts, pamphlets, posters, or other types of informative items containing information on the lungs and how certain things, such as smoking, damage the respiratory system. Encourage creativity!
3. Younger children should draw a picture that represents the steps for keeping the lungs healthy.

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:

- **(Writing/Research/Art)** Research how the lungs function and draw a diagram or construct a model of the system to show others what you have learned.
- **(Guest Speaker)** Invite a respiratory therapist or physician to speak to your class about their job and the importance of keeping the respiratory system healthy.

- **(Writing)** Write a letter to an eating establishment that allows smoking in designated areas encouraging them to provide a smoke-free environment.
- **(Math/Research)** Do further research about the number of breaths people take. Approximately how much air or oxygen does a person breathe in with each breath? Approximately how many breaths does an average person take each day?
- **(Science Experiment)** Lie on your back; place one hand on your chest and a second hand on your stomach. Breathe deeply and decide from which place you breathe most often. It is best to breathe from your diaphragm.

Page 7 – Say “No” to Tobacco!

Objective:

Students will learn about the dangers and consequences of tobacco and secondhand smoke by reading the article in Healthy and Wise.

Skills Emphasized:

Language Arts – Reading for Information, Cause and Effect

Math – Subtraction

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

Preparation/Background:

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

Introduction/Focus:

Ask students if they know anyone who smokes. Then, ask them to give their opinions about smoking. Guide the discussion and introduce the article.

Reading the Article:

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

- What diseases does using tobacco cause? **(Lung and oral cancer, respiratory disease, heart disease, and stroke.)**
- How can you avoid secondhand smoke? **(Refer to the list in the article. Accept other reasonable answers.)**

- True or False: Breathing in secondhand smoke isn't as bad as smoking. **(False. Secondhand smoke can be just as harmful to a person's health as smoking.)**

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) Reinforce the fact that smoking or using tobacco products can cause illness and cancer. Have students draw an anti-smoking picture, such as a cigarette with a red "x" on it.

(1st Grade) Have younger students identify a reason to quit smoking. Have them draw a picture that illustrates the reason, and have them write a simple statement (e.g.: Do Not Smoke!) on their pictures.

(2nd Grade) Ask students what they think some of the physical effects of smoking are (e.g.: bad breath, yellow teeth, yellowing of the fingers, cough, raspy voice, etc.). Have them write these effects down in a list format and share a few of them with the class.

(3rd Grade) Have students create a card that would be encouraging to someone who was trying to quit smoking. Ask them to share their cards with the class.

(4th Grade) Ask students to write several paragraphs explaining the dangers of smoking. Have them include various illnesses/diseases that are caused by smoking listed in the article.

(5th Grade) Have students research the dangers of secondhand smoke. Write a letter to a person that smokes, informing them of the dangers of smoking and secondhand smoke. Ask them to consider quitting for their health and to protect their family and friends.

(6th Grade) Let students do further research on the therapies available to help a person quit smoking.

(7th Grade) Ask students to research "The Great American Smoke-Out." What is it? When was it started? When does it occur? Have them report their findings in a brief paper.

(8th Grade) Have students create posters/handouts representing the dangers of secondhand smoke. Have students present their materials to the class and briefly talk about the dangers of secondhand smoke.

(High School) Do you think peer pressure can influence someone to start smoking? Why? What advice would you give a friend who felt pressure to begin smoking?

ESL/ELL Strategies and Activities:

Let students participate in small group discussions, sharing their thoughts and ideas. Try to relate the content or subject matter to their background and experience.

- Allow students to voice their opinions about smoking. Some older students may have actually tried smoking. They may be able to discourage someone else from ever trying it.
- Discuss the health hazards of secondhand smoke. Students may have first-hand knowledge of a friend or family member who smokes around them or have been to a public place where smoking is permitted. Brainstorm ways to avoid this smoke.

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

- Invite medical personnel to speak to your class about the long-term effects of smoking when started at an early age. Invite parents or other teachers who have quit smoking.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about using tobacco and secondhand smoke.

1. Have students create an “Anti-Tobacco Campaign.” Let students select a way to inform others of the dangers of using tobacco. Campaigns can be written or simply an oral public service announcement.
2. Ask students to write or say a convincing argument that would discourage a family member from smoking. Use facts from the article.
3. Ask students to write or say a refusal statement they could use if they were ever offered a cigarette or other tobacco product.

Evaluation/Grading:

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

Additional Enrichment/Extension:

- **(Research)** Have students do further research on secondhand smoke. How does it affect the body? Why is it as harmful as smoking?
- **(Guest Speaker)** Invite a previous smoker to speak to your class. Ask him/her to speak about the impact smoking had on his/her health and the health of others and how he/she eventually quit smoking.

- **(Guest Speaker)** Invite a doctor, nurse, or respiratory therapist that deals with the lungs and/or lung cancer to come and speak to the class. What are some ways they help people who smoke? What types of treatments do they use for lung related problems?

Page 8 – Making Your School Environment Safe and Healthy

Objective:

Students will learn how to evaluate their school on health and safety issues.

Skills Emphasized:

Language Arts – Reading for Information

Math – Time

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

Preparation/Background:

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

Introduction/Focus:

Ask students if they feel safe at school. **ASK** – “Has there ever been a time when you did not feel safe at school?” Accept reasonable answers and encourage discussion. Refer students to the article in Healthy and Wise.

Reading the Article:

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

- How often should a school evaluation be conducted? **(At least once a year.)**
- What are some questions that should be asked to evaluate the health and safety of students at your school? **(Refer to the list in the article. Accept other reasonable answers.)**

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

Activities:

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Ask students to draw a picture of a safe and healthy school environment. Have each student explain why his or her school is safe and healthy.

(1st Grade) Have the students draw a picture representing one thing they think should be improved at their school.

(2nd Grade) Ask students to carefully observe their food options in the cafeteria for one day. Have them write a few sentences about whether or not there are enough healthy options available.

(3rd Grade) Have students explain one of the emergency or natural disaster plans for the class. If you haven't practiced these drills in a while, take this time to review the plan.

(4th Grade) Have students write a few paragraphs about bullying. Is this something that happens at your school? What is the school policy on bullying?

(5th Grade) Divide the class into groups. Have each group create a skit depicting either a safe and healthy school or a school that is not safe and healthy. Ask each group to perform for the class. At the end, discuss as a class the differences in the two schools.

(6th Grade) Have students write a letter to the principal of your school explaining one thing that the school could do to improve. If possible, give these letters to the principal of your school.

(7th Grade) It is important to appreciate the good things about your school. Tell students to create an informative presentation on ways your school is safe and healthy. Gather pictures and facts about your school to add to the presentation. If possible, allow students to present to younger grades.

(8th Grade) In class or as a homework assignment, ask students to research a school that had health or safety problems or issues. What was done to improve the conditions at this school? How is this school similar or different from your school?

(High School) Write a two-page paper about an issue of health or safety that you feel is important for your school to consider and improve on. Why is this issue important to you?

ESL/ELL Strategies and Activities:

Allow ESL students to participate in activities that are less challenging linguistically.

- Have students cut pictures from magazines and create a "Healthy and Safe School" collage.

Give students an opportunity to give an oral or performance demonstration of what they have learned this week about making a school environment safe and healthy.

- Have students volunteer to voice any concerns they have about their health or safety while at school.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about a safe and healthy school environment.

1. Ask students to give a brief overview of the issues schools must address so that students are safe and healthy.
2. Have students address problems that they feel their school needs to improve.
3. Ask younger students to draw a picture that represents something unsafe that could happen at school. As a class, discuss what your school does to prevent these things from happening.

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)** Ask students to write fact and opinion statements about your school environment.
- **(Critical Thinking)** Present different scenarios such as a tornado, someone entering the school to cause harm, bullying, etc. What can be done to keep everyone as safe as possible? How can current plans be improved?
- **(Guest Speaker)** Ask your principal to speak to the class about what he or she does to ensure the health and safety of students. Encourage students to express their thoughts about the safety and health at your school.

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 his/her 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 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.

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

Physical Education Evaluation Rubric

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

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

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

Parental Involvement Evaluation Rubric

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

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

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

November Resource Web Sites

The American Diabetes Association
www.diabetes.org

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, Language Arts, Math, Science

Students

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

Parents

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