

Healthy and Wise

Teacher Instructional Guide
October 2009

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 – Coaches and Good Sportsmanship

Objective:

Students will learn what makes a good coach and how to demonstrate good sportsmanship.

Skills Emphasized:

Language Arts – Reading for Information, Word Endings, Writing

Math – Division

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.

Introduction/Focus:

ASK – “How many of you have had a good coach?” “What made your coach good?” Accept reasonable responses. Introduce the article.

Reading the Article:

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

- According to the article, what should a good coach have or do? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- **True or False:** Good sportsmanship is the ability to accept a call or outcome of a game with a positive attitude. **(True)**

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

Activities:

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

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw a picture of a sporting event where everyone demonstrates good sportsmanship.

(1st Grade) Have students talk about a time they saw someone who did not show good sportsmanship.

(2nd Grade) Tell students to write a sentence pledging to always demonstrate good sportsmanship while playing or watching a sporting event.

(3rd Grade) **Divide students into two groups.** Ask one group to list several characteristics of a good coach from the article and ones they think of themselves. Have the other group list characteristics of a bad coach. Then get the two groups together to compare and contrast their lists.

(4th Grade) Have students re-write "A Good Coach Should..." in their own words. If a student has had a good coach, allow him/her to add to the list from his/her own experience.

(5th Grade) Ask students to interview a coach or referee about good sportsmanship and their coaching methods. This could be a school coach or the coach of another team they play on.

(6th Grade) Tell students to write a short story about either a good coach or a bad coach and how that person's coaching affected his/her team. Encourage creativity! Allow volunteers to read their stories to the class.

(7th Grade) In groups, have students create a poster about the importance of good sportsmanship. Hang the posters near the gym so people attending sporting events will remember to have a good attitude about the game.

(8th Grade) In class or as a homework assignment, ask students to research a professional or collegiate coach who is well respected for his/her methods of coaching. Have students write a short paper on what they find.

(High School) Ask if any students have worked as a referee for younger teams. Have these students explain what it's like from the referee's point of view. How does bad sportsmanship affect those who are making the calls? If no one has experienced this, invite a referee to visit the class.

ESL/ELL Strategies and Activities:

Teach concepts and vocabulary using pictures or nonlinguistic representations. Allow students to describe their culture.

- Ask students to find pictures in magazines of coaches or people watching and playing sports.
- Ask students to describe their experiences at sporting events. How is sportsmanship thought of in their culture?

Use activities that allow students to participate, discuss, and share their thoughts while learning.

- Ask students to describe a coach who has impacted their lives.
- Describe a person who demonstrates good sportsmanship.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about coaches and good sportsmanship.

1. Tell all students to pretend that they want to coach a sports team. Ask students, in groups, to develop a 5-10 minute presentation on what it takes to be a good coach.
2. Have students create a flyer explaining why good sportsmanship is important. If possible, pass these out at your next school sports event.
3. Young students can draw a self-portrait that illustrates them exhibiting good sportsmanship.

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:

- **(Writing)** Tell students to write a story about someone who demonstrates bad sportsmanship and has to learn a lesson about why it is best to show good sportsmanship.
- **(Research)** Ask students to read about famous coaches. Why are they remembered and/or honored?
- **(Guest Speaker)** Ask a coach to visit your class to answer questions about issues from the article. Encourage class participation.

Page 2 – Aerobic Exercise

Objective:

Students will learn about aerobic exercise and its health benefits.

Skills Emphasized:

Language Arts – Reading for Information, Nouns, Verbs, Writing

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 – “Have you ever heard the terms aerobic or anaerobic?” Encourage responses. Explain to students that they are going to learn about aerobic exercise 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:

- According to the article, what does “aerobic” mean? **(In the presence of oxygen.)**
- What exercises are considered aerobic? **(Refer to the examples in article, and accept other reasonable answers.)**
- **True or False:** Walking is a low impact, weight-bearing exercise. **(True)**

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

Activities:

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

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

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw pictures of people doing aerobic exercise. Reinforce the importance of aerobic exercise.

(1st Grade) Have students draw the aerobic exercises they like to do daily. Take students outside and let them participate in several different aerobic activities.

(2nd Grade) Supply students with a list of aerobic activities (running, walking, biking, dancing, swimming, etc.). Ask students to rate the activities in order from their favorite to their least favorite. How can you make your least favorite activities more enjoyable? Have students demonstrate their favorite physical activities.

(3rd Grade) Do you spend at least 30 minutes a day participating in aerobic activities? Write down the aerobic activities you participate in weekly and estimate the time spent doing each activity. Pick one aerobic activity that you enjoy and demonstrate it for the class.

(4th Grade) Write several paragraphs describing your favorite aerobic activity. Demonstrate the activity you wrote about for the class.

(5th Grade) Put students in groups, and assign each group the task of creating an aerobic exercise video or skit. Have students perform their skits for the class. Encourage creativity.

(6th Grade) Have students create an aerobic activity schedule for the class for an entire week. Encourage the students to include different types of activities. Ask students to share their schedules with the class. If possible, have the class choose one of the schedules and participate in it for one week.

(7th Grade) Tell students to research their favorite aerobic activity and write a brief report explaining the origins of each activity, its popularity, and health benefits.

(8th Grade) In class or as a homework assignment, ask students to create a short (10 or so question) quiz on the "Aerobic Exercise" article. Tell students to include an answer key with their quizzes. Choose the best quiz and give it to the class.

(High School) Have students attend an after-school sports practice and observe the types of exercises that athletes are participating in. Record your observations. Share with your class, and then turn the paper in to your teacher.

ESL/ELL Strategies and Activities:

Use activities that allow students to participate, discuss, and share their thoughts while learning.

- Have students jog or walk briskly around the room or outside for five minutes. Let them describe how they feel. Have students assess their own physical fitness. Do they need to do more aerobic exercise?
- Role-play: Have students act out exercise-related verbs in a game of charades.

Performance Assessment:

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

1. Ask students to create a week's schedule that incorporates different types of aerobic activities.
2. Have students promote the benefits of walking by creating a "Walking Campaign" in your school. Students can create posters and other educational awareness materials.
3. During class (if possible) or PE, have students engage in a variety of aerobic games and exercises each day (e.g.: Monday – play basketball; Tuesday – jogging, etc.). Ask students to explain the type of exercise they are doing and how it helps keep their bodies in shape.

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:

- **(Physical Education/Field Trip)** Visit an aerobics exercise class at a local gym or community center. Invite an aerobics class to meet and perform at your location.
- **(Math)** Create aerobic word problems. Students can calculate time spent exercising each day, week, or month.
- **(Reading/Research)** Ask students to find an article in a magazine, newspaper, or on the Internet that discusses the benefits of aerobic exercise.
- **(Math/Physical Education)** Encourage students to walk every evening with their families. Have students keep track of their time and, as a class, add the totals to determine how many hours, minutes, etc. the class spent walking.

- **(Reading/Writing)** Sentences need nouns (subjects) and verbs (action words) to make sense. Read the article again. Underline the nouns and circle the verbs.
- **(Guest Speaker)** Invite a personal trainer or athletic trainer to visit with your class about the importance of aerobic exercise. Encourage your class to ask questions and ask your class to evaluate the speaker's presentation.

Page 3 – Making Healthy Choices When Eating Out

Objective:

Students will learn some tips for making healthy choices when eating out.

Skills Emphasized:

Language Arts – Reading for information

Math – Greater than, Less than

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

Preparation/Background:

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

Introduction/Focus:

ASK - "Where do you usually eat out with your family?" Encourage responses. Explain to students that they are going to learn how they can eat healthy even when they dine out 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:

- According to the article, what kinds of restaurants should be avoided? **(All-you-can-eat restaurants or buffets)**
- What is an example of lean meat? **(Skinless chicken breast. Accept other reasonable answers.)**
- What is the best beverage to choose when you eat out? **(Water)**

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.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Pass out paper plates and have students draw and color a healthy restaurant meal. Encourage students to present their healthy meals to the class.

(1st Grade) Have students draw their favorite restaurants. Ask students what healthy foods they can eat at this restaurant. Encourage students to present their drawings to the class.

(2nd Grade) Tell students to write several of the tips from the article in their own words. Ask: "Are these tips you follow or do you need to work on them?"

(3rd Grade) In groups, have students create a short skit about a family ordering healthy options while eating out. Have the groups perform for the class. Encourage creativity!

(4th Grade) Have students write several paragraphs that explain why a person should follow the tips from the article to make healthy choices when eating out.

(5th Grade) Have students interview each other about their experiences eating out. Tell them to ask questions like "Where do you eat out with your family?" "What do you usually choose to drink?" "Are appetizers provided?" etc.

(6th Grade) Ask students to find out the nutrition information from a local fast food restaurant. This is sometimes available in a brochure at the restaurant or can be found online. In class, compare the foods offered at the restaurants. Which has the healthiest options?

(7th Grade) Ask students to create a pamphlet for other students about ways to eat healthy when eating out. Have students include pictures and bold graphics that will make people want to read their information. If possible, pass out the pamphlets to another class or grade level.

(8th Grade) In groups, have students research the problems associated with eating unhealthy fast foods. What are the health problems caused by high fat diets?

(High School) Have the students research the fast food trend in America. What is being done to make improvements? Are fast food restaurants becoming healthier? Write a short paper on what you find.

ESL/ELL Strategies and Activities:

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

- Cut out pictures of different restaurant foods from magazines. Label them as either healthy or unhealthy.

Teach key vocabulary words in non-traditional ways.

- Reproduce words from the article on an overhead transparency, leaving out key letters. Ask students to fill in the blanks.
- Play a game of Hangman or Wheel of Fortune with your class. Use words from the article or words that pertain to healthy eating.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about making healthy choices when eating out.

1. Assign groups and give students the task of creating posters showing healthy choices versus unhealthy choices when eating out. On their posters, have them list tips from the article. Have each group present and explain their poster to the class. Display the posters in the hall so everyone will know how to make healthy choices when eating out.
2. Have young students draw a picture that shows a healthy food available at their favorite restaurant.
3. Analyze your personal choices. Do you eat healthy when you eat out? Which tips from the article could you work on to improve your health?
4. In groups, have students create a “Restaurant Choices” show. Tell students to create several skits demonstrating both healthy and unhealthy choices. Allow groups to perform for the class.

Evaluation/Grading:

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

Additional Enrichment/Extension:

- **(Reading)** Let students read various magazines to locate advertisements for restaurants. Do these restaurants promote healthy options?
- **(Math/Research)** Have students find the daily recommendations for fat, sodium, sugar, and cholesterol for children, adolescents, and adults.
- **(Guest Speaker)** Ask a food service representative to speak to your class about the requirements that they must follow in regards to offering foods that contain fat, sodium, sugar, and cholesterol.

Page 4 Healthy Snack Ideas

Objective:

Students will learn how to choose healthy snacks.

Skills Emphasized:

Language Arts – Reading for Information

Math – Money/Prices

Science – Decision-Making, Basic Needs of Organisms

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 usually eat for a snack?” Accept reasonable answers. Explain to students that snacking can be a good thing if healthy choices are made. Refer students to the article in Healthy and Wise.

Reading the Article:

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

- What are some of the healthy snack options listed in the article? **(Students should refer to the list in the article. Accept other reasonable answers.)**
- True or False: It is best to choose a quick snack from a vending machine if you are really hungry. **(False. It is best to prepare something healthy at home.)**

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.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have students draw and label, if possible, their favorite snack foods.

(1st Grade) Have students write words from the article associated with healthy snacking.

(2nd Grade) Ask students to write several sentences that explain which foods they should not eat for snacks, and what they will choose to replace these foods.

(3rd Grade) Bring a bag of assorted fruits to class and let students have a snack during a break. While eating, explain the health benefits of choosing healthy snacks like fresh fruit.

(4th Grade) Ask students to write a recipe for a healthy snack that anyone can make at home. Make copies of each recipe and create a healthy snack booklet for each student.

(5th Grade) Have students create a poster with healthy snacks on one side and unhealthy snacks on the other. Tell them to emphasize the benefits of the healthy options. Encourage creativity! Hang the posters where many people will see them.

(6th Grade) Have students bring one of the healthy snacks from the article to class. In groups, have students come up with a presentation on healthy snacking and present to a younger grade level while providing healthy snacks for the class.

(7th Grade) In class or as a homework assignment, ask students to research new healthy snack recipes they did not already know of. Tell students to prepare the snack at home and write down whether or not they like it.

(8th Grade) In groups, ask students to create a one-week snack plan. Have the groups plan a snack for each day along with specific information about how and when the snack will be prepared.

(High School) Write down the snacks you eat every day for a week. Analyze the choices you made. Are there any snacking habits that are unhealthy? How can unhealthy snacks be replaced with healthier options?

ESL/ELL Strategies and Activities:

Allow students to participate in activities that are less demanding linguistically.

- Cut out pictures of snack foods from a magazine.

Teach key vocabulary words in non-traditional ways.

- Rewrite a simplified version of the article in your own words. Use pictures if there is something you have difficulty describing.
- Play a game of Hangman or “Name that Food!” with your class. Use words from the article or words that pertain to snacking.

Performance Assessment:

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

1. Assign groups and give students the task of creating an advertising campaign for healthy snacking.
2. Tell students to find and analyze a vending machine. They may need to have their parents take them to a public building, hotel, etc. Are there enough healthy offerings? Have students list any healthy snacks offered.
3. Have students explain and give examples of how a person can snack in a healthy way.

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)** Do further research on some of the healthy snack options listed in the article. What nutrients or health benefits do these snacks provide?
- **(Math/Research)** Have students visit MyPyramid.gov to research the amount of foods they need from each food group. Ask students to plan to include some of these nutritional needs in their snack times.
- **(Guest Speaker)** Invite a registered dietician to speak to your class about good ways to make healthy snack choices every day.

Page 5 – Feeling Under the Weather

Objective:

Students will learn about prescription drugs, over-the-counter drugs, and multivitamins.

Skills Emphasized:

Language Arts – Reading for Information, Recalling Facts

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 – “When you get sick, what kinds of medicines do you take? Do your parents buy your medicine at the grocery store, or do you have to get a prescription filled at a pharmacy?” Encourage discussion. Tell students that they are going to learn the difference between over-the-counter drugs and prescription drugs by reading the article in *Healthy and Wise*.

Reading the Article:

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

- What is a prescription? **(A written order from your doctor.)**
- What are some common vitamins and minerals found in a multivitamin? **(Students should refer to the list in the article.)**
- Where can you purchase over-the-counter drugs? **(At a pharmacy or grocery store. 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 describe the medicines they take when they are sick. Do they taste good or bad? Are they usually liquid or pills? What kinds of medicine do you take when you have a cough or when your throat is sore?

(1st Grade) Have students draw the last medication they took. Help students label the medication and say what it was for (cough, flu, etc.).

(2nd Grade) Let younger students describe a time when they took an over-the-counter medication and a time they needed a prescription from a doctor. Can students name the medication they took in both instances?

(3rd Grade) In writing, ask students to identify and describe the last over-the-counter drug they took.

(4th Grade) Divide students into groups and give each group an **empty** box or bottle from an over-the-counter medication. Have each group examine the **empty** bottle/box and write down the name of the medication, what it is used to treat, how long/frequently it should be taken, and possible side effects. Have each group share their findings with the class.

(5th Grade) Ask students, “What information should your doctor have before writing you a prescription?” Tell students to make a list of questions a doctor usually asks a patient before writing a prescription. Then, have them make a list of things that a patient should tell a doctor, even if the doctor does not ask.

(6th Grade) Are name brands important when purchasing over-the-counter drugs? Are generic drugs as good as name brand drugs? Take a position and defend your answer in writing. Do further research to support your answer, if necessary.

(7th Grade) In groups, ask students to create an “infomercial” explaining the differences between over-the-counter and prescription medications. Tell them to use information from the article in their “infomercials.” Have each group act out their “infomercials” for the class. Encourage creativity!

(8th Grade) Explain to students that both over-the-counter and prescription drugs can be harmful if they are taken incorrectly or abused. Ask students to look up some commonly abused medications (cough syrup, prescription painkillers, etc.) and to document how abusing these medications affect the body. Have them turn in their findings in a brief report or chart format.

(High School) How do you feel about pharmaceutical companies advertising their prescription medicines on television and in magazines? Do you think this helps consumers, or perhaps makes people want and ask for medicines they don’t really need? Take a position and defend your answer.

ESL/ELL Strategies and Activities:

Allow students to think and discuss ideas that relate to their background and experience.

- Encourage students to tell what they know about over-the-counter and prescription drugs. Monitor discussion time and reinforce key ideas that apply to all students.
- Write the names of some common over-the-counter and prescription medications on an overhead transparency, leaving out some key letters in each word. Ask students to fill in the blanks.

Give students extra time and smaller, more manageable assignments.

- Copy or write simple medication information from the Internet or other reputable sources. Ask students to read the information and summarize what they have read.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about over-the-counter and prescription drugs.

1. Divide the class into groups. Tell each group to create a scene in which a person goes to the doctor, explains his/her symptoms, and obtains a prescription or over-the-counter recommendation from the doctor. Have each group perform their scenes for the class.
2. Have students identify different long-term illnesses (heart disease, type 1 diabetes, lupus, arthritis, etc.) that require a prescription rather than an over-the-counter medication. Have them name the disease as well as the medication(s) often used to manage it, if possible. (*Activity for older students)
3. Younger students can describe illnesses that can be managed with over-the-counter medications and conditions that might require a prescription from a doctor.

Evaluation/Grading:

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

Additional Enrichment/Extension:

- **(Guest Speaker)** Ask a pharmacist to visit your classroom to explain the importance of following instructions on prescriptions, give information on generic drugs, and address other concerns of the class.
- **(Math)** Review an empty, over-the-counter drug box or label. What type of mathematical information is given? Why is this information necessary?
- **(Research)** What is a pharmacy? Students can research how pharmacies have changed over the years.
- **(Reading)** Cut apart directions from a packaged medication. Ask students to put them back in logical order.

Page 6 – Your Skeletal System

Objective:

Students will learn about the skeletal system, the many functions of bones, and how to care for their bones.

Skills Emphasized:

Language Arts – Reading for Information, Writing, Cause and Effect

Math – Subtraction

Science – Systems have parts and are composed of organisms and objects/Basic Needs of Organisms

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

Preparation/Background:

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

Introduction/Focus:

Ask students what they think the role of bones is in the body. Encourage discussion. Explain to students that they are going to learn about bones and the skeletal system and how to keep them safe and healthy. Introduce 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:

- According to the article, what are the three main functions of the skeletal system? **(It protects organs such as the brain, heart, and lungs. It gives the human body its shape. It helps the body move.)**
- What are some ways you can prevent osteoporosis? **(Students should refer to the list in the article; accept other reasonable answers.)**

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

Activities:

Select the desired activities and give students an opportunity to work together in small groups. An x-ray, or an image of an x-ray, will make a good visual aid for this lesson as you talk about bones.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Teach students “The Bones Song” (“the head bone’s connected to the neck bone, the neck bone’s connected to the shoulder bone”, etc.). Have students stand and sing the song with you, pointing to each “bone” as they sing about it.

(1st Grade) Show pictures or flashcards of various foods (milk, eggs, bread, fruit, etc.). Have students pick the foods high in calcium and put them in a separate pile. Help students write the names of the calcium-rich foods while explaining to them that getting enough calcium helps keep their bones healthy.

(2nd Grade) Ask students to draw a picture that shows exercises and foods that strengthen bones.

(3rd Grade) Tell students to write several sentences from the article in their own words.

(4th Grade) Using information from the article, create a frequently asked questions (FAQ) sheet about the skeletal system.

(5th Grade) Have students write an informative article that will help people understand how to protect their bones and prevent osteoporosis.

(6th Grade) Ask students to briefly research who is most at risk for breaking a bone or developing osteoporosis and to document their findings in a brief paper. Older students can do further research to identify treatments and medications available for osteoporosis.

(7th Grade) Individually or in groups, ask students to create a crossword puzzle using facts/words from the article (as well as other sources, if necessary). Tell them to create an answer key with their puzzles. Have students trade crossword puzzles and try to solve them.

(8th Grade) In groups, ask students to create a presentation about the skeletal system and bone health to present to younger grades. They can make posters, handouts, or media presentations (as time permits). Have each group present to a lower grade level.

(High School) Pick a disease that affects the bones and write a one-page report about it. Summarize your report for your classmates.

ESL/ELL Strategies and Activities:

Give students the opportunity to think and answer aloud.

- List the sports safety equipment you wear to protect your bones.

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

- Ask students to clap the syllables of different words related to bones and calcium-rich foods. Give students time to practice alone or in pairs.

Performance Assessment:

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

1. Have students create a drawing of the human skeleton (it does not have to be exact, as long as they try their best), labeling any bones they are familiar with (femur, ulna, tibia, scapula, clavicle, etc.). Display the drawings in the classroom.
2. Ask students to convey orally the importance of eating healthy foods to support the skeletal system (eating calcium-rich foods, etc.).

3. Have students give demonstrations of how to wear appropriate protective gear to prevent breaking a bone.

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 health care professional, such as an orthopedic doctor, nurse, or physical therapist to speak to your class about bone fractures and osteoporosis.
- **(Research)** What are x-rays? Let students use the dictionary, encyclopedia, or the Internet to investigate the topic of x-rays. What other tests are used to diagnose bone irregularities or diseases? Have students report their findings in a brief paper.

Page 7 – Fire Prevention and Safety

Objective:

Students and parents will learn fire safety and prevention tips in this Healthy and Wise article.

Skills Emphasized:

Language Arts – Reading Comprehension, Writing

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 know what to do at home or at school if there is a fire?" Explain to students that being prepared in case of a fire can save their lives. Tell students that they are going to learn some fire safety tips from 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, how can you help prevent fires? **(Refer to the list in the article. Accept other reasonable answers.)**

- **True or False: It's ok if you don't have a smoke detector in your home. (False. Smoke alarms should be placed on every level of your home as well as any inside bedrooms.)**
- How often should smoke alarms be tested? **(At least once a month.)**

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. Use an actual smoke alarm as a visual aid, if possible.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Have younger students create a fire safety mural. Hang the mural outside your classroom to promote "fire safety" awareness in your school.

(1st Grade) Ask students to draw their houses and describe what they would do if a fire started in their home. Help students understand the basic fire safety tips they should follow.

(2nd Grade) Have students write several sentences describing fire safety tips that their parents have taught them.

(3rd Grade) Ask students to write a note to their parents encouraging them to have a practice fire drill in their home and to check all of the smoke alarms in the house to make sure they are working properly.

(4th Grade) Individually or in groups, tell students to create a small flyer or poster listing the fire prevention tips mentioned in the article.

(5th Grade) Ask students to choose one of the fire prevention tips from the article. Tell students to explain, in writing, why their chosen suggestion could help save their lives.

(6th Grade) Ask students to research the three most common causes of house fires in the United States. Were they surprised at what they found? How can many of these fires be prevented? Have students document their findings in a brief report and share it with the class.

(7th Grade) Divide the class into groups. Give each group the task of creating a scenario of a house fire and how a family properly escapes from the fire and calls for help. Have each group perform for the class. Encourage class discussion.

(8th Grade) Have students investigate the fire safety precautions in the school. Are there fire extinguishers in appropriate places? Are fire drills conducted frequently enough? Is the building up to fire code standards? Ask students to document their findings in writing and present any concerns they have to the principal.

(High School) Do further research to find out the qualifications and training required to become a firefighter or fireman.

ESL/ELL Strategies and Activities:

Give students an opportunity to give an oral or performance demonstration of what they have learned this week about fire safety and prevention.

- Ask students to assume the roles of a child in a bedroom during a fire, a fireman, and a concerned neighbor. What should each do? Discuss and re-enact, if needed.
- As a class, discuss the steps needed to exit a building safely. Write student responses on strips of paper. Have students place them in sequential order. Make copies to send home for practice.

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

- Have students draw pictures of fire prevention and safety tips in practice.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about fire prevention and safety.

1. Let students create fire safety skits that give actual demonstrations of fire safety procedures in use.
2. Have each student place and test batteries in smoke alarms.
3. Assign a home fire drill as a homework assignment and ask students to summarize the event for the class. How well did it go? Was everyone able to get out of each room in your home in a timely manner? What could you do better next time?

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)** Before reading the article, have students predict what the article is about and what kinds of safety tips will be presented. After reading the article, confirm whether their predictions were correct. Did the students state other safety tips that were not included in the article?
- **(Math/Problem Solving)** With another student or family member, make a list of all types of living spaces (homes, apartments, etc.). Use estimation to decide how long you think it would take a family of five to exit each structure. Role-play, if possible.

- **(Guest Speaker)** Invite a fireman to speak to your class about fire prevention and safety.
- **(Research)** Let older students define the term **arson** and find out the judicial consequences that are given to someone that is convicted of this type of crime.

Page 8 – Make the Right Choice

Objective:

Students will learn to make the right choices about drinking and using drugs and the significance of Red Ribbon Week.

Skills Emphasized:

Language Arts – Reading for Information, Writing

Math – Division, Addition

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

Preparation/Background:

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

Introduction/Focus:

Ask students to give some examples of bad choices. Accept reasonable answers. Tell students that making the right choice when offered drugs or alcohol can save their lives and keep them out of trouble. Refer students to the story 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:

- When is Red Ribbon Week? **(Last week in October.)**
- Red Ribbon Week is a tribute to which fallen Drug Enforcement Agent? **(Enrique Camarena.)**
- **True or False:** If I just try drugs once it won't hurt me. **(False. Many teenagers have died from that first experience with drugs.)**

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

Activities:

Select the desired activities and give students an opportunity to work together in small groups. You might consider creating scenarios or statements that allow students to practice their refusal skills.

Differentiated Instruction/Sequential Grade Level Health Activities:

(Kindergarten) Help students understand that using alcohol or drugs can hurt their bodies and even kill them. Help students practice the slogan – “Say no to alcohol and drugs!” Have students write this phrase and draw people saying “No” to drugs and alcohol.

(1st Grade) Let younger students write a one-sentence drug or alcohol prevention slogan to include on a prevention poster.

(2nd Grade) Ask students to write several refusal statements that a person could use if he/she is offered drugs or alcohol.

(3rd Grade) Let students practice saying no to drugs or alcohol in a face-to-face scenario. Divide students into groups and have one group offer the other group alcohol or drugs. The other group should think of creative responses to refuse the offer of drugs or alcohol.

(4th Grade) Have students write a letter to a friend encouraging him/her not to use drugs and alcohol.

(5th Grade) In writing and with illustrations, show how you have fun without using drugs, alcohol, or tobacco. Then show what using those products can do to your body and brain.

(6th Grade) Older students can research the history of the Drug Enforcement’s Red Ribbon Campaign. When did the campaign begin? Who started the campaign? What other things did you learn about Enrique Camarena?

(7th Grade) Ask students to research the prevalence of drug use among middle school students. Are students in extra curricular activities more or less likely to use drugs? Write a short paper on what you find.

(8th Grade) Divide the class into groups. Assign each group the task of writing a scenario in which a person is offered drugs or alcohol and refuses to use them. Encourage creativity! Have each group perform their scenario for the class.

(High School) Compare and contrast the students at your school that avoid risky behaviors to those students that participate in risky behaviors. If you had to guess, how do you think each will fare later in life?

ESL/ELL Strategies and Activities:

Allow students to think about and discuss ideas that relate to their background and experience.

- Find out what students know about alcohol and drugs. How could they help a friend say **NO** to alcohol and drugs? Which adults could they talk to about alcohol and drug issues?

Use community resources to enhance learning experiences.

- Ask a representative from SADD or MADD to visit your classroom to give a presentation. Many organizations are eager to tell their stories to young listeners.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about making the right choices in regard to alcohol and drugs.

1. Let students create a poster that warns others not to drink and drive.
2. Ask students to brainstorm alternatives to drinking alcohol for “fun.”
Examples: Play sports or exercise with friends, go to the movies, read a book, etc.
3. After checking with your principal, ask students to coordinate Red Ribbon Week. Students can make flyers and other awareness materials to hang around the school, and they can hand out red ribbons to be worn.
Encourage participation!

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 peer pressure and using drugs and alcohol.
- **(Math/Research)** What are typical prison terms and fines for drug convictions in your state? Invite a law enforcement officer to help educate students on the legal ramifications of abusing drugs.
- **(Guest Speaker)** Invite a drug abuse counselor to speak to your class about addiction.

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.

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

Physical Education Evaluation Rubric

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

Points, stickers, or other 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.

October Resource Web Sites

Talk About Prescriptions Month

National Council on Patient Information and Education

(301) 656-8565

ncpie@erols.com

www.talkaboutrx.org

National Fire Prevention Week

National Fire Protection Association

(800) 344-3555

custserv@NFPA.org

www.nfpa.org

National Red Ribbon Celebration

(Campaign to keep kids off drugs)

National Family Partnership

Informed Family Education Center

(800) 705-8997

www.nfp.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/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric
- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

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

Parents

- Parent Letter English/Spanish