

Unit 5: Creating a Healthier Me

March through Mid-April 2021

School Age Curriculum Materials

Unit 5: Creating a Healthier Me

Unit Length: 6-8 Weeks (Beginning March to mid-April)

Major Themes:

- "Healthy Living" What "Healthy Living" Means to You; Becoming Familiar with "Personal Health" and "Community Health"
- "Physical Fitness" Being "Physically Fit" is More Than Just Participating in Gym Class; Body Movement, Exercise, and Health
- "Feeling Good" What it Means to FEEL Healthy; Mental Health, Self-Awareness, & Body Image
- "Taking Care" The Role Personal Hygiene and Nutrition Play in Staying Healthy

Unit Description: With childhood obesity rates sky-rocketing, the children will engage in discussions and participate in projects that emphasize "healthy living." Healthy living is a term that means something different to everyone. Discussions will then highlight the importance of recognizing individual needs and interests in living a healthy and happy life. Concepts such as nutrition, physical activity, personal hygiene, and mental health will be highlighted.

Conceptual Unit Questions and Main Ideas:

- How do I feel about myself?
- What does it mean to be "healthy?"
- What do I have to do to be healthy in body and mind?
- How do I maintain a positive outlook?

Unit Objectives:

- Define and understand the importance of "health" on a person's life
- Define and become aware of how a person's "self-image" influences their "mental health"
- Reflect upon the role of emotions on a person's life style; Discuss what "emotions" are and how they are displayed
- Be able to plan and participate in some type of physical activity that is both fun and healthy for the body and mind
- Define and give examples of "physical fitness"
- Define and discuss the differences between "healthy nutrition" and "unhealthy nutrition"
- Define and understand the importance of "personal hygiene" on a person's life

Integrated State Core Subject Standards:

21st Century Learning Standards & Skills:
Learning and Innovation Skills: Creativity & Innovation

- Think Creatively

Learning and Innovation Skills: Critical Thinking & Problem Solving

- Reason Effectively
- Solve Problems

Information, Media & Technology Skills: Information Literacy

- Use & Manage Information

Information, Media & Technology Skills: Media Literacy

- Create Media Products

Life & Career Skills: Initiative & Self-Direction

- Be Self-Directed Learners

Life & Career Skills: Productivity & Accountability

- Produce Results

Life & Career Skills: Leadership & Responsibility

- Guide & Lead Others

Pennsylvania		
Approaches to Learning	English Language Arts	English Language Arts
<ul style="list-style-type: none"> • Engagement & Persistence 	<ul style="list-style-type: none"> • Speaking & Listening 	<ul style="list-style-type: none"> • Knowledge of Language
Arts & Humanities <ul style="list-style-type: none"> • Production, Performance, & Exhibition of Dance, Music, Theatre, & Visual Arts 	<ul style="list-style-type: none"> • Vocabulary Acquisition & Use 	<ul style="list-style-type: none"> • Speaking & Listening
<ul style="list-style-type: none"> • Aesthetic Response 	<ul style="list-style-type: none"> • Drama/Theatre 	<ul style="list-style-type: none"> • Text Types & Purposes
Health, Safety, & Physical Education <ul style="list-style-type: none"> • Physical Activity 	<ul style="list-style-type: none"> • Visual Arts 	<ul style="list-style-type: none"> • Vocabulary Acquisition & Use
Personal Social <ul style="list-style-type: none"> • Develop Self-Regulation 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Mathematics
Reading, Writing, Speaking, & Listening <ul style="list-style-type: none"> • Speaking & Listening 	<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • Science
<ul style="list-style-type: none"> • Types of Writing 	<ul style="list-style-type: none"> • Civics Participation & Skills 	
Social Studies <ul style="list-style-type: none"> • How Government Works 	<ul style="list-style-type: none"> • Heritage 	
Rights & Responsibilities of Citizenship	<ul style="list-style-type: none"> • Human Systems 	
	<ul style="list-style-type: none"> • Roles & Systems of Government 	
	<ul style="list-style-type: none"> • Rules & Laws 	

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Language of Instruction:		Environmental Enhancement Options:	
<ul style="list-style-type: none">• Emotion• Physiology• Fitness• Nutrition• Hygiene	Classroom Displays:	Laminate pictures of the body (internal and external); Food pyramid; Healthy foods guides; Laminate pictures of people taking part in physical activity	
	Writing Area:	Constructed "journaling" books (Fold 3 pieces of paper in half and staple down the middle to create a homemade book); Pencils, various writing utensils; Reward stickers or stamps (e.g. stickers that say "You Did It!" or "That's Great!")	
	Gross Motor Area:	Small free weights; Jump ropes	
	Science & Nature Area:	Literature about the body; Herb garden or some type of edible plant (e.g. carrots or beans); Scale; Various nutritional labels from food packages	
	Library Area:	Fiction/non-fiction literature regarding child-interest based concepts in health and nutrition	
	Art Exploration Area:	Examples of self-portraits or body images	
Dramatic Play Area:		Prop box; Grocery store or doctor's office	
Songs & Stories:			
Songs:			
Younger School Age	Healthy Ones Boot Camp; What Do We Do to Keep Ourselves Clean (Hear the song for free at http://www.songsforteaching.com/ceathybalinger/keepourselvesclean.htm); Food Group Boogie (Hear the song for free at http://www.songsforteaching.com/healthyhabits/foodnutritionconnecting/foodgroupboogie.htm)		
Older School Age	Get Up (Hear the song for free at http://www.songsforteaching.com/actionparticipation/getup.htm); Who Wants to Dance? (Hear the song for free at http://songsforteaching.com/specialeducation/dancetherapy/whowantstodance.htm)		
Non-Fiction Books:			
Younger School Age	<i>The Children's Book of Healthy Habits</i> , Sophie Giles; <i>The Monster Health Book: A Guide to Eating Healthy, Being Active, & Feeling Great for Monsters & Kids</i> , Edward Miller; <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i> , Lizzy Rockwell		
Older School Age	<i>The Feelings Book: The Core & Keeping of Your Emotions</i> , Dr. Lynda Madison & Norm Bendell; <i>The Food Pyramid</i> , Christine Taylor-Butler; <i>The Busy Body Book: A Kid's Guide to Fitness</i> , Lizzy Rockwell		
Fiction Books:			
Younger School Age	<i>Dog Breath</i> , Dav Pilkey; <i>Stephanie's Ponytail</i> , Robert Munsch; <i>Is a Worry Worrying You</i> , Ferida Wolff & Harriet Savitz; <i>More Parts</i> , Todd Arnold		
Older School Age	<i>A Bad Case of Stripes</i> , David Shannon; <i>Bad Kitty Gets a Bath</i> , Nick Bruel; <i>Squirmy Wormy: How I Learned to Help Myself</i> , Lynda Willson; <i>Hairs/Pelitos</i> , Sandra Cisneros		
Chapter Books:			
<i>The Treasure of Health and Happiness</i> , Carol Goodrow; <i>Skinnybones</i> , Barbara Park; <i>Chocolate Fever</i> , Robert Smith			

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Poems, Stories, Fables, Etc.:		
Fable	Health is Wealth (Refer to Supplemental Materials)	
Poem	Walking With My Igwana, Brian Moses (Refer to Supplemental Materials)	
Grass Motor Play: <ul style="list-style-type: none"> Relay Races Ball Toss Peanut Butter 	Transition Options: <ul style="list-style-type: none"> Hop, Skip, & Jump Dancing Fool Don't Drop the Stick 	Project-Based Learning Suggestions: <ul style="list-style-type: none"> Conduct a Poetry/Essay contest on "How to be a Healthier Me: What does it Mean to be 'Healthy?' For younger children, allow for the children to depict their thoughts through the visual arts. Conduct no-bake cooking activities each week. The children will have to agree upon the item to be prepared, calculate the number of calories the item has, write the recipe (ask the children to create both written and pictorial recipes), and prepare the item. Refer to Supplemental Materials for no-bake cooking item examples. Create a Food Pyramid bulletin board in the classroom. Conduct a "Classroom Olympics." With the children, create the teams, games (remember to include the mind and body), and theme. The children should devise a 'fitness program' for the classroom. The children should select and plan physical development activities to occur both indoors and outdoors. When selecting the activities, they must highlight which parts of the body the activity addresses and why. The teacher should encourage the children to vary their selected activities to highlight both the mind and the body. With the children, develop a "clean" campaign for the Academy. This could focus on covering noses when sneezing, washing hands, taking baths, brushing teeth, etc. The campaign focus should target personal health and hygiene activities.
Home Connections: <ul style="list-style-type: none"> Encourage families to cook meals together, discussing how the concepts healthy nutrition and eating. Families should create a personal hygiene chart to display in the bathroom. The chart should address dental care and personal hygiene. Encourage families to take time each day to discuss each other's feelings. Each family member should be given an opportunity to talk about their daily events and how those experiences impacted their emotions and thoughts. As an extension, families can begin keeping a journal of feelings and ideas. 		
Don't Forget! <ul style="list-style-type: none"> Don't forget to complete the School Age Assessment at the appropriate times of the year! Children should wash their hands upon arrival, before and after playing with Play Dough (or other tactile/sensory materials), after watering plants/caring for classroom pets, after re-entering the classroom from the indoor gym/outdoor playground, after toileting/personal care routines, and before and after eating. Personal health and hygiene are considered "intimate" details to many families. Be sure to let families know that you are transitioning into this unit. You may want to consider surveying families about what content to or not to address. 		

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Supplemental Materials:

- Information: Definitions for Language of Instruction
- Song Lyrics
- Health, Nutrition, and Exercise Short Story and Poem
- No Bake Activity Examples
- Resources and Suggested Children's Books about Stress
- Resources about Teeth
- Food Plate Information
- Information about Germs
- Sample Picture of "Fighting Fish"
- "Think First" Strategies and Scenarios

Suggested Activities:

Title: Feelin' Good	Type of Activity: Small or Large-Group
<p>Activity Objectives: <i>The children will:</i></p> <ul style="list-style-type: none"> • Discuss the connection between physical activity and mental health. • Think and depict thought creatively. • Represent thoughts through the visual arts to be used to increase public knowledge. • Work collaboratively. 	<p>21st Century Standards & Skills:</p> <p>Learning and Innovation Skills: Creativity & Innovation-Think Creatively</p> <p>Information, Media & Technology Skills: Media Literacy>Create Media Products</p> <p>State Integrated Core Subject Standards:</p> <p>PA:</p> <ul style="list-style-type: none"> • YSA: 9.2.1 (K); 9.2.C (1st); 9.2.D (2nd) • OSA: 9.1.3.E (3rd – 4th); 9.1.5.D (5th) <p>OH: F&C: Connections, Relationships, & Applications</p> <ul style="list-style-type: none"> • YSA: 3 (K); 4 (1st – 2nd) • OSA: 2 (3rd); 1 (4th); 3 (5th) <p>NY: Language- Vocabulary Acquisition & Use</p> <ul style="list-style-type: none"> • YSA: 4.a (K); 5.c (1st); 6 (2nd) • OSA: 6 (3rd – 5th)
<p>Activity Materials:</p> <ul style="list-style-type: none"> • Large paper or poster board • Various art utensils (markers, paint, colored pencils) 	
<p>Activity Description:</p> <p>Ask the children to define what "stress" means to them. For younger children, you may want to begin this activity with a story about stress or defining what "stress" is and have them give examples (Refer to Supplemental Materials).</p> <p>Discuss examples of ways to handle stress. Wrap up the discussion by highlighting how physical activity and exercise can help people cope and ultimately decrease stress levels.</p> <p>Explain that the purpose of this activity is to create informational posters about positive ways to handle stress. Ask the children to select pairs/teams and to brainstorm strategies on how to positively handle stress. The teacher may need to</p>	<p>Activity Accommodations:</p> <ul style="list-style-type: none"> • Conduct this activity over the course of several days to ensure adequate time for completion. • Provide teacher-made models and/or offer examples to help stimulate

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give examples of positive stress reducing activities (e.g. breathing techniques, running, boxing, etc.). The teacher may also want give examples of negative ways to reduce stress to give children a comparison reference for thinking (e.g. yelling at a person, punching someone or breaking something, eating junk food). Once the teams/groups select a strategy to highlight, ask for them to explain their rationale and how their ideas will make people "feel good." Teachers should discuss the concept of "positive self-image."

Teams should then create posters to depict their stress reduction ideas. Upon completion, posters should be displayed within the Academy (if given permission by the team/group).

Activity Extensions Ideas:

- Conduct the teams/groups stress reduction activities during meeting times.
- Ask the children to create social stories that include their stress reduction ideas.

children's thinking.

- To give children a context for understanding stress, integrate the concept of stress into other classroom experiences (e.g. story reading, dramatic play).

Title: Bye Bye Cavities

Activity Objectives: The children will:

- Engage in discussions about proper dental health care.
- Utilize the scientific process and engage in experimentation.
- Strengthen problem solving skills.

21st Century Standards & Skills:

- Learning and Innovation Skills: Critical Thinking & Problem Solving
- Reason Effectively
 - Solve Problems
- Life & Career Skills: Initiative & Self-Direction
- Be Self-Directed Learners

Type of Activity: Large-small group or individual task

State Integrated Core Subject Standards:

- PA:
- VSA: 3.2a.5 (K); 3.2.C (1st-2nd)
 - OSA: 3.2.3.A (3rd); 3.2.4.A (4th); 3.2.5.A (5th)
- OH: Science
- VSA: Observations of the Environment-Physical Science (K-2nd)
 - OSA: Observations of the Environment-Physical Science (3rd); Interconnections within Systems-Physical Science (4th-5th)
- NY: Science-Standard 4-The Physical Standard 3.1b (K-4th)

Activity Materials:

- Toothbrush & toothpaste
- Red or blue food dye
- Chewing gum
- Grapes or jelly (*This activity works better with colony)
- Pieces of hard plastic or glass (cut into squares)
- Dental floss (*This activity works better with the floss sticks)

Activity Description:

Prior to Activity: Make scratches (shallow and deep) into the plastic/glass without breaking it.

Activity Accommodations:

- Read stories and/or provide literature about dental health.

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The purpose of this activity is to replicate how food becomes trapped in teeth/chewing surfaces, where over 80% of cavities occur.

Discuss the make-up of teeth and how cavities occur (Refer to Supplemental Materials). Ask the children about the proper ways of taking care of teeth. Ask the children to define what a "dental cavity" is and how cavities are created.

Demonstrate how food becomes trapped in teeth crevices. Use the pieces of hard plastic or glass.

Place a drop of food dye in the scratches. Press the chewing gum into the crevices and peel back to show how food can get stuck into the crevices. (The teacher may need to reapply the food dye again after pressing the gum into the crevices) Take the glass/plastic and slice a grape or celery stalk in half. Pieces of the food should get stuck or snagged into the crevice. This could cause pain and/or bad breath.

Lastly, demonstrate and ask children to brush the crevices (use toothpaste), highlighting how simply brushing does not remove all trapped food. Discuss other ways to take care of teeth (e.g. flossing, mouthwash, eating healthy foods that are good for bones and teeth).

- Conduct this activity in a small group format to allow for more individualized focus and potential differentiated instruction.

Activity Extensions Ideas:

- Provide this activity in the Science & Nature Area for independent exploration and discovery.
- Create a social story about proper dental hygiene for the younger Academy classrooms. Ask the children to author and illustrate the story.

Title: Understanding the "Food Plate"		Type of Activity: Large-group
Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none"> • Become familiar with the six food groups and be able to categorize foods into the groups. • Become aware of what is considered "healthy" and "unhealthy" foods. • Plan balanced meals, in relation to the Food Plate. • Speak clearly. 	21st Century Standards & Skills: Learning and Innovation Skills: Critical Thinking & Problem Solving <ul style="list-style-type: none"> • Reason Effectively • Solve Problems Information, Media & Technology Skills: Information Literacy <ul style="list-style-type: none"> • Use & Manage Information 	State Integrated Core Subject Standards: PAC: <ul style="list-style-type: none"> • YSA: 2.3.3 (K); 2.1.B (1st – 2nd) • OSA: 2.3.3.A (3rd); 2.3.4.A (4th); 2.3.5.A (5th) OH: Mathematics <ul style="list-style-type: none"> • YSA: KMD.1 (K); 2OA.1 (1st); 2OA.1 (2nd) • OSA: 3NF.1 (3rd); 4NF.3.b (4th); 5NF.4.a (5th) NY: Mathematics <ul style="list-style-type: none"> • YSA: KMD.1 (K); 2OA.1 (1st); 2OA.1 (2nd) • OSA: 3NF.1 (3rd); 4NF.3.b (4th); 5NF.4.a (5th)

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<ul style="list-style-type: none">Engage in problem-solving.Reflect upon personal likes and dislikes.	
<p>Activity Materials:</p> <ul style="list-style-type: none">Food Plate picture/poster (Refer to Supplemental Materials for resources)Pictures of food OR play food that represent the six food groups. (*Be sure to include food that is considered "unhealthy")Large paper and markers	
<p>Activity Description:</p> <p>Begin this activity by showing the children a candy bar and an apple. Ask them which they think is healthier for their bodies and why. Explain that in order to be healthy children should be eating more of certain foods and less of others.</p> <p>Next, ask the children if they know any of the six food groups. List them on a large piece of paper. List remaining groups if not mentioned by the children. Be sure to give examples of foods within groups as they are listed (*best practice-laminate pictures of foods to place next to mentioned food groups, to serve as a visual cue). Display the Food Plate. Highlight the six food groups (serving as a review); explain the purpose of the Food Plate by reviewing how many servings of each food group should be eaten a day (Refer to Supplemental Materials for serving information).</p> <p>Be sure to highlight that each of the food groups provide some but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another. For good health, you need them all.</p> <p>Ask the children which food group is their favorite and why (this is to review the different groups and food within the group). Make a chart of the responses.</p> <p>Place food plate picture/poster and pictures of food/play food in the Science and Nature Area for the children to continue categorizing.</p>	<p>Activity Accommodations:</p> <ul style="list-style-type: none">Provide magazines, advertisements, or actual items (e.g. sneaker boxes) to serve as visual references.Give each family reference material about the Food Plate to allow for learning reinforcement to occur outside of the Academy.Allow for the older children to create the response chart to enhance cognitive-mathematical skills as well as media literacy skills.
<p>Activity Extensions Ideas:</p> <ul style="list-style-type: none">Ask the children to create "My Plate" placemats to use. Laminate before use.Ask the children to review the Academy menu and to categorize how many food groups are represented and to see if the children are receiving the appropriate number of servings within each food group daily. If not, ask the children to add/subtract foods onto the menu to become more familiar with ways to provide a healthy, well-balanced diet.	

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Title: Glitter Germs	Type of Activity: Small or Large-group
<p>Activity Objectives: <i>The children will:</i></p> <ul style="list-style-type: none"> • Become more familiar with how germs impact personal health. • Engage in problem solving. 	<p>21st Century Standards & Skills:</p> <p>Learning and Innovation Skills: Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • Reason Effectively • Solve Problems <p>Information, Media & Technology Skills: Information Literacy</p> <ul style="list-style-type: none"> • Use & Manage Information
<p>Activity Materials:</p> <ul style="list-style-type: none"> • Glitter • Paper towels • Hand lotion <p>Activity Description:</p> <p>As an introduction to this activity, ask the children what a "germ" is. Other questions to ask: How big is it? Why is it important to wash your hands? (If possible, read a short story about cleanliness-Refer to Supplemental Materials for suggestions).</p> <p>Discuss with the children how germs spread and cause illness. Put a small amount of hand lotion in each child's hands. Have them rub it all over their hands. Sprinkle a small amount of glitter into each of the children's hands. Have them rub their hands to spread the glitter evenly. Next, have a few kids try to get the glitter off with dry paper towel. Then, have a few kids try to get the glitter off with plain, cold water. After that, have a few kids use warm water, with soap, to get the glitter germs off. Let everyone wash his or her hands with warm, soapy water.</p>	<p>State Integrated Core Subject Standards:</p> <p>PA:</p> <ul style="list-style-type: none"> • YSA: 3.2a.5 (K); 3.2.C (1st-2nd) • OSA: 3.2.3.A (3rd); 3.2.4.A (4th); 3.2.5.A (5th) <p>OH: Science</p> <ul style="list-style-type: none"> • YSA: Observations of the Environment-Physical Science (K-2nd) • OSA: Observations of the Environment-Physical Science (3rd); Interconnections within Systems-Physical Science (4th-5th) <p>NY: Science-Standard 4-The Physical Standard 3.1b (K-4th)</p>
<p>Activity Accommodations:</p> <ul style="list-style-type: none"> • Provide direct teacher-assistance (e.g. hand-over-hand; teacher model) to ensure successful completion. 	

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Bring everyone back to the group and ask, "What does the glitter represent (Germs)? What happened when you tried to get it off with just paper towels? Cold water? Warm, soapy water? Why is it important to properly wash your hands?"

Activity Extensions Ideas:

- Review the recommended hand washing procedures to be used in early education environments. Ask the children to create posters or sequence charts to display in the Academy.
- Ask the children to devise a classroom cleaning schedule. Create jobs that address toy/material cleanliness and repair, dusting, sweeping with the broom, etc.

Title: An Image of Me		Type of Activity: Small-group or Individual Task
Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none"> Review the parts of the body. Utilize the visual arts to depict body image. Work collaboratively. 	21st Century Standards & Skills: Learning and Innovation Skills: Creativity & Innovation <ul style="list-style-type: none"> Think Creatively Life & Career Skills: Productivity & Accountability <ul style="list-style-type: none"> Produce Results 	State Integrated Core Subject Standards: PA: <ul style="list-style-type: none"> Y5A: 9.1C.3 (K); 9.1.M (1st); 9.1.I (2nd) OS4A: 1.4.3 (3rd); 1.4.4 (4th); 1.4.5 (5th) OH: <ul style="list-style-type: none"> Y5A: VA: Creative Expression & Communication 1 (K, 2nd) OS4A: VA: Creative Expression & Communication 1 (3rd -4th); 3 (5th) NY: <ul style="list-style-type: none"> Y5A: Text Types & Purposes 2.2 OS4A: Text Types & Purposes 2.2.a
Activity Materials: <ul style="list-style-type: none"> Large Paper and writing utensils 		
Activity Description: Ask the children to select partners to assist with this activity. Provide each child with a large piece of paper. The children should take turns lying on top of the paper, while their partner traces their body silhouette. The child can make any pose, as appropriate. Once each child's silhouette is drawn, ask the children to create images of themselves. While the children are involved in their tasks, review parts of the body with them, discussing body part function, form, and ways to keep it strong and healthy. End the activity by asking the children to highlight what they absolutely love about themselves and their bodies and why, pointing it out on the silhouette. The teacher should write down the responses to place next to the images for display within the classroom.	Activity Accommodations: <ul style="list-style-type: none"> Provide a variety of art materials that allow for ease of use. For instance, tape a dowel rod to a marker in order to make body tracing easier for children with smaller hands and/or a smaller reach. Tape the paper to the floor to prevent it from sliding. If the group is made up of primarily older children, the teacher may want to focus more on body image and self-esteem than on a review of body parts. 	

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Activity Extensions Ideas:

- Have the children create a "Keeping Healthy and Strong" journal. Each day, the children should write what they love about themselves and what they did to continue finding more things to like/love.
- play the 'Hokey Pokey,' as a review of body parts and functions...try to be "silly" within the song and sing about body parts such as eye lashes, lungs, tongue, etc.

Title: Fish Fight	Type of Activity: Large- or small group
Activity Objectives: The children will: <ul style="list-style-type: none"> • Reflect upon conflict resolution strategies. • Articulate ideas in a group setting. 	21st Century Standards & Skills: Information, Media & Technology Skills: <ul style="list-style-type: none"> • Use & Manage Information Life & Career Skills: Leadership & Responsibility <ul style="list-style-type: none"> • Guide & Lead Others
Activity Materials: <ul style="list-style-type: none"> • Fish picture • Large paper and markers • Conflict resolution scenarios Activity Description: Prior to the Activity: The teacher should write the "Think First" strategies on the large piece of paper. The teacher should also type/write the scenarios on pieces of paper and have them available for the group to choose. As a way to introduce this activity, display the fish picture (refer to Supplemental Materials) and ask the children to brainstorm what the picture presents. Discuss why the fish are arguing and ways that they could resolve their argument. Next, write the word "Conflict" on the large piece of paper and ask the children to define what it means (Conflict: A disagreement between two or more people). If the children need prompting, give examples (non-violent preferably). The teacher should then ask the children to describe a time when they have experienced a "conflict" and what was done to resolve the conflict. Review the "Think First" strategies (refer to Supplemental Materials). Use the children's examples of conflict resolution and highlight which strategy/strategies were used.	State Integrated Core Subject Standards: PA: <ul style="list-style-type: none"> • YSA: 15.1.2 (K); AL1.1 (1st); AL1.2 (2nd) • OSA: 1.6.3.A(3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Social Studies <ul style="list-style-type: none"> • YSA: 4 (K); 5 (1st); 8 (2nd) • OSA: 9 (3rd); 17 (4th); 12 (5th) NY: Language: <ul style="list-style-type: none"> • YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1st); 5.a (2nd) • OSA: Knowledge of Language 3.a (3rd-4th); Vocabulary Acquisition and Use 4.a (5th)
	Activity Accommodations: <ul style="list-style-type: none"> • Pre-create role play groups. • Conduct this activity over the course of several sessions to reinforce the concept(s) in a more focused way.

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Ask the children to sit in a circle. Tell them that the group is going to practice the "Think First" strategies together through role play. Ask the group for volunteers by raising their hands. Select one student to choose a conflict scenario to role play and discuss. Once the student selects a scenario, they must build a group of 4 people to work with. Encourage the children to use words to express their feelings about the conflict. Once the group acts out their scenario, the rest of the children should discuss possible conflict resolution strategies, reflecting upon the "Think First" steps. Lastly, ask the role play group to reflect upon how the conflict could have been prevented.

Activity Extensions Ideas:

- Ask the children to create a "Conflict Resolution" poster, listing strategies to use within the classroom. In addition, the group can create a mock judiciary system to be used whenever conflicts are not resolved.
- Draw comparison pictures that represent conflict and resolution strategies. (E.g. draw a line down the middle of a piece of paper. On one side, draw a conflict. On the other side, draw the resolution).

Title: Everyone is Good at Something		Type of Activity: Small- or large-group
Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none"> • Distinguish between evaluations of performance and self-worth. • Strengthen reading and listening comprehension skills. • Connect media information to personal experiences. 	21st Century Standards & Skills: Learning and Innovation Skills: Critical Thinking & Problem Solving <ul style="list-style-type: none"> • Reason effectively • Solve Problems Life & Career Skills: Leadership & Responsibility <ul style="list-style-type: none"> • Guide & Lead Others 	State Integrated Core Subject Standards: PA: <ul style="list-style-type: none"> • YSA: 25.1.3 (K); PS 1.4 (1st – 2nd) • OSA: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Language: Speaking & Listening <ul style="list-style-type: none"> • YSA: SL.K2.6a (K-2nd) • OSA: SL.35.6c (3rd–5th) NY: Language: Speaking & Listening <ul style="list-style-type: none"> • YSA: Presentation of Knowledge & Ideas 4 (K-2nd) • OSA: Presentation of Knowledge & Ideas 6 (3rd – 5th)
Activity Materials: <ul style="list-style-type: none"> • Red and green squares of construction paper for each child (You may choose different colors if you do not have these colors) • Small ball 		
Activity Description: <p>The teacher should begin the discussion by saying to the children, "Every day that you come to Brightside Academy, I hope that you are learning something new. Sometimes you learn a new game or math or reading skills. Today, I would like to focus on our 'people skills.' We are going to talk about how we feel about ourselves, what happens to make us feel happy or sad, and how we can help others feel good about themselves."</p>		Activity Accommodations: <ul style="list-style-type: none"> • The teacher should ask the children questions about their ideas to encourage creative thought. • Conduct this activity daily to cut down on wait time as well as to reinforce the activity main idea(s).

Unit 5: Creating a Healthier Me

The teacher will then say a sentence and the children will hold up a colored card to indicate if they agree with the statement or not (Red = disagree; Green = agree)

Statements/Follow up discussion questions:

1. Everyone in this class has made mistakes/How do you feel whenever you make a mistake?
2. When something is hard, you should just give up./What should you do instead?
3. Girls are better than boys at _____ (fill in the blank)/Are there some boys who are better at _____ than girls?
4. Everybody has at least one talent, hobby, or skill that they are really good at doing.

Ask the children to take turns rolling the ball to another child. As the child rolls the ball, they should state at least one thing that they believe the child they are rolling the ball to is good at.

Activity Extensions Ideas:

- Ask the children to create a story about self-worth. To help the children build their story, have them draw a story board of four panels; *something that the character thought they were not "good" at, something that the character was "good" at, something YOU/THE GROUP is "good" at, something YOU/THE GROUP needs help with to do better.*
- Create a talent sharing experience within the classroom (e.g. daily-during group meetings or at the end of this unit as a "talent show"). If possible, ask the children to teach the others their talent/skill.
- Ask the children to write inspirational quotes about self-worth to display. (e.g. "We are made of Star Stuff" —Ralph Waldo Emerson)

Title: Understanding Carbohydrates	Type of Activity: Small-group experience
<p>Activity Objectives: <i>The children will:</i></p> <ul style="list-style-type: none"> • Become familiar with what carbohydrates are and how the effect the body. • Engage in problem solving 	<p>21st Century Standards & Skills:</p> <p>Learning and Innovation Skills: Creativity & Innovation</p> <ul style="list-style-type: none"> • Think Creatively <p>Life & Career Skills: Initiative & Self-Direction</p> <ul style="list-style-type: none"> • Be Self-Directed Learners <p>PA:</p> <ul style="list-style-type: none"> • YSA: 3.2a.5 (K); 3.2.C (1st-2nd) • OSA: 3.2.3.A (3rd); 3.2.4.A (4th); 3.2.5.A (5th) <p>OH: Science</p> <ul style="list-style-type: none"> • YSA: Observations of the Environment-Physical Science (K-2nd) • OSA: Observations of the Environment-Physical Science (3rd); Interconnections within Systems-Physical Science (4th-5th) <p>NY: Science-Standard 4-The Physical Standard 3.1b (K-4th)</p>

Unit 5: Creating a Healthier Me

<p>Activity Materials:</p> <ul style="list-style-type: none"> • Construction paper • Scissors • Glue or staples (stapler) 	
<p>Activity Description:</p> <p>The teacher should introduce this activity by stating, "Carbohydrates are essential for energy! Without carbohydrates, you would be too tired to walk, play, ride bikes, do your chores, or even tease your siblings." Take magazines, grocery circulars, food packages, or simply word strips and categorize the two types of carbohydrates. Explain the difference between simple and complex carbs and see if they can categorize them themselves.</p> <ol style="list-style-type: none"> 1. <u>Simple Carbohydrates</u> (usually refined in some way and packaged for us) Candy, cake, white bread, white pasta, many refined cereals, juice, soda, corn syrup, table sugar. 2. <u>Complex carbohydrates</u> (Usually natural or very little refining) Vegetables, whole grain bread, brown rice, legumes, oatmeal. <p>Ask the children to cut strips of construction paper to represent sugar molecules. A simple carbohydrate will have only one or two saccharides (or sugar molecules). Some simple carbohydrates become that way because someone in a food processing plant already took apart the chain for you so your body doesn't have to do it. Complex Carbohydrates will have <i>many</i> saccharides. These foods come straight from the ground and take longer to take apart because your body does all the work...which is a good thing.</p> <p>The children can make a very long chain to represent a complex carbohydrate.</p> <p>Upon completion of the chains, the teacher should make the following statement to the children: "So which chain will give you more energy? Easy, the complex carbs with its long chain can last longer in your body. Break off chains one by one slowly to represent little bursts of energy to you, as opposed to one chain, one burst of energy and then you are hungry again.</p>	<p>Activity Accommodations:</p> <ul style="list-style-type: none"> • Provide hand-hand assistance during scissor cutting task. • Provide a teacher-made model to serve as a visual reference.
<p>Activity Extensions Ideas:</p> <ul style="list-style-type: none"> • Have the children decorate their molecular chains for display. • Make chains to represent other important elements or nutrients (e.g. water). Display the periodic table within the classroom. 	
<p>Title: I Can Feel My Heart Beat</p>	<p>Type of Activity: large- or small-group</p>

Unit 5: Creating a Healthier Me

Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none">Understand that our heart is the most important muscle in our bodyStrengthen listening & speaking skills	21st Century Standards & Skills: <i>Life & Career Skills: Initiative & Self-Direction</i> <ul style="list-style-type: none">Be Self-Directed Learners <i>Learning and Innovation Skills: Critical Thinking & Problem Solving</i> <ul style="list-style-type: none">Solve Problems	State Integrated Core Subject Standards: PAC: <ul style="list-style-type: none">YSA: 9.1b.1 (K); 9.1.A (1st); 9.1.B (2nd)OSA: 9.3.3.A (3rd); 9.3.4.A (4th); 9.3.5.A (5th) OH: FA: Dance-Connections, Relationships & Applications 1 (K-5th) NY: Language-Speaking & Listening Skills 6 (K-5th)
Activity Materials: <ul style="list-style-type: none">Classroom music-preferably music with a fast tempo		
Activity Description: <p>As a way to introduce this activity, the teacher should explain that the most important muscle in our body is our heart. Have the children make a muscle by making a fist. The teacher should then explain that the heart is the same size as the fist.</p> <p>Next, have the children dance to a fast-paced song. After the song, have children place their hands on their chest and feel their heartbeat. Explain that the heart beats faster when we are active. After they calm down (suggestion: try calming exercises like stretching or yoga to slow-paced music), have them feel their chest again. Discuss the difference in their heart rate from dancing to sitting calmly.</p> <p>Have the discussion about why the heart beats faster when active and what happens to the body during highly active (e.g. dancing) exercise (etc. burn calories, builds muscle and strength within muscles, allows for flexibility, strengthens bones).</p> <p>As a way to conclude the activity, ask the children to create exercise movements to fast and slow-paced music.</p>	Activity Accommodations: <ul style="list-style-type: none">Conduct this activity in small groups only.Conduct this activity in segments to allow for more focused attention.Focus the content of this activity on what interests the children.	
Activity Extensions Ideas: <ul style="list-style-type: none">Discuss blood pressure and pulse rates. Demonstrate to the children how to take and record pulses. Create a chart of the children's pulses.Have the children plan out an exercise routine to music that lasts for 3-5 minutes. The children may work in groups to complete the task. Once they've created their routine, ask them to teach it to the other children during group meeting time.		
Title: Hands Up for Us	Type of Activity: Small-group; Individual-task	
Activity Objectives: <i>The children will:</i>	21st Century Standards & Skills: <i>Learning and Innovation Skills: Creativity & Innovation</i>	State Integrated Core Subject Standards: PAC: <ul style="list-style-type: none">YSA: 25.1.2 (K); PS.3.1 (1st-2nd)

Unit 5: Creating a Healthier Me

<p>accomplishments.</p> <ul style="list-style-type: none"> • Reflect upon personal goals and commitment. • Strengthen writing skills. 	<ul style="list-style-type: none"> • Think Creatively <p>Learning and Innovation Skills:</p> <p>Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> • Reason Effectively 	<ul style="list-style-type: none"> • OSa: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) <p>OH: Language-Speaking & Listening: Comprehension & Collaboration</p> <ul style="list-style-type: none"> • Y5A: SL.K.2.1b • OSa: SL.3.5.1b <p>NY: Language-Speaking & Listening: Comprehension & Collaboration</p> <ul style="list-style-type: none"> • Y5A: 1.a (K-2nd) • OSa: 1.b (3rd-5th)
<p><u>Activity Materials:</u></p> <ul style="list-style-type: none"> • Construction paper • Scissors • Markers • Tape 		
<p><u>Activity Description:</u></p> <p>The teacher should explain that there are many things that we can do to make ourselves feel proud. Have the children suggest things that they are proud of about themselves.</p> <p>Give the children the construction paper and ask them to trace their hands to cut out. Have the children write one thing they can do well or one thing they are proud of about themselves on each hand.</p> <p>As the children describe their accomplishments to each other, display their hands and add the title "Hands Up for Us."</p> <p>Encourage the children to add additional handprints as they learn new things or accomplish new goals. Keep a pile of cutout handprints readily available.</p>	<p><u>Activity Accommodations:</u></p> <ul style="list-style-type: none"> • Provide teacher-made models. • Provide hand-hand assistance during tracing and cutting tasks. • Encourage the children to work together to complete the task. 	
<p><u>Activity Extensions Ideas:</u></p> <ul style="list-style-type: none"> • Ask the children to complete hands for each other, recognizing the accomplishments and skills within each other. • Have the children create goals for themselves-writing the goals down on pieces of paper to display and revisit. 		

Unit 5: Creating a Healthier Me

Supplemental Materials

Definitions: Language of Instruction

Emotion: Any strong feeling.

Physiological: The science of mental life

Fitness: Good physical condition; being in shape or in a condition.

Nutrition: The scientific study of food and drink.

Hygiene: The science concerned with prevention of illness and/or the maintenance of health.

Unit Songs & Fables

Healthy Ones Boot Camp

(Sing this song like a boot camp cadence where the teacher singer the line and the children repeat)

We are the healthy ones.

(Repeat: Wear the healthy ones) Watch us

Jump, Watch us run

(Repeat: Watch us jump, Watch us run)

Healthy bodies, Healthy hearts

(Repeat: Healthy bodies, Healthy hearts)

What do We Do to keep Ourselves Clean?

Song for Teaching Healthy Habits

Cathy Bollinger

What do we do to keep ourselves Clean?

What do we do to keep ourselves clean?

What do we do to keep ourselves clean?

We wash our face

What do we do to keep ourselves clean?

What do we do to keep ourselves clean? What do we do to keep ourselves clean?

We brush our teeth

Chorus

We like to get clean, everyday

It makes us feel so good all over

Clean when the sun is shining bright or Clean

in the clear moonlight

What do we do to keep ourselves clean? What
do we do to keep ourselves clean? What do we
do to keep ourselves clean?
We wash our hair

Repeat Chorus

What do we do to keep ourselves clean? What
do we do to keep ourselves clean? What do we
do to keep ourselves clean?

We take a bath We
brush our teeth Shampoo
our hair We wash our face
And behind our ears And
between our toes We wash
our hands

Food Group Boogie

Health Song Lyrics and Sound Clip

Pam Minor

Chorus:

Food group boogie food group boogie Food
group boogie food group boogie Check out
whole grain's fats and sweets Fruits and
veggies If you please Different proteins milk
and cheese
A balanced diet has all these

Whole grains rice bread and pasta too
They're all nice so is cereal too Say
how many do you know

Should you eat to help you grow
Each and every day and so we do the Food Group Boogie

Fats and oils and my favorite sweets Don't
get spoiled eat them sparingly Say how
many do you know

Should you eat to help you grow
Each and every day and so we do the Food Group Boogie

*Veggies fruits they can be so yummy
Two more groups that need to hit your tummy Say how
many do you know*

*Should you eat to help you grow
Each and every day and so we do the Food Group Boogie*

*lean meats fish eggs and nuts and beans A
poultry dish these are all your proteins Say how
many do you know*

*Should you eat to help you grow
Each and every day and so we do the Food Group Boogie*

*Milk and cheese are the dairy scene
Yogurt please how about Ice cream Say
how many do you know Should you eat
to help you grow*

Each and every day and so we do the Food Group Boogie

Get Up!

Action Song Lyrics and Sound Clip

Pam Minor

*Wake up and stretch Rub
sleep from your eyes*

*Get out of bed
I've got a surprise
We've got to move Our
work's cut out*

*No matter the weather
We're going to shout Hey
It's time to make a bright new day*

*Hurry get dressed Brush
your hair too Breakfast is
ready And so are you
We've got to move Our
work's cut out*

*No matter the weather
We're gonna shout Hey
It's time to make a bright new day*

Go brush your teeth
Grab tools and lunch box
School bus is coming
This day really rocks
We've got to move
Our work's cut out
No matter the weather
We're gonna shout Hey
It's time to make a bright new day
Hey it's time to make a bright new day

Who Wants to Dance?

Dance Therapy Song Lyrics and Sound Clip Tuned In to Learning

*Who wants to dance? Who wants to dance?
Let me show you how to get, get, get down.
Who wants to dance? Who wants to dance?
Let me show you how to get, get, get down.*

Everybody wash the windows...

Everybody drive the car...

Everybody do the swim...

Everybody climb the rope...

"Health is Wealth" - A Short Moral Story for Kids

By Sallabala Rath

Once upon a time, there was a king, who was very lazy. He did not like to do anything. He waited for his attendants to serve him every moment. He used to lie on his bed always. A time came when he really became.

Only eating good food and its sleeping made him fatty. So, fat he became that he could not move around by himself. He felt sick; doctors were called in to treat him. Nothing could help him to become fit and fine. The king was a kind-hearted and cordial person. All his subjects were sorry to learn about the fact that their king was not well.

One day the minister met a holy man (Sadhu) on the outskirts of the city. While conversing with each other, the "Sadhu" came to know the fact that the king was unwell. He told the minister that he could cure the king. Hearing this, the minister's face brightened. He arranged immediately for a meeting of the "Sadhu" and the king.

The "Sadhu" saw the depressed king for a while and then spoke nothing serious had happened and that the king would be alright. From the next day the treatment would start. He asked the king to come to his hut which was at a distance from the palace.

The king had to come on foot to the hut. The king agreed, after so many years the king came outside to walk on the road. His ministers and attendants accompanied him. By the time he reached the Sadhu's hut, he was breathless, sweating and

uncomfortable.

The "Sadhu" came out of the hot noticing everything. He offered cool water to the king. The king felt better. The Sadhu brought out an Iron ball, the size of a football and gave it to the attendants asking his majesty that daily morning and evening he had to roll that ball in the palace grounds.

The king okayed to the "Sadhu" and left. After fifteen days when the "Sadhu" came to the palace to meet the king, he had lost a considerable amount of weight, was feeling much better and was active. All his sickness had disappeared. In spite a lot of wealth, the king was not happy as he was unhealthy.

So the moral is "Health is Wealth".

Poem - I'm walking with my Iguana

*I'm walking
with my Iguana*

*When the temperature rises
to above eighty-five,
my Iguana is looking
like he's coming alive.*

*So we make it to the beach,
my Iguana and me,
then he sits on my shoulder
as we stroll by the sea...*

*and I'm walking
with my Iguana*

*Well! Q anyone sees us
we're a big surprise,*

*my Iguana and me
on our daily exercise,*

*I'lli somebody phones
the local police
says I've got an alligator
tied to a leash.*

*when I'm walking
with my Iguana*

*I'm walking
with my Iguana*

*It's the spines on his back that
make him look grim, but he
just loves to be tickled under
his chin.
And I know that my Iguana*

*Is ready for bed
when he puts on his pajamas
and lays down his sleepy head.*

*And I'm walking
with my iguana*

*still walking
with my iguana*

*With my iguana
with my iguana
and my piranha
and my Chihuahua
and my chinchilla,
with my gorilla,
my caterpillar...
and I'm walking...
with my iguana...
with my iguana...
with my iguana..*

No Bake Cooking Examples:

AWESOME ENERGY BARS (This item contains peanuts)

1/2 cup peanut butter
1/4 cup margarine
1 bag miniature marshmallows
2 1/2 cups Cheerios
1 1/2 cups Rice Krispies
1/2 cup raisins
1/2 cup peanuts
1/2 cup chocolate chips

Melt peanut butter, margarine and marshmallows over double boiler. (Or microwave)
Place cereals, raisins, peanuts in large bowl. Stir in peanut butter mixture and mix all together. Press into
a buttered 13 x 9-inch red pan. Cut into bars. Cool...

YUMMY DIPPED BANANA CHUNKS

- Peel bananas and slice them into several pieces.
- Place 8 oz. chocolate chips in a microwave safe bowl and cook on high until melted for about 1 minute, stirring every 30 seconds until smooth.
- Dip the banana slices in the chocolate; roll them in other ingredients as desired:
Colored sugars, cinnamon sugar, peanut butter, chopped nuts, coconut, ice cream sprinkles, crushed cookies...

FRUIT ON A STICK...

Cut up a variety of fruit such as:
Apples, bananas, kiwis, mango and whole grapes.
Thread them onto a skewer for a delicious summertreat. Add a few pieces of
marshmallows between the fruit. Serve with Creamy Fruit Dip

'ANIMAL FOOD' FOR HUMANS

Ingredients:

2 cups animal shaped graham crackers
1 cup salted peanuts
1/2 cup M&M's
1/2 cup raisins

Mix together. Store in sandwich bags or covered container.

CREAMY FRUIT DIP

1 jar marshmallow cream and 8-ounce bar of cream cheese (softened) Sliced fruit (Strawberries, melons, cantaloupe, etc.)

Mix the marshmallow cream and cream cheese well.

Take favorite fruit and dip into the cream mix--or serve with fruit on a stick.

BAKED APPLES IN MICROWAVE

2 Granny smith apples
2 Tablespoons butter, Cinnamon, 2 Tablespoons brown sugar

Have adult core apples or show child how to core apples with an apple corer. Child can place apples in microwave safe dish. In each apple add 1 tablespoon of butter. 1

Tablespoon of brown sugar and sprinkle with cinnamon. Add a little water to the bottom of the dish. Microwave 4-5 minutes. Don't forget to use pot tongs to remove dish from microwave. Let apples sit for a few minutes before eating.

Resources about Stress:

Stress: Stress is what you feel when you are worried or uncomfortable about something. This worry in your mind can make your body feel bad. You may feel angry, frustrated, scared, or afraid — which can give you a stomachache or a headache.

When you're stressed you may not feel like sleeping or eating, or you might sleep or eat too much. You also may feel cranky or have trouble paying attention at school and remembering things at home.

*For more information: <http://kidshealth.org/kid/feeling/emotion/stress.html#>

Children's Books about Stress:

Testing Ms. Malarky, Judy Fincher

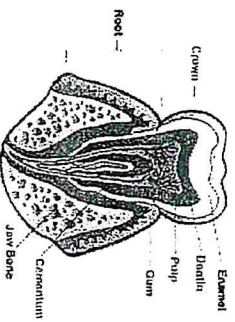
David and the Worry Beast, Anne Marie Guanci

Scaredy Squirrel, Melanie Watt

Goosebumps & Butterflies, Yolanda Nav

Resources about Teeth:

Let's take a tour of your teeth. Look in the mirror at your own teeth or check out a friend's smile. The part of the tooth you can see, which is not covered by the gum (your gums are the pink, fleshy part), is called the crown. The crown of each tooth is covered with enamel (say: ih- NAM-ul), which is very hard and often shiny. Enamel is a very tough substance, and it acts as a tooth's personal bodyguard. Enamel works as a barrier, protecting the inside parts of the tooth.



If you were able to peel away the enamel, you would find dentin (say: DEN-tin). Dentin makes up the largest part of the tooth. Although it is not as tough as enamel, it is also very hard.

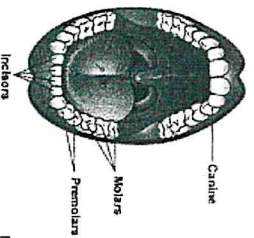
Dentin protects the innermost part of the tooth, called the pulp. The pulp is where each tooth's nerve endings and blood supply are found. When you eat hot soup, bite into a super-cold scoop of ice cream, fall and hurt a tooth, or get a cavity, it's your pulp that hurts. The nerve endings inside the pulp send messages to the brain about what's going on ("That ice cream is too cold!"). The pulp also contains the tooth's blood vessels, which feed the tooth and keep it alive and healthy.

The pulp goes all the way down into the root of the tooth, which is under the gum. **Cementum** (say: seh-MEN-tum) makes up the root of the tooth, which is anchored to the jawbone.

Tooth Types

You've probably noticed that you have different types of permanent teeth in your mouth. Each one has its own function.

Your two front teeth and the teeth on either side of them are incisors (say: In-SY-zurs). There are four on the top and four on the bottom.



Incisors are shaped like tiny chisels, with flat ends that are somewhat sharp. These teeth are used for cutting and chopping food. Think back to that apple you ate. You

used your Incisors to crunch into the skin of the apple.

The pointy teeth beside your Incisors are called canine (say: KAY-nine) teeth. There are four of them, two on top and two on bottom, because these teeth are pointy and also sharp, they help tear food.

Next to your canine teeth are your premolars (say: PREE-into-furs), which are also called bicuspid teeth. You have eight premolars in all, four on top and four on the bottom. You'll need to open a bit wider to see these teeth, but when you do, you'll notice that their shape is completely different from both Incisors and canines. Premolars are bigger, stronger, and have ridges, which make them perfect for crushing and grinding food.

If you open your mouth really wide, you'll see your molars (say: MO-lurs). You have eight of these, four on the top and four on the bottom. Sometimes these are called your 6-year molars and your 12-year molars because that is around the time when they come in.

Molars are the toughest of the bunch. They are even wider and stronger than premolars, and they have more ridges. Molars work closely with your tongue to help you swallow food. How? The tongue sweeps chewed-up food to the back of your mouth, where the molars grind it until it's mashed up and ready to be swallowed.

As we mentioned earlier, the last teeth a person gets are wisdom teeth. These are also called third molars. They are all the way in the back of the mouth, one in each corner.

Wisdom teeth are often removed because they can cause problems in a person's mouth. Some people believe that wisdom teeth may have been used by people millions of years ago to help them chew food. It's believed that they're called wisdom teeth because they come in later in life, when a young person is becoming older and wiser.

What is a Cavity?

Cavity. That's the word no one wants to hear at the dentist's office. A cavity (say: ka-vuh-tee) develops when a tooth decays (say: dih-kaze), or breaks down. A cavity is a hole that can grow bigger and deeper over time. Cavities are also called dental caries (say: kar-eez), and if you have a cavity, it's important to get it repaired.

But why would your tooth develop a hole? Blame plaque. That's a sticky, slimy substance made up mostly of the germs that cause tooth decay. The bacteria in your mouth make acids and when plaque clings to your teeth, the acids can eat away at the outermost layer of the tooth, called the enamel (say: Ih-na-mul).

If you don't go to the dentist, the acids can continue to make their way through the enamel, and the inside parts of your tooth can begin to decay. If you've ever had a toothache or heard an adult complain about one, it may have been because there was a cavity that reached all the way inside a tooth, where the nerve endings are. Ouch!

Your dentist will carefully examine your teeth and may take X-rays. If your dentist discovers a cavity, he or she can repair it for you by first removing the rotted part of your tooth with a special drill. The dentist then fills the hole in your tooth with a special material. The result is called a filling.

Does it hurt? Sometimes it does, but your dentist can give you an anesthetic. That's a kind of medicine that will numb the area around the problem tooth while you're getting your new filling.

Cavity Prevention Tips

Though cavities can be repaired, try to avoid them by taking care of your teeth. Here's how:

- Brush your teeth with fluoride toothpaste after every meal or at least twice a day. Bedtime is an important time to brush.
- Brush up and down in a circular motion.
- Gently brush your gums as well to keep them healthy.
- Floss your teeth once a day to remove plaque and food that's stuck between your teeth.
- Limit sweets and sugary drinks, like soda.
- See your dentist twice a year for regular checkups. We hope you'll hear those two wonderful words: "no cavities"

Provided by KidsHealth.org (November 2011)

Food Plate Information

Definition: Food Plate: A general guide that lets you choose a healthy diet that is right for you.

Food Groups/Serving Sizes:

*Grains and Breads** (6-11 servings) Provide complex carbohydrates and important source of energy. They also provide B vitamins, minerals and fiber.

Protein Foods- (2-3 servings) Animal foods are excellent sources of protein, iron, zinc and B vitamins, as are in beans, nuts and seeds.

Dairy - (2-3 servings) richest sources of calcium. They also provide protein and vitamin B12.

Fruits - (2-4 servings) Rich source of vitamins, mostly vitamin C. They are low in fat and calories.

Vegetables - (3-5 servings) provide vitamins (especially A and C), excellent sources of fiber and are naturally low in fat.

Oils- (use sparingly) These foods provide calories, but little else nutritionally. For

Graphics and Information, visit: <http://www.choosemyplate.gov>

Information about Germs:

Our bodies are pretty amazing. Day after day, they work hard — digesting food, pumping blood and oxygen, sending signals from our brains and our nerves, and much more.

But there is a group of tiny invaders that can make our bodies sick — they're called germs.

Some kids may think that germs are bugs or cookies or other gross stuff. Actually, germs are tiny organisms, or living things, that can cause disease. Germs are so small and sneaky that they creep into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see them. When they get in our bodies, we don't know what hit us until we have symptoms that say we've been attacked!

What Types of Germs Are There?

Germs are found all over the world, in all kinds of places. The four major types of germs are: bacteria, viruses, fungi, and protozoa. They can invade plants, animals, and people, and sometimes they make us sick.

Bacteria (say: back-teer-ee-uh) are tiny, one-celled creatures that get nutrients from their environments in order to live. In some cases that environment is a human body. Bacteria can reproduce outside of the body or within the body as they cause infections. Some infections bacteria cause include sore throats (tonsillitis or strep throat), ear infections, cavities, and pneumonia (say: new-mo-nyuh).

But not all bacteria are bad. Some bacteria are good for our bodies; they help keep things in balance. Good bacteria live in our intestines and help us use the nutrients in the food we eat and make waste from what's left over. We couldn't make the most of a healthy meal without these important helper germs! Some bacteria are also used by scientists in labs to produce medicines and vaccines (say: vak-seens).

Viruses (say: vy-rus-iz) need to be inside living cells to grow and reproduce. Most viruses can't survive very long if they're not inside a living thing like a plant, animal, or person. Whatever a virus lives in is called its host. When viruses get inside people's bodies, they can spread and make people sick. Viruses cause chickenpox, measles, flu, and many other diseases. Because some viruses can live for a while on something like a doorknob or countertop, be sure to wash your hands regularly!

Fungi (say: fun-guy) are multi-celled (made of many cells), plant-like organisms. Unlike other plants, fungi cannot make their own food from soil, water, and air. Instead, fungi get their nutrition from plants, people, and animals. They love to live in damp, warm places, and many fungi are not dangerous in healthy people. An example of something caused by fungi is athlete's foot, that itchy rash that teens and adults sometimes get between their toes.

Protozoa (say: pro-toh-zoh-uh) are one-cell organisms that love moisture and often spread diseases through water. Some protozoa cause intestinal infections that lead to diarrhea, nausea, and belly pain.

What Do Germs Do?

Once germs invade our bodies, they snuggle in for a long stay. They gobble up nutrients and energy and can produce toxins (say: tak-sinz), which are proteins that are actually like poisons. Those toxins can cause symptoms of common infections, like fevers, sniffles, rashes, coughing, vomiting, and diarrhea.

How do doctors figure out what germs are doing? They take a closer look. By looking at samples of blood, urine, and other fluids under a microscope or sending these samples to a laboratory for more tests, doctors can tell which germs are living in your body and how they are making you sick.

How Can You Protect Yourself from Germs?

Most germs are spread through the air in sneezes, coughs, or even breaths. Germs can also spread in sweat, saliva, and blood. Some pass from person to person by touching something that is contaminated, like shaking hands with someone who has a cold and then touching your own nose.

Steering clear of the things that can spread germs is the best way to protect yourself. And that means ...

Hand washing! Remember the two words germs fear — soap and water. Washing your hands well and often is the best way to beat these tiny warriors. Wash your hands every time you cough or sneeze, before you eat or prepare foods, after you use the bathroom, after you touch animals and pets, after you play outside, and after you visit a sick relative or friend.

There is a right way to wash your hands. Use warm water and soap and rub your hands together for at least 15 seconds, which is about how long it takes to sing "Happy Birthday."

Cover your nose and mouth when you sneeze and cover your mouth when you cough to keep from spreading germs. So, if you have to cough, it is best to do it in your elbow so you are not contaminating your hands.

Using tissues for your sneezes and sniffles is another great weapon against germs. But don't just throw tissues on the floor to pick up later. Toss them in the trash and, again, wash your hands!

Another way to fight and prevent infections is to make sure you get all the routine immunizations from your doctor. No one likes to get shots, but these help to keep your immune system strong and prepared to battle germs. You can also keep your immune system strong and healthy by eating well, exercising regularly, and getting good sleep. All this will help you to be prepared to fight germs that cause illness.

Now that you know the facts about germs, you may still pick up a cough or a cold once in a while, but you'll be ready to keep most of those invading germs from moving in.

Suggested Books about Germs:

Germ Stories, Arthur Komberg

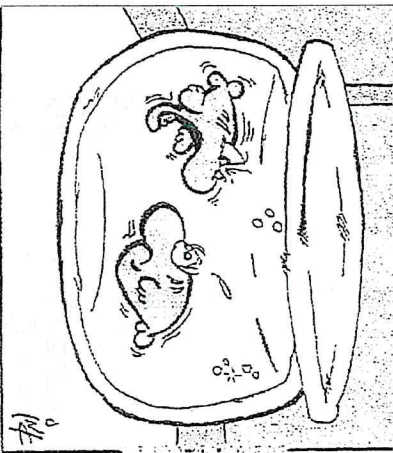
Those Mean, Nasty, Dirty, Downright Disgusting but Invisible Germs, Judith Ann Rice Reed Merrill, & Petronella Yisma

Germs! An Epic Tale on a Tiny Scale! Colin Stimpson

Germs on their Fingers, Wendy Ferrin

Impatient Pamela Learns about Germs, Sarah Overlan
Sample Pictured of "Fighting Fish".

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"GET LOST!"

Think First Strategies:

1. Stop: I can stop, and take a deep breath
2. Think: I can think about what I want and why I feel the way I feel
3. Listen: I can listen to the other person
4. Speak/Act: I can use my words or show my actions in a caring and respectful manner.

Conflict Scenarios:

1. You and your friends meet at the lake to go fishing. Only one of you brings a fishing pole. What do you do to solve the problem without fighting?
2. Only one piece of cake is left at a birthday party and five people still have not had cake. What steps do you take to solve the problem without fighting?
3. You and your friends are watching a basketball game. Your favorite team loses to your best friend's favorite team. Your friend begins to brag about the win. What steps do you take to solve the problem without fighting?

How to Make a Recycled Skeleton

What you'll need :

- (8) 1 gallon milk jugs (4 jugs are needed for the head, ribs and hips, $\frac{1}{2}$ gallon containers may be used for the other bones)
- Magic marker for tracing (light color recommended)
- Hot glue gun
- Fishing line
- One hole punch
- Scissors
- Craft knife

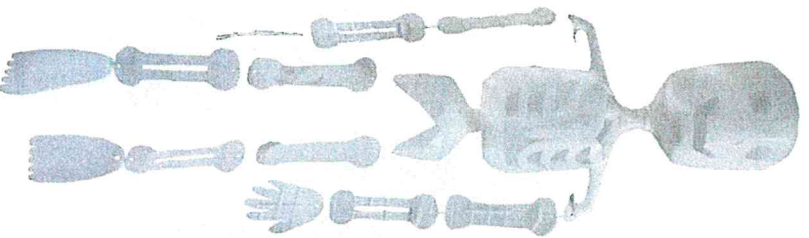
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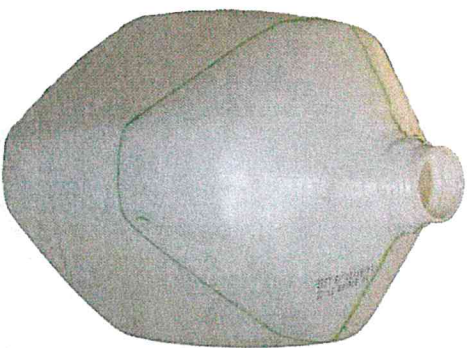
- Cut the eyes, nose and mouth out of the face template leaving the paper intact. Tape to 1 gallon jug (spout side down). Trace inside holes. Remove template and cut out the pieces. You can use the craft knife to make holes to get started.

- Cut the pieces out of the rib section template. This time we are tracing around the pieces. First line up the triangular top piece right under the spout. Trace around this. Next position

the long piece along the bottom of the jug and trace it. Finally place the rib pieces along each side and trace. Cut out all pieces.

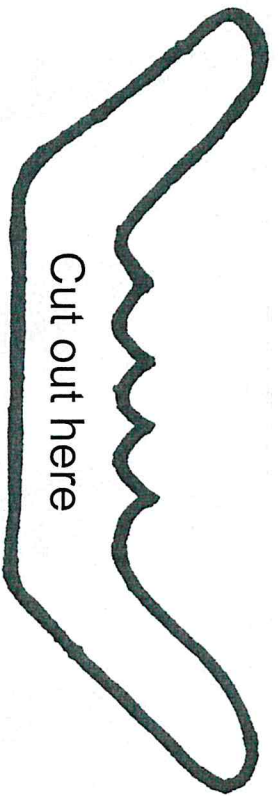
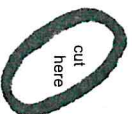
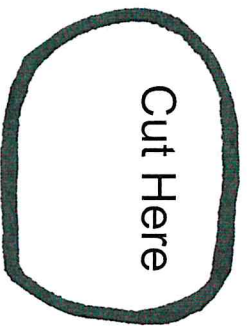
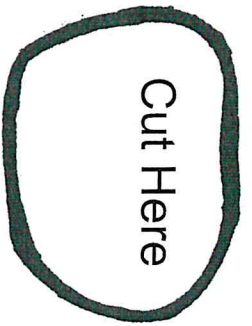
- Now we'll attach the head to the rib section. Glue the spouts together.
- Next we'll need to make some shoulders. No template for this one. Trace a circle (half dollar size) around each of the areas where the handle attaches to the jug. Cut around the circles and pull the handle off. We will glue these to the rib section. The bottom part of the handles will attach to the body. Punch a hole in the top part of the handle this is where we will later attach the arm sections with fishing line.

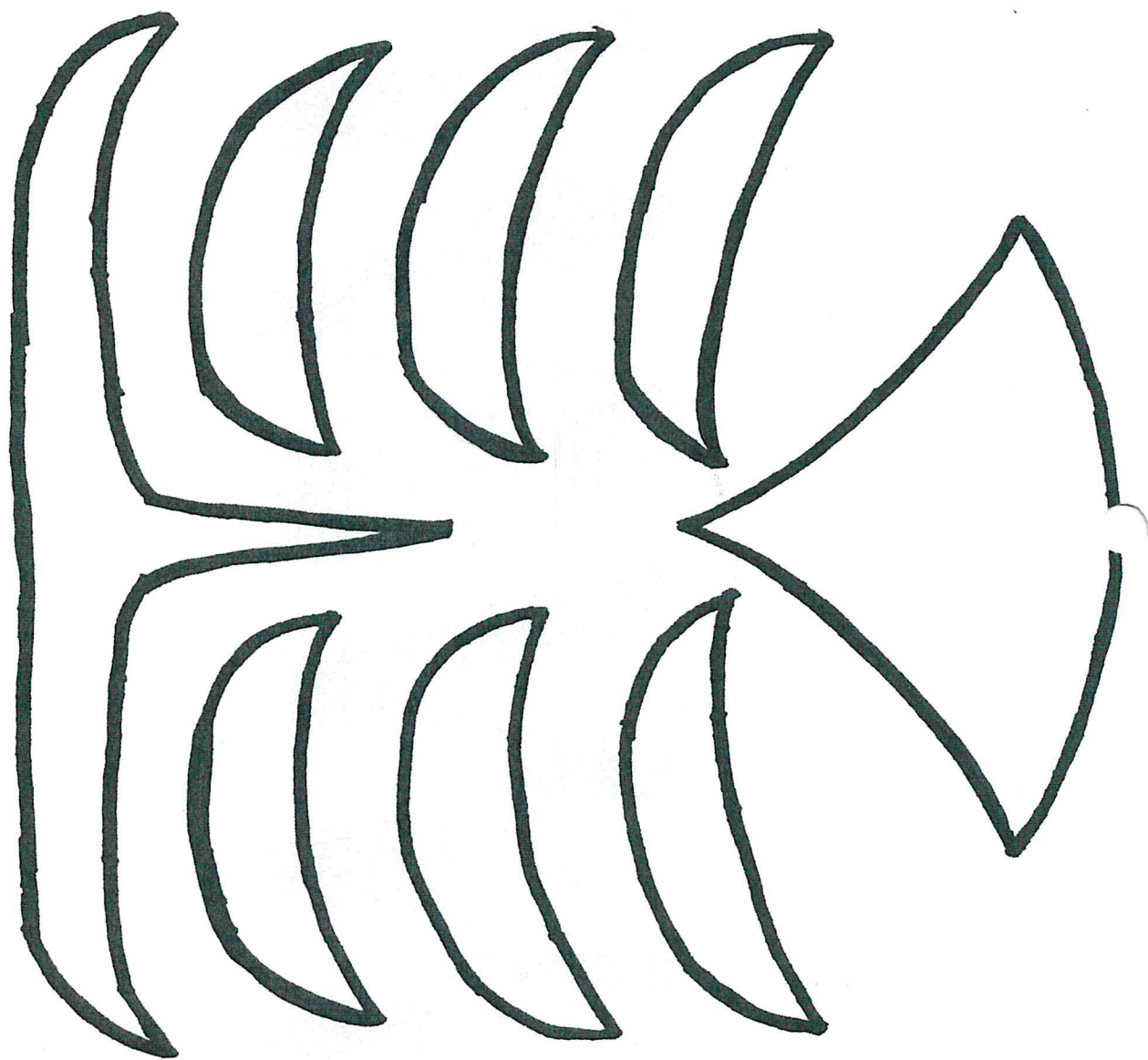


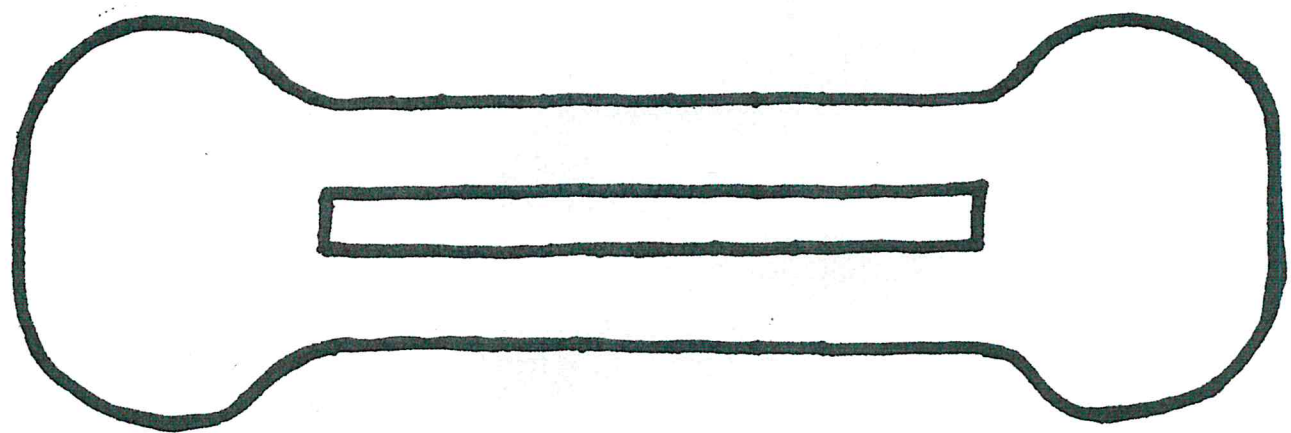
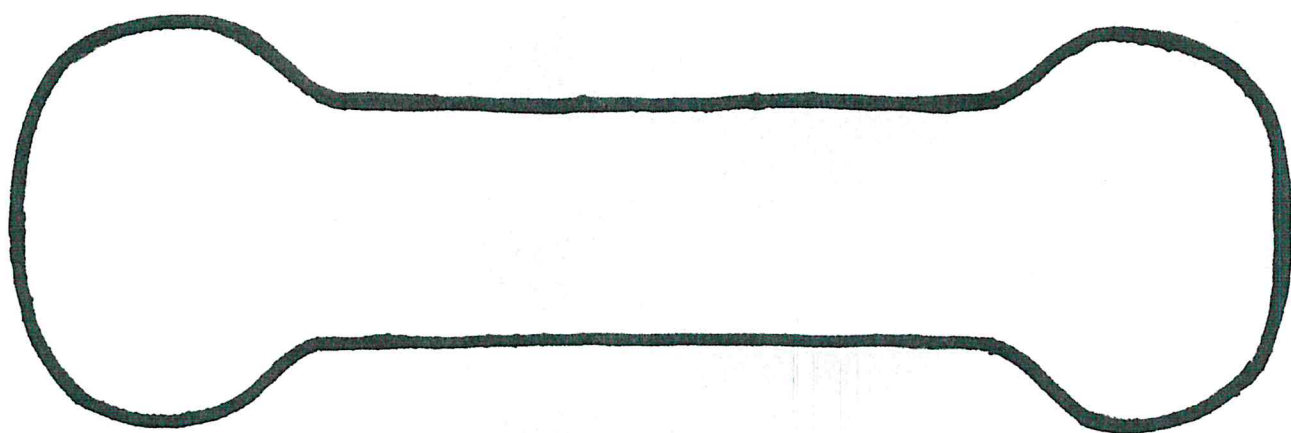


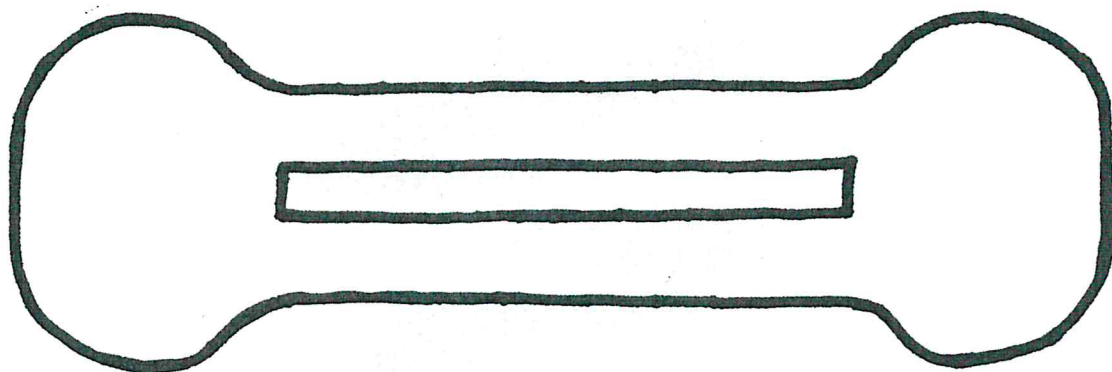
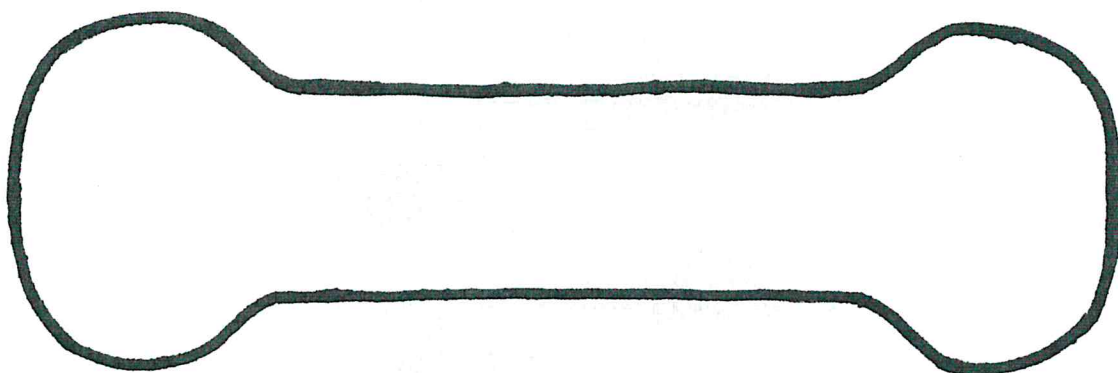
- The hips are drawn free handed. You will be working on the side opposite the handle. Starting at the left and right seams draw a line from the top of the spout right to where there is a bend in the jug and stop. Next starting from the center seam go down about 2 ½ inches below the bend and draw about 1 ½ inch horizontal line. Now connect this with where you stopped at the left and right seams. Cut out. You will need 2 of these but the easiest way to cut the second one is to use the first as a template. Next using the hot glue gun glue the 2 halves together. Punch holes in the lower sections on each side. This is where we will later attach the leg sections with fishing line.
- We will need 2 each of the remaining pieces, hands, feet, arm and leg bones. Trace out the pieces from the templates and align on jug. Trace and then cut out. Use the hole punch and punch a hole out on each end of the leg and arm bones and then punch out the heel and palm side of the feet and hands. Tie together with fishing line.
- Attach the arm and leg sections to the shoulders and hips accordingly with fishing line.
- Using the craft knife cut out a small hole on the top of the head to run line through. Make a loop and tie off. You will use this to hang your finished skeleton.

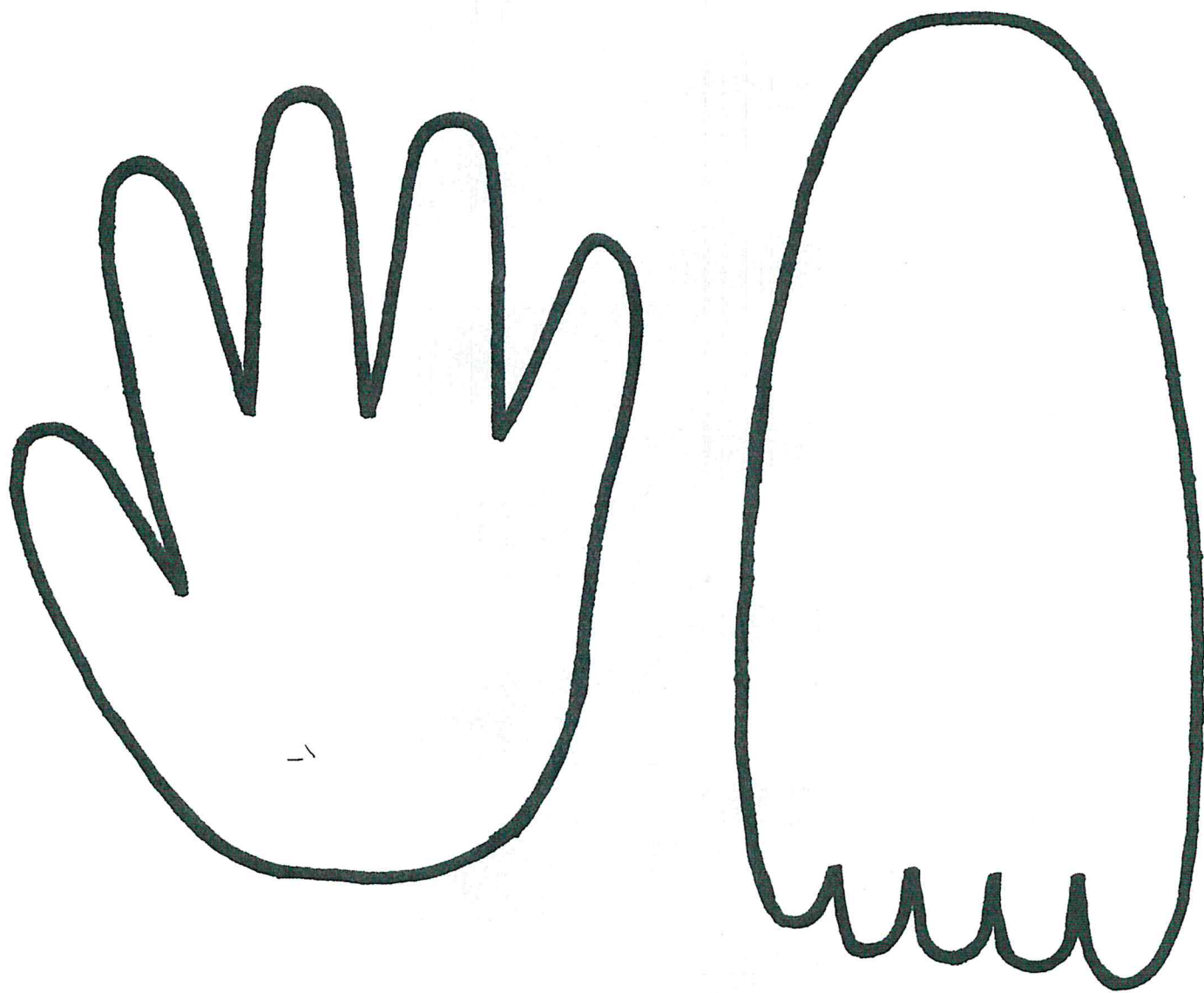
For the latest version of these instructions please visit :
<http://www.fallsgeek.com/skeleton>

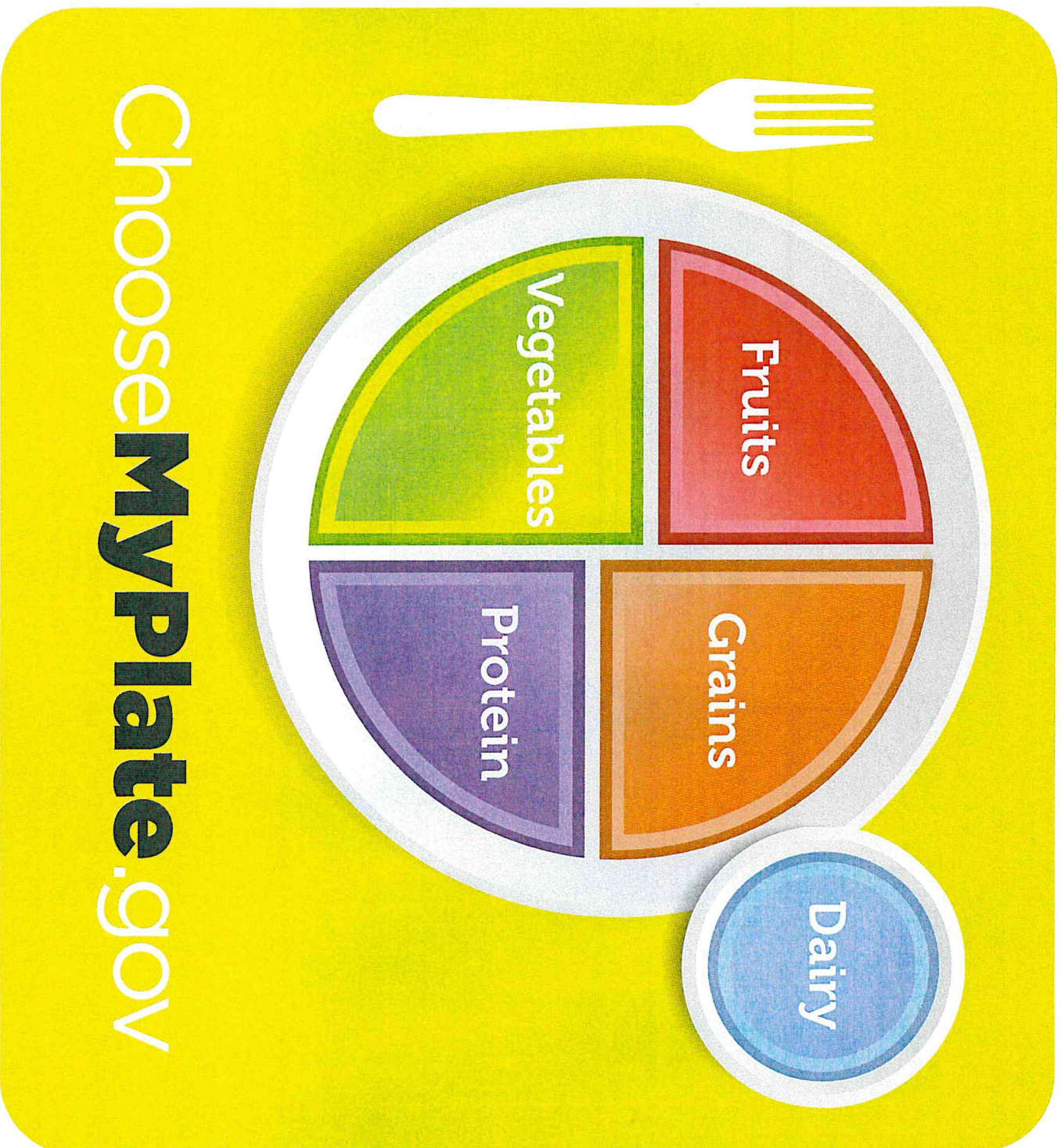


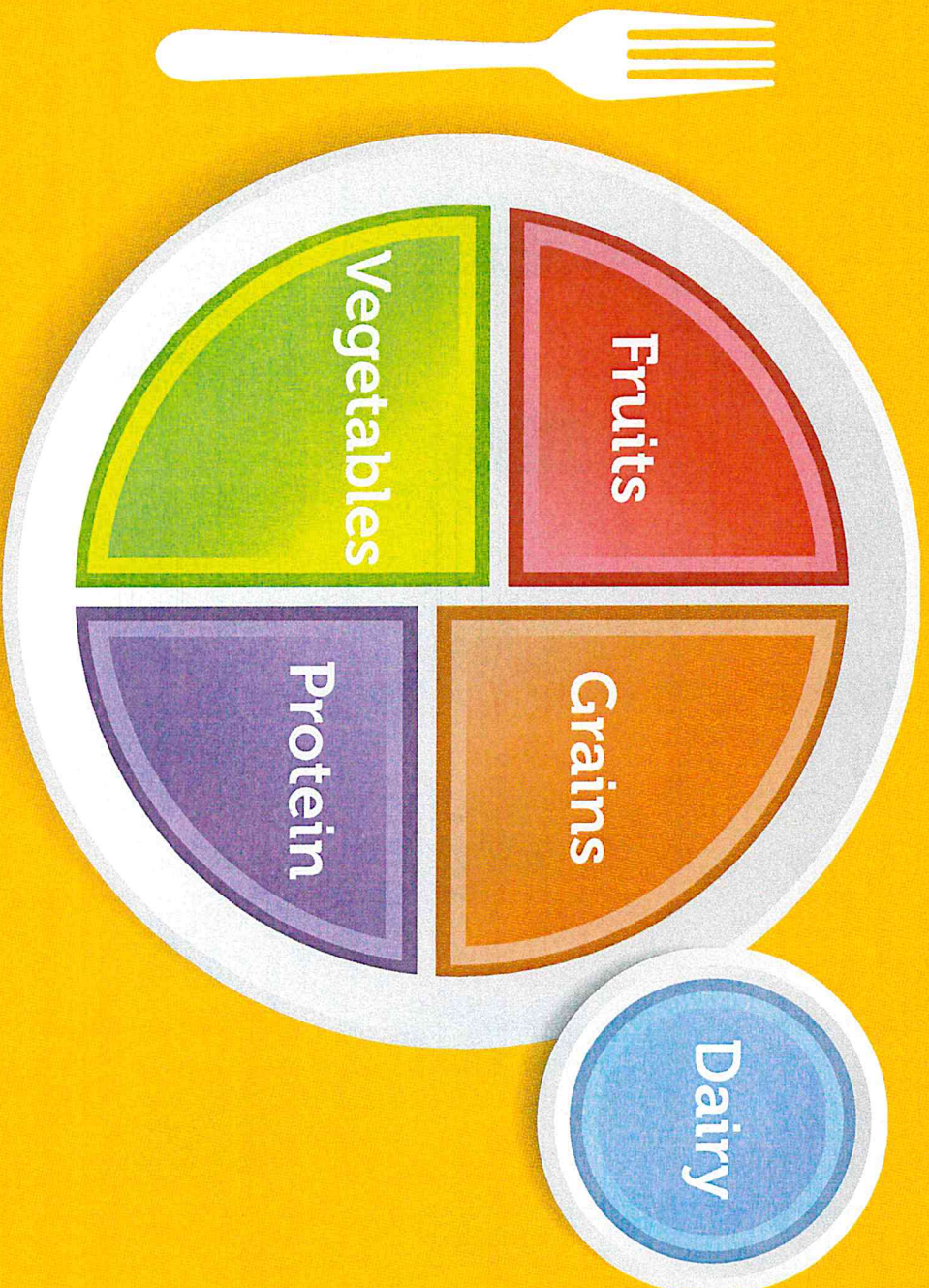




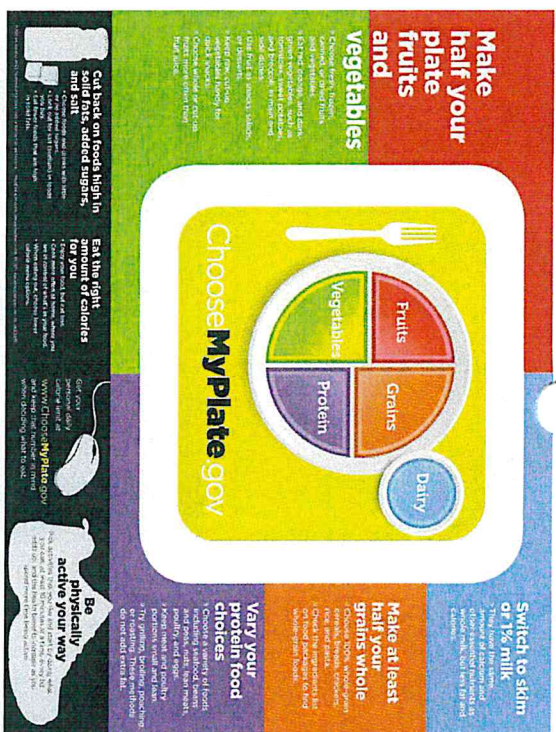








Choose **MyPlate**.gov



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Empowering Kids to Choose MyPlate Lesson Plan

National Health Education Content Standards:

- » 2. Students will demonstrate the ability to access valid health information and health promoting products and services.
- » 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- » 6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

A Note for the Teacher:

This lesson plan is designed to help you assist students in making healthy eating choices using the new MyPlate icon. You can choose to do the lesson in one day or stretch it out over several days. It is also designed to be adaptable for grades K-5, so choose the activities that best match the grade level you teach. A family letter is included to clue families in to the simplicity and importance of making healthy eating choices.

The MyPlate icon is divided into four portions with a glass on the side for dairy. Each section is described briefly in the poster above.

Through this lesson, students will learn practical ways to implement these suggestions. The lesson will be divided into the following categories:

- » Intro to MyPlate
- » Make Half of Your Plate Fruits and Vegetables
- » Make at Least Half Your Grains Whole
- » Vary Your Protein Food Choices/Switch to Fat-Free or Low-Fat Milk
- » Be Physically Active Your Way

Additional resources include:

- » Printable MyPlate images (black and white and color)
- » Games and activities for students
- » After-lesson assessments

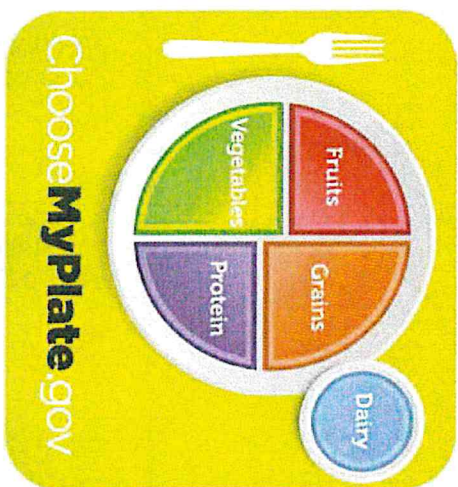
Intro to MyPlate

You will need:

- ✓ A colored MyPlate printout
- ✓ A black and white MyPlate printout for each student
- ✓ Crayons/markers/colored pencils for students

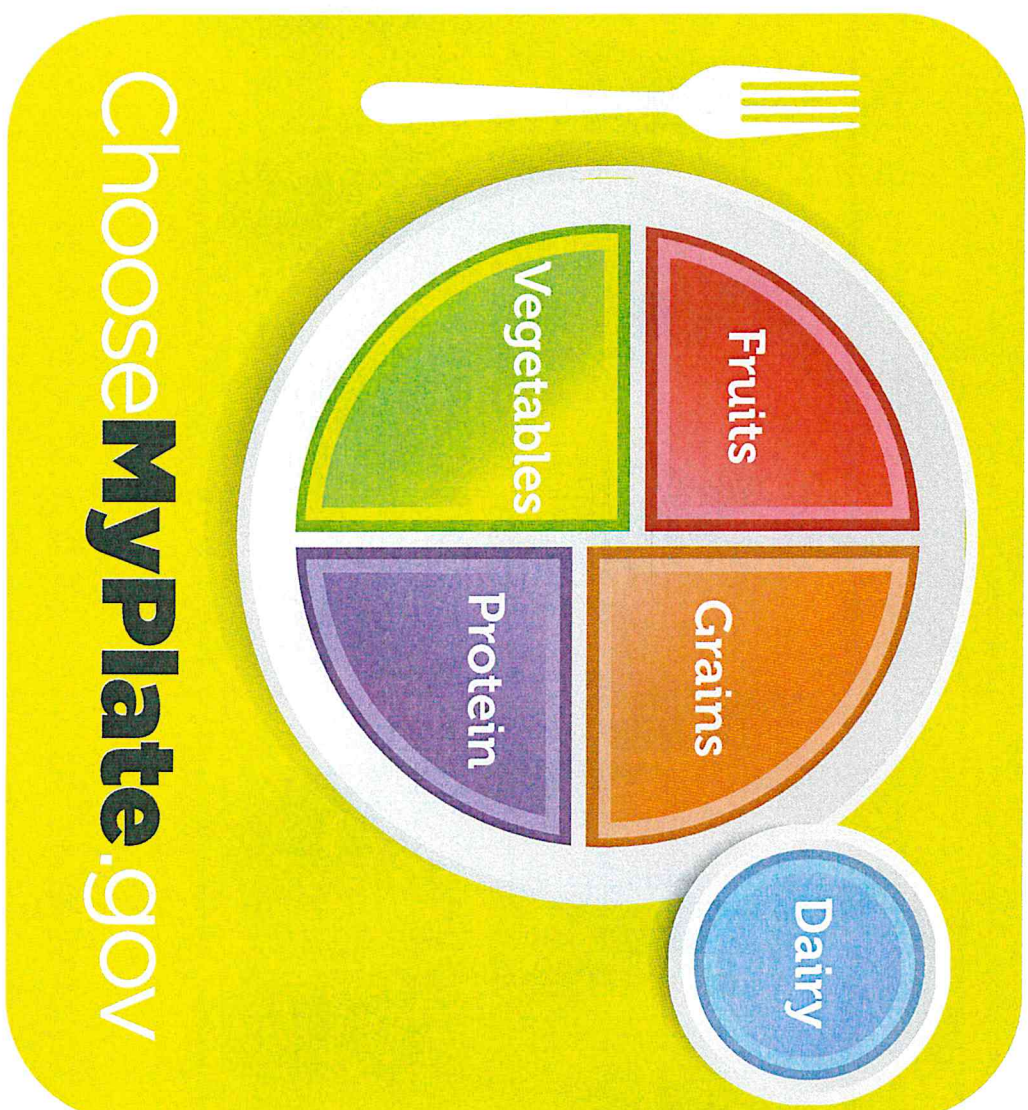
Directions:

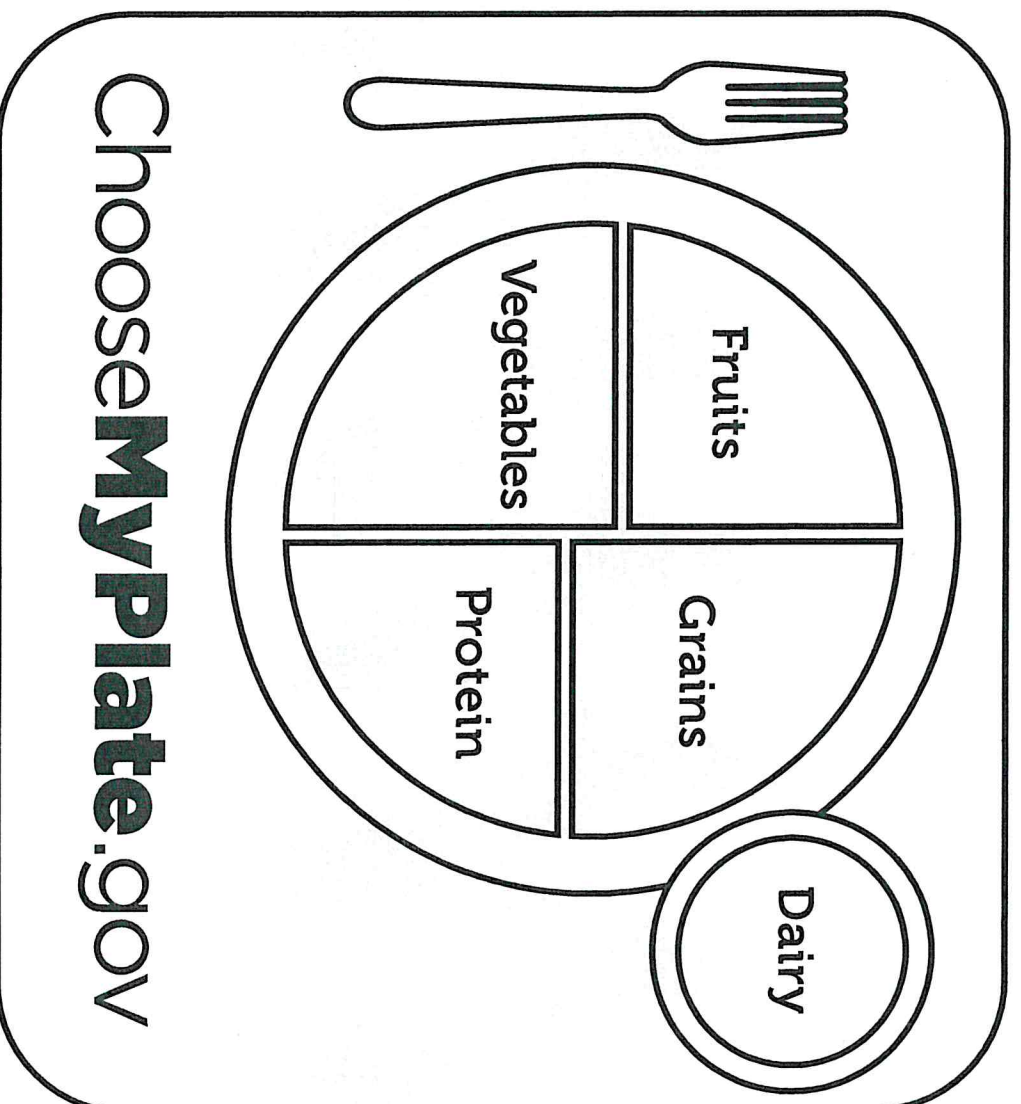
- » Briefly introduce MyPlate. Emphasize the importance of eating a variety of healthy foods and how easy it can be.
- » Show the students the colored printout of MyPlate. Point out each section and, depending on the grade level you are working with, have the students identify the colors and or labels of each section.
- » **For Younger Students:** Instruct them to color their plate one section at a time as you name each section. As they color, have them take turns listing foods that fit in that category. After they finish coloring, have them write or draw three foods that belong in each section.
- » **For Older Students:** Instruct them to color their plate and then label the categories. Partnering up with other students, they will list at least ten foods that fit in each category. Then have them come back to the whole group and discuss the foods they listed.



ACTIVITY: ChooseMyPlate.gov

- » Have students visit the website www.ChooseMyPlate.gov and select the "Get a Personalized Plan" option. Have them enter their personal information and print off the computer's calculations for their daily food needs. Encourage students to keep this printout and take it home to show their parents. Younger students will need assistance with entering their information and understanding the results.
- » **Variation:** Do a sample for the class on your computer screen or SmartBoard. Have the students complete their Personalized Plan at home.





Start with a class discussion. Have each student list his or her favorite fruit and vegetable. Ask the students how much of their plates are normally taken up by fruits and veggies. Ask them how they feel about trying new fruits and vegetables. What could make it easier?

Choose **MyPlate**.gov

- >>> Choose fresh, frozen, canned, or dried fruits and vegetables. (Which forms are the best?)
 - >>> Eat red, orange, and dark green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes. (What are some examples of dishes you like that include these foods?)
 - >>> Use fruit as snacks, salads, or desserts. (Why is fruit a good dessert choice?)
 - >>> Keep raw, cut-up vegetables handy for quick snacks. (List some veggies you could use for this.)
 - >>> Choose whole or cut-up fruits more often than fruit juice. (Why is this a good idea?)
 - >>> Check juice labels to ensure that they are 100% juice.

You will need:

- ✓ Crazy Colors worksheet for each student, timer

➤ Set a timer for 1 minute, 2 minutes, or whatever amount fits the needs of the students. Instruct the students to list as many fruits and vegetables as they can for each color (you may decide to have students work in pairs for this). When the timer sounds, have the students count how many foods they came up with for each color. The person or group with the most foods listed wins.

- >> **Variation (older students):** Have each group tell the class the foods they recorded. If another group has the same foods, they must cross them off. The winning group is the one with the most foods left on the list.
- >> **Variation (younger students):** Draw the foods under each color heading.



Crazy Colors Worksheet

[illegible]

Crazy Colors

Green	White	Red	Yellow/Orange	Blue/Purple
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Crazy Colors Worksheet Key

Green	White	Red	Yellow/Orange	Blue/Purple
Artichokes	Bananas	Beets	Apricots	Black currants
Arugula	Brown pears	Blood oranges	Butternut squash	Black salsify
Asparagus	Cauliflower	Cherries	Cantaloupe	Blackberries
Avocados	Dates	Cranberries	Carrots	Blueberries
Broccoli	Garlic	Guava	Golden kiwifruit	Dried plums
Broccoli	Ginger	Papaya	Grapefruit	Eggplant
Broccoli rabe	Jerusalem artichoke	Pink grapefruit	Lemon	Elderberries
Brussel sprouts	Jicama	Red grapefruit	Mangoes	Grapes
Celery	Kohlrabi	Pomegranates	Nectarines	Plums
Chayote squash	Mushrooms	Radicchio	Oranges	Pomegranates
Chinese cabbage	Onions	Radishes	Papayas	Prunes
Cucumbers	Parsnips	Raspberries	Peaches	Purple Belgian endive
Endive	Potatoes	Red apples	Persimmons	Purple potatoes
Green apples	Shallots	Red bell peppers	Pineapples	Purple asparagus
Green beans	Turnips	Red chili peppers	Pumpkin	Purple cabbage
Green cabbage	White corn	Red grapes	Rutabagas	Purple carrots
Green grapes	White nectarines	Red onions	Sweet corn	Purple figs
Green onion	White peaches	Red pears	Sweet potatoes	Purple grapes
Green pears		Red peppers	Tangerines	Purple peppers
Green peppers		Red potatoes	Yellow apples	Raisins
Honeydew		Rhubarb	Yellow beets	
Kiwifruit		Strawberries	Yellow figs	
Leafy greens		Tomatoes	Yellow pears	
Leeks		Watermelon	Yellow peppers	
Lettuce			Yellow potatoes	
Limes			Yellow summer squash	
Okra			Yellow tomatoes	
Peas			Yellow watermelon	
Snow peas			Yellow winter squash	
Spinach				
Sugar snap peas				
Watercress				
Zucchini				

Make At Least Half Your Grains Whole

You will need:

- ✓ Visual of a whole grain
- ✓ Food labels from various foods—some containing whole grains and some not

Directions:

- » Begin by asking the students to name some grains. (Wheat, corn, barley, oats, rice, etc.)
- » Explain that every grain that grows is a whole grain in its original form. A whole grain is made up of three parts. (Show the visual of a whole grain). Each of the three parts contains important components for our nutrition. The bran is the outer shell of the grain which protects the seed. It has fiber and B vitamins. The endosperm is in the middle of the grain and provides carbohydrates and protein which give us energy. The germ is the inner part of the grain that sprouts when the grain is planted. It has antioxidants, vitamin E and B vitamins and healthy fat. Emphasize that at least half of the grain choices we make should be whole grain.
- » The difference between whole grains and refined grains is that whole grains include all three parts of the grain and refined grains have been stripped, leaving only the endosperm portion of the grain.
- » **Variation (younger students):** With students, make a list of grains.
Explain that grains are a part of a special type of a plant. (If possible, have a corn cob, wild rice plant, or wheat sheaf to share with students.) A whole grain is the entire grain. A whole grain is made up of three parts. (Show the visual of a whole grain.) There is the outside part (shell), the middle part that gives the new plant energy, and the inside part that becomes the new plant. When we eat foods with grains in them – bread, cereal, rice, pasta – at least half of it should have the whole grain in it. For example, when we eat whole grain bread, there are all three parts of the grain in the bread. But, when we eat white bread, only the middle part of the grain is in it.

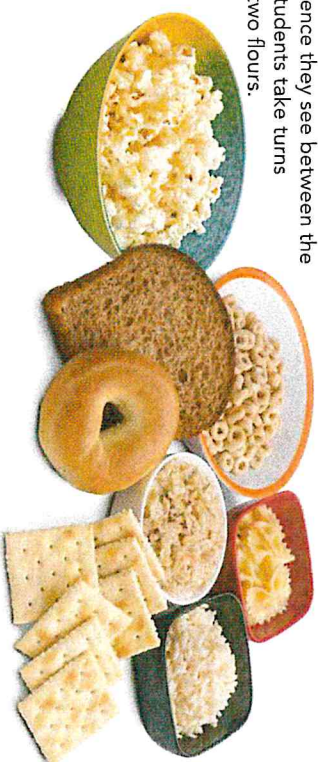
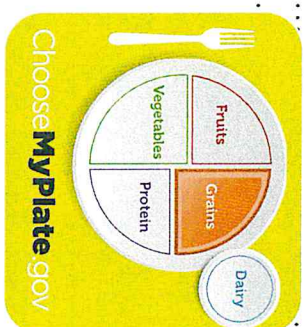
ACTIVITY: Read Food Labels

For Older Students:

- » Divide the students into groups of 3-5 and give each group a food label. Allow a couple of minutes for the students to look at the labels. Then ask each group to tell whether or not their food contains whole grains or not and how they can tell.

For Younger Students:

- » Bring in a small sample of refined white flour and a small sample of whole wheat flour. After explaining the difference between whole and refined grains, have the students observe any difference they see between the two samples. Then, have students take turns feeling the textures of the two flours. Finally, ask students to describe any differences they feel or see.



THE Whole Grain Kernel

Endosperm

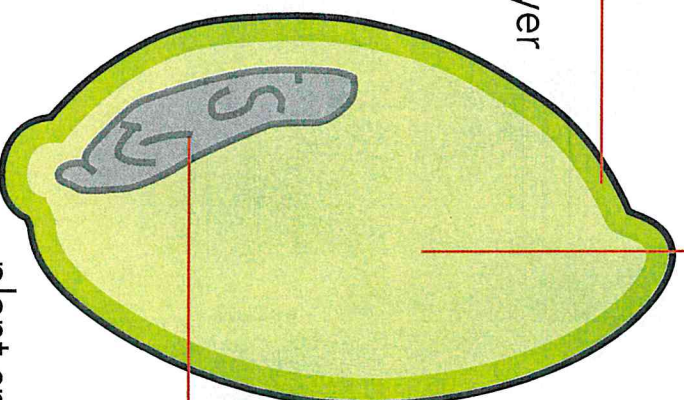
The bulk of the kernel that contains small amounts of vitamins and minerals. Refined grains contain mostly endosperm.

Bran

This outer layer of the grain kernel is rich in fiber.

Germ

This inner layer is where a new plant sprouts. The germ is rich in nutrients.



"100%"
whole grain uses
all 3 parts

Vary Your Protein Food Choices/Switch to Fat-Free or Low-Fat Milk

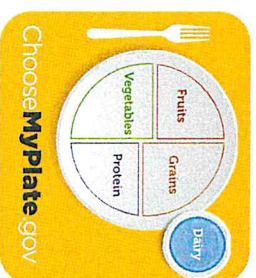
➤ Begin by telling students that protein is necessary for building strong muscles and body tissues and that it helps sustain energy so that we do not tire as quickly. There are many sources of protein—meat and non-meat. It is important to eat from a variety of protein sources. Protein portions should be small and lean (not fatty).

- » Explain to students that dairy products contain calcium—a nutrient that helps build strong bones. Using fat-free (skim) or 1% milk still gives a person the same amount of calcium as 2% or whole milk but with less fat and fewer calories.
- » Draw a T-chart on the board or a large piece of paper. Label one side protein and the other dairy. Have students list as many foods as they can think of that would fit in each of those categories. Then have volunteers circle the healthiest choices (i.e., grilled or broiled meats, low fat or fat-free dairy products).

You will need:















- ✓ A copy of One of These Foods Doesn't Belong sheet for each student

➤➤ Instruct students to put an X through the food in each row that would not be a healthy source of protein



One of These Foods Doesn't Belong

We have many choices when it comes to including protein and dairy in our diets. Each row below lists some choices of either protein or dairy sources. Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

 milk	 rice	 string cheese	 yogurt	These foods are examples of:	Protein	Dairy
 grapes	 fish	 black beans	 lean deli ham			
 egg	 tofu	 corn	 sunflower seeds	These foods are examples of:	Protein	Dairy
 low-fat frozen yogurt	 cheddar cheese	 low-fat cottage cheese	 hummus			
These foods are examples of:		These foods are examples of:				
Protein	Dairy					

Write or draw your answers to the following questions:

What is your favorite healthy source of protein?

What is your favorite healthy source of dairy?

One of These Foods Doesn't Belong KEY

We have many choices when it comes to including protein and dairy in our diets. Each row below lists some choices of either protein or dairy sources. Draw an X through the food that doesn't belong in each row, and circle protein or dairy to indicate which food group is best represented in that row.

 milk	 rice	 string cheese	 yogurt	These foods are examples of: Protein <u>Dairy</u>
 grapes	 fish	 black beans	 lean deli ham	These foods are examples of: <u>Protein</u> Dairy
 egg	 tofu	 corn	 sunflower seeds	These foods are examples of: Protein <u>Dairy</u>
 low-fat frozen yogurt	 cheddar cheese	 low-fat cottage cheese	 hummus	These foods are examples of: Protein <u>Dairy</u>

Write or draw your answers to the following questions:

What is your favorite healthy source of protein?

What is your favorite healthy source of dairy?

Be Physically Active Your Way

Directions:

- » Begin by listing several activities like walking, swimming, gardening, jumping, skipping, etc. and ask the students what those things are examples of (physical activity). Explain to the students that physical activity is a very important part of staying healthy. The energy we get from food is used when we are active.
- » Most children and adolescents need 60 minutes of physical activity each day. Ask the students to share their favorite ways to be physically active. Then have them list some ways that families can be active together.

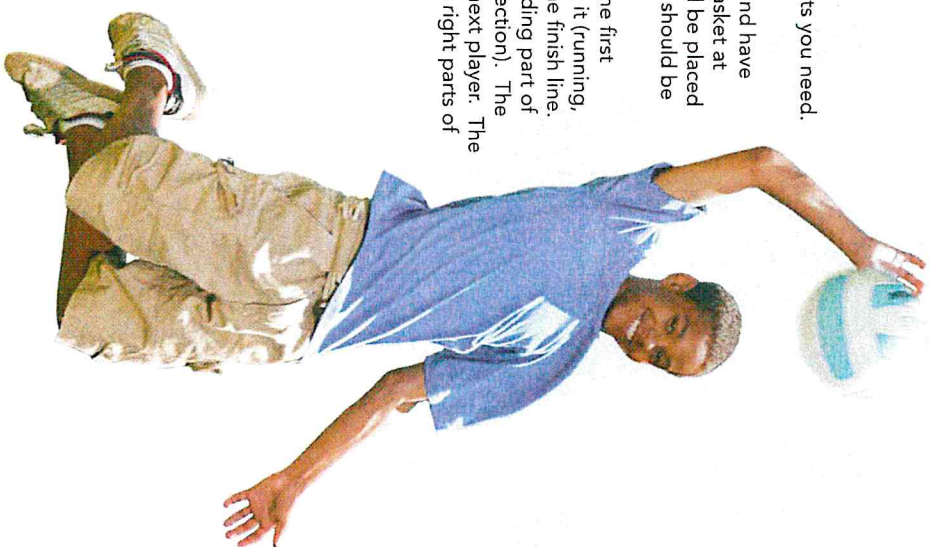
ACTIVITY: MyPlate Relay


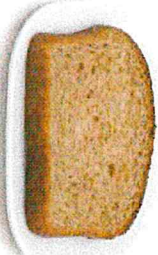

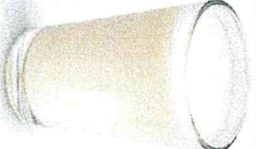




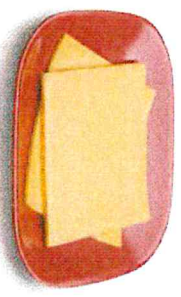

You will need:




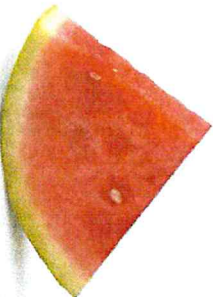
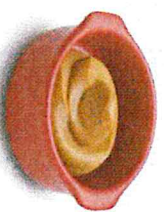





- ✓ One set of food and activity cards cut out for each relay line
- ✓ One bowl or basket per relay line
- ✓ One MyPlate printout per line

Directions:

- » Print out the number of food and activity card sets you need.
(1 per team)
- » Divide the students into even teams (at least 2) and have them line up behind a starting line. Place one basket at the starting line for each team. The cards should be placed in the starting line basket. The MyPlate printout should be placed at the finish line for each team.
- » Students line up single file behind the basket. The first child draws a card and does the activity listed on it (running, walking, skipping, crab walking, etc.) to get to the finish line. He or she then places the card on the corresponding part of the plate (i.e. grilled chicken on purple protein section). The child runs back to the starting line and tags the next player. The team that finishes first and has their cards on the right parts of the plate wins.



	jump carrots		skip whole-wheat bread
	crab walk peaches		gallop milk
	tip-toe grilled chicken		crawl egg
	spin spinach		hop on two feet grapes
	hop on one foot cheese		dance eggplant

	sway squash		roll sunflower seeds
	walk whole-wheat pasta		run watermelon
	walk heel-to-toe peanut butter		walk backwards low-fat yogurt
	take giant steps red pepper		grape-vine walk sweet potato
	duck-walk brown rice		wheelbarrow- walk (with a friend) fish

Review Activity:**Create MyPlate****You will need:**

- ✓ A white paper plate for each child
- ✓ Markers, crayons, colored pencils
- ✓ Magazines with food pictures, scissors, glue

Directions:

- » Have the students use a black marker or crayon to divide their plate into four sections as you model this on the board.
- » Instruct the students to build a healthy plate for themselves by following the MyPlate guidelines of making half the plate fruits and veggies (make sure they include both fruits and veggies), making half the grains whole, varying the protein choices, and using skim or 1% dairy choices.
- » Students can draw the foods and label them or cut out and glue on magazine pictures. When everyone is finished, have each child share his or her plate with the class and explain why he or she chose those particular foods. Then have him or her give one example of an enjoyable physical activity.

Final Assessment Grades K-2:**You will need:**

- ✓ MyPlate black and white handout for each child (labeled)

Directions:

- » Guide students through this activity by pointing to and naming each section of the plate. When you name a section, instruct the students to draw a food that would fit in that section. They can also label the food if they are able to write.
- » On the back of the paper, have the students draw a physical activity that they enjoy doing.

Final Assessment Grades 3-5:**You will need:**

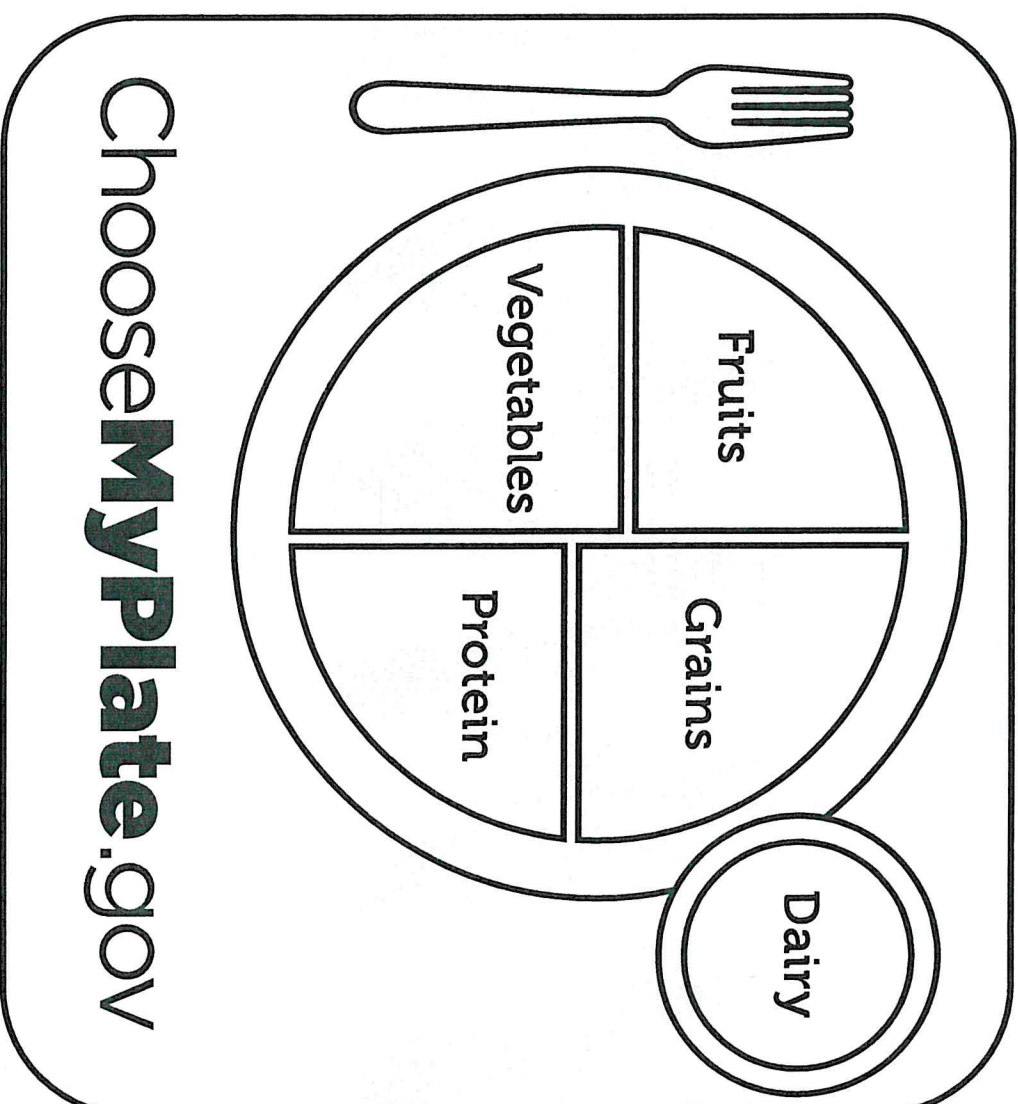
- ✓ MyPlate black and white handout for each child (NO labels)

Directions:

- » Instruct the students to label each section of the plate and list a minimum of 5 foods that would fit in each section.
- » On the bottom of the page, have the students list 3 physical activities that they enjoy.

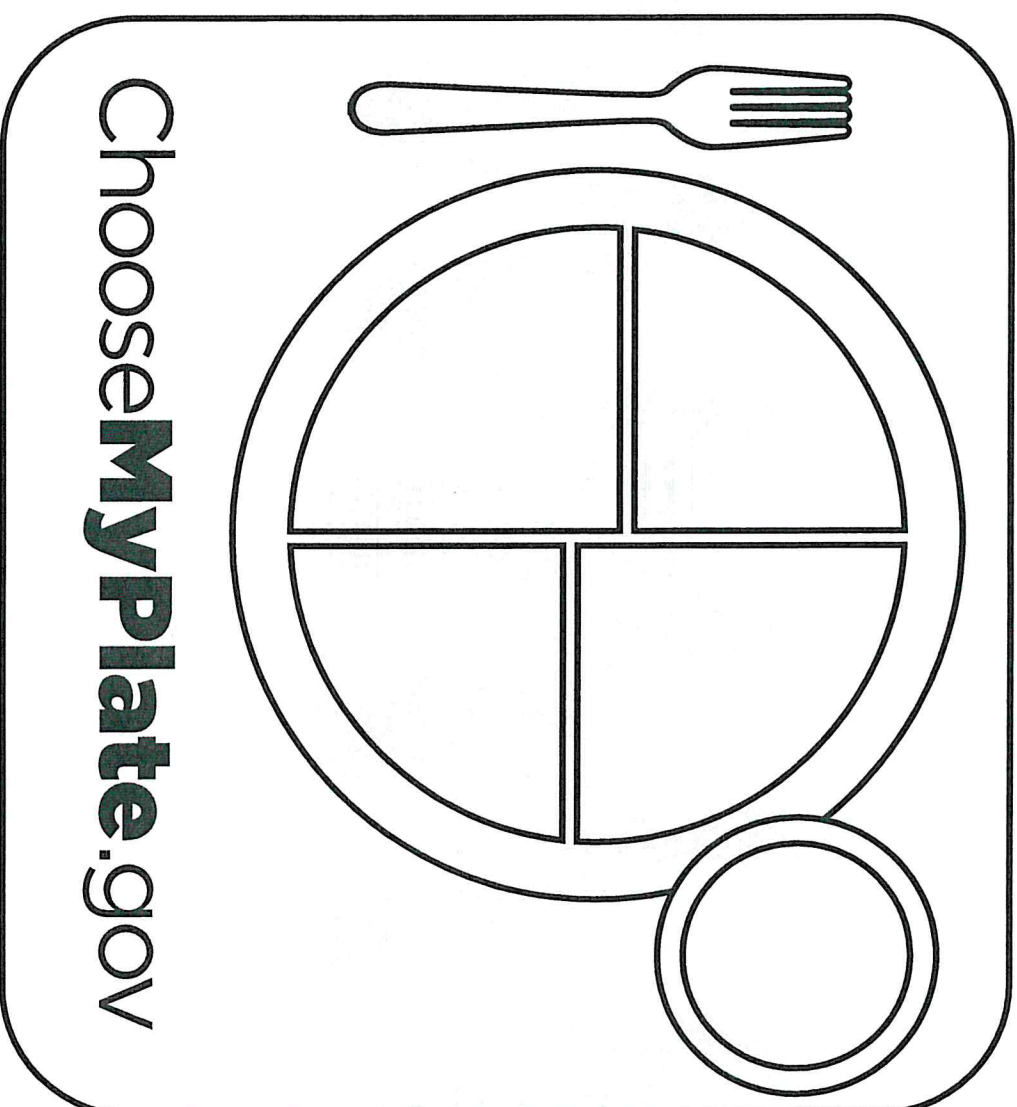
MyPlate Final Assessment

(Grades K-2)



MyPlate Final Assessment

(Grades 3-5)



Goal Setting**You will need:**

- ✓ One Goal Setting sheet for each student

Directions:

- » Instruct the students to write down two goals that they want to work on in regards to healthy eating and activity (i.e. eat more green veggies, play outside instead of watching TV, etc.). Collect the papers.
- » After one week, hand the papers back and have the students fill out the response questions. Discuss as a class how everyone did with their goals.
- » **Adaptation:** Younger students may need to simply verbalize their goals while the teacher fills in the blanks. Or this could simply be a class discussion for younger children.

Goal Setting Worksheet

Now that you have learned a little more about MyPlate and making healthy food and activity choices, it's time to come up with some personal goals to help you stay healthy. Fill in the blanks with your goals.

Healthy Eating Goal

This week I plan to _____

Physical Activity Goal

This week I plan to _____

Response questions (to be completed after one week)

1. On a scale of 1-5 (1 being unsuccessful and 5 being very successful), how would you rate your success with your healthy eating goal?

1 2 3 4 5

2. On a scale of 1-5 (1 being unsuccessful and 5 being very successful), how would you rate your success with your physical activity goal?

1 2 3 4 5

3. What changes or additional goals do you plan to put in place for next week?

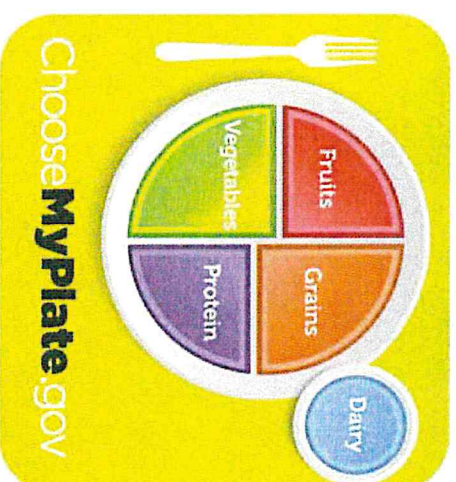
Dear Families,

In June of 2011, the USDA unveiled a new icon to help people make healthy eating choices. It is called MyPlate. Healthy eating is an important part of every person's life, and this week your child will have the opportunity to learn more about making those healthy choices. We will be covering the main parts of the MyPlate icon (fruits and vegetables, grains, protein, and dairy) as well as the importance of physical activity.

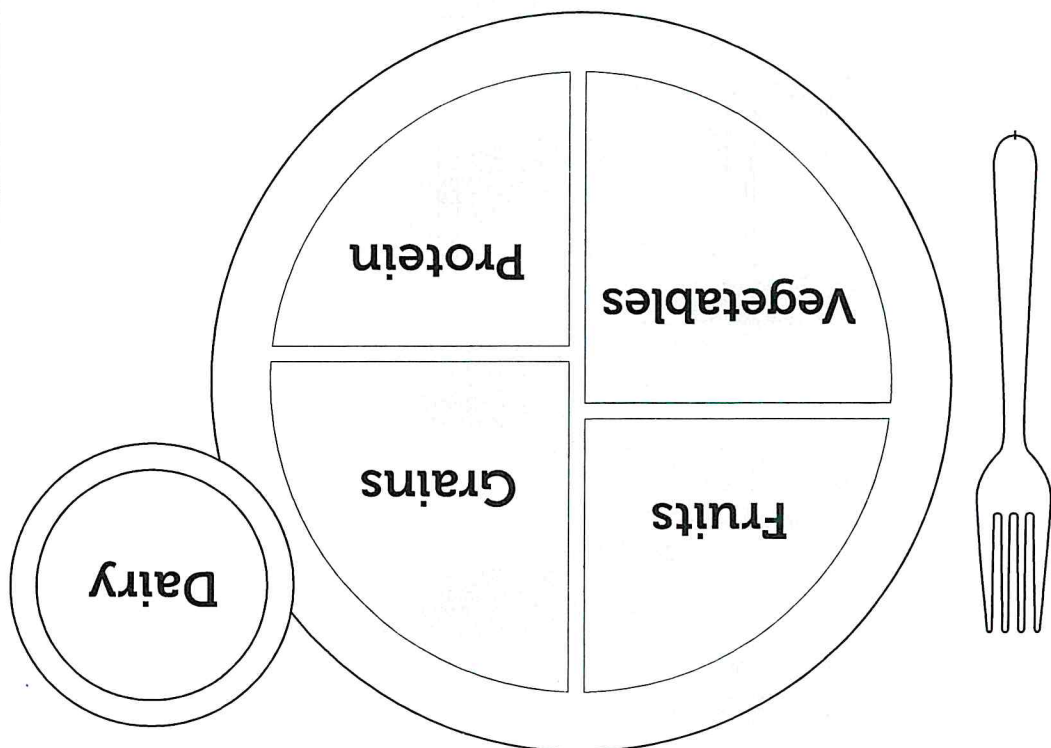
Students will visit the www.ChooseMyPlate.gov website and do many activities to reinforce the importance of healthy food choices. Your child will be bringing home a visual of MyPlate as well as some recipes that might be fun to try at home.

You are invited to visit www.ChooseMyPlate.gov to learn more about this great educational tool. Happy healthy eating!

Sincerely,



ChooseMyPlate.gov



The Five Food Groups



The Fruit Group



The Vegetable Group



The Grains Group



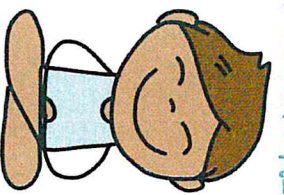
The Dairy Group



The Protein Foods Group

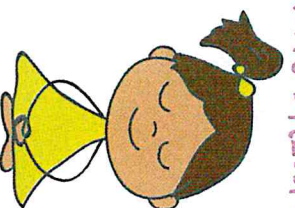


BACK TO BACK BREATHING



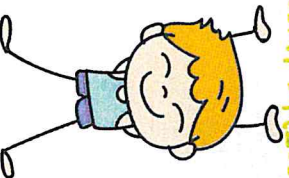
Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

TUMMY BREATHING



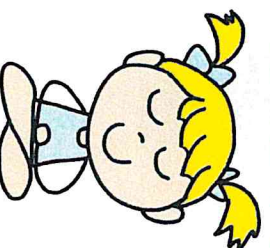
Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

ELEPHANT BREATHING



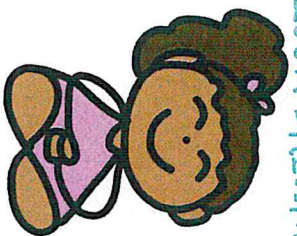
Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

BUBBLE BREATHING



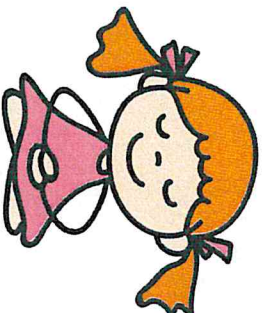
Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

BALLOON BREATHING



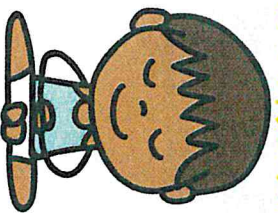
Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as your slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

SHOULDER ROLL BREATHING



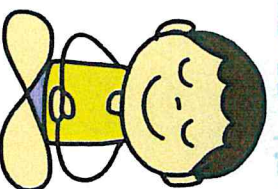
Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

TAKE 5 BREATHING



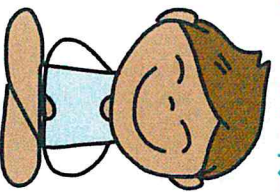
Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

BUMBLEBEE BREATHING



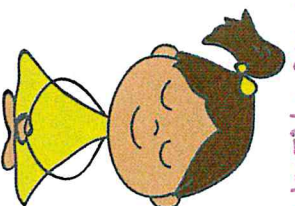
Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.

BACK TO BACK BREATHING



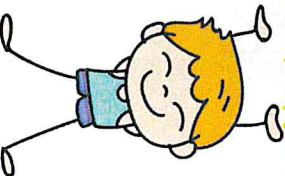
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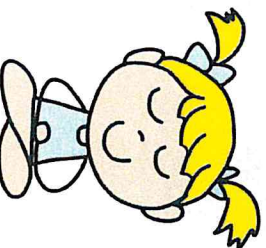
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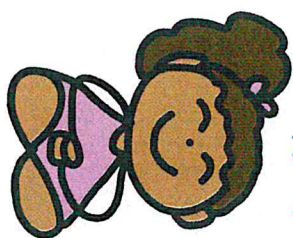
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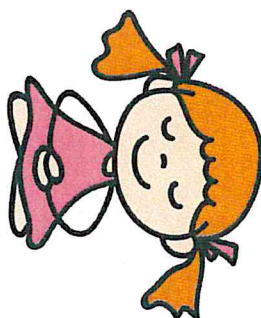
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BALLOON BREATHING



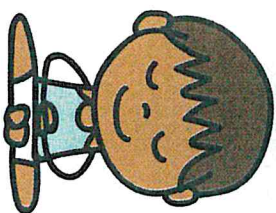
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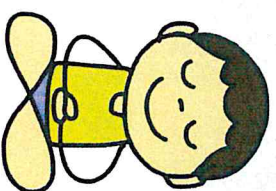
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BUMBLEBEE BREATHING



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CALM DOWN YOGA FOR KIDS



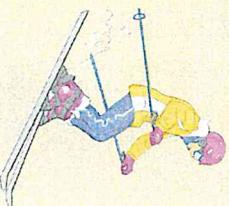
I am strong.

Use your strength to catch tricky waves.



I am kind.

Stretch high and spread kindness all around.



I am brave.

Be brave and fearless as you fly down the ski run.



I am friendly.

Stretch like a dog wagging its tail.



I am wise.

Be a wise owl perched on a tree branch.

