HEALTH ENHANCEMENT LEARNER GOALS AND GENERAL LEARNING OUTCOMES

Lessons used in the classroom should be constructed to reach student "targets" or learner outcomes. These outcomes should be developed to reach intended goals and objectives which are reflective of the philosophy or mission statement.

Health Enhancement curricula can be constructed using a variety of theoretical frameworks. One such framework uses Montana's Health Enhancement Learner Outcomes (from the **Montana Schools Accreditation Standards: Standards and Procedures Manual**) classified under three major goals: Personal Responsibility, Social Responsibility and Self-Efficacy. This theoretical framework is presented below. [Note: The model learner outcomes taken from the Montana accreditation standards may be found in the section heading "Philosophy."]

MISSION STATEMENT

Health Enhancement teaches children the importance of achieving and maintaining a healthy lifestyle. It helps them actively protect, maintain and improve their health. Health Enhancement sensitizes children to society's critical health issues.

The Health Enhancement program is a comprehensive program that combines the disciplines of health and physical education. Healthy, well-nourished children learn better. A healthy state transcends the physical and also includes the mental, social, spiritual, and intellectual dimensions of self. Quality of life, health care and the containment of health care costs will be major issues for all Montanans in the next century. By sensitizing our children to health care issues and establishing and encouraging healthy behaviors that can be maintained throughout life, we can positively influence Montana's future.

The Health Enhancement curriculum:

1. integrates lifestyle management throughout the curriculum;

2. focuses on the total self and the development of responsibility, values, attitudes and behaviors;

3. gives students decision-making tools for personal health; and

4. addresses the intellectual, social, emotional and physical dimensions of healthy lifestyles.

(Taken from the *Montana Accreditation Standards and Procedures Manual*.)

Goals and Outcomes

GOAL A. Personal Responsibility:

The primary and intermediate Health Enhancement curriculum is designed to enhance students' personal beliefs about the values and benefits of self-responsible, healthy lifestyles.

OUTCOMES:

1. The student shall have had the opportunity to demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal performance.

2. The student shall have had the opportunity to identify the components of wellness and describe how decision making affects personal health.

3. The student shall have had the opportunity to identify the difference between use and abuse of drugs and their effects on the individual's total development.

4. The student shall have had the opportunity to identify safety hazards, causes of accidents, and preventive measures for disease control.

5. The student shall have had the opportunity to identify food combinations that provide a healthy and balanced diet.

6. The student shall have had the opportunity to demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.

7. The student shall have had the opportunity to demonstrate an understanding of the importance of regular and sustained physical activity throughout life.

8. The student shall have had the opportunity to understand substance use and abuse and their effects on the individual and society.

9. The student shall have had the opportunity to understand health problems, including diseases and their etiology, the identification of symptoms of a variety of health problems, and prevention of health problems and injuries.

10. The student shall have had the opportunity to understand the functions and maintenance of body systems, including knowledge of the reproductive system.

11. The student shall have had the opportunity to understand basic nutrition and its application.

12. The student shall have had the opportunity to understand cultural, environmental, social, and ethical issues which affect healthy lifestyles.

13. The student shall have had the opportunity to understand the interrelationships between physical health and mental well-being.

GOAL B. SOCIAL RESPONSIBILITY:

The primary and intermediate Health Enhancement curriculum is designed to increase students' knowledge and understanding of the impact of their personal health behaviors on the health of their communities.

OUTCOMES:

14. The student shall have had the opportunity to identify roles, responsibilities, contributions, and life cycles in a family structure.

15. The student shall have had the opportunity to identify ways in which advertising influences personal health choices.

16. The student shall have had the opportunity to identify potential sources of pollution and pollution's harmful effects.

17. The student shall have had the opportunity to identify resources which help promote and maintain community health.

18. The student shall have had the opportunity to demonstrate an ability to identify roles, responsibilities, contributions, and life cycles in a family structure.

GOAL C. SELF-EFFICACY:

The primary and intermediate Health Enhancement curriculum is designed to improve students' self-perceptions regarding their abilities to adopt and adhere to healthy behaviors.

OUTCOMES:

19. The student shall have had the opportunity to demonstrate a variety of perceptual, motor, and rhythm skills, including but not limited to throwing, catching, kicking, striking, balancing, creative movement and folk dance, and skills related to lead-up games.

20. The student shall have had the opportunity to develop positive interpersonal relationships and self-concepts.

21. The student shall have had the opportunity to identify human body parts and systems, emphasizing individual uniqueness.

22. The student shall have had the opportunity to demonstrate a variety of physical skills that influence individual physical development, including but not limited to skills practice and lead-up games, rhythms and dance, and individual, dual, or team sports.

23. The student shall have had the opportunity to demonstrate positive interpersonal relationships and self-concept.

24. The student shall have had the opportunity to understand the need for and use of consumer health services and products.

Relationship of Learner Outcomes to National Health Objectives

Following is a list of the national health promotion and disease prevention objectives found in **Healthy People 2000** (U.S. Department of Health and Human Services) and the Health Enhancement curriculum outcomes which relate to them.

- Increase to at least 20 percent the proportion of people age 18 and older and to at least 75 percent the proportion of children and adolescents age 6 through 17 who engage in vigorous physical activity that promotes the development and maintenance of cardiorespiratory fitness three or more days per week for 20 or more minutes per occasion (1.4).
  Curriculum outcomes 1, 2, 13, 14, 16, 19, 20, 24

- Increase to at least 40 percent the proportion of children in 1st through 6th grades who participate in daily school physical education (2.11a).
  Curriculum outcomes 1, 2, 13, 14, 16, 19, 20, 24

- Increase to at least 50 percent the proportion of children and adolescents in 7th through 9th grades who participate in daily school physical education (2.11b).
  All curriculum outcomes

- Increase to at least 45 percent the proportion of adolescents in 10th through 12th grades who participate in daily school physical education (2.11b).
  All curriculum outcomes

- Increase to at least 50 percent the proportion of school physical education class time that students spend physically active, preferably engaged in lifetime physical activities (1.9).
  Curriculum outcomes 1, 2, 13, 14, 16, 19, 20, 24

- Increase to at least 30 percent the proportion of people age 6 and older who engage regularly, preferably daily, in light to moderate physical activity for at least 30 minutes per day (1.3, 15.11, 17.3).
  Curriculum outcomes 1, 2, 13, 14, 16, 19, 20, 24

- Increase to at least 90 percent the proportion of school lunch and breakfast services with menus that are consistent with the nutrition principles in the "Dietary Guidelines for Americans" (2.17).
  Curriculum outcomes 4, 9, 10, 12, 14, 15, 19, 21, 22, 23, 24

- Increase to at least 75 percent the proportion of the nation's schools that provide nutrition education from preschool through 12th grades, preferable as part of quality health education programs (2.19).
  Curriculum outcomes 4, 9, 10, 12, 14, 15, 19, 21, 22, 23, 24

- Reduce the initiation of cigarette smoking by children and youth so that no more than 15 percent have become regular smokers by age 20 (3.5).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Reduce smokeless tobacco use by males age 12 through 24 to a prevalence of no more than 4 percent (3.9).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Establish tobacco-free environments and include tobacco use prevention in the curricula of elementary, middle and secondary schools, preferably as part of quality health education (3.10).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Reduce deaths among people age 15 through 24 caused by alcohol-related motor vehicle crashes to no more than 18 per 100,000 (4.1b).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Increase the proportion of high school seniors who perceive social disapproval associated with heavy use of alcohol, target 70 percent; regular use of marijuana, target 85 percent; and experimentation with cocaine, target 95 percent (4.9).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Increase the proportion of high school seniors who associate risk of physical or psychological harm with heavy use of alcohol, 70 percent; regular use of marijuana, 90 percent; and experimentation with cocaine, 80 percent (4.10).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Reduce to no more than 3 percent the proportion of male high school seniors who use anabolic steroids (4.11).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Provide to primary and secondary children in all school districts and private schools education programs on alcohol and other drugs, preferably as part of school health education (4.13).
  Curriculum outcomes 4, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Increase by at least one year the average age of first use of cigarettes, alcohol and marijuana by adolescents age 12 through 17 (4.5).
  Curriculum outcomes 4, 5, 6, 7, 8, 9, 11, 18, 19, 20, 21, 23

- Increase to at least 85 percent the proportion of people age 10 through 18 who have discussed human sexuality, including values surrounding sexuality, with their parents, and/or have received information through another parentally-endorsed source such as youth, school or religious programs (5.8).
  Curriculum outcomes 3, 4, 5, 7, 8, 15, 17, 19, 20, 21, 23

- Reduce pregnancies among girls age 17 and younger to no more than 50 per 1,000 (5.1).
  Curriculum outcomes 3, 4, 5, 7, 8, 15, 17, 19, 20, 21, 23

- Reduce the proportion of adolescents who have engaged in sexual intercourse to no more than 15 percent by age 15 and no more than 40 percent by age 17 (5.4, 18.3, 19.9).
  Curriculum outcomes 3, 4, 5, 7, 8, 15, 17, 19, 20, 21, 23

- Reduce suicides among youth age 15 through 19 to no more than 8.2 per 100,000 people (6.1a and 7.2b).
  Curriculum outcomes 2, 3, 4, 5, 6, 12, 15, 16, 17, 18, 19, 23

- Reduce by 15 percent the incidence of injurious suicide attempts among adolescents age 14 through 17 (6.2 and 7.8).
  Curriculum outcomes 2, 3, 4, 5, 6, 12, 15, 16, 17, 18, 19, 23

- Increase to at least 50 percent the proportion of elementary and secondary schools that teach non-violent conflict resolution skills, preferably as a part of quality school health education (7.16).
  Curriculum outcomes 2, 3, 4, 5, 6, 12, 15, 16, 17, 18, 19, 23

- Reduce by 20 percent the incidence of physical fighting among adolescents age 14 through 17 (7.9).
  Curriculum outcomes 2, 3, 4, 5, 6, 12, 15, 16, 17, 18, 19, 23

- Reduce by 20 percent the incidence of weapon carrying by adolescents age 14 through 17 (7.10).
  Curriculum outcomes 2, 3, 4, 5, 6, 12, 15, 16, 17, 18, 19, 23

- Increase the high school graduation rate to at least 90 percent, thereby reducing risks for multiple problem behaviors and poor mental and poor physical health (8.2).
  Curriculum outcomes 3, 5, 6, 15, 17, 18, 23

- Achieve for all disadvantaged children and children with disabilities access to high quality, developmentally appropriate preschool programs that help prepare children for school, thereby improving their prospects with regard to school performance, problem behaviors and physical health (8.3).
  Curriculum outcomes 3, 5, 6, 15, 17, 18, 23

- Increase to at least 75 percent the proportion of people age 10 and older who have discussed issues related to nutrition, physical activity, sexual behavior, tobacco, alcohol and other drugs, or safety with family members on at least one occasion during the preceding month (8.9).
  All curriculum outcomes

- Increase to at least 75 percent the proportion of the nation's elementary and secondary schools that provide planned and sequential kindergarten through 12th grade quality school health education (8.4).
  All curriculum outcomes

- Provide academic instruction on injury prevention and control, preferably as part of quality health education, in at least 50 percent of public school systems (K through 12) (9.18).
  Curriculum outcomes 7, 11, 19

- Extend requirements of the use of effective head, face, eyeand mouth protection to all organizations, agencies and institutions sponsoring sporting and recreation events that pose risk of injury (9.19 and 13.16).
  Curriculum outcomes 7, 11, 19

- Increase to at least 90 percent the proportion of all children entering school programs for the first time who have received an oral health screening, referral and follow-up for necessary diagnostic, preventative and treatment services (13.12).
  Curriculum outcomes 12, 23

- Increase to at least 90 percent the proportion of schools that have age-appropriate HIV education curricula for students, preferably as part of a quality school health education program (18.10).
  Curriculum outcomes 12, 19, 21, 23

- Increase to at least 60 percent the proportion of sexually active unmarried young women age 15 through 19 whose partner used a condom at last sexual intercourse (18.4a and 19.10a).
  Curriculum outcomes 12, 19, 21, 23

- Increase to at least 75 percent the proportion of sexually active unmarried young men age 15 through 19 who used a condom at last sexual intercourse (18.4b and 19.10b).
  Curriculum outcomes 12, 19, 21, 23

- Reduce gonorrhea among adolescents age 15-19 to no more than 750 cases per 100,000 (19.1).
  Curriculum outcomes 12, 19, 21, 23

- Include instruction in sexually transmitted disease transmission prevention in the curricula of all middle and secondary schools, preferably as part of quality school health education (19.12).
  Curriculum outcomes 12, 19, 21, 23

- Increase basic immunization series of children under age 2 to 90 percent (20.11).
  Curriculum outcomes 12, 23

Introduction to Health Enhancement Model Curriculum

Comprehensive health enhancement education should consist of planned, sequential learning experiences. Such experiences should assist students to achieve desirable knowledge, skills, attitudes, and behaviors related to personal, family, and community health. The health enhancement lesson plans included in this document were prepared to assist teachers with an implementation process for this innovative curriculum. The lessons were designed using an integrated framework of skills acquisition, physical fitness, nutrition, family life, safety, risk behaviors, personal health, environmental health, and mental health. These content areas include the following:

1. **SKILL ACQUISITION—**Physical skills used in physical activity, including dance, individual, dual, or team sports, and lifetime leisure and recreational activities.

2. **EXERCISE AND HEALTH—**Physical fitness, exercise, lifetime physical activities, cardiovascular health, exercise adherence, program design, sleep, rest, relaxation, recreation, growth and development, nutrition, prevention and control of disease, safety, body systems and their functions, and aging.

3. **NUTRITION AND WEIGHT CONTROL**—Food choices, elements in food that contribute to good nutrition, factors influencing choices, individual nutritional requirements, food groups and nutrients, food sources, weight control, effects of nutrition on growth and activity, nutritional challenges, food preparation and protection, consumer protection, and energy sources of activity.

4. **FAMILY LIFE EDUCATION AND INJURY PREVENTION—**Family composition and roles, life cycles (human growth and development), the reproductive process, heredity, marriage, selecting a compatible life partner, family relationships and parenting. Attitudes toward safety, causes of accidents, home and school safety, traffic (auto, bicycle, school bus) safety, fire prevention, survival education, environmental hazards, accident prevention (potential hazards), first aid and emergency health care, safety personnel, resources and agencies, individual safety precautions, recreational safety, occupational safety, safety rules, laws, regulations, and legislation.

5. **RISK BEHAVIORS AND PERSONAL HEALTH**—Personal goals, individual responsibility, substances beneficial to mankind, classification of substances and their effects on the body, implication of use, how habits are formed and influence health, implications of tobacco usage, alcohol and other drugs, treatment and rehabilitation programs, respect for self and others, and AIDS and other sexually transmitted diseases.

6. **MENTAL HEALTH AND ENVIRONMENTAL HEALTH**—Psychological well-being, positive self-concept, personality, responsibility, motivation, independence, mental disorders, coping with stress, mental health services, defining death, stages of dying, death with dignity, euthanasia, dealing with death healthfully, arrangements before and after death, and the grieving process. Environmental responsibility, healthy environments in schools/homes/communities, community health resources and facilities, official and nonofficial health agencies, health careers, pollution control (clean air and water), environmental protection agencies, occupational environments, safety hazards and natural disasters, community involvement, and health planning.

Introduction to Lesson Plans

The health enhancement curriculum included in this guide covers grades K-6. The lesson plans provided are divided between the grades and the primary content area is identified. Although lessons are identified here by single content area, many cover more than one content area (for example, fitness and nutrition).

The primary and intermediate health enhancement lesson plans were developed using interdisciplinary and intradisciplinary approaches. While some of the lessons focus exclusively on each of the content areas (skill acquisition, family life, etc.), the majority of the lessons are inter/intradisciplinary. This approach presents health enhancement concepts utilizing two or three content areas within one lesson. It reflects real life experiences where the boundaries between disciplines are not distinct. For example, in the physical fitness domain 20 out of the 40 primary lesson plans are oriented toward development of cardiovascular endurance or flexibility, while the other 20 lessons are integrated with nutrition and/or family life, risk behaviors, personal health, mental health and environmental health.

SKILL ACQUISITION:

The development of basic locomotor, manipulation and stability skills remains as the major objective at the elementary level. The primary and elementary lessons for skill acquisition are developed around a skill-related fitness framework that includes balance, coordination, agility, speed and power.

Performance or skill-related fitness is an aspect of physical fitness related to the quality of movement skill. The performance-related components are generally considered to be balance, coordination, agility, speed, and power. Children who display skills in several activities such as gymnastics, dance, swimming and skiing are said to have good skill-related fitness. The skill-related components form the child's developmental sequence and should be addressed by educators in a particular order. First, emphasis should be placed on enhancing balance skills, followed by promoting coordination and agility. Programs that promote speed and power form the exit-level curriculum at the elementary school stage.

The reason for organizing the skill acquisition domain around the skill-related fitness parameters lies in their relationship to the health-related fitness parameters, i.e., cardiovascular endurance, muscular strength/endurance, flexibility and body composition. Power is, in essence, a product of speed and muscular strength. Improvement of a health-related fitness component such as strength would, therefore, enhance one's power.

While a significant portion of the health enhancement curriculum model was devoted to skill improvement, the focus is clearly on the development of basic movement skills necessary for lifetime participation in leisure, family-oriented, non-competitive activities. The notion of performance is not synonymous with competition; rather, with the skill level necessary for safe, enjoyable and meaningful lifelong participation in a variety of activities.

EXERCISE AND HEALTH:

Physical fitness is an integral part of a multifaceted wellness lifestyle. It can be developed and maintained only through persistent and progressively increasing effort, but the payoff includes an impressive array of predictable physiological, emotional, social and health benefits. Participation in a vigorous physical fitness program, one that attempts to develop all the components of health-related fitness, has far-reaching effects upon the quality and quantity of life. Significant differences exist in health status between active and sedentary people when matched for age and gender. In general, active people are leaner, have lower levels of blood fats and lower blood pressure, handle stress more effectively, and smoke less.

Most people exercise because it helps improve personal appearance and it makes them feel good about themselves. While there are many benefits to be enjoyed as a result of participating in a regular fitness and wellness program, and there are indications that active people live a longer life, the greatest benefit of all is that physically fit individuals enjoy a better quality of life. These people live life to its fullest potential, with fewer health problems than inactive individuals who may also indulge in negative lifestyle patterns.

Beyond the detriment to individual health, the economic impact of sedentary living has left a strong impression on the nation's economy. As the need for physical exertion steadily decreased in the last century, the nation's health care expenditures dramatically increased. Health care costs in the United States have risen from $12 billion in 1950 to $600 billion in 1990.

Exercise for physical fitness requires individuals to work vigorously enough to improve cardiorespiratory endurance, muscular strength, and muscular endurance. People who exercise to develop physical fitness do so to increase their energy level, to feel better, to look better, and to derive an inner satisfaction of accomplishment. Competition is usually not a major factor for these exercisers. Such people normally do not compete in races and other events, but if they do, winning is relatively unimportant. Rather, these people view the event as an opportunity to participate in a different environment and to visit with friends and old acquaintances.

Being physically fit is critical to a healthful style of living but is no more important for total well-being than our social, emotional, mental or spiritual stability. The bottom line in the wellness approach is a balance among the components with no more emphasis on any single component than on the others.

The exercise and health domain was organized around the framework consisting of a health-related fitness parameter: cardiovascular endurance/muscular strength/endurance, flexibility and body composition.

The majority of the lesson plans do not include a warm-up or cool-down section; however, warm-up and cool-down activities are strongly recommended. To avoid repetitious wording in the lesson plans and to provide for flexibility in using the lessons, the warm-up and cool-down activities were included in the Appendix of this document. Choose any of the cardiovascular or flexibility warm-up activities, providing the activity relates to the overall lesson focus.

NUTRITION:

The needs of children for nutrition education and food preparation skills have changed in recent years. Changing family structures have made many children more responsible for their own food choices and, in some cases, their own food shopping and preparation. Interest in nutrition and health has escalated, creating media attention and an overwhelming amount of nutrition information available each day, some of which is inaccurate or misleading. Surveys have shown that children have a good understanding of basic nutrition and health principles, but the application of those principles to their food selection is lacking. Health professionals, teachers, and caregivers can help children apply nutrition information in making appropriate, healthful food choices by using the following suggestions:

- √ **Keep it simple**. Children need to learn only enough information in order to make a choice about food. Nutrient information is important, but must be given selectively. Children relate better to discussions of food and how better choices can be made. As with any lessons, one message at a time is best understood and practiced.

- √ **Be positive**. Focus on the variety of choices we have as we eat. Food is fun, and nutrition education should be enjoyable. Good-for-you food can taste good. There are no "good foods" or "bad foods." The message should be "eat more of some foods" and "eat less of others." Moderation, variety, and balance are important positive messages.

- √ **Be practical**. Nutrition information abounds, but children need help in applying a few principles to their own food selection. Involvement of parents and school food services will enhance nutrition education classroom programs, and will motivate children to change their eating or exercise behaviors. Developing decision-making capability for children in the area of their daily diet is critical. Hands-on strategies are most effective, and lessons integrated into the elementary curriculum in many areas enhance the messages. Nutrition education lessons must also be sensitive to the economic and cultural differences among the children in the classroom in order for the messages to be applied.

- √ **Be consistent**. The Dietary Guidelines for Americans and the Food Guide Pyramid (the graphic representation of the Guidelines, found in the Appendix) are the most often recognized and utilized nutrition guidelines and educational tools. The Pyramid messages are positive and practical. With the help of the Guidelines and the Pyramid, children can make choices from a variety of foods every day which contribute to a healthy diet.

FAMILY LIFE EDUCATION:

Family composition and roles, life cycles (human growth and development), the reproductive process and family relationships are important topics to deal with during the school years. Providing information on these subjects should start at the elementary level. Some lesson plans also deal with personal safety. It is assumed that local school districts develop or have access to safety curricula. Safety or injury prevention may include traffic (auto, bicycle, school bus), drug abuse resistance education (DARE), and personal safety (abduction prevention, safe touch, or peer mediation).

RISK BEHAVIOR/PERSONAL HEALTH:

Lessons written under this were written to be student centered. They encompass many teaching styles including demonstration, brainstorming, cooperative learning, problem solving, self-appraisal and small and large group hands-on projects. The activities in this section utilize the classroom as a laboratory in which students are involved in learning concepts and practicing life skills.

Activities for overall personal health include the exploration of feelings, the importance of rest, positive health messages, health risk appraisals and a human health scavenger hunt. Drug awareness activities include look alikes and unknown substance safety, effects of tobacco smoking, caffeine as a stimulant, and consumer analysis of tobacco and alcohol advertisement. Concepts of disease prevention entail activities that stress the importance of handwashing, dental health, and decreasing the spread of colds. Disease prevention activities include the specifics of communicable and noncommunicable diseases, our “micro” world, the “chain of infection,” the body’s defense system and role of the white blood cell, immunization and heart health. Finally, HIV infection is explored through myth/fact activities, the role of the T-cell, stages of infection, and the learning and practicing of simple universal precautions.

MENTAL HEALTH:

Mental health, meaning psychological well-being, affects how persons feels about themselves and about others. It is deeply interwoven with physical, emotional, social, and spiritual health, and effects a person’s daily life. Lessons in this model deal with communicating feelings about oneself and about others for personal, family and community health.

THE MONTANA HEALTH ENHANCEMENT MODEL CURRICULUM

HOW TO USE THE MODEL...HOW NOT TO USE THE MODEL

The **Montana Health Enhancement Model Curriculum** is just that, a model. It is one example of how a curriculum could be put together to meet the intent of the model learner outcomes identified in the Montana Accreditation Standards. The number of potential health enhancement curricula that could be developed by Montana educators is limited only by the ingenuity of our teachers.

There is no magic number of lessons in a health enhancement curriculum; consequently, the number found in this model represents the feelings and thoughts of the authors. Research has shown, however, that while **knowledge** is affected by only 10-15 hours of instruction, **attitude** and **behavior** are not affected until approximately 50 hours of instruction are provided.

The lessons provided in this model are intended to serve as examples. Teachers will be able to use the lessons as they are presented, modify them to meet their needs, or expand them into additional lessons. There is no specific percentage of lessons given to a certain content area (e.g., 50 percent to physical fitness).

The model's most useful role is to show teachers how the disciplines of health and physical education can be effectively integrated into the health enhancement curriculum, how the gym can reinforce the classroom, how children can learn not only by reading and talking, but by doing.

The model curriculum is **not** intended to be the required program for Montana schools. In fact, some of the lessons may draw partisan discussion from a community. Sensitive topics such as death issues (suicide), human sexuality, and dealing with feelings and family values all have the potential to draw questions from the communuity. **Any curriculum used or developed by a school district should have the active involvement and support of the students, faculty, and community. Without this active involvement and support, curricula and teachers are vulnerable to controversy. Some lessons in the model deal with sensitive topics.**

The lessons presented here should not be considered "everything that is needed" for a good health enhancement curriculum. Rather, it is a model on how lessons might be structured. For example, students should receive additional lessons in sound nutrition, exercise, mental health, etc. The lessons found here could (and should) be expanded, changed, modified,

and adapted to meet teacher and student needs.

Three basic considerations in deciding what should and what should not be included as individual pieces in a health enhancement curriculum are:

1. Does the material reflect the values of the community as a whole?

   No material in sensitive curricular areas (e.g., human sexuality education) will reflect the values of each individual family, but the materials can reflect the values of the community as a whole. The materials should be considered in view of the school as an extension of the community, not as an extension of an individual family. Reasonable questions to ask include: Is the material offensive to the community? Is the material discriminatory? Is the material presenting information that the community thinks is important?

2. Is the material presented in an educational manner?

   Several questions can be asked in this instance: Is the information presented by a person skilled in providing the information? Is the information developmentally and age appropriate for the intended audience? Is the information current? Does the information contain sex role stereotypes? Is the information culturally sensitive?

3. Is the material current and accurate?

   Questions to be asked include: Is the information based on current scientific, medical and public health knowledge? Is the information biased or discriminatory? Many times it is left to the discretion of individual teachers as to whether individual lesson plans or supplementary materials fit within the parameters of the district's health enhancement program. Public health professionals (such as local health departments, physicians and nurses) can assist in determining if the information is current and accurate.

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Lessons identified as being from a particular resource may be used by the teacher for his/her classroom use only; these lessons **may not be adapted or reproduced** in part or in whole for other teachers or classrooms, for inclusion in curriculum guides, other printed works, and other forms of media **without prior written permission** from the author(s) and or publisher(s).

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Grade **K**

LEVEL: ***PRIMARY***

PLAYING "HOOPS"

OBJECTIVE:

To enhance manipulative skills, and static and dynamic balance abilities.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four to six-foot diameter, multi-colored, segmented hoops.

CLASS ARRANGEMENT:

Scattered in general space, use polyspots to enhance the use of personal space.

SKILLS NEEDED:

Basic balancing, object rolling, and rudimentary tossing skills.

INSTRUCTIONAL STRATEGIES:

1. Balance on one patch inside hoop with two points outside hoop.

2. Starting inside hoop, jump up and then land with two patches landing outside hoop and three points simultaneously landing inside hoop.

3. Stand on a line on the floor. Roll hoop along the line. If meeting another student rolling her/his hoop on the same line, stay to the right. If line ends, follow another line, maybe a line of a different color. (Lines can be taped to the floor with masking tape or marked with water soluble white shoe polish.)

4. At an intersection of two lines, spin hoop (around a vertical axis) then run clockwise around it.

5. Backspin hoop then catch it as it rolls by.

6. Backspin hoop then place foot into the hoop as it rolls past.

7. Same as #6 but run through the hoop as it moves past.

8. Toss hoop into the air. Cover eyes and have it land over student.

9. Same as #8 but flip hoop (one-half turn).

10. Spin hoop around an arm. Try moving the hoop to other arm while it keeps spinning.

11. With a partner roll hoops back and forth.

12. Try lightly tossing hoops back and forth.

13. Using one hoop between two students, have one child spin the hoop around an arm, then have the partner move in to take over the spinning hoop while it keeps spinning.

14. Human horseshoes - one student begins with both hoops. A partner is three to four giant steps (meters) away in a squatting position. Toss the hoop over partner's head. Switch roles.

Grade
K

LEVEL:
PRIMARY

SIT AND SPIN, FOUR CORNERS AND SALUTE THE CAPTAIN

OBJECTIVE:

To enhance locomotor patterns.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tape or CD player with upbeat music, four cones.

CLASS ARRANGEMENT:

Scattered in shared general space.

For "Four Corners," one-fourth of the students start at each corner of the area (marked by cones to form a large rectangle/square).

SKILLS NEEDED:

Basic locomotor patterns, previous spinning experience.

INSTRUCTIONAL STRATEGIES:

SIT AND SPIN (should only be performed indoors on a smooth floor)

Students travel around the area performing various locomotor patterns called out by the instructor, e.g., hop, skip, walk, etc. When the instructor calls a letter, students continue to travel using the locomotor pattern previously called; when the instructor calls a number, each child stops, sits, and spins around holding their knees. Students resume traveling about when the teacher calls a different locomotor pattern. The children reverse the direction of spin for each subsequent number.

FOUR CORNERS

One cone is placed in each corner of the activity area. Taped to each cone is a picture or word that conveys a locomotor pattern. One-fourth of the students start at each cone. All move in the same direction from cone to cone. As they pass each cone they change their locomotor pattern to match the locomotor movement taped to the cone. Passing other students is permitted only on the outside of the person.

SALUTE THE CAPTAIN

The students are scattered (use poly spots for personal space) facing instructor. Staying in their personal space, students copy movements performed by the instructor. When the instructor stops and comes to attention, all must stop and "salute the captain." The instructor resumes doing more movements and the children copy. The success of this activity is directly related to the energy level and creativity of the instructor.

Grade **K**

LEVEL: ***PRIMARY***

HOOPER

OBJECTIVE:

To stimulate the cardiovascular system, and enhance socialization and locomotor skills.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four to five soft tagging objects (large pieces of sponge or Nerf balls), six to eight hula hoops.

INFORMATION:

Activities such as this are used as a lead to any movement-oriented lesson or closure.

CLASS ARRANGEMENT:

Scattered in shared general space with hoops scattered around.

SKILLS NEEDED:

Basic locomotor patterns, dodging and chasing.

INSTRUCTIONAL STRATEGIES:

HOOPER

The object of this activity is not to be tagged. Designate four to five students to be "it" (taggers). Students who are "it" are given a Nerf ball. Randomly give other students the hula hoops. The goal of the taggers is to tag other students. Students who are tagged must squat down with arms up to protect the head, especially the ears, and wait until a classmate places a hoop over them. This action frees the child who was previously tagged. Any child who is free may place a hoop over a child who has been tagged. Taggers may not tag those with hoops; taggers may not wait near those waiting to be freed. The game is self-perpetuating; a teacher may want to designate new taggers after a specified time.

EVALUATION/MODIFICATION:

After the stop signal is given, children close their eyes and open their hands. Taggers place soft tagging object in hands of someone with their eyes closed.

Safe running without collisions should be emphasized.

Grade
K

LEVEL:
PRIMARY

FILL-A-HOOP AND BLAST OFF

OBJECTIVE:

To develop and combine locomotor patterns into complex movements.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight to twelve hoops, tape/CD player with upbeat music, four bamboo poles, eight chairs, four sectional mats, eight polyspots, four medium height cones with plastic hurdles (or thin bamboo canes).

CLASS ARRANGEMENT:

Scattered in shared general space with hoops also scattered within the area.

SKILLS NEEDED:

Basic locomotor patterns and listening skills.

INSTRUCTIONAL STRATEGIES:

FILL-A-HOOP

Students randomly move about when the music is playing. When the music stops, the instructor calls out a body part. Each child moves to a hoop and places that body part inside the hoop. After all have completed the task, the instructor calls out a method of traveling. Repeat the sequence with different locomotor skills.

BLAST OFF

Students are instructed to do the following:

1. Go under an obstacle (bamboo pole across chairs or jump rope ends stuck in cones with mats underneath).

2. Go over an obstacle (plastic hurdle, or bamboo pole resting on a medium height cone or chair).

3. Jump from a two-footed take-off position.

The sequence is “under, over, blast off.” A minimum of four obstacles is set up about the movement area. Use music to control the intensity and duration of the activity. When the music stops, the students stop. The instructor can require various locomotor patterns be used when getting from one obstacle to another.

**Safety Consideration*
Remind the children that the volume of movers and the intensity of the movement will be high when the music is playing. Efficient, safe movement must exist.

Evaluation/Modification:

Faster music will result in faster activity, and playing the music longer will require greater cardiovascular effort.

Grade
K

LEVEL:
PRIMARY

WARM-UP (GYMNASTICS)

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular/cardiorespiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activities planned for a lesson.

CLASS ARRANGEMENT:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Lower chest toward the floor. Repeat several times increasing gradually over several lessons.

2. Leg swings—stand sideways with one hand touching the wall for support. Swing each leg forward ten times. Face the wall and place both hands on the wall at shoulder height. Swing each leg across the body ten times to each side. Repeat, swinging each leg to the rear.

3. Assume a position with one leg forward and one leg to the rear (the ball of the rear foot should be on the ground) and the knee of the rear leg slightly bent. Hips should face forward. The front leg should be placed so that the thigh is approximately horizontal and the lower leg approximately vertical. As children approach a maximum split position, they should place their hands on the floor on either side of their leg, count to 20, relax and repeat. Splits should be practiced on both sides.

4. Kneel down with both hands on the floor in front of body (all fours position). Arch and round back (stretch like a cat), lower abdomen while lifting head, then pull chin to chest while arching back.

5. Lie on back and lift knees to chest; grasp hands around knees and pull chin toward knees. Rock on back with back rounded well. (This activity should follow any strenuous back exercises.)

Grade
K

LEVEL:
PRIMARY/INTERMEDIATE

WARM-UP (GYMNASTICS)

OBJECTIVE:

To reduce the chance of injury and to improve performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Twenty hoops.

INFORMATION:

Superior gymnasts spend one-third to one-half of their workout time warming up or cooling down. Every physical activity should begin with a warm-up and conclude with a cool-down. Most accidents occur when joints and muscles are stiff and inflexible. Any activity that serves as a warm-up can serve as a cool-down.

CLASS ARRANGEMENT:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. Cardiovascular Warm-up

   Activity: running, skipping, galloping, jumping

   Example: Place 20 hoops on the floor. Students run around the hoop. On the command "freeze," students stop with:

   a. one leg in the hoop,
   b. both legs in the hoop,
   c. sitting in the hoop,
   d. balancing the hoop.

Students can jump from hoop to hoop and on “freeze,” stop and perform:

a. five knee bends,
b. five sit ups,
c. five push ups,
d. squat thrusts.

(Squat thrust—from a standing position, bend knees and bend at the waist until hands can be placed on the floor, palms down on either side of the feet. While supporting the weight on the hands, shoot both feet backwards until the body assumes a push-up position. When the toes touch the floor, rebound and bring the feet back between the hands. Stand up straight with arms at side—repeat.)

2. Flexibility is best achieved by continuous passive stretching with no bouncing movements. Stretch for a few seconds, relax and then stretch further.

a. Side stretching—place feet on floor, hip width apart. Without turning the body, stretch to one side as far as possible. Repeat on other side. Hold for five seconds.

b. Sit with legs straight, knees apart. Try to touch the right shoulder to the right leg, hold. Repeat on left side.

c. Same position as above, grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.

d. Stand, clasp hands behind back. Raise arms as high as possible and bend backwards. Straighten up and bend forward bringing the arms as far overhead as possible—hold.

Grade
K

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:
To enhance coordination.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Eight 4' x 4' folding mats laid end to end to form a 4' x 32' strip.

INFORMATION:
Coordination is the ability to integrate separate motor systems with various sensory factors into efficient movement.

CLASS ARRANGEMENT:
Divide students into pairs

INSTRUCTIONAL STRATEGIES:

1. Students face each other across the strip of mat.

2. Students perform the following:

    a. Tuck Position Side Roll: kneel, lower buttocks to heels and place torso to the knees. Maintain the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left. Notice the torso and the knees remain in contact during the roll.

    Variation: upon completion of the roll, extend the torso upward so that the body assumes a vertical kneeling position. Repeat the roll in the opposite direction.

    It is not necessary to spot this activity.

b. Forward Shoulder Roll: lunge position (standing with the right leg forward, right thigh horizontal, right lower leg vertical, left leg extended to the rear). Lower the left shoulder toward the right ankle by bending the right knee while supporting weight with the right leg. Extend the left forearm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward onto the right leg.

Variation:

1) Roll across the shoulder and back into a sitting position.

2) Execute a roll and while on the back place the legs together, tuck the knees to the chest and come up onto both knees into a kneeling position.

3) Start the shoulder roll from a kneeling position and finish as in variations (1) or (2) or in the basic shoulder roll.

Spotting is not necessary.

c. Log Rolls: lie down on the mat with arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. A good introductory exercise to get a rotational feeling.

Grade
K

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:

To enhance the skills associated with landing from jumps.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4'x 4' mats laid end to end to form a 4' x 32' strip.

INFORMATION:

Balance is a complex part of physical activity. It is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Balance is static and dynamic, and reflects the ability to maintain equilibrium in relation to the force of gravity.

CLASS ARRANGEMENT:

Divide students into pairs.

INSTRUCTIONAL STRATEGIES:

Students perform the following seven static balance exercises with a five-second "hold" at the balance position.

1. Front Support
2. Rear Support
3. L-Seat Sit Hand
4. V-Sit Tucked
5. V-Sit

6. Straddle Support

7. Bridge

Evaluation/Modification:

Encourage regular breathing.

Grade
K

LEVEL:
PRIMARY

ORIENTEERING

OBJECTIVE:

To introduce students to map reading by learning a variety of map symbols.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Map Symbol Relay

Available from:
Orienteering Services, USA
Box 1604
Binghampton, New York 13902

INFORMATION:

Orienteering is an activity similar to a treasure hunt.

INSTRUCTIONAL STRATEGY:

1. Students walk around school and point out different geographical features such as buildings, fields, fences, boulders, trees, hills, lakes and creeks.

2. Distribute symbols from the Map Symbol Relay.

3. Match symbols to the real features where possible.

4. Explain what the other symbols represent.

5. Return to the classroom and play “matching the symbol” game.

MATCHING SYMBOL GAME

The game is similar to a treasure hunt where the treasure is a matching map symbol (e.g., hill).

a. The teacher hides one of the four symbols from the Map Symbol Relay Game.

b. The class is divided into three groups. Each group is given one of the same symbols as that hidden by the teacher. The groups try to locate the matching symbol. Whoever finds the missing symbol first and correctly identifies it, receives a point.

c. Repeat using all other symbols from the game.

RESOURCES:

Orienteering Services USA
Box 1604
Binghampton, NY 13902

Grade
K

LEVEL:
PRIMARY

SQUARE DANCING

OBJECTIVE:

To learn to work cooperatively and enhance dancing skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for the square dance, **Suzanna.**

INFORMATION:

Uniquely North American in origin, square dances are a popular form of folk dancing and generally use a square as their basic formation. Square dance activities contained in these lesson plans are appropriate for most children in the elementary grades and beyond.

CLASS INFORMATION:

Divide the class into pairs; form a large circle with partners, girls on the right side of boys.

SKILLS NEEDED:

Corner and promenade.

INSTRUCTIONAL STRATEGIES:

1. Explain to students the meaning of the “corner” and “promenade” in square dancing. The **corner-person** is to the left of the boy and the right of the girl. **Promenade** couples assume a skating position which means right hand to partner’s right hand, and left hand to partner’s left hand.

2. Teach the dance **Suzanna.**

   a. Drop hands and face partner. When you begin to square dance you honor your partner—girls curtsey and boys bow.

   b. All stand back to back with partners. The person you are now facing is your corner, honor your corner.

   c. Ladies walk three steps into the center, curtsey, and go back to place. Gents walk three steps into the center, bow, and go back to place.

   d. All face right, boys step up to be beside your partner. This is called promenade.

   e. Repeat girls into the center, then promenade.

   f. Face your partner, dotsy do. Ladies put hands on hips, gents cross arms in front of chest, and walk around each other back to back. Dotsy do to your corner.

   g. Swing your partners, join hands and skip around. *Note:* This sequence continues until the end of the music.

RESOURCES:

Bowman Records, 622 Radier Drive, Glendale, CA 91201

Educational Activities, Box 392, Freeport, NY 11520

Educational Record Sales, 157 Chambers Street, New York, NY 10007

Kimbo Educational Records, P.O. Box 477, Long Beach, NJ 07740

Radio Corporation of America, RCA Victor Educational Records, 155 East 24th Street, New York, NY 10010

Grade
K

LEVEL:
PRIMARY

HEADS AND SIDES SQUARE DANCE

OBJECTIVE:

To experience cooperative social learning and become skillful and expressive movers.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music appropriate for the “Heads and Sides” square dance.

INFORMATION:

Folk and square dances offer a relaxed environment for developing basic social skills. Square dancing steps are derived from folk dancing. Thus, children should have some experience with folk dances before learning square dances.

CLASS ARRANGEMENT:

Divide the class into pairs; arrange the pairs into groups of four.

SKILLS NEEDED:

Understanding the meaning of the sets.

INSTRUCTIONAL STRATEGIES:

1. Explain the meaning of the sets, i.e., square dances are done in sets of 4 couples arranged to form a square. Girls should stand on the right side of their partners. The head couple—Couple 1—is the couple nearest the caller or the music. Couple 2 is to the right of Couple 1; Couple 4 is to left of Couple 1; Couple 3 faces the head couple. Couples 1 and 3 are the head couples, 2 and 4 are the side couples.

2. The head couples walk toward each other, three steps forward, then three steps back to their places. The same couples (1 and 3) walk forward and form a circle. Circle seven steps to the left, then circle seven steps back to their places. They face their corners, (boys face girls on their left, girls face boys on their right) dotsy do their corners, swing their partner, then promenade. The side couples repeat the dance. To start the dance, honor your partners, honor your corners and all join hands circle left, and then circle right.

RESOURCES:

Explanations for dotsy do and promenade are found in previous lesson.

Bowman Records, 622 Radier Drive, Glendale, CA 91201

Educational Activities, Box 392, Freeport, NY 11520

Educational Record Sales, 157 Chambers Street, NY, NY 10007

Kimbo Educational Records, P.O. Box 477, Long Beach, NJ 07740

Radio Corporation of America, RCA Victor Educational Records, 155 East 24th Street, New York, NY 10010

Grade
K

LEVEL:
PRIMARY

DANCE OF GREETING

OBJECTIVE:
To develop basic coordination and agility by learning fundamental steps of folk dances.

LIFE SKILL:
To promote physical activity, exercise and mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Music for "Dance of Greeting."

INFORMATION:
Folk dances are the oldest form of structured dance. They have been used for hundreds of years in ceremonies, rituals and as an expression of everyday experiences. Folk dance is deeply embedded in the culture of most countries.

This dance originated in Denmark but has various forms in all of the Scandinavian countries.

CLASS ARRANGEMENT:
Divide class into mixed pairs facing each other; scattered formation.

SKILL NEEDED:
Skipping.

INSTRUCTIONAL STRATEGIES:

The couples greet each other by clapping and bowing, then as the girl jumps up and down, the boy runs around her to make sure she is doing it properly.

The boy and girl reverse roles with the girl running around the boy while he jumps up and down. Having approved of their partner, they skip together. Practice with students the following progressions:

1. Clap hands twice and bow slightly from the waist while placing the right heel forward.

2. Clap hands twice and bow slightly from the waist slightly while placing left heel forward.

3. Girl jumps twice in place while the boy runs around her, taking eight small running steps back to his place.

4. Clap hands twice and bow slightly from the waist while placing right heel forward.

5. Clap hands twice and bow slightly from the waist while placing left heel forward.

6. The boy jumps twice in place while the girl runs around him, taking eight small running steps back to her place.

7. With partners side by side and inside hands joined, they skip eight steps forward.

8. With partners facing each other and holding hands, they skip eight steps around each other.

RESOURCES:

Bowman Records, 622 Radier Drive, Glendale, CA 91201

Educational Activities, Box 392, Freeport, NY 11520

Educational Record Sales, 157 Chambers Street, New York, NY 10007

Kimbo Educational Records, P.O. Box 477, Long Beach, NJ 07740

Radio Corporation of America, RCA Victor Educational Records, 155 East 24th Street, New York, NY 10010

Grade
K

LEVEL:
PRIMARY

HELMETS FOR SAFETY

OBJECTIVE:

To understand how helmets protect the head and neck.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Helmets protect the head and neck. They may be used for recreation or may be required at the work site.

INSTRUCTIONAL STRATEGIES:

Ask parents who use helmets to visit your classroom to show and describe their helmets. Ask parents and children to identify the activity associated with the helmet. Examples might include bicycle helmets, motorcycle helmets, hard hats, snowmobile helmets, fire fighter hats.

If parents are not able to visit the classroom, ask them to loan a helmet for a few days.

After class discussion of helmets, the helmets could remain in a dress-up area for students. Through play, the students will try out the helmets in pretend-life situations.

RESOURCES:

Helmet safety is only one part of information in a safety curriculum. Generally, districts have a safety curriculum that may include safety issues on bicycles, pedestrians, school buses, fires, drugs, schools, or strangers.

Curriculum for safety may include local resources such as the Fire Department, Police Department (DARE), and service clubs.

State or national curricula are also available through state and federal agencies.

Bicycle/Pedestrian Safety Specialist
Office of Public Instruction
PO Box 202501, Helena, MT 59620-2501
(406)444-3095

Grade
K

LEVEL:
PRIMARY

MAGIC CARPET

OBJECTIVE:

To enhance agility, coordination and leadership skills.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Hoops.

INFORMATION:

The game, Magic Carpet helps children gain more coordination and provides change of balance practice.

SKILLS NEEDED:

Skipping, hopping and walking.

INSTRUCTIONAL STRATEGIES:

Scatter the hoops around the open area. Use two less hoops than the number of children in the class.

1. Inform children where the boundaries of the game are or where the “magic carpet” is located.

2. One student is the leader. (All children will get a chance to be the leader.)

3. The children follow the leader in a single file around the playground or gymnasium. The leader skips, runs, or walks around the hoops and the children following the leader should imitate the leader’s actions.

4. When the leader stops, the children will try to get on a magic spot, which is any one of the hoops scattered around the gymnasium or playground. The student who does not have a “magic carpet” must do five sit-ups, etc.

5. Repeat as many times as necessary to give each child an opportunity to lead.

Evaluation/Modification:

This is a non-competitive game that begins again with each repeat. This game can be accompanied by music, and when the music stops each child runs to a "magic spot."

Resources:

Gallahue, David L., Developmental Physical Education for Today's Children, Madison: WCB Brown and Benchmark Publishers, 1993.

Grade
K

LEVEL:
PRIMARY

BACK TO BACK

OBJECTIVES:

To enhance agility and general body coordination, improve rhythmic performance of locomotor movements, practice team effort.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Movement lessons provide children the opportunity to learn how and where their body can move when performing locomotor movements. Exploratory activities are intended to help children understand how their bodies move and allow them to experiment with movement.

SKILLS NEEDED:

Running, skipping, hopping, jumping, and sliding.

INSTRUCTIONAL STRATEGIES:

1. The number of children should be uneven. On a specified signal, each child stands back to back with another child.

2. One child will be without a partner. This child can clap her/his hands and call out the next position to be taken, such as face to face or side to side, and all children change partners, with the extra player seeking a partner.

3. When the signal is given, the children immediately find a new partner and stand back to back. The odd person is the new leader.

Evaluation/Modification:

The game can be modified by allowing children to give other commands, e.g., “Everybody run, hop, skip, jump, slide” or “walk like an elephant, monkey, chicken, etc.”

Resources:

Gallahue, David L., Developmental Physical Education for Today’s Children, Madison: WCB Brown and Benchmark Publishers, 1993.

Grade
K

LEVEL:
PRIMARY

THE FOUR-STATION CIRCUIT

OBJECTIVE:

To learn and use beginning level motor skills.

LIFE SKILL:

To promote physical activity and exercise and mental health as parts of a healthy lifestyle.

TEACHING FACILITY:

Large open space (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cones, four hoops, four pairs of shoe boxes, four pairs of large coffee cans with string threaded through small holes in the sides close to the bottom, four cowboy hats.

INFORMATION:

Young children often have a hard time with coordination. These activities help develop coordination and motor skills.

SKILLS NEEDED:

Each child will need to know how to run, gallop, and walk with cans under feet.

INSTRUCTIONAL STRATEGIES:

The instructor should lead the students in these warm-up activities:

1. Take three deep breaths.

2. Stretch by touching toes, hold for five seconds. Sit and reach forward and touch toes, hold once again for five seconds. While still seated, spread legs apart making a "V," touch toes once on each side holding for five seconds.

3. Students should stand up and do the "cherry picking" exercise (stand with legs apart, bend over and pretend to pick three rows of cherries); repeat three times. Cool down with three deep breaths. Review the lower level skills that will be used: starting, stopping, running, and changing directions. Explain to the students about the various motor skills they will be using during the lesson such as walking on tin cans while holding onto strings, galloping, jumping, and sliding on their feet. Demonstrate each skill to the class and allow the students to practice. Show the class the four stations they will be using and each skill that will be used there.

   Divide the class into four teams. Each "team" will have the opportunity to try each station which should be marked by the orange cones.

Stations:

1. Cowboy hats—students will gallop from one cone to middle cone and back to starting point.

2. Tin cans—(the cans are used with the open end on the bottom) walk on the tin can to the middle cone and back.

3. Hoops—jump through the hoops.

4. Shoe boxes—skate (with the shoe boxes on their feet) to the middle cone and back.

   Rotate the children through the four activity stations.

Evaluation/Modification:

Focus is on enjoyment and success. Be flexible.

Grade
K

LEVEL:
PRIMARY

BLOOD VESSELS AND THE WORK THEY DO

OBJECTIVE:

To understand the importance of cardiovascular fitness and nutrition.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Hoops, blue and red beanbags (small size), eight buckets or boxes.

INFORMATION:

Cardiovascular efficiency determines the body's ability to do work over an extended period of time. It is a measure of the heart's ability to provide blood and oxygen to the working muscles. Deoxygenated blood circulates from the heart to the lungs where it picks up oxygen and is then transported back to the heart. The heart pumps the blood to the working muscles where the oxygen is removed from the red cells and the deoxygenated cells return to the heart to repeat the cycle.

This lesson uses a modified relay activity with red and blue beanbags. The blue bags signify deoxygenated blood cells and the red bags indicate blood cells saturated with oxygen.

CLASS ARRANGEMENT:

Entire class divided to form three teams: heart/lung, circulation, and working muscles.

SKILLS NEEDED:

An understanding that the heart is a muscle and that it gets stronger in response to continuous (aerobic) exercise, knowledge of foods that help provide energy for continuous exercise.

Instructional Strategies:

Use white shoe polish or tape to make a simplified outline of the body with a head, two legs, two arms, a heart and lungs. Place the heart and lungs about 15 feet apart; place the arms and legs about 30 feet from the heart and lungs. Place two buckets at the lungs and a bucket at each working muscle site.

Each heart and lung team member picks up a blue bag from the heart, and transports it to the lungs, where (s)he deposits the blue bag and picks up a red bag and returns to the heart, where (s)he drops the red bag, again picking up a blue bag to repeat the cycle.

The circulation team simulates blood vessels. Each member is assigned to an arm or a leg. (S)he carries a red bag from the heart, drops it off at her/his appendage and transports a blue bag back to the heart from their assigned station; they continue this motion until asked to stop. The working muscles receive red bags from the circulation team. Each member of the working muscles team jumps up and down ten times, then (s)he exchanges the red bag for a blue bag from a bucket at her/his work station. The blue bag is handed to a circulation team member; repeat the cycle. The cycle will be allowed to continue for some time and then the children reassigned to different teams.

Once students have the basic workings of the process, it can be speeded up.

NOTE: The teacher will have to transport blue bags from the lungs to the buckets at the working muscles since there will be a build-up of blue bags at the lungs, and do the same for the red bags from the working muscles back to the lungs. (This chore could be used for another team that operates outside of the body's system.)

Grade
K

LEVEL:
PRIMARY/INTERMED.

"100 POINTS"
HEALTH-RELATED AND SKILL-RELATED FITNESS TEST

OBJECTIVE:
To increase regular participation in skill and health-related fitness activities.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Fitness test and score cards (see Appendix C).

INFORMATION:
"100 Points" is an achievement/improvement fitness test, combining an outcome of both skill-related and health-related fitness enhancement programs.

INSTRUCTIONAL STRATEGIES:

1. Select the appropriate age test from the "100 Points."

2. Administer test to students in the fall and in the spring to provide comparisons.

3. Provide a score card for each student.

4. Focus on **improvement** in each area of the test for each student.

EVALUATION/MODIFICATION:
The test score cards from the appendix can also be utilized as a criterion measure, using the 0-100 scale.

Grade
K

LEVEL:
PRIMARY

THE HEALTHIEST HIKE

OBJECTIVE:

To learn the effects of different foods on perceived energy level while hiking.

LIFE SKILL:

To promote proper nutrition, exercise and physical activity, and good mental health as parts of a healthy lifestyle.

TEACHING FACILITY:

Appropriate place for hiking; classroom or lunch room.

EQUIPMENT/MATERIALS:

Sample foods high in carbohydrates and sample foods high in fat, large tablet and felt tipped marker.

INFORMATION:

When people eat foods with a lot of carbohydrates their energy level is increased, giving them a feeling of being more alive and active. On the other hand, foods high in fat tend to make people feel sluggish with little energy.

CLASS ARRANGEMENT:

Set up tables where students may eat or use lunch room tables.

SKILLS NEEDED:

Words to describe personal feelings, knowledge of the difference between high carbohydrate and high fat foods.

INSTRUCTIONAL STRATEGIES:

Children should come to school without lunch. Give the students a choice of different high-fat foods. When everyone is finished eating, provide an activity like reading or art for about 30 to 90 minutes. Take the students on a 30-minute hike. When the students return to the classroom gather them together in a large group setting. Using the tablet and marker record the results as you ask each student how he/she is feeling. Some examples might be tired, lazy, hyper, the same as yesterday, etc.

In two days repeat the experiment but provide a choice of foods high in carbohydrates for the students to eat. Compare the results from the previous hiking trip. Ask the students why the results turned out differently. Does it have anything to do with the kind of food that was eaten? Why do different types of food have different effects on the body? Discuss the answers to the questions with the students. Explain why joggers and athletes eat high carbohydrates prior to exercising.

Evaluation/Modification:

The teacher could use the hike to have children observe the environment and the various ways that it is impacted by human activities. The second hike could be used as an interdisciplinary experience to help with the identification of different kinds of trees/plants.

Grade
K

LEVEL:
PRIMARY

"FANTASTICO FOOD!"

OBJECTIVE:

To learn the difference between the nutritional value of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Student lunch pails with examples of "Fab" (fabulous) and "Fun" foods. The foods selected should be from student sack lunches or from lunches served at school.

Examples:

"Fab" foods are fruit (apples, bananas, oranges, kiwis); veggies (carrots, celery, radishes, broccoli).

"Fun" food is candy (Snickers, M & Ms, Hershey bar, Butterfinger).

INFORMATION:

Some foods have a higher nutritional content than others. This nutritional content is directly related to the nutrients received from it. Good nutrition affects the efficiency of muscles. The heart is our most important muscle. If our heart muscle is strengthened, it will perform more efficiently.

CLASS ARRANGEMENT:

Divide class into teams of three; place teams in a line.

SKILL NEEDED:

Basic knowledge of approximate nutritional content of the foods used in the relay.

Instructional Strategy:

Teacher discusses the contributions of the "types" of food for good nutritional practices (may refer to the food pyramid, see appendix).

Radical Relay

Each team has a lunch box elevated above the ground about 30 feet away that requires each child to reach inside without seeing the contents. Each lunch box contains three pieces of each "type" of food. Each child runs to the lunch box, blindly selects a food, decides which type of food it is and then travels back to the team using the locomotor pattern assigned to the food.

"Fab" food—run back.
"Fun" food—crawl back.

Before and after the "Radical Race," the class discusses which of the two methods of travelling strengthens the heart muscles more. The class can discuss what it means to strengthen the heart muscle and why we would want to do so.

Grade
K

LEVEL:
PRIMARY

WATCH WHAT YOU EAT

OBJECTIVE:

To learn to distinguish high and low-fat foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Pictures of high and low fat foods glued to poster board, string for the poster board, eight high and low-fat foods.

INFORMATION:

Body composition includes lean body mass (bones, muscles, ligaments, and tendons) and body fat. The more we practice good nutrition the better our performance, appearance, and health status. Good nutrition plays a big role in maintaining a healthy lifestyle.

CLASS ARRANGEMENT:

The entire class.

SKILLS NEEDED:

Knowledge of basic nutrition, basic body composition, running.

Teaching Strategies:

Two student volunteers to be high-fat foods (milk shake, french fries, candy bars, chocolate, butter, vegetable oil, cheese, fast foods, etc.), and two volunteers to be low-fat foods that are healthy (banana, carrot, lettuce, low-fat milk, bread, pasta, steamed rice, etc.). Each child chooses a high or low-fat food and using the string, hangs the picture around her/his neck.

The structure of this game is similar to "Red Rover." A line marked on the floor symbolizes the mouth (use tape or white shoe polish if no lines are available). The children who do not have pictures of foods around their necks stand on the line. They must distinguish the high fat foods from the low-fat foods by examining the signs around the students' necks. One food goes at a time, trying to break through the line. If a high-fat food tries to break through, after taking a running start, the children have to find a way to keep it out. If a low-fat food tries to come through, they will be able to get through the line. If the high-fat food does get through the line, that person switches with one of the children in the line. The new person in line wears his or her sign with the picture of the high-fat food.

Evaluation:

This game is finished when the students seem to be getting the point of watching what kinds of food they let into their bodies. The line should not end up with all high-fat foods; the children should realize they have to work together (cooperatively) to achieve a proper body composition, keeping the high-fat foods out.

Grade
K

LEVEL:
PRIMARY

SCORING A BALANCED MEAL

OBJECTIVES:

To learn the foods in each food group and what it takes to make a balanced meal.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four cards with pictures of foods belonging to each of the five food groups (20 cards total), five cones to mark the handing-off areas.

INFORMATION:

A balanced diet consists of the right amount of servings from each of the five food groups. The food groups are as follows: the grain group consisting of breads, cereals, pastas, and rice; the fruit group, the vegetable group, the meat group consisting of red meat, poultry, fish, eggs, nuts and dry beans, and the dairy group consisting of milk, yogurt, and cheeses (see Food Guide Pyramid in Appendix E).

CLASS ARRANGEMENT:

Five students randomly assigned to each cone.

TEACHING STRATEGIES:

Arrange the cones to form a pentagon with approximately 20 meters between the cones. Each student will be given a different card with a picture of a food on it. Each food group will have four cards, each with a different food from that group. For example, the “meat group” pictures may include a chicken, egg, fish or a hamburger patty.

Children will line up in random groups of five at a cone. When the game begins, the first five will have a card from a food group and will run (20 meters) to the next group of five. There they will find someone with a picture from a different food group and that person will take both of the cards and run 20 meters to the next group of five. This will continue through the other two stations. The goal of the game is to be the first to finish with a balanced meal. If someone finishes first without a balanced meal, they do not score; they must have a balanced meal to score.

Evaluation/Modification:

This relay can be repeated many times putting the students in different legs of the relay until the teacher thinks that the students understand which foods belong in each group and what it takes to make a balanced meal.

Grade
K

LEVEL:
PRIMARY

FRUIT, FRUIT, VEGGIE

OBJECTIVE:

To learn about different foods and their placement in the food pyramid.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoors or outdoors).

INFORMATION:

The food pyramid divides foods into six categories. Within each of these categories, there are recommended numbers of servings and serving sizes. For example, in the fruits category, the recommended number of servings is two to four and serving sizes include one medium apple, four ounces of juice, etc. (see Food Guide Pyramid in Appendix E).

CLASS ARRANGEMENT:

Entire class.

SKILL NEEDED:

Basic knowledge regarding the food pyramid.

INSTRUCTIONAL STRATEGIES:

Students sit in a large circle. One person is chosen as the "quizzer." The quizzer designates a food group. (S)he walks around the perimeter of the circle and touches a student's head. The student touched must state a food in that group and then jump up and try to tag the quizzer before (s)he get around the circle and back into the open spot. If the quizzer is caught, (s)he continues in her/his role until successful in completing the circle without being tagged. Suggested category names are breads, fruits, vegetables, milk, meat.

EVALUATION/MODIFICATION:

This game is similar to "Duck, Duck, Goose."

Grade
K

LEVEL:
PRIMARY

NAMING FOODS I KNOW

OBJECTIVE:

To increase awareness of variety of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A mix of the following items: real food, food models, food magazine pictures, or food cards for a total of 30 items, a graphic of the Food Guide Pyramid (see Appendix E).

INFORMATION:

The Food Guide Pyramid guidelines encourage eating foods from all five food groups. Children will eat different foods if they are familiar with them. At this age, children can begin to categorize many foods into the five food groups of the Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Show the graphic of the Food Guide Pyramid. Explain that the Pyramid helps us choose foods that will keep us healthy. Foods are sorted into the groups of the pyramid, and we can choose many foods from each group of the pyramid each day. Give easy examples of the kinds of food that are in each group. Ask for more suggestions from students.

2. With food models, food cards, food magazine pictures, or real food, have the whole class name foods as they are shown.

3. Divide the students into groups of three or four. Each group takes an equal portion of the 30 food pictures which have just been named. Each small group then decides where to place the food.

4. Class discussion to follow the groups' decisions about placement of foods in each food group.

Evaluation/Modification:

Discussion serves as evaluation of knowledge of food names and some recognition of food groupings.

Children can be encouraged to name and group foods they see in their own kitchens or in magazines.

Resources:

For additional nutrition resources contact: Nutrition Education Division, Human Nutrition Information Service, U.S. Department of Agriculture, Belcrest Rd., Hyattsville, MD 20782, Ph. 301-436-5194.

Nutrition Education and Training Program, Montana State University, Bozeman, MT 59717.

Grade
K

LEVEL:
PRIMARY

CART SMART IN THE SUPERMARKET

OBJECTIVE:

To demonstrate skills in choosing foods in the supermarket.

LIFE SKILL:

To promote proper nutrition and mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Empty food containers or food models, Food Group Bucks (designed by educator), Food Guide Pyramid (see Appendix E).

INFORMATION:

Children can learn about food decisions in the supermarket by role playing in the classroom. Responsibility for food shopping and money management can start in the primary years. Children not only learn names, colors and forms of food but how to make decisions, how to plan for food choices, and how to budget money. Personal responsibility for food choices can be stressed.

SKILL NEEDED:

Knowledge of food groups in the Food Guide Pyramid is helpful.

INSTRUCTIONAL STRATEGIES:

1. Introduce the idea of comparative shopping and choosing among many foods by discussing the reasons we shop for food in the supermarket, who pays, who shops, and who makes decisions about food. Show empty containers of food. Talk about big and small sizes, color and quantity, fresh, frozen, and canned foods, and the amount of time required to prepare the foods to eat.

2. Give each child five tokens or “Food Group Bucks” (one “buck” for each food group) and have each choose which foods (s)he would buy.

3. Discuss selections regarding choices from all five food groups, different colors of food for variety, or other factors for selection. Avoid any judgement about “good” or “bad” foods.

Evaluation/Modification:

Discussion can serve to evaluate children’s comprehension and awareness of the many food choices available to them and to their families.

A field trip to a grocery store could be used as a reinforcement of this learning.

Families could be encouraged to invite children to grocery shop and discuss how family decisions for food are made. Children can take pictures of food and coupons to match real foods in the supermarket, either for purchase or as an identification activity.

Resources:

Adapted from: Hertzler, A., E. Scott, and M. Coleman, Kids, Food and Money, Petersburg, Virginia: Virginia Cooperative Extension Service, 1988.

Grade **K**

LEVEL: ***PRIMARY***

PACK MY POCKETS WITH SNACKS

OBJECTIVE:

To identify a variety of foods which could be eaten as snacks.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One or more boxes to serve as “pockets.”

INFORMATION:

One strategy to encourage children to eat a varied and balanced diet is to create awareness of the great number of snack items which they could eat. Encouragement of healthful snacks is important; children can view snacks as fun and adventure filled if prompted to do so.

INSTRUCTIONAL STRATEGIES:

1. Discuss energy needs of children and how snacks often keep our bodies fueled between meals. Snacks can be chosen from a wide variety of foods from all food groups. We like snacks the most when they taste good and are interesting.

2. Have one or more boxes set up to represent pocket(s). Each child can imagine that this box is her/his pocket which keeps snacks from smashing, freezing, cooling, etc. Students can imagine a variety of journeys to specific places, and what they would put in their pockets for snacks on the journey. Encourage children to think of many foods other than typical “snack” foods by asking if soup or leftovers can be a snack.

Examples: We are going to a place where it is very hot. What would you put in your pocket for a snack? (Remember, this pocket doesn't let food melt!) We are going to a planet where everything is green... where everything is crunchy...liquid. We are going to Mexico, to Japan, or to Fort Belknap Reservation. Only imagination limits where children can pretend to visit and pack snacks. Some discussion of snacks we would eat "more often" or "less often" would be appropriate but the message is to eat a variety of foods.

EVALUATION/MODIFICATION:

Healthful and interesting snack recipes are available from many sources if it is possible to use real food in this lesson.

Grade
K

LEVEL:
PRIMARY

MYSTERY BAG TASTING PARTY

OBJECTIVE:

To identify and have the opportunity to taste a variety of fruits and vegetables.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Fruits and vegetables, the same number of brown bags.

INFORMATION:

One of the most important recommendations for a healthy diet is to consume at least five fruits and vegetables each day. Children tend to follow the recommendation better when they are exposed to a variety of fruits and vegetables in a positive way and also have an option to taste them. Children who have tasted a variety of foods are more likely to include those foods in their diets; if not immediately, then at some point in their lives.

INSTRUCTIONAL STRATEGIES:

1. In preparation for this lesson, collect a number of common and unusual fresh fruits and vegetables. Some examples are potato, carrot, honeydew melon, yellow squash, turnip, and strawberries. Collect the same number of small brown paper bags to hold the foods.

2. Tell the students they will play a guessing game. Start at one side of the room with a bag containing a fruit or vegetable and allow each child to reach into the bag and feel the contents without looking. Let them guess what food is in the bag. After everyone has guessed, hold up the food for everyone to see. Say the name aloud with the children. Ask them the following questions:

What color will it be inside?
How will it taste—sour, sweet, bland?
Will it be soft or crunchy?
Will it have seeds or a pit inside?

3. Wash the fruit and vegetables. Using a cutting board, cut the fruit or vegetable open and give a small piece to each child who would like to taste it. (Children should have washed their hands.) Discuss if the taste is what they expected.

EVALUATION/MODIFICATION:

Children who recognize and taste the foods after the activity have become more aware of fruits and vegetables.

A variation is to blindfold some children and have them guess less common fruits and vegetables that are laid out on a table.

RESOURCES:

Adapted from Show The Way to 5-a-Day, Burlington, Vermont: Vermont Department of Health, 1993.

Grade
K

LEVEL:
PRIMARY

COLORS ON YOUR PLATE

OBJECTIVES:

To identify foods by color; to choose a variety of colors of food at meals.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

White paper plates for each student, crayons to be used with small pieces of paper or colored pictures of food.

INFORMATION:

Variety is one of the important components of the Dietary Guidelines for Americans and the Food Guide Pyramid. Children eating a variety of foods are likely to get all of the nutrients they need for health, growth and development.

SKILLS NEEDED:

Draw and color foods.

INSTRUCTIONAL STRATEGIES:

1. Discuss with children that one way to eat well and have variety is to eat foods of different colors. To do this, when students sit down to eat meals they can check to see if there are foods of at least three colors on their plate. If so, the students will probably eat from most of the food groups. Ask children to name the most common colors of foods: vegetables (green and yellow); fruits (many, but commonly red, orange, yellow, green, blue); breads, cereals, rice (white, brown); milk products (white, light yellow or orange); meat foods are red, brown, or off-white. Ask which three foods they would choose to create three colors on their plates during a meal.

2. Give each child a white paper plate. Each child can draw three colored foods on the plate or choose a variety of pictures of food to paste on the plate. These pictures might be from magazines or catalogs or newspaper supplements.

Evaluation/Modification:

Students can share the reasons they chose the colors and the foods they have selected. This activity could be altered so that children choose foods for three plates representing breakfast, lunch and dinner. Children could draw colored foods to place in a brown paper "lunch" bag instead of on a plate.

Plates could be displayed in the classroom or hall as a part of an art project.

Resources:

Adapted from: Healthy Growing Up, Oak Brook, Illinois, McDonald's Corporation, 1992.

Grade
K

LEVEL:
PRIMARY

HAPPY MEALS AT HOME

OBJECTIVE:

To identify and role play ways families can work together to make meal times enjoyable.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Let's Have Happy Meals handout (see Kindergarten Handout Masters).

INFORMATION:

Since good nutritional practices play a major role in good health, it is important that children view eating experiences as pleasant. Manners and eating "guidelines" are important for children to learn and practice to make the mealtime equally enjoyable for others.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of having a pleasant environment to make meals enjoyable. Children can state some behaviors that make adults and children comfortable with each other at meals.

2. Using the handout, Let's Have Happy Meals, have children color the happy face for "yes" answers and the frowning face for "no" answers (or use a thumbs up or thumbs down response from children). Discuss each behavior as appropriate.

3. Ask one or more students to volunteer to role play a person who has bad manners and who makes mealtimes unhappy for others. One or more students can role play a happy meal setting with people using manners and good eating "guidelines."

Evaluation:

Role playing permits children to learn skills and practice skills in "real-life" environments. In this lesson, it also permits assessment of the degree to which children understand positive behaviors and good manners while eating.

Resources:

Adapted from Fun Times with Food. Ithaca, New York: Cornell Cooperative Extension, 1991.

Grade
K

LEVEL:
PRIMARY

HYGIENE RELAY

OBJECTIVE:

To learn, through exercise, the importance of personal hygiene.

LIFE SKILLS:

To promote disease prevention and encourage adoption of physical activity as parts of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Twenty safety pins, four buckets (for dirty towels), four cones, eight mats, four large boxes, six flat pop can boxes, four rolls paper towels, four sheets of cardboard; four each of toothbrush, toothpaste, soap, and comb; 20 winning ribbons shaped like soaps and toothbrushes (make in art!), Obstacle Course Map Hygiene Fun (see Kindergarten Handout Masters).

INFORMATION:

A combination of cardiovascular exercise and personal care leads to a healthy and happy body.

CLASS ARRANGEMENT:

Lay out the relay as shown on handout. Divide students into groups of five and place three members of each group at the start of the obstacle course and two at the end.

SKILLS NEEDED:

Basic knowledge of personal hygiene, running, skipping, jumping.

WARM-UP:

Stretching, students should jog through course for warm-up and familiarity.

INSTRUCTIONAL STRATEGIES:

Each group competes in an obstacle course/relay by working its way through a course which involves completing daily hygiene activities.

Students begin the course by running ten yards, then pretend to brush teeth with cardboard tools (must replace tools before moving on), run/weave through cones, then pretend to wash face/hands (paper towels and soap are in the bucket and should be replaced before moving on), skip ten yards, crawl through box-tunnel, run ten yards, tag partner by clapping the partner's hand and sit down. Team members alternate direction through the obstacle course. All exercises must be acted out completely or that team will be disqualified. The event ends when all the students have completed the relay course.

Note: Students beginning the course at the START will finish at the END; students beginning the course at the END will finish at the START.

Evaluation/Modification:

Run the course in the opposite direction so that each child now performs the tasks in the reverse direction.

Grade
K

LEVEL:
PRIMARY

HAND WASHING: A HEALTH HABIT

OBJECTIVE:

To learn good hand washing technique.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with a sink.

EQUIPMENT/MATERIALS:

Black construction paper roll, hand washing certificates for each student, white chalk, blackboard, white tempera paint, soap and water, toweling or hand dryer.

INFORMATION:

Washing hands is the first defense against disease and infection. It is the foundation of good hygiene and universal precaution against the spread of disease. Positive hand washing habits include washing after playing, before eating, after handling pets, after holding hands over mouth when sneezing or coughing, after using the bathroom, and after any kind of scratch or cut has occurred.

CLASS ARRANGEMENT:

Semicircle around blackboard.

INSTRUCTIONAL STRATEGIES:

1. Discuss how often and when students should bathe or wash. Discuss how good it feels when hands are clean.

2. Students can brainstorm times they should wash hands, e.g., after using the bathroom, before eating, when hands are dirty, after playing, etc. List on blackboard.

3. Students can make white handprints (tempera paint) on the black construction paper. Write each student's name beside the handprint with a piece of chalk.

4. Students can remove the paint from their hands by washing with soap and water, and drying well.

5. Provide each student with a hand washing certificate and help her/him write her/his name (have the date and teacher's signature already filled in).

Evaluation/Modification:

Hang the black construction paper roll up on the wall of the classroom.

Resources:

Michigan Model for Comprehensive School Health Education, 1986.

Grade
K

LEVEL:
PRIMARY

GLOVES KEEP GERMS OUT

OBJECTIVE:

To demonstrate the importance of using latex gloves when coming in contact with body fluid.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Several pairs of latex gloves, permanent markers.

INFORMATION:

Dentists, doctors and other health care workers wear special latex (rubber) gloves when working on patients.

CLASS ARRANGEMENT:

Semicircle class demonstration.

INSTRUCTIONAL STRATEGIES:

1. The teacher should place a pair of latex gloves on his/her hands. Using the marker, draw a number of lines, shapes, numbers or pictures on the glove.

2. Show the students the gloves. Tell them you are pretending to be a dentist or an EMT and the markings are germs from the patient's mouth or an injury.

3. Pull the gloves off and have the class observe if any markings are present on your hands. Ask students to tell you why wearing gloves is important to a dentist and a patient.

4. Explain that just getting germs on the hands may not be dangerous, since the skin will keep most germs from getting inside the body. But if the health care worker had a small cut in her/his hands, the germs could enter their body.

5. Tell students they will sometimes see the school nurse or their own dentist or doctor wearing gloves. Discuss that you keep a pair in the first aid box to keep from being infected by germs.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
K

LEVEL:
PRIMARY

GERMS: CAN'T SEE 'EM

OBJECTIVE:

To demonstrate the presence of germs and how to prevent spreading germs to other people.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Filmstrip/slide projector or any piece of audiovisual equipment that casts a beam of light, spray bottle of water, or aerosol room deodorizer.

INFORMATION:

Germs are all around you. There are germs on objects you touch, on the food you eat, in the air you breathe. The cold virus is a germ. It is spread when someone, who has a cold, sneezes or coughs into the air. The virus (germs) may be taken into the body when another person inhales.

CLASS ARRANGEMENT:

Semicircle

INSTRUCTIONAL STRATEGIES:

Germs in the air cannot be seen. Look around you, do you see any?

Demonstration 1

Turn off lights and turn on projector to show all the dust and airborne particles in the air. (The teacher can explain that germs are too small to be seen, but are in the air just like the other particles.)

Demonstration 2

To demonstrate what happens when a person sneezes:

a. Spray around the area using the bottle or aerosol. The droplets (germs) cannot be seen. Tell students that the spraying is somewhat like a person sneezing or coughing and not covering her/his mouth or nose. The germs spread throughout the air.

b. Spray using a tissue to cover the nozzle. Explain this is like using a handkerchief or a hand to cover one's mouth/nose. The tissue limits the spray that enters the air and people are not exposed to others germs as easily.

Evaluation/Modification:

Repeat the second demonstration using the light from the projector.

Ask students how using a handkerchief, tissue or hand reduces the number of germs airborne. Reinforce washing hands.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
K

LEVEL:
PRIMARY

BODY PART

OBJECTIVE:

To be able to identify body parts.

LIFE SKILLS:

To promote good mental health including family and community health and to promote responsible sexual behavior as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Boys' and girls' bodies are alike in some ways and different in others including head, eyes, nose, ears, mouth, lips, neck, arms, elbows, fingers, shoulders, navel, pelvis, buttocks, legs, knees, ankles, feet, toes, penis and vagina.

Sex education needs to be congruent with students' developmental levels and is a major consideration throughout the development of a curriculum. For example, students at the primary level are developmentally interested in body parts and bathroom habits. Because many of their mothers or their friends' mothers are pregnant, they are also interested in pregnancy and childbirth (Health Enhancement Curriculum K-5, Bozeman Public Schools, July 1991).

INSTRUCTIONAL STRATEGIES:

Teachers often have a teaching unit on "My Body." The focus may be skeletons and bones, the heart as a pump and the cardiovascular system, the five senses, and the internal organs.

Instead of a separate lesson on reproductive body parts, it is important to identify body parts as part of all other lesson plans as appropriate. While instructing, questions may arise regarding anatomical parts or physiological processes; it is important to respond with accuracy.

While giving toileting/restroom instructions to new kindergartners or first graders, the topic of body parts and the toileting process may come up. It is important to give anatomically correct language to children, i.e., penis and vulva or vagina. Nicknames or slang terminology can be confusing to young children, especially when information is presented regarding personal hygiene.

RESOURCES:

Little Questions, Big Questions: The Case for Family Life Education in the Early Grades. This ground-breaking video offers sound reasons for introducing children in kindergarten through third grade to family life and sexuality education that is age and developmentally appropriate. A physician, a professor of child development, parents, and teachers comment on the importance of beginning instruction early in order to build a base of positive, responsible sexual behavior and health. Source: The New Jersey Network for Family Life Education, Center for Social and Community Development, Rutgers University, Building 4087, Livingston Campus, New Brunswick, NJ 08903, (908) 932-7929.

Grade K

LEVEL: *PRIMARY*

FAMILY COMPOSITION

OBJECTIVE:

To understand the different compositions of families.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two-inch circles, 18" x 24" construction paper.

INFORMATION:

All families need adults to help nurture (love) the children. Some families have two parents, some have one. Some families have other family members in their homes such as an aunt, grandpa, etc.

VARIATIONS IN FAMILY COMPOSITION

Natural or Biological Family
Family into which the individual is born or is related by blood.

Adoptive Family
Family to which an individual belongs through adoption, usually by legal means.

Family of Origin
Family into which an individual was born.

Nuclear Family
Family created by a marital or ongoing relationship between two individuals and their offspring, if any.

Family of Procreation
Family created by individuals entering a relationship into which children are born.

Extended Family
Family group that includes one or more nuclear families plus other individuals related by blood or marriage.

Intact Family
Family that includes two parents and their natural or adopted children living in one household.

Single-Parent Family
Family consisting of children and one parent, either father or mother, living in one household.

Step-Parent Family
Family created by the remarriage of one or both parents; this family may include children of the present marriage, as well as children from previous marriages of one or both spouses.

Alternative Lifestyles Family
Family consisting of children and two parents of same sex or other combinations.

Instructional Strategies:

1. Ask each child to think about how many people live in their home.

2. Give each child a circle for each family member. The circle will be the face for their art project. Ask them to draw a face for each person.

3. Glue the circle on a piece of construction paper. Ask students to draw a body for each head.

4. Display the project in the classroom or the hall.

Evaluation/Modification:

Talk about the contribution of each family member to the household. Examples might be a sense of humor, musical skills, organizational skills, cooking, etc.

Resources:

Art activity courtesy of Mrs. Donnie Seibel, Wilson Science and Technology School, Bozeman, Montana.

Janosik, E., & Green, E., Family Life: Process and Practice, Boston: Jones & Bartlett, 1992.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To discuss a variety of feelings.

LIFE SKILLS:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS:

Record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows a child to control her/his emotions and act appropriately.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

Discuss how people look when they are happy. Look in magazines for pictures of happy faces. Place several faces on a mural. Children can pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song "If You're Happy and You Know It" creates a "happy" atmosphere.

Ask the students questions about feeling sad:

How do you feel when you are sad? How does your body feel when you are sad? How do others feel when you are sad?

Read Miss Nelson is Back. Discuss how the children felt after hearing the story.

Evaluation/Modifications:

Students should be able to recognize feeling sad, happy, safe, scared and angry. Students can role play emotions in front of class to strengthen their understanding of the feelings.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING HAPPY FEELINGS

OBJECTIVE:

To discuss the feeling of being happy.

LIFE SKILLS:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

This lesson is student-centered.

Discuss how people look when they are happy. Look in magazines for happy faces and place several on a mural. Students can pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song “If You’re Happy and You Know It” creates a “happy” atmosphere.

EVALUATION/MODIFICATION:

The previous lesson examined a variety of feelings. This lesson focuses on happy feelings. Role playing activities also help the children understand appropriate behaviors.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING SAD FEELINGS

OBJECTIVE:

To discuss what it is like to feel sad.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Books dealing with feelings, record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

How do you feel when you are sad?
How does your body feel when you are sad?
How do others feel when you are sad?

Put the children's comments on butcher paper. Read Miss Nelson is Back. Discuss how the children felt when they heard Miss Nelson was sick. Discuss how Miss Nelson felt when she saw the children missing school. Discuss how to become happy after you're sad.

Evaluation/Modification:

This lesson focuses on happy feelings. Role playing activities help the children understand appropriate behaviors.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING ANGRY FEELINGS

OBJECTIVE:

To discuss feelings of anger.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

Pick out pictures of angry people. Ask students if they know of anyone who is always angry. Put the children's comments on butcher paper. Ask the students the following questions: What does this person do? How do you feel when you're angry? What are appropriate ways to show that you are angry? What are inappropriate ways (e.g., fighting)?

Read Alexander's Terrible, Horrible, No-Good, Very Bad Day. Discuss taking responsibility for feelings. How did Alexander feel?

Evaluation/Modification:

Discuss popular television shows and how people deal with their feelings on television. Videotape a show and use the videotape to show the class positive ways to express feelings.

This lesson focuses on angry feelings. Role playing activities also help the children understand appropriate behaviors.

Resources:

Alexander's Terrible, Horrible, No-Good, Very Bad Day, Judith Viorst.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING SCARED FEELINGS

OBJECTIVE:

To discuss feelings of being scared.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

INSTRUCTIONAL STRATEGIES:

Read the Mercer Mayer books There's a Nightmare in My Closet and There's Something in My Attic. Ask children to talk about a time when they were scared.

Read How to Get Rid of Bad Dreams. Problem solve with the students ways not to be scared after reading the book. Write comments from children on butcher paper.

EVALUATION/MODIFICATION:

This lesson focuses on scared feelings. Role playing activities help the children understand appropriate behaviors.

RESOURCES:

How to Get Rid of Bad Dreams, Nancy Hazbryl and Ron Condy; There's An Alligator Under My Bed; You're the Scaredy-Cat; There's A Nightmare in My Closet; There's Something In My Attic, Mercer Mayer; There's A Monster Under My Bed, James Howe.

Grade
K

LEVEL:
PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To discuss a variety of feelings.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Books that deal with feelings (see Resources), record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows the child to control his/her emotions and act appropriately.

TEACHING STRATEGY:

Read Ira's Sleep Over. Discuss all the feelings Ira had during the day. Children can make "face puppets" on a flat piece of white cardboard (use a tongue depressor for back). Give children a situation and have them hold up the face puppet that shows how they would feel in that situation. Reread Ira's Sleep Over. Have students hold up a face for different situations in the book.

RESOURCES:

Ira's Sleep Over by Bernard Waber.

Grade
K

LEVEL:
PRIMARY

STORY ABOUT KING MARVIN

OBJECTIVE:

To encourage resistance to tobacco use and learn that it can be cool not to go along with the crowd.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Huff and Puff Story (American Cancer Society), The Story of King Martin the Magnificent, King Martin Picture (see Kindergarten Handout Masters).

INFORMATION:

Using tobacco makes our bodies unhealthy. It's a smarter idea not to start. You can be cool without using tobacco.

INSTRUCTIONAL STRATEGIES:

Read the Huff and Puff Story and ask children to explain why the wolf couldn't blow the house down. Discuss some of the consequences of using tobacco (yellow teeth, black lungs, inability to breathe) and then read the story of King Marvin. Talk about being cool, going along with the crowd. Students can also color the picture of King Marvin.

RESOURCES:

Adapted from Central District Health Department, Utah. Huff and Puff story can be acquired from the American Cancer Society, 17 N. 26th Street, Billings, MT 59101, 252-7111.

Grade

K

Handout Masters

Let's Have Happy Meals

Circle one face for each sentence

		Yes	or	No
1.	To say “yucky” is not polite.			
2.	To say “yucky” might make someone feel bad.			
3.	It is bad to try new foods.			
4.	We should sit to eat our food.			
5.	When we finish eating, we should ask to be excused.			
6.	Happy people make happy mealtimes.			
7.	We should always say “excuse me” after burping.			
8.	We should like our plates clean.			
9.	Eating too much too fast can make us feel sick.			
10.	We should lick our fingers clean.			
11.	We should talk quietly and say nice things at mealtime.			
12.	We should chew with our mouths open.			
13.	We should come to the table with dirty hands.			

Answers: All answers are “yes” except for numbers 3, 8, 10, 12 and 13.

The Story of King Marvin the Magnificent

King Marvin the Magnificent was very grand indeed. He said, "I am magnificent." His subjects all agreed. "King Marvin is magnificent! Our Kingdom is most blest. Of all the Kings who ever were, King Marvin is the best."

Now in King Marvin's Kingdom lived a little boy named Paul, whose favorite thing was playing with a bright pink rubber ball. He bounces his rubber ball all day against the palace gate. He started in the morning and he stayed till it grew late.

One day as he was playing ball, he stopped and said, "I know! I think I'll throw my rubber ball as high as it will go." So Paul wound up and threw the ball with one tremendous fling. "Oh, no!" he cried. "It's headed for the window of the king!"

SMASH went the royal window, and before the King could duck, the ball bounced off King Marvin's throne . . . and hit his nose . . . and stuck!

"What is this thing?" said Marvin as he felt the ball and sneered. But before he could remove it, his Prime Minister appeared. "King Marv!" cried the Prime Minister. "A rubber ball! How cute! It really is magnificent! I'll get one for my snoot."

And like a flash he left the room, and what do you suppose? When he returned, a rubber ball was stuck upon his nose! The news spread quickly through the land (the kingdom was quite small). Soon on each person's nose there was a bright pink rubber ball.

The butcher and the baker and the driver of the bus all said, "If Marvin likes it, it's good enough for us. Don't we look great!" the people cried. "Our noses are so pleasing! Except it's rather hard to smell and even harder sneezing."

But everyone was happy, the whole kingdom filled with joy, for everybody has a ball—except for one small boy. "Oh, woe," cried Paul, "without my ball I really am so sad. I'll ask the King to give it back; I hope he won't be mad."

Paul tiptoed to the throne room where King Marvin was alone. The King in his magnificence sat on his royal throne. Young Paul knelt down before the King and then was told to rise, but when he lifted up his head a strange sight met his eyes. King Marvin wore an ermine cloak and silk slippers on his toes. A golden crown was on his head and a ball was on his nose.

Then Paul began to giggle, and he laughed 'til he was sore, and pretty soon he laughed so hard he fell down on the floor. "What's so funny?" said King Marvin, as he saw that Paul was staring. "It's your nose!" cried Paul with laughter. "That's my favorite toy you're wearing." "Boy, my nose looks great!" King Marvin said. Said Paul, "I beg to differ. You really do look silly with that ball stuck on your sniffer."

"I do?" exclaimed King Marvin, "Bring my royal mirror quick." King Marvin looked. He saw himself, and what he said was . . . "Ick! I really do look silly and I knew it from the first. I've always said that rubber balls on noses are the worst!"

The King took off the rubber ball and handed it to Paul. “You’ve taught me a great lesson, so I’ll give you back your ball.” Then the butcher and the baker and the driver of the bus said, “If Marvin gave his ball away . . . that’s good enough for us!”

The people of the kingdom gave their rubber balls away. And they all wear their noses plain . . . right to this very day.

So from early in the morning time until it grows quite late, Paul has a hundred balls to bounce against the palace gate.

Now, this story has a moral and it’s very, very true—if a King does something silly, you don’t have to do it too!

Grade
1

LEVEL:
PRIMARY

BEANBAG LESSON

OBJECTIVES:

To enhance throwing and catching skills, and dynamic and static balance ability.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cloth beanbags.

INFORMATION:

Use medium to large cloth beanbags to foster success.

CLASS ARRANGEMENT:

Scattered in general space, polyspots (see glossary) or large hoops/circles (marked on floor with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balancing objects, tossing and receiving skills.

INSTRUCTIONAL STRATEGIES:

Beanbag Challenges:

1. Place the bag on a high patch (see glossary) and move about.

2. Students (in personal space) move the bag from this high patch to medium patch without using hands.

3. Students should flip the bag up from foot to hands. Repeat with other foot.

4. Flip the bag up from foot and have the bag land on a medium patch on body.

5. Students toss bags up, reach and touch the ground to their left, stand up and catch bag.

6. Same as #5 but touch to left, then to right.

7. Toss the bag up then catch it behind back; if caught, flip bag from back over the head so it can be caught in front of student.

8. Students toss bag in air and put arm through legs (from back to front) and catch the bag.

9. With a partner, students stand back to back and take one giant step away from each other. Using one bag, toss the bag over head to partner to catch it.

10. Same as #9 but students bend over and toss the bag between legs to partner.

Grade
1

LEVEL:
PRIMARY

PLAYING "HOOPS" LESSON

OBJECTIVES:

To enhance dynamic and static balance and manipulative skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Multicolored, segmented hoops 4' to 6' in diameter.

CLASS ARRANGEMENT:

Scattered in general space, polyspots, hoops, circles (marked with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balance skills, rolling skills, initial tossing skills.

INSTRUCTIONAL STRATEGIES:

HOOP CHALLENGES:

1. Students balance on one patch inside hoop with two points outside hoop.

2. Starting inside hoop, students jump up and then land with two patches landing outside hoop and three points landing inside hoop, simultaneously.

3. Students stand on an intersection of two lines on the floor and choose a line upon which to roll hoop. If a student meets another student rolling their hoop on the same line as they are on, the first student must stay to the right. If a student's line ends, the student should follow another line, e.g., a line of a different color.

4. At an intersection of two different color lines, students twirl hoop and then run clockwise around it.

5. Students backspin hoop then catch it as it rolls by.

6. After backspinning hoop, students lift it up with leg as it rolls past.

7. Same as #6 but students move hoop from leg to arm without the hoop stopping its spin.

8. Students toss hoop, cover eyes and have hoop land over student.

9. Same as #8 but students flip hoop.

10. Students spin hoop around a body limb, then try moving the hoop to another limb without stopping its spin.

11. With a partner, students roll hoops back and forth.

12. Students can try lightly tossing hoops back and forth.

13. Using one hoop between two students, one student should spin the hoop around an arm, then have the partner move in to take over the spinning hoop without it stopping.

14. Human horseshoes: one student begins with both hoops, their partner is three to four giant steps (meters) away in squatting position. By tossing the hoop, the thrower tries to have the hoop land over their squatting partner; switch roles.

Grade
1

LEVEL:
PRIMARY

BUNCH OF ANIMALS

OBJECTIVE:
To practice dynamic balance and movements that help flexibility.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open space (outdoors on grass, indoors on mat/s).

EQUIPMENT/MATERIALS:
Large mat, polyspots, rag strips, hoops, tape, white shoe polish.

CLASS ARRANGEMENT:
Scattered in general space using polyspots, hoops, circles marked by tape or with white shoe polish to identify personal space.

SKILLS NEEDED:
Imagination, dynamic balance, and flexibility.

INSTRUCTIONAL STRATEGIES:
Floor or mat tumbling challenges:

Students should start moving about using the movements of the animal identified below. When "Call of the Wild" is called out by the instructor, students must return to their "den," "hole," "nest," etc. (polyspot/area).

1. A frisky puppy sniffing about the neighborhood.

2. A puppy with a hurt paw going home to master for sympathy.

3. Bear walking through the woods in Yellowstone Park, then rummaging through a trash dumpster.

4. Inchworm inching to another leaf (hoop/polyspot).

5. Mule kicking within its stable.

6. Seal waddling around a rock (polyspot).

7. Walrus clapping.

8. Alligator scouting its swamp. Back to own personal space (polyspot).

9. Hand and knee scale.

10. Knee scale.

11. Jump turn.

12. Swing ups.

13. Thread the needle (24" rag strips can be held in hands. Students can be assigned partners).

14. Log roll partner but be careful for log jams.

15. Egg roll, being careful not to scramble the egg.

16. Wring a wet dishrag.

17. Bouncing ball: one student squats and pretends to be a ball, the other student pretends to bounce the ball (partner) around the mat. The students should switch roles.

Grade
1

LEVEL:
PRIMARY

COMPASS

OBJECTIVES:

To practice basic locomotor patterns, stimulate the cardiovascular system, and reinforce geography concepts (directions).

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four cones marked “east,” “west," “south,” “north,” and different colored hoops.

INFORMATION:

This activity involves listening skills and the students’ ability to process sequential information.

CLASS ARRANGEMENT:

Hoops are scattered within the four cones marked with a direction; students start inside a hoop.

SKILLS NEEDED:

Basic locomotor patterns and static balance ability.

INSTRUCTIONAL STRATEGIES:

1. The children begin inside their hoop. The instructor calls out a color of hoop, a method of traveling (e.g., galloping), and a direction to travel to and back to their hoop (e.g., west). To keep the activity moving, the instructor calls out the next hoop color and directions as soon as the first group leaves. Repeat process for all groups; give a new task for a group as it completes its first task.

EVALUATION/MODIFICATION:

a. The students can place a given number of body parts in hoop while waiting for task.

b. Bring in a real compass to show children.

c. Try directions such as “northeast” and see how students respond.

Grade
1

LEVEL:
PRIMARY

WARMUP (GYMNASTICS)

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

None.

INFORMATION:

Warm-up activities can be general or specific. General warm-ups focus on elevating the heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-ups take into consideration the nature of skills, games, dances or other activities planned.

INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, student should bend forward and place hands on the floor. Slide forward until thighs are horizontal to the floor. Push chest toward the floor.

2. Leg Kicks - one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.

3. Slide legs down as far as possible into a split position. Hips should be square with the front leg, and the back knee and foot should be turned under. When the student has obtained the maximum split position, place hands on floor on either side of the leg, count to 20, relax and repeat. Splits should be practiced on both sides.

4. On all fours, student pushes down with trunk and raises head. Change to a position with back well-rounded and head dropped.

5. Rock on back with back rounded well (should follow any strenuous back stretching).

Grade
1

LEVEL:
PRIMARY/INTERMEDIATE

WARMUP (GYMNASTICS)

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as a part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-ups focus on elevating the heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-ups take into consideration the nature of skills, games, dance or other planned activity.

CLASS INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Push chest toward the floor.

2. Leg Kicks—one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.

3. Slide legs down as far as possible into a split position. Hips should be square with the front leg and the back knee and foot turned under. When the student has obtained the maximum split position, the students' hands should be placed on the floor on either side of the leg. Count to 20, relax and repeat. Splits should be practiced on both sides.

4. With student on all fours, push down with trunk and raise head; change to a position with back rounded well and head dropped.

5. Rock on back with back well-rounded. This should follow any strenuous back stretching.

Grade
1

LEVEL:
PRIMARY

BALANCE

OBJECTIVE:
To enhance balancing skills through a variety of floor exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Eight 4'x 4' folding mats connected by velcro to make a 32' strip.

INFORMATION:
Children who display skills in several activities such as gymnastics, dance, swimming and skiing are said to have good skill-related fitness. The skill-related components--balance, coordination, agility, speed and power--form a child's developmental sequence and should be addressed by educators in a particular order. The emphasis should be placed on enhancing children's balance skills followed by promoting coordination and agility.

CLASS ARRANGEMENT:
Class divided into groups of two students.

SKILLS NEEDED:
Knee scale, side scale, stork stand.

INSTRUCTIONAL STRATEGIES:

1. Students should warm up using selected warm-up exercises from gymnastics warm-up lessons.

2. Practice the following activites to develop balance:
   - Knee Scale
   - Wide Straddle Sit
   - Shoulder Balance
   - Tripod Balance

Evaluation/Modification:

Practice using the lines on the gym floor. If a fear of height is present, move back to the floor exercises and increase height gradually.

Grade
1

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:
To enhance coordination skills through tumbling exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor and outdoor).

EQUIPMENT/MATERIALS:
Eight 4'x 4' folding mats connected by velcro forming a 32' strip.

INFORMATION:
Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement. Gymnastics, swimming, skiing and dance enhance other forms of coordination between the various body parts, eye and the environment.

CLASS ARRANGEMENT:
Class divided into groups of two students.

SKILLS NEEDED:
Tumbling skills (described in Kindergarten tumbling lesson).

INSTRUCTIONAL STRATEGIES:
Students should perform the following tumbling maneuvers:

1. Backward Shoulder Roll:
   Students start in a squatting position or from a supine position.
   Movement: Roll onto the shoulders while drawing the legs into a piked position toward the left shoulder. Extend the left arm toward the left hip and place the right hand next to the right shoulder with the elbow pointing toward the ceiling.

Recovery: Lower both toes to the mat with the ankles extended so the body weight is supported on the insteps. Head looks to left but is held above the right shoulder as the hands push to move the hips over the left shoulder. Finish in a tucked kneeling position.

Variations:
1) finish in a knee scale position,
2) finish in a sitting pose position,
3) finish in a half split position.

Spotting: Not necessary.

2. Forward Roll:
Movement: Let body down easily with arms, ducking head. Land on neck and shoulders, not head. Tuck tightly with chin on chest, roll like a ball. Student should hold the tuck until student comes to balance on feet. Keep heels wide and close to buttocks.

Spotting: Tuck the head by placing one hand behind the neck and roll the head under.

3. Forward Roll Pike:
Same as forward roll except that while the body is in the air the legs are straight with the body in pike position (flexed at the waist). Finish in squat position.

Spotting: Tuck head on landing on the hands.

Grade
1

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:

To enhance coordination skills through tumbling floor exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4' x 4' folding mats connected with velcro to form a 32' strip.

INFORMATION:

Performance (skill)-related fitness is an aspect of physical fitness related to the quality of one's movement skill. The performance-related components are generally considered to be balance, coordination, agility, speed, and power.

CLASS ARRANGEMENT:

Class divided into groups of two students.

SKILLS NEEDED:

Backward shoulder roll, forward roll, forward roll pike.

INSTRUCTIONAL STRATEGIES:

1. Warm-up exercises from gymnastics warm-up lessons or see Appendix A.

2. Forward Straddle Roll Without Hands:
   This skill takes flexibility and timing. Students should begin in the straddle stand position, body piked with hands grasping ankles.
   Movement: Reach forward with the head and chest to force a loss of balance in the forward direction. As the balance is lost, tuck the chin to the chest and place the back of the head on the mat. The toes point, pressing the hips over the head into the rolling action.

Recovery: Remain in the straddled pike position and maintain the grasp on ankles as the feet contact the mat, push on the ankles while lifting the hips forward and upward into the straddled starting position. Since the hands do not release the ankles, you are in the starting position to continue another no-handed straddle roll. (This drill is difficult, proper timing of standing onto the feet while pushing downward on the ankles and reaching forward and upward with the hips is necessary to be successful.)

3. Backward Roll:

Students should start by squatting on the mat with the body tucked, the chin on the chest, and the hands near the shoulders.

Movement: Roll backward to the top of the shoulders so that the head touches the mat while the chin is still on the chest; place the feet downward onto the mat and put weight on the toes as the arms and head push off the mat. Move the hips backward and upward from an over-the-head position toward the new base, the feet. The knees should not touch the mat. Press hard with the arms so that elbows extend during the roll. If the tuck position is maintained, the vertebrae will roll smoothly down the mat.

Spotting: Stand to the side of the student during the roll. Be ready to move in to grasp the hips as the student gets into the piked position with the hands placed correctly (elbows pointing to the ceiling) and the toes down on the mat. Face the student's back. Bend your knees and place your hands on the student's hips. Tell the student to push and stand as you straighten your legs in order to lift the student over his/her head and onto his/her feet. This action allows the spotter to lift with the leg muscles rather than the weaker back muscles. Do not rush in to spot before checking the correct pike position. This precaution eliminates some of the spotter's work.

Grade
1

LEVEL:
PRIMARY

BALANCING SKILLS

OBJECTIVE:
To improve balance skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Individual 4'x 4' mats.

INFORMATION:
Balance can be static or dynamic. It can be performed in vertical, horizontal or inverted (upside down) positions. The height or speed greatly increases the level of difficulty for students. The ability of students to balance their weight and body parts will accelerate learning of any sport or physical activity and reduces the chance of injury.

INSTRUCTIONAL STRATEGIES:

1. Students should form a "share a mat" formation.

2. Knee Scale: In kneeling position extend the left leg behind body and hold for five seconds. Extend right (opposite) arm and hold for five seconds. Perform both movements at the same time.

3. Lateral Knee Scale: In a kneeling position, extend the left leg to the side (left) and hold for five seconds. Extend right (opposite) arm and hold for five seconds. Perform both movements at the same time.

4. Stork Stand: Stand up straight with both feet close together. Balance on both feet, and transfer weight forward and raise heels. Close eyes and count for five seconds. Open eyes and raise one leg in a stork-like position. Hold for five seconds. Close eyes and hold for an additional five seconds.

5. Front Scale

6. Side Scale

7. Needle Scale

Evaluation/Modification:

Students can play “musical mats” and observe the degree of success in identifying and performing a variety of balance exercises.

Musical Mats

Place individual mats across the floor at the same distance from each other. Students can walk/jog/run/skip/gallop around the gym perimeter to the rhythm of the music. At the signal (music stops), students find a “free” mat to perform one of the maneuvers just learned.

Grade
1

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:
To enhance coordination skills through tumbling exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Eight 4'x 4' folding mats, connected by velcro forming a 4'x 32' strip.

INFORMATION:
Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement. Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement.

CLASS ARRANGEMENT:
Class divided into groups of two students.

INSTRUCTIONAL STRATEGIES:
Students should face each other across the section of the mat strip. See diagram A.

Students will perform tumbling maneuvers as follows:

1. Tuck Position Side Roll:
   Students begin in kneeling position with the hips on the heels and the torso to the knees.
   Movement: Maintaining the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left.
   [Note: the knees do not leave the tuck position during the roll.]

Variation: Upon completion of the roll, extend the torso upward into a kneeling position. Then curl downward again to roll in the opposite direction.

Spotting: Not necessary.

2. Forward Shoulder Roll:
Students should begin in the lunge position with the right leg forward.
Movement: Pike forward, twisting the shoulders to the right and drawing the left shoulder toward the right ankle. Extend the left arm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward on the right leg.

Variation:

a. Roll across the shoulder and back into a sitting posed position.

b. Execute a roll and while on the back place the legs together. Tuck the knees to the chest and kneel up onto both knees.

c. Start the shoulder roll from a kneeling position and finish as in variation (a) or (b) or in the basic shoulder roll.

Spotting: Not necessary.

3. Log Rolls:
Students should lie down flat on the mat, arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. This is a good introductory exercise to get the rotational feeling.

Grade
1

LEVEL:
PRIMARY

COORDINATION/ POWER

OBJECTIVE:

To develop speed and power by engaging in ball throwing activities and games.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

A bucket of tennis balls, three playground balls (4" to 6"), three base markers (skittles, beanbags).

INFORMATION:

The throwing events can be divided into the following categories:

1. Throwing for Distance:
   Throw from a point behind a line into a marked section. Measure from the nearest mark made by the ball (see Appendix C—Fitness Test).

2. Throwing For Accuracy:
   Throw to a target or series of targets.

3. Throwing For Distance and Accuracy:
   Throw to well-marked targets at increasing distances from a throwing line or a restraining line. (Safety: Roll the ball back to the throwing line, do not throw it. Be sure that all students have thrown before balls are retrieved.)

CLASS ARRANGEMENT:

Class is divided into six groups.

Instructional Strategies:

1. Grip:
   The ball is cupped in the first three fingers with the thumb and little finger tucked under for support.

2. Position:
   Stand at a right angle to the direction in which the ball is to be thrown. Throw with the ball in dominant hand and with feet at a comfortable width apart.

3. One Step Approach and Throw:
   Step forward with the non-dominant leg. The body weight is over the back foot. The throwing arm is cocked back with the ball by the ear and the elbow is up. The weight is then transferred forward as the throw takes place. The right hip is pushed to the front by the right leg. This automatically brings with it the throwing shoulder, the elbow, and finally the wrist, hand and ball.

4. Bucket Ball:

   a. Divide class into fielding and batting teams.

   b. Procedure: A player up to bat picks up three balls and stands in the home area to throw the balls quickly (one after the other) in three different directions. He runs as quickly as possible around the outside of the three bases back to home.

   c. The fielding team chases the balls and must throw each ball from the point of retrieval (no running or moving with a ball in the hands) to the catcher who puts the balls in the basket.

   Scoring: If the runner returns “home” before the catcher places the three balls in the basket, he scores one point for his team. Each of the players on a team has one turn; record the score for each team, and then the teams change sides.

Grade
1

LEVEL:
PRIMARY

IMPROVING GROSS MOTOR SKILLS

OBJECTIVE:

To improve coordination, agility and speed.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

six softballs, one gymnastics mat, one thick, padded floor mat, two measuring tapes, one beach ball, two chairs or posts, 1' to 6' rope, two batons

INFORMATION:

The following activities focus on development of gross motor skills through a series of appropriate activities.

CLASS ARRANGEMENT:

Students divided into groups of five.

SKILLS NEEDED:

Running, jumping, throwing, hitting, working as a team

INSTRUCTIONAL STRATEGIES:

1. Begin by doing basic warm-ups with the class.

2. Number off the class using numbers one to five until each player has a number.

3. Send each group to their respective stations (as described below) and explain each station as each new group arrives.

   a. Softball throw: To throw the ball as far as possible down the line of the measuring tape; students should try to improve distance with each throw.

   b. Team Relays: Split the group into two teams to race against each other, passing the baton as the cue for the next person on a team to run.

   c. Hot Potato: Students should form a circle. Using the beach ball, students try to keep the ball from touching the ground by passing the ball across the circle to one another.

   d. Long Jump: Using the floor mat and the measuring tape, set a designated line from which the students jump. They may run to the line and jump or jump from the line without running.

   e. Running Jump: Using the two posts or chairs tie the rope about 8 to 12 inches off the ground with the thick floor mat behind the rope. Explain how to use the scissor kick to get over the rope onto the mat.

EVALUATION/MODIFICATION:

Observation of the children is the best way to evaluate these activities.

RESOURCES:

Rehor, Peter, Curriculum Guide for Elementary School Children, 1992.

Grade
1

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To enhance motor skills and locomotor skills, coordination and balance.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One soccer ball per student.

INFORMATION:
Students will practice the basic skills of soccer.

CLASS ARRANGEMENT:
Whole class.

SKILLS NEEDED:
Running, listening.

INSTRUCTIONAL STRATEGIES:

1. Students should warm up and practice ball control (10 minutes) as described below:

   Warm-ups
   a. laps around goal posts
   b. running and dodging
   c. stops and starts
   d. lightning drills
   e. shadow tag
   f. run-fall-roll

Individual Activities

a. exploratory period--move, keeping ball going using feet only
b. walk with the ball, keeping it close to feet at all times
c. walk with the ball and trap it on the signal
d. move with the ball changing direction on the signal
e. move with the ball changing speed on the signal
f. move with the ball and on a specified signal, trap the ball and then go back in the direction you came from

2. Students should participate in the lead-up game: (10 minutes)

a. Musical Hoops
Scatter hoops (one per student) around the working area. Students dribble around the area, not going in any of the hoops. On an established signal they must get to a hoop and trap their ball in it. Only one person may be in a hoop. Keep reducing the number of hoops each time.

b. Shadow Tag
This is a follow-the-leader type game. The object is for the follower (shadow) to stay immediately behind the leader at all times. Start with the leader only having a ball, then progress to both having a ball, and finally when the skill level is high, to just shadow with a ball.

EVALUATION/MODIFICATION:

Students will experience difficulty in controlling the ball at this point of time. Be positive and demonstrate!

Grade
1

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To learn fundamental soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One soccer ball per student.

INFORMATION:
The 1994 World Cup Soccer was hosted for the first time in history by the United States. Soccer, an inexpensive and an exciting game, is generally considered the most popular game in the world. It can be played by players of all ages and both genders. Practicing basic skills and playing the modified/lead-up games of soccer is the best way to introduce students to this healthy and family-oriented activity.

CLASS ARRANGEMENT:
Whole class.

SKILLS NEEDED:
Dribbling, stopping, changing direction.

INSTRUCTIONAL STRATEGIES:
Students should warm up using cardiovascular and flexibility warm-ups from the warm-up section of this curricula (see Appendix A).

1. Practice ball control skills as described below: (10 minutes)

    a. Dribble around hoops scattered on the ground

    b. Trap balls in hoops

c. Keep ball in the air using foot and/or thigh

d. Dribble around obstacles

e. In pairs, students keep moving with one student dribbling the ball and the other student following the actions of the student who is dribbling. On the signal, players change so that the second person is now dribbling. Change on every signal (Shadow Tag).

f. One-on-One Keep Away

g. Dribble Relays

h. Follow the Leader

i. Overtake

2. Students can participate in the lead-up game below:

Pirate Ball

Class is split into two groups. Each person in one group has a ball. They can dribble anywhere in the area outlined. The second group (pirates) must steal the balls away from the first group and get them to a specified area. If someone loses a ball to a pirate he/she can try and get it back before the pirate gets it to the safe area. Once the pirate has the ball to the safe area, the player who had the ball is then out (or can become a pirate). The game is over when the pirates have stolen all the balls.

Evaluation/Modification:

Change teams frequently using the alphabet, birthdays, colors, animals, etc., to make a team. Ensure that each child experiences success.

Grade
1

LEVEL:
PRIMARY

ORIENTEERING

OBJECTIVE:

To learn bearings and how to select a desired line of travel.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

School grounds.

EQUIPMENT/MATERIALS:

One compass for one, two, or four students (Silva Starter or Silva Polaris type compasses), games available from Silva Company (inexpensive and appropriate for this grade level).

INFORMATION:

Most people do not know how to hold a compass. For a compass without sides, correct holding will usually result in a high degree of accuracy. Begin by holding the compass in the right hand with the right thumb pointing forward, away from body. Place the compass along the direct center line of body about halfway between hips and neck. Lock forearm tightly against chest so the compass is in a steady position next to body so one can easily shift eyes up and down from the dial to the destination. Use left hand to help support the instrument and to turn the dial. It is important that one is able to shift eyes from the needle to objective without moving head up and down. A good compass can be read to within 1.5 degrees of the true bearing after practice.

CLASS INFORMATION:

Whole class.

INSTRUCTIONAL STRATEGIES:

1. Place compass on map with edge along the desired line of travel, rotate the compass housing (capsule) until the “N” on the compass dial points to the magnetic north on the map, which is parallel to the meridian lines on the map.

2. Pick up the compass and holding it correctly, turn body until the red end of the magnetic needle points to the “North” on the compass dial. The direction of travel arrow in the base now points precisely to destination.

RESOURCES:

Orienteering Services USA
PO Box 1604
Binghamton, NY 13902

Grade
1

LEVEL:
PRIMARY

ORIENTEERING

OBJECTIVE:

To participate in physical activities such as running and fast walking while enhancing observational skills.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Walking and/or running combined with careful observation is the beginning of orienteering.

CLASS INFORMATION:

Large group.

SKILLS NEEDED:

Running, walking, observational skills.

INSTRUCTIONAL STRATEGIES:

Students can walk or turn around in a specified area noting its features, e.g., the shape of the parking lot, location of the soccer field, number of bicycle racks, etc. The teacher should ask questions about the features.

Several locations can be chosen and a question sheet prepared for each location. The students go to these locations and answer the questions relating to them such as how many swings, location of other playground equipment, etc.

Treasure Hunt

Treasure hunt is a game which utilizes a number of observational skills. In the treasure hunt none of the searchers know exactly what it is they are looking for, and no one has the slightest idea where it is, only that there is a treasure. The treasure may be a novelty item such as an old running shoe or a worthwhile prize such as a bottle of pop and 30 straws.

This activity should take place over a large territory and be planned well in advance to test the observational and orienteering skills of the students. When working out the hiding place for the treasure, plan the route by which it may be found by planting clues along the way to guide the student. At the same time, allow for critical thinking by students. Provide ingenious and roundabout ways of charting the course to the final goal.

To begin the activity, all students line up at a designated starting point. Usually, the hunters go in couples or in groups but sometimes it is every person for herself/himself. The first clue is given while everyone is at the starting point. It may be the same clue for everyone or a different clue for each group. The hunt may last only one period or it may take several periods. If it takes more than one period, the students are bound by honor not to exchange information, and to start the next period at the place at which they left off the previous day.

Grade 1

LEVEL: *PRIMARY*

SHOEMAKER'S DANCE

OBJECTIVE:

To enhance coordination and cooperation skills by learning and practicing a variety of dances.

LIFE SKILL:

To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Shoemaker's Dance music.

INFORMATION:

The term folk dance has several connotations. In its broadest sense it refers to a form of dance done by ordinary people, rather than by professionals or specialists. They dance primarily for their own recreational enjoyment to meet a variety of personal and social needs.

CLASS ARRANGEMENT:

Double circle, students facing their partners.

SKILLS NEEDED:

Skipping steps and sliding steps.

INSTRUCTIONAL STRATEGIES:

This dance comes from the Scandinavian countries: Norway, Denmark and Sweden. Each country has a slightly different version; this is the Danish version.

Years before there were automobiles, there were many more shoemakers than there are today. At big festivals, the shoemakers would gather together to show their designs and take part in various contests. This dance imitates the action of the shoemakers as they are busy stitching their shoes.

Students should practice the following progressions:

1. Hold elbows and shoulders high. With one fist on top of the other, rotate one fist over the other three times to imitate winding the thread. Wind the other way three times.

2. Jerk elbows apart twice to imitate tightening or braiding the thread.

3. Clap own hands three times to imitate beating the flat leather.

4. Hold elbows shoulder high, one fist on top of the other, rotate one fist over the other three times to imitate winding the thread. Wind the other way three times.

5. Jerk elbows apart twice to imitate tightening or braiding the thread.

6. Hammer one fist on top of the other three times to imitate hammering in three nails.

7. Join inside hand with partner and skip 16 steps around the circle in a counter-clockwise direction, then repeat from the beginning.

Evaluation/Modification:

Instead of 16 skipping steps, face partner, arms extended sideways, four sliding steps facing, four sliding steps back to back, four sliding steps facing, four sliding steps back to back, keeping arms raised shoulder height and continuing in a counterclockwise direction.

Grade
1

LEVEL:
PRIMARY

SEVEN JUMPS

OBJECTIVE:
To improve balance and coordination.

LIFE SKILL:
To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Music for Seven Jumps.

INFORMATION:
This dance originated in Denmark and was performed only by men. Each man tried to show the ladies how well and how steadily he could balance on one foot. When this dance was done at the local fair, anyone who was caught moving before the next signal had to pay for refreshments for the entire group. Today, the dance is done by both females and males.

CLASS ARRANGEMENT:
Single circle facing the center with hands joined.

SKILLS NEEDED:
Listening, step and hop, locomotor movement and balancing skills.

INSTRUCTIONAL STRATEGIES:
The dance is named "Seven Jumps" because of the seven small jumps which are done at each chorus, and because there are seven figures in all.

Students should practice the following progressions:

1. Seven step-hops in a counterclockwise direction (may substitute with skipping).

2. Seven jumps (two-footed take-off) in place.

3. Release hands and place on hips.

4. On chord, raise right knee, next chord lower knee, final chord all join hands again.

5. Repeat 1 and 2.

6. On chord, raise right knee and then left knee and on final chord all join hands again.

7. Repeat 1 and 2.

8. Raise right knee, left knee, kneel down on right knee.

9. Repeat 1 and 2.

10. Same as #8 and then kneel down on left knee.

11. Repeat 1 and 2.

12. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor.

13. Repeat 1 and 2.

14. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor, place left elbow on the floor.

15. Repeat 1 and 2.

16. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor, place right elbow on the floor, place left elbow on the floor, put head down and curl up.

17. Repeat 1 and 2.

Grade
1

LEVEL:
PRIMARY

BINGO

OBJECTIVE:

To learn and practice a movement activity which can be easily repeated in the family environment.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for BINGO.

INFORMATION:

This is a favorite American dance and is an excellent mixer. Most of the fun lies in the fact that you never know which partner you will have next. Everyone takes part in singing the chorus of BINGO.

CLASS ARRANGEMENT:

Double circle facing counterclockwise.

INSTRUCTIONAL STRATEGIES:

Students should participate in the following progression:

1. Partners are side by side, inside hands joined. All walk in a counterclockwise direction around the circle singing,"A big black dog sat on the back porch and Bingo was his name, a big black dog sat on the back porch and Bingo was his name."

2. All join hands to form one large single circle, with the girls on their partners' right, still walking counterclockwise. Spell "B-I-N-G-O, B-I-N-G-O, B-I-N-G-O and Bingo was his name."

3. Partners face each other, girls walk around the circle clockwise on the outside of the boys touching each boy lightly on the shoulder as they pass and spelling out each letter B-I-N-G-O. On "O" stop at the new partner and repeat dance. On the third repeat of B-I-N-G-O the boys walk around the circle counterclockwise inside the girls touching each lightly on the shoulder until they reach their new partner.

Grade
1

LEVEL:
PRIMARY

BUILD A BODY

OBJECTIVE:

To learn various body parts and the foods that contribute to a sound, healthy body.

LIFE SKILL:

To promote physical activity, exercise, sound nutrition, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Two basic models (or pictures) of human body with body parts labeled, and pictures of low-fat and nonfat foods.

INFORMATION:

There is a direct relationship between the foods we eat and how our body is composed. Foods that are nutritionally good for us and low in fat will keep us on track to a healthy lifestyle if we engage in regular exercise.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Knowledge of basic body parts and their location, how to run a relay race, and recognize foods that are high and low in fat.

INSTRUCTIONAL STRATEGY:

The class is divided into two teams. The teacher is at the opposite side of the gym from the teams. There are two tables, each having a replica or picture of the human body. The teacher begins the game by saying “go.” A student from each team runs to the opposite end of the gym. The teacher holds up two pictures of a food which is either high or low in fat. The child is asked which is the low-fat food and if they choose the correct picture, they get to “build the body.” This means that they get to add a piece of the body to the model. After the body part is added, the racer

dashes back to his or her awaiting team and the next racer takes their turn. If the answer is incorrect, no body part is added and the runner returns to the next person in line. Whichever team has their body built first, wins.

Evaluation/Modification:

The game comes to a close when one team builds their body first. The winners are the team who recognized the foods which were low in fat. The class should come together and discuss the foods that are low in fat and combined with regular exercise, establish a healthy lifestyle.

Grade
1

LEVEL:
PRIMARY

NUTRIENTS IN OUR BODIES

OBJECTIVE:

To understand the body's reaction to nutrients.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eat Right poster from Scholastic Book Company,
3" X 3" squares of white paper.

INFORMATION:

The body requires several nutrients to remain healthy and function properly. It is important, especially while exercising, that we realize the effects that nutrients have on bodies. Starches are high-energy nutrients and can be found in pastas, breads, cereals and rice. Fats in the body store energy for later use. However, too much fat can be unhealthy. The body uses proteins to help build muscles and keep hair and skin healthy. Milk, beans, fish and meat are high in protein. Vitamins and minerals are nutrients that help the body work well and protect it from illness. Calcium is one important nutrient derived from milk. It is important that the body is supplied with sufficient nutrients so it can function in a healthy manner.

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

Explain the *Eat Right* poster, being sure that the students understand the purpose of each nutrient in the body.

Evaluation:

To be sure the students understand the basic concepts presented, ask them to complete a class graph. Ask each student to pick their favorite food and draw and color it on a 3" x 3" piece of paper. Then ask each student to determine whether their food is high in proteins, starches, vitamins and minerals, fats or if it is a “junk food” (none of the above). Each student will then be asked to tape their food on the class poster at the front of the room. This will allow the students to see how nutritious their favorite foods are and which foods would be more healthy for them.

Resources:

Eat Right poster from Scholastic.

Grade
1

LEVEL:
PRIMARY

REFRIGERATOR RELAY

OBJECTIVE:

To learn the food groups and appropriate servings to complete a balanced diet while engaging in cardiovascular activities.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five food pyramid charts with pockets, various food cut-outs which include: 5 fats/sweets, 15 milk/yogurt/cheese, 15 meat/fish/poultry, 25 vegetables, 20 fruits, 55 bread/cereal/rice/pasta, and 5 cardboard boxes.

INFORMATION:

The basis of a healthy lifestyle is a balanced diet. According to the 1993 dietary guidelines, a balanced diet consists of 2-3 servings from the dairy group, 2-3 servings of meat/fish/poultry, 3-5 servings of vegetables, 2-4 servings of fruit, 6-11 servings of bread/cereal/ rice/pasta, and a limited intake of fats/oils and sweets.

CLASS ARRANGEMENT:

Entire class, divided into five teams

SKILLS NEEDED:

Ability to recognize common foods; running, hopping, and skipping skills.

Instructional Strategies:

While students stretch out and warm up in a circle, the instructor explains the idea of eating a balanced diet. The instructor displays and explains the food pyramid and the food groups. Students are divided into five teams and each team lines up single-file behind the endline. The instructor gives each team a food pyramid with empty pockets. A box is placed directly across from each team on the opposite end line. The instructor explains that each box is to be seen as a refrigerator full of food. Each box contains enough food cut-outs to fill every pocket for every food group on each team's food pyramid. On a signal, the first person in line will run down to his/her refrigerator, grab a food item and run as fast as possible back to the other line. The student then hands the food to the next person in line who places it in the correct food group pocket on his/her team's pyramid and he/she runs down for another food item out of the refrigerator. The process is repeated until the team's refrigerator is empty and all the foods have been placed in the pockets on the team's pyramid. The students are instructed to sit down as soon as their team is finished.

Once all teams have completed the relay, make certain (with the students' help) the cut-outs are in the appropriate pockets. The foods can be replaced in the refrigerators and additional relays can be completed; substitute skipping, hopping, etc., for running. Races can go on until the instructor feels students are recognizing where foods belong in the pyramid, and a cardiovascular workout has been accomplished.

Evaluation/Modification:

After one relay race has been completed, the teacher can stop and ask students to recite the food groups or name some examples from each group. At the primary level students may not recall the number of servings but will have an introduction to them.

Grade
1

LEVEL:
PRIMARY

THE FOOD GROUP BASKET

OBJECTIVES:

To learn the five food groups and their relationship to cardiovascular work.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tape player, Food Guide Pyramid (see Appendix E), individual mats.

INFORMATION:

To maintain cardiovascular fitness a person needs to eat a balanced diet consisting of foods from each of the five food groups. Too much or too little food from one of these groups can lead to health problems such as heart disease. On the other hand, if one eats a balanced diet the energy necessary for performing cardiovascular activities will be provided.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of food groups, running, dodging.

INSTRUCTIONAL STRATEGY:

One student is chosen to be "it" and the rest of the class is assigned to one of the five food groups. Each student should sit on their mat in a circular formation; the student who is chosen or volunteers to be "it" stands in the middle of the circle. The "it" student calls out the name of one of the food groups, e.g., the dairy group. All students assigned to the dairy group must change mats with another person in that same food group. The "it" student then has a chance to sit on one of their mats; the person left standing becomes "it."

Evaluation/Modification:

Each student should have a chance in the center. The game may be stopped at any time and the instructor can ask a child to give them an example of a food from their group. The instructor can do this until it is felt that the students have mastered the five food groups and examples of food from each group.

Grade
1

LEVEL:
PRIMARY

PREDATOR/PREY

OBJECTIVE:

To develop coordination skills and learn the benefits of exercise and cardiovascular fitness.

LIFE SKILL:

To promote physical activity, exercise and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Mats.

INFORMATION:

Cardiovascular fitness is the way the body provides oxygen to the muscles when exercising for an extended amount of time. Exercise is used as a way to improve cardiovascular fitness. When cardiovascular fitness improves, energy level will increase allowing activity to last longer.

INSTRUCTIONAL STRATEGIES:

One person is chosen to be the fox or the predator, the animal who stalks or chases after its prey (dinner). The other students are the rabbits or the prey, the dinner of the predator. The object of the game is for the predator to tag its prey. Once the prey is tagged, the prey becomes a predator.

This continues until all prey are tagged and become predators. The rules of the game include that the students have to move like the animal identified. For the fox as a predator, the student is to place his\her hands on the floor, and walk moving opposite hands and feet. For the rabbit, the students are to squat, placing their hands on the floor in front of their feet. The students move their hands forward first and then move their feet to their hands.

For this exercise, the width of half of a basketball court should be used. Provide “safe” areas on the outside edges of the boundaries where prey animals may have five-second “time outs.”

Evaluation/Modification:

When the game is finished, have the students discuss how they feel after the exercise. Discuss with the students which parts of their bodies tired faster than others, e.g., arms, legs, hands. To modify the activity, have the students think of other animals and movements that fit the theme of "predator" or "prey."

This could be used as part of an environmental or conservation education class to visibly show what happens when the predator/prey relationship becomes unbalanced.

Grade
1

LEVEL:
PRIMARY

SKIPPING ROPE

OBJECTIVE:
To develop basic skipping techniques.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One skipping rope per student.

INFORMATION:
The major goal of a skipping program should be to get students to a point where they can continuously jump over a rope to improve cardiovascular fitness. Skipping is a difficult skill for beginners to master and only after students are comfortable with the basic steps should more advanced steps be introduced. The goal is to get students successfully jumping over the rope with whichever method they find easiest. Not all students will find one method easier than another; it is important not to insist that everyone skip the same way.

CLASS ARRANGEMENT:
Scattered formation, sufficient space between students to jump rope.

SKILLS NEEDED:
Two-foot jump, two-foot landing.

INSTRUCTIONAL STRATEGIES:

1. Students should practice a two-foot basic step.

   Two-Foot Basic Step:
   Feet together, jump over the rope as it passes under the feet.

2. Students should participate in a progressive four-level skipping program to reach 1 minute and 30 seconds of continuous skipping.

a.

skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	
total 90 sec.	total 75 sec.
skipping	rest

b.

skip 30 sec.	rest 15 sec.
skip 30 sec.	rest 15 sec.
skip 30 sec.	
total 90 sec.	total 30 sec.
skipping	rest

c.

skip 45 sec.	rest 15 sec.
skip 45 sec.	
total 90 sec.	total 15 sec.
skipping	rest

d.
skip 90 seconds

Grade
1

LEVEL:
PRIMARY

FAMILY FAVORITES

OBJECTIVE:

To identify a variety of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

My Family's Favorites! (see Grade 1 Handout Masters), crayons or colored pencils.

INFORMATION:

Children are often unaware of the variety of foods which family members like to eat or liked to eat as children. Listing those foods that he/she believes to be family favorites in the five food groups gives children an opportunity to classify foods in groups; increases awareness of the family's influence on food choices.

INSTRUCTIONAL STRATEGIES:

1. Explain that families often influence what we eat by only buying and preparing specific foods. At times, family members no longer eat the same foods they did in the past for many reasons.

2. Distribute the handout, My Family's Favorites! Review the kinds of foods in the five food groups if the children need assistance. Each student should think of family members and the food they think is each person's favorite food. Students should draw that food in the appropriate food group area on the worksheet. If time allows, the children can draw more than one favorite food for each person.

3. Encourage children to take these worksheets home and ask family members to name their favorite food, and to compare the student's ideas. Each family member could mention one or more foods which he/she liked as a child (in many families, these could be ethnic foods which might no longer be readily available).

Evaluation/Modification:

When children have gathered family member input on the My Family's Favorites! handout, discuss the differences and similarities of the foods the children and family members identified as favorite foods.

Resources:

Adapted from: Healthy Choices for Kids: Grade 1, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

Grade 1

LEVEL: *PRIMARY*

BREAKFAST DECISIONS

OBJECTIVE:

To understand the importance of a nutritious breakfast and the variety of foods available for breakfast.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Many times children who do not get enough nourishment at breakfast perform poorly at school. There are a variety of reasons that children do not eat breakfast. One reason is that children tend to think of breakfast "foods" as being foods to eat only in the morning. Breakfast does not have to consist of traditional foods, but could be "leftovers" or some foods the child especially like in the morning. Children often do not see the importance of refueling their bodies in the morning, and make excuses for not eating. This lesson encourages children to take the responsibility for eating in the morning if at all possible.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of breakfast as refueling bodies after a night's sleep. Discuss the reasons some people don't eat breakfast. If "time" is mentioned, share these tips for making breakfast a priority:

    a. Plan breakfast choices the night before.

    b. Ask family members to help prepare foods.

    c. Get up earlier.

    Stress that children have the responsibility to themselves to eat breakfast and must make a plan to do so.

2. Divide the children into five groups and assign one food group to each. Students should offer to other students in their group the various foods they could eat for breakfast that fit into their food group. Encourage creativity and write as many foods on the board as time allows after the groups have brainstormed foods.

Evaluation/Modification:

Students can write down the foods they ate for breakfast for a few days after this activity. Collectively, note the variety of foods eaten, as well as foods from the five food groups.

Grade
1

LEVEL:
PRIMARY

FOOD FEELINGS

OBJECTIVE:

To experience an array of emotions which might be felt when tasting new foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Food pictures.

INFORMATION:

Children get into food ruts easily and must continually be encouraged to taste new foods. However, many times the new foods bring a variety of emotions with them. It is important for children to recognize that foods and emotions are intertwined, especially in family settings. In this lesson students should recognize feelings about food they might choose to taste and may be aware that other people's feelings could be affected by their negative response.

INSTRUCTIONAL STRATEGIES:

1. Discuss that some people are adventurous in trying foods and some are more reluctant. New emotions are natural, but we must learn how and when to express those feelings so that family members or others are not hurt by our reactions.

2. Hold up food pictures and have children react facially to the foods. Discuss that honest reactions to food are important, but that feelings about food often change as we grow older and taste more foods.

3. In small groups, have children think of appropriate ways to express feelings about food. Volunteers could role play situations where someone serves a food, a child tastes it, and reacts appropriately. Discuss the importance of manners in an eating situation.

EVALUATION/MODIFICATION:

A discussion of how some people eat differently depending on stress, happiness, sadness and other emotions might also be appropriate.

Grade
1

LEVEL:
PRIMARY

GIVE FIVE FOOD GROUPS A HAND

OBJECTIVE:

To practice a technique for identifying and remembering the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Handouts of a hand (see grade 1 Handout Masters).

INFORMATION:

Children can remember to eat foods from the food groups better if they have memory devices. The hand is an available tool. The concept of eating foods from all five food groups to make sure children grow and are healthy is important. This lesson reinforces both concepts.

INSTRUCTIONAL STRATEGIES:

1. Ask children how big they think they were when they were born (use their hands to show size). Ask how big they'll be when they are 20 years old. Pass out the "hand" worksheet. Note that their hands might be that size when they are 20. Students should compare the size of their hands now by placing them on the paper.

2. Discuss the importance of eating foods from all food groups to grow and be healthy and strong. The "hand" worksheet can help us remember to eat foods from all groups. Students could write the first letter of the food groups (G, V, F, M, D) in the tips of the fingers, beginning with the G in the thumb. Students should draw one food item they like to eat from each food group in the rest of the hand. Explain that students can look at their hands to remember to eat foods from all five food groups each day.

Evaluation/Modification:

Finger puppets in five colors can also be made for each child's hands to remind them to eat foods from all five food groups each day.

Resources:

Adapted from: Healthy Choices for Kids: Grade 1, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

Grade 1

LEVEL: *PRIMARY*

EATING PLANT PARTS

OBJECTIVE:

To identify edible parts of fruits and vegetables.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

How Fruits Grow (see Grade 1 Handout Masters), crayons, and vegetables for display.

INFORMATION:

All of the parts of many plants (roots, stems, and leaves) provide us with nutrients. Helping children identify different parts of a plant enhances discovery and acceptance of many kinds of fruits and vegetables. Learning that fruits grow differently (trees, vines, and bushes) allows better acceptance and awareness.

INSTRUCTIONAL STRATEGIES:

1. Discuss that eating all the parts of a plant can give us nutrients we need to stay healthy and grow. Children should view a display of many kinds of vegetables and name the edible parts. Identify the stems, the leaves, and the roots. Ask how many children have tasted the different vegetables shown. How were the vegetables prepared? Encourage children to try at least one new vegetable this week if families are willing to provide it. Which one would they choose to try?

2. Using the handout, How Fruits Grow, discuss how fruits also grow differently. Note the colors of the fruit. Again, encourage children to try new fruits and to choose different colors of fruit each day.

Evaluation/Modification:

The lesson could conclude with tasting of vegetables and fruit, as appropriate.

Resources:

Handout from: Nutrition Smart!, West Nyack, New York: The Center for Applied Research in Education, 1991.

Grade
1

LEVEL:
PRIMARY

CHECK YOUR 6

OBJECTIVE:

To understand the importance of grain foods in a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Silly Sandwich handout (see Grade 1 Handout Masters), crayons (optional: Check Your 6 poster).

INFORMATION:

The Food Guide Pyramid recommends 6 to 11 servings of bread, cereal, rice, and pasta each day. The Check Your 6 program is designed to introduce children to a wider variety of grain products from which to choose each day. Servings for children might be smaller depending on their size and energy needs, but selection of a variety of foods within this group is important.

INSTRUCTIONAL STRATEGIES:

1. Explain to children the importance of eating 6 to 11 servings of bread, cereal, rice, and pasta each day. It is important to be creative when choosing grain foods, because sometimes the same things are consumed each day. To start the creative process students should use the Silly Sandwich handout to draw something silly which would go inside a sandwich.

2. After the silly ideas, have students brainstorm all of the realistic fillings which could go into sandwiches. Encourage a variety of fillings.

3. Show students the Check Your 6 pyramid on the top of the Silly Sandwich handout. Brainstorm what that could mean. Students should list all of the different kinds of foods you could use instead of bread to hold the fillings (pita, bagels, biscuits, crackers, tortillas, rice cakes, buns, English muffins, etc.).

4. Discuss that bread is just one kind of food in the grain food group. Each child should draw at least one other food that he/she thinks is in the grain food group. Share and discuss. Encourage each child to note the number and variety of servings of breads, cereals, rice and pasta eaten each day.

Evaluation:

Discussion.

Resources:

Adapted from Check Your 6: Preschool, Topeka, Kansas: Kansas LEAN, 1992.

Grade 1

LEVEL: *PRIMARY*

FOOD ADVENTURER

OBJECTIVE:

To develop a variety of foods for a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Foods to taste, napkins, tasting evaluation sheet (see Grade 1 Handout Masters).

INFORMATION:

The Food Guide Pyramid recommends eating a variety of foods each day. Children understand more clearly the need for variety in their diets when exposed to many different tasty foods. They need to be reminded that there are no "bad" foods, e.g., sugary, fatty foods, but that the more choices they can make from more healthful foods that they like, the easier it will be for them to get the nutrients necessary to grow and be healthy.

INSTRUCTIONAL STRATEGIES:

1. Explain the importance of eating a variety of foods, and explain that many times we eat foods we like over and over again because we haven't tried new foods. Encourage adventure in tasting.

2. Sing the song about trying new foods attached to this lesson. Add verses for other foods you will be tasting with the children.

3. Divide or cut foods to taste into tiny pieces and place them on labeled plates. Label and tape a tasting evaluation sheet near each plate. After children have washed their hands, ask them to sample foods and record their taste reaction on the evaluation sheet. Explain that many times we like something that someone else doesn't like as much.

Children should have the option of not swallowing or not trying foods. The mood should be kept positive and children should be praised for being food adventurers.

4. Students should discuss their reactions to the foods, and tally which foods are most liked.

Evaluation:

Discussion and sampling of new foods.

Resources:

Adapted from: Healthy Growing Up, Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade
1

LEVEL:
PRIMARY

COUNT FIFTEEN FUN SERVINGS

OBJECTIVE:

To understand the number of servings of each food group that should be consumed daily.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Crayons, Serving Numbers handout (see Grade 1 Handout Masters).

INFORMATION:

The Food Guide Pyramid recommends a minimum of 15 servings for children (16 if three servings of milk products are consumed): 3-5 servings of vegetables, 2-4 servings of fruits, 6-11 servings of breads, cereals, rice and pasta, 2-3 servings of milk, yogurt and cheese, 2-3 servings of meats, poultry, fish, dry beans and peas, eggs and nuts. Children's choices can be smaller, but should include variety within those 15 or more servings. Foods classified as fats, oils and sweets should be used in moderation.

INSTRUCTIONAL STRATEGIES:

1. Review that foods are grouped into five food groups, and it is recommended we eat foods from each group each day to stay healthy and to grow. Students should name food groups, if possible (an optional Food Guide Pyramid poster makes this discussion more graphic).

2. Explain that children need to know how much of each food group to eat. An easy way to remember is to think about the "Fun Fifteen" every day. Using the handout, Serving Numbers, to show 15 foods; have students color foods as indicated by the directions. They will see they use only five colors. Students should count the number of times each food is found in the picture. Stress the importance of eating different foods from each group not two, three or four of the same foods as pictured. Students should name other foods that fit into the food groups.

Evaluation/Modification:

Children list the numbers of servings to make up at least 15. Food models and pictures can be used to have students select 15 servings in the appropriate number from each food group.

Resources:

Adapted from: Nutrition Smart!, West Nyack, New York: The Center for Applied Research in Education, 1991.

Grade
1

LEVEL:
PRIMARY

ACCEPT AND VALUE ALL PEOPLE

OBJECTIVE:

To understand the need to accept and value people who have handicaps, who differ in religion, race, cultural, ethnic, or economic backgrounds.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Six to ten different varieties of apples.

INFORMATION:

All people need to be accepted and valued. People may look or act different than we do and that's all right.

INSTRUCTIONAL STRATEGIES:

Display the variety of apples on a tray or table. Ask the students to observe the apples. What is different about the apples, and what is the same?

Answers may include: color of skin, shape, evenness of color stem, and predictions could be made about taste. The class could sample the apples.

Conclude with a discussion of the following: although the outside of our body or the shape of our limbs may look different, we are all human beings with something to offer to one another.

RESOURCES:

Derman-Sparks, L., Anti-Bias Curriculum, Washington, DC: National Association for the Education of Young Children, 1989.

Neugebauer, B., Alike and Different: Exploring Our Humanity with Young Children. Washington, DC: National Association for the Education of Young Children, 1992.

Grade
1

LEVEL:
PRIMARY

CARING FOR ONE ANOTHER (3 BS)

OBJECTIVE:

To understand the need for caring for one another.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Poster with three "Bs" listed (below), stuffed animal bee or laminated paper cut-out of bee, "Super Bee-havior" certificate (developed by educator).

INFORMATION:

Three "Bs"

- Be Kind
- Be Caring
- Be Careful

INSTRUCTIONAL STRATEGIES:

Discuss the importance and implications of the three "Bs" with students. Throughout the day ask students to be aware of their behavior in relationship to others.

By observing behavior the teacher will "award" a certificate for caring "Bee-havior." In addition, the student will receive the privilege of taking the "SuperBee" stuffed animal home for the evening.

RESOURCES/ACKNOWLEDGEMENT:

The SuperBee program was developed by Mrs. Cara Keith at Gallatin Gateway School, Gallatin Gateway, Montana.

Grade
1

LEVEL:
PRIMARY

TALKING ABOUT TOUCHING

OBJECTIVE:

To practice self-protective skills to reduce vulnerability in dangerous situations.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or reading area.

EQUIPMENT/MATERIALS:

VCR, Video: "Willie Learns the Touching Rule."

INFORMATION:

Touching Rules

1. Anytime someone touches you in a way that hurts or scares you, tell them to **STOP!**

2. No one should touch your private body parts unless it is to keep you clean or healthy.

3. If someone touches your private body parts, **TELL** someone about it right away. If the person doesn't believe you, tell **SOMEONE ELSE!**

4. Never keep secrets about touching.

INSTRUCTIONAL STRATEGIES:

1. The most effective implementation of a personal safety program is to involve community, parents, teachers, counselors, and administration in the planning. Prevent Child Abuse, Inc. can facilitate.

2. The program is most effective if parents are invited to preview the film. Much education is done at this meeting, and parental concerns are addressed.

3. The video “Willie Learns the Touching Rule” could be utilized to introduce the concepts. Role plays are also effective.

4. Review the four parts of the “Touching Rule” (see Information).

5. Offer follow-up discussion, art activities, and practice of the “Touching Rules.”

RESOURCES:

Video: "Willie Learns the Touching Rule," Prevent Child Abuse, Inc., (406) 587-3840.

It is estimated that at least one in four girls and one in six boys will be sexually abused before reaching the age of 18. More than one-third of all reported cases involve children aged five years and younger. Seven hundred and four cases of child sexual abuse were substantiated statewide in 1992; the actual incidence is probably much greater. It is believed that increased awareness and education can reduce the incidence of child sexual abuse.

For the past eight years, Prevent Child Abuse, Inc. has offered a personal safety program to area preschools and elementary schools. The “Talking About Touching” program is designed to help children learn self-protective skills that will reduce their vulnerability in dangerous situations. A special preview of the program is offered to parents to increase their awareness and involvement.

Information is presented in a straightforward, age-appropriate manner. The program emphasizes safe, positive, appropriate touching. Unsafe touching is clearly identified, and the “touching rules” are simple and straightforward.

If you have questions regarding the “Talking About Touching” program, please call (406)587-3840 for more information.

Grade
1

LEVEL:
PRIMARY

CAREER DAY

OBJECTIVE:

To learn about careers and male and female roles in the workplace.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

- Different jobs may be done by either a male or female. For example, a doctor may be a woman and a nurse may be a man.

- Society and families have expectations about what careers are "OK" for each gender to do. For example, in some families it would not be acceptable for a daughter to be a carpenter or a son to be a dress designer.

- If you are interested in a particular career, you may experience criticism from others. Such criticism may help you to identify your personal interests, abilities, strengths, and weaknesses.

INSTRUCTIONAL STRATEGIES:

It is imporant to understand that learning about careers and gender equity is a year-long process in the classroom. There are a number of specific activities that will support the topic. The following are suggestions.

1. Set aside a particular day and time each week for "Career Day." Ask parents to come to the room and talk about their jobs. With students at this level, it is particularly good if the parent can wear their on-the-job clothing and bring any tools they use on the job. For example, a nurse could wear a white lab coat and bring a stethoscope, thermometer, and blood pressure cuff. The parent can speak about what they DO at their job and how they trained or prepared for the job. It is important for the class to have the opportunity to talk about the biases society may have about the job, i.e., teachers are women, men are plumbers.

2. Drawings, stories, and vocabulary lists can be completed after each “Career Day” visitor. Scrapbooks, murals, or bulletin boards can chronicle the variety of visitors and serve as reminders for the class.

RESOURCES:

American School Counselor Association on “Building Your Child’s Future Together.”

Grade
1

LEVEL:
PRIMARY

COLDS SPREAD!

OBJECTIVE:

To understand signs and symptoms of the common cold and describe the transmission and prevention of germs.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Ball of yarn or string.

INFORMATION:

Symptoms and signs are ways to identify a cold. The cold virus comes from people who already have colds. One way you can get the cold virus is transmission by the nose and the mouth through coughing or sneezing. When the virus gets into our body, the virus may cause us to develop a cold. Whether or not we do develop symptoms depends on how strong our bodies are and how well we are able to fight against the virus. Some of the things that make our bodies too weak to fight the viruses are being too tired from not having enough sleep, not eating well, and not having regular exercise. To avoid getting a cold, do not get close to people who have colds, do not use others drinking glasses or utensils unless they have been washed with soap and hot water, dress properly for the weather, get enough sleep, eat a variety of foods, and participate regularly in vigorous physical activities.

CLASS ARRANGEMENT:

Class discussion and large group activity.

INSTRUCTIONAL STRATEGIES:

1. Introduce the word “symptom” as a feeling that we have when we are ill. It’s your body’s way of communicating. Some examples of symptoms are sneezing, runny nose, and coughing.

2. What are some of the things that might cause us to develop a cold? What can we do to avoid getting a cold? Colds are communicable; that is, they can be transmitted or passed from a person who has a cold to a person who does not have it.

3. To help the students understand how germs are transmitted (or communicated) from one person to another, perform the following whole class activity.

   Students should stand randomly around the room. Give one student a ball of yarn or string and instruct this student to attach the end of the string or yarn to a finger or wrist and then toss or pass the ball to another student. This procedure is continued until each student has had an opportunity to receive it. Explain that this shows how germs are spread. Ask the students about other ways cold germs might be spread.

Grade
1

LEVEL:
PRIMARY

TO SHARE OR NOT TO SHARE

OBJECTIVE:

To understand good personal hygiene habits.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Box of old magazines and a scissors, glue and large construction paper for each student.

INFORMATION:

Good personal hygiene habits include not sharing items such as toothbrushes, combs/ brushes, handkerchiefs, cups and utensils. Sharing such items may assist in the transmission of potential disease-causing organisms (germs).

CLASS ARRANGEMENT:

Semicircle for discussion, individual student work area.

INSTRUCTIONAL STRATEGIES:

1. Discuss with the class some things to share with others. Elicit ideas of things not to share with others. Write out lists on paper or chalkboard.

2. Give each student a large piece of construction paper. Demonstrate how to partition the paper by drawing a line down the middle. Students should look through magazines and cut out pictures of things to share and things not to share. Paste the cut-outs on construction paper with things to share on the left and things not to share on the right. Class discussion can follow and papers can be displayed.

Grade
1

LEVEL:
PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To be able to identify and discuss feelings.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows a student to control his/her emotions and act appropriately on the emotions.

CLASS ARRANGEMENT:

Lesson is student-centered.

INSTRUCTIONAL STRATEGIES:

Discuss the following emotions:

1. Happy. Look in magazines for happy faces. Discuss how people look when they are happy. Place several happy faces on a mural. Students should pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song "If You're Happy and You Know It" creates a "happy" atmosphere.

2. Sad. How do you feel when you are sad? How does your body feel when you are sad?" Read Miss Nelson is Back. Discuss how the children felt when they heard about the book's character, Miss Nelson.

3. Angry. Pick out pictures of angry people. Ask students if they know anyone who is always

angry. What does this person do? How do you feel when you are angry? What are appropriate ways to show that you are angry? What are inappropriate ways.

Discuss the responsibilities associated with controlling one's feelings in an appropriate manner. Discuss what could be done to deal with feelings appropriately (talk to a friend, write a letter, jog, walk, sports, etc).

Evaluation/Modification:

Discuss popular television shows and how people deal with their feelings on television. Taping a show and then showing the class positive ways to express feelings.

Grade
1

LEVEL:
PRIMARY

YOU'VE LEFT YOUR MARK

OBJECTIVE:

To describe ways people are physically unique.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Index cards and crayons for each student, several ink pads.

CLASS ARRANGEMENT:

Class discussion, individual student project/group interaction.

INSTRUCTIONAL STRATEGIES:

1. Discuss how physical characteristics make students unique. Students should look around the room at other students and name characteristics that identify how they look, e.g., hair color, eye color, etc. Students might also realize that they have similar characteristics as others.

2. Identify combined characteristics, i.e., who has brown eyes and brown hair, blue eyes and short black hair? As you add characteristics, there will be fewer students who fit the descriptions. Add characteristics until they are unique enough to apply to only one student.

3. To demonstrate the uniqueness of each student, conduct the following experiment. Distribute an index card to each student. With a crayon, each student will draw a picture of themselves on the card, leaving the head area blank.

4. Open the ink pad and ask each student to place his/her thumb on the ink pad. The students transfer the thumbprint to the index card where the head should be. Have students compare their pictures and try to match the "heads" on their card with another person's card that has the same "head." Give them 5 to 10 minutes to compare. Students will not be able to find anyone whose thumbprint matches.

5. Discuss that no two people have the same fingerprints. This is one way we are all unique. Discuss other ways people are unique.

Evaluation/Modification:

Students can define ways they may be unique by having them draw a picture depicting their unique characteristics.

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Grade
1

LEVEL:
PRIMARY

FAMILY SCULPTING

OBJECTIVE:

To understand self-esteem within the family setting.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Family sculpting is a method allowing an objective viewer to see the dynamics of a family through the eyes of a child. Try not to judge but encourage the diversity of all families, and maintain a positive atmosphere.

CLASS ARRANGEMENT:

Explain the task and ask for volunteers to "sculpt" their family using other children in the class as surrogate family members. The teacher can be involved only if chosen by the student. Students should be allowed to use whatever props are necessary. The more props, the longer the exercise.

INSTRUCTIONAL STRATEGIES:

1. Discuss with the class the importance of the diversity of families and how families influence what we do.

2. Explain the sculpting process as "painting" a picture of your family or "molding" your family.

3. Ask for a volunteer. Explain to the volunteering student, he/she can use anyone in the class as a representation of a family member.

4. Tell the surrogate family members they have to allow the volunteer to be able to move their arms and legs, and they must remain "frozen" in that position.

5. The volunteer should explain why he/she sculpted the way he/she did.

6. Discuss the scuptling in a positive atmosphere and then ask for another volunteer to sculpt his/her family.

7. Discuss differences in the families. Stress that no family is better, just different.

Evaluation/Modification:

Ask for volunteers when beginning this class, as this could be threatening to some students who deal with problems within the family.

Time allotment designates how specific you would like to get or how many students can do it. At least 4-6 would be optimal. If a child presents the family as abusive, (father has raised fist, etc.), discuss the situation with a school counselor. Encourage the school counselor to be present or to team teach.

Grade

1

Grade

1

Handout Masters

How Fruits Grow

Directions:

Fruits can grow on trees, vines or bushes.
Look at the fruits around the tree.
Color all the fruits.
Draw a line from the tree to the fruits that grow on a tree.

Peter Piper Picked . . .

Roots, Leaves, Stems, Seeds, Fruits and Pods

We Eat the Roots:
beets
carrots
Jerusalem artichokes
leeks
onions, all kinds
parsnips
peanuts (did you know?)
potatoes, all kinds
radishes
rutabagas
scallions
sweet potatoes
turnips
yams

We Eat the Leaves:
Brussels sprouts
beet greens
cabbage, all kinds
chard
cilantro
endive
kale
lettuce, all kinds
mustard greens
parsley
spinach
turnip greens
watercress

We Eat the Pods:
chili peppers
green beans
okra
peas
wax beans

We Eat the Stems:
asparagus
bamboo shoots
broccoli
mushrooms

We Eat the Seeds:
beans (can you name them?)
peas
pumpkin seeds
sunflower seeds

We Eat the "Fruits":
apples
apricots
artichoke
avocado
banana
bell peppers
berries, all kinds
cranberries
cucumber
dates
eggplant
figs
grapefruit
kiwifruit
kumquat
lemons
mangos
melons, all kinds
orange
papaya
peach
pear
persimmons
pineapple
plums
pomegranate
pumpkin
strawberries
squash
tangerines/tangelos
tomatoes

Grade
2

LEVEL:
PRIMARY

WARM-UP (GYMNASTICS)

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activity planned for instruction.

CLASS FORMATION:

Whole class.

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor and push chest toward the floor.

2. Leg Kicks—one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.

3. Slide legs down as far as possible into split position. Hips should be square with the front leg, and the back knee and foot turned under. When students have obtained maximum split position, place hands on floor on either side of the leg, count to 20. Relax and repeat. Splits should be practiced on both sides.

4. On all fours push down with trunk and raise head; change to a position with back rounded well and head dropped.

5. Rock on back with back rounded well. This movement should follow any strenuous back stretching.

Grade
2

LEVEL:
PRIMARY/INTERMEDIATE

WARM-UP (GYMNASTICS)

OBJECTIVE:

To reduce the chance of injury and to improve performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Twenty hoops.

INFORMATION:

Superior gymnasts spend one-third to one-half of their workout time warming up or cooling down. Every physical activity should begin with a warm-up and conclude with a cool-down. Most accidents occur when joints and muscles are stiff and inflexible. Any activity that serves as a warm-up can serve as a cool-down.

CLASS ARRANGEMENT:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. Cardiovascular Warm-up

   Activity: running, skipping, galloping, jumping

   Example: Place 20 hoops on the floor. Students run around the hoop. On the command "freeze," students stop with:

a. one leg in the hoop,
b. both legs in the hoop,
c. sitting in the hoop,
d. balancing in the hoop.

Students can jump from hoop to hoop and on “freeze,” stop and perform:

a. five knee bends,
b. five sit ups,
c. five push ups,
d. squat thrusts.

(Squat thrust--from a standing position, bend knees and bend at the waist until hands can be placed on the floor, palm down on either side of the feet. While supporting the weight on the hands, shoot both feet backwards until the body assumes a push up position. When the toes touch the floor, rebound and bring the feet back between the hands. Stand up straight with arms at side. Repeat.)

2. Flexibility is best achieved by a continuous passive stretching with no bouncing movements. Stretch for a few seconds, relax and then stretch further.

a. Side stretching - place feet on floor, hip width apart. Without turning the body, stretch to one side as far as possible. Repeat on other side. Hold for five seconds.

b. Sit with legs straight, knees apart. Try to touch the right shoulder to the right leg, hold. Repeat on left side.

c. Same position as above, grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.

d. Stand, clasp hands behind back. Raise arms as high as possible and bend backwards. Straighten up and bend forward bringing the arms as far overhead as possible. Hold.

Grade
2

LEVEL:
PRIMARY

AGILITY

OBJECTIVE:
To enhance students' skills through landing exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
K-7 "gymnastics" lesson plans.

INFORMATION:
Agility is the ability to move or shift the body in different direction with speed and efficiency. Agility is essentially the relationship of speed, strength, and coordination. It involves both innate capacity and training.

CLASS ARRANGEMENT:
Whole class.

INSTRUCTIONAL STRATEGIES:

1. Students can warm up using jumping, running, stopping and stretching exercises from previous warm-up sections.

   Landings and Rotations:

   a. Prone fall from kneeling
   b. Prone fall from standing
   c. Swedish fall
   d. Two-footed landing: When dismounting from any apparatus or coming to a full stop from a height, the recommended position is to have feet parallel on the floor, knees flexed and arms to the front for balance.
   e. Jump one-half turn: Arms swing up and move in the direction of the turn as the body rises. The body turns around its longitudinal axis.

Grade
2

LEVEL:
PRIMARY

GYMNASTICS

OBJECTIVE:
To enhance coordination skills through tumbling floor exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Eight 4' x 4' folding mats, connected by velcro forming a 4' x 32' strip.

INFORMATION:
Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement. Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement.

CLASS ARRANGEMENT:
Class divided into groups of two students.

INSTRUCTIONAL STRATEGIES:
Students should face each other across the mat strip.

Students will perform tumbling maneuvers as follows:

1. Tuck Position Side Roll:
   Students begin in kneeling position with the hips on the heels and the torso to the knees. *Movement:* Maintaining the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left. Note: the knees do not leave the tuck position during the roll.

   Variation: Upon completion of the roll, extend the torso upward into a kneeling position. Then curl downward again to roll in the opposite direction.

   Spotting: Not necessary.

2. Forward Shoulder Roll:

Students should begin in the lunge position with the right leg forward.
Movement: Pike forward, twisting the shoulders to the right and drawing the left shoulder toward the right ankle. Extend the left arm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward on the right leg.

Variation:

a. Roll across the shoulder and back into a sitting posed position.

b. Execute a roll and while on the back (c) place the legs together. Tuck the knees to the chest and kneel up onto both knees.

c. Start the shoulder roll from a kneeling position and finish as in variation (a) or (b) or in the basic shoulder roll.

Spotting: Not necessary.

3. Log Rolls:

Students should lie down flat on the mat, arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. This is a good introductory exercise to get the rotational feeling.

Grade
2

LEVEL:
PRIMARY

BALANCE

OBJECTIVE:

To achieve confidence in performing various balance exercises at selected heights from the floor.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One or two balance beams (6' x 4' x 8') placed on the floor or elevated for an increased difficulty.

INFORMATION:

Balance can be broadly divided into static and dynamic balance. **Static balance** is the ability to maintain equilibrium in relation to force of gravity while being stationary. An example of static balance is a stork stand performed on floor or balance beam. **Dynamic balance** is the ability to maintain equilibrium while the body is in motion, such as in skiing, playing soccer or bicycling.

CLASS ARRANGEMENT:

Class forms a line position parallel to the balance beam at a safe distance from the beam (minimum 5 feet). Students face the beam. The first person mounts the beam and performs the exercise in front of his/her peers. If possible, have more than one student performing the movement simultaneously to increase time on the task.

SKILLS NEEDED:

Floor balancing skills from kindergarten and grade one lesson plans, and balance beam movements from grade two lessons.

Instructional Strategies:

1. Warm-up exercises.

On beam:

2. Chasse
   Students sidestep facing teacher (spotter) and cross their feet in front (front chasse) and/or back (back chasse).

3. Step-tap-hop (polka step) Student steps with left foot, transfers weight to it and hops joining both feet in the air. Crossover step and repeat with right foot.

4. Pivot Turn

5. Straddle Hold

6. Wolf Position

Evaluation/Modification:

Practice beam exercises using the lines on a gymnasium floor. When the fear of height is present, move back to the floor exercises and increase height gradually.

Grade
2

LEVEL:
PRIMARY

BALANCE

OBJECTIVE:
To improve balance using skills on the beam.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor and outdoor).

EQUIPMENT/MATERIALS:
One or two balance beams at the height of 0 to 12 inches from the floor; mats placed under, in front and at the end of the beam.

INFORMATION:
Balance is the ability to maintain body position in a stationary or static position while performing dynamic movement. Balance is a complex part of one's skill fitness, which is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Balance is the ability to maintain one's equilibrium in relation to the force of gravity.

CLASS ARRANGEMENT:
Class forms a line position parallel to the balance beam at a safe distance from the beam (minimum 5 feet). Students face the beam. The first person mounts the beam and performs the exercise in front of his/her peers. If possible, have more than one student performing the movement simultaneously to increase time on the task.

SKILLS NEEDED:
Floor balancing skills from previous lessons.

Instructional Strategies:

1. Warm up using flexibility and balance exercises on the floor.
2. Walk with legs straight.
3. Side Step.
4. Walk Backwards.
5. Walk - Knee Bend - Walk.

Grade
2

LEVEL:
PRIMARY

COORDINATION

OBJECTIVE:

To enhance coordination skills through tumbling exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIAL:

Eight 4' x 4' folding mats connected by velcro to make a 32' strip.

INFORMATION:

Coordination is the ability to perform specific movement skills. A child possessing "good coordination" is the one who can demonstrate a high degree of efficiency in numerous hand-eye coordination activities. Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement.

CLASS ARRANGEMENT:

Divide class into groups of two.

SKILLS NEEDED:

Backward roll, straddle roll.

INSTRUCTIONAL STRATEGIES:

1. Students can warm up using the stretching and cardiovascular exercises in previous lessons.

Forward Straddle Roll

From straddle standing position with the hands placed on the mat between the legs:

a. Lean forward and push downward with the shoulders; attempt to get the hips to lift up off the mat. Some of the body weight must be maintained on the feet, as well as on the hands.

b. Repeat this pushing action but start in a straddled V-sit; reach for the mat between the legs and place the hands on the mat before the feet contact the floor. Then lean forward and push to clear the hips off the mat and to support the weight on the feet.

2. Backward Straddle Roll

Assume the straddle standing position with the upper body piked forward reaching between the legs with the arms, hands close together, and palms facing the mat. Keep the arms close to the body. Do not place the hands on the mat from this position.

Keeping the arms close to the thigh area, sit backward and reach for the mat with the hands and briefly support the body weight on the hands so that the hips can be gently lowered to the mat. Keep the body in the pike position with the back rounded, the chin is on the chest as the roll is continued along the spine. The legs, while straddled, are lifted overhead and feet are placed down on the mat. As the weight is transferred from the hands to the hips, quickly move the hands to the shoulder position for the completion of the backward roll.

Grade
2

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To enhance coordination and agility through the basic skills of soccer.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor) with a wall.

EQUIPMENT/MATERIALS:
One ball per student.

INFORMATION:
Kicking is the most common way to contact the ball in soccer. The instep kick is the most frequently used kicking pattern in soccer and is used for passing and shooting.

CLASS ARRANGEMENT:
Individual tasks, and partner tasks.

SKILLS NEEDED:
Dribbling.

INSTRUCTIONAL STRATEGIES:

1. Warm up using the following drills:

    a. Jump off the left foot and touch the top of the ball with right foot. Repeat with opposite feet. Practice the rhythm.

    b. Do push-ups while holding the ball. Spread the legs to aid balance.

2. Instep kick

   a. kick the ball against the wall and retrieve it using hands

   b. kick the ball against the wall, stop it using feet only

   c. kick with power against the wall; see how far you can make the ball rebound back

   d. kick at a target on the wall

   e. kick low and high against the wall

   f. kick against wall, alternating feet

   g. kick against wall using different parts of the foot

   h. kick the ball ahead of you, run and trap it before it comes to rest on its own

   i. dribble, kick against wall, retrieve rebound and repeat

3. Pin Soccer

   Two versus two or three versus three are the best team numbers for this game. Each team has a skittle or safety cone for its goal. If the skittle or cone is touched or knocked over by the opposing team, it is a point for the team. Distances between the goals can be varied depending on skill level. Keep score up to 5.

Grade
2

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To practice locomotor and manipulation skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball per two students.

INFORMATION:
Most soccer ball passes by elementary school children should be performed by inside-of-foot kick. It is an effective kick for short, accurate passes to a partner.

CLASS ARRANGEMENT:
Class divided in groups of two.

SKILLS NEEDED:
Running, stopping, balancing, dribbling.

INSTRUCTIONAL STRATEGIES:

1. Partner Activities
    a. Pass back and forth, both partners stationary
    b. Lead passes - kicker remains stationary and passes
    c. Passing back and forth, both moving

d. First person kicks against the wall, second person traps the rebound

e. One person holds hoop against the wall and second person tries to kick the ball through it

f. First person passes to second who traps the ball and then quickly kicks it hard against the wall

g. Partners pass back and forth until one person is ready to take a direct shot against the wall

h. Wall Dodgeball—One person stands by the wall and the partner backs a specified distance. The kicker attempts to hit the person by the wall with the ball. The person at the wall has a limited area in which to move.

i. Area Dodgeball—Traveling anywhere, the kicker attempts to hit his partner with the ball.

2. Alley Soccer (lead-up game):
Divide the playing area up into four or five alleys, and divide the class into two teams. These alleys can be marked by skittles or hoops. Each player must stay in his own alley but can pass to teammates in other alleys. Goals are scored by kicking into a goal area, dribbling the ball over the end line, or trapping the ball on the end line or in a hoop placed at the end of each alley.

Evaluation/Modification:

Evaluate students' abilities to perform the desirable skill using the following clues:

a. Are the eyes focusing on the ball?

b. Is contact with the ball made with the inside of the foot?

c. Does the kicking foot follow the intended direction of the ball?

Grade
2

LEVEL:
PRIMARY

COMPASS

OBJECTIVES:
To enhance basic locomotor patterns and reinforce acquired geography concepts (directions).

LIFE SKILL:
To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Four cones labeled EAST, WEST, SOUTH, NORTH, and different colored hoops.

INFORMATION:
This activity taps into the students' ability to process sequential information and listening skills.

CLASS ARRANGEMENT:
Scattered with the area of the four cones, students stand inside their colored hoop.

SKILLS NEEDED:
Basic locomotor patterns and static balance ability.

INSTRUCTIONAL STRATEGIES:
With a compass:

The students begin inside their hoop; the instructor calls out a color of hoop, a method of traveling, (e.g., galloping), and a direction to travel to and back to their hoop. To keep the activity moving, the instructor calls out the next hoop color, etc., as soon as the first group leaves and continues for each group. The instructor should give a new task for the initial group returning to their hoop and do the same with each ensuing group.

Evaluation/Modification:

The children can place a given number of body parts in hoop while waiting for task.

Bring a real compass to class to show the students.

Try directions such as “northeast” to see how students respond.

Grade
2

LEVEL:
PRIMARY

BUNCH OF ANIMALS

OBJECTIVE:
To practice dynamic balance and movements that help flexibility.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open space [outdoors on grass, indoors on mat(s)].

EQUIPMENT/MATERIALS:
Large mat, polyspots, rag strips.

CLASS ARRANGEMENT:
Scattered in general space using polyspots, hoops, circles marked by tape or with white shoe polish to identify personal space.

SKILLS NEEDED:
Imagination, dynamic balance, and flexibility.

INSTRUCTIONAL STRATEGIES:
Floor or mat tumbling challenges:

Students should start moving around using the movements of the animals identified below. When "Call of the Wild," is called out by the instructor, students must return to their "den," "hole," "nest," etc. (polyspot/area).

1. A frisky puppy sniffing about the neighborhood.

2. A puppy with a hurt paw going home to master for sympathy.

3. A bear walking through the woods, then rummaging through a trash dumpster.

4. Inchworm inching to another leaf (hoop/polyspot).

5. Mule kicking within its stable.

6. Seal waddling around a rock (polyspot).

7. Walrus clapping.

8. Alligator scouting its swamp. Back to own personal space (polyspot).

9. Hand and knee scale

10. Knee scale

11. Jump turn

12. Swing ups

13. Thread the needle (24" rag strips can be held in hands—students can be assigned partners).

14. Log roll partner but be careful for log jams.

15. Egg roll, being careful not to scramble the egg.

16. Wring a wet dishrag.

17. Bouncing ball: one student squats and pretends to be a ball, the other student pretends to bounce the ball (partner) around the mat. The students should switch roles.

Grade
2

LEVEL:
PRIMARY

PLAYING "HOOPS" LESSON

OBJECTIVE:

To enhance dynamic and static balance and manipulative skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Multicolored, segmented hoops 4' to 6' in diameter.

CLASS ARRANGEMENT:

Scattered in general space, polyspots, hoops, circles (marked with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balance skills, rolling skills, initial tossing skills.

INSTRUCTIONAL STRATEGIES:

HOOP CHALLENGES:

1. Students balance on one patch inside hoop with two points outside hoop.

2. Starting inside hoop, students jump up and then land with two patches landing outside hoop and three points landing inside hoop, simultaneously.

3. Students stand on an intersection of two lines on the floor and choose a line upon which to roll hoop. If a student meets another student rolling their hoop on the same line as they are on, the first student must stay to the right. If a student's line ends, the student should follow another line, e.g., a line of a different color.

4. At an intersection of two different color lines, students twirl hoop and then run clockwise around it.

5. Students backspin hoop then catch it as it rolls by.

6. After backspinning hoop, students lift it up with leg as it rolls past.

7. Same as #6 but students move hoop from leg to arm without the hoop stopping its spin.

8. Students toss hoop, cover eyes and have hoop land over student.

9. Same as #8 but students flip hoop.

10. Students spin hoop around a body limb, then try moving the hoop to another limb without stopping its spin.

11. With a partner, students roll hoops back and forth.

12. Students can try lightly tossing hoops back and forth.

13. Using one hoop between two students, one student should spin the hoop around an arm, then have the partner move in to take over the spinning hoop without it stopping.

14. Human horseshoes: one student begins with both hoops, their partner is three to four giant steps (meters) away in squatting position. By tossing the hoop, the thrower tries to have the hoop land over their squatting partner, switch roles.

Grade
2

LEVEL:
PRIMARY

BEAN BAG LESSON

OBJECTIVE:

To enhance throwing and catching skills, and dynamic and static balance ability.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cloth beanbags.

INFORMATION:

Use medium to large cloth beanbags to foster success.

CLASS ARRANGEMENT:

Scattered in general space, polyspots (see glossary) or large hoops/circles (marked on floor with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balancing objects, tossing and receiving skills.

INSTRUCTIONAL STRATEGIES:

Beanbag Challenges:

1. Place the bag on a high patch (see glossary) and move about.

2. Students (in personal space) move the bag from this high patch to medium patch without using hands.

3. Students should flip the bag up from foot to hands. Repeat with other foot.

4. Flip the bag up from foot and have the bag land on a medium patch on body.

5. Students toss bags up, reach and touch the ground to their left, stand up and catch bag.

6. Same as #5 but touch to left, then to right.

7. Toss the bag up then catch it behind back; if caught, flip bag from back over the head so it can be caught in front of student.

8. Students toss bag in air and put arm through legs (from back to front) and catch the bag.

9. With a partner, students stand back to back and take one giant step away from each other. Using one bag, toss the bag over head to partner to catch it.

10. Same as #9 but students bend over and toss the bag between legs to partner.

Grade
2

LEVEL:
PRIMARY

BALLOON, SHUTTLECOCK AND SMALL BALL CHALLENGES

OBJECTIVE:

To enhance manipulative abilities, eye-limb coordination, depth perception, receiving objects, and movement sense.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Balloons, shuttlecocks, nylons, clothes hangars, plastic scoops, small Nerf balls or wiffle balls or rag balls, boom box and contemporary music.

INFORMATION:

The intent is to provide children with initial experiences with the patterns of movement with softer, child-friendly objects. These experiences will allow students to acquire the basal pattern of striking, eye-limb coordination, depth perception, receiving objects, etc.

CLASS ARRANGEMENT:

Scattered in shared general space, using polyspots to enhance personal space.

SKILLS NEEDED:

Basal striking patterns.

INSTRUCTIONAL STRATEGIES:

1. Balloon Challenges
   Students locate a polyspot to perform the following tasks:

   a. Balance the balloon on a patch, then move it to another patch without using hands.

   b. Balance the balloon on forehead, then try standing up. Staying in place, bop and tap balloon using 10 different points of body each time it's touched.

   c. Students swat balloon high into the air, run away from home but come back home in time to catch it before it touches the floor.

2. Balloon and Racquets Challenges

   The instructor distributes the racquets (made from nylons and clothes hangers) by color of balloon and starts the music.

   a. The students hold the racquet in their favorite hand, balance the balloon and count how old they are. Next, the students try to balance the balloon on their racquet with the other hand and walk around the neighborhood until the music is shut off.

   b. Students volley the balloon seven times in a row with their favorite hand then try seven times with the other hand. Students should try walking about volleying the balloon three times with one hand then three times with the other hand.

   c. Volley the balloon, let it bounce off a body part, volley it with the other hand, then bounce it off a different body part, etc.

   Using a shuttlecock:
   d. Partner up with another person. Standing on a polyspot, have a student toss a shuttlecock to their partner. The partner taps it back for them to catch it. Volley it back and forth establishing a record; volley circles around partner in middle.

3. Ball and Scoop challenges

   a. Toss the ball up with non-favorite hand and catch ball in scoop held by favorite hand. Repeat 10 times and switch hands.

   b. Bending over, students can flip ball up behind body then catch it in front of body. Scoop it up, then switch hands to catch it as it comes down.

   c. Students should be partnered up. Toss and catch the ball with partner, switch hands. Scoop it back and forth, switch hands. Toss two balls simultaneously.

Grade
2

LEVEL:
PRIMARY

FILL-A-HOOP AND BLAST OFF

OBJECTIVE:

To develop and combine locomotor patterns into complex movements.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight to 12 hoops, tape/CD player with upbeat music, four bamboo poles, eight chairs, four sectional mats, eight polyspots, four medium height cones with plastic hurdles (or thin bamboo canes).

CLASS ARRANGEMENT:

Scattered in shared general space with hoops also scattered within the area.

SKILLS NEEDED:

Basic locomotor patterns and listening skills.

INSTRUCTIONAL STRATEGIES:

Fill-A-Hoop

Students randomly move about when the music is playing. When the music stops, the instructor calls out a body part. Each child moves to a hoop and places that body part inside the hoop. After all have completed the task, the instructor calls out a method of traveling. Repeat the sequence with different locomotor skills.

Blast Off

Students are instructed to do the following:

a. Go under an obstacle (bamboo pole across chairs or jump rope ends stuck in cones with mats underneath).

b. Go over an obstacle (plastic hurdle, or bamboo pole resting on a medium height cone or chair).

c. Jump from a two-footed take-off position.

The sequence is "under, over, blast off." A minimum of four obstacles each is set up about the movement area. Use music to control the intensity and duration of the activity. When the music stops, the students stop. The instructor can require various locomotor patterns be used when getting from one obstacle to another.

Safety Consideration
Remind the children that the volume of movers and the intensity of the movement will be high when the music is playing. Efficient, safe movement must exist.

Evaluation/Modification:

Faster music will result in faster activity, and playing the music longer will require greater cardiovascular effort.

Grade
2

LEVEL:
PRIMARY

SHIPWRECK

OBJECTIVE:
To utilize acquired locomotor patterns.

LIFE SKILL:
To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor) with lines on floor.

EQUIPMENT/MATERIALS:
Signs indicating sides of a boat (starboard, port, stern, bow), lines on floor.

INFORMATION:
The enjoyment and success of this activity is related to the energy displayed by the instructor or "Captain."

CLASS ARRANGEMENT:
Scattered, sharing general space.

SKILLS NEEDED:
Basic locomotor patterns, ability to follow directions.

INSTRUCTIONAL STRATEGIES:
The object of this activity is to respond to the commands called out by the ship's captain. The students should respond in mass to the following commands.

1. Inspection—stand upon a designated line saluting the captain.

2. Roll call—stand upon a designated line with hands folded behind back.

3. Hoist the Sails—jog in place repeatedly pulling down with both arms dramatizing the pulling of ropes that lift the sails.

4. Person Overboard—Lie on floor and dramatize "swimming."

5. Eat in the Galley—Sit on floor and dramatize "eating."

6. Slippery deck—Move about the floor dramatizing the difficulty of walking on a slippery deck.

7. Shark—Travel in a circle with a hand on top of your head indicating a dorsal fin.

8. Bow—Travel to the front of the boat and put hands on the wall.

9. Stern—Travel to the back of the boat and put hands on the wall.

10. Port—Travel to the left side of the boat and put your hands on the wall.

11. Starboard—Travel to the right side of the boat and put hands on the wall.

12. Scrub the Deck—Dramatize "mopping."

Evaluation/Modification:

With younger children, start with a few commands.

Grade
2

LEVEL:
PRIMARY

HOOPER

OBJECTIVES:
To stimulate the cardiovascular system, and enhance socialization and locomotor skills.

LIFE SKILL:
To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area with boundaries (indoor or outdoor).

EQUIPMENT/MATERIALS:
Four to five soft tagging objects (large pieces of sponge or Nerf balls), six to eight hula hoops.

INFORMATION:
Activities such as this are used as a lead to any movement-oriented lesson or closure.

CLASS ARRANGEMENT:
Scattered in shared general space with hoops scattered around.

SKILLS NEEDED:
Basic locomotor patterns, dodging and chasing.

INSTRUCTIONAL STRATEGIES:
The object of this activity is not to be tagged. Designate four to five students to be "it" (taggers). Students who are "it" are given a Nerf ball. Randomly give other students the hula hoops. The goal of the taggers is to tag other children. Children who are tagged must squat down with arms up to protect head, especially the ears, and wait until a classmate places a hoop over them. This action frees the child who was previously tagged. Any child who is free may place a hoop over a child who has been tagged. Taggers may not tag those with hoops; taggers may not wait near those waiting to be freed. The game is self-perpetuating; a teacher may want to designate new taggers after a specified time.

EVALUATION/MODIFICATION:
After the stop signal is given, children close their eyes and open their hands. Taggers place soft tagging object in hands of someone with their eyes closed. Safe running without collisions should be emphasized.

Grade
2

LEVEL:
PRIMARY

HAMMER TIME

OBJECTIVE:
To develop rhythmical movement patterns.

LIFE SKILL:
To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Soft tagging objects, boundary markers (if outside), boom box with “hip hop” music.

INFORMATION:
This is a dynamic activity that blends a simple dance pattern into a chase game.

CLASS ARRANGEMENT:
Scattered in shared general space.

SKILLS NEEDED:
Basic locomotor patterns, ability to recognize a beat, dodging and chasing.

INSTRUCTIONAL STRATEGIES:
The objective of this activity is to travel about without getting tagged.

If tagged, student must stop and raise right hand in the air. A classmate will come over and give a “high five.” Turn so right sides are to each other, then slap down low, then turn and face each other for a forearm with right arm, forearm with left, high ten, circle your arms around to slap down under one of your legs, then double point to each other saying “Hammer Time.” Elevate shoulders.

After completing the routine the student is free to travel. Instructor stops the activity every two minutes or so to find new chasers, then another round is played. Four to five rounds should suffice.

Remind the students that the volume of movers and intensity will be high during the chase activity; that efficient, safe moving must exist.

Evaluation/Modification:

Taggers are asked not to stand near children performing the routine so to tag one of them just as they finish the routine.

Grade
2

LEVEL:
PRIMARY

NEUTRONS, PROTONS, ELECTRONS

OBJECTIVES:

To enhance the cardiovascular system, locomotor patterns and develop an understanding of the reaction that occurs between like and unlike charges.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tagging objects of different colors to represent five neutrons, half of the class as electrons, half of the class as protons.

INFORMATION:

After physics information is presented this activity can be used to strengthen understanding of the concepts behind positive and negative charges.

CLASS ARRANGEMENT:

Scattered in sharing general space.

SKILLS NEEDED:

Basic locomotor patterns, dodging and chasing.

INSTRUCTIONAL STRATEGIES:

The object of this activity is not to be tagged by the neutron; if tagged, students must switch tagging objects. Students are safe from the neutrons when electron (tagging object held in hand) is in contact with a proton (tagging object held in hand of classmate). The color of the objects representing electrons are all one color, color of objects representing protons are all one color but different color than electrons, and the color of objects representing neutrons are all one color but different from electrons and protons. The neutrons (chasers) may not wait near an electron and a proton in contact to tag them. An electron and a proton may only be in contact for three seconds.

Evaluation/Modification:

Observe students that have been chasing for too long; casually arrange for a classmate to switch roles with him or her.

Grade
2

LEVEL:
PRIMARY

HEART RUN

OBJECTIVE:
To understand the blood flow through the heart.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Pylons to make a diagram of a heart, one pylon to represent the lungs, tape labels for the parts of the heart, one for the body and one for the lungs.

INFORMATION:
The physical activity will provide students the opportunity to see how running can improve their cardiovascular fitness. The students will understand the flow of blood through the heart.

SKILLS NEEDED:
Pulse monitoring, running, skipping, hopping, and jumping motor skills.

TEACHING STRATEGIES:
1. The instructor demonstrates to the students how the blood travels through the heart by walking through the heart-shaped diagram. Students should repeat the parts of the heart as the instructor goes through it. The demonstration should include the entire blood flow from the body, to the heart, to the lungs, back to the heart, and then the body. Repeat the procedure if necessary. Students should repeat the parts again.

2. The students should take their pulse before starting the activity. The students can take their pulse for ten seconds; help them multiply the pulse by six and write it down.

3. Five students can walk through the diagram and the rest of the class can call out which part they are going through. The five students can take their pulse and write it down. Continue until all the students have gone through the diagram.

4. Five students run through the diagram and take their pulse and write it down. Continue until all the students have run through the diagram.

5. Lead a discussion about what happened to their heart rates. Ask the students if they felt different when they went through the diagram.

6. If time remains, ask for a couple of volunteers to run through the diagram twice in a row. Take their pulse. Is it different from their other heart rates? Discuss why or why not. Discuss running for an extended time and how it will improve their cardiovascular fitness.

Evaluation/Modification:

You may change the ways in which the students go through the diagram. You can have the students hop, skip, or jump through the diagram.

Resources:

DeBakey M.E., Heart (Ed.), The World Book Encyclopedia (Vol. 9, pp. 132-141). Chicago: World Book, 1985.

Grade
2

LEVEL:
PRIMARY

SKIPPING

OBJECTIVE:
To enhance cardiovascular endurance by practicing an efficient skipping technique.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Skipping ropes, one per student.

INFORMATION:
A number of recent exercise studies with children have shown that rope jumping (skipping) may be a very effective way to achieve expediently the target heart rate (THR) range. It may, however, be too strenuous for some students in the class. Walking and jogging activities should precede the rope jumping program for those students having difficulty.

CLASS ARRANGEMENT:
Tree formation; students are spread at a rope "arch" distance.

SKILL NEEDED:
Two-footed step.

INSTRUCTIONAL STRATEGIES:

1. Skipping Technique
   To determine the correct length of the rope, each child should stand in the center of the rope. If the rope is long enough, it should extend from armpit to armpit. An incorrect length will adversely affect skipping performance.

Hold ends of the rope loosely in fingers with thumbs pointing to the side with elbows close to the side of the body. To start rope turning, swing the arms and shoulders in a circular motion; once the rope begins to follow a circular motion, all further action should be initiated from the wrists and fingers.

2. The cardiovascular program goal is three minutes of continuous skipping. There are three progressive variations to achieve this goal:

a.

skip 50 sec.	rest 15 sec.
skip 50 sec.	rest 15 sec.
skip 50 sec.	rest 15 sec.
skip 30 sec.	_____
total 3 min.	total 45 sec.
skipping	rest

b.

skip 1 min.	rest 15 sec.
skip 1 min.	rest 15 sec.
skip 1 min.	_____
total 3 min.	total 30 sec.
skipping	rest

c.

skip 1.5 min.	rest 15 sec.
skip 1.5 min.	_____
total 3 min.	total 15 sec.
skipping	rest

Grade
2

LEVEL:
PRIMARY

ORIENTEERING

OBJECTIVE:

To enhance map reading skills through a relay game.

LIFE SKILL:

To promote physical activity, exercise, and good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The activity focuses on map symbol identification skills.

CLASS ARRANGEMENT:

Class is divided into four groups.

SKILL NEEDED:

Ability to identify all symbols included in the orienteering map symbol game.

INSTRUCTIONAL STRATEGIES:

1. Check to see if students can identify map symbols included in the game.

2. The orienteering map symbol game consists of four sheets illustrating various map symbols. One sheet is used by each of the relay teams. Separate the symbols where perforated to keep each color in the set. Spread one set of symbols on the floor, face up, in front of each team at a suitable distance (100 feet). Give each leader a symbol card which is a start card. All of the leaders should receive the same symbol. When the leader receives the start card, for example, with the map symbol re-entrant drawn, he/she flips it over and finds that he/she must identify the map symbol for the railway as printed. He/she then runs to the area where the symbol cards are located, finds the card illustrated railway and places the start card face up with the rest of the cards and returns the new card illustrating railway to the person next in line. This is continued until the original symbol for the re-entrant or the start card in other cases has been identified.

RESOURCES:

Orienteering Services USA, P.O. Box 1604, Binghampton, NY 13902, Phone: (607) 779-2264.

Grade
2

LEVEL:
PRIMARY

SIT AND SPIN, FOUR CORNERS AND SALUTE THE CAPTAIN

OBJECTIVE:
To enhance locomotor patterns.

LIFE SKILL:
To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Tape or CD player with upbeat music, four cones.

CLASS ARRANGEMENT:
Scattered in shared general space.

For "Four Corners" a quarter of the students start at each corner (marked by cones to form a large rectangle/square).

SKILLS NEEDED:
Basic locomotor patterns, previous spinning experience.

INSTRUCTIONAL STRATEGIES:
Sit and Spin (should only be performed indoors on smooth floor)

Students travel around the area performing various locomotor patterns called out by instructor, e.g., hop, skip, walk, etc. When instructor calls a letter, children continue to travel using the locomotor pattern previously called; when the instructor calls a number, each child stops, sits, and spins around holding knees. Students resume traveling about when the teacher calls a different locomotor pattern. The children reverse the direction of spin for each subsequent number.

Four Corners

One cone is placed in each corner of the activity area. Taped to each cone is a picture or word that conveys a locomotor pattern. A quarter of the children start at each cone. All move in the same direction from cone to cone. As they pass each cone they change their locomotor pattern to match the locomotor movement taped to the cone. Passing other children is permitted only on the outside of the person.

Salute the Captain

The children are scattered (use poly spots for personal space) facing instructor. The children, staying in their personal space, copy movements performed by the instructor. When the instructor stops and comes to attention, all must stop and "salute the captain." The instructor resumes doing more movements and the children copy. The success of this activity is directly related to the energy level and creativity of the instructor.

Grade
2

LEVEL:
PRIMARY

LONGFELLOW ELEMENTARY BICYCLE RODEO

OBJECTIVES:

To become familiar with bicycle safety rules and be able to demonstrate hand signals, balance, stopping, and straight line control.

LIFE SKILLS:

To promote physical activity, exercise, good mental health and personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Bicycle for each student, stop watch, chalk.

INFORMATION:

It is important that each bicycle is equipped with a headlight, taillight, reflectors, bell or horn, and a safety flag. Once your bicycle is properly equipped it is important to know the proper hand signals and to choose safe routes.

TEACHING STRATEGIES:

1. Brainstorm with students what bicycle safety rules are. Invite a local enforcement officer to discuss the local bicycle safety regulations. You may want to do this the day before class in order to leave more time for the bicycle rodeo.

2. Discuss with students the importance of equipping a bike with headlight, taillight, reflectors, bell or horn, and a safety flag.

3. Model proper hand signals. Assess that students understand by having them demonstrate proper hand signals when announcing “right” or “left.”

4. Hold a bicycle rodeo with four events:

   a. Demonstration of hand signals. Students go through course #1 and use proper hand signals.

   b. Balance at slow speed.

   c. Stopping. Students must stop at no more than one foot before the marked line.

   d. Straight line which includes: control/maneuvering, weaving/circling, and change of direction.

Evaluation/Modification:

Ask students what was difficult or what was easy for them. What made the difference? Slowing down, concentrating, practice, etc.

Resources:

Usually in the spring there are handouts available regarding bicycle safety at your local police station.

Grade
2

LEVEL:
PRIMARY

PROUD OF MY FOOD CHOICES

OBJECTIVE:

To understand the importance of making good food choices.

LIFE SKILL:

To promote proper nutrition and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Proud Peacock handout (see Grade 2 handout masters), crayons or colored pencils.

INFORMATION:

The depiction of the five food groups in the graphic of the Food Guide Pyramid is becoming familiar. However, children often find other graphics interesting and motivating. Children will often find motivation to make wise food choices when they do some simple form of dietary assessment. They feel more control if they can make personal goals to make sound eating choices, and then have a tool to check their progress. This process should be as confidential as children want it to be, although support from a teacher (and sometimes peers) is often helpful in reaching eating goals.

SKILLS NEEDED:

Knowledge of the five food groups and the foods specific to each group.

INSTRUCTIONAL STRATEGIES:

1. Review the five food groups and list some foods in each group. Discuss that many lessons portray minimum servings for each group, but this lesson gives the opportunity to see how many servings in each group a person might choose if he/she was larger or more active.

2. Pass out the Proud Peacock handout. Explain that the handout will be the tool they will use to keep track of their eating choices for one day. Stress that their work will not have to be shared with the class. It is helpful for us to remember what we eat to make our food choices wisely. Note that we feel good about our food choices or "proud as a peacock" when we choose foods that keep us healthy. Also note that the many colors of the peacock's tail remind us to eat foods every day that are of different colors in order to eat a variety.

Evaluation/Modification:

This lesson is one that lends itself to parental involvement at home. Children can take their handout or a clean copy home to be placed on the refrigerator. The worksheet could also be laminated for children to reuse.

Resource:

Worksheet from: Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1992.

Grade
2

LEVEL:
PRIMARY

PERSONAL EATING GOALS

OBJECTIVE:

To understand the variety of foods available from the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Eat the Five Food Group Way handout (see Grade 2 Handout Masters).

INFORMATION:

Information about the five food groups to be reviewed for this lesson should include the nutrients, health benefits, number of servings for children and for adults, a list of some foods in the food group, and serving sizes.

INSTRUCTIONAL STRATEGIES:

1. Introduce or review the five food groups using the Eat the Five Food Group Way handout with the children. Note especially the health benefits of each food group.

2. Teach children the following cheer:

   Give me an "M" (clap), give me an "I" (clap), Give me an "L" (clap), Give me a "K" (clap); MILK for strong bones—to play all day.

   Give me an "M" (clap); repeat with "E," "A," "T"; Meat for strong muscles—that's for me.

   Give me a "V" (clap), give me an "E" (clap), give me a "G-G-I-E" (clap); Veggies are going to help me see.

Give me an “F” (clap), give me an “R” (clap), give me a “U-I-T” (clap); Fruits will heal any cuts on me.

Give me a “G,” give me an “R” (clap), give me an “A-I-N” (clap); Grain for energy for the game.

3. Using the handout, have students draw an illustration in the blank star in each food group to show how that food group keeps the body healthy.

4. Children can make a plan to take responsibility to choose foods which provide the health benefits of nutrients they have drawn.

Evaluation/Modification:

Students can develop their own cheers for the Five Food Groups.

Resource:

Adapted from: Eat the Five Food Group Way!, Rosemont, Illinois: National Dairy Council, 1993.

Grade
2

LEVEL:
PRIMARY

DIFFERENT PLACES/ DIFFERENT GRAINS

OBJECTIVE:

To identify multicultural grain foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Large world map or globe, tape or tacks, magazines, Grain Foods handout (see Grade 2 Handout Masters).

INFORMATION:

Grain foods is a term for the foods found in the Bread, Cereal, Rice and Pasta group of the Food Guide Pyramid. The minimum recommended daily servings is six. Grain foods include not only bread, rice, cereal and pasta (noodles, spaghetti, macaroni) but pancakes, waffles, matzos, muffins, tortillas, corn bread, bagels and crackers. Grain foods provide vitamins, minerals, protein, and fiber. The most plentiful vitamins are the B vitamins that help keep muscles and nerves healthy, and help children run, read, write, and think. To make sure people get enough grain foods they must eat at least six to 11 servings a day. Six to 11 servings seems like an abundance, but having a bowl of cereal and a slice of toast for breakfast provides two servings. A sandwich for lunch contains two more servings, and rice and a roll for dinner adds two for a total of six servings. Crackers or cereal as a snack adds more. It is important to vary the kinds of foods eaten in the grain group. This lesson provides information about a variety of grain foods which have their origin in other countries.

SKILLS NEEDED:

Map skills.

Instructional Strategies:

1. Discuss the importance of grain foods with children and the number of servings and serving sizes needed daily for children. Try to use the Food Guide Pyramid.

2. With students working in groups of three to five, assign each group a geographical region: North America, South America, Europe, Africa, Asia, Australia, South Pacific, Central America, Middle East. Using the handout, have the children find one grain food picture from a country in their region. The children can cut out the pictures and attach them to the map.

   The countries and their foods are: Argentina - pasta, rice; Australia - biscuits (cookies); China - rice; England - English muffins; France - French bread; Germany - rye, pumpernickel; Israel - bagel; Italy - pasta; Japan - rice; Mexico - tortilla; Nigeria - rice; Syria - pita bread; United States - cereal, bread.

Evaluation/Modification:

Display of grain foods from other countries and allow the students to taste the foods.

Resources:

Adapted from: Healthy Growing Up, Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade **2**

LEVEL: ***PRIMARY***

MAKE A SNACK

OBJECTIVE:

To demonstrate safe cooking techniques and learn healthful snacking ideas.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Depending on recipe used, food and utensils appropriate to activity.

INFORMATION:

Children have high energy needs and should eat frequently. Most children need two to three healthy snacks in addition to breakfast, lunch and dinner. A good idea is to use snacks as a way to help children get the servings they need from the five food groups.

Cooking in the classroom can make nutrition lessons come alive. It also reinforces math, science, social studies and language arts concepts. If a classroom cooking center or school kitchen is not available, parents could be asked to donate utensils and cookware. Remember to discuss hygiene (handwashing, etc.), safety (knives, hot pots, burners), and manners.

Themes for special cooking events can include "Making Health Snacks," "Breakfast at School," "PotLuck Lunch," and "Around the World Snacks." Students might also like to compile a classroom cookbook with recipes made in school.

SKILLS NEEDED:

Stirring, simple cutting, spreading, handwashing.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of eating healthful but delicious snacks between meals.

2. Choose one or more of the recipes to have students make and eat. Discuss the food groups each food item comes from.

RESOURCE:

Adapted from: Journey to the Health Zone, Weight Watchers International, 1991.

Grade
2

LEVEL:
PRIMARY

WATER IS IMPORTANT

OBJECTIVE:

To understand that water is an essential and good choice for a drink.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Water Riddle Worksheet, pencils, oranges and orange juicer (optional: lettuce leaves, some fresh and some dried in the sun).

INFORMATION:

Water is a very important nutrient. A man could live for two months without food, but would die in six days if deprived of water. People need to ingest a little more than eight cups of water each day. Water is obtained from fluids and from solid foods. Many solid foods contain a large amount of water. For example, lettuce is 96 percent water, oranges are 86 percent water, and potatoes are 80 percent water. All tissues in the body are made of water. Water is necessary for the process of digestion, and it helps break complex nutrients into simpler components. Water is an especially important nutrient for athletes since they lose large amounts of fluid in perspiration and exhalation. Children who participate in sports should drink before, during, and after exercising. Special sport drinks are not necessary as water is best for children. Since thirst is not always an accurate indicator of fluid needs, athletes need to make a conscious effort to replace fluids.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of water to our bodies and that foods can have from 0 percent to 96 percent water content. (If available, show lettuce leaves that have been left in the sun; most of the leaf is gone because the water has evaporated. Compare to fresh lettuce leaf.) Remind students that even though we eat foods containing water, we must drink water and other beverages during the day. Water needs increase as temperature and activity increase. Children can brainstorm when they would need to drink more water than normal.

2. With one or more oranges, demonstrate the water content of oranges by having students make orange juice.

3. Students should complete the handout according to the directions. After they find the answer, ask how they plan to increase their water intake for the next few days.

Evaluation/Modification:

Food items could be brought in to display different water contents of solid foods with children ranking them from highest to lowest percentage of water content.

Resource:

Adapted from: Nutrition Smart!, The Center for Applied Research in Education, 1991.

Grade
2

LEVEL:
PRIMARY

MUSICAL FOODS TO GROW

OBJECTIVE:

To know and categorize foods in each of the food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom

EQUIPMENT/MATERIALS:

Chairs, cut out pictures of food from magazines or reproducibles.

INFORMATION:

Different foods help us grow in different ways. Some foods help bones grow long and strong; some foods help muscles become strong, keep skin smooth, make hair shiny and make teeth and nails strong and healthy looking. To be certain that food helps us grow properly, it is very important to eat many different kinds of food. All food comes from either plants or animals. The plant foods include vegetables, fruits which are good for our eyes and skin, and grains that give us energy. The animal foods include dairy products, as well as red meat, fish, chicken, turkey and eggs. Milk and cheese foods help bones and teeth grow. Red meat, fish, chicken, nuts, eggs, and dry beans help keep our skin, teeth, nails, bones, hair and muscles healthy.

INSTRUCTIONAL STRATEGIES:

1. Place chairs in a large circle. Tape a picture of a food on the chairback (front) of the chairs. (Use at least four foods from each food group.) As you tape a picture to a chair, hold up the picture and have the students identify the food and determine in what food group it belongs.

2. The children walk inside the circle of chairs as the teacher recites: “Vegetables, fruits and breads, you know; Milk or meat, they all help you grow.” The instructor calls out one of the five major food groups. When the group is called, the students sit in a chair portraying that

food group. Once one child is seated, the remaining children sit on the lap(s) of these children. Review the foods on the chairs in which they have chosen to sit. Repeat. A child could be chosen to recite the rhyme and call out a food from the food groups.

RESOURCE:

Adapted from: Healthy Growing Up, Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade
2

LEVEL:
PRIMARY

EVERYBODY NEEDS FOOD

OBJECTIVE:

To classify foods into the five food groups according to the Food Guide Pyramid.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food Guide Pyramid model (see Grade 2 Handout Masters), scissors, tape or glue.

INFORMATION:

We need food and water to be healthy, to grow, and to have energy for work or play. Foods have nutrients that help us for all of these reasons. For example, milk and meat have protein, which helps us grow. Vegetable and fruit groups give us vitamins and minerals that help us to be healthy. Bread group foods give us carbohydrates which give us energy. We need to eat foods from the five food groups to get the nutrients we need.

INSTRUCTIONAL STRATEGIES:

1. Explain to students we need food and water to be healthy. Ask students to respond and list the reasons they eat food and drink water. Explore what would happen if we did not have energy, could not grow or were not healthy. Briefly explain the nutrients given to us by the five food groups, and review the names of the food groups.

2. Distribute the model of the Food Guide Pyramid to each student. Students should note the food group names and the pictures of food in the group areas. Students can draw a food they like that fits a food group. (This could be modified to include a parent's favorite food, a new food tried in this food group or a food to try in this food group.) Students write

the reasons why they need food in the tab space located below the bread group on each pyramid side. The reasons are “to grow, to be healthy, and to have energy.”

3. Students can cut out the pyramid model and tape or glue the model together. Encourage students to use this model to remember to eat foods from each food group each day.

Evaluation/Modification:

Students could color the food groups in the Food Guide Pyramid model to reinforce the idea of eating foods of many colors for variety in the food groups.

Resource:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

Grade
2

LEVEL:
PRIMARY

BALANCING THE FOOD PYRAMID

OBJECTIVE:

To identify the number of recommended servings needed daily from the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food Fundamentals handout (see Grade 2 Handout Masters).

INFORMATION:

Foods from every food group provide building blocks for our bodies. A variety of foods provide different nutrients. Since our bodies cannot make nutrients, it is important to choose foods from every group to obtain the necessary nutrients. The building block concept fits well into the Food Guide Pyramid graphic. Cartoon characters can help tell children the importance of number of servings from each food group, as well as why those foods are important to the body.

Note—The Food Guide Pyramid guidelines recommend a minimum of two servings of foods from the Milk, Yogurt, and Cheese Group. However, many educational materials for children recommend three servings because of the importance to children of calcium and other nutrients found in these foods.

INSTRUCTIONAL STRATEGIES:

Using the Food Fundamentals handout, review with the children the names of the five food groups. Note that each cartoon character indicates how many servings of each of the groups is the minimum recommendation. Children can draw favorite foods from that food group in the pyramid block, and share their answers in a small or large group. To reinforce the number of recommended minimum servings, have students make a people pyramid.

Eighteen children can choose which of the five food groups (plus fats, oils, and sweets) they want to portray and have them find their place in the pyramid. The bottom row (Bread, Cereals, Rice and Pasta Group) has six students sitting on the floor, the second row (Fruits and Vegetables Group) has two students and three students kneeling on the floor, the third row (Milk and Meat Groups) has three students and two students standing sideways, and the top row (Fats, Oils and Sweets) has two students standing with arms stretched over their heads.

EVALUATION/MODIFICATION:

Children can think of other creative ways to graphically depict the servings recommended from the five food groups in the Food Guide Pyramid.

RESOURCE:

Adapted from: The American Dietetic Association, Food Fundamentals, Oak Brook, Illinois: McDonald's Corporation, 1993.

Grade
2

LEVEL:
PRIMARY

FOOD RELAY

OBJECTIVE:

To understand the importance of good nutrition and how it helps the body function properly.

LIFE SKILL:

To promote physical activity, exercise and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Note cards labeled with different types of foods.

INFORMATION:

This lesson may be presented within 15 to 25 minutes. The relationship between the food we eat and how our body functions go hand in hand. The food we consume is fuel for our bodies. What we eat can either provide good fuel or bad fuel. It is important to fuel our bodies with foods full of vitamins and nutrients. Eating these types of foods will serve in enhancing our cardiovascular endurance. If we eat foods that are high in fat or sugar, our bodies become sluggish and react more slowly.

INSTRUCTIONAL STRATEGY:

Divide the students into five teams and have each team line up facing forward at one end of the room. At the opposite end of the room, have five sections of cards laid out with various types of food either labeled or pictured as “nutritious” or “junk.” Each member of each team must run up to the pile and pick out a nutritious food, run back to the team and tag the next person who repeats the process. The team which finishes first and has the most nutritious foods gathered wins.

EVALUATION/MODIFICATION:

The game can be stopped for further discussion on the importance of good fuel for our bodies. The teacher will be able to tell the level of understanding of the concept by the students by the foods they choose.

Grade
2

LEVEL:
PRIMARY

HEALTHY CHOICE TAG

OBJECTIVE:

To understand food groups and necessary number of daily servings.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

A beanbag for each student, basket or bucket, large garbage pail, masking tape.

INFORMATION:

The Department of Agriculture developed a food pyramid according to the latest federal dietary guidelines. The guidelines recommend two to three servings of milk products, two to three servings of meat and protein products, three to five servings of vegetables, two to four servings of fruit, and six to 11 servings of bread per day.

TEACHING STRATEGIES:

1. Divide the area into two sections. On one side, make a circle on the floor (four to six feet in diameter). Place the garbage can in the center of the circle. On the other side of the area place a basket or bucket full of beanbags.

2. Disclose to the students the names of the food groups and how many servings of each group are needed daily. This is a fun game to help students remember serving numbers.

3. Depending on class size, students should be divided into the different food groups. For example, have between three to five vegetables and six to 11 grains. Two children are chosen to be food bandits.

4. The students line up on the side next to the beanbags. The teacher calls out a food group. Students identified in that food group must run and grab a beanbag. Their job is to try and get past the food bandit and toss the beanbag into the garbage can. The food bandits can either catch the beanbag or tag the student. Neither can cross the masking tape barrier to the other side of the area. If the student is tagged or their bag is intercepted, he/she places their beanbag back in the basket and joins the food bandits. The teacher continues calling food groups until all of the beanbags are gone or all of the students are bandits.

5. If time permits, play another game starting with different food bandits.

Evaluation/Modification:

At the end of class ask the children to identify the food groups. The game can be made more difficult by having the students shout out a specific food in their group before being able to pick up a beanbag.

Resource:

The Department of Agriculture has other information available on the Food Pyramid.

Grade
2

LEVEL:
PRIMARY

TAKE CARE OF THOSE TEETH!

OBJECTIVE:

To demonstrate how sugars and acids weaken substances containing calcium; to learn how to make toothpaste.

LIFE SKILL:

To promote good nutrition and dental health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with work space.

EQUIPMENT/MATERIALS:

Baking soda, peppermint, wintergreen and/or cinnamon oil, cardboard, plastic or tin containers, salt, tooth, can of Coke or other cola.

INFORMATION:

One of the most common child health problems today is dental neglect. There is an urgent need for better dental health education and services in the elementary schools.

CLASS ARRANGEMENT:

Large group gathered for demonstrations; individual work space for hands-on projects.

SKILLS NEEDED:

Brushing and flossing teeth.

INSTRUCTIONAL STRATEGIES:

All or any part of the following strategies may be utilized.

1. Invite a dentist or hygienist to class to demonstrate proper brushing and flossing technique.

2. Tooth decay experiment. To demonstrate how acids and sugars weaken teeth enamel, place tooth in bowl of Coke (or other cola) for about 24 hours. The tooth should be examined before and after the experiment. The tooth should become softer as the liquid decalcifies the tooth.

3. Demonstrate to students how to make toothpaste. Each student needs a small container from home to mix the following ingredients: one tsp. salt, two to three tsps. baking soda, one to two drops of peppermint, wintergreen or cinnamon oil.

4. Students can make a decorated toothbrush holder out of cardboard, plastic or tin container.

EVALUATION/MODIFICATION:

Activity can be extended to making a toothbrush holder using cardboard, plastic or aluminum containers.

Grade
2

LEVEL:
PRIMARY

ABCs FOR FUN IN THE SUN

OBJECTIVE:

To understand ways to protect the skin from the sun using the alphabet.

LIFE SKILL:

To promote disease prevention and personal safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Blackboard, sunblock (15 or higher), magazines to cut out, crayons.

INFORMATION:

The skin is the body's largest protective organ. The outer layer of skin is called the epidermis and is composed of two types of cells which produce keratin and melanin to protect the skin from the sun.

There are three skin types, high sensitivity, average sensitivity and low sensitivity. The sun beams energy to the earth in rays of heat (infrared rays), visible light and ultraviolet light. Two types of ultraviolet light call UVA and UVB reach the earth's surface. UVA has no known helpful effects on human skin, and UVB has only one, to activate the production of vitamin D. At the same time UVB causes tanning and damages the skin cells in which it is trapped. Severe sunburns in childhood may be related to the development many years later of the most dangerous kind of skin cancer, melanoma. UVA is linked to damaging the dermis, causing wrinkles and loss of elasticity making the skin look old.

CLASS ARRANGEMENT:

Semi-circle around blackboard and desk work.

SKILL NEEDED:

Ability to tell time.

Instructional Strategies:

1. Discuss if school was dismissed today at noon and the whole school was going to Hawaii. With three hours to get ready, what will be taken along? (Write responses on board.) What has been forgotten?

2. Make sure "sunblock" is on the board and circle it. The objective today is sun protection. Who needs it? When? Why?

3. Elicit the positive and negative effects of sunlight from the students. List on board. Be sure sunburn is included. Ask the students if any of them have been sunburned. Ask them to describe sunburn, where they were when it happened, etc.

4. Draw the face of a clock on the board. Discuss the hours of greatest intensity from the sun, 11:00 a.m. to 3:00 p.m. Call this "Protect Time."

5. Discuss ways to put a block between people and the sun (clothing, umbrella's sunblock, hats). Demonstrate sunblock (at least #15 SPF).

6. Cut pictures from magazines of people engaged in an outdoor activity and have students recommend sun protection for them (including hats, clothing, umbrellas, sunblock).

Evaluation/Modification:

Later in the year around summer break, color and decorate tee shirts or hats for summer. Provide hats, sunglasses, tee shirts for fun "dress up" in the classroom.

Resource:

American Cancer Society

Grade
2

LEVEL:
PRIMARY

BUILDING FAMILY STRENGTH

OBJECTIVE:

To identify and practice skills for building lasting and meaningful family relationships.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Empty half-gallon milk cartons, paper, crayons/markers.

INFORMATION:

Discuss the importance of belonging to a family.

A family can provide acceptance, love, and support.

A family provides a place where you can learn, grow, develop, and share.

Each family member has a responsibility to other family members to be the best family member that he/she can be.

INSTRUCTIONAL STRATEGIES:

1. The milk cartons are to be used for building blocks. Write each of the following words on a piece of paper and glue it on a block.

caring	loving
listens	loyal
shares	chores
manners	helps
warm	cheerful
respects	responsible
honest	trustworthy
interests	spends time

Others can be added as the class suggests them.

2. Discuss each of the blocks, asking the class to tell how the words on the blocks relate to being the best family member that a person can be.

3. Students can build a pyramid with the blocks; they have to select the blocks for the bottom of the pyramid that are needed for a firm foundation and build upwards. Students can explain why they planned the blocks the way they did.

4. Remove one of the blocks from the foundation. What happens? What happens when family members do not put forth their best efforts in their family relationships?

Evaluation/Modification:

Students can pretend to hold a contest to select a person who is an outstanding family member. Students can write an ad announcing the contest and how to nominate a family member. Students must also write a clear description of how nominations will be judged.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
2

LEVEL:
PRIMARY

FAMILY CONNECTION

OBJECTIVE:

To describe how family members influence the health of other family members.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two jars of water, red food coloring, blue food coloring.

INFORMATION:

Wellness behaviors or healthful behaviors are actions that promote health and prevent injuries and illnesses. Risk behaviors are actions that threaten health and increase the likelihood of injuries and illnesses.

INSTRUCTIONAL STRATEGIES:

1. Select a jar of water. Explain that the jar of water represents the family unit. Show the class the red food coloring and let them know it represents the healthful behavior of one family member. Students can give examples of healthful behaviors that a family member might choose such as exercising every day, eating balanced meals, driving an automobile safely, and answering the phone safely. Put a drop of the red food coloring into the jar of water. Soon it will color the water in the jar. Ask students what has happened. Have students explain how healthful behaviors of one family member can affect the family unit.

2. Hold the other jar of water and the blue food coloring. Explain that the blue food coloring represents the risk behavior of one family member. Students can give examples of risk behaviors that a family member might choose such as drinking too much alcohol, smoking cigarettes, eating too many fattening foods, and forgetting to lock the doors to the house. Put a drop of the blue food coloring into the jar. Ask students what has happened. Have students explain how risk behaviors of one family member can affect the family unit.

Evaluation/Modification:

Students can identify five healthful behaviors they will choose to affect their families in a positive way.

Students can identify five risk behaviors they will avoid to protect the health and safety of their family unit.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
2

LEVEL:
PRIMARY

FAMILY RESPONSIBILITIES

OBJECTIVE:

To learn the importance of all family members contributing to work within the household.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Chores are part of taking responsibility in a family. Whether in a household or schoolroom, there are always work/chores to be done.

INSTRUCTIONAL STRATEGIES:

1. With help from the class, list all the work that must be done at school during the night so the classroom is ready in the morning.

2. With help from the students, list all the work the teacher does to get the room ready for teaching/learning to occur.

3. With the class, list what the students are expected to do in the room and school so the facility is ready for teaching/learning to occur.

4. The students should help list what they are expected to do in their home. As items are listed, a chart or graph could be developed, i.e., 75 percent of the class are responsible in their homes for making their beds, 25 percent for folding laundry, 50 percent for loading the dishwasher, etc.

Evaluation/Modification:

As family homework, students could ask their parents what chores they did as children. The results could be tabulated and compared to what the class said they do—chores of today versus chores of yesterday.

Resource/Acknowledgement:

Meeks, L. and Heit, P., Totally Awesome Strategies for Teaching Health. Blacklick, Ohio: Meeks Heit Publishing Company, 1992.

Grade
2

LEVEL:
PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To be able to write about personal feelings.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, writing utensils, colored paper, scissors, tape, crayons, vocabulary words (feelings list).

INFORMATION:

"Holding in" feelings can precipitate stress. Stress is then turned into physical symptoms such as headaches, ulcers, and high blood pressure. These ailments can be seen in younger children. Children may show stress by constant daydreaming, crying, anger directed toward self and others, and by extreme shyness.

CLASS ARRANGEMENT:

Each student should create a book (journal or diary) that will be their own. Explain to class that they can show the cover of the book to anyone, but what they write is private, unless they want to show it to parents or friends.

INSTRUCTIONAL STRATEGIES:

Put a "feeling" word on board. Have class discuss the meaning of the word and discuss in class what the feeling is and when we usually have this feeling. Talk about ways to handle the feeling positively. Students can write something about themselves using the word in their journal. This can be done as frequently as possible, using a different feeling word each time.

Evaluation/Modification:

The vocabulary “feeling” word could be used in several different ways. Students could draw what they think a person with this feeling looks like, what happens in their family when a person experiences this feeling, or what one should do when they see someone else experience this emotion.

Grade
2

LEVEL:
PRIMARY

SAFE OR UNSAFE?

OBJECTIVE:

To learn the definition of the word “drug” and some examples of drugs.

LIFE SKILL:

To promote the safe use of substances as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Bottle with liquid (punch or grape juice).

INFORMATION:

A drug is a substance other than food which, when taken by a person, affects the way he/she acts or feels. Only a physician, nurse, mother, father or other adult family member should give drugs/medications. Drugs/medications are taken to stop or relieve pain and fever, to control illness or to prevent illness.

CLASS ARRANGEMENT:

Semi-circle discussion.

INSTRUCTIONAL STRATEGIES:

1. Discuss what a drug is. Elicit responses from students.

2. Show a bottle with liquid in it. Ask the students to say what they think it is. Is it drugs? Is it medicine? How do you know what medicine to take? What are medicines for? Who should give you drugs or medicines? (Ask the students to identify people they should ask before taking any medication or anything unknown, and list them on the board.) Why would an adult or physician tell students to take drugs/medicine?

3. Ask students what they would do with something found at the park, playground (gum, pop, candy in wrapper, etc.). Discuss the importance of not giving medicine of any type to other children when playing games or even when the child is ill.

4. Summarize: Today we talked about “drugs” and we said it wasn’t food, but other substances that change how we feel, think and act. We learned we must NEVER for any reason take a drug/medicine unless our parents tell us to take it.

EVALUATION/MODIFICATION:

Discuss/collect “look-alikes” such as candy cigarettes, bubble gum in a can, etc.

Grade
2

LEVEL:
PRIMARY

BODY TRACE

OBJECTIVE:

To be able to understand the effects of tobacco on the body.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Butcher paper for each student (length should equal student's height), colored markers and crayons, pictures of body organs (heart, lungs, brain, etc.) damaged by tobacco.

INFORMATION:

Our lifestyle decisions affect our bodies. Tobacco use makes lungs black, makes the heart enlarged and shrinks our blood vessels. Using tobacco, therefore, will keep students from reaching their physical potential.

INSTRUCTIONAL STRATEGIES:

Students should be in pairs and can take turns tracing their partner's body on butcher paper. Draw a vertical line through the middle of the outline. Have students draw healthy organs on one half of the paper and unhealthy organs on the other half. Discuss the differences with the students and illustrate the importance of not putting something as unhealthy as tobacco inside human bodies.

RESOURCE:

Adapted from Salt Lake City-County Health Department, Salt Lake City, Utah, 1993.

Grade
2

LEVEL:
PRIMARY

LET'S BE SMART ABOUT SMOKING AND ADVERTISING

OBJECTIVE:

To teach students about the consequences of the tobacco industry's presentation of tobacco.

LIFE SKILL:

To increase the ability of students to make healthy decisions.

TEACHING FACILITY:

Classroom.

EQUIPMENT AND MATERIALS:

Pictures of people smoking taken from magazines. Camel advertising pictures of Joe and Josephine Camel. Poster board and crayons.

INFORMATION:

Tobacco companies spend millions of dollars every year advertising and promoting their products. Advertisers make tobacco use look glamorous and exciting and the ads make students think they will be more popular and pretty/handsome if they use tobacco. Discussing this advertising strategy can alert students to the truth—that this is paid advertising that is not giving a true picture about tobacco addiction.

INSTRUCTIONAL STRATEGIES:

Show examples of ads and ask students if they think ads tell the whole truth about the product. Do they tell the harmful things that can happen from using the product? To make us buy something or believe something they use: comparison techniques for advertising—being healthy; appeal techniques showing the glamour, fun adventure, romance, new invention, and beauty.

Next, discuss Joe and Josephine Camel. Show students pictures of both. Ask students what type of an animal they are and what are they doing. Ask if they would like to look or smell like a camel. Ask them why they think a cartoon character is used.

Have students cut out a smoker from a magazine and place it on a piece of poster board. Have them draw people in the background reacting to the smoke. Ask students what effect does it have on people around them.

End the session by having students make their own warning advertisements about tobacco use.

RESOURCES:

Adapted from Wasatch County Health Department, Utah, 1993.

Grade

2

Grade

2

Handout Masters

Grade
3

LEVEL:
Primary

WARM-UP (GYMNASTICS)

OBJECTIVES:

To increase heart rate; to increase flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-up focuses on elevating heart rate, increased breathing rate and other cardiovascular or respiratory responses to exercise. Specific warm-up takes into consideration the nature of skills, games, dance or other activity planned to teach.

CLASS INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From the kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Push chest toward the floor.

2. Leg Kicks—with one arm touching the wall for support, kick forward ten times with each leg. With both hands touching wall, kick across body ten times with each leg, and straight backward ten times with each leg.

3. Slide legs down as far as possible into split position. Hips should be square with the front leg and the back knee and foot should be turned under. When the student has obtained his/her maximum split position, place hands on floor on either side of the leg and count to 20. Relax and repeat. Splits should be practiced on both sides of body.

4. On all fours, push down with trunk and raise head; change to a position with back rounded and head dropped.

5. Rock on the back while keeping the back well-rounded.

Grade
3

LEVEL:
PRIMARY/INTERMEDIATE

WARM-UP (GYMNASTICS)

OBJECTIVES:
To reduce the chance of injury and to improve performance.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Hula hoops (if possible, one per student).

INFORMATION:
Did you know that superior gymnasts spend one-third to one-half of their workout time warming up or warming down? Every gymnastics lesson should begin with a warm-up. Most accidents occur when joints and muscles are stiff and inflexible.

CLASS INFORMATION:
Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. Cardiovascular Warm-Up
   Activity: running, skipping, galloping, jumping.

   Example: Place the hoops on the floor. Students run around their hoops and on the command of "freeze" from the teacher students stop and do one of the following:

   a. place one leg in the hoop.

   b. place both legs in the hoop.

   c. sit in the hoop.

d. balance on one foot in the hoop.

Students jump from hoop to hoop and on “freeze” they stop and do one of the following:

a. 5 knee bends.

b. 5 sit ups.

c. 5 push ups.

d. squat thrusts.

2. Flexibility is best achieved by continuous strong stretching with no bouncing movements. Stretch a few seconds, relax and then stretch further. Repeat.

a. Side stretching—make sure gymnast stretches completely to each side with no forward lean. Hold for five seconds.

b. Sit with legs apart, knees straight. Try to touch the right shoulder to the right leg, hold, then to the left leg.

c. Grasp under the insteps and pull trunk forward trying to place chest on floor, hold five seconds.

d. Stand clasping hands behind back with palms to the floor. Raise arms as high as possible and bend backward. Straighten up and bend forward bringing the arms as far overhead as possible. Hold.

Grade **3**

LEVEL: ***PRIMARY***

GYMNASTICS

OBJECTIVE:

To increase flexibility through stretching.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

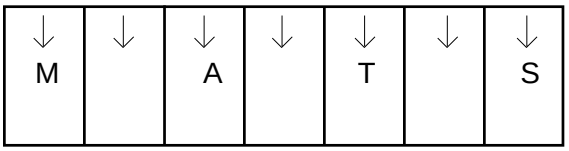
INFORMATION:

Flexibility is best achieved by continuous stretching with no bouncing movements—stretch a few seconds, relax and then stretch further.

CLASS ARRANGEMENT:

Each "X" indicates a student

X X X X X X X
X X X X X X X



X X X X X X X

INSTRUCTIONAL STRATEGIES:

1. Share A Mat
   Students should share mats by groups. Explain to students that each exercise is performed by each row of students.

   Spotting—place one hand behind the neck, guide with the other hand.

2. Forward Roll
   Starting position: knees bent, chin on knee, palms on mat at shoulder width. Raise center of gravity up and forward, tuck tightly; roll like a ball. Finishing position: hold tuck position until student comes to a balance on feet.

3. Forward Straddle Roll
   Starting position: straddle standing position with hands placed on the mat between the legs. Raise center of gravity up and forward, push off from feet, transfer weight to hands and roll with legs extended and apart. Finishing position: lean forward and push downward with shoulders. Attempt to get the hips to lift up off the mat.

4. Forward Pike Roll
   Starting position: knees bent, chin placed on knees, hands on mat shoulder width apart. Raise center of gravity up and forward, roll over with legs straight in pike position. Finishing position: after lower back touches the mat, bend legs and finish in squat position.

5. Wide Straddle Set
   In sitting position with back straight, straddle legs at a comfortable width. Add two inches to the distance between feet, hold for 20 seconds. Add another two inches and hold for 20 seconds.

Evaluation/Modification

Students should perform exercises in sequence using the length of the mat area (both ends can be used simultaneously).

Grade
3

LEVEL:
PRIMARY

DRIBBLING FOR SPEED AND ACCURACY

OBJECTIVE:

To demonstrate ability to dribble a basketball with speed and control.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Basketball court (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five basketballs.

INFORMATION:

Students need to work on their hand-eye coordination at an early age. This activity will put an emphasis on hand-eye coordination at different speeds.

CLASS ARRANGEMENT:

The class will divide up into four to five groups (depending on amount in class). There should be at least five students in each group.

SKILLS NEEDED:

Running and dribbling a basketball.

Instructional Strategies:

1. Explain and demonstrate the five different ways to dribble a basketball.

    a. Straight ahead (slow and fast).

    b. Spin dribble.

    c. Corner to corner dribble.

    d. The shuffle step.

    e. Reverse dribble.

2. Students should take a practice run through each line letting every student get a chance to work on each individual dribbling technique.

3. The students will have five different races against each group. The first will be with the straight-ahead dribble, the second race will be the spin dribble, etc. The class will perform each race with their non-dominant hand as this will help them work on their hand-eye coordination and comfort using non-dominant hand.

Evaluation/Modification:

The students will be evaluated on how well they were able to dribble a basketball with both hands at different speeds.

Grade
3

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To develop soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One soccer ball for each student.

INFORMATION:
A punt is a kick frequently used by a goalkeeper. It is used for lifting the ball high and for kicking long distances.

CLASS ARRANGEMENT:
Class divided into groups of two.

SKILL NEEDED:
Passing with inside-of-foot kick.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following—kicking the ball to your partner:

   a. hold the ball waist high with both hands.

   b. extend the kicking leg forcefully forward as the ball is being dropped.

   c. contact is made with the instep, and the leg follows through in the intended direction of the ball.

2. Explain the rules and strategies of lead-up game “Soccer Golf.”

Soccer Golf
Students form a team of two players with one ball for each player. The first player punts the ball for distance. After the ball becomes stationary, the second player uses the punt and two additional kick attempts to contact his/her partner’s ball. If successful, he/she becomes the first “punter.”

Evaluation/Modification:

Students can predict how many kicks (touches) it will take to contact their partner’s ball. Keep scores for specific number of “holes.” This is a good exercise for adding and subtracting skills.

Grade
3

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To develop soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball per two students.

INFORMATION:
The outside-of-foot pass is used when dribbling and when passing is made over a short distance. It should be practiced with both feet in order to develop passing skills in both directions.

CLASS ARRANGEMENT:
Divide class into groups of two students.

SKILLS NEEDED:
Dribbling, trapping and instep kick.

INSTRUCTIONAL STRATEGIES:

1. Provide students with the following directions while they are passing to each other:

    a. step to meet the ball.

    b. keep weight on non-kicking foot.

    c. bend knee on backswing and extend leg as foot comes forward.

    d. follow through.

e. strike ball with instep.

f. use either foot.

g. maintain balance by using arms.

h. place non-kicking foot alongside ball for low kick.

i. move kicking foot parallel to ground for low kick.

j. contact lower half of the ball for high kick.

2. Students should practice the skills above while participating in the lead-up game.

Soccer Dodge Ball:
One person stands in a hoop close to a wall. The second person stands a designated distance back from the wall (distance depends on how high the skill level is). The object of the game is for the person outside the hoop to hit the person in the hoop with the ball. The student in the hoop can dodge out of the way, but must always have at least one foot in the hoop. The kicker must keep the ball below waist height at all times. They change places after a set number of tries, or if the player in the hoop gets hit.

Evaluation/Modification:

Use the following observational feedback to see if the objective was met:

1. Was the kicking leg knee bent, with the toes rotated inward and facing ground?

2. Was the ball contact made on the outside of the foot?

3. Was the ankle joint locked?

Grade
3

LEVEL:
PRIMARY

SOCCER

OBJECTIVE:
To demonstrate soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball per two students.

INFORMATION:
Trapping is a method used to control a ball traveling in the air or rolling on the ground. The shin trap and the sole-of-foot trap can be mastered by children in the primary level.

CLASS ARRANGEMENT:
Divide the class in groups of two students.

SKILLS NEEDED:
Dribbling, inside-of-foot kicking, outside-of-foot kicking.

INSTRUCTIONAL STRATEGIES:

<u>Partnership Trapping</u>

1. The ball is rolled to a partner. The partner wedges the ball downward by the shin as contact is made (shin trap). The ball is rolled to a partner. The partner contacts the ball by the sole of the foot and squeezes the ball against the ground (sole-of-foot trap).

2. Students can practice the shin and sole-of-foot traps by playing the lead-up game, “Line Soccer.”

Line Soccer

Split the class into two groups. Each group stands in a line facing the other group. Number the players one to six. A ball is placed between the two groups. When a number is called, those players with that number must rush out to the ball and try and score by getting the ball past the other team. All players on the line act as goalies. All kicks must be kept below waist level. The game can be varied by ruling that before anyone can try and score there must first be a pass to a teammate or one of the goalies.

Evaluation/Modification:

Emphasize controlling and dribbling the ball prior to kicking when playing a lead-up game. As skills increase, call two or three numbers and stress passing and teamwork. Avoid long waiting for a turn by keeping the size of teams small.

Grade
3

LEVEL:
INTERMEDIATE

THE BODY'S RESPONSE TO EXERCISE

OBJECTIVE:

To understand heart rate, respiration, target heart rate, exercise heart rate, body temperature and recovery time.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, pencil, dictionary, exercise cards and stethoscopes.

SKILLS NEEDED:

Reading, mathematics, listening and reasoning.

INSTRUCTIONAL STRATEGIES:

List the terms (from the Objective) on the board and have students say the words.

Take each term individually and discuss the meaning and the concept of the term. Discuss how these terms apply to students in the gym.

Look the words up in the dictionary and have the students express the definitions in their own words.

Figure resting heart rate and write it on the exercise cards. Make sure the students have been resting quietly for several minutes before taking the resting heart rate. Find the target heart rate using the Exercise Heart Rate chart (see Grade 3 Handout Masters).

Discuss their predictions of the experiment outcomes to take place in the gym.

Use the stethoscopes to listen to the heartbeat and to count the heartbeats in 10 seconds. Use the chart to find heart rate in the gym. This can be cross-curricular activity by making the students use math skills in the classroom.

Grade
3

LEVEL:
INTERMEDIATE

IVANICA LINE DANCE (MULTICULTURAL)

OBJECTIVES:

To demonstrate coordination and dance skills; to gain an appreciation of other cultures.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The lesson will consist of teaching three basic steps that will enable students to incorporate the steps into a line dance with the whole class. The introduction of the activity can be done as a whole group activity with 3 to 25 students. The line dance can be done with 10 to 15 students in each line.

CLASS ARRANGEMENT:

This is whole group instruction but students should be located where they can see the demonstrations.

SKILLS NEEDED:

Coordination, rhythm and step skills.

INSTRUCTIONAL STRATEGIES:

1. Teach the three basic steps to the line dance. The one being used is called Ivanica, and is of Bulgarian origin.

   Step 1—One slow step followed by two quick steps (R-LR).

   Step 2—Two slow steps, then step on right and lift left foot across right and hold (bending left knee) in front of right ankle.

Step 3—Step in place on left and lift right foot up across left and hold (bending right knee).

After the introduction of each step, the group should be given time to practice.

2. Review all three of the basic steps, giving the students time to practice and perfect them.

3. The whole class can follow along as you do all three steps continuously to show how they flow together.

4. Introduce the Ivanica line dance. Formation: single line following the leader. Each person places left hand palm up on own left shoulder, right hand on preceding person's left palm. The leader places own right hand on hip, and leads the line doing the three learned steps in a snakelike path using the available space. If the group is large, several lines may be formed to weave in and out of each other.

EVALUATION/MODIFICATION:

The line dance may be used as a wrap-up to the three steps that were learned, and may be used as an evaluation tool to see how well the students know the steps.

This dance may be used as part of a unit in which students learn about a different culture.

Grade
3

LEVEL:
PRIMARY

COORDINATION/ POWER

OBJECTIVE:
To improve performance-related skills, coordination and power.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Six rubber softballs, one playground ball or soft volleyball.

INFORMATION:
Many major sports and lifetime sports are easier to learn and perform with adequate upper-body power and hand-eye coordination. To throw a ball applying a mechanically correct form can reduce a chance of shoulder and/or elbow injury.

Students will progress from a fundamental throwing technique (one-step) into a more mature performance. The practice game of "End Ball" is an excellent teaching tool for students to practice progressions as learned.

CLASS ARRANGEMENT:
Divide into six groups for practice.

SKILLS NEEDED:
Grip and one-step approach.

Instructional Strategies:

1. Ball throwing techniques

    a. Slow Walk Approach and Throw:
    Walk slowly using normal paces; the final pace should be a long step with the non-dominant leg. From there the body is in ready position and the throw can be made.

    b. Approach Run:
    Add speed to the ball by running, planting the lead leg as mentioned above and throwing.

    c. Recovery:
    Follow through completely using the throwing arm and recover by reversing footing (i.e., put right foot where left foot was).

    d. Full Approach and Run:
    Add all of the steps above into one continuous motion.

    e. Delivery:
    The ideal angle is about 25 to 30 degrees so the ball will attain maximum distance.

2. End Ball

    a. Divide class into two teams; establish goal area, e.g., the whole end wall from floor up to a height of 2 or 3 feet. All players line up on end line. Number off players 1, 2, 3, 4, etc.

    b. Place ball in center of gym. Call a number, e.g., only "1." "Number 1" players come onto the floor and those remaining are the goalies. They try to prevent the ball from hitting the end wall within the goal area. Establish a line on the gym floor which is the maximum distance the offense may penetrate and from which they may shoot to score.

    c. Inform students that maximum time for possession is five seconds and maximum number of steps with the ball is five.

Evaluation/Modification:

At frequent intervals call numbers, e.g., only 2s, only 3s, 2s and 3s, 1s and 2s, everybody, etc.

When new directions are called, those playing on the floor leave the court to take their place as goalies. They drop the ball immediately as new numbers are indicated.

Grade
3

LEVEL:
PRIMARY

AGILITY

OBJECTIVE:
To enhance coordination skills through floor exercises.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Eight 4-foot x 4-foot folding mats, connected by velcro to form a 4-foot x 32-foot strip.

INFORMATION:
Agility is essentially the relationship of speed, strength, and coordination, and involves both innate capacity and training. Agility is important in gymnastics, track and field, all individual and team game activities, and it is a prerequisite safety skill for a student's everyday play and work experiences.

CLASS ARRANGEMENT:
Divide the class into groups of two students.

SKILLS NEEDED:
Landing skills (from falls), Swedish fall, two-foot landing.

INSTRUCTIONAL STRATEGIES:

1. Warm up as in gymnastic sections of the warm-up activities.

2. Jump half-turn (jump in air and land facing opposite direction).

3. Jump full-turn in both directions (jump as with half-turn except that more movement is imparted by arms, upper body and hips).

4. Kick half-turn, forward and backward:

   a. Forward: extend the left leg forward, rotate the arms, shoulders and hips to the right. The arms should end up over the head or to the side.

   b. Backward: lean forward slightly lifting the right leg backward, rotate the arms, shoulders and hips to the right. The arms should end up over the head or to the side.

Evaluation/Modification:

The instructor may add additional agility exercises appropriate for this grade level.

Grade
3

LEVEL:
PRIMARY

SPRINTS

OBJECTIVE:

To develop running and sprinting skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Speed is considered one of the major performance-related parameters. Performance-related fitness is highly correlated with learning of lifetime sports.

All sprints should be run at top speed. Emphasis should be placed on complete stretching of leg muscles before a sprint is attempted.

Note: When sprinting, students will often slow down as they approach the finish line. Make sure students run the complete distance at top speed.

Sprinting, foot strike (to obtain maximum speed) and running "on the toes" is important.

CLASS ARRANGEMENT:

Whole class.

INSTRUCTIONAL STRATEGIES:

Starts—The starting position for running events is determined by the length of the race. For short races, such as 20 and 30-yard dashes, the "kneeling start" is the best type to use. For longer races, the "standing start" is the more acceptable starting position.

1. Standing Start
   The standing start is used in long distance running. The runner stands on the starting line in a comfortable position ready to go when signalled.

2. Low Sprint Start ("Kneeling Start")

The low sprint start is important in sprinting because it allows the runner to start from a low-coiled position which is much quicker than a standing start. In sprinting, the cadence "on your mark," "get set," "go" is used to start the race (see below for drills related to the start cadence).

"On your mark"—the runner kneels down and places the toe of his front foot behind the starting line (Front foot is normally determined as being opposite the "kicking foot"). Arms are extended straight down with weight on fingertips. Squeeze fingers together to make a "bridge" with the thumb.

"Get"—raise lower knee and buttocks until the back is straight and parallel to the ground. The weight should be evenly distributed between hands and front foot. The head is not raised as the runner should be looking at a spot on the ground a few feet in front of the starting line.

"Go" (or fire a starting gun)—when runners are motionless, the gun is fired. Drive forward with the lead leg and, at the same instant, bring the rear leg forward.

3. Finish

Stress in both sprinting and long distance that the runner is as fast as possible across the finish line. DO NOT allow the runner to slow down until having passed well over the finish line. Do not allow the runner to completely stop moving (sit down or stand still) immediately after the race. After the race the runner should jog and walk slowly for a minute or so to "cool down."

4. Play "Call Race" as described.

Formation—arrange two teams of five to ten runners on a starting line. Draw a turning line 30 feet in front of the starting line.

Basic Drill—line up each team along the starting line. Number the players on each team. The teacher calls out any number, such as "four." Both "four" players run to the turning line and back across the starting line. Continue calling numbers at random until all runners have had a turn.

Grade
3

LEVEL:
PRIMARY

RELAYS

OBJECTIVE:
To develop agility, speed and reaction time.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Relay batons (one baton per four students).

INFORMATION:
Relay running involves the passing of a baton between members of a team. A relay team usually consists of four runners, each of which runs a set equal distance. For example, a 4 x 75 relay means the team consists of four runners, each of which runs 75 yards. The first runner starts the race with the baton in his/her hand. He/she runs 75 yards then passes the baton to the next person who is waiting to run his/her 75 yards. The race and baton passing continue until the four runners have each run 75 yards. The baton pass is the critical element in relay racing.

CLASS ARRANGEMENT:
Class is divided into groups of four.

SKILL NEEDED:
Sprinting.

INSTRUCTIONAL STRATEGIES:

<u>Baton Pass</u>

1. Pass the baton with left hand and receive with right hand.

2. When running, the runner should hold the baton at the bottom so the runner receiving the baton can grab the top of the baton.

3. The runner receiving the baton should receive it with the right hand and only after receiving it should he/she transfer the baton to the left hand, holding the baton at the bottom.

4. The person receiving the baton should do so while in full stride. The receiver must jog slowly as the runner with the baton approaches him/her, but as the runner gets closer the receiver should quicken his/her pace so that the baton exchange is done smoothly with the receiver in full stride.

5. The baton should be placed in the receiver's hand with an upward motion without slapping the baton into the receiver's hand.

Fast runners may lose a relay race to their slower competitors simply because of poor passing techniques. It is quite possible to teach upper elementary school-age children the correct "upswing" method of passing in a short period of time. This method is perhaps the easiest for the beginner to master.

Upswing Method

The right hand is drawn straight back toward the approaching runner. Fingers are held together and pointing to the side. The thumb points toward the body. This forms a "V" into which the approaching runner places the baton.

The approaching runner brings the baton upward into the hand of the runner. As soon as the front runner receives the baton, he/she should bring it forward into the left hand in preparation for the next pass.

Grade
3

LEVEL:
PRIMARY

ICE SKATING

OBJECTIVE:
To demonstrate ice skating skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Skating rink.

EQUIPMENT/MATERIALS:
Ice skates, markers, music (optional), gloves, head cover (tube).

INFORMATION:
Children can be easily motivated by many games and activities on ice. While many schools presently have no ice skating facility, it seems for a vast majority of Montana very feasible to construct an ice rink on the school grounds. It is a way of life in many other states and provinces in geographical proximity and could be done at any school.

CLASS ARRANGEMENT:
Free formation.

SKILL NEEDED:
Safe falling.

INSTRUCTIONAL STRATEGIES:

1. Match, if possible, a complete beginner with a more advanced student.

2. Practice the following skating progression:

    a. two-foot glide—students glide with weight evenly distributed between both legs across the ice (5-10 yards).

    b. two-foot glide with hand on knees.

c. two-foot glide with hand on ankles.

d. two-foot glide with weight shifted from one leg to another.

e. two-foot glide with a small hop.

f. T-push off with one foot glide (5 yards).

g. T-push off with the other leg.

h. double sculling (two foot glide, with “open and close” skate pattern).

3. Catch the Rabbit

A more experienced skater and the teacher (rabbits) get a 10-second start. They zig-zag in a specified area trying to avoid being caught. The girls chase one rabbit, the boys chase another rabbit. Who is going to catch their rabbit first?

Grade
3

LEVEL:
PRIMARY

LA RASPA

OBJECTIVE:
To gain a multicultural understanding by learning a variety of dances from different countries.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Music for the La Raspa.

INFORMATION:
While dance may be a peripheral and casual part of our modern North American culture, it plays or has played a central and deeply important role in many other cultures.

This Mexican dance recently became very popular, and now one sees it at social dances as well as folk and square dance gatherings. The step used in this dance is found in many old scandinavian dances and is called a bleaking step.

CLASS ARRANGEMENT:
Class is divided into groups of two. Couples facing each other using a ring grasp. The class assumes a free formation on the gym floor.

SKILLS NEEDED:
Bleaking step and skip.

INSTRUCTIONAL STRATEGIES:

1. Bleaking Step
   Hop on the left foot and place right heel forward; with a jump, change feet. Keep the following rhythm: 1, 2, 3, pause, 1, 2, 3, pause. When done, and facing partnerwith arms joined in the ring grasp, both begin with right foot (feet should never touch partner's feet). The action is rhythmically repeated springing from one foot to another.

2. The Skip

The skip should be light and easy with a strong swing of the arms. Emphasis should be on the short high skip rather than a fast one. Children should be able to skip smoothly and easily with their partners without pulling, tugging, throwing their partners off balance or losing rhythm.

Dance La Raspa

a. Hop on left foot and at the same time, place right heel forward, toes up, knee straight.

b. With a jump, change position of feet so that left heel is in front.

c. With another jump, change feet again, right heel in front.

d. Repeat a, b, c, keeping the rhythm 1, 2, 3, pause. This is repeated eight times. Listen to the music.

e. Clap hands and skip around partner with right hands joined, eight skipping steps back to own place.

f. Clap hands and skip around partner with left hands joined, eight skipping steps back to own place.

g. Clap hands and skip around partner with right hands joined, eight skipping steps back to own place.

h. Clap hands and skip around partner with left hands joined, eight skipping steps back to own place.

Note: Repeat the whole dance until the end of the music.

Grade
3

LEVEL:
PRIMARY

MAPLE LEAF STOMP

OBJECTIVE:
To experience dance as an enjoyable physical exercise.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Music for Maple Leaf Stomp.

INFORMATION:
The Rocky Mountains are a wide, jagged range of mountains running north to south in Western Canada. In the early days, these mountains were rich in ores, especially gold, which attracted a great number of prospectors. This dance, with its strong beat and heavy stomp, is typical of the type of dance prospectors did in their mountain boots.

CLASS ARRANGEMENT:
Class divides in two, standing side by side facing the teacher.

SKILLS NEEDED:
Step/close.

INSTRUCTIONAL STRATEGIES:

1. <u>Step/Close</u>
   The step/close is done to an even rhythm and slow tempo. Step sideways to the right while at the same time pointing the left toe to the left side with the left heel raised and the leg straight.

   Then slowly draw the left foot to the right, putting the weight on the right foot. The process is repeated with the same foot landing on the reverse side.

2. Maple Leaf Stomp Dance

Have students participate in the following progression:

a. Step left, close right to left, step left again, stamp right foot.

b. Step right, close left to right, step right again, stamp left foot.

c. Step left, stamp right.

d. Step right, stamp left.

e. Walk forward four steps.

f. Face partner, dotzy doe eight counts.

g. Swing partner eight counts.

h. Repeat a, b, c, and d.

i. Walk backward four steps.

j. Repeat f and g.

Grade 3

LEVEL: *PRIMARY*

BALANCE FREEZE TAG

OBJECTIVE:

To develop balance skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

None.

INFORMATION:

Balance skills are essential motor skill abilities providing students with greater confidence to adopt various activities such as cycling, skiing or skating.

This is a basic game of “chase” in which the children work on their balance skills. For ideas of balance exercises see the gymnastics/balance lesson plan.

CLASS ARRANGEMENT:

Entire class; may also be split into two groups.

SKILLS NEEDED:

Running, balancing, team work and dodging the “it” person.

INSTRUCTIONAL STRATEGIES:

1. Students should gather as a class and explain the game they are about to play. Give them directions for the game and ask for volunteers to help demonstrate.

2. Rules
   Avoid getting caught by the “it” person; if caught, you must freeze until someone crawls under your legs to unfreeze you. If you do not remain still after the “it” catches you, then two people must run under your legs to unfreeze you.

3. Explain safety rules: no pushing, no hitting, no tripping, etc.

4. Choose an “it” using a specific color, age, date, or shoe, etc.

5. Have children begin moving around the gym to avoid the “it” and save their friends who have been frozen.

6. After about five minutes, a new “it” can be chosen and the game begins again. You may even choose two or more “it” people to keep the children active.

Evaluation/Modification:

You can evaluate by watching the children’s performance during the game. Watch to see that they are participating and following the rules correctly. Change a balance position (freeze) for every game played.

Grade
3

LEVEL:
PRIMARY

THE IMPORTANCE OF EXERCISE AND FITNESS

OBJECTIVE:

To understand the need for exercise and fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, pencils, rhythm instruments, list of exercise-related words.

INFORMATION:

Exercise is what helps one to acquire total fitness. Fitness is the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to both enjoy leisure-time pursuits and meet unforeseen emergencies. A fit body requires strong lungs and a strong heart. Muscle strength and endurance are also key factors. And finally, flexibility and the correct percentage of body fat are important.

CLASS FORMATION:

Entire class.

SKILLS NEEDED:

Writing, movement.

INSTRUCTIONAL STRATEGIES:

1. Talk to the students about fitness and the importance of exercise in staying fit.

2. Tell the students that they are going to create a rap song to convince people they should exercise.

3. Brainstorm a list of exercise-related words with the class to use in their rap song.

4. Break the students up into groups of four to create a rap song.

5. Tell the students they need to incorporate some form of movement into their song as they are doing their rap because they are also showing people how to exercise.

Evaluation/Modification:

The students will perform their rap song with their groups. They will use their exercise-related words correctly and will use the appropriate movements to enhance their song.

Grade
3

LEVEL:
PRIMARY

AEROBICS: WHAT IS IT?

OBJECTIVE:
To understand aerobic exercise.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One stethoscope per two students and heart rate chart (see Grade 3 Handout Masters).

INFORMATION:
Aerobic exercise involves vigorous physical activities in which the heart rate is elevated above a threshold level (140-180 beats per minute) and is maintained at that level for an extended period of time (15 minutes or more). Aerobic exercise on a regular basis strengthens the heart, lungs and blood vessels. Aerobic exercise uses the large muscles of the body (legs and arms) and is continuous, not stop and go. Examples of aerobic exercise are running, bicycling, swimming, and skipping rope. The keys to improved aerobic endurance are: intensity (how hard—150 + bpm), duration (how long—15 + minutes), and frequency (how often—three times/week).

CLASS MANAGEMENT:
The class is divided into pairs of students so that each student has a partner.

SKILLS NEEDED:
Walking, running, writing and taking partner's pulse.

INSTRUCTIONAL STRATEGIES:

1. Students should walk slowly for 3-4 minutes, then stop and take one partner's pulse for 10 seconds. Use the heart rate chart to find the heart rate.

2. Students can play Partner Tag where one partner chases the other until he/she tags him/her; then they reverse (without stopping). After 10 minutes have them stop and take one partner's pulse for 10 seconds and find the heart rate on the heart rate chart.

3. Ask the class which pulse was higher-walking or partner tag? Explain that aerobic activities such as partner tag strengthen the heart, lungs and blood vessels by making them work harder for an extended period of time.

Evaluation/Modification:

Slow walking can be replaced with other activities that are not aerobic (e.g., sit-ups, stretches) depending on the teacher's emphasis. Also, heart rates can be recorded on cards, and used for other activities in related lessons.

Resources/Acknowledgement:

Gallahue, D. (1993). Developmental Physical Education for Today's Children (pp. 39, 490). Madison: Brown & Benchmark Publishers.

Grade
3

LEVEL:
PRIMARY

HABITS SCAVENGER HUNT

OBJECTIVE:

To understand the risk factors to cardiovascular health.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight boxes containing either cards or materials that represent healthy or unhealthy habits and eight scavenger lists that correspond to the cards or materials in the boxes.

INFORMATION:

Many risk factors such as inactivity, smoking, obesity, diet, stress and high blood pressure contribute to cardiovascular disease. These risk factors can be decreased by developing healthy habits of living.

CLASS ARRANGEMENT:

Divide class into eight equal groups.

SKILLS NEEDED:

Knowledge of healthy habits, reading skills, running skills.

INSTRUCTIONAL STRATEGIES:

Each group of students will be given a scavenger list of healthy and unhealthy habits. The eight boxes are set at locations around the gym or open area so that the students will have to run from box to box in order to hunt for the items in that box that are listed on their scavenger list.

The team will work together within 15 minutes (or whatever time the teacher establishes in order to make the students run from box to box to complete their hunt) to visit each of the eight boxes and find an item or card that represents the healthy or unhealthy habits on their scavenger list.

Because of the time limit on their collection and the spread out location of the eight boxes, they will have to run between boxes. At the end of the allotted time, the teams will be called in. They will explain how each card or item fits their scavenger list. The team(s) with the most correct items will receive “healthy habits” certificates for their effort and knowledge.

Evaluation/Modification:

The scavenger hunt cannot be repeated until sufficient knowledge of healthy habits is demonstrated. This game can be extended to cover other health knowledge, and will continue to promote cardiovascular fitness through the activity of running.

Grade
3

LEVEL:
PRIMARY

HAMMER TIME

OBJECTIVE:
To improve the cardiovascular system.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Soft tagging objects, boundary markers (if outside), boom box with “hip hop” music.

INFORMATION:
This is a dynamic activity that blends a simple dance pattern into a chase game.

CLASS ARRANGEMENT:
Scattered throughout the open area.

SKILLS NEEDED:
Basic locomotor patterns, ability to recognize a beat, response to harmony with another person, and dodging and chasing.

INSTRUCTIONAL STRATEGIES:

Hammer Time Chase

1. Description—The object of this activity is to travel about without getting tagged. The taggers (a foam ball or disk) are given to three to four students. The rest of the class are the targets. If tagged, a student must stop and raise their right hand. An untagged classmate will come over and give the tagged classmate a high five, turn so their right sides are to each other, slap hands down low, then turn and face each other and touch right forearm to right forearm and then left forearm to left forearm, do a high ten, then point to each other and say “Hammer Time.” After completing this routine, the tagged person is free to move about the playing field again.

The instructor stops the activity every few minutes to find new taggers, then another round is played (four to five rounds should suffice).

2. Safety Considerations:

Since everyone will be running in all directions and intensity will be high during the chase activity, caution the students to be alert and move about safely to avoid collisions.

Evaluation/Modification:

Add more taggers by supplying more soft tagging objects. Taggers are asked not to stand near children performing the routine and not to tag one of them just as they finish the routine. (A rule could be that a person completing the "untagging" routine cannot be re-tagged for 10 seconds.)

Grade
3

LEVEL:
PRIMARY

DUDE TAG

OBJECTIVE:
To improve the cardiovascular system.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Four to five soft tagging objects (foam ball or discs), contemporary music with boom box.

INFORMATION:
Activities such as this are used as a closure to a lesson.

CLASS ARRANGEMENT:
Scattered in shared space.

SKILLS NEEDED:
Basic locomotor skills, able to dodge and chase.

INSTRUCTIONAL STRATEGIES:
Dude Tag

1. Description
   The object of this activity is not to be tagged. If tagged, one must stop and stand with both arms overhead until a classmate stops by and says, “Whoa dude, what happened to you?” The person with both arms up replies, “I’ve been tagged, dude.” The classmate replies, "Bummer of a deal, dude." Then the untagged person gives the tagged person a high ten and says, “Be off with you dude.” The receiver of the high ten replies, “Thanks dude, let’s shred.” Both scatter.

   The instructor stops the activity every few minutes to find new taggers, then another round is played (four to five rounds should suffice).

2. Safety Considerations:
Since everyone will be running in all directions and intensity will be high during the chase activity, caution the students to be alert and move about safely to avoid collisions.

Evaluation/Modification:

Add more taggers by supplying more soft tagging objects. Taggers are asked not to stand near children performing the routine and not to tag one of them just as they finish the routine. (A rule could be that a person completing the "untagging" routine cannot be re-tagged for 10 seconds.)

Grade
3

LEVEL:
PRIMARY

RED ROVER

OBJECTIVE:
To increase flexibility.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

INFORMATION:
The relationship between flexibility and personal health is very important to being physically fit.

TEACHING STRATEGIES:
Before beginning the game it should be stressed that a warm-up period needs to take place. Good stretching techniques that could be used include such things as toe-touches, saddle stretch, center stretch, heel drop, and heel stretch.

Ask the students what being flexible means. Mention the fact that the exercises the children had just completed are a few good ways of keeping the legs flexible.

Stress the importance of stretching prior to physical exercise. Give examples of some results where stretching was not done.

After the warm-up period of approximately 5-10 minutes, choose one student (a different student each time a game is played) to be the Red Rover caller. Place all the other children along a line on one side of the caller. The caller exclaims loudly, “Red Rover, Red Rover, let those wearing blue come over.” As the students who are wearing blue proceed to try to run over to the other side, the caller has to try to catch them. If a student is caught, they have to help the caller catch the rest of the students, but if the students reach the other side then they are considered safe. At this point, the caller restates his or her line using a new descriptor.

Continue the game until every student is caught. After this is finished, slow down with a cool down. This should be about five minutes.

Evaluation/Modification:

Teachers can ask questions concerning what parts of their bodies do the children feel they stretched. If any further information is needed, the teacher can supply it periodically throughout the game.

Grade
3

LEVEL:
PRIMARY

FLEXIBILITY AND PERSONAL HEALTH

OBJECTIVE:

To increase flexibility through stretching.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Hiking trail or neighborhood near the schools (handicapped accessible), classroom.

EQUIPMENT/MATERIALS:

Tennis shoes or hiking boots, first aid kit, water bottles and cups, at least two adults or volunteers supervising.

INFORMATION:

Hiking is a good year-round activity that does not require a large amount of money or a specific place. This activity does require a certain amount of flexibility. Hiking helps to increase flexibility and to maintain physical fitness.

CLASS ARRANGEMENT:

Two groups.

SKILLS NEEDED:

Stretching, safety rules related to hiking.

INSTRUCTIONAL STRATEGIES

The students will begin the hike by dividing into two groups. Both groups will learn ballistic and stretch-and-hold exercises. The first group will stretch for 15 minutes while the second group will only stretch for seven minutes. Before the students start hiking, the teacher must explain the rules of safety for the hike. The students will hike about two miles (this distance may vary depending upon the difficulty of the hike, the number of students, or the ability of the students). At the end of the hike, both groups of students will participate in cool-down exercises, but the first group will cool down for ten minutes while the second group will cool down for only one minute.

The next day the students will discuss the effects of the hike on their muscles. The students will then decide on an exercise program to be done for ten minutes every day for two weeks. At the end of two weeks, the students will go on the same hike. This time the whole class will warm up and cool down for the same amount of time.

The day after the second hike, the students will discuss the effects of the hike on their muscles and how the warm-up and cool-down exercises affected their muscles.

Evaluation/Modification:

The hike may be stopped at any time to give additional information to the students. The teacher will determine through discussion whether the students have reached satisfactory comprehension of the importance of flexibility and personal health.

Grade
3

LEVEL:
PRIMARY

STRETCHING

OBJECTIVE:

To understand the major joints and supporting muscle groups.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Maintaining good flexibility is important in prevention of injury to the muscles and tendons. Stretching exercises should be included as part of the warm-up before engaging in strenuous activity.

Most activities engaged in require relatively normal amounts of flexibility. However, some activities such as gymnastics, ballet, diving, karate, and yoga require increased flexibility for superior performance. Experts in the field of training and in the development of physical fitness would agree that good flexibility is essential to successful physical performance, although their ideas are based primarily on observation rather than scientific research.

The two types of flexibility are called static flexibility and dynamic flexibility. Static flexibility (passive range of motion) refers to the degree to which a joint may be passively moved to the endpoints in its range of motion. No muscle contraction is involved with static flexibility.

Dynamic flexibility (active range of motion) refers to the degree to which a joint can be moved by a muscle contraction, usually through the midrange of movement. Dynamic flexibility is not necessarily a good indicator of the flexibility of a joint because it applies to the ability to move a joint efficiently with little resistance to motion.

CLASS ARRANGEMENT:

Large group.

Instructional Strategies:

1. Students should be aware of the following precautions:

   a. Warm up using a slow jog or fast walk before stretching vigorously.

   b. To increase flexibility, the muscle must be overloaded or stretched beyond its normal range, but not to the point of pain.

   c. Stretch only to the point where you feel tightness or resistance to stretch or perhaps some discomfort. Stretching should not be painful.

2. Students can participate in the following stretching exercises:

   Exercise 1: Lateral Head Tilt
   Slowly and gently tilt the head laterally. Repeat several times to each side. Areas stretched include neck flexors and extensors and ligaments of the cervical spine.

   Exercise 2: Arm Circles
   Gently circle arms all the way around. Conduct the exercise in both directions. Areas stretched include shoulder muscles and ligaments.

   Exercise 3: Side Stretch
   Stand straight up, feet separated to shoulder width, and place hands on waist. Move the upper body to one side and hold the final stretch for a few seconds. Repeat on the other side. Areas stretched include muscles and ligaments in the pelvic region.

   Exercise 4: Body Rotation
   Place arms slightly away from body and rotate the trunk as far as possible, holding the final position for several seconds. Conduct the exercise for the right and left sides of the body. One can also perform this exercise by standing about two feet away from the wall (back toward the wall), and then rotate the trunk, placing the hands against the wall. Areas stretched include hip, abdominal, chest, back, neck, and shoulder muscles, hip and spinal ligaments.

   Exercise 5: Chest Stretch
   Kneel down behind a chair and place both hands on the back of the chair. Gradually push your chest downward and hold for a few seconds. Areas stretched include chest (pectoral) muscles and shoulder ligaments.

   Exercise 6: Shoulder Hyperextension Stretch
   Have a partner grasp arms from behind by the wrists and slowly lift them upward. Hold the final position for a few seconds. Areas stretched include deltoid and pectoral muscles, and ligaments of the shoulder joint.

Evaluation/Modification:

Students should identify the major joints and supporting muscles exercised.

Grade
3

LEVEL:
PRIMARY

WALK/JOG

OBJECTIVE:

To improve cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Cardiovascular endurance is concerned with the efficiency of the heart and lungs. It is the foundation on which all forms of fitness should be built. Cardiovascular fitness improves muscles, lungs, heart, and blood vessels. Any exercise is better than no exercise, but just a few exercises produce lasting benefits to the heart, lungs, and circulatory system.

CLASS ARRANGEMENT:

Three groups with similar running ability.

INSTRUCTIONAL STRATEGIES:

1. Develop an efficient running style.

    a. Relax mind—don't worry about how you look to others, or how fast you are going. If you run with tension you will tire quickly and experience pain. The worst thing you can do about STYLE is worry about it.

    b. Relax upper body (shoulders, hands, elbows, arms and neck) as tension in these areas leads to an aching back.

    c. Lean forward slightly from the hips.

2. Participate in a progressive running program with a goal of 12 minutes of continuous running.

   a. Divide students into three groups based on their choice and/or running fitness level.

   b. Students should do the following progressions:

Progression 1—

run 2 min	walk 1 min
run 2 min	walk 1 min
run 2 min	walk 1 min
run 2 min	walk 1 min
run 2 min	walk 1 min
run 2 min	
total 12 min	total 5 min
of running	of walking

Total time 17 minutes

Progression 2—

run 3 min	walk 1 min
run 3 min	walk 1 min
run 3 min	walk 1 min
run 3 min	
total 12 min	total 3 min
of running	of walking

Total time 15 minutes

Progression 3—

run 4 min	walk 1 min
run 4 min	walk 1 min
run 4 min	
total 12 min	total 2 min
of running	of walking

Total time 14 minutes

EVALUATION/MODIFICATION:

Evaluate the cardiovascular fitness of students using the improvement chart in Appendix C.

Grade
3

LEVEL:
PRIMARY

WORK YOUR BODY

OBJECTIVE:

To improve muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

One method of maintaining good strength is to understand the relationship of strength to metabolism. Metabolism increases with improved physical fitness.

Endurance exercises are of great value in improving posture, personal appearance, self-image, sports skills, and in potential emergencies where strength is necessary to cope effectively. From a health standpoint, strength helps to maintain muscle tissue and better resting metabolism, decreases the risk of injury, and helps prevent chronic lower back pain.

CLASS ARRANGEMENT:

Students work individually or in pairs.

INSTRUCTIONAL STRATEGIES:

1. Explain to students the following safety considerations.

    a. Warm up prior to working out. The warm-up should include stretching and exercises of moderate intensity that cause sweating and an increase in muscle temperature.

    b. Regardless of the exercise system or equipment used, NEVER hold your breath while lifting a weight. Breath holding precipitates a potentially dangerous chain of physiological events. Keep exercising, breathing rhythmically to avoid sudden changes in blood pressure and oxygen supply.

2. Students should participate in the following muscular endurance exercises:

Exercise 1: Step Up
Step up and down (using a box or chair) approximately 12-15 inches high. Conduct one set using the same leg each time and conduct a second set using the other leg. One could also alternate legs on each step-up cycle. You may increase the resistance by holding an object in your arms (hold object close to the body to decrease strain in the lower back).

Muscles developed include gluteal muscles, quadriceps, gastrocnemius, and soleus.

Exercise 2: High Jumper
Start with the knees bent at approximately 150 degrees and jump as high as possible, raising both arms simultaneously. Muscles developed include gluteal muscles, quadriceps, gastrocnemius, and soleus.

Exercise 3: Pull-Up
Suspend body from a bar with a pronated grip (thumbs in). Pull body up until chin is above the bar, then lower the body slowly to the starting position. If unable to perform the pull-up as described, either have a partner hold feet to push off and facilitate the movement upward or use a lower bar and support feet on the floor. Muscles developed include biceps, brachioradialis, brachialis, trapezius, and latissimus dorsi.

Exercise 4: Curl-Up
Start with head and shoulders off the floor, arms crossed on chest, and knees slightly bent (the greater the flexion of the knee, the more difficult the curl-up). Return to the starting position without letting the head or shoulders touch the floor, or allowing the hips to come off the floor. If one allows the hips to raise off the floor and the head and shoulders to touch the floor, one will most likely "swing up" on the next curl-up, which minimizes the work of the abdominal muscles. If one cannot curl up with the arms on the chest, place the hands by the side of hips or have a partner hold the thighs. Do not perform the curl-up exercise with legs completely extended, as this will cause strain on the lower back. Muscles developed include abdominal muscles and hip flexors.

Evaluation/Modification:

Organize a six-team relay with relay stations established that include each of the preceding exercises.

Grade
3

LEVEL:
PRIMARY

SKIPPING

OBJECTIVE:
To enhance cardiovascular fitness.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Jump rope for each student.

INFORMATION:
Rope skipping raises the heart rate. Continued use of this activity in a health enhancement program improves cardiovascular endurance and muscular endurance. Because rope skipping requires a degree of coordination, speed and agility, it can also have a beneficial effect in improving these skills.

CLASS ARRANGEMENT:
Free formation, double rope-length space between students.

SKILLS NEEDED:
Two-foot step, ability to skip for five minutes.

INSTRUCTIONAL STRATEGIES:

1. <u>Progression of Rope Skipping Skills</u>
   Progress from simple "two-foot basic" with a rebound step between each jump to the more complex skills. The progression for skipping is similar to that of running, i.e., intensity, time, and frequency should be adjusted to the individual student.

   <u>Rebound</u>
   This is simply a hop in place as the rope passes over the head.

   <u>Two-Footed Rebound Step</u>
   Same as Rebound only take a preparatory rebound while the rope is overhead.

Hop on One Foot
The one-footed hop may be performed with each turn of the rope or with a rebound step after each jump over the rope.

Alternate Step
Jump right, rebound right, jump left, rebound left. During the rebound step the rope is passing overhead.

Alternate Step/Leg Swing
This variation is basically the same as the Alternate Step, with the free leg swinging to the side during the rebound hop.

This is just a brief outline of five basic skipping steps. Again, it is stressed that our goal is successful skipping and cardiovascular fitness, not mastery of a wide range of skipping skills.

2. Five-minute continuous skipping

Students should complete the following progressions:

Progression 1—

skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
skip 1 min	rest 15 sec
skip 1 min	
total 5 min	total 1 min
skipping	rest
Total time 6 minutes	

Progression 2—

skip 1.5 min	rest 15 sec
skip 1.5 min	rest 15 sec
skip 2.0 min.	
total 5 min	total 30 sec
skipping	rest
Total time 5.5 minutes	

Progression 3—

skip 2.5 min	rest 15 sec
skip 2.5 min	
total 5 min	total 15 sec
skipping	rest
Total time 5.25 minutes	

EVALUATION/MODIFICATION:

Skipping to music is an excellent complete body activity. It increases coordination, rhythm and timing. It tones up the cardiovascular system and increases both speed and endurance. Skipping to music takes the “pain” out of skipping because the student is concentrating on the music.

Grade
3

LEVEL:
PRIMARY

CIRCUIT FUN

OBJECTIVE:

To improve cardiovascular endurance, muscular strength, muscular endurance and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four jump ropes, four basketballs, four soccer balls, climbing rope, mats, four hoops, scarves, bean bags, pencils, activity cards prepared and provided by instructor.

INFORMATION:

The development of lifetime fitness habits needs to be introduced and formed early in life. The elementary level is an optimum time for students to become aware of what their bodies are capable of, what types of activities enhance fitness, and that fitness is fun.

CLASS ARRANGEMENT:

The entire class split into eight groups.

SKILLS NEEDED:

Jumping rope, dribbling (basketball, soccer ball), stretching, rope climb.

INSTRUCTIONAL STRATEGIES:

1. Pass out activity cards to all students prior to activity. Split the class into eight groups by numbering off 1 to 8. The number students call out corresponds to the number of the station at which they will be starting the circuit. Explain that as the music plays, the students will be participating in the activity featured at each particular station. When the music stops the group is to rotate to the next station beginning the next activity when the music begins again. The time allotted for each station will be three minutes. The requirements for each fitness level will be posted at each station. The student's physical capability level determines the number of repetitions completed at each station.

2. As a whole class, visit each station for an explanation and demonstration of the activity by the instructor. Safety precautions will also be discussed at this time.

3. Each group begins at the appropriate station, activity begins with music.

Evaluation/Modification:

Instructor will observe students at each of the stations to look for correct technique and participation. Students will also hand in activity cards with activities and repetitions completed at each station.

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Resources:

Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
3

LEVEL:
PRIMARY

TRACE ME

OBJECTIVE:
To identify the major bones of the body.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Large sheets of butcher paper (large enough for a student to lie on), markers.

INFORMATION:
There are 206 bones in the body. Bones are the supportive framework of the body. Bones can be short, long, flat or irregular in shape. The bones have four main functions: to support and shape the body, to protect the organs (heart, lungs, brain, etc.), to provide anchors for the muscles without which they cannot move, and to form blood cells in the marrow.

CLASS ARRANGEMENT:
Large group.

SKILLS NEEDED:
Knowledge of bones, tracing.

INSTRUCTIONAL STRATEGIES:

1. Give each person a sheet of butcher paper and a marker. Taking turns, one person will lie face up on the paper. The partner will outline the student lying down with the marker on the piece of paper. Students switch roles.

2. Each person should put their name on the bottom of their sheet and fill in the major bones of the body using a marker. Then each student will have a picture of his/her body with bones drawn. Each major bone should be labeled.

3. Divide the class into four groups. Provide each team with a large sheet of paper and a marker. Each team has one minute to draw a skeleton. Tape the skeleton on the wall at the far end of the gym. Students will run down, label one bone, return and pass the marker on to the next student. The winning team is the one with the most correctly spelled and labeled bones within a given time period.

Evaluation:

Discuss with students the supportive role of the skeletal system. Discuss the similar and different functions of short, long, flat and other bones.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
3

LEVEL:
PRIMARY

A DAY IN THE LIFE OF YOUR HEART

OBJECTIVE:

To increase knowledge of the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Large roll of white paper, red construction paper, black marker, heart stencil, empty plastic one-gallon milk container containing 3.5 quarts of water with red food coloring added, scissors, tape or glue.

INFORMATION:

The heart is a dual pump. The right side takes the de-oxygenated blood to the lungs where the carbon dioxide (CO_2) is replaced with oxygen (0_2). The oxygenated blood is then pumped through the left side of the heart and out to the entire body.

CLASS ARRANGEMENT:

Circle for demonstration.

INSTRUCTIONAL STRATEGIES:

1. Trace the heart stencil onto red construction paper. Cut out.

2. One student should lie down on the white paper; a team of students trace around the body.

3. Ask the students where the cut-out red heart would go. Glue or tape the heart in place.

4. Discussion: Your heart is about the same size as your fist. Students can make a fist to compare. Your heart beats 70-100 beats per minute. Students should take their heart rate using the index and second finger at the carotid artery in neck, or at the radial artery on wrist. Start count with "0." Take pulse for 10 seconds and multiply by six, or take for one minute. How many times per day does the heart beat? During exercise the heart rate increases to 150-190 beats per minute. At about 9 years old, a heart weighs three-fourths of a pound and the body contains three and one-half quarts of blood (show plastic milk container). The body's blood makes 1,000 complete trips around the body each day. The heart pumps 8,000 gallons of blood per day. Ask the students how they can keep their heart healthy? How does the way you eat, exercise, rest, smoking, etc., affect heart health?

EVALUATION/MODIFICATION:

The "body" made for this lesson can be expanded on for further lessons on body organs, structure, etc.

Grade
3

LEVEL:
INTERMEDIATE

SKELETON

OBJECTIVE:
To understand the skeletal system.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Cards with the names of the major bones in the body (one major bone per card), large paper outline of the body (see previous lesson Trace Me), music.

INFORMATION:
There are 206 bones in the body. Begin by using the common names of the bones. Go into more detail further into the year.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
To have played "Simon Says;" to have reviewed the bones in the body.

INSTRUCTIONAL STRATEGIES:

1. Place body outline in the middle of the gym.

2. Students should line up at one end of the gym.

3. Play "Skeleton Says," like "Simon Says," using the names of the various bones in the body.

4. When they have played for around 10 minutes, hand out the cards of bones in the body to everyone.

5. Explain to the students the cards are to be placed on the body outline in the proper places. The students will have until the music stops to find where the cards are to be placed.

6. Explain that if students select the correct place for each bone card three times in a row, they will have a free choice of activities in the next health enhancement class. Everyone should help everyone else get right answers!

7. Repeat the game until the end of class. Students should switch cards before every game.

EVALUATION/MODIFICATION:

Students can start at the head of the body and, working to the feet, name the major bones. Give a worksheet of the skeletal system for them to take home.

RESOURCES:

McClanahan and Co., Health, Choosing Wellness, second edition, Teacher's Resource Book, Prentice Hall Inc., Massachusetts, Copyright 1992.

Grade
3

LEVEL:
PRIMARY

WHY WE EAT

OBJECTIVE:

To improve healthy eating behaviors.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Why We Eat handout (see Grade 3 Handout Masters).

INFORMATION:

A variety of factors influence eating habits. Sensory qualities of food affect food choices, and emotions influence eating behavior. Children need to be assured there is no determined eating response to a given situation. Even within a family, individuals react differently. Under stress, crisis or grief, some people will eat almost continuously; others will hardly touch food. The same holds true when there are times of celebration or excitement. Students should also know that while the lack of food does not seem to bother some people, the metabolism of other people will cause them to be cranky, irritable, jittery or nervous if they do not eat on a regular schedule. Students will feel better about their food choices if they know more about why they eat or don't eat.

INSTRUCTIONAL STRATEGIES:

1. Discuss the Why We Eat handout (see Grade 3 Handout Masters), noting information in this plan. Students can give examples of situations they have been in which illustrate each of the reasons listed on the handout.

2. Discuss how people can sometimes feel more comfortable about their food choices and are able to control their daily food intake better if they know more about the reasons they eat.

EVALUATION/MODIFICATION:

Create story situations for children to respond how the situation might affect eating habits, e.g., a difficult test in the morning, missing lunch because of a baseball game (hungry at 3:00 p.m.) or excitement because of a race you think you might win the next day.

RESOURCES:

Adapted from: Comprehensive Health Education Instruction. Lincoln, Nebraska: Nebraska Department of Education, 1993.

Grade **3**

LEVEL: ***PRIMARY***

COMBINATION FOODS

OBJECTIVE:

To identify foods according to food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Magazines with food pictures, scissors, tape or glue.

INFORMATION:

Although we are familiar with the five food groups, many foods we eat are a combination of foods from more than one food group. As we look at the recommended servings from the food groups in the Food Guide Pyramid, we need to be able to identify what foods are in the combination foods we are eating, and estimate how much of a serving from each food group we are consuming.

INSTRUCTIONAL STRATEGIES:

1. Review the five food groups in the Food Guide Pyramid. Discuss that we eat combination foods many times. Students can list many food choices they make which have foods from more than one food group. Examples: casseroles, pizza, taco, spaghetti with meat sauce, sandwiches, soup, salads, stir fry dishes.

2. Students can use magazines with food pictures to cut out combination foods and tape them on a paper or card. In groups of three or four, have them look at the foods they have cut out. Students should identify what foods are in the combination, what food groups those foods are in, and, if possible, how much of that food would be in one serving of the combination foods. Small groups should share in large group and discuss.

EVALUATION/MODIFICATION:

Students identify a tossed salad with ingredients from all five food groups which they would like to eat.

RESOURCES:

Adapted from: Healthy Growing Up. Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade
3

LEVEL:
PRIMARY

ALPHABET FOODS FOR VARIETY

OBJECTIVE:

To identify foods for variety in diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Alphabet cards, food alphabet list (see Grade 3 Handout Masters), tape or record player, tape or record of choice (optional: food posters or food pictures displayed around room).

INFORMATION:

Children need to learn that foods are fun to eat and that there are many different foods available besides the ones they are familiar with on a daily basis. We need variety in our daily diet in order to obtain the array of nutrients which are necessary for health and growth. A logical outcome of naming a wide variety of foods is for the teacher to encourage children to eat one or more of the foods identified in the lesson which he/she has not yet tasted.

INSTRUCTIONAL STRATEGIES:

1. Before the activity, construct food alphabet cards by drawing one letter on each of 26 pieces of construction paper. (You may want to omit the more difficult letters or add additional cards if you have more than 26 students.) Affix the papers to the floor, spaced about 12 inches apart, in a winding pattern. Display posters and food pictures around the room (optional).

2. Review with students that they need many different foods to be healthy. Have students line up on alphabet cards and begin stepping from card to card when the music begins. When the music stops, they stop on the letter and think of a food which begins with that letter (they may look at posters and pictures for ideas). When a student knows a food, he/she raises her hand and says it. Ask for a show of hands of how many students have tasted that food. Continue until students are out of names they know for the alphabet (use the Food Alphabet List for ideas to give them). Do not be concerned if students select "extras," combination foods, or use brand names as examples. This activity emphasizes a variety of foods.

3. Challenge students to try at least one new food they have heard identified in each of the next three days.

Evaluation/Modification:

Children could also be asked to name the food group from which the alphabet food comes. Points, stars or applause could be given for a more game-like atmosphere.

Resources:

Adapted from: Delicious Decisions. Westmont, Illinois: Dairy Council of Wisconsin, 1992.

Grade
3

LEVEL:
PRIMARY

THE MEAT-PLUS GROUP

OBJECTIVE:

To identify foods in the Meat food group.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food Fundamentals handout (see Grade 3 Handout Masters).

INFORMATION:

The Meat food group (Meat, Poultry, Fish, Dry Beans, Eggs and Nuts) is an important group to explore with children because of the variety of foods it contains. Meat, poultry, and fish supply protein, B vitamins, iron and zinc. The other foods in this group—dry beans, eggs and nuts—are similar to meats in providing protein and most vitamins and minerals.

The Food Guided Pyramid suggests two to three servings each day of foods from this group. The total amount of these servings should be the equivalent of five to seven ounces of cooked lean meat, poultry or fish each day.

INSTRUCTIONAL STRATEGIES:

1. Review the foods from this food group (make a list on the board) and the recommended servings and serving sizes. Explain that the nutrients from this food group are vital to building a healthy body.

2. Sing “Old McDonald’s Farm” with different foods from this food group in each verse. For example,” ...and on that farm he had some peanuts. With a CRUNCH CRUNCH here...” Other verses: turkey - gobble; chicken - cluck; fish - bubble; egg - crack; cow - moo; pig - oink, etc.

3. Using the Food Fundamentals handout (see Grade 3 Handout Masters), complete the directions to summarize the information about the entire Meat Group.

Evaluation/Modification:

Children can play "Charades," acting out a food from the meat group. Instead of "sounds like," they could do "comes from."

Resources:

Adapted from: The American Dietetic Association. Food Fundamentals. Oak Brook, Illinois: McDonald's Corporation, 1993.

Grade
3

LEVEL:
PRIMARY

BREAKFAST CEREAL CHOICES

OBJECTIVE:

To understand the influence of advertising in choosing foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Commercials handout (see Grade 3 Handout Masters).

INFORMATION:

Children will have more control over the food choices they make if they realize the impact of advertising, especially commercials on television. Foods that get advertised are often those that are processed and contain increased amounts of salt, fat and sugar. Children are also affected by peer pressure, and advertisers play on the need to be accepted. These types of ads influence children's ideas of what they want to eat. Tactics advertisers utilize include emotional appeal, attention getters, or sales pitches with promises and incomplete truths. With guidance, children can learn to be aware of how advertisements influence their food choices.

INSTRUCTIONAL STRATEGIES:

1. Discuss that the role of advertising is to get us to buy something, e.g., food. Note that not all foods which are good for us are advertised, and that not all foods advertised are the best choices for a healthy diet. Explain advertising tactics advertisers use to get us to buy their products. Students should guess the number of commercials aired on a Saturday morning and the intended audience. Discuss what is appealing to children in the commercials.

2. Use the Commercials handout (see Grade 3 Handout Masters) to classify the foods advertised into the five food groups. Note that cereal is most often advertised, and have students explain why that might be true.

3. Ask students how their breakfast cereal choices might change because of this activity. Discuss.

Evaluation/Modification:

Videotape 15 minutes of commercials during a time geared to students and show the tape in class for analysis by the class. Ask students to watch television on Saturday or after school and to keep a record of food commercials they see. Students should place the commercials into the five food groups based on the food being advertised.

Resources:

Adapted from: Nutrition Smart! West Nyack, New York: The Center for Applied Research in Education, 1991.

Grade **3**

LEVEL: ***PRIMARY***

WHAT IS A SERVING?

OBJECTIVE:

To compare daily food intake to recommended servings.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

What Counts as a Serving? handout (see Grade 3 Handout Masters), several food items (cereal, water, canned fruit cocktail, canned peas, water or milk), measuring cups and spoons (optional—a cassette tape or a deck of cards, a tennis ball, a pair of dice, food models).

INFORMATION:

One concept of the Food Guide Pyramid which often needs clarification is the amount of food which counts as a serving. With increased recommended number of servings in the bread, vegetable, and fruit groups, children (and some adults) often believe that they cannot eat that much food. It is important to measure the amount of food recommended for a serving and compare the amount to what is eaten. After this activity, most people see that it is easy to meet the Pyramid's recommendation for increasing the number of serving sizes because serving sizes are generally smaller than people had thought.

SKILLS NEEDED:

Measuring, pouring.

INSTRUCTIONAL STRATEGIES:

1. Place food items to be measured on a table where all students can see. Ask volunteers to estimate the amount of each food they normally would eat at one time. (For example, ready-to-eat cereal in a bowl, the amount of peas on a plate, fruit cocktail in a small dish, etc.) When the students have estimated what they would eat, have them measure it in measuring cups or spoons. Compare their measured amounts to the recommended serving size listed on the What Counts as a Serving? handout (see Grade 3 Handout Masters) or on a Food Guide Pyramid poster. Discuss the differences.

2. Review the serving sizes and recommended number of servings for all five food groups, noting that there is no recommended serving size for "extra" foods (fats, oils, and sweets that have few nutrients).

Evaluation/Modification:

To extend this serving size lesson, use food models to indicate serving sizes. It may be helpful to relate food portions to common objects (e.g., use a cassette tape or deck of cards to show what 2-3 ounces of meat would look like in terms of size and weight, a tennis ball to show the size of a medium piece of fruit, or a pair of dice to illustrate the weight of an ounce of cheese). Discuss how visualizing serving size makes us be more accurate in estimating how many servings we eat in a day.

Resources:

Adapted from: Putting the Pyramid Into Practice. Seattle, Washington: Washington State Dairy Council, 1993. Handout adapted from: USDA Home and Garden Bulletin No. 249.

Grade
3

LEVEL:
PRIMARY

COOKING UP CALORIES

OBJECTIVE:

To understand the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Ingredients and cooking utensils as listed on recipe page (see Grade 3 Handout Masters).

INFORMATION:

For the purpose of simplifying menu planning, food is grouped into five categories:

1. bread, cereals, rice and pasta;
2. vegetables;
3. fruits;
4. milk, yogurt and cheese; and
5. meat, poultry, fish, dry beans, eggs and nuts.

(See the Food Guide Pyramid in the Grade 3 Handout Masters for more information.)

Each group emphasizes one or more major nutrients: bread (carbohydrates and vitamin B), vegetables (vitamin A), fruit (vitamin C), milk (calcium), and meat (protein).

The following are caloric expenditures for 20 minutes of activity:

running—180 per 20 minutes,
walking—30 per 20 minutes,
biking—84 per 20 minutes,
aerobics—180 per 20 minutes.

CLASS ARRANGEMENT:

Entire class.

Instructional Strategies:

The class will be divided into four groups. Each student will be given a paper with all four recipes (see recipe page) and the calorie counts for each recipe. Each group will be assigned one of the easy-to-make recipes. With supervision, each group will prepare the food.

Students will return to the classroom to eat the meal they have prepared. While students are eating, discuss which nutrients come from which food groups.

After the class has finished eating, the class will go out to the playground. Explain to the students that it will take 18 minutes of exercise to burn 100 calories. Students will begin running; stop them after 9 minutes and tell them they have run off 50 calories. The class will discuss how many calories they need a day and how it is not necessary to burn off each calorie they consume. The class will talk about the importance of a regular exercise program and its effect on increasing basal metabolic rate.

Evaluation/Modification:

A short quiz will be given at the completion of this lesson to evaluate students' understanding of the five food groups and caloric expenditures.

Grade
3

LEVEL:
PRIMARY

FOOD GROUP FRENZY

OBJECTIVE:

To understand a balanced diet and cardiovascular exercise.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four jump ropes, 20 food group boxes (four for milk, four for meat, four for fruit, four for vegetable, four for bread); cards with food pictures on front and exercise tasks on back, five boxes for cards to be stored in.

INFORMATION:

There are five basic food groups. They are the milk group, meat group, fruit group, vegetable group, and the bread group. The recommended system for a balanced diet using these groups is shown on the Food Guide Pyramid. It suggests the following:

Milk group—2-3 servings
Meat group—2-3 servings
Vegetable group—3-5 servings
Fruit group—2-4 servings
Bread group—6-11 servings

These foods provide the body with nutrients such as carbohydrates, fats, proteins, minerals and water. By following the Food Guide Pyramid, one can enhance their health. A good diet combined with exercise will help keep you fit.

INSTRUCTIONAL STRATEGIES:

First, review the five food groups and have students list different food items that would fit into each category. Explain to the students they will be running a relay race today. There are five stations set up at the end of the gym. Students will be divided into four teams that will line up opposite each station at the other end of the gym (or field). Each person on the team must run to their assigned station and choose a food card from the box labeled **GOODIES**. It must be a

random choice. They are to look at the card and decide into what food group it fits. Then they are to read the back and do the task it asks (i.e., broccoli = five jumps, ice cream = 15 sit ups, etc.). Once they've finished they are to put the card in the right food group box. There will be five boxes at each station with the food groups labeled on them. Then they are to run back to their team, tag the next person, and that person repeats the process. The relay should continue until all members have had a turn. When finished, have students gather in front of you. Choose one team's set of food group boxes. Talk about each food group and what average daily allowances should be. If the group is small, run the relay twice.

Evaluation/Modification:

Observe students as they perform exercise tasks to check for endurance and attitude. Take notes on skills that may need to be worked on.

During discussion session, students can tell you about healthy foods and a balanced diet.

Another approach to this activity might be as follows: Students can develop a healthy diet. Each team member chooses a card, does the task, and returns with the card to the team. The team has to put together a healthy daily diet in terms of servings and food items. If they end up with six servings of a vegetable, for example, one person must return one vegetable to the box and choose another card. They perform the given task on the new card and take the card back to the team. Each team sits down when they think they have a healthy diet.

Resources:

Hales, Dianne. An Invitation to Health Taking Charge of Your Life. 1989. Benjamin Cummings Publishing Co., Redwood City, CA.

Grade
3

LEVEL:
PRIMARY

HUNGRY HUMAN MUSCLE ENDURANCE AND NUTRITION

OBJECTIVE:

To create a complete meal using the five basic food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING STRATEGIES:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Depending on the size of the class, the number of signs may vary but recommended signs are:

- milk group—five signs of milk products,
- meat group—five signs of meat products,
- fruit—six signs of fruit products,
- vegetable group—eight signs of vegetable products,
- bread group—eight signs of bread products, and
- one “Hungry Human” sign.

(There needs to be enough signs for every student to wear one on their body).

Other foods such as condiments, oil and sugars may complement food, but do not replace food from the food groups.

SKILLS NEEDED:

Basic knowledge of the food groups, the number of servings needed to make a complete meal, running, dodging and tagging skills.

INSTRUCTIONAL STRATEGIES:

The entire class stands on a line facing the teacher. The teacher randomly passes out the food signs and the Hungry Human (H.H.) sign to the students. The student who is the H.H. will stand in the middle of the play area while the rest of the class stands on one boundary line. The H.H.

will call out the name of each food group, one at a time. The students wearing food from that particular group will try and run to the other boundary without being tagged. The H.H. needs to tag two people from the milk group, two people from the meat group, three people from the fruit group, four from the vegetable group and six people from the bread group. Once a student is tagged, the Hungry Human places him/her in the area of the court called the "Hungry Human Plate." The game continues until the H.H. has tagged enough people from each food group to make a complete meal. Once the meal is complete, the game may be started over with a new H.H.

Evaluation/Modification:

Observe how the students are making their way across the court. Watch for pushing and not admitting to being tagged. Ask the students how they feel about the game, i.e., easy or hard? Relate their responses to choosing healthy food over junk food. Watch to see if all students are choosing the right amount of servings for each food group.

Resources:

Wickman, Sandy J. Human Nutrition: A Self-Instruction Text. Bowie, Maryland: Robert J. Brady Co., 1982. Boyer, Madeline Haas.

The Teaching Of Elementary School Physical Education. New York, NY: J. Lowell Pratt and Co., 1965.

Grade
3

LEVEL:
PRIMARY

TOSS FOR HEALTH

OBJECTIVE:

To understand body composition.

LIFE SKILL:

To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cardboard for stand-up pictures of food, markers, two beanbags, tape (optional: bell to ring when low-fat foods are selected, instruments to take children's fat percentage).

INFORMATION:

Some fat is necessary in the body to function correctly but too much is unhealthy for a variety of reasons. An excess of fat in the body affects physical performance, appearance, and most importantly, your health. The recommended fat percentage for children is 14-22 percent of body weight. A good way to keep fat percentage down is through exercise and consuming low-fat foods.

CLASS ARRANGEMENT:

Two or three students will throw beanbags simultaneously with the rest of the class watching and cheering for their peers.

SKILLS NEEDED:

Children should be able to throw a beanbag, and understand basic nutrition knowledge.

INSTRUCTIONAL STRATEGIES:

Body composition and the dangers of high-fat foods should be discussed with the students. If the materials are available, those who choose to have their body fat percentage figured out confidentially may do so. The open area should be set up so it contains about five taped lines in front of the baseline. At each line there will be a stand-up cardboard picture of a food (e.g., an apple, Big Mac, candy bar, or skim milk). The students will form two lines. The first student in each line will be handed a beanbag. The students should then be asked as a group which of the foods

are lowest in fat. The students should be informed they will receive four tosses and that the low-fat foods are the best ones to land on. Every student should go through the line once. The students' scores should be kept, with higher scores given to the foods with the higher amount of fat. The student with the lowest score will "win" the game. Announce that with healthy eating habits and regular exercise, people are likely to live a longer and healthier life.

EVALUATION/MODIFICATION:

Provide time for questions from students and make sure students understand the concept thoroughly before continuing at any time during the exercise. The discussion and body composition testing can be done in the classroom prior to the exercise.

Grade
3

LEVEL:
PRIMARY

THE FAT KILL

OBJECTIVE:
To understand the importance of nutrition.

LIFE SKILL:
To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Two rubber balls.

INFORMATION:
An important aspect of good health is eating foods that are good for the cardiovascular system. Food makes our bodies healthy and strong by supplying the nourishment that is carried by the blood to every cell in the body. We need a lot of different foods to keep us healthy because each food does different things in the body. Each group in the food pyramid has something we need to be able to maintain strong, healthy bodies. For a healthy heart and a lot of energy, it is important to choose foods low in fat, salt, and sugar. If you eat foods high in fat, fatty deposits can build up on the inner walls of the arteries, causing the pathway for the blood to become smaller. The heart, like every muscle in your body, needs oxygen so it can work correctly. If the arteries are plugged up, the heart has to work harder to get oxygen.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
Basic knowledge of food pyramid, throwing, dodging, swerving.

INSTRUCTIONAL STRATEGIES:
Divide the class in half. Make one group the “candy bars,” and the other the “doughnuts.” Give one ball to the “candy bars,” and one ball to the “doughnuts.” The ball is called a “fat shooter.” When the whistle is blown, the ball is to be thrown at the opponent without the thrower crossing the center line. If the “fat shooter” hits an opponent, the opponent goes to the garbage disposal,

which is located behind you and your teammates in the back one-fourth of the gym. The only way to get out of the garbage disposal is to catch a loose “fat shooter,” and throw it from the garbage disposal area and hit one of your opponents from behind. In turn, the opponent you hit would go to the opposite garbage disposal. The game continues until all of the “candy bars” or “doughnuts” are in a garbage disposal.

Evaluation/Modification:

The game can be stopped if additional information is needed. The game will continue until one of the teams has won or the concept of how important it is to eat right is established.

Grade
3

LEVEL:
PRIMARY

NUTRITION RELAY

OBJECTIVES:

To understand components of the five food groups; to understand the requirements of a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five basic food group handout (see Grade 3 Handout Masters), cards for each student.

INFORMATION:

The five food groups provide the basis for planning a balanced diet. A balanced diet includes the minimum number of servings from each food group every day. Eating a balanced diet affects the performance of the cardiovascular system.

CLASS ARRANGEMENT:

Class divided into three teams.

SKILLS NEEDED:

Knowledge of the five food groups; knowledge of a balanced diet; running; jumping; other aerobic exercises.

INSTRUCTIONAL STRATEGIES:

Each student will get a card that has a word or phrase on it corresponding to a food belonging to one of the five food groups. The card will fit into the five food groups chart on the wall. The teams will line up in single file at one end of the gym. The first person of each team will run to the other end of the gym where the chart is, and place their card in a position on the chart. Then each student will jump rope ten times, do ten mountain climbers and ten jumping jacks, and run back to where they started. Each student will tag the next person in line and that person will do the same exercise routine. The team that finishes first and has the most cards in the correct places wins.

Evaluation/Modification:

When all of the cards have been placed on the board, discuss the five food groups again. If there are any cards in the wrong place, correct them and discuss why they are misplaced.

Grade
3

LEVEL:
PRIMARY

ENERGIZER TAG

OBJECTIVE:
To understand how the body metabolizes fat.

LIFE SKILL:
To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Three red jerseys, three blue jerseys.

INFORMATION:
Foods containing high concentrations of sugars are metabolized into the body's blood sugar and are changed into glucose. The body uses glucose by burning it to produce energy. Energy is needed for moving the body's muscles and for keeping warm. When glucose is not used or when there is too much for the body to utilize, it becomes glycerol. Glycerol is less useful for energy and is more likely to be changed into fat.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
Basic knowledge of metabolism of foods from glucose to glycerol to fat; ability to distinguish between walkers and runners; tagging, dodging, swerving.

INSTRUCTIONAL STRATEGIES:
Six students are chosen to be taggers—three taggers are called "energizers" and wear red jerseys, the other three are called "duds" and wear blue jerseys. The remainder of the students are glucose molecules. The glucose molecules run around the gymnasium trying to avoid being tagged by a "dud." When a glucose student is tagged by a "dud," he/she may no longer run and must walk because a "dud" changes the glucose into glycerol (remember, glycerol is less useful for energy and is likely to become fat). Glycerol students are "out" after they are tagged a second time by another "dud." (No "dud" may tag the same student twice in a row.) At this time, the

"energizers" should be added to the game to free glycerol students from walking and protect them from being changed into fatty acids. "Energizers" must watch for students who are walking, because these are the only ones who they are allowed to tag. Once a glycerol student is tagged by an "energizer", he/she is allowed to run again and avoid the "duds!" This game continues until all students gain an understanding of the steps occuring in metabolism.

Evaluation/Modification:

After playing this game, students should be led through a discussion of which foods would aid the "duds" and which would help the "energizers" in their battle against fat.

Grade
3

LEVEL:
PRIMARY

RIGHT DIET RELAY

OBJECTIVE:
To understand the benefits of a healthy diet.

LIFE SKILL:
To promote proper nutrition and physical activity as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Posterboard or paper, pictures of food, tape, jump ropes, stop watches (optional).

INFORMATION:
Cardiovascular fitness is important in that it benefits several parts of the body and has lasting effects. A healthy diet is beneficial in achieving cardiovascular fitness.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
Basic knowledge of the five main food groups, running, jumping rope.

INSTRUCTIONAL STRATEGIES:
Students will be put into five groups. Each group will line up at one end of the gym. At the other end of the gym will be a posterboard with the names of the five main food groups listed on the top. On the floor will be five piles of pictures of food (each pile will have at least one food from each of the five food groups). Placed next to each pile of food pictures will be a jump rope (be sure that the rope is of adequate length for each of the group members).

At “ready, set, go!” the first member of each group will race to the end of the gymnasium to the posterboard, select a picture from the food picture pile, and tape the picture under the correct food group heading. The student will then get the jump rope and jump for one minute using what ever jump rope technique they prefer.

You can assign some students to be timers and give each of them a stop watch, or have the jumping student simply follow the second hand on a wall clock. After one minute of jumping, the student will race back to their group members and tag the next relay member in their group. The process will be repeated by the remaining group members.

Follow this activity by having students write each of the food groups and some foods in each group on their own.

Evaluation/Modification:

At the end of each relay, the teacher can discuss why students answered the way they did and discuss other foods that had not been mentioned. You can ask what cardiovascular exercise they could have also done.

Grade
3

LEVEL:
PRIMARY

SAFE FOOD HANDLING

OBJECTIVE:

To identify ways to keep food safe to eat.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food Can Become Unsafe in Many Ways (see Grade 3 Handout Masters).

INFORMATION:

There are many things we do to prepare food that can make it safe or unsafe to eat. Two simple rules to follow for safe food preparation are:

- wash hands, counters and tables before and after preparing food, and
- keep hot foods hot and cold foods cold.

Bacteria can easily grow in meat, poultry, fish, or foods with eggs if these rules are not followed.

INSTRUCTIONAL STRATEGIES:

1. Give each student a copy of the Food Can Become Unsafe in Many Ways (see Grade 3 Handout Masters). Ask them to mark an "X" on the picture (handout) all the ways that food can become unsafe. (Answers: food should not be tasted from the serving spoon, hands should be washed after touching animals before you eat or touch food, perishable foods should not be left on the counter, food should be protected from insects by putting food away, and germs can spread to foods by sneezing and coughing.) Discuss all of the ways we keep food safe to eat. Sample answers: wash hands before cooking or eating; clean food areas with a clean, soapy cloth or sponge; wrap or cover leftovers and refrigerate them (never leave perishable food in the "danger zone" for longer than two hours; the danger zone is between 40 and 140 degrees Fahrenheit).

2. Students can role play safe and unsafe food handling practices, and let others guess what they are doing right or wrong.

Evaluation:

Students can monitor and later report their food handling behavior, or that of others, for three days to check for safe food techniques.

Resources:

Adapted from: Eating Right is Basic. East Lansing, Michigan: Michigan State University Cooperative Extension Service, 1989.

Grade
3

LEVEL:
PRIMARY

GROWING BACTERIA

OBJECTIVE:

To understand the importance of washing hands before eating.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with work table and sink.

EQUIPMENT/MATERIALS:

Two screw-top sterilized jars, two knives for peeling potatoes, two well-cleaned potatoes, scrub brush, soap and water.

INFORMATION:

The potato peeled by the unwashed hands will grow a mass of mold and bacteria. There should be a distinct contrast with the other jar.

Caution should be taken to ensure safety in handling knives when peeling potatoes.

CLASS ARRANGEMENT:

Demonstration.

SKILLS NEEDED:

How to peel a potato with a knife and how to thoroughly wash hands.

INSTRUCTIONAL STRATEGIES:

1. Select two students, each one to peel a potato and place it in a sterilized jar.

2. One student washes his/her hands thoroughly with soap and water. This child is not allowed to touch anything until he/she has peeled the potato and placed it in the jar. The instructor should seal the jar shut.

3. The other student peels the potato without his/her hands being washed and places it into the other jar. The instructor should seal the jar shut.

4. Label the jars “hands washed” or “hands unwashed.”

5. Place both jars in a warm place and observe daily.

6. After observing changes in the two jars, talk about importance of hand washing, avoiding putting objects in mouth, etc.

Evaluation/Modification:

Boil and seal jars in class if possible to show concept of sterilization. Have teams of five students each with two jars, two potatoes, two knives for more participation.

Grade **3**

LEVEL: ***PRIMARY***

GETTING YOUR ZZZS

OBJECTIVE:

To understand the value of good resting habits.

LIFE SKILL:

To promote good mental health, including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper and pencil for each student; sleep statements (see back).

INFORMATION:

Suggested sleep guide.

Age	Suggested Sleep
1 - 6	12.0 hours
6 - 8	11.5 hours
8 -10	11.0 hours
10 -12	10.5 hours
12 -14	10.0 hours
15 and older	9.0 hours

CLASS ARRANGEMENT:

Individual student work and class discussion.

INSTRUCTIONAL STRATEGIES:

1. The students should complete the sleep statements.

2. Discuss what being too tired means. Ask: What things have you noticed about people who haven't had enough sleep? Are there times when being too tired can be unsafe? Do you like to be around people who haven't had enough sleep?

3. Read the following situation: “Suzy is eight years old and she stayed up last night to watch a movie on TV. She went to bed at 11:00 p.m. and had to get up at 7:00 a.m. to go to school.”

4. How many hours of sleep did Suzy get? Did she get enough sleep?

5. Sleep is an important part of personal health maintenance.

Evaluation/Modification:

Students can record their hours of sleep for one week.

SLEEP STATEMENTS

1. When I am tired I ...

2. When my brother or sister is tired, I..

3. When I have had enough rest, I feel...

4. When I sit too long in a chair, I feel that I....

5. When my pet is tired, he/she...

6. When my mother/father is tired, she/he...

Grade
3

LEVEL:
PRIMARY

BE SAFE!
BICYCLE SAFETY TAG

OBJECTIVE:
To understand bicycle safety rules.

LIFE SKILL:
To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Twenty-four cones to mark borders of lanes, three beanbags for traffic light (red, yellow, and green), enough jerseys for each person in the class (four different colors), two whistles.

INFORMATION:
Basic bicycle safety rules:

- left arm straight out = left turn;
- left arm up = right turn;
- left arm down = stop;
- bicycles must always be on the right-hand side of the road and never ride on sidewalks;
- safety helmets and gear should always be worn; and
- pedestrians always have the right-of-way.

CLASS ARRANGEMENT:
Entire class.

Skills Needed:

Knowledge of basic bicycle safety rules and gear, vehicle intersections, the game of tag, and running.

Instructional Strategies:

Bicycle safety rules and gear should be reviewed.

Two students are chosen to be “policemen” and are given whistles. The rest of the class will take turns being bicyclists, cars or trucks, and pedestrians. (Example: 20 students = ten bicyclists, two pedestrians, six cars, and two policemen.)

A mock intersection will be set up. The instructor will be the traffic light in the middle and use red, green and yellow beanbags to give signals. Students will walk and jog through the intersection for practice and must use appropriate signals. The game will begin with the policemen watching and the rest of the class appropriately distributed along the four streets that come together at the mock intersection. The teacher will hold up colored lights in two opposite directions and the cars, bicycles, and pedestrians will move through according to what the lights allow. The students must run through the intersection on green lights as many times as they can, making sure to use proper signals if they turn. If the light turns red, they must stop and let the students going the other direction take their turns. The policemen whistle, run, and tag those who make violations; violators must move to the side. The last two people remaining who have not made any violations are the new policemen.

Evaluation/Modification:

The game may be interrupted to help kids gain further knowledge. The teacher will continue to lead kids in the game until they demonstrate proper understanding of bicycle safety.

Grade
3

LEVEL:
PRIMARY

IT'S A DIFFICULT TASK

OBJECTIVE:

To identify illegal drugs.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

MATERIALS:

One pair of old eyeglasses, petroleum jelly, needle, thread.

INFORMATION:

The instructor should explain to the students that the use of illegal drugs can be harmful to many parts of the body. Opiates such as heroin and morphine are types of illegal drugs that can be abused. These drugs slow the actions of the central nervous system. Drugs that slow body actions are called depressants; drugs that speed up the actions of the body are called stimulants.

Students should know that many body parts are affected when a person uses illegal drugs. The following activity will demonstrate how drugs affect muscle coordination and the ability of the brain to control muscle activity.

INSTRUCTIONAL STRATEGIES:

1. Place a light coating of petroleum jelly on the lenses of an old pair of eyeglasses.

2. Select a volunteer to come to the front of the class. Give the volunteer a needle and a piece of thread.

3. Ask the volunteer to try to thread the needle while (s)he is wearing the eyeglasses. The student will have difficulty performing this task.

Evaluation/Modification:

Students should relate how using drugs might be compared with wearing eyeglasses that are coated with petroleum jelly. Explain that the blurred vision caused by the petroleum jelly prevented the student from threading the needle. (Using illegal drugs can interfere with vision, which makes the completion of simple tasks difficult.)

Sources:

Meeks, L., Heit, P., and Page, R., Totally Awesome Teaching Strategies for Drugs, Alcohol and Tobacco, Blacklick, Ohio: Meeks Heit Publishing Company, 1994.

Grade
3

LEVEL:
PRIMARY

SMOKELESS TOBACCO

OBJECTIVE:

To demonstrate the dangers of smokeless tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Eight warning signals of oral cancer and smokeless tobacco medical facts (see Grade 3 Handout Masters).

INFORMATION:

Children are very vulnerable to smokeless tobacco use and often start using at a very young age. There are several types of smokeless tobacco.

1. Snuff—(dip) a finely cut powdered tobacco placed in a can; popular brands are Copenhagen, Skoal, and Kodiak. The user places a "pinch" of tobacco between the lip and gum, then sucks the tobacco until it's time to spit out the juices. The average user dips 1.5 cans per week. Dipping one-third of a can equals the nicotine level of smoking 20 cigarettes.

2. Loose-leaf—(chew) are loose leaves of tobacco placed in a foil-lined pouch; Red Man is a popular brand. The user places a "chaw" or "quid" of tobacco between cheeks and gum, then sucks the tobacco until it's time to spit out the juices. The average user chews for 1-3 hours.

3. Plug—(brick) is compressed tobacco leaves placed in a cellophane wrapper; a popular brand is Days O' Work. The user cuts off or bites off a segment of tobacco, places the tobacco between the cheek and gum, then sucks the tobacco until it's time to spit out the juices.

Instructional Strategies:

Review the types of smokeless tobacco with the students. Discuss the health effects of this habit by reviewing the medical facts and the eight warning signs of oral cancer.

Resources:

Adapted from Southwest Utah District Health Department, Utah, 1993.

Grade
3

LEVEL:
PRIMARY

FRIENDSHIP TREE

OBJECTIVE:

To identify the qualities needed for good friendship.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS:

Poster paper, crayons, markers or paint, construction paper.

INFORMATION:

Friendships are important aspects of human beings. As social beings, we need friendships in our lives to maintain positive self-esteem.

INSTRUCTIONAL STRATEGIES:

1. Discuss friendship. A friend is someone you know well and like. Discuss making and keeping friends. Discuss qualities that are desirable for good friendship. Some of these qualities might be honesty, kindness, sincerity, humor, responsibility, discipline, generosity, sensitivity, manners, trustworthiness.

2. Discuss persons who have helped them develop the qualities needed for friendship. For example, a parent might have helped them learn responsibility. They might have learned trustworthiness from a scout leader, and honesty from a grandparent.

3. Students should make a friendship tree using poster paper, crayons, markers, or paint. The roots of the tree should be labeled with the name of someone who helped them develop the qualities needed for good friendship. On the branches of the tree, have them write the qualities needed for good friendship. Discuss the friendship trees they have made.

4. Students should select one of the persons who helped them develop the qualities of good friendship. Students should make this person a greeting card about friendship that expresses their gratitude or thankfulness.

Evaluation/Modification:

Students can complete the sentence “A friend is someone who...”

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade 3

LEVEL: *PRIMARY*

"THE WHEELS ON THE BUS GO ROUND"

OBJECTIVE:

To understand safety precautions through simulation.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

A space large enough for entire class to move around comfortably in.

EQUIPMENT/MATERIALS:

Large cardboard box, other cardboard scraps, paint, paper scraps and newspaper.

INFORMATION:

Every year, children are hurt or killed in school-related accidents. Mixing buses, crosswalks and horseplay can be dangerous and children need to be educated about safety rules on and around school grounds.

SKILL NEEDED:

Basic knowledge of school rules.

INSTRUCTIONAL STRATEGIES:

In the first 20-minute session, assign children to paint the large cardboard box to look like a school bus. Make sure newspapers are placed under the box to prevent paint from getting on the floor. The cardboard and paper scraps may be designed to look like stop signs, crosswalk signs, rule boards and any other safety features found around your school.

For the second 20 minutes, divide the class in half (depending on how large the class is; each group should have approximately ten students). The first half of the class is assigned to choose one student to portray the bus driver, and, if appropriate, another student to play a bus monitor. Situate those two pupils in the front of the box (bus). The remainder of this half of the students are in charge of monitoring the crosswalks with the stop signs they have made, enforcing the rules posted and watching the bus stops for horseplay.

The other half of the class will act as students on and near the school grounds. They may break rules or try to help enforce them but the school officials (the first half of the class) must make sure all of the rules are being followed.

The bus will pick students up at the bus stop. Once completed, change places and start activity again as time permits.

Evaluation/Modification:

This activity may take more than one class period to fully develop the materials and the concepts.

Grade

3

HANDOUT MASTERS

Grade 3

Five Basic Food Groups

1. Milk, _____ and _____

   ___ - ___ servings

2. Meat, _____, _____, _____, _____ and nuts

   ___ - ___ servings

3. Vegetables (example: _____)

   ___ - ___ servings

4. Fruits (example:_____)

   ___ - ___ servings

5. Bread, _____, _____ and _____

   ___ - ___ servings

Recipes

Milk Group

"Chocolate Milk Shake"

20 cups vanilla ice cream
10 cups milk
2 1/2 cups chocolate syrup

Place vanilla ice cream in blender container. Add milk and syrup, blend until mixture is smooth. Pour into glasses. (Makes 20 servings) Calories 428 per serving

Meat Group

"Campfire hot dogs"

20 hotdogs
20 buns
Condiments

Roast hot dogs over BBQ. Place on bun and top with desired condiments. Calories 329 per serving

Fruits and Vegetables Groups

"Fruit and Veggie Platter"

carrots	oranges
celery	bananas
broccoli	apples
cauliflower	grapes

Clean and cut fruit/vegetables appropriately and place on platter. Calories 100 per serving

Bread Group

"Angel Cakes"

4 cups flour
2 cups liquid shortening
2 cups sugar
4 eggs
milk

Mix all ingredients in the mixing bowl and spoon into greased muffin tins. Bake until golden. Calories 157 per serving

Grade 3

WHY WE EAT

1. ***Hunger***—You were actually hungry. Hunger is what you feel when your bod needs food. We often think we are hungry, when we actually are not.

2. ***Emotions***—You were sad, lonely, depressed, or happy. Sometimes people ea when they are sad, lonely or depressed because they think food will make ther feel better. Other times, some people celebrate feeling happy by eating. They ma not be truly happy.

3. ***Tradition***—People eat because of traditions. It is traditional to eat lunch at noon supper in the evening, and so on, whether hungry or not. It is traditional to eat o certain special occasions, whether hungry or not.

4. ***Physical Senses***—People sometimes eat because the food smells good, taste good, sounds good or looks good, even though they may not be hungry. They ma think they are hungry, but not really be hungry. They are responding to the physical senses of smell, taste, hearing and sight. They are eating because th food is there.

5. ***Reward or Punishment***—Sometimes people eat because if they don't the parents will be mad or they won't get something else that they want.

6. ***Other Reasons***—People eat for a lot of other reasons.

COMMERCIALS

Ben watched TV for half an hour on Saturday morning. Here is a list of the commercials he watched.

Happy Morning Cereal
Milk for My Body
Freddie's Fast Food
Star Toys
Crunchy, Munchy Cereal
Brite Tooth Toothpaste
Gooey, Chewy Cookies
Drug-Free Schools
Ready, Set, Go Cereal
Jumping Jack Tennis Shoes
Gummy, Fresh Raisins
Kool-Man Drinks

Directions: In the above list, circle all the foods that were advertised. Write those foods under the matching food group.

Fruit	Vegetable	Meat
Milk	**Bread**	**Fats and Sweets**

1. Which food group was advertised most?

2. If you bought only foods advertised, would you get all the foods needed to grow and be healthy?

   YES or NO

Grade 3

Food Alphabet L

apple
[illegible]
[illegible]
artichoke
asparagus
avocado

B

bacon
banana
beans (dry or green)
beef
beets
blackberry
blackeyed peas
blueberry
blue cheese
bok choy
bologna
bread
breadfruit
broccoli
Brussels sprouts
butter

C

cabbage
cake
candy
carrots
celery
cereal
cookies
canola oil
cantaloupe
carambola (starfruit)
cauliflower
choyote
cheese
cherries
chicken
chicory
chips
chives
chocolate milk
cider
coconut
collard greens
corn
cornbread
corn oil
corned beef
crabapple
crackers
cranberries
cream
croissant
cucumber
curds (cheese)
currants

D

dandelion greens
dates
dressing (stuffing)

E

eggs
eggplant
elderberry
endive
escarole

F

farina
feta cheese
fig
fish

G

garlic
gelatin
gooseberry
grapefruit
grapes
green beans
grits
guava

H

ham
hamburger
honey
huckleberry

I

ice cream
ice milk

J

jackfruit
jalapeño pepper
jelly
jicama
juice
jujube (Chinese date)

K

kale
kasha
kelp (seaweed)
kiwifruit
kohlrabi
kumquat

L

lamb
lard
leek
lemon
lime
litchi
legumes (dry beans)
lentils
lettuce
lingonberry
loganberry

M

macaroni
mango
maple syrup
margarine
matzo
mayonnaise
meat
melba toast
melon
milk
milkshake
molasses
muffin
mushrooms
mustard
mustard greens

N

nectar (peach, pear, apricot)
nectarine
nuts

O

oatmeal
oil (cooking)
okra
olives
onion
orange
orange juice

P

pancake
papaw
papaya
parsley
parsnip
passion fruit
pasta
pea
peach
peanut
pear
pecans
pepper
peppers (sweet or hot)
persimmon
pineapple
pineapple juice
pistachio nuts
pita bread
plantain
plum
poi
pomegranate
pork
potato
poultry
prune
prune juice
pudding
pumpernickel bread
pumpkin
pumpkin seeds

Q

quail
quince

R

rabbit
radicchio
radish
raisins
raspberries
rhubarb
rice
rolls
rutabaga
rye bread

S

salami
salt
sauerkraut
[illegible]
seaweed (kelp)
sesame seeds
shortening
shrimp
soft drink
soup
soybeans
spinach
sparkling water
sprouts
squab
squash
strawberries
sugar
sunflower seeds
sweet potato
Swiss chard
syrup

T

tomatilla
tangerine
tapioca pudding
tea
toast
tofu
tomato
tomato juice
tortilla
truffle
tuna fish
turkey
turnip greens
turnips

U

ugli fruit

V

vegetable marrow (a type of squash)
vegetable oil
venison
Vienna bread
vinegar

W

waffle
walnuts
water
water chestnuts
watercress
watermelon
wheat bread
wild rice

X

xigua (pronounced she-gwah, the Chinese name for watermelon)

Y

yams
yeast bread
yogurt
Yorkshire pudding

Z

zucchini

What Counts as a Serving?

•Bread, Cereal, Rice, Pasta

1 slice of bread 1/2 bagel or hamburger bun	1 ounce of ready-to-eat cereal	1/2 cup of cooked cereal, rice, or pasta

•Vegetable

1 cup of raw leafy vegetables	1/2 cup of other vegetables, cooked or chopped raw	3/4 cup of vegetable juice

•Fruits

1 medium apple, banana,	1/2 cup of chopped cooked or canned fruit	3/4 cup of fruit juice

•Milk, Yogurt and Cheese

1 cup of milk or yogurt	1-1/2 ounces of natural cheese	2 ounces of process cheese

•Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

2-3 ounces of cooked lean meat, poultry, or fish	1/2 cup of cooked dry beans, 1 egg, or 2 tablespoons of peanut butter count as 1 ounce of lean meat

Adapted from USDA Home & Garden Bulletin No. 249

Smokeless Tobacco Medical Facts

1. Nicotine is contained in all smokeless tobacco products. Nicotine is absorbed in surface mucosa (skin) and in the respiratory tract.

2. A rise in serum nicotine level is noted five minutes after tobacco is in place.

3. There is a significant alteration of cardiovascular output: increases heart rate, increases blood pressure, decreases cardiovascular output, decreases maximum oxygen consumption, decreases stroke volume, decreases cardiac output.

4. The tobacco juice is carcinogenic. The tobacco chemicals are suspected as a cause for oral cancer, chronic inflammation of the gum and have the potential of promoting cavities.

5. Users desire the “quick buzz” or “nicki buzz” associated with smokeless tobacco use.

6. The smokeless tobacco habit can lead to oral cancer (lip, tongue, palate, and esophagus). Oral cancer requires extensive surgery and can be cured only if the spread of cancer cells has not occurred to the lymph nodes.

7. Smokeless tobacco can cause bad breath, discolored teeth, gum recession, tooth abrasion, decrease smell ability, decrease taste ability, and leukoplakia (chronic inflammation of the gum–white patch which is considered to be pre-cancerous and is commonly caused by carcinogens in tobacco juice).

Eight Warning Signs of Oral Cancer

1. A swelling, lump or growth anywhere on the lips or in the mouth.
2. A white or red patch on the cheek or gums.
3. A sore that does not heal in two weeks.
4. Numbness or tingling in the mouth or in the face.
5. Sores or moles that suddenly change color or size.
6. A persistent cough or hoarseness.
7. Difficulty in swallowing.
8. Bleeding in the mouth for no known reason.

Grade
4

LEVEL:
INTERMEDIATE

SOFTBALL SKILLS

OBJECTIVE:
To enhance softball skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Softballs, softball gloves, softball bats, bases, stopwatches, tires, ropes, targets.

CLASS ARRANGEMENT:
Three to four people per station.

SKILLS NEEDED:
Running, catching, throwing, batting, and fielding.

INSTRUCTIONAL STRATEGIES:
The instructor should set up six circuit stations; assign three to four students to each station. Rotate groups to the next station after five minutes. Observe the students closely and correct technique when necessary.

Station 1—Base running: Each player will run the bases while the other students time; repeat as time allows. Students should try to beat their personal time on the next run.

Station 2—Fielding fly balls: One player throws fly balls to the other players who call for the ball and try to catch it in their glove. Change throwers every five throws; repeat as time allows. Students should count the number of fly balls caught by each player.

Station 3—Pitching: Tape targets to a wall (two feet from the ground) as strike zones. Identify the pitching area (35 feet from the target). Students should pitch ten underhand pitches to the target. Each time they hit the target, score one point.

Station 4—Batting: Students should work in pairs; one partner pitches, the other bats. Each batter should try to make five hits into fair territory. Students should count the number of good pitches it takes to make five hits.

Station 5—Fielding grounders: With a partner and one ball, students should stand about 25 feet apart. Students will throw ten ground balls to each other. Students should count the number of successful catches out of ten.

Station 6—Accuracy Throwing: Use a tire or hoop suspended from a basketball backboard frame, tree or draw a target on a wall or backstop. The target should be about 2 feet from the ground. Students should complete ten overhand throws at the target; score two points for throwing through the tire and one point for hitting the tire.

Evaluation/Modification:

Observe the development of students' skills; assist in demonstrating proper techniques for activities.

Grade
4

LEVEL:
INTERMEDIATE

VOLLEYBALL

OBJECTIVE:
To improve coordination skills through the fundamentals of volleyball.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:
Large open area (indoor or outdoor).

EQUIPMENT AND MATERIALS:
Balloons, beach balls, markers or crayons, and volleyball court handout (a teacher-prepared layout of a volleyball court).

INFORMATION:
The skills for volleyball coordinate interaction between the visual and motor system. Eye-hand coordination is necessary to be successful at volleying.

CLASS ARRANGEMENT:
Initially, the class will have partners and then will be divided into groups.

SKILLS NEEDED:
Running, stretching, volleying, coloring and labeling.

INSTRUCTIONAL STRATEGIES:

1. The students should run two laps to stretch the muscles of the upper trunk.

2. Pair the students up and have them work on “partner volleys.” Each pair should have a balloon and volley back and forth, striving for control and height on each volley.

3. Divide the class into four groups; each group should form a circle. Explain that when the whistle blows, the student with the beach ball initiates the volley and calls out “one.” The second player calls out “two” when he/she volleys. The players progress until they reach “ten.” Players may not contact the ball twice in succession nor may they lift the ball. If the beach ball contacts the floor, start over.

4. After students have finished their game, distribute the handout of the volleyball court and explain the directions to the students.

Evaluation/Modification:

Observe the development of students' skills; assist in demonstrating proper volleying techniques. Assess students' knowledge of the areas of the volleyball court from the handout.

Resources:

Developmental Physical Education For Today's Children, David L. Gallahue.

Grade
4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:
To develop soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One soccer ball for each student.

INFORMATION:
A punt is a kick frequently used by a goalkeeper. It is used for lifting the ball high and for kicking long distances.

CLASS ARRANGEMENT:
Class divided into groups of two.

SKILL NEEDED:
Passing with inside-of-foot kick.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following—kicking the ball to your partner:

    a. hold the ball waist high with both hands,

    b. extend the kicking leg forcefully forward as the ball is being dropped, and

    c. contact is made with the instep; the leg follows through in intended direction of the ball.

2. Explain the rules and strategies of lead-up game “Soccer Golf.”

Soccer Golf

Students form a team of two players with one ball for each player. The first player punts the ball for distance. After the ball becomes stationary, the second player uses the punt and two additional kick attempts to contact his/her partner’s ball. If successful, he/she becomes the first “punter.”

Evaluation/Modification:

Have students predict how many kicks (touches) it will take to contact their partner’s ball. Keep scores for specific number of “holes.” This is a good exercise for adding and subtracting skills.

Grade
4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:
To practice soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball per two students.

INFORMATION:
Trapping is a technique used in soccer to control a ball traveling in the air or rolling on the ground. The shin trap and the sole-of-foot trap can be mastered by children at the primary level.

CLASS ARRANGEMENT:
Divide the whole class in groups of two students.

SKILLS NEEDED:
Dribbling, inside-of-foot kicking, outside-of-foot kicking.

INSTRUCTIONAL STRATEGIES:

1. Partnership Trapping:
   The ball is rolled to a partner; the other partner wedges the ball downward with the shin as contact is made (shin trap). The ball is rolled to a partner; the other partner contacts the ball with the sole of the foot and squeezes the ball against the ground (sole-of-foot trap).

2. Students should practice the shin and sole-of-foot traps by playing the following lead-up games, “Shadow Tag” and “Line Soccer.”

a. Shadow Soccer

As a follow-the-leader type game, the object is for the follower (shadow) to stay immediately behind the leader and imitate all movements of the leader. Begin with just the leader having a ball and progress to the shadow and the leader each having a ball. Leaders should use skills practiced in class. Switch roles after 5 minutes.

b. Line Soccer

The class should be divided into two groups. The groups should in a line facing each other; number the players from one to six. A ball is placed between the two groups. The instructor calls a number and the players with that number run to the ball and try to score by kicking the ball past the other team.

Rules:

(1) All players on each line act as goalies

(2) All kicks must be kept below waist level

(3) The ball stays in play until a score is made

(4) If the ball lands behind the line of students on either side for any reason, a point is scored.

(5) Playing time is determined by the instructor.

The instructor may vary the game by requiring an additional activity, e.g., a pass must be made to another teammate before attempting to score.

EVALUATION/MODIFICATION:

Emphasize controlling and dribbling the ball prior to kicking when playing a lead-up game, and stress passing and teamwork. As skills increase, call two or three numbers. Avoid long waiting for a turn by keeping the size of teams small.

Grade
4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:
To enhance soccer skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One soccer ball, beach balls or other low-impact balls.

INFORMATION:
Heading, when taught at the elementary school level, should be introduced slowly. Use underinflated balls or other balls of low impact.

CLASS ARRANGEMENT:
Class divided into groups of two.

SKILLS NEEDED:
Tossing and catching.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following progressions:

   Individual Activities:

   a. throw the ball in the air, head it and catch it

   b. throw the ball in the air, let it bounce and head the rebound

   c. throw the ball high against a wall, head the rebound after one bounce

d. throw the ball against the wall, head the rebound

e. continuous heading

Partner activities:

a. throw the ball to a partner (sitting) who heads the ball

b. throw the ball to a partner (standing) who heads the ball back to thrower

c. throw the ball against wall, partner heads rebound (rebound can bounce once on the floor or be direct)

d. throw the ball to a partner and while the ball is in the air tell him/her which direction to head the ball, i.e., left, right, forwards or backwards

2. Students can participate in heading relay:

a. divide the class into four to five relay teams

b. use a beach ball or other low-impact ball

c. choose one player from each team to be a “tosser”

d. the “tosser” should stand about 10 feet in front of his/her team and pass the ball to the first person in line using an underhanded toss

e. the first player heads the ball back to the tosser and runs around marker to join back of line

f. continue the format until all team members have headed the ball back to the “tosser”; the first team to finish is the winner

Evaluation/Modification:

Students should focus on the following points:

1. Keep eyes open to watch the oncoming ball.

2. Use the forehead to head a ball.

Grade
4

LEVEL:
INTERMEDIATE

POWER/SPEED

OBJECTIVE:
To develop speed and power.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Landing mat or tumbling mats for indoor use, landing pit with sand for outdoor use.

INFORMATION:
Power is the ability to perform maximum effort in as short a period as possible. It is sometimes referred to as explosive strength and represents the product of strength and speed. The speed of contraction of the muscles involved, as well the strength and synchrony of the muscular system, determine the degree of power.

The long jump is one of the most popular field events with young students and incorporates speed and power.

CLASS ARRANGEMENT:
Large group.

SKILLS NEEDED:
Running, landing.

INSTRUCTIONAL STRATEGIES:

1. The Run-up:
   The jumper's approach needs to be consistent to hit the take-off point accurately. The run-up will vary with the age, speed, and ability of the jumper. Strides for elementary students will average 14 and 20 strides. The run-up should be of sufficient distance to enable the jumper to accelerate to top speed and have at least six strides of relaxed sprinting before

takeoff to concentrate on the jump. It is a natural tendency for the jumper to dip slightly on the takeoff leg, allowing for better "spring." The jumper should not focus his/her eyes on the takeoff board as this inhibits the ability to jump up. To maximize uplift, the jumper should concentrate on the back of the landing pit.

2. The Sail:
Initial instruction in long jump technique should begin with the sail. Jumpers should not worry about the takeoff board initially, concentrating only on jumping. The jumper should always take off with the same foot, and use a 7' to 10' stride run-up in the beginning. When jumping, the athlete should be taught to land with knees up, feet apart. Instruct the jumper to work at achieving height in the air. The sail technique requires the jumper to maintain a tucked position with knees up while in flight. Landing requires the individual to extend the feet as far from the body as possible to achieve maximum distance. To assist in this extension before landing, the arms should be thrown forward.

3. If the jumper uses proper technique in the air prior to touching down, the landing will be relaxed. The student will fold into a ball, and roll forward in a tucked position allowing the body to pass over the feet.

4. Have students participate in the "Number of Jumps" activity below.

Number of Jumps
Arrange the students in a line formation with the students' toes touching the starting line. Draw a finish line (20 to 30 feet) in front of the starting line. Each child begins on the starting line and jumps continuously, each jump reaching as far as possible (subsequent jumps start from where heels touched). The object is to see who can make it across the finish line in the fewest number of jumps.

Teaching Suggestions:

Use partners to mark landing positions and to count jumps.

Grade
4

LEVEL:
INTERMEDIATE

POWER AND SPEED

OBJECTIVE:
To develop speed and power.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Landing mat or tumbling mats for indoor use; landing pit with sand for outdoor use.

INFORMATION:
A successful long jumper must be able to combine jumping and speed. Elementary school children have sufficient speed for this event and can execute the approach flight and landing relatively well.

Before any actual instruction has begun, have the students run and jump to determine which foot they find most comfortable to jump from. Once established, jumping technique may be taught. There are three popular methods used by long jumpers—the sail, the hang, and hitchkick. All three work well but are individually suited. The sail and the hang are best utilized by novice and intermediate jumpers. The hitchkick is used mainly by older, more advanced athletes. Instruction at the elementary school level should be based on the first two methods. Whether a jumper is using the sail or the hang, he/she must constantly remind himself/herself that speed + height = distance. This underlying theme applies to all long jumpers regardless of level or ability.

CLASS ARRANGEMENT:
Students jump individually. If two jumping pits or two approach areas are available, students can jump simultaneously.

SKILL NEEDED:
Running speed.

Instructional Strategies:

1. The Run-up:
   The jumper's approach needs to be consistent to hit the take-off point accurately. The run-up will vary with the age, speed, and ability of the jumper. Strides for elementary students will average 14 to 20 strides. The run-up should be of sufficient distance to enable the jumper to accelerate to top speed and have at least six strides of relaxed sprinting before take off to concentrate on the jump.

2. The Hang:
   If a jumper has succeeded in mastering the sail, the jumper may be ready to learn the hang technique.

   The hang requires the jumper to extend in the air by thrusting the hips forward. In attempting the hang, an athlete should be instructed to take off normally, then immediately thrust the hip forward while in flight. This will cause the feet to come up behind the jumper. Immediately before landing, the jumper thrusts his/her arms forward, down, and past the legs; simultaneously, the legs must be lifted and extended. This assists in raising the feet and legs to a proper landing position. While the arms are being thrust forward and down, the head and shoulders will follow naturally.

Evaluation/Modification:

Individuals should not be encouraged to use this method unless they are consistently jumping in excess of four meters. The hang will not be a useful technique if a student's jumping distance is below four meters, as the jumper is not in the air long enough.

Grade
4

LEVEL:
INTERMEDIATE

ICE SKATING

OBJECTIVE:
To enhance skating skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Ice rink.

EQUIPMENT/MATERIALS:
Skates, helmets, knee and elbow pads for each student.

INFORMATION:
Ice skating is a great way to get the heart to supply blood to the working muscles. Ice skating can improve balance and coordination.

SKILLS NEEDED:
Balance, forward skating ability.

INSTRUCTIONAL STRETEGIES:

1. Review skating safety skills.

2. Demonstrate to students the techniques used in backward gliding; allow the class to try the new skill on the ice.

3. Lead into backward skating and demonstrate as they observe. Allow students to try the skill.

4. The students should try the new skills in combination with the old skills by playing “Follow the Leader.”

A student chosen by the teacher will be the leader and will skate around the rink while using the many different skills demonstrated. The slower students should be in front and the more skilled students in the back to keep the game flowing. Choose a new leader occasionally. Near the end of class, take over as leader and lead them to the shoe change area.

Evaluation/Modification:

Observe improvements of ice skating and grasping of new skills.

Music can be added and students may design a short routine to perform using the skills they have learned.

Resources:

Rehor, Pete, Ph.D., Scope and Sequence For Teaching Elementary Physical Education, 1993, Kinkos, p. 52.

Grade
4

LEVEL:
INTERMEDIATE

CROSS COUNTRY SKIING

OBJECTIVE:

To enhance cross-country skiing.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outdoor area with snow.

EQUIPMENT/MATERIALS:

Cross-country skis, boots, poles, warm clothing.

INFORMATION:

Why cross-country skiing? In the past decade winter has taken on an entirely new meaning for thousands of people. No longer is winter a season to be passively endured, but one to be actively celebrated. People have discovered the joys of winter outdoor sport and recreation, and especially those of cross-country skiing. And no wonder! Cross-country skiing is both an excellent physical conditioner and a matchless opportunity to get away from it all; to rediscover the beauty of nature in winter.

CLASS ARRANGEMENT:

Students, in a line formation, ski across the level ground simultaneously.

INSTRUCTIONAL STRATEGIES:

1. Students should participate in the warm-up game:

   Catch the Rabbit
   Two experienced skiers (teachers or parents) are given a 30-second start. They zigzag in a specified area trying to avoid being caught. The girls chase one rabbit, the boys chase the other rabbit. The first team to catch their rabbit wins.

2. Students should practice the following progressions:

a. Diagonal Stride

This is a term for a basic ski technique in which the opposing arm and leg move together as in walking. The arm places the pole while the opposite leg pushes off; hence, they work diagonally across the body.

Basic Diagonal Stride Position

Students should assume the basic diagonal stride position by slightly bending the ankles and knees with shoulders and back rounded forward and head up.

Without poles, and with skis in a flat track, alternately shuffle each ski forward. To achieve something more than a shuffle, transfer weight from ski to ski as one forcefully pushes down and kicks back on the weighted ski. Glide with the opposite ski, transferring the weight to it. This weight transfer takes place as the feet are passing each other. Plant the poles by swinging the arms fully forward. The elbow is slightly bent and the hand is in front of the basket. Follow through until the arms are extended and relaxed to the rear. (Timing the arm motion with that of the legs may be a problem for some. The solution for that is to ski very fast for a short period on a slightly uphill track. The body usually creates a natural rhythmic motion using this corrective exercise.)

b. Falling Down, Getting Up

Youngsters make falling down and getting up seem easy because of their flexibility and relative closeness to the snow. For the older or slightly heavy skier, use the following procedure to practice falling and getting up: fall to the side on buttocks, relax, ride out the fall (if moving downhill) and move to the side of the trail to make way for oncoming skiers. Move skis parallel, then perpendicular to the fall line (the line a ball would follow if rolled down the hill). Crawling toward the tips, kneel on skis, raise a knee and set foot. Plant the poles in front of body for assistance and stand up.

c. Star Turn Procedure (tips)

With skis parallel, imagine the ski tips are nailed to the snow. Lift left or right ski depending on which way one plans to turn. Spread tails comfortably forming a “V” or pie shape. (Remember, some students may not know the alphabet.) Place the other ski parallel. Continue this procedure until a full turn has been completed.

d. Star Turn Procedure (tails)

With skis parallel, imagine tails are nailed to the snow. Place pressure on the heel plate. Move left or right ski apart to a comfortable width, forming a “V” shape. Place the other ski parallel. Continue this until a full turn has been completed.

Grade 4

LEVEL: *INTERMEDIATE*

CIRCULATORY SYSTEM

OBJECTIVE:

To understand the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Handout of the heart (see Grade 4 Handout Masters), chairs, hula-hoops, jump ropes, cones, red and blue bean bags, ball or ribbons, etc., to construct a heart obstacle course.

INFORMATION:

The body's circulatory system provides a means of transporting needed energy fuels throughout the body. The heart works as a pump to move blood throughout its four chambers to the rest of the body. Oxygen-rich blood is forced from the left side of the heart and as the blood returns to the heart the blood picks up carbon dioxide and other waste materials the muscle cells have produced. This cycle continually repeats itself.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Writing, coloring and motor skills.

INSTRUCTIONAL STRATEGIES:

1. Discuss the parts of the heart and the pathway the blood takes.

2. Use the obstacle course representing the circulation of blood to enhance academic understanding of the circulatory system.

To represent oxygenated and deoxygenated blood, use red and blue bean bags, ribbons or spongy balls. As the students go through the course have them pick up a blue bean bag in the lungs and carry it to the left ventricle and atrium of the heart. Students should drop off the blue bean bag and pick up a red one and carry it through the body to lungs where there will be an exchange once again.

Evaluation/Modification:

Depending on the size of the class, you may want to split them into two groups. Assign several students to represent working muscles in the body and have them jump rope, do sit-ups or some other physical activity. The students going through the course will deliver the oxygen to them and carry away the carbon dioxide they have. Others can be in the lung area and participate in the exchange of oxygen and carbon dioxide in the alveoli.

Grade
4

LEVEL:
INTERMEDIATE

"*JUST FOR THE HEALTH OF IT*"

OBJECTIVE:
To understand purpose of circuit training.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Gymnasium.

EQUIPMENT/MATERIALS:
"Beach Boys" music for a cardiovascular activity; "Rocky" for circuit stations.

INFORMATION:
The purpose of circuit training is to develop cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

Circuit training is an exercise program consisting of a number of stations arranged in the form of a circuit. Each station demands an exercise task from the student as he/she moves from station to station in sequential order.

Circuit training can encourage an individual to exercise and influence their adherence to exercise. It enables development of all the main components of fitness and allows large numbers of participants to exercise together while still following an exercise intensity suited to personal ability level.

CLASS ARRANGEMENT:
Class divided into eight groups.

Skills Needed:

Stretching, skipping and basic locomotor skills.

Instructional Strategies:

1. Tape two-minute segments of “Beach Boys” and one minute of “Rocky” for a total of 24 minutes.

2. Instruct the students that “Beach Boys” music represents jogging around the gym, while “Rocky” music indicates circuit station exercises.

3. Students should jog for two minutes, exercise at appropriate stations for one minute, jog for two minutes, exercise at the next station for one minute and so on.

4. Select eight station exercises from Appendix B. If necessary, make cards or posters and have students complete the circuit to the rhythm and time of the music.

   NOTE: Instruct students regarding the proper performance of each circuit station selected from Appendix B.

Grade
4

LEVEL:
INTERMEDIATE

NUTRITIONAL KICK THE CAN

OBJECTIVE:

To understand nutrition and its effects on body composition.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT AND MATERIAL:

A cone, jerseys, straps for tying students' legs (three-legged race style).

INFORMATION:

The food we eat affects our body composition. Foods high in fat increase the percentage of body fat. An ideal body composition for males is 12-18 percent body fat, and 18-22 percent body fat for females.

INSTRUCTIONAL STRATEGIES:

The teacher should conduct a brief review of what body composition is and discuss how the food we eat affects body composition. Students should list foods high in fat, and foods low in fat.

Divide the class into two groups. One group represents body composition and the other group represents foods having a high fat content. The students representing the high-fat foods guard the cone set up in the middle of the area, and try to tag the students representing body composition. Once tagged, the students share a strap, joining their legs as in a three-legged race. The body composition students are “freed” from the foods high in fat when a “free” body composition student knocks over the cone which represents exercise and a good diet. The cone is set up again, the students switch roles, and the game is started over with a brief discussion of body composition and nutrition in between games.

EVALUATION/MODIFICATION:

The teacher is to look for participation in the game and to ask questions which make the students reflect on the concept of body composition and its relationship to nutrition.

Grade
4

LEVEL:
INTERMEDIATE

EATING FOODS HIGH IN FAT CAN BE BAD FOR YOUR HEALTH

OBJECTIVE:

To understand nutrition in foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Twenty large, brown paper grocery bags, scissors, knife, butter, potato chips, apples, uncooked hot dog, paper cups.

INFORMATION:

By decreasing the amount of fat one intakes, there is a better chance of avoiding future health problems. Reducing the intake of greasy foods helps to maintain low blood pressure and blood cholesterol which are likely to increase as one grows older.

CLASS ARRANGEMENT:

Individual project involving whole class.

SKILLS NEEDED:

Writing, cutting, and recording.

Instructional Strategies:

1. Each student should receive a brown paper bag to cut open. Lay the bag flat on a surface.

2. Cut off a small pat of butter and rub it at the top of the bag until the butter makes a stain. Write “butter” under the stain. (Butter is a good example to use for a visible stain as it is almost all fat.)

3. Explain to students they will do the same procedure with potato chips, apples, and hot dogs. These foods should be cut up into small portions and placed inside a small labeled paper cup. (Do not use a waxed cup.)

4. Students will discuss which foods were the fattiest foods and which were the healthiest foods.

Evaluation/Modification:

This activity can be done in cooperative-learning groups. Each group will test different foods so the whole class will see a variety of foods.

Resources:

The Education Center, Inc., June/July 1991, The Mailbox, p. 6.

Grade
4

LEVEL:
INTERMEDIATE

PYRAMID NUTRIENT SEARCH

OBJECTIVE:

To understand the functions of nutrients.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Pyramid Nutrient Search handout (see Grade 4 Handout Masters), food picture cards or pictures of the 15 answers to the Search (chocolate low-fat milk, frozen yogurt, mozzarella or string cheese, roast beef, baked fish, scrambled eggs, kiwi fruit, orange, strawberries, blueberries, baked potato, carrots, dry cereal, whole grain bread, bagels).

INFORMATION:

We need to eat a variety of foods every day from the five food groups to be healthy. Nutrients are substances found in food that the body needs to work properly. Water is also a necessary nutrient every day. We need 40-50 nutrients per day for good health, although children generally learn about the major nutrients.

Foods in each food group have similar, but not the same amounts and types, of nutrients and are classified according to their nutrient content in the five food groups. Calcium (from foods in the milk, yogurt and cheese group) helps form strong bones and teeth, iron and protein (from foods in the meat, poultry, fish, dry beans, eggs and nuts group) help to build strong muscles, and iron keeps the blood healthy, vitamin C (from foods in the fruit and vegetable groups) helps to heal cuts, vitamin A (from foods in the fruits and vegetable groups) helps us to see in the dark, carbohydrates and B vitamins in the grain group give energy and help to keep skin and the nervous system healthy.

Instructional Strategies:

1. Children should brainstorm a definition of “nutrient.” Discuss the definition and why food groups are divided as they are. Explain nutrients and their functions in the body.

2. Food pictures should be available around the room or have the 15 answers on the chalkboard.

   Form teams of student explorers and distribute copies of the Pyramid Nutrient Search. The teams should search for answers to the pyramid and answer each question in order. The first team to finish is the winner.

Evaluation:

Class reviews answers out loud to clarify and discuss.

Resources:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

Grade
4

LEVEL:
INTERMEDIATE

BAG YOURSELF A SALAD

OBJECTIVE:

To identify varieties of vegetables and fruits.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Bag Yourself a Salad handout (see Grade 4 Handout Masters), grocery bag, vegetables, knives, cutting boards, salad dressings, plates, forks.

INFORMATION:

In an effort to encourage children to eat at least five vegetables and fruits each day, a variety of vegetables can be presented in new ways for them to be aware of and perhaps to taste. Many children have a narrow idea of what ingredients should be in a salad, and are enticed to eat more salads when they experience an array of vegetables.

INSTRUCTIONAL STRATEGIES:

1. Ask children to identify the most common ingredients in a salad. Review the Food Guide Pyramid recommendation that we eat at least five fruits and vegetable servings each day. Brainstorm how to expand the students' ideas of a salad to include more vegetables and fruits, and how to make them appealing.

2. Distribute copies of Bag Yourself a Salad. Read the names of the ingredients together. The instructor should ask the children if they have tasted any of the ingredients. What other fruits and vegetables can be good in salads? (List on bottom of handout page.) What was the most unusual salad ingredient they have eaten? The best? The worst?

3. Tell the children to choose three ingredients from the list, write the names on strips of paper, and place them inside a grocery bag. Volunteers choose slips of paper from the bag and as the ingredient is read aloud, students should group ingredients into combinations as salads (as a group or individually). Decide whether salad dressings would be put on salads, and, if so, which type of dressing.

4. Children should wash vegetables, cut up the vegetables, and combine in a variety of salads for tasting.

Evaluation/Modification:

An outgrowth of this activity is to have children bring in vegetables or obtain them from school food service staff.

Resources:

Adapted from: Eat, Think and Be Healthy, Washington, D.C., Center for Science in the Public Interest, 1987.

Grade 4

LEVEL: *INTERMEDIATE*

GREAT COMBINATIONS

OBJECTIVE:

To identify combination foods from five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Making Great Combinations handout (see Grade 4 Handout Masters).

INFORMATION:

One way to get a variety of foods in our diet is to eat "combination foods." Combination foods are mixtures of two or more different foods. As students discuss combination foods, they not only realize that more than one food group can be represented in a food, but also that different people put different foods into a recipe they might believe is standard. People from all cultures need to eat from all of the five food groups, and may prefer different combination foods.

SKILL NEEDED:

Familiarity with five food groups in Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Discuss that we have identified foods from the five food groups. What happens when we mix them up? Write definition of combination foods on the board. List examples: macaroni and cheese, beef taco, lasagna, beef stew, or fruit milkshake. As the foods are named, children identify the ingredients and the food group to which each belongs. Note the different ingredients that children mention for beef tacos or beef stew. Focus on main ingredients, rather than seasonings or different ways foods are prepared.

2. Students should generate a list on the board called "More Combination Foods." (Examples: lasagna, pizza, chop suey, cheeseburger, chicken noodle soup, chili, tuna casserole, banana split). Distribute Making Great Combinations worksheet. Working alone or in pairs, have students develop formulas for four of the foods from the list on the board. Have students also complete the food group checklist at the right side of the worksheet. Share formulas in a class discussion. Note that combination foods help you stay healthy in more than one way by providing a variety of nutrients.

Evaluation/Modification:

Have students ask friends or relatives for combination foods they like to eat, especially those from another culture. Share in class the next day and determine food groups from ingredients.

Resources:

Adapted from: Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

Grade
4

LEVEL:
INTERMEDIATE

GETTING YOUR GRAINS

OBJECTIVE:

To understand the nutritional content of grains products.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Check Your 6 and Scavenger Hunt (see Grade 4 Handout Masters), grain food products.

INFORMATION:

U.S. Dietary Guidelines recommend that we eat six to 11 servings of grain products daily, depending on our activity level. With instruction in serving size and the variety of grains available, children can more comfortably eat six to 11 servings. These foods provide energizing complex carbohydrates, help replace unwanted fat calories, and supply fiber. Grain products are excellent sources of protein, B-vitamins, iron, zinc and other trace elements.

INSTRUCTIONAL STRATEGIES:

1. Using the Check Your 6 handout, review the number of servings recommended in the grain group of the Food Guide Pyramid. Discuss the importance of the nutrients in the grain foods group and ask the students to remember how many servings they have eaten in the last 24 hours.

2. Discuss serving sizes as listed on the handout. Display a number of grain products and demonstrate the correct serving amount.

3. Using the Scavenger Hunt handout, discuss the different products that are listed in the grain foods category. The Scavenger Hunt can be done as a field trip, an optional homework assignment or as a class activity with foods brought into the classroom with prices listed. The label reading for servings per package and cost per serving columns are of particular interest to children.

Evaluation:

Children should fill in the last blank of the Check Your 6 handout with the number of servings they will eat in the next 24 hours, and list some foods they think they'll eat on the back as a reminder.

Resources:

Adapted from: Check Your 6, Wichita, Kansas: Kansas LEAN, 1992.

Grade
4

LEVEL:
INTERMEDIATE

FOOD CHOICES

OBJECTIVE:

To identify factors influencing food selections.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

INFORMATION:

The eating patterns of people during special events, e.g., holidays, parties and picnics, influence food choices (turkey at Thanksgiving, cake at birthdays, and watermelon at picnics). The kinds of foods chosen often depend on the time and place, the occasion, and the people present at the meal. When children recognize the influences of the eating environment, they can better choose foods which fit into a healthy and balanced diet by substituting more nutritious foods for less healthy choices. It is important that students understand there are no good or bad foods, and they can control the healthiness of their daily diets by making better choices despite other influences.

INSTRUCTIONAL STRATEGIES:

1. Explain to students they will learn how different situations affect their food selections. Assign groups of students to develop a list of appropriate foods for each occasion: camping trip with campfire cooking, birthday party in the summertime, Thanksgiving dinner, picnic lunch for two people in the park, lunch at a fast food restaurant, bag lunch for school, and an after-school snack.

2. After students have developed the list, have them share the list with the entire group. Discuss that different situations can determine what foods are eaten, depending on tradition, portability, availability of a means of cooking, and availability of food and time.

3. Have students determine which foods in any of the lists could be exchanged for other food which would be a healthier choice. Explain that no foods are good or bad, but in some situations we want to take better control of what we eat for a balanced diet.

Evaluation/Modification:

Discussing other people's influence, i.e., parents, siblings, friends, on eating habits could be an optional activity.

Resources:

Adapted from: Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

Grade
4

LEVEL:
INTERMEDIATE

FOOD SHOPPING DECISIONS

OBJECTIVE:

To demonstrate good decision-making skills in food choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Opinionnaire and Parent Letter handout(see Grade 4 Handout Masters).

INFORMATION:

Children are becoming grocery shoppers for themselves and/or for their families at an earlier age. The number of products in food stores is increasing each year and since few families have unlimited funds to spend in the grocery store, it is important to obtain the most value for each dollar spent in planning appealing, nutritious meals. Nutritious choices to eat in the home stem from healthful choices in the grocery store. Children can become smart consumers and receive satisfaction from the money spent for food if they understand factors in choosing foods.

INSTRUCTIONAL STRATEGIES:

1. A few days previous to this activity, give students a copy of the Parent Letter handout and Opinionnaire handout. Ask the students to complete the statements in the opinionnaire by asking their parents how they choose food. Stress there are no right answers, but that the opinionnaire gives students ideas to share about food shopping. Many different factors exist for different families.

2. On the day of the discussion, ask students to volunteer statements from their papers. Keep responses short, and help all students respect the differences which may occur on the papers.

3. Students should form small groups to list factors they think might influence their shopping if they decided to shop for family dinners for a week, e.g., limited cooking experience, a plan for the week, cost, size of family, sale items, storage, ability to carry it home.

Compare group lists and discuss how those factors would change as they progress through life.

Evaluation:

Scenarios of people in different stages of life could be described for students to identify which factors might be important for food shopping for that person or family.

Resources:

Adapted from: Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

Grade 4

LEVEL: *INTERMEDIATE*

KITCHEN SAFETY

OBJECTIVE:

To identify methods to ensure kitchen safety.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Be Safe—Not Sorry (see Grade 4 Handout Masters).

INFORMATION:

Kitchen accidents are common causes of injuries. Students can learn how accidents happen and how they can be prevented.

INSTRUCTIONAL STRATEGIES:

1. The instructor should explain that each student will play the role of safety inspector for a kitchen which will be used by two fourth graders. Distribute Be Safe—Not Sorry. Ask students to mark an "x" on all things which could cause an accident.

2. In a group discussion, ask students to name each of the potential safety hazards in the picture and identify what accident it could cause. Have them state a rule for kitchen safety following each hazard identification.

   Sample rules:

   a. Remember to turn burners off when cooking is completed.

   b. Keep flammable objects away from the stove and oven area.

   c. Clean up water on the counters or floors and dry hands before plugging in electrical appliances.

   d. Keep cords away from the edge of counters or tables.

e. Put sharp knives away when they are not being used.

f. Put away toys before cooking is started.

g. Wash sharp knives and put them away immediately after you are finished with them (or ask an adult to wash them).

h. Wash dishes as you cook, or stack them carefully in small piles at the back of the counter.

i. Cut foods on a cutting board. The knife blade should be facing away from you.

j. Pan handles should be turned toward the back of the stove or counter. Keep pans away from the counter edge.

k. When opening cans, continue opening them until the lid is completely off the can. Discard lid safely.

Other scenarios not pictured include tying back long hair and not wearing loose-fitting long sleeves which could get near flame or burners.

Evaluation/Modification:

Invite a fire officer into the classroom to discuss kitchen fire-extinguishing procedures. Students can role play what they would do in different kitchen safety situations.

Resources:

Adapted from: Eating Right is Basic, Oakland, California: University of California Cooperative Extension, 1991.

Grade
4

LEVEL:
INTERMEDIATE

CHOOSING "EXTRAS"

OBJECTIVE:

To understand the nutritional value of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Looking for Something Extra handout (see Grade 4 Handout Masters).

INFORMATION:

The "extra," "sometimes," or "other" foods are those which are high in calories and low in nutrients. They contribute nearly 40 percent of the calories in the American diet. Especially with children's high nutrient needs, it is important they identify foods which might not be as good a choice for a snack because it is lower in nutrients than another food. "Extras" are foods which should be chosen occasionally and eaten in moderation as a smaller serving. Most choices for children should be made from foods which give important nutrients.

Grams and milligrams are units of measure for mass or weight. A gram is 1,000 times bigger than a milligram.

INSTRUCTIONAL STRATEGIES:

1. Ask students to think of three favorite foods. Have them share those three choices with a person sitting near them. Discuss as a group what are some favorite foods? Are they all from the five food groups? Are some from the "extras"? "Extras" are foods which are high in calories but not high in nutrients, e.g., sweets, soda, oils, and fats.

2. Distribute the handout Looking for Something Extra. Students should, individually or in small groups, answer the questions. Discuss that some would choose the foods which have fewer nutrients sometimes, but that it is our responsibility to our healthy bodies to choose foods which are higher in nutrients most of the time.

Evaluation:

Have students determine how they will make fewer choices or smaller serving choices from the "sometimes" or "extras" food in the next three days.

Resources:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

Grade 4

LEVEL: *INTERMEDIATE*

BREAKFAST DECISIONS

OBJECTIVE:

To understand the importance of nutritional breakfasts.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

INFORMATION:

Breakfast means breaking the overnight fast by eating. Breakfasts vary by culture, customs, food availability, sleeping habits, and hunger upon rising. Breakfast doesn't have to be boring. Children need to be aware of different styles and different food choices for the morning meal. There is no "perfect" breakfast. Whatever the choices, breakfast is important to give the body energy and nutrients after the night's fast.

INSTRUCTIONAL STRATEGIES:

1. The instructor should ask students to describe what they ate for breakfast. Record the number of responses for each type of food. Discuss the fact that many people have fairly traditional breakfast foods. In order to keep breakfasts interesting, we can eat lots of different foods.

   "Brainstorming" is a good method of sharing creative ideas with a group. Write "CREATIVE BREAKFAST IDEAS" on the board. Give the children some ideas to begin the brainstorming process, e.g., dinner leftovers for breakfast, whole-grain alternatives to white toast, fresh, frozen, plain low-fat yogurt mixed with chopped fresh fruits, breakfast sandwiches like chicken salad on whole wheat bread with sliced tomatoes, adding fruit to cereals. Write down every response until the students cannot think of additional ideas. Remind them to build on each other's ideas.

2. Discuss the list. Which breakfast ideas seem most appealing? Has anyone tried any of them? Would you be tempted to eat breakfast more often if you used more imagination? How could you help your family prepare breakfasts so everyone is encouraged to eat breakfast?

3. Break students into small groups to create breakfast party menus for a specific occasion. Ask them to be creative and choose healthful combinations. Discuss the importance of eating breakfast to break the fast each day.

Evaluation/Modification:

Enlist parents' help in creating one of the breakfast party menus in the classroom with students doing the cooking.

Resources:

Adapted from: Eat, Think and Be Healthy, Washington, D.C.: Center for Science in the Public Interest, 1987.

Grade
4

LEVEL:
INTERMEDIATE

YOUR OWN BEST FRIEND

OBJECTIVE:

To enhance self-acceptance.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities and to promote proper nutrition as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

"Give Yourself Good Self-Talk" handout.

INFORMATION:

To take responsibility for one's own life and practice making responsible choices, each person needs to have a positive self-image. Students maximize their positive self-image by learning how to talk positively to themselves, to be "their own best friend."

The power of words students think and say to themselves is real. Creating self-talk for themselves, to describe what they want as opposed to what exists or what they do not want helps in making good decisions, including choosing foods which are healthy.

INSTRUCTIONAL STRATEGIES:

1. As students enter the doorway, the instructor should greet each and ask them to think about one of the following: something you are looking forward to, something you like about yourself, something you are good at or a recent success. Ask them to write it down when they have reached their seat.

2. Explain the benefit of positive self-talk in taking responsibility for one's choices. Model positive self-talk by using self as an example. Exaggerate if necessary to make a point, but be positive. Use food habit and choices as examples, if possible.

3. Distribute the Give Yourself Good Self-Talk handout. Have students read through the sample of John's written statements. Discuss as necessary. Students should complete the self-talk statements, with some related to food habits.

Evaluation:

Students can check on their progress toward a goal in a week.

Resources:

Adapted from: Shape Up For Fitness, Columbia, Missouri: University of Missouri Extension, 1986.

Grade
4

LEVEL:
INTERMEDIATE

DEATH OF A PET

OBJECTIVE:

To understand issues regarding death and loss.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

When a Pet Dies handout (see Grade 4 Handout Masters).

INFORMATION:

Death is a natural step in the life cycle of animals, plants, and humans and it is important to understand the range and intensity of feelings and the variety of reactions to death. It is normal to feel grief when death occurs. Many times it helps say something when a friend has lost someone or something important to them.

INSTRUCTIONAL STRATEGIES:

1. For children, often the first death they experience is the death of a pet. When a Pet Dies offers six suggestions for helping a child cope with the loss of a pet.

2. Obtain two plants and keep them in a classroom. Intentionally have one plant die and one plant live. Discuss with the children why the one plant died and what a plant needs in order to live.

3. After a story such as "The Dead Bird," (see suggested reading list) ask students to draw what they are thinking or feeling. Allow much discussion time for class members to talk about the death of their pets or family members.

4. Divide the class into small groups. Each group will act out a situation provided by the teacher, e.g., being glad your neighbor's dog died, being sad your cat died, being sad your neighbor's dog died, being angry your cat died.

   After the exercise, have the small groups discuss as a class some ideas for healthy grieving and coping strategies. "I feel better/would feel better if/when..."

RESOURCES/ACKNOWLEDGEMENT:

Nebraska Health Enhancement Curriculum

Suggested children's books:
The Dead Bird by M. Brown, Harper Children's Books

The Tenth Good Thing About Barney by J. Viorst, Macmillan

The Fall of Freddie the Leaf by L. Buscaglia, SLACK, Inc.

Gaffney, D. A. (1988). The Seasons of Grief: Helping Your Children Grow Through Loss, New York: New American Library, Penguin, Inc.

Guiding Children Through Grief: A Caring Library on Death, Dying, and Grief for Children and Families, Centering Corporation, 1531 North Saddle Creek, Omaha, NE 68104-5064 (402) 553-1200.

The Good Grief Program is a preventive mental health effort designed to help schools and community groups become a base of support for children and adolescents when a friend dies. The Good Grief Program, 295 Longwood Avenue, Boston, MA 02115 (617) 232-8390.

Grade
4

LEVEL:
INTERMEDIATE

GOOD DAY/ BAD DAY

OBJECTIVE:

To understand emotions.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

Emotions may influence perceptions about oneself. How one feels about themself may affect their interaction with others.

By assessing if one is having a good day or a bad day, a person can affect the remainder of the day and the interactions with others.

INSTRUCTIONAL STRATEGIES:

1. Discuss what is a good day? What is a bad day? Make a list or graph of the responses of the class. Look for commonalities in responses.

2. Read Judith Viorst's book, Alexander's Terrible Horrible Very Bad Day. Pose the question, "Have you ever had a day like Alexander?" Write and illustrate a book describing your bad day.

3. If you are having a stupendous or disastrous day, how do your emotions affect your relationships?

4. In small groups students should write a number of scenarios based on their personal experiences. Place the scenarios in a brown bag. Have small groups select a scenario and talk among themselves about how to respond to the situation and how the situation affects their relationship with others.

Grade 4

LEVEL: *INTERMEDIATE*

AGING AND PATIENCE

OBJECTIVE:

To identify ways of demonstrating empathy and understanding to aged persons.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Petroleum jelly, pair of old glasses, bag of small pebbles, pair of mittens or gloves.

INFORMATION:

Aging is often erroneously viewed in a negative light. Relate the gifts of aging to the older, beautiful trees in your community. As trees get older, they have more branches, and their trunks are larger. As persons get older, they have had many more experiences and have much more to share with others.

Explain that as people get older there are physical changes. Just as the branches on trees become more brittle and break more easily, the body undergoes changes with aging as well.

Simple self-help skills often become more difficult for the elderly. Students can identify ways they can assist their grandparents or others.

INSTRUCTIONAL STRATEGIES:

1. Using an old pair of glasses, rub them with petroleum jelly. Ask a student to wear them, then ask the student to read a book or to look at something in the distance. Explain that persons who are older sometimes have vision problems and cannot see as easily.

2. Ask students to wear their gloves or mittens to tie their shoes, use a pencil, or answer a phone. Explain that persons who are older sometimes have problems with arthritis and cannot move their fingers very well.

3. Ask students to put four to six pebbles in their shoe and keep them there throughout the day. Explain that persons who are older sometimes have problems with foot and joint pain and cannot walk very well.

At the conclusion of the simulations, ask the students to brainstorm how they can assist their grandparents or other aged persons with simple skills and activities. Discuss what businesses could do to assist the elderly to be more self-sufficient in shopping or conducting personal business. Students could also write short papers on "The Special Gifts and Special Needs of Older Persons."

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Grade
4

LEVEL:
INTERMEDIATE

ON THE STREET WHERE I LIVE

OBJECTIVE:

To understand personal history.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

What can be learned from street signs? The origins of the people who first settled in a town. In the southwest and in California, for example, one can find many towns and streets with Spanish names, as this area of the country once belonged to Mexico.

Street signs reflect the names of well-known members of the community. Mayors, city councilmen, police and fire heroes, writers, and the names of other famous people from your town are probably also on street signs somewhere. Source: Weitzman, D. (1975). The Backyard History Book. Boston: Little, Brown and Company.

INSTRUCTIONAL STRATEGIES:

1. Go on a walk through the downtown or older section of your community. List the names of the streets and hypothesize how the streets got their names. Perhaps a local historical society or community elder knows the reason.

2. What about family names? Are there any streets that have your family name? Check with your grandparents or others in the community for stories behind the names of streets, parks, or prominent buildings.

3. Now, perhaps you will see your family in a different light. Maybe your family was one of the early pioneers who donated land to construct a city park or was instrumental in the location of the high school. By sharing information about your family's past, you gain insight into values of earlier times and who your family has become today.

4. Construct a model of a section of your town. A 4" x 8" sheet of plywood and lumber scraps work well. Maybe there are areas of the town that could be made safer through the students' construction. The construction involves many areas of curriculum including art, math, social studies, and language arts.

Resources/Acknowledgement:

The town model activity is courtesy of Mrs. Lynne Scalia, Willson Science and Technology School, Bozeman, Montana.

Grade
4

LEVEL:
INTERMEDIATE

ACCEPT AND VALUE ALL PEOPLE

OBJECTIVE:

To understand diversity and prejudice.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Six copies each of Instructions for the Green Society and Blue Society, rectangles of green and blue paper.

INFORMATION:

Define prejudice, discrimination, sexism.

INSTRUCTIONAL STRATEGIES:

The following is an exercise for students to experience feelings of prejudice, discrimination, and sexism. Let some of the class observe and some participate, i.e., one group of blue, one group of green, and let the rest of the class observe.

1. Select six students for each of the groups. Let them silently read their piece of paper regarding the blue or green society.

   Instructions for The Blue Society
   The Blues are solemn people. They rarely smile. Instead, they prefer to have serious, quiet conversations on a one-to-one basis. It is a society dominated by women. Men must be invited to participate in any conversation. They have tickets they exchange only at the end of a conversation with someone. They will give one to an outsider if they ask for it quietly.

   Instructions for The Green Society
   The Greenies are friendly people. They like to talk, laugh, and touch one another. In fact, they are always touching one another. It is a patriarchal group—most conversations usually begin asking about a male friend, father, or brother. They have tickets that they freely exchange with one another but rarely do they share them with outsiders. They only share them with outsiders if someone asks about a male in their family.

2. Each group will talk and interact only among themselves for three minutes.

3. One person from each group will "join" the other group. Tickets (rectangles of paper) may or may not be exchanged. Let each of the six individually have a turn being the newcomer to the group.

4. After the simulation is complete, ask the class how they felt in their own group and how they felt in the other group. What barriers were present? How did their behavior affect the group? What would they do differently next time?

Resources/Acknowledgement:

"The Blue Society and Green Society" was adopted from Bonnie Sachatello-Sawyer, Director of Education, Museum of the Rockies, Bozeman, Montana.

Grade
4

LEVEL:
INTERMEDIATE

GROWTH AND DEVELOPMENT: PUBERTY AS A PROCESS

OBJECTIVE:

To understand adolescent development.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

According to John Hill, there are three features of adolescent development that give the period its significance: (1) the onset of puberty, (2) the emergence of more advanced thinking abilities, and (3) the transition into new roles in society.

Aside from the fundamental changes of adolescence (biological, cognitive, social), there are four contexts that affect the development and behavior of young people—families, peer groups, schools, the workplace. The psychosocial issues and problems of adolescence include identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems. Source: Steinberg, L. (1989). Adolescence. New York: Alfred A. Knopf.

INSTRUCTIONAL STRATEGIES:

1. Students need factual information about the physical changes of puberty. Churchill Films have a number of films including: Boy to Man, Girl to Woman, Girl Stuff, Boy Stuff, Growing Up: Body, Feelings and Behavior.

2. Students need opportunities to talk and share feelings about puberty as a process. Students should interview a parent/adult about problems the parent/adult experienced growing up. Breaking down the barriers and helping students see that their parents/adults also experienced similar problems may be an aid to communication.

3. Students need to see the issue or concern from varying perspectives. In regard to contexts, have students discuss issues from the perspective of the four contexts. Break into small groups and discuss concerns in groups of four. Each person would represent one context in discussion in the small group: families, peers, school, or workplace.

Resources/Acknowledgement:

Hill, J., Early adolescence: A Framework. Journal of Early Adolescence, 3, 1993, 1-21.

Grade
4

LEVEL:
INTERMEDIATE

PRENATAL DEVELOPMENT: TERRIBLE TERATOGENS

OBJECTIVE:

To understand fetal growth and development.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

INFORMATION:

Fetal development begins at "Day One" of conception and continues through nine months of pregnancy. Fetal development is affected by a variety of factors including nature and nurture.

Nature: Genetic and chromosomal abnormalities.

Nurture: Environmental, including teratogens, i.e., common teratogens include diseases, drugs, and pollutants. The diseases include common viruses, parasites, sexually transmitted diseases, rubella (German measles) and HIV. Many common medicines are teratogenic; however, the most widespread and destructive teratogenic drugs are social drugs including tobacco, alcohol, marijuana, and cocaine. Several pollutants, among them lead, mercury, PCBs, and radiation, are teratogenic.

INSTRUCTIONAL STRATEGIES:

Use charts and models to demonstrate stages of development of the human fetus. (Instructional packet from the March of Dimes: You, Me and Others, and Risks and Results: Making Responsible Life Choices.)

Students should keep a log of everything they eat or ingest during a 24-hour period. In class, have them list what their parents or other adults may have eaten or ingested during the last 24 hours.

The point of the exercise with both child and parent is to show how vulnerable the developing fetus may be to teratogens. For example, during the early stages of pregnancy, ingestion of cold capsules, cough syrups, beer or cigarettes may injure the fetus.

Evaluation/Modification:

New parents may bring an infant to class. Interview parents about what steps they took during the pregnancy to help “grow” the best possible infant.

Resource:

Berger, K. S., The Developing Person Through the Lifespan, New York: Worth Publishers, 1994.

Grade
4

LEVEL:
INTERMEDIATE

HIV INFECTION: MYTH OR FACT?

OBJECTIVE:

To understand how HIV is spread and how it is not spread.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

HIV/AIDS Myth/Fact Sheet for each student (see Grade 4 Handout Masters), five to six sets of cards (one card for each statement from myth/fact sheet).

INFORMATION:

Answer to HIV infection myth/fact sheet:

1. False. HIV infection is not casually transmitted.

2. False. There is no vaccine to prevent HIV infection.

3. False. HIV is not transmitted by sneezing. The common cold is an example of a virus that is transmitted that way.

4. False. A person will not receive HIV from donating blood.

5. True. People who are HIV positive can be asymptomatic, yet transmit the virus by way of blood, semen, or vaginal secretions to another person.

6. True. An HIV-infected mother can transmit the virus to her unborn child. Thirty percent of the babies born to HIV infected mothers are HIV infected.

7. False. HIV is transmitted by specific behaviors. Those behaviors are sharing a needle with an infected user (blood), having sexual intercourse with an infected user (semen, vaginal secretions, blood), and the HIV-infected mother to her child.

8. False. Anyone who practices behaviors that are associated with the transmission of HIV is at risk. It's not who you are, it's what you do.

9. True. Sharing a needle with an infected user will put you at risk for HIV infection.

10. False. HIV is not transmitted by hugging.

11. False. HIV cannot be transmitted or obtained in swimming pools.

12. True. People can reduce their risks of HIV infection. The best way is to reduce/eliminate exposure to other people's body fluids (especially blood, semen, vaginal secretions).

Skills Needed:

HIV is transmitted by (1) infected blood or blood products, (2) sexual intercourse with an infected partner, (3) sharing IV drug needle with an infected user, and (4) HIV-positive mother to fetus.

Instructional Strategies:

1. Give the students the HIV/AIDS myth/fact sheet. Have them place T (true) or F (false) before each of the statements.

2. Divide class into groups of four to five students. Give each group a pack of 12 cards and have them decide within their group whether each card belongs in the "myth" pile or the "fact" pile. The decisions must be unanimous.

3. Discuss each of the myth/facts as a whole class.

Grade
4

LEVEL:
INTERMEDIATE

MICROBES ARE GERMS!

OBJECTIVE:

To understand and identify microbes and chains of infection.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

For each student: colored paper, markers, scissors, stapler and Chain of Infection handout (see Grade 4 Handout Masters).

INFORMATION:

"Microbes" are germs. They are tiny organisms that we cannot see. Microbes have special names like viruses, bacteria, fungi and parasites. Microbes can cause disease or illness in the body. When these microbes or germs are passed from one person to another in a communicable disease, it is called the "chain of infection."

CLASS ARRANGEMENT:

Classroom; arrange students in a semicircle.

SKILLS NEEDED:

Students should know the difference between communicable and noncommunicable diseases. They should review ways that communicable diseases may be spread. (See the following communicable and noncommunicable diseases lesson.)

Instructional Strategies:

1. Introduce the term “microbe” and “chain of infection.”

2. Each student should cut out four strips of paper, approximately 8" long and 3" wide. The students should write one of the following on each:

    a. sick person,

    b. microbe is transmitted (travels),

    c. microbe enters another person,

    d. microbe grows and makes person ill.

3. Demonstrate how the “chain of infection” will be built using the four strips of paper and the stapler to link them together. Students can build their own “chain of infection.”

4. Ask: How can a person break the chain of infection? Where would it be broken? How could a person avoid/prevent disease?

Resources:

Michigan Model for Comprehensive School Health Curriculum, 1986.

Grade
4

LEVEL:
INTERMEDIATE

COMMUNICABLE AND NONCOMMUNICABLE DISEASE

OBJECTIVE:

To identify communicable and noncommunicable diseases.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Blackboard/chalk or large pad paper/marker.

INFORMATION:

Some examples of communicable diseases students may give are colds, chicken pox, flu, measles, mumps, strep throat. Examples of noncommunicable diseases are heart disease, cancer, stroke, arthritis, diabetes, asthma. Communicable diseases are transmitted in different ways, including sneezing, coughing, sharing dishes and utensils, not washing hands, sharing of body fluids such as saliva or blood.

CLASS ARRANGEMENT:

Classroom; arrange students in a semicircle.

INSTRUCTIONAL STRATEGIES:

1. With teacher, students will brainstorm the names of diseases familiar to them. Write them on board.

2. Write “communicable” and “noncommunicable” on the board. From the list of diseases create a chart that sorts the list into diseases you can get from another person and those you cannot receive from another person.

3. With the teacher, the class will brainstorm all the ways a communicable disease may be transmitted to another person.

4. The class will collect a list of diseases they have experienced. Decide if it is a communicable or a noncommunicable disease. If it is a communicable one, decide how it might have been transmitted from one person to another. Ask how was the illness identified? Treated?

Grade
4

LEVEL:
INTERMEDIATE

GASPING FOR AIR

OBJECTIVE:
To understand emphysema.

LIFE SKILL:
To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
A drinking straw for each person.

INFORMATION:
Smoking is the single most important preventable cause of death in our society. Smoking is responsible for more than one out of every six deaths in the nation. Smoking contributes to cancer (especially lung, oral and bladder), heart disease, chronic obstructive pulmonary disease (COPD), bronchitis and emphysema, allergies, ulcers, and complications with pregnancy.

CLASS ARRANGEMENT:
Individual student desks.

INSTRUCTIONAL STRATEGIES:

1. Provide each student with a straw; have students unwrap the straw from the wrapping.

2. Ask students to pinch their nostrils closed, using one hand. They cannot inhale or exhale through their nose.

3. Ask each student to place the straw in his/her mouth keeping nostrils pinched. Inhale and exhale through the straw for one minute. Explain that if any difficulty exists with breathing they can stop at anytime.

4. Discuss individual feelings after one minute.

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Grade 4

LEVEL: *INTERMEDIATE*

TASTE MAKES WASTE

OBJECTIVE:

To differentiate between safe and unsafe substances ("look-a-likes").

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Cleanser and flour in separate baggies, fruit punch and cough syrup in similar containers, milk and white paint, semi-sweet chocolate and chocolate flavored laxative.

INFORMATION:

It is very difficult to tell the difference between safe and dangerous items by just looking at them. Children are very susceptible to poisoning with their natural curiosity and inability to judge the safety of a substance.

CLASS ARRANGEMENT:

Semicircle.

INSTRUCTIONAL STRATEGIES:

1. Make a display of the materials above. Place randomly and assign a number to each "unknown."

2. Show each of the unknowns. Have the students write safe (s) or unsafe (u) on their sheets next to the corresponding number.

3. Ask the students if they feel that a younger child could easily confuse the safe and unsafe items. What would be the possible complications?

4. Correct their sheets, identifying the unknowns. Discuss how having only one wrong answer could be dangerous to a small child. Discuss the importance of safe storage, and safety caps on bottles (show example).

Evaluation/Modification:

Discuss/collect “look-a-likes” such as candy cigarettes, bubble gum in a can, etc.

Grade
4

LEVEL:
INTERMEDIATE

WE'RE HERE TO PUMP YOU UP!

OBJECTIVE:

To understand the working of the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The heart must work at all times to pump blood to the brain and body. During exercise the heart can beat two to three times faster than at rest. More blood must be pumped because more oxygen is needed. Exercise increases the strength of the muscular contraction, thus sending out more blood per beat at rest. Smoking will increase the heartrate at rest 20-30b/m, because nicotine is a stimulant which constricts the blood vessels.

INSTRUCTIONAL STRATEGIES:

1. With students seated, have them hold their hands above their heads.

2. Starting with their fingers spread wide, at the count of ONE make a fist as tightly as possible. This represents the contraction of the heart when at work. At the count of TWO, open the fingers wide. This represents the heart at rest.

3. For a period of one to two minutes, have the students open and close their fists at one second intervals, as you count ONE (one second), TWO,(one second), etc., for 60 seconds.

4. At the end of the time, ask the students how their fingers felt.

5. Repeat the above procedure, but now have them open and close fists to pace of 120 beats/minute. Then have them do the same at 180 beats/minute. After completing this task, have students describe their feelings of being tired.

6. Discuss smoking in relation to heart rate. The heart rate increases 20-30 beats/minute at rest! How would this affect the heart in the long run?

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
4

LEVEL:
INTERMEDIATE

RED LIGHT-GREEN LIGHT

OBJECTIVE:

To understand healthy and harmful habits.

LIFE SKILL:

To promote disease promotion as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Red and green construction paper, scissors, a list of the following statements:

two people drinking water from same cup; a dentist is working on a patient without wearing special latex gloves; a person brings his/her own toothbrush when going on a sleepover; a person who has a cold sneezes without covering his/her nose; two friends are sharing ice cream by using the same spoon; a person has a bad cold and decides to remain home from school; a person scrapes a knee and it is bleeding but he/she does not cover the wound with a bandage; a rescuer is performing mouth-to-mouth resuscitation without any type of mouth shield.

INFORMATION:

Determining whether a behavior is healthful or harmful (non-risky or risky) is an important part of wellness. Good decisions regarding individual safety and wellness start early and need to be reinforced by others as positive choices.

INSTRUCTIONAL STRATEGIES:

1. Each student should cut out one red circle and one green circle (approximately 10" to 12" around).

2. Each circle color represents a symbol—red represents STOP, green represents GO. Students can think of these circles as traffic lights.

3. As the teacher reads the list of statements, each student should raise the appropriate circle if the statement describes a situation in which the student believes that germs can be spread. Students will hold up their red circle to indicate the statement represents something harmful. If the statement describes a situation in which students believe that something healthful is being done, they are to raise their green circles.

4. After students raise their circle for each statement, ask a student to describe his/her reason for choosing that particular color circle.

Evaluation/Modification:

Individual students can provide statements or situations. This activity can be made more specific to risk behaviors for using alcohol, tobacco, seatbelts, and personal safety. Another modification is to write the behaviors on cards, give one to each student, and have each student place their card on a spectrum from “healthful” to “harmful.” The spectrum can be placed on a chalkboard or bulletin board. A discussion should follow to make certain the cards were placed accurately.

Grade
4

LEVEL:
INTERMEDIATE

A CLEAN SOAP

OBJECTIVE:

To understand how to reduce the spread of germs.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Vaseline (petroleum jelly), sand, soap, water, bowl or sink

INFORMATION:

When soap is not used, the oils on the skin cannot be broken down, thus allowing germs to remain. Using soap is helpful in breaking down oils on skin. In this experiment, when soap was used, the petroleum jelly (oil) was able to be broken down. As a result, the sand (germs) was able to be washed from the skin. Soap from a dispenser should be used in a restroom or kitchen, as bar soap will usually contain germs from previous users, and these germs can be transferred from user to user.

CLASS ARRANGEMENT:

Experiment/Demonstration.

INSTRUCTIONAL STRATEGIES:

The instructor should ask students the following questions:

1. Why is soap so important to use when washing hands? Why isn't water enough?

2. The instructor should ask to have a volunteer student come forward. Student should rub petroleum jelly over both hands (this represents the natural oils of skin); student should rub the sand over the hands and petroleum jelly (this represents germs).

3. The student should wash his/her hands in water only. Observe what has happened to the germs.

4. Repeat the same procedure using soap and water. Ask the student and the class to observe what happened this time (the sand is washed from the hands). What is different about washing the second time? Why is using soap more effective in helping to clean hands and other body parts than just water?

5. Reinforce the healthy behavior of washing hands after using restrooms, before eating, after handling food or pets, after playing outside, and after sneezing. Washing frequently helps reduce the number of bacteria and viruses that live on the skin.

6. Provide the reasons for using soap from a dispenser versus bar soap.

Evaluation/Modification:

Encourage classroom teachers to use soap dispensers instead of bar soap.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
4

LEVEL:
PRIMARY

TOBACCO LOOK-A-LIKES

OBJECTIVE:

To recognize candy/gum packages that resemble tobacco products.

LIFE SKILL:

To learn how to make healthy life choices.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Package of cigarettes
Package of candy cigarettes
Package of chewing tobacco
Package of "Big League Chew"
Tin of snuff
Tin of bubble gum tape

INFORMATION:

Making healthy choices can sometimes be confusing. We often learn habits without really thinking about them—subconsciously. There are some products that are not harmful that are designed to look like products that are harmful.

INSTRUCTIONS:

Initiate this exercise with a discussion of the hazards of using any tobacco. Explain to the students that we learn habits without thinking about them. Present the tobacco products to the students so they have an awareness of what is being sold. Next, present the candy/gum products that correspond to the tobacco items. Discuss making a wise choice and avoiding candy/gum that is packaged similar to tobacco products. Tell the students that there is no tobacco in the candy look-alikes and these products are not nearly as harmful as using tobacco, but the association with the package at an early age will only bring the students one step closer to handling the same type of container at an older age. That container may contain tobacco. Their mind will accept a

tobacco product easier if there has already been some type of association with it. Close the discussion by having students make a list of candy/gum that they like that does not come in packages similar to tobacco.

RESOURCES:

Adapted from the Bear River Health Department, Utah, 1993.

Grade
4

LEVEL:
PRIMARY

TOBACCO CHEMICALS

OBJECTIVE:

To understand the chemicals in cigarettes; effects on the body due to cigarette use.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Cigarette Chemicals (see Grade 4 Handout Masters), lighter or match, cigarettes, "Smokey Sue" doll (which can be borrowed from the American Lung Association of Montana).

INFORMATION:

There are many poisons that enter a smoker's body. These chemicals accumulate over time to weaken the health of the smoker.

INSTRUCTIONAL STRATEGIES:

Discuss the three main chemicals found in cigarettes (tar, carbon monoxide, and nicotine). Discuss the effects of each of these chemicals on the body. Explain that you are going to light a cigarette and let "Smokey Sue" smoke it. Show the test tube provided with Sue that collects the tar prior to lighting the cigarette and then after it is smoked. Ask the students to imagine what a person's lungs would look like after 20 cigarettes, after several packs, and year after year. Ask them if this is what they want their lungs to look like.

Optional homework: Pass out the handout on chemical compounds (see Grade 4 Handout Masters) and have the students list all the products they can find in their house with at least one of the chemicals.

RESOURCES:

Bear River District Health Department, Utah, 1993.

Grade
4

LEVEL:
INTERMEDIATE

IMPROVING SELF-ESTEEM

OBJECTIVE:

To understand the value of expressing feelings.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS NEEDED:

Overhead projector, copy of "Thinking, Changing, Rearranging," by Timberline Press for each student.

INSTRUCTIONAL STRATEGIES:

Note to Instructors: This is more than a simple lesson plan; it is a self-esteem improvement unit that will take about six to nine weeks to complete. The materials are available from Timberline Press and consist of student booklets, teacher's guide and worksheets. Additionally, there are a number of posters with ideas for understanding the concepts.

Students will attain a perception of what "self-esteem" means. They will understand that their attitudes and behavior can and will affect others just as the attitudes and behavior of others affect them.

They will comprehend it is appropriate to express feelings of anger and frustration. Students will be shown appropriate ways in which to express themselves with assurance and confidence. They will discover various means of controlling themselves in difficult situations.

EVALUATION/MODIFICATIONS:

Through role playing and modeling students will display the skills that can be acquired from this unit. This exhibition can be in the form of a skit or play that could be presented to the entire school or during parents' night.

Grade
4

LEVEL:
INTERMEDIATE

DEATH AND DYING ISSUES

OBJECTIVE:

To understand issues associated with death.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS:

Blank paper, crayons, colored pencils, paint, or markers.

INFORMATION:

Death is seen diversely by children because of personal experience, religious beliefs, cultural ideologies, and the media. It is important to keep the aspect of death in perspective. One should not dwell on death nor should one be desensitized by death.

CLASS ARRANGEMENT:

Each child should have enough room to draw.

INSTRUCTIONAL STRATEGIES:

1. Each student should draw what they think "death" looks like. Ask for volunteers to show their picture, describe it and explain where they get their ideas. It is important that all sharing is completed in a non-judgmental atmosphere.

2. Discuss the differences of opinions and values -- each is different for a reason and no child is wrong. Discuss their experience with death if they've known a person who has died. What was the experience? What did it feel like? What were the actions of other people?

Evaluation/Modification:

Be aware of students who seem preoccupied with death, who talk frequently about it or draw pictures reflecting some aspect of death and dying, who have unusual fantasies or frequently tell stories that are violent or aggressive, and/or any child whose art or compositions concentrate on violence and/or death. These children could have experienced someone close to them dying or they could be a possible suicide risk. In all cases, refer the students to the school counselor.

Grade
4

LEVEL:
INTERMEDIATE

COOPERATION

OBJECTIVE:

To understand the influence of cooperation.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Intra-group competition has been shown to be counter productive versus inter-group competition. People learn competitive instincts at an early age and tend to stay competitive in many facets of life which can become detrimental.

CLASS ARRANGEMENT:

Begin by pairing up students. Be aware of significant difference in size.

INSTRUCTIONAL STRATEGIES:

1. Students (in pairs) should sit back to back with interlocking hands and must try to stand up together without freeing hands. Discuss what was easy or difficult about it.

2. Increase pairs to three people, then six, twelve, etc., until the entire class tries simultaneously to stand up without letting go of each other.

3. Students should stand in a circle, front to back. They should be standing close enough to be touching. At once they should all sit down on each other's lap. While they are sitting there (it is not uncomfortable) discuss the importance of working as a "team" to get these things accomplished.

4. Discuss differences in people and that being different doesn't mean one person is better than another person, just different. Change different into something positive. Discuss how each person has something to contribute to a "team."

Evaluation/Modifications:

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss differences and helping behavior rather then competitiveness. Any team sport is a good analogy for using cooperation. This can also be discussed in the realm of getting along with family.

Grade
4

LEVEL:
INTERMEDIATE

GOOD LISTENING

OBJECTIVE:
To understand listening skills.

LIFE SKILL:
To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
Volunteers and a detailed short story.

INFORMATION:
Our ears will automatically hear sounds but to make sense out of those sounds takes conscious thought and physical effort.

CLASS ARRANGEMENT:
Ask for five volunteers who will repeat a story to one another. Begin with four volunteers outside of the classroom.

SKILLS NEEDED:
Listening, talking and observing.

INSTRUCTIONAL STRATEGIES:

1. The instructor should ask for five volunteers and send four outside the classroom. Close the door.

2. The instructor should tell a short story with some detail to the volunteer who is left in the classroom.

3. The volunteer listens carefully then goes outside the classroom and tells another volunteer who tells another, etc., until all volunteers have been told the story.

4. The volunteers should return to the classroom and repeat the short story they have heard. Discuss as a class the details that were changed and those left out.

5. Reassure volunteers that listening is difficult and no one else would have done a better job.

6. If time allows, choose five more volunteers with a new story.

Evaluation/Modifications:

Reinforce listening throughout the day. Remind the class how difficult it is to comprehend all that is said. They need to work at it if they are to be good listeners. Equate good listening with being a good friend, a good student, a good family member, and a good athlete, etc.

Grade
4

LEVEL:
INTERMEDIATE

I AM SPECIAL

OBJECTIVE:
To understand individual uniqueness.

LIFE SKILL:
To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
Paper, crayons, markers, pencils.

INFORMATION:
We become easily aware of our shortcomings but all too often we forget our positive qualities. Recognizing that we are unique helps us realize one person is not better than another; we are each one of a kind.

CLASS ARRANGEMENT:
Class works on the project individually, then shares in groups of four or five.

SKILLS NEEDED:
Writing, drawing, discussing.

INSTRUCTIONAL STRATEGIES:

1. Pass out a sheet of paper for each student to draw and write on.

2. Tell students they can write the answers to the questions you ask or they can draw a picture as an answer.

3. The students should divide the paper into sections.

4. In one square, students should draw themselves and write four words to describe themselves at their happiest.

   In another square, draw or write what they do best, i.e., read, play, sing, watch television, etc. In a third square, draw or write about a time they felt comfortable and safe. In the final square, draw or write about a time they were kind to another person.

5. When their page is finished, have the students get into groups to discuss their papers. Tell them to share only what they want to share.

6. Ask the class to share as a whole what it means to be special.

EVALUATION/MODIFICATION:

When students feel they are not special they can refer to their sheet, a sheet no one else could have drawn or written because they are unique.

Grade

4

Grade

4

HANDOUT MASTERS

Bag Yourself a Salad

asparagus, slightly cooked
bean sprouts
beans (cooked garbanzo, pinto, or kidney)
beets
broccoli
carrots
cauliflower
celery
cucumber
eggplant (cooked)
green beans
green cabbage
green pepper
lettuce
mushrooms
onion
orange or grapefruit sections
parsley
parsnips
peas or pea pods
potatoes (white or sweet, cooked)
pumpkin seeds
radishes
red cabbage
red pepper
romaine
spinach
sunflower seeds
tofu
tomatoes
turnips
watercress
zucchini
_____
_____
_____
_____

Check Your 6

- How many servings do you need daily? (See list above.)
- Use the following list to add your total servings eaten for a day.

# Eaten	One serving equals:
_____	1 slice soft-crumb bread (1 ounce)
_____	1/2 English muffin, regular bagel or soft pretzel
_____	1/2 bun or pita (1 ounce)
_____	1/2 ounce crackers, cookies or pretzels
_____	1/2 medium muffin
_____	1 small waffle, 3-1/2 inches square
_____	1 pancake, 4 inches diameter
_____	1/2 cup cooked rice, bulgur, barley or other whole grain
_____	1/2 cup cooked pasta or couscous
_____	1 ounce cold cereal (amount varies, read labels)
_____	1/2 cup cooked cereal (1/4 cup uncooked)
_____	2 cups plain popped popcorn
_____	1 slice pizza (1/8 of 10-inch pizza)
_____	1/2 - 1 wheat or corn tortilla (1 ounce)
_____	**TOTAL SERVINGS EATEN**

I ate (will eat) _____ servings today. Signature:_____

Refer to the Food Guide Pyramid

- How many servings do you need? (Guidelines apply to ages 2 and older.)

	Sedentary Women, Older Adults	Children, Teenage Girls, Active Women, Sedentary Men	Teenage Boys, Active Men, Very Active Women
Grains	6	9	11
Vegetables	3	4	5
Fruit	2	3	4
Milk	2-3	2-3	2-3
Meat (oz.)	5	6	7
Fat (g.)	53	73	93

- What counts as a serving? (Bread, Cereals, Rice, Pasta)
  (See checklist below.)

Vegetables:
- —2 c. raw leafy vegetables
- —1/2 c. cooked or chopped vegetables
- —3/4 c. juice

Fruit:
- —2 medium apple, banana, orange
- —1/2 c. chopped, cooked, canned
- —3/4 c. juice

Milk, Yogurt, Cheese:
- —1 c. milk or yogurt
- —1-1/2 oz. natural cheese
- —2 oz. processed cheese

Meat, Poultry, Fish, Dry Beans, Eggs, Nuts:
- —2-3 oz. lean meat, poultry or fish
- —1/2 c. cooked dry beans, 1 egg, or 2 Tbsp. peanut butter count as 1 oz. lean meat

SCAVENGER HUNT

Grain food products from the base of the Food Guide Pyramid—breads, cereals, rice and pasta—are found in many sections of your local grocery store. They vary greatly in price per serving. Use your local grocery store, the Check Your 6 serving size list, or the labels on the food and math skills to **fill in the blanks of at least 10 of the following foods.** If the foods are found in several places, list only one.

	Product Name	Aisle Number	Brand Name	Package Price	Servings for Package	Cost Per Serving
1.	Loaf of bread					
2.	Pita bread					
3.	Rice cakes					
4.	Rye crisp breads					
5.	Flour or corn tortillas					
6.	Egg roll/wonton wrappers					
7.	Bagels					
8.	Ramen or oriental noodles					
9.	Spaghetti					
10.	Pizza					
11.	English muffins					
12.	Frozen waffles					
13.	Popcorn					
14.	Quick barley (pearl)					
15.	Refrigerator biscuits					
16.	Bulgar (bulgur)					
17.	Pancake mix					
18.	All purpose flour					
19.	Graham crackers					
20.	Animal crackers					
21.	Oatmeal (quick-cooking)					
22.	Cold cereal					

Name_____

Please return the opinionnaire by _____.

Dear Parents,

Our class will be discussing some factors to consider when buying food. I would like the children to become aware of some of the things you take into consideration in choosing one item over another, whether it be cost, quantity, quality, sale items, fresh, canned, frozen, or other. I would also like the children to know that there are many ways of making decisions about what foods to buy.

It would be appreciated if you would complete the opinionnaire and discuss your answers with your child. You may wish to have your child respond to the answers before writing in your responses. There are no right or wrong answers.

Thank you for your cooperation.

Sincerely,

_____

OPINIONNAIRE

Directions: Please finish these sentences.

1. To me, using food coupons from the newspaper is _____
   _____
2. In choosing the size of a food container, I _____
   _____
3. The thing I like best about my supermarket is _____
   _____
4. In selecting a new food item, I usually _____
   _____
5. In buying meat, I _____
   _____
6. When I buy dairy products, I _____
   _____
7. I do or do not read the labels on cans. _____
   _____
8. When I buy fresh produce, I _____
   _____
9. When an item is advertised as a “special buy” in the grocery store, I _____
   _____
10. Other comments: _____
    _____

When a Pet Dies

Six Suggestions for Helping Your Child Cope With the Loss

Parents are often concerned about adopting a pet and worry about the possibility of their child's grief should it die. Psychologists generally agree, however, that if parents help a child handle the loss of a pet well, the experience can aid her/him in coping with future deaths--both animal and human.

- **Be truthful with your child.** Don't say, "Your pet went to live somewhere else," or "it wandered off." Break the news that it died. If your child is young and unfamiliar with concepts of death, this is an opportunity to explain your views as well as the process of death. Young children tend to think death is temporary, so you need to explain that his/her pet won't be coming back. Older children also need help coming to terms with their feelings about death as well as the loss of a beloved animal.

- **Help your child express feelings.** Children and adults go through the same emotions over pet death that they do with human death. They deny that it happened or that it matters to them; they feel angry at others or guilty about what they "should" have done. Parents need to help children talk about their feelings but also to see those feelings as stages that will pass in the process of grieving.

- **Acknowledge the power of grief.** Don't try to talk your child out of his/her feelings or diminish their power by saying he/she shouldn't be so upset about an animal. Grief over a pet's dying can be as powerful for adults or children as the grief when a close human companion passes away. Grief is also more likely to be resolved when other people are accepting and understanding. We can offer our perspective about life and death and the sense that these feelings change with time.

- **Don't automatically replace the pet.** When we go out and substitute another kitten or puppy for the deceased one, we don't give our child the chance to deal with the reality of loss. Replacing a pet can also encourage denial. In a sense we are saying, "See, Snowball didn't really die. Here she is in another form." You might want to adopt another pet, but in general it seems better to wait until the child asks you for one. This may be soon after the pet's death or a few months later.

- **Reassure your child that he/she's not at fault.** Children may feel responsible for occurrences in their lives because they view the world egocentrically. They need to hear that the anger they may have had toward a pet or the wishes they had that the pet would leave them alone had absolutely nothing to do with its death.

- **Celebrate your pet's life.** Instead of ignoring your pet's passing or having a mournful funeral, create a ceremony with your child that eulogizes the special qualities that your pet brought into your lives. Have your child help structure the event and express his feelings about his companion if he wishes. Memorial services can bring closure to a sad event, and when we join with others in saying good-bye to a companion, we feel supported. We also get a sense that death is part of the ongoing process of life.

Source: S.I. and C.S. Parents Magazine.

HIV/AIDS
Myth/Fact Sheet

Place a “T” in front of those statements that are true, and an “F” in front of those statements that are false.

_____ 1. People can get HIV infection from going to school with a person who has HIV infection.
_____ 2. There is a vaccine to prevent HIV infection.
_____ 3. HIV infection is transmitted by sneezing.
_____ 4. A person can get HIV infection from giving blood.
_____ 5. People can look and feel healthy and still transmit HIV.
_____ 6. An HIV-infected mother can transmit the virus to her unborn child.
_____ 7. People can get HIV infection from sharing a soda.
_____ 8. Only males get HIV infection.
_____ 9. People who shoot drugs and share the needle can transmit HIV.
_____10. You can get HIV infection from hugging.
_____11. You can get HIV infection from swimming pools.
_____12. People can protect themselves from HIV infection.

Cigarette Chemicals

Cigarettes are dangerous because they contain (or produce) poisonous substances like tar, nicotine and carbon monoxide.

TAR is the common name for a mixture of substances that is produced as the tobacco burns.

- Has been found to cause or promote lung cancer.
- A sticky brown residue with hundreds of chemicals which includes several carcinogens (cancer-causing substances).
- Benzopyrene, one of the deadliest carcinogens known, is found in cigarette tar.
- A pack a day smoker inhales 1/2 cup (4 oz.) of tar a year.

NICOTINE is an oily compound which can kill instantly in pure form.

- An injection of one drop (70 mg.) will kill an average-size man within a few minutes. Most cigarettes, however, contain somewhere between .2 mg. and 2.2 mg.
- A poisonous drug found in tobacco (used as an insecticide).
- Acts as a stimulant causing your heart to beat 10-20 beats more per minute and blood pressure to go up.
- Makes your blood vessels constrict which causes the temperature to lower in toes and fingers.
- For most smokers, nicotine is psychologically and physiologically addictive with tolerance and withdrawal problems.

CARBON MONOXIDE is another deadly poison found in cigarette smoke.

- The most dangerous gas in a cigarette (also found in car exhaust).
- Decreases the ability of the blood to furnish the body with the necessary amount of oxygen.
- Produces shortness of breath.

Grade
5

LEVEL:
INTERMEDIATE

JUMP ROPE SKILL

OBJECTIVE:
To increase cardiovascular ability.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Jump ropes for each student and teacher, stereo, motivational music.

INFORMATION:
It is easy to have both feet or hands doing the same thing. Just "plain old" jumping rope can get boring so students need a variety of activities involving jumping rope. The jumps can be practiced with or without a jump rope. The following jump roping skills will help students to manipulate their bodies more effectively.

NUMBER OF STUDENTS:
Entire class.

SKILLS NEEDED:
Jumping, bouncing, running, rhythm.

INSTRUCTIONAL STRATEGIES:

1. Have each student pick up a jump rope.

2. Form a circle (so they can all see the teacher).

3. Teacher explains and demonstrates each jump roping skill and then allows students to practice. Teacher will make corrections to the class or individuals.

Single Hops

a. Both feet

b. Right foot only, left foot only

c. Rock step (one foot in front of the other, alternating weight between front and back foot)

d. Jumping jack (foot movement) out and together

e. Alternate crossing legs in front and behind (similar to d)

f. Mountain climbers

g. Alternating steps (one jump on right leg, one jump on left leg)

h. Hop on right foot, left foot heel-toe touch (heel front and toe behind)

i. Hop on left foot, heel-toe touch

j. Hop on right foot, heel-toe cross touch (cross left foot, knee bent in front of right foot, touch ground with foot)

k. Hop on left foot (see j)

l. Alternate right foot hop with touches (of left foot) to left foot hop with touches (of right foot)

m. Arm cross-over (cross arms across chest while jumping)

n. Running (while doing m)

o. Doubles (two swings of the rope and one hop)

Grade
5

LEVEL:
INTERMEDIATE

BALANCE-COORDINATION-AGILITY

FLOOR EXERCISES

OBJECTIVE:

To promote balance, coordination and agility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

4-foot x 32-foot strip of mats.

INFORMATION:

Balance is the ability to maintain body position in a stationary (static) position while performing dynamic movement. Balance is a complex part of skill fitness and is influenced by vision, the inner ear, the cerebellum, the nerve endings in muscles, joints and tendons, and skeletal muscles. Coordination is the ability to perform specific movement skills. A child who possesses good coordination can demonstrate a high degree of efficiency in hand-eye coordination activities. Agility is the ability to change direction of the body quickly while moving from one point to another. This ability may be enhanced in children through participation in tag and relay games, gymnastics, soccer, basketball, dance and a variety of other games.

CLASS ARRANGEMENT:

Two parallel lines of students on the mats (the two lines of students should be facing each other).

SKILLS NEEDED:

Handstand, front roll.

Instructional Strategies:

Cartwheel Progression:

1. Switch Kick Handstand Progression: From a forward stride lunge position with the hands on the mat directly under the shoulders, the arms straight, the fingers spread and pointing forward, and the head up, execute the switch kick action by kicking up the rear leg and then the forward leg. Change the leg position in the air so that the rear leg steps down first and contacts the mat in the forward stride position. The forward leg now takes up the rear position. Repeat the kicks several times. Be sure to push downward with the shoulders. (This progression gives the students the kinesthetic awareness of the shoulder extension needed for the cartwheel, as well as the feeling of supporting the body weight entirely on the arms. The kicks do not have to be very high. As the students are reminded to push downward with the shoulders, the kicking action will raise the legs higher and higher so that the inverted position is experienced.)

2. Practice the handstand position to remove the arch from the back. Pay attention to the feeling of the straight handstand position. The muscles of the stomach must be tight and the toes must reach upward to the ceiling to accomplish the straight body handstand.

3. If students have experienced the cartwheeling action, the progression may not be necessary. It is most helpful to know the feeling of doing a cartwheel on both the dominant and non-dominant sides. (The progression impresses upon the student the necessary arm push and gives the experience of cartwheeling at a safe level.) From a forward stride lunge position with the right leg forward, pike the upper body downward and place the right hand just ahead of the right foot. Reach farther forward with the left hand and place it on the mat in line with the legs and the right hand. Push with the arms and shoulders as the rear left leg kicks around to land next to the left hand. The right leg jumps upward following the left leg. Lead back to the starting position by pushing with the arms and shoulders and kicking and jumping back and forth. Attempt to press down with the shoulders as you kick higher into the air. Soon the legs will pass through a completely vertical plane (there is no back arch). Pressing with the arms as the progression is repeated back and forth builds up momentum; the arms are eventually lifted from the mat.

4. Cartwheels are often taught using a circle on a gym floor. The gymnast does cartwheels placing feet and hands on the lines of a small circle. As the skill improves, the circle gets bigger, making the line more like a straight line.

Grade
5

LEVEL:
INTERMEDIATE

SPEED-POWER-AGILITY-COORDINATION

OBJECTIVE:

To develop speed and power by learning the techniques of high jump and applying these techniques to developmental activities.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

High jump standards, landing pit, cross bar.

(*Note:* An inexpensive jumping pit can be constructed by using automobile tire inner tubes. Place inflated tubes on the ground and tie them together. Place a tumbling mat on top of the tubes. This provides a safe and comfortable landing surface that can be used both indoors and outdoors.)

INFORMATION:

Performance-related or skill-related fitness is an aspect of physical fitness related to the quality of movement skill. The performance-related components are generally considered to be balance, coordination, agility, speed, and power. The high jump is an event where an individual turns horizontal momentum into vertical lift in an attempt to clear as great a height as possible.

CLASS ARRANGEMENT:

Divide the class into two groups, working two jumping areas simultaneously if possible. If equipment for two high jump pits is not available, work in one group.

SKILLS NEEDED:

Running and jumping (one leg take-off).

Instructional Strategies:

The first and simplest method of high jumping employs the scissors technique.

(*Note:* Before instruction begins, have the students experiment jumping over a low bar to decide which foot is preferable to use for take-offs. If the jumper wishes to take off using the left foot, the approach to the bar will be from the right side, as the outside foot is used for pushing off.)

Approach using the scissors technique:

The object when scissoring is to lift the inside leg while pushing off with the outside take-off foot. The jumper will pass over the bar in a sitting position and the lead leg will drop into the pit while the trailing leg is lifted up and over the bar.

Grade
5

LEVEL:
INTERMEDIATE

CLIMBING ROPE

OBJECTIVES:

To understand the effect of endurance exercise on blood pressure and cholesterol; to increase muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Climbing ropes (five recommended), landing or vaulting mats located underneath each rope.

INFORMATION:

High blood pressure is a primary risk factor for heart attacks and strokes. Weight training and cardiovascular (aerobic) training reduce resting blood pressure. Weight training also seems to have a beneficial effect on serum cholesterol. A high level of cholesterol in the blood is a primary risk factor for heart attack and stroke. Yet, cholesterol can be both good and bad.

Cholesterol is bad if the total blood level is too high and a cholesterol subfraction—High-Density Lipoprotein (HDL)— is too low. A certain amount of cholesterol is necessary for several important body functions: the construction of cell membranes, synthesis of vitamin D, development of male and female sex hormones, and the formulation of bile to emulsify fat (a process in which fat globules break down to smaller droplets).

Some cholesterol in the blood is good and is needed. It is good if the HDL component represents a significant portion of total cholesterol (indicated by a ratio of total cholesterol to HDL of less than 3.4). Several studies have indicated that weight training with moderate resistance tends to increase the HDL fraction. In general, the higher the HDL, the better.

CLASS ARRANGEMENT:

Students should work in groups; the number of groups is dependent on the number of climbing ropes.

Instructional Strategies:

1. Provide students with the following safety rules:

   a. do not attempt an activity beyond your ability level

   b. only students with developed upper body strength and endurance can climb to the top of the rope

   c. do not slide down the rope, use hand-under-hand grip to move down the rope

2. Teach the following muscular endurance progressions:

   Head Touch: From a sitting position, grasp the rope in both hands and lie back until the head touches the mat.

   Back Lift: From a sitting position, grip the rope and extend at the hips and arch back so that the body is straight and only the heels touch the mat.

   Heel Pivot: From the back-lift position just described, pivot in a circle around the heels.

   Straight Pull: From a sitting position, grasp the rope and pull to a stand, keeping the legs straight.

   Nose Touch: From a standing position, grasp the rope overhead with both hands, jump up and touch the nose to the hands, and return.

   Nose-to-Rope Touch: From a standing position, grasp the rope with the arms straight overhead, jump up and touch the nose to the rope above the hands, and return.

   Jump and Grasp: From a standing position, grasp the rope overhead, jump up to a mounting support, and wrap the legs around the rope. Hold for three counts and return.

   Jump and Hold: Jump to a hands-and-legs support and hold for up to ten seconds.

   Swing and Hold: Run forward, pull up on to the rope, and hold. Swing forward and drop off at the end of the back swing.

Grade
5

LEVEL:
INTERMEDIATE

CROSS-COUNTRY SKIING

OBJECTIVE:
To learn a lifelong activity.

LIFE SKILLS:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Outdoor, snow-covered field and hills.

EQUIPMENT/MATERIALS:
Cross-country (X-C) skis, boots, bindings, poles and appropriate clothing.

INFORMATION:
How to dress warmly:

1. The thickness of insulation via multiple layers of clothing is important, not what the clothing is made of.

2. Keep your torso warm so excess heat can be used by your less well-insulated extremities.

3. Avoid sweating. Ventilate your insulation (i.e., dress in layers of clothing which can be removed one layer at a time to prevent or reduce sweating).

4. Keep wind and rain out of your insulation by using suitable outer covering protection.

5. Use your head. Keep it covered to help reduce loss of body heat. Uncover your head as needed to avoid sweating.

6. If you are all buttoned up and still cold, increase your metabolism by straining one muscle against another.

Class Arrangement:

Students ski back and forth across the field while teacher is providing demonstration and explanation regarding technique. For downhill technique, students line up sideways to the hill and individually descend with plenty of room to stop at the bottom of the hill.

Skills Needed:

Falling/getting up, star turns, diagonal stride.

Instructional Strategies:

1. Warm-up using the game "Red Rover." Each team is to defend a square-shaped area from invasion by other teams. When the defending team is ready, they call on one of the attacking teams to try to ski through the field to the other side. The attacking team skiers then try to rush or sneak through to the far side without being tagged.

2. Practice the following ski techniques:

    a. Kick Turn: Plant poles firmly in the snow behind your skis for support, while your body is turned perpendicular to the skis. Swing the first ski 180 degrees around and then follow with the other ski and corresponding pole.

    b. Step Turns: These are turns the skier makes while stepping from a stationary position or while running. It is a very safe turn, provided the skis are lifted high enough to clear the snow or tracks.

    c. Uphill Diagonal: Using a short diagonal stride, the skier will move up the hill. Use an increased stride tempo. A strong poling motion is required.

    d. Double Pole: The double pole may be used as an alternative to the diagonal. Basic Body Position—skis parallel, body upright, poles planted by the toes and hands ahead of the basket. Pull downward on the pole straps, bending at the waist and using the weight of your body. Hands will pass below the knees if there is sufficient bend in the waist. Follow through to the rear with the arms extended and relaxed. Recover to the original position by swinging the arms forward to initiate the next pole plant. To increase skiing speed, increase the tempo of the motion.

    e. Herringbone: This technique may be used when the uphill diagonal no longer works efficiently or when the terrain dictates. Procedure: spread the ski tips comfortably apart forming a "V"; roll the knees and ankles inward to set the inside edge of the ski into the hill; with a strong poling motion, slightly to the rear, step alternately upward, making sure the inside edge is set on each step. Use the diagonal stride rhythm to move smoothly.

    f. Downhill Run: With the skis facing downhill, assume a basic body position, but bend the knees more, thus lowering the center of gravity and increasing stability. Skis should be shoulder width apart. Pushing off with the poles, glide downhill with the legs acting as shock absorbers over the bumps. Hands are carried a bit forward of the body with the poles pointing to the rear.

Grade
5

LEVEL:
INTERMEDIATE

WALK/JOG

OBJECTIVE:

To increase cardiovascular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Aerobic exercise is important in preventing coronary heart disease. For training purposes, it is best to run at least three times per week; however, this may not always be possible. Fitness is a large part of physical education, but we cannot spend three PE periods each week on fitness. A good alternative is to have your fitness program run throughout the school year, only on a lesser frequency (i.e., 1-2 days each week, with the remaining PE days dedicated to other units). This is not ideal in terms of fitness training procedures, but we should be more concerned with an ongoing fitness program which will provide the students with knowledge and fun as well as fitness.

CLASS ARRANGEMENT:

Entire class participation.

INSTRUCTIONAL STRATEGIES:

1. Observe running styles of students; provide students with the following points:

    a. Legs and arms should move in line with the direction of travel. Don't swing arms across your body.

    b. Listen for elephants! (Can you hear yourself running along?) If so, change stride and foot strike to "hide the elephants."

2. Have students participate in the following progressions (with an endurance goal of non-stop running for 24 minutes):

Progression 1

run 6 min	walk 1 min
run 6 min	walk 1 min
run 6 min	walk 1 min
run 6 min	walk 1 min
total 24 min of running	total 4 min of walking

Total time 28 minutes

Progression 2

run 8 min	walk 30 sec
run 8 min	walk 30 sec
run 8 min	walk 30 sec
total 24 min of running	total 1 min 30 sec of walking

Total time 25 min 30 sec

Progression 3

run 12 min	walk 30 sec
run 12 min	walk 30 sec
total 24 min of running	total 1 min of walking

Total time 25 minutes

EVALUATION/MODIFICATION:

Assess student progress on improvement basis (pretest-post test) using the improvement charts in Appendix C.

Grade
5

LEVEL:
INTERMEDIATE

BALL AND BODY II

OBJECTIVE:
To enhance muscular endurance.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One medicine ball for every two students.

INFORMATION:
Resistance training strengthens ligaments (which attach bone to bone) and tendons (which connect muscle to bone). The joints are better protected from injury and are more stable when the muscles and surrounding structures are well developed. Calisthenics can help to increase muscular strength, tone and endurance by using the weight of the body and its extremities as resistance. For example, chinning exercises use the weight of the body to resist the biceps and brachialis muscles in elbow flexion. The primary advantage of calisthenics over training with weights is that you do not need any expensive equipment or machines to provide resistance for you.

CLASS ARRANGEMENT:
Divide class into two groups.

INSTRUCTIONAL STRATEGIES:

1. Isometric Exercises

   Back and Shoulders: lie face up on the floor, place hands alongside the buttocks, palms down. Lift the body from the floor so that only the heels, hands, and head are touching the floor.

   Flexed-arm Hang: a chinning bar, horizontal bar, or climbing rope is needed. Hang from the bar/rope with the mouth even with the hands. Hang for 30 seconds or more.

2. Medicine Ball Activities

Half Squats: stand, hug ball to chest. Bend knees to half squat position (make sure buttocks do not drop below knee level). Repeat.

Leg Raise: sit on floor, lean back so elbows prop up the upper body. Place ball on top of ankles and lift ball off of the floor. NOTE: It is very important to prop up upper body so that your lower back is not subjected to additional stress. Don't lay flat on your back.

Shoulder Extension: lie face down on floor, arms extended overhead. Hold the ball in both hands, lift ball as far off the floor as possible. Keep chin and toes in contact with floor.

Side Bends: hold ball on top of head with both hands. Alternately bend (only slightly) from hips to the left and right.

Front Bends: hold ball on top of head with both hands, knees slightly bent. Bend forward from hips, trying to touch ball to knees. Straighten up. Repeat.

Grade
5

LEVEL:
INTERMEDIATE

SPEED-ENDURANCE -PACING

OBJECTIVES:

To develop decision-making skills, and improve cardiovascular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

In distance running, the runner will not be able to run at full speed throughout the duration of the run as is required in sprinting. The runner must learn to run at a consistent speed throughout the run ("pace"), saving a burst of speed for the end of the run. There are several different theories about how to develop pace in a distance run, but for our purposes it is probably simplest and safest to have the student run the distance several times. FIRST—student runs a predetermined distance at a moderate speed so that the runner can see how far the distance to be run really is. SECOND—student runs at full speed so that the runner can see that running the entire distance at full speed is next to impossible. THIRD—student runs at a quick pace for the first two-thirds of the run, then into a full sprint for the final one-third. This will illustrate to the student that pacing is very important; it will also show the runner when to run at full speed to cover the distance in the quickest time.

CLASS ARRANGEMENT:

Entire class is participating as individuals or as part of a three-person team.

SKILLS NEEDED:

Pacing skills, activities from the previous lesson.

Instructional Strategies:

1. Walk, Jog, Run

   Lay out a small track with markers (poles, flags, or cones).

   Basic Drill

   Explain the difference between walking, jogging and running. (A jog is about half speed and a run is full speed.) To start, students are allowed to walk at their own speed around the track. The first blow of the whistle means that everyone jogs; the second blow means that everyone runs at top speed; the third blow means that everyone jogs; and the fourth blow means everyone walks. Continue this sequence.

   Teaching Suggestions

   At the beginning of the unit, allow more time between the walk and jog phases and short periods at top speed. Gradually increase the time at full speed.

2. Cross-Country

   Distance running can be done on a track (which is level) or cross country (which has a variety of terrains). Cross-country running makes distance running more challenging and interesting. Cross-country running may be less boring than running around a soccer field or on a track.

Grade
5

LEVEL:
INTERMEDIATE

STRETCHING

OBJECTIVES:

To understand how flexibility exercises should be performed; to understand the benefits of flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Lack of flexibility may result in uncoordinated or awkward movements and may predispose a person to muscle strain or poor postural alignment. Total range of motion around a joint is highly specific and varies from one joint to the other (hip, trunk, shoulder), as well as from one individual to the next. The amount of muscular flexibility individuals possess relates primarily to genetic factors and index of physical activity. Joint structure, ligaments, tendons, muscles, skin, tissue injury, adipose tissue (fat), body temperature, age and gender also influence range of motion about a joint. It is difficult to indicate what constitutes an ideal level of flexibility for each individual; nevertheless, flexibility is important to everyone's health.

CLASS ARRANGEMENT:

Large group participation.

SKILLS NEEDED:

Safety and progression skills from previous stretching lessons.

INSTRUCTIONAL STRATEGIES:

1. Make students aware of the following safe-stretching procedures:

    a. Stretch muscles that are tight and inflexible.

    b. Strengthen muscles that are weak and loose.

c. Always stretch slowly and with control.

d. Be sure to continue normal breathing during a stretch. Do not hold your breath.

2. Demonstrate, explain and have students perform the following stretches—hamstring, lower back and lumber spine stretches (see below):

a. *Exercise:* Triceps Stretch
Action: Place the right hand behind your neck; grasp the right arm above the elbow with the left hand; gently pull the elbow backward. Repeat the exercise with the opposite arm.
Areas Stretched: Back of upper arm (triceps muscle) and shoulder joint.

b. *Exercise:* Double-Knee to Chest Stretch
Action: Lie flat on the floor; slowly curl up into a fetal position; hold for a few seconds.
Areas Stretched: Upper and lower back and hamstring muscles; spinal ligaments.

c. *Exercise:* Single-Knee to Chest Stretch
Action: Lie flat on the floor; bend one leg at approximately 100 degrees; gradually pull the opposite leg toward your chest; hold the final stretch for a few seconds; switch legs and repeat the exercise.
Areas Stretched: Lower back and hamstring muscles, and lumbar spine ligaments.

d. *Exercise:* Upper and Lower Back Stretch
Action: Sit in a chair with feet separated greater than shoulder width; place arms to the inside of the thighs; bring your chest down toward the floor; at the same time, attempt to reach back as far as you can with your arms.
Areas Stretched: Upper and lower back muscles and ligaments.

Grade
5

LEVEL:
INTERMEDIATE

THE BODY'S RESPONSE TO EXERCISE

OBJECTIVE:

To understand the response of the cardiovascular system to increased workload.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Index cards, pencils, one stethoscope per two students, heart fact posters, 30-40 beanbags.

INFORMATION:

The body responds in many ways to exercise; one of the most dramatic is the heart rate. The heart rate will increase from the Resting Heart Rate (RHR) to an Exercise Heart Rate (EHR) to supply blood to the working muscles. The arteries supply blood from the heart to the muscles; the veins return blood to the heart.

CLASS MANAGEMENT:

The entire class split into two groups; each student has a partner.

SKILLS NEEDED:

Running, writing and taking partner's pulse.

INSTRUCTIONAL STRATEGIES:

1. Hand out one card to each student at the beginning of class. When the students are sitting quietly, they should take their Resting Heart Rate (RHR). On the card provided, the students will fill in RHR on the card.

2. Explain the circulatory system of the body (see Grade 5 Handout Masters). Have the partners split up; half go to the heart (home base) and half go the muscle (other end of the gym). Each student will run along the “artery” and “vein” (either a straight line or an obstacle course–the choice is up to the teacher–between the heart and the muscle). When the student leaves the heart (home base) the student is part of the artery; when they leave the muscle to return to the heart, the student is part of a vein. The arteries take the blood (in this game, the beanbags symbolize the blood) out to the working muscles (the other end of the gym); the veins bring the blood back. After six to eight minutes of running and delivering blood (beanbags), the students find their partner and take the partner’s pulse for ten seconds.

3. Use the exercise heart rate chart (see Grade 5 Handout Masters) to find the exercise heart rate (EHR). The EHR should be put on the card.

Grade
5

LEVEL:
INTERMEDIATE

JOLLY GREEN GIANT RELAY

OBJECTIVE:
To understand the nutritional value of foods.

LIFE SKILL:
To promote proper nutrition as part of a healthy lifestyle.

TEACHING AREA:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Set of food cards (made by the teacher--see below); do not number the cards.

INFORMATION:
Learning about nutrition while engaging in a nutrition-related activity will reinforce the concepts presented in this lesson. The "Jolly Green Giant Relay" is an excellent educational activity requiring little preparation.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
Basic knowledge of food groups and nutrition information; intermediate reading skills.

INSTRUCTIONAL STRATEGIES:

Students are divided into six relay teams. Each team has eight cards which ask the students to find a specific food (e.g., a food high in cholesterol). On the teacher's "GO" signal, the first student in each relay team reads a card (each team should begin with card 1). The card directs

the student to find a specific food card (e.g., “Find a food high in cholesterol”) in a pile of team cards at the other end of the gym. The student must run to the end of the gym and look through the stack of food cards belonging to the team to find the correct card (in the example, the answer card would be “Egg”). The team member then runs back to the next person and gives them the card that was picked up. The back of this card identifies the next food to be found. The game continues until all eight cards have been played and all six teams have finished. When the teams finish, they arrange the cards in the order in which they were found. As each team finishes, the teacher checks the order of the cards. (Or an “answer key” can be used so students can check their foods as the relay is being run.)

JOLLY GREEN GIANT RELAY

(CARD EXAMPLES)

Card 1: “**Find a food high in cholesterol**”

Card 2: “**Egg**” (on front); “**Find a drink low in fat**” (on back)

Card 3: “**Skim Milk**” (on front); “**Find a food high in carbohydrates**” (on back)

Card 4: “**Spaghetti**” (on front); “**Find a food low in sugar**” (on back)

Card 5: “**Diet Soda**” (on front); “**Find a food high in fat**” (on back)

Card 6: “**Peanut Butter**” (on front); “**Find a food high in salt**” (on back)

Card 7: “**Chicken Noodle Soup**” (on front); “**Find drink that is high in calories but no sugar**” (on back)

Card 8: “**Beer**” (on front)

Grade
5

LEVEL:
INTERMEDIATE

RELAYS-PLAYS-AEROBIC GAMES

CROSS-COUNTRY SKIING

OBJECTIVE:

To practice ski techniques.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outdoor, snow-covered field and hills; or large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cross-country skiing equipment.

INFORMATION:

Most of the activities can be played outside of cross-country ski experiences by using the playground or gymnasium.

CLASS ARRANGEMENT:

As dictated by various activities.

SKILLS NEEDED:

Basic cross-country ski techniques of step turn and diagonal stride.

Instructional Strategies:

Cross Country Relays and Games

• Circle Relay
Ski to pole, circle it twice and ski back to tag. Each team has its own pole to ski to and circle.

• Agility Relay
Make one up to suit the situation and skiers.

• Bean Bag Relay
Each racer stops at a designated spot and throws bean bags into a box until three bean bags are in the box. The racer then skis on to tag the next skier. Other team members return the bean bags to the throwing spot so there will be bean bags for the next racer on the relay team.

• Cross Country Slalom Relay
Flags are set along a course covering a flat area, a slight uphill area, and an easy downhill area. Leave plenty of room between sections of the slalom for racers to pass each other.

• Cracker Relay
Relay teams are used. Each team racer skis around a looped course. When a racer completes a loop he must eat a cracker. When he can whistle, the whistle is the signal for the next team member to start his loop on the course.

• Holding Hands Relay
This is popular with younger skiers. Partners must ski without poles but must hold hands.

• No Pole Relay
Ski out to a marked point and back. Tag your next teammate. Everyone skis without poles. Variations on this might include:

• Partner Relay (Two skiers holding hands complete the course)

• No Ski Start (Start with skis off, run about ten meters, then put skis on and complete the relay)

• Circle Relay (Ski to a pole, circle it twice, then ski back and tag your teammate)

Grade
5

LEVEL:
INTERMEDIATE

PHYSICAL FITNESS JEOPARDY

OBJECTIVE:

To learn about cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Previously-prepared questions; Jeopardy board or other system to track questions and their value; masking tape to mark increments on the floor; basketball; whistle or timer; jerseys to distinguish teams.

INFORMATION:

The questions to be asked in Physical Fitness Jeopardy deal with the parts of the respiratory and cardiovascular systems, the proper way of doing warm-up exercises, the names and descriptions of the exercises, and nutrition. The instructor must know the information that is being asked in the Jeopardy questions.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

The students must have a knowledge of the categories they are being questioned about and also be familiar with the fundamentals of basketball.

Instructional Strategies:

1. Equal increments of space are marked off on the floor every 24 inches. Each of these represents a step.

2. All of the students will be lined up on the base line. The game starts by a student asking for a question that is worth anywhere from 100-500 points. A 100-point question, if answered correctly, is worth one step. A 200-point question is worth two steps, and so on.

3. The first ten students to make it to the half court line will get to play five-on-five basketball for 15 minutes, while the others jog and/or walk for the same time period.

4. When the first 15 minutes are finished, the students will switch (those who have not played basketball, will; those that have, will jog and/or walk).

Evaluation/Modification:

The amount of questions and categories can vary to meet the needs of the teacher and the information being covered in class. The physical activity that the students get to do when half court is reached can also be changed. The idea is not only to question the students on what they have learned, but to get some exercise in as well.

Grade
5

LEVEL:
INTERMEDIATE

FAMILY HEART WALK

OBJECTIVE:

To learn the importance of cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Each student will need a map of the town/city, a list of family discussion questions (developed by the instructor), and a letter to take home which explains the activity. The letter must be signed by a family member and returned to the teacher upon completion of the Family Heart Walk.

INFORMATION:

Walking is a cardiovascular exercise which can strengthen the body's ability to provide oxygen to the muscles.

There is a great deal of information that says that families spend very little time talking, and that it is important for families to communicate more.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of cardiovascular fitness; the ability to read a map of the town one lives in; the ability to walk and to talk.

INSTRUCTIONAL STRATEGIES:

In the classroom, the teacher will explain to the students why walking is good for the heart. This will be a short lecture on cardiovascular fitness information.

Each student will receive a map of their town/city and will find where their houses are on the map (approximate). After finding their house, each student will plan a walk for their family that is 1-1.5 miles long.

When all of the students have planned a walk, the teacher will spend a moment explaining that it is important for families to spend time together. This applies to all types of families—two parents, one parent, or children who live with guardians.

The teacher will pass out a list of questions that students can talk about with their parents on the walk (such as "What was your favorite thing to do when you were in fifth grade?" or "What kind of exercise do you like to do?"). The students will also be given a note to take home which explains the walk, and which must be signed and returned to prove that the family went on a walk together.

Evaluation:

The students will turn in an assignment in which they answer five of the family discussion questions, and the question "Why is it important for all the members of your family to do exercises such as walking?" (Answer: This activity brings the family together in an activity that is good for the heart--both physically and emotionally.)

Grade
5

LEVEL:
INTERMEDIATE

ORIENTEERING

OBJECTIVE:

To increase self-direction and self-responsibility.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Campground, park, picnic campsite, or an accessible forest area.

EQUIPMENT/MATERIALS:

One orienteering compass per student or team, one set of bearing map cards per student or team, eight numbered stakes.

INFORMATION:

Although competitive orienteering requires a large outdoor area, activities in this unit have been scaled down in both scope and size to meet the requirements of the average elementary school program.

CLASS INFORMATION:

Class is divided into eight teams.

SKILLS NEEDED:

Distance estimation, ability to take compass bearings, ability to travel along a compass bearing.

INSTRUCTIONAL STRATEGIES:

1. Layout the traverse as shown in the Grade 5 Handout Masters. Mark each leg of the traverse with a numbered stake. Distances used may be altered to better accommodate the traverse site you are using. However, all distances must be altered proportionately so that the bearings remain the same.

2. Provide each individual or team with a complete set of eight bearing map cards.

3. When teams or individuals are ready to begin, start each team at a different point on the traverse. Example: Team 1 starts at point M which is stake #1. Team 1 writes this information in a notebook. Team 1 goes from M to N to O to P, stopping at P. They read the number on the stake at point P and record it in their notebook.

4. When the teams return to the teacher, the teacher needs only to look on their bearing map to see if they ended where they were supposed to. The teacher can require each team to write down the bearing distance and the number of each stake, then he/she can check for errors.

Evaluation/Modification:

Since each group starts and ends on a different stake, it is impossible to follow each other. The teacher can make a different bearing map each year or simply change the numbers on the stakes. Five stations are about the limit for an orienteering activity within a 30-minute period.

Grade
5

LEVEL:
INTERMEDIATE

DIETARY GUIDELINES

OBJECTIVE:

To identify dietary guidelines and explain positive ways to meet the guidelines.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Eat for Good Health handout (see Grade 5 Handout Masters), poster board, magazines, glue, string or yarn, scissors, hole puncher, one hanger for each student.

INFORMATION:

The Dietary Guidelines for Americans contain seven guidelines for a healthy diet. By following the Dietary Guidelines for Americans, we can enjoy better health and reduce the chances of getting certain disease—heart disease, high blood pressure, stroke, certain cancers and the most common type of diabetes. (The Food Guide Pyramid in the Appendix is an outline of what food groups should be eaten each day and is based on the Dietary Guidelines.) Children can practice positive health behaviors when choosing foods by using the Dietary Guidelines and the Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Review the Dietary Guidelines for Americans and the Daily Food Guide with students (use the handout). We often concentrate our efforts to stay healthy on the first two guidelines, but work within the framework of the next four. (Note: You may choose to work with the first six guidelines and not include the seventh for this activity.) Discuss ways to meet the dietary guidelines.

2. Have students make an eating mobile for the first six dietary guidelines. Have them cut out six pieces of posterboard. On one side of the posterboard the students are to write the dietary guideline. On the other side the students are to glue a picture from a magazine (or draw it) that helps illustrate the guideline. Have students illustrate positive behaviors, rather than foods to "avoid." Punch a hole in each of the six pieces of posterboard. Put a string through the hole and attach the six pieces to a hanger to make an eating mobile.

Evaluation:

Students review their eating mobiles and explain why they chose the pictures they did to illustrate the guidelines.

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Grade 5

LEVEL: *INTERMEDIATE*

GREEN LIGHT DIETS

OBJECTIVE:

To apply basic nutrition information to get a healthy and balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Teacher information Green Light Dieting (see Grade 5 Handout Masters).

INFORMATION:

Authorities believe that two-thirds of female adolescents and 15 percent of male adolescents are preoccupied with weight and dieting. One study of children in grades three through six showed that 37 percent of those children had already tried to lose weight. Fad diets have been shown to be ineffective for maintaining weight loss, and some have significant negative side effects. Fad diets are particularly ineffective for adolescents because they do not develop a rationale for food selection for long-term health. Also, swings of weight loss and gain are particularly dangerous and undesirable for growing children, both physically and emotionally. Authorities agree that growing adolescents need a minimum of 1200 calories per day (2200 is generally suggested) and that an exercise component for weight maintenance is particularly important. Emphasize that establishing an eating plan rather than a diet is a reasonable goal.

INSTRUCTIONAL STRATEGIES:

1. Before class begins, write each dieting idea and each point on a 3x5 card. Mark the back of the card as a red light idea or a green light idea. Shuffle the cards.

2. Divide students into two teams. Explain that the object is to get points for separating the green light ideas about dieting from the red light ideas. (A green light idea is one that delivers adequate nutrition, is not too radical, emphasizes an eating plan, and would be good for anyone to try. A red light idea is one that will lead to disaster because it is not nutritionally sound, is too restrictive, or leads to behaviors found among eating disorders.) Give half the shuffled cards to each team. Team A asks Team B to identify the idea on the top card as a green light or a red light idea. Team B reaches a consensus on the answer and gets points for each correct answer.

EVALUATION:

Students discuss pitfalls of dieting compared to positives of establishing a healthful eating plan.

RESOURCES:

Adapted from: Division of Nutritional Sciences. Nutrition for Life. Ithaca, New York: Cornell University, 1987.

Grade
5

LEVEL:
INTERMEDIATE

FIBER FIND

OBJECTIVE:

To understand the importance of fiber and identify which foods are good sources of fiber.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Teacher information Fiber in Foods (see Grade 5 Handout Masters); food pictures, models or actual food items or containers (five or six items would be sufficient).

INFORMATION:

Several health organizations are suggesting that we increase the amount of fiber in our diet, generally 20-30 grams per day. Fiber is the indigestible material found in plant foods. Because you do not digest fiber, it passes through your digestive system. Eating high fiber foods is a good strategy for lowering the fat in your diet and decreasing constipation. High fiber foods include fruits (especially peels and seeds), vegetables, beans, and whole grain cereals. Dairy products and meat do not contain fiber.

Examples of how students can increase fiber in their diets are: eating fruits for dessert, choosing a whole grain cereal for breakfast, eating an apple instead of drinking a can of apple juice, cola or fruit punch, adding a can of kidney beans to vegetable soup, or making toast with whole wheat instead of white bread.

Fiber consumption should be increased slowly to avoid digestive upset.

INSTRUCTIONAL STRATEGIES:

1. Before class, choose five or six foods using the teacher reference sheet (see Grade 5 Handout Masters). Students will be asked to identify foods with fiber content. Display food models, food pictures or real foods, and have cards for each food with the amount of fiber written on the card.

2. Discuss importance of fiber in the diet.

3. Divide students into teams of four or five. Have the students rank the foods displayed according to how much fiber is in each food. After all teams have discussed their rankings, have a representative from each team match the cards with the foods or food pictures. Discuss which answers are correct.

4. Discuss how students can increase the fiber in their daily eating plans.

EVALUATION:

After a week, have students re-evaluate their high fiber choices for the week.

Adapted from Healthy Growing Up. Oak Brook, Illinois: McDonald's Corporation, 1992.

Grade
5

LEVEL:
INTERMEDIATE

VITAL VITAMINS

OBJECTIVE:

To understand that foods are the best sources of vitamins and minerals.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Vitamins/Minerals IQ Test (see Grade 5 Handout Master), water glass, bowl, pitcher and water.

INFORMATION:

The best way to obtain vitamins and minerals your body needs is to eat a variety of nutrient-rich foods. However, most studies find that Americans consume vitamin and mineral supplements on a regular basis at an annual cost of $3 billion. Recently, food scientists have said that excess vitamins and minerals in the form of supplements may actually be more of a health hazard than are nutrient deficiencies in the United States.

Although there is controversy about the need for vitamin and mineral supplementation for healthy adolescents, public health associations have stated that supplements are not recommended for consumption by healthy adolescents. Adolescents need to sort out the arguments used to support or refute the use of vitamin and mineral supplements. They need to know the most recommended practice is to eat a variety of nutrient-rich foods to ensure vitamin and mineral adequacy.

INSTRUCTIONAL STRATEGIES:

1. Hold up a pitcher of water with ten ounces of water in it and ask the group to discuss the good things water does for our bodies. Then pour the water into a clear eight ounce glass which is set in a bowl. At the same time, use the analogy of the glass as our body with "good" water being put into it. As the ten ounces of water overflows the ten ounce glass, make the point that just as the water is beneficial to a certain point, with too much water (or too much of any nutrient) there might be potential problems. In this case, the water could have made a mess. In the case of nutrient overdoses, toxicity could occur. Discuss as necessary.

2. Have students take Vitamin/Mineral IQ Test (as a non-graded think starter). After they have finished, briefly discuss each nutrient listed with its food source and the common myths about vitamin and mineral use which are the true or false items.

Evaluation/Modification:

Students compare labels of vitamin supplements which they see in stores (or from their homes) to see the level of vitamins listed.

Resources:

Adapted from Body Power. Bozeman, Montana: Montana State University Extension, 1993.

Grade
5

LEVEL:
INTERMEDIATE

CALCIUM

OBJECTIVE:

To identify calcium rich foods and to know their importance in an eating plan.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Don't Cheat Your Body handout (see Grade 5 Handout Masters).

INFORMATION:

Young people in America are not getting the recommended 1,200 mg of calcium per day in their diets. A calcium-deficient diet during this critical growth period could result in a failure to reach full growth potential. Calcium is also needed for muscles, blood, and the immune system to work properly. If there is not enough calcium available for these processes, calcium is borrowed from the bones, causing them to become weak and brittle, which makes a person susceptible to osteoporosis later in life. Exercise is also a key to preventing osteoporosis.

Government studies have shown that teen girls get less than 60 percent of the calcium recommended. Some teens believe that all dairy foods are fattening, and some simply substitute soft drinks for milk without thinking of the consequences. Adolescents need information about low-fat, calcium-rich foods.

INSTRUCTIONAL STRATEGIES:

1. Explain the functions and importance of calcium in the body, especially for adolescents.

2. Distribute the handout, Don't Cheat Your Body. Have students read the information at the top. Then have each student list foods he/she would most like to eat in a day to total 1,200 mg of calcium. Discuss which of the foods are low-fat foods, and whether that is a consideration for an individual student. Identify the lower-fat foods which are calcium-rich.

Evaluation/Modification:

Students could find recipes in cookbooks or recipe files at home or in the library which are high calcium, tasty foods. For those students who do not like or cannot drink milk, alternate sources of tasty high-calcium foods are important.

Resources:

Excerpted from Body Power!. Bozeman, Montana: Montana State University Extension, 1993.

Grade
5

LEVEL:
INTERMEDIATE

MEALTIME MINDBENDERS

OBJECTIVE:

To apply information about nutrition and healthy eating choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Mealtime Mind Benders handout (see Grade 5 Handout Masters).

INFORMATION:

There are many factors which influence our eating choices: peer pressure, time, emotions, money, family situations, and culture, among others. Children can often apply information they have learned about nutrition and healthy choices in a more realistic manner when they have practiced responding to real-life situations in which food choices are influenced by environmental and social factors.

INSTRUCTIONAL STRATEGIES:

1. Have students give examples of foods we eat which are influenced by the following factors:

    a. economic (inexpensive);

    b. social (chosen by family or friends);

    c. environmental (easy to get, quick, or interesting to prepare);

    d. emotional (makes you feel better); or

    e. traditional or cultural (part of family background).

Discuss that these five factors sometimes limit our own choices, but that we can think our way through most situations in order to make healthy and balanced food choices.

2. Divide students into small groups and give each group one situation from the Mealtime Mind Benders handout. Each group comes up with a solution and dramatizes it to explain it to the rest of the class. After all groups have presented, ask for additional comments. Do they agree with solutions? Are there other reasonable solutions? Will the same solution work for every person?

Evaluation/Modification:

Students write other realistic "problem" situations for other groups to solve.

Resources:

Adapted from Eat, Think, and Be Healthy, Washington, D.C.: Center for Science in the Public Interest, 1987.

Grade
5

LEVEL:
INTERMEDIATE

NUTRITION EXPERTS

OBJECTIVE:

To identify sources of reliable nutrition information.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Phone books, community resource listings.

INFORMATION:

With all the nutrition information available today, it is important for children as consumers to discern which information sources are reliable. Because nutrition is a relatively young science, new trends and information appear daily, sometimes from reliable sources and sometimes from sources which have a motive other than information to consumers. Today, more emphasis is placed on nutrition education in the schools. However, children need to identify sources of continuing nutrition information when they do not have access to the nutrition education in the schools.

INSTRUCTIONAL STRATEGIES:

1. Discuss the need for continuing nutrition information and that most communities have reliable sources of information about food and nutrition. Have children name reliable sources of nutrition information (people and places to go for information and answers to questions) in their communities that they know about without further investigation.

2. Using telephone directories or community listings of resources, have children determine other sources of information for food and nutrition in the community. Share and discuss the results. Following are some suggested answers: County Extension Home Economist (look under county listing for Cooperative Extension Service); registered dietitians; doctors; nurses (including school nurse); local chapters of American Heart Association, American Cancer Society, American Diabetes Association and/or March of Dimes; hospitals and health clinics; and health hot lines. Some national organizations which might not be listed in a local phone book would be the American Dietetic Association, Society for Nutrition Education, American Public Health Association, among others.

Evaluation/Modification:

Students could be given sufficient time to find more examples by going to the library or asking their parents or other teachers to come up with a class list of reliable nutrition experts.

Resources:

Adapted from Eat, Think, and Be Healthy. Washington, D.C.: Center for Science in the Public Interest, 1987.

Grade
5

LEVEL:
INTERMEDIATE

MY PACKAGING

OBJECTIVE:

To evaluate perceptions of how each student looks to themselves and to others.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

My Packaging handout (see Grade 5 Handout Masters).

INFORMATION:

A growing number of children are preoccupied with weight at a younger age, which in turn impacts their eating behavior. Because of societal expectations, many children are unhappy with their bodies, and sometimes desire changes which are unrealistic. A child is more likely to develop a positive body image through a nutritious diet, physical fitness, and a realistic perception about their own body size and weight. Helping children recognize realistic goals and helping them set and achieve those goals is an important part of positive body image.

INSTRUCTIONAL STRATEGIES:

1. Describe our bodies as packaging, and use the analogy of a prettily wrapped package that has nothing of value inside or a plain package which has something of great value inside. Avoid stereotypes! Discuss the idea that if we consider our packaging plain, we might want to do our best to make it the best it can be, but that at a certain point we must realize that our bodies are only the package, not the total us! Have students think of confident people with imperfect bodies.

2. Using the My Packaging handout, have participants mark how family, friends, and they see themselves. Discuss why these views might be different. (Ask students to take sheet to family and friends for verification.) Have students complete the rest of the handout, and discuss as necessary. Note that we are born with bodies which are likely to take on a certain shape because of genetics. In some cases, we can change our body shape, but more often, drastic attempts at reshaping are disappointing. It might be more fruitful to learn to appreciate and improve the things we like about our bodies, or to set goals for those things which are possible to change.

Evaluation/Modification:

Students can set additional goals for making themselves attractive to others in ways other than their physical appearance.

Resources:

Excerpt from Body Power! Bozeman, Montana: Montana State University Extension, 1993.

Grade
5

LEVEL:
INTERMEDIATE

FOOD WASTE

OBJECTIVE:

To explore food waste in schools and homes and determine attitudes that affect waste.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Waste Mini-Investigation handout (see Grade 5 Handout Masters).

INFORMATION:

Conducting a study of food waste in school gives students an opportunity to analyze the waste of food from lunches brought from home, as well as food purchased from the cafeteria, school store, or vending machine. It is important to realize that food waste is common in our country. The cafeteria is chosen as a site because it is easily accessible, not because it is the center of the food waste problem. Wherever people eat there is waste, and this study can help students learn the reasons why. A study of food waste in the school is best done in cooperation with the principal, the school food service, and the parents. A natural outgrowth of the students' study would be suggested solutions to the food waste problem in the school or by individuals.

INSTRUCTIONAL STRATEGIES:

1. Ask students to list all the places in the community where they think food is wasted. Discuss reasons food is wasted, whether food waste is a problem, and what can be done on the community level. Discuss if school food waste is a problem. How could we find out?

2. Distribute the handout, Waste Mini-Investigation. Discuss the different ideas for determining school food waste and the reasons people throw food away. Determine how the class wants to proceed with the investigation. Divide students into groups based on which parts of the investigation the class wants to complete. Make arrangements in the cafeteria to have students complete the study.

3. Discuss the results of study. Determine how students as a group could impact the amount of food waste in the cafeteria. Determine how individuals can impact food waste in school or in the home.

Evaluation/Modification:

Identify other places students might want to do a mini-investigation of food waste.

Resources:

Adapted from Division of Nutritional Sciences. Nutrition Comes Alive: Level 6. Ithaca, New York: Cornell University, 1986.

Grade
5

LEVEL:
INTERMEDIATE

THE STUDENT PARENTING MAGAZINE

OBJECTIVE:

To describe characteristics the students think a responsible parent should have.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Old magazines, scissors, glue, colored paper, poster paper.

INSTRUCTIONAL STRATEGIES:

1. Ask students if they have ideas as to what they believe are the characteristics of a responsible parent. Have students brainstorm some of these characteristics. For example, students may say that responsible parents should spend time with their children. They might say that responsible parents should help their children with their homework, and responsible parents should allow their children to have privacy in their rooms. Other examples could be given.

2. After students have had an opportunity to brainstorm ideas, tell them they are going to pretend that they are the publishers of a magazine. This magazine will be called the Student Parenting Magazine. This is a magazine that is written by students for parents. It contains articles and advice columns written by students with the intent of educating parents about what is involved in being a responsible parent.

3. Divide the class into groups of five. Distribute magazines to each group of students. These magazines should have plenty of pictures. Tell each group it is to publish a magazine that will give parents advice on their role as responsible parents. Students are to cut out pictures from the magazines and glue these pictures on sheets of colored paper provided by the teacher. Each picture should send a message about being a responsible parent. Each picture should have a guideline accompanying it. For example, a student in a group may cut out a picture of a parent having dinner with a student in a fast-food restaurant. A guideline under the picture may say, “Parents need to spend quality time with their

children." Another picture may show a parent scolding his/her child. The guideline may read, "Know when to show your child he/she has done something wrong, and show it in an appropriate manner." Yet another picture may show a child with his/her parents riding bicycles. The caption may read, "Parents need to share interests with their children."

4. Have each group develop a magazine that has about ten pictures with accompanying guidelines. Each group is to designate a spokesperson who will show each picture in the magazine and read its guideline to the class. Then collect the magazines and tack them to the bulletin board. Label the bulletin board, "Student Guides to Responsible Parenting." If time permits, have each group design a cover for its magazine.

Evaluation/Modification:

Give each group a sheet of poster paper. Have each group design a poster that includes a picture with a saying that will emphasize responsible parenting. Display student posters around the room.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
5

LEVEL:
INTERMEDIATE

HEROES OF TODAY

OBJECTIVE:

To understand the importance of heroes and of setting goals for the future.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Heroes of today may be from the world of sports, entertainment, politics or literature. Heroes are a reflection of the times. Heroes give us ideas to emulate and help us see beyond ourselves. Learning to set short- and long-range goals for the future is an important skill.

INSTRUCTIONAL STRATEGIES:

1. Students are to bring a poster or picture of their hero to post on a bulletin board. Discuss why the hero is of interest. What particular characteristics of the hero are of interest? What about the hero would the student like to be able to do or emulate? What short- and long-range goals need to be set to be like the hero?

2. Students are to interview their parents about their heroes when they were children. What similarities or differences are there in what the student and parent admire about their heroes?

3. Students are to write essays predicting what the heroes of the future will be. What preparations will be necessary for heroes to meet their goals? What short- and long-range goals will need to occur?

Grade
5

LEVEL:
INTERMEDIATE

FAMILY AS A FOUNDATION ANCHOR

OBJECTIVE:

To understand the importance of family.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

The family plays a dominant role in the development of human competence and character. Research of the past ten years has shown that the power of the family is even greater than we imagined. The evidence reveals that what happens in the family is critical for enabling a child to learn in school and later on as an adult to function dependably and effectively on the job, to become a loving and capable parent, and to serve as a responsible and contributing member of a community.

Ships use anchors to keep them from drifting. Anchors give ships stability or security; our family may serve the same purpose. When we are unsure and facing decisions, our family can help us from drifting without direction. Families may give us stability and security when we are confused.

INSTRUCTIONAL STRATEGIES:

1. Build ships out of milk cartons or do drawings of ships with construction paper. If a water table is available, students could float their ships and construct anchors and lines to shore. If you do not wish to construct boats, get library books or posters regarding ships.

2. After the activity, focus the discussion on the importance and need of anchors to help ships. What kinds of ships have anchors? How are anchors set? When and why are anchors set?

3. How are our families like anchors? Why do they sometimes need to give us more or less line? Why is it important to have the anchor of a family?

RESOURCES:

Bronfenbrenner, U. (1986) Ecology of the family as a context for human development research perspectives. Developmental Psychology, 22, 723-742.

Grade
5

LEVEL:
INTERMEDIATE

FAMILY MEMBERS AS A WEB

OBJECTIVE:

To understand the interdependence of family members.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Loving, functional families are those in which there are guidelines set for responsible behavior, consequences of inappropriate behavior, an atmosphere of trust, an open expression of affection, positive communication, and evidence of cooperation. In loving, functional families there is no evidence of abuse, violence, or chemical dependency. Children raised in loving, functional families receive adequate guidance, attention, and affection and as a result develop a strong sense of responsibility. They learn skills for relating in healthful and responsible ways and are able to use these skills in their peer friendships, dating relationships and later in marriage and parenthood.

EQUIPMENT/MATERIALS:

Fifty to 100 feet of clothesline or heavy yarn.

INSTRUCTIONAL STRATEGIES:

1. Ask six class members to stand throughout the room. Ask one person to hold the end of the line and take the line to each of the remaining students. Avoid making a direct circle. When all six students are holding onto the line, the line may resemble a spider web. Ask the six to talk about how it feels to be connected to the group by the line.

2. Ask one of the six to let go of their line. How do they feel now?

3. Ask two other class members to try to enter the web or the circle. How do they feel?

   Other class members may repeat the exercise to experience the sensation of the web. Discussion may focus on a variety of topics including inclusion, exclusion, dependence, independence, siblings, and parents. Discuss how all families have these topics and more as part of how they function.

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Grade
5

LEVEL:
INTERMEDIATE

FAMILY TRADITIONS

OBJECTIVE:

To gain knowledge of how family traditions are a part of family functioning.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Traditions are a part of family life today. In the past, traditions were more strictly followed. Traditions gave each member a sense of place. Some traditions are a part of religious or spiritual practices. There is renewed interest today in establishing more traditions.

Have you ever wondered about the things you and your family do in a certain way? How come it is always done THAT way? These are probably family traditions, things your mother and father did as children and their mothers and fathers before them.

Some old traditions are very much alive, but the memory of why they are done in those particular ways has probably been lost somewhere. Other traditions from earlier days are lost entirely, except perhaps in the memories of older folks. But as "family historian," the students' task will be to find out about some of the family traditions and maybe even get the tradition going again.

Traditions—like special holiday food, serving pieces, decorations, special tableware, and birthday celebrations—were repeated year after year and gave people a sense of family time. As children grew up and moved away to different cities, the holiday dinner (like Christmas or Hanukkah) made sure that at least once a year there was a family again. The tradition of getting together on certain holidays made sure that new members of the family would know who their folks were.

INSTRUCTIONAL STRATEGIES:

1. Ask students to interview their parents or grandparents. Cassette tape recorders or camcorders are also an option in order to create oral family history.

2. Ask your family about celebrating special days and family ways of doing things.

3. Ask your grandparents about things they did as children. Do they still do them?

4. Why are certain dishes, photographs, jewelry, pieces of furniture, or family names so important to your family?

RESOURCES:

Weitzman, D. (1975). My backyard history book. Boston: Little, Brown and Company.

Grade
5

LEVEL:
INTERMEDIATE

WHO IS MY FAMILY? WHO AM I?

OBJECTIVE:

To identify similarities and differences in families.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

The family is the basic unit of our society. We can learn about history through hearing stories from our family.

INSTRUCTIONAL STRATEGIES:

1. Develop a series of questions for the class to pose to their parents and/or grandparents. Students may also develop the questions as a class.

2. Topics may include:
   - holiday traditions
   - childhood activities
   - types of employment
   - important contributions family members have made
   - school memories
   - celebration of birthdays

3. Students can discuss their findings and look for similarities and differences in families.

4. Activities and projects, such as making time capsules and rubbings and tracing genealogy, demonstrate that learning about the past begins at home.

Evaluation/Modification:

Students can write an essay on “then versus now” regarding being a member of a family.

Drawings or short books on the topics could coincide with holiday gifts such as Mother’s Day.

One thing you may have discovered about your family is that they move a lot. Use a map of Montana or the U.S., string and push pins to mark the cities where your family may have lived. The string will mark the lines of travel. Begin with your parents’ or grandparents’ birthplaces and trace their moves, through their childhood and yours, up to today.

Resources:

Activity modified from Nebraska Health Enhancement Curriculum.

Weitzman, D. (1975). My Backyard History Book. Boston: Little, Brown and Company.

Grade
5

LEVEL:
INTERMEDIATE

GENDER EQUITY

OBJECTIVE:

To understand the importance of gender equity and to avoid sex-role stereotyped behavior.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Title IX of the Education Amendments to the Civil Rights Act of 1964 was passed in 1972. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Sex-role stereotyping is defining a person's individual identity by the supposed traits of the group with which he/she shares the common characteristic of gender. Sex-role stereotyping consists of assigning interests, traits, roles, characteristics, and abilities solely on the basis of gender without regard to individual abilities and interests. Sex-role stereotyping hurts both men and women.

Sex bias is defined as the unconscious, underlying network of assumptions that says women and men are and should be different, not only physically but also in their personalities and occupations. Sex bias is based on stereotyped expectations for men and women. Sex bias hurts both women and men.

INSTRUCTIONAL STRATEGIES:

1. Make a list of famous men and women whom the students admire. Share the choices with one another asking: What do you admire about them? Why did you make your choices? Are more men than women on your lists? Why do you think this is so?

2. Go through newspapers and magazines, etc. In a sentence or two, summarize different roles or occupations that have traditionally been "off limits" for either men or women but are now more accessible to both males and females.

3. Working in small groups, list all the things you can think of that only a mother can do for a child. Next, list all the things that only a father can do for a child. Finally, list all the things that only a parent can do for a child. Compare the group lists, and have each group draw some conclusions to present to the class.

4. Select a children's story that contains sex-role stereotyping. Rewrite the story, illustrate it, and display it in the classroom.

5. Assess your school for sex-role stereotypes. Report what you find.

6. Catalog jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

7. Catalog household tasks by "female" and "male"; see whether each chore could be done as well by a man or woman/a girl or boy.

8. Search for and interview people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

RESOURCES:

The American Association of University Women (AAUW) is a leading advocate of educational equity for women and girls. The AAUW Report, "How Schools Shortchange Girls," is an examination of how girls are disadvantaged in America's schools, grades K-12. Order from AAUW at 1-800-225-9998, ext. 91.

Virginia Gender Equity Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208, (804) 261-5075.

Many thanks to Dr. Christine L. Medlin, Tidewater Community College, 1700 College Crescent, Virginia Beach, VA 23456, (804) 427-7336, for materials shared from the "Teacher Resource Guide for Enhancing Gender Equity in Elementary Schools."

Van Buren, J. B., Daines, J. R., Burtner, J. B. (1990). Gender equity: An issue throughout the life span. Journal of Home Economics, 82(1), 3-10.

Grade
5

LEVEL:
INTERMEDIATE

A ME ADVERTISEMENT

OBJECTIVE:

To compare consumer advertisements to personal characteristics.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Old magazines, scissors, paper, glue, overhead transparencies, overhead projector.

INFORMATION:

Each student possesses characteristics that are unique and positive. Promoting the positive, and de-emphasizing the negative attributes are important ways to promote self-esteem.

CLASS ARRANGEMENT:

Individual student desks or work area.

INSTRUCTIONAL STRATEGIES:

1. Show magazine advertisements from several magazines. Make overhead transparencies from the ads you choose to make sure everyone can see them. As you show students the ads, ask them: What do advertisers do to sell their products? What benefits are promised to the person who uses it? How is it better than another product? What components of the product are emphasized? How will you feel if you use the product?

2. Tell students they are going to play the role of advertisers. They are going to organize an advertising campaign. The product each student will promote is him/herself.

3. The student will have access to magazines, and must select one advertisement. They are to take the theme of the ad and adapt it so they will be selling themselves. They can change the pictures and words of the ad.

4. Share the advertisements in small groups of students. Make a bulletin board to post the "Me Advertisements!"

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
5

LEVEL:
INTERMEDIATE

GO FOR THE GUSTO?
ANALYZING TOBACCO AND ALCOHOL ADS

OBJECTIVE:
To explore the image tobacco and alcohol manufacturers attempt to portray to increase sales of their products.

LIFE SKILL:
To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
Lots of old magazines which have alcohol and tobacco ads; two Advertisement Worksheets per student in class (see Grade 5 Handout Masters); scissors and pencil for each student

INFORMATION:
Advertising for tobacco and alcohol products varies according to the population that the manufacturer is trying to reach. The purposes of marketing research are to identify the consumer's needs and develop advertising that represents a product as being able to satisfy those needs.

CLASS ARRANGEMENT:
Individual or partner work.

Instructional Strategies:

1. Have each student find two alcohol or tobacco advertisements from a magazine. Have each student fill in a worksheet for each product as they study the advertisement.

2. Share the advertisement worksheets in small groups, a few presented to the whole class, or make a bulletin board to display one from each student.

Evaluation/Modification:

As an example, the teacher may want to show an advertisement on the overhead first, then show a completed example of the worksheet for that ad on the overhead. Other variations include videotaping alcohol ads on TV. Analyze using same worksheet.

Grade
5

LEVEL:
INTERMEDIATE

CAFFEINE: A MILD STIMULANT

OBJECTIVE:

To demonstrate the amount of caffeine in different kinds of soda pop.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Assortment of caffeine-containing products (aspirin, coffee, chocolate-see Grade 5 Handout Masters); list of caffeine content in soda pop (see below); assortment of empty soda pop cans (eight to ten varieties).

INFORMATION:

Caffeine is a naturally occurring substance found in the leaves, seeds or fruits of more than 60 plants. These include coffee and cocoa beans, kola nuts, and tea leaves. Caffeine is extracted from plants and manufactured synthetically for use as flavor in some food products. Caffeine is a mild stimulant. People differ greatly in their sensitivity to caffeine. There has been no evidence to show that the use of caffeine in beverages would be injurious to health.

CLASS ARRANGEMENT:

Demonstration.

INSTRUCTIONAL STRATEGIES:

1. Randomly line up the empty soda pop cans on a table in front of the class.

2. Ask the class: What is caffeine? Is it a drug? What types of food contain caffeine? What does caffeine do to your body? Is there a harmful amount?

3. Show examples of products containing caffeine. Give an idea of the amount (mg) in a serving.

4. Ask for a volunteer. Have the student arrange the pop cans from the lowest amount of caffeine to the highest amount. The class can help him/her. After the student is finished, place the cans in the correct order according to the milligrams (mg) of caffeine in each.

Soda	mg caffeine
Mountain Dew	54
Mello Yellow	52
Tab	46
Diet Coke	45
Cherry Coke	44
Sunkist	42
Dr. Pepper	39
Diet Pepsi	36
Root Beer	0
7 Up	0

Grade
5

LEVEL:
INTERMEDIATE

LOOKING AT THE WHOLE PICTURE

OBJECTIVE:

To improve decision-making skills; making choices; sharing ideas.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with moveable desks.

EQUIPMENT/MATERIALS:

Situation sheets (see Grade 5 Handout Masters).

INFORMATION:

"Brainstorming" means coming up with as many choices as possible in a given situation. If we think about it, there is usually more than one or two alternatives open to us. Sometimes other people among our family or friends may think of choices we had not considered. Being able to think of more than one choice is helpful when we face situations involving smoking, alcohol and other high-risk behaviors.

INSTRUCTIONAL STRATEGIES:

1. Assign or randomly place students in groups of five. Give each student in the group a copy of the situations. Have the entire group "brainstorm" (come up with as many choices as possible for the given situation). Give the groups 20 minutes to brainstorm. Remind the groups to brainstorm ALL options of what they could do, not necessarily what they would do.

2. At the end of the 20 minutes, start with situation #1 and have a spokesperson from each group present their options. Continue with situation #2 and so on.

Evaluation/Modification:

This activity may be modified and shortened to give each group only one to two situations that are different from the other groups.

Grade
5

LEVEL:
INTERMEDIATE

YOU'RE THE DETECTIVE!

COMMUNITY RESOURCE HUNT

OBJECTIVE:

To increase knowledge of the help resources in the community.

LIFE SKILLS:

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Telephone books; paper and pencil for each student; problem sheet for each group (see Grade 5 Handout Masters); map of town/city (optional).

Note: Enough of each material is needed so that each group of four to five students will have materials.

INFORMATION:

Even though we may not have problems ourselves, sometimes knowing where to get information or help will be valuable for someone in our family or community.

CLASS ARRANGEMENT:

Small groups (pre-assigned or randomly grouped) of four to five students.

SKILLS NEEDED:

How to utilize a telephone book; how to read a map.

INSTRUCTIONAL STRATEGIES:

1. Prepare a problem sheet for each group of students.

2. Give each group a problem sheet, telephone book, and map of town.

3. Each group must complete the problem sheet by writing the name, address and phone number of each of the resources they found which are capable of helping resolve the problem listed on the problem sheet. The group must also locate each of the resources on the city map using numbers for location points (optional activity).

4. Have each student develop a phone card for their home. The card would list all resources applicable to their family. (This would be a great student-parent assignment.)

Evaluation/Modification:

Have several spokespersons from these "resource points" come to class to talk about what they do. Ask students what they learned from that person that they wouldn't have known from reading the name in the phone book.

Grade
5

LEVEL:
INTERMEDIATE

HIV: T-CELLS ATTACK

OBJECTIVE:

To demonstrate the way HIV replicates in a person's T-Cells.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One large plastic Easter egg filled with miniature marshmallows; two large plastic Easter eggs empty; one package miniature marshmallows.

INFORMATION:

HIV is a virus that lives in the bloodstream of a person who is HIV positive (infected with the virus). HIV can be transmitted via certain bodily fluids (blood, semen, vaginal secretions) from the infected person to someone else. When these infected body fluids enter another person's body, the virus attacks the T-Cells, the soldiers of your immune system. HIV enters the T-Cell and uses the cell's machinery to make more HIV. The cell then lysis (breaks), releasing more new HIV to infect other T-Cells. This progressive depletion of the immune system makes the infected person no longer able to fight pathogens (disease-causing organisms).

CLASS ARRANGEMENT:

Demonstration.

SKILL NEEDED:

Knowledge of how HIV can enter the body. See HIV activities in grade 4.

Instructional Strategies:

1. Ask students: How does HIV enter your body? What are the body fluids which have transmitted this virus? List on board or overhead.

2. Show the large plastic Easter egg (this symbolizes a T-Cell in the body). Show a miniature marshmallow (this symbolizes the virus HIV). Open the plastic egg and put in a marshmallow (this symbolizes HIV entering the T-Cell).

3. Ask: What is happening inside? (Making more HIV.)

4. Say: After the HIV uses the T-Cell's machinery to make more HIV, the T-Cell bursts (open the second egg which is full of marshmallows, letting all the marshmallows escape) and the HIV goes off to invade other T-Cells. (Put a marshmallow from the "burst" egg into another empty Easter egg.)

Evaluation/Modification:

Use "How HIV Attacks T-Cells" overhead (see Grade 5 Handout Masters).

Grade
5

LEVEL:
INTERMEDIATE

HIV: STAGES OF INFECTION

OBJECTIVE:

To recognize the three stages of HIV infection.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Drawing paper or construction materials for each student.

INFORMATION:

HIV infection has three stages. If a person is infected with HIV, typically there is a time period of no symptoms and the individual will feel and look quite healthy. This is the asymptomatic (no symptoms) stage.

The second stage is the symptomatic stage where the individual will start experiencing symptoms such as extreme tiredness, loss of weight, diarrhea, fever, night sweats, swollen glands, and cough.

The final stage is AIDS. This stage is characterized by a very low T-Cell count (T-Cells are important in your body's immune system to fight infections). Because of this lowered ability to fight infection, the body is susceptible to opportunistic infections like certain pneumonias, cancers, and other bacterial, fungal and viral infections.

The average time from initial HIV infection to AIDS has been eight to ten years.

CLASS ARRANGEMENT:

Class discussion with individual student desk work.

Skills Needed:

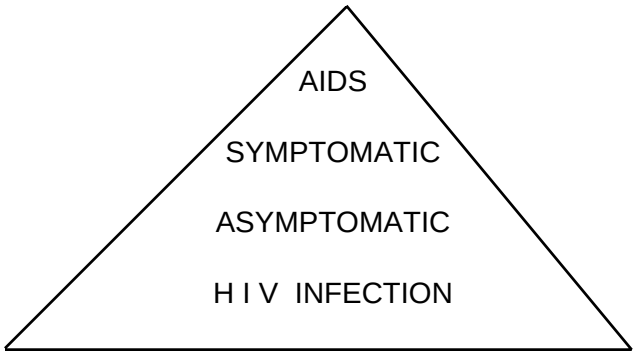
Grade 4 “How HIV is Spread” and grade 5 “HIV: T-Cell Attack” are good activities to do before this one.

Instructional Strategies:

1. Have each student construct a pyramid (either draw one or make one with paper or other materials).

2. As you are reviewing each stage of HIV infection, have the student put the stage in the proper place on their pyramid. Ask the students: What is a symptom? Is the individual infected with HIV (i.e., HIV positive) at each stage? Is the individual infectious to someone else at each stage? Is HIV and AIDS the same thing? What is the difference?

The HIV Infection Pyramid



Notes to teacher:

a. An individual who is HIV infected is infected and infectious at each stage.

b. The pyramid design symbolizes that there are more individuals who are asymptommatically HIV infected than have AIDS. Remember, the time period from infection with HIV to diagnosis as an AIDS case is eight to ten years.

c. The latest statistics on state and national AIDS cases are available from local and state public health agencies.

Grade
5

LEVEL:
INTERMEDIATE

GLOVES KEEP ME SAFE

OBJECTIVE:

To demonstrate the importance of using latex gloves when coming in contract with any body fluid that is not your own.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Several pairs latex gloves, thick marker, first aid or body fluid clean-up kit (see Grade 5 Handout Masters).

INFORMATION:

All health care workers wear special latex gloves to protect themselves from a patient's body fluids. This is an important personal safety practice. With the importance of universal precautions and the presence of latex gloves in first aid and body fluid clean-up labs, children are interested in how they work. This discussion and related demonstration are important in providing students an understanding of personal safety and disease.

CLASS ARRANGEMENT:

Class demonstration.

Instructional Strategies:

To demonstrate why health care workers and others who may come into contact with the blood or other body fluids of others wear latex gloves, do the following demonstration:

1. Ask for a student volunteer. Have the volunteer put on a pair of latex gloves.

2. Using the marker, draw a number of lines, shapes, etc. on the glove. The marker represents body fluid from another person (blood, vomit, etc.).

3. Have the student remove the gloves. Have the class observe if any markings are present on the student's hands. Ask: Why is wearing gloves important?

4. Without gloves, body fluids cannot enter the skin unless there is a break (cut or abrasion) in the skin. This break may act as an access into the body for any microbe that may be present in the body fluid. Universal precautions require covering the hands with appropriate protection like latex gloves every time a person may come into contact with the blood or other body fluids of another person.

5. Show the students the contents of the classroom or the playground first aid or body fluid clean-up kit. Ask: Why is there a pair of latex gloves in this kit?

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Grade
5

LEVEL:
INTERMEDIATE

PRESCRIPTION PRECAUTIONS

OBJECTIVE:

To differentiate between healthful and harmful use of Over-The-Counter (OTC) drugs and prescription drugs.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Crayons, construction paper (a sheet for each student).

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Define the term prescription drug to students. Explain that a prescription drug is a medicine that can be bought only with a physician's or dentist's written permission. Prescription drugs can be dangerous if they are not used properly. Explain to students that there are many safety rules that promote the safe use of prescription drugs.

2. Write the following list of safety tips on the chalkboard regarding prescription drugs.

    a. Take the exact amount of the medicine as prescribed.

    b. Never take someone else's prescription drug.

    c. Inform your physician about other medicines you are taking.

    d. Understand the directions for taking the medicine.

e. Inform a physician if side effects occur.

f. Store medicines in a cool and dry place.

g. Ask when a medicine should be taken with regard to eating or drinking.

h. Dispose of all prescription drugs after they are no longer needed.

i. Know how long the medicine should be taken.

j. Understand what the medicine is supposed to do.

3. Distribute a sheet of construction paper to each student. Have each student select one safety tip and draw a picture that illustrates that safety tip. You might choose to assign safety tips to students so that they do not all select the same one.

4. Have students share their pictures with the class. The class must guess what safety tip is illustrated. This activity will help reinforce safety tips for taking prescription drugs.

Evaluation:

Erase the chalkboard and have students recall the ten safety tips that had been identified. How many of the ten did they remember?

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Grade
5

LEVEL:
INTERMEDIATE

BLURRED VISION

OBJECTIVE:

To describe ways alcohol harms physical, mental, and social health.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Slide projector, a variety of slides including those with a narrative (i.e., printing).

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Review some physical effects of alcohol on the body. You can play a game in which each student is to identify an effect of alcohol use. As each students takes a turn, (s)he must identify an effect of alcohol use. No effects can be repeated. Students can repeat an effect only after all effects have been identified.

2. In identifying effects of alcohol use, be sure to identify some social effects. For example, alcohol use can disrupt families and is the cause of many family breakups. Alcohol use also is involved in many acts of violence. And alcohol use can be the cause of many friendships that are broken.

3. After reviewing the effects of alcohol use, focus on one effect—the effect of alcohol on vision. Show a slide in which there is a narrative. As the show proceeds, illustrate the effects of alcohol as follows: as you announce that a viewer has had one drink, slightly turn the focus dial of the slide projector. Next, indicate that the viewer has had another drink and turn the dial again. As you announce each additional drink, turn the focus dial so that the pictures become more and more blurred. Have the students observe how reading what is on the slide becomes more and more difficult.

4. Discuss the implications of having blurred vision when trying to complete certain tasks. Have students identify certain tasks they perform and have them describe what would happen if these tasks were performed under the influence of alcohol.

Evaluation:

Have students identify certain tasks that require their ability to see accurately. Then have them describe how they could become physically harmed if their vision were impaired because of alcohol.

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Grade
5

LEVEL:
PRIMARY

TOBACCO USE AND THE LUNGS

OBJECTIVE:

To understand the basic physiology of the lungs and unhealthy effects of tobacco use.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Handouts on the normal lung, bronchitis, emphysema, and asthma; "Smoking and Your Body" handout (see Grade 5 Handout Masters).

INFORMATION:

Smoking causes many negative health effects on your body. Quitting smoking even for 20 minutes can decrease those effects if permanent damage has not been done.

INSTRUCTIONAL STRATEGIES:

Discuss the makeup of the normal lung. Review the normal lung handout; review the handouts on bronchitis, emphysema and asthma. Ask students how tobacco use could lead to development of these illnesses. Share with students the permanent damage apparent in these illnesses; refer to chemical compound list. Review the fact sheet on quitting smoking. Invite the students to compare the permanent damage caused by smoking with the positive changes experienced by those smokers who quit. Remind students the best policy is to never start using any tobacco.

RESOURCES:

The American Lung Association of Montana, 825 Helena Avenue, Helena, MT 59601, 442-6556 and the Southwest Utah District Health Department, Utah, 1993.

Grade
5

LEVEL:
PRIMARY

HARD TO RESIST

OBJECTIVE:

To teach students that just because a product comes in a nice package does not make it healthy and beneficial to use.

LIFE SKILL:

Awareness of choices.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One nicely wrapped package containing garbage; one plain wrapped package containing a nice prize. Handout "Advertising Techniques" (see Grade 5 Handout Masters).

INFORMATION:

Students will recognize the eight advertising techniques upon completion of this exercise. Tobacco companies spend billions of dollars to recruit 3,000 youth to smoke each day. Their techniques are very effective and have a powerful impact on young people.

INSTRUCTIONS:

Introduce the section with a discussion of the two packages. Discuss what the contents might be in each of the different packages. Have students open the two different packages. Discuss that many products are packaged in ways that attract us. Next, review advertising techniques. Review the handout and list, discuss or display examples of each. Have the students build a billboard, using the handout that will persuade people not to use tobacco products. Use at least two different advertising techniques. Review that resistance to media persuasion is a very important skill to gain. We're bombarded daily with ads that are trying to entice us to buy a particular product. Many times, as with the case of cigarettes and chewing tobacco, these products are harmful and may be marketed as safe or fun to use.

RESOURCES:

Tooele County Health Department, Utah, 1993.

Grade
5

LEVEL:
INTERMEDIATE

LITTER HUNT

OBJECTIVE:

To raise awareness of litter in the environment.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom; outside area (school grounds or park).

EQUIPMENT/MATERIALS:

Garbage bags; one pair latex gloves per student (optional).

INFORMATION:

The people in all parts of the world, including your community, have to share the environment. Everyone must do their part in improving the environment. The school environment is one part of the community environment.

CLASS ARRANGEMENT:

Class excursion outside.

INSTRUCTIONAL STRATEGIES:

1. Draw a large bar graph on board labeled with types of litter (see Grade 5 Handout Masters).

2. Have the entire class pick up litter around the outside of the school, or at a local park. Have the students collect the litter in garbage bags (use of protective gloves is optional).

3. Bring all the trash to one area and separate the trash into piles of paper, plastic, metal, food and clothing. Count the items in each of the piles.

4. Bring the data (the counts for each pile) back to class. Fill in the bar graph in class to show how much of each type of litter the class found.

5. Ask: Which type of litter is most common? Least common? How can the amount of litter be reduced in the community? Which of the litter items do you think might cause accidents if left lying on the ground? Why do you think people litter? What will be your part in contributing to a beautiful environment?

Grade
5

LEVEL:
INTERMEDIATE

YOU GET ON MY NERVES!

OBJECTIVE:

To understand how nerves interact with the brain to send messages to the muscles of the body.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Blackboard or large chart paper; diagram of nervous system (optional).

INFORMATION:

For each second that you spend reading this paragraph, several billion bits of information are traveling through trillions of neural connections in your brain at speeds up to 250 miles per hour. The brain is a complex and mysterious object. It is two and one-half pounds of tissue and blood that serves as the control center of your body and the seat of thought. The nerves act as message carriers for the brain. The impulses that the brain produces flow through your body along the nerves, which, in turn, cause the muscles of your body to react.

CLASS ARRANGEMENT:

More than three (whole class).

SKILLS NEEDED:

Instinctual reactions.

Instructional Strategies:

1. Arrange the students in a circle with their eyes closed and their hands joined. Explain to the class that as soon as the person on the left squeezes his/her hand, they are to squeeze the hand of the person on their right.

2. Instruct the last person in the line of students to say "Stop!" when he/she feels the squeeze. Begin the round by silently tapping the first student in the line on the shoulder.

3. Use a stopwatch to measure the time between your tap and the "stop" signal. Record the time on the chart or blackboard.

4. Discuss what happens to send the signal around the circle. (The message travels along the nerves in your arm and spinal cord to your brain. The sensory part of your brain processes the message and sends a signal to the cerebellum with specific instructions for the muscles. These signals then travel down your spinal cord and arm to the muscles in your hand and you react.)

Evaluation:

Repeat the procedure ten more times. Don't count a trial if you observe a student squeezing prematurely. Record the results. The time will decrease greatly at first and eventually level off. It cannot be decreased any further.

Questions

1. Why did the speed improve? (Repetition strengthens pathways in the brain - this is called learning.)

2. Why did the speed level off? (It is limited by the speed at which nerve impulses can travel to and from the brain.)

3. What is the average time required for one individual to respond? (Divide the class time by the number of students.)

Resources:

O'Connor, B., The Intermediate Mailbox.

Grade
5

LEVEL:
INTERMEDIATE

HOW/WHEN QUESTIONNAIRE

OBJECTIVE:

To help students identify how they feel in various situations.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

How/When Questionnaire for each student (see Grade 5 Handout Masters).

INFORMATION:

Sharing feelings toward oneself and others are explored in this activity as a means of bettering personal mental health status and total well-being.

CLASS ARRANGEMENT:

How/When Questionnaire completed individually and then discussed in pairs or triads.

INSTRUCTIONAL STRATEGIES:

1. Give each student a How/When Questionnaire. The questionnaire asks the student to identify how they feel when something happens.

2. Group the students in pairs or triads. Have them discuss each of the items and share how they felt. Discussion should relate to why such feelings are experienced at those particular times.

Grade
5

LEVEL:
INTERMEDIATE

COOPERATION

OBJECTIVE:

To understand the effects of cooperation on relationships with friends and family.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITIES:

Any area free of chairs, desks or other equipment.

INFORMATION:

Intra-group competition (competition within a group) has been shown to be counter productive when compared to inter-group competition (competition between two or more groups). We learn competitive instincts at an early age and tend to remain competitive in all facets of life; overindulgence in competition can be detrimental.

CLASS ARRANGEMENT:

Separate class into groups of 10 to 12 students.

INSTRUCTIONAL STRATEGIES:

When conducting this activity, be aware of any obvious distress or panic.

1. Separate class into groups of 10 to 12. Have students in each group stand in two circles with half of the group in an inner circle facing inward and half of the group in a circle just outside the first circle but facing outward. The students should be standing close enough to be almost touching.

2. Have each person raise their right hand. They are then to grab the hand of anyone not standing directly behind them.

3. Next, each student is to hold up their left hand and grab any free hand they can find as long as it does not belong to the same person as the first hand they are holding.

4. Without releasing their grips (they can rotate their grips but they cannot let go), the students are to untangle themselves from this knot.

5. The teacher may apply “knot first aid” by changing grips in case of an unnatural position or if the group cannot become untangled.

6. The goal is to untangle themselves. It should end up as one circle or two to three circles. Everyone should be holding hands.

7. Discussion after the activity should emphasize how people helped each other. If some people got competitive within the group (intra-group) did this help or hinder the process? What happens when two friends who are doing a joint project get too competitive with each other? (They usually argue, fight, not listen to each other.)

Evaluation/Modifications:

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss differences and helping behavior rather then competitiveness. Any team sport is good analogy for using cooperation versus competition, both intra- and inter-group. This can also be discussed in the realm of getting along with family. This exercise can be also used to explain the importance of listening and communicating.

Resource:

The New Games Book.

Grade
5

LEVEL:
INTERMEDIATE

THE GRIEVING PROCESS

OBJECTIVE:

To understand the process of grieving.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

People who grieve over the loss (i.e., death) of a loved one, usually someone in the immediate family, go through several distinct stages:

1. shock (not believing the person died),

2. protest and yearning (getting angry at the “unfairness” of the death and fantasizing that they can see the deceased person),

3. disorganization and despair (feelings of apathy, withdrawal from friends and family, and loss of energy), and

4. reorganization and recovery (developing a new outlook on life).

There is no time line for how long a person grieves.

CLASS ARRANGEMENT:

Group discussion, semi-circle if possible. Be ready to lend support for any student who gets too emotional (this frequently happens). Encourage group support.

Instructional Strategies:

Ground rules include the "right to pass" which gives each student the choice whether to discuss their grief. Any discussion is on a volunteer basis.

List the four steps of grieving on the board (or overhead). Ask for examples of what people do when they are in shock, when they are yearning for the person, etc. Ask for volunteers to talk about their own experiences and what happened to them in each stage. Discuss how it is okay not to feel bad anymore.

Evaluation/Modification:

It is not recommended that the instructor delve deeply into a student's feelings. It is also advisable to have the school counselor present to help lend support. The instructor should only go as far as he/she feels comfortable with discussing this topic.

Grade
5

LEVEL:
INTERMEDIATE

RELATIONSHIP ENHANCEMENT

OBJECTIVE:

To show the need for clear and understandable communication.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A soft, round ball, eight to twelve inches in diameter (Nerf balls work great!).

INFORMATION:

Communication is a two-way process. We perceive and hear depending on what the other person says and how it is said. Many times we don't listen because we are thinking of a comeback response. If a person talks in a accusatory way, we often get defensive and try to "get back" at the person in our reply.

CLASS ARRANGEMENT:

Students sit in a semi-circle without desks.

INSTRUCTIONAL STRATEGIES:

1. Begin by tossing the ball back and forth between you and the students. Your toss should be gentle and directly at the student to whom you are throwing.

2. Next, you will toss the ball to only one student. Choose a student and, as you toss the ball to that student, start a pleasant conversation with the student. Every time you speak to that student, gently throw the ball to him/her. As the student speaks to you, he/she should do the same.

3. Pretend you take offense at something the student said. Throw the ball a little harder. If the student throws the ball back a little harder, you throw the ball at his/her feet. Continue with a more aggressive throw for three or four throws.

4. Discuss with the student how it felt when you threw the ball harder at him/her. What was his/her response?

5. Discuss with the class how communication is like throwing the ball. People will respond by how you "throw."

6. Choose another student. This time, have the student throw the ball at you hard at the same time the student is saying something mean. In return, you say something nice and toss the ball back gently. Continue for awhile, or until the student begins to toss the ball back gently.

7. Discuss with the class how saying things in a friendlier, less aggressive manner has a tendency to soften the response people have.

8. Read the story "Love and the Cabbie" (see Grade 5 Handout Masters).

EVALUATION:

Students should be able to express the importance of communication in relationships.

RESOURCES:

Story taken from Adler, R. B. and Towne, N., Looking out, Looking in. Fort Worth: Holt, Rinehart & Winston, 1990.

Grade
5

LEVEL:
INTERMEDIATE

AGE-OLD QUESTIONS

OBJECTIVE:

To increase knowledge of and empathy for the effects of the physical aging process.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Goggles or glasses; tape; vaseline; dried peas; earplugs; extra-large pants; extra-large button-up shirt.

INFORMATION:

Students need to learn to be empathetic to changes that take place when one grows older. In addition, students need to be aware of the physical aging process that occurs to everyone. They also need to understand the difficulties and challenges that an elderly person faces each day. This activity simulates visual, auditory, dexterity, and walking impairments.

INSTRUCTIONAL STRATEGIES:

Students will be divided into teams of two children per group. One child will be assigned the role of the elderly person and the other child will be the helper. The child assigned to be the elderly person will wear glasses or goggles smeared with vaseline, earplugs, dried peas in the bottom of their shoes, and have their fingers taped together (thumb and index fingers together and the other three remaining together).

The helpers of each team will be asked to leave the room when instructions are given to the "elderly" people. The instructions for the elderly people—after they are properly outfitted with smeared goggles, earplugs, dried peas and taped fingers—are to walk to the table across the room and put on the pants and shirt. Remind the elderly people to button up their shirts!

After getting on the over-sized clothes, the “elderly” people are to walk back to the starting line.

Invite the helpers back into the room. Instruct the helpers to assist their elderly partner, but they can only do what the “elderly” partner asks them to do.

Reminders: Instructions are not to be repeated if the elderly person doesn’t understand, nor are they to be given to the helpers. The impairments are part of the simulation.

Evaluation/Modification:

When the relay is complete, the partners may switch roles if there is enough time. A variation for the relay is having the elderly people pick up raisins inside a cup and eat them rather than dressing in over-sized clothes.

A discussion will follow the relay. Students will discuss how they felt about being physically impaired and needing help from others. Also to be discussed is how the helpers felt.

Grade

5

LEVEL:
PRIMARY

Grade

5

Handout Masters

Situations

Situations for the students to discuss/brainstorm (can be done one situation per sheet of paper or all situations on one sheet, depending on how the teacher wants to modify the lesson):

1. You're at someone's house for dinner and you don't like the main dish.

2. Your last pair of clean socks are different colors.

3. You get to school and you notice you have a hole in your pants.

4. The family is supposed to go to dinner at Aunt May's house, and you just found out the school carnival is the same night.

5. Someone offers you a cigarette, but you don't smoke.

6. After ordering pizza, you realize you left your money at home.

7. Someone stole something from your locker and you think you know who it is.

8. You got sent to the office and you didn't do anything.

9. You need a ride home and the pay phone just "ate" your last quarter.

10. You locked yourself out of the house.

11. The family wants to go to a movie, but can't decide which one to go to.

12. You want to go to basketball camp this summer, but have no money.

"You're the Detective" problem sheets

Using the local phone book (including yellow pages) identify help resources for each of the following problem situations:

1. Someone is stung by a bee.
2. Your cat needs shots.
3. Your dad needs a lawyer.
4. Your grandmother asks you to call a cab.
5. You need to call your mother at work.
6. The child you are babysitting ate a poisonous substance.
7. There is a car accident in front of your house.
8. A stray dog has been hanging around your home for several days.
9. Your mother asks you to call to make a dentist's appointment.
10. You are unsure about the public library's hours.
11. Your bicycle needs a tune-up.
12. The family needs dinner reservations.
13. Your family has collected tin cans, plastic bottles, newspapers, glass and cardboard for recycling.
14. Your family is travelling to grandma's house - you need road conditions, as it has been snowing heavily.

How/When Questionnaire

1. How do you feel when you fail at something?
2. How do you feel when you lose a game?
3. How do you feel when you get turned down for a job?
4. How do you feel when you are called on to answer a question in class?
5. How do you feel when you are reprimanded?
6. How do you feel when you are complimented?
7. How do you feel when you get a bad haircut?
8. How do you feel when you disappoint your parents?
9. How do you feel when it rains?
10. How do you feel when it snows?
11. How do you feel when the sun shines?
12. How do you feel when you cheat at something?
13. How do you feel when you have a big problem?
14. How do feel when you have won a prize?
15. How do you feel when you are selected?
16. How do you feel when you are with your best friend?
17. How do you feel when you get hurt?
18. How do you feel when you go to the dentist?
19. How do you feel when you come to school?
20. How do you feel when summer vacation comes?

Name:_____

ADVERTISEMENT WORKSHEET

1. Product:

2. Description of ad:

3. This ad appeals to what basic need or desire?

4. What type of image is the product trying to portray (sophisticated, romantic, cool, cowboy, etc.)?

5. Does the ad give an honest portrayal of the product? Why? Why not?

6. What are the suggested results or outcomes of using this product? Will the suggested results be achieved? Why? Why not?

7. List three alternatives to meet the need suggested in the ad. Could another product be substituted to meet the need? If so, what? If not, why not?

   a.

   b.

   c.

Recommended Contents for First Aid Kits

At a minimum, a first aid kit should include:

- 2 1" x 2 1/2 yards adhesive tape rolls
- 24 sterilized gauze pads 3" x 3"
- 100 3/4" x 3" adhesive bandages
- 8 2" bandage compress
- 10 3" bandage compress
- 2 2" x 6" sterile gauze roller bandages
- 3 sterile gauze pads 36" x 36"
- 3 sterile eye pads
- 2 non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
- 1 rounded-end scissors
- 1 pair latex gloves
- 1 mouth-to-mouth airway

Recommended Contents for Body Fluid Clean-Up Kits

At a minimum, a body fluid clean-up kit should be able to perform the following steps and contain the following equipment:

- *Protect the person cleaning the spill.*
  one pair latex gloves

- *Stabilize, isolate, and pick up the fluid spill.*
  Absorbent powder to contain the liquid
  Scoop or scraper to pick up the powder gel

- *Wipe up any remaining residue on student(s), floor or other surfaces.*
  Two (2) absorbent disposable towels

- *Cleanse the person who spilled, the spill area and the person cleaning the spill.*
  Three (3) disposable, disinfectant towelettes

- *Safely dispose of waste and clean-up materials.*
  One (1) disposable plastic bag. Holds all powder and clean-up materials, including gloves.
  One (1) biohazard bag. The biohazard bag is used for the disposal of wastes including the disposable plastic bag. This means of double bagging will help ensure that no contamination will be on the exterior of the bag.

Source: The Eleventh National Conference on School Transportation

Smoking and Your Body

The following are changes your body goes through when you quit smoking:

Within 20 minutes of the last cigarette:

- Blood pressure drops to normal
- Pulse rate drops to normal rate
- Body temperature of hands and feet increase to normal

8 hours:

- Carbon monoxide level in blood drops to normal
- Oxygen level in blood increases to normal

24 hours:

- Chances of heart attack decrease

48 hours:

- Nerve endings start re-growing
- Ability to smell and to taste things enhances

72 hours:

- Bronchial tubes relax, making breathing easier
- Lung capacity increases

2 weeks to 3 months:

- Circulation improves
- Lung function increases up to 30 percent
- Walking becomes easier

1 to 9 months:

- Coughing, sinus congestion, fatigue, and shortness of breath decreases
- Body's overall energy level increases
- Cilia regrow in lungs, increasing ability to handle mucus, clean the lungs, reduce infection

Advertising Techniques

Testimonial

An important person may testify that he/she has used a product. The buyer thinks, "If that person uses it, it must be good." The person may actually know nothing about the quality of the product.

Sense Appeal

Pictures or sounds are used to appeal to the senses. The buyer begins to "taste" and is motivated to buy.

Transfer

A good-looking, sociable, sexy or well-dressed man or woman may sell the product. The buyer associates the product with someone good-looking or admirable and imagines that by using the product he/she will become like that person.

Plainfolks

An ad may show an average person recommending the product, so the average buyer identifies with that person, takes the advice, and buys the product.

Romance Fantasy

White knights, green giants, skilled super athletes may be featured in a commercial. Unreal features and powers are attributed to the product but the buyer associates these powers with the product anyway.

Humor

People tend to remember or at least have a positive association with an ad that makes them laugh; when they remember the ad, they think of buying the product.

Statistics

Buyers tend to be impressed by statistics. Ads may leave out information such as who conducted the study or what kind of people were polled.

Cardstacking

Ads may give one-sided portrayals of their products. Only the beneficial aspects are mentioned, not the weaknesses.

Relationship Enhancement

Love and the Cabbie

I was in New York the other day and rode with a friend in a taxi. When we got out, my friend said to the driver, “Thank you for the ride. You did a superb job of driving.”

The taxi driver was stunned for a second. Then he said, “Are you a wise guy or something?”

“No, my dear man, and I’m not putting you on. I admire the way you keep cool in heavy traffic.”

“Yeh,” the driver said and drove off.

“What was that all about?” I asked.

“I am trying to bring love back to New York,” he said. “I believe it’s the only thing that can save the city.”

“How can one man save New York?”

“It’s not one man. I believe I have made the taxi driver’s day. Suppose he has 20 fares. He’s going to be nice to those 20 fares because someone was nice to him. Those fares in turn will be kinder to their employees or shopkeepers or waiters or even their own families. Eventually the good will could spread to at least 1,000 people. Now that isn’t bad, is it?”

“But you’re depending on that taxi driver to pass your good will to others.”

“I’m not depending on it,” my friend said. “I’m aware that the system isn’t foolproof so I might deal with 10 different people today. If, out of 10, I can make three happy, then eventually I can indirectly influence the attitudes of 2,000 more.”

“It sounds good on paper, “ I admitted, “but I’m not sure it works in practice.”

“Nothing is lost if it doesn’t. I didn’t take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy.”

“You’re some kind of a nut,” I said.

“That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they’re doing.”

“But they’re not doing a good job.”

“They’re not doing a good job because they feel no one cares if they do or not. Why shouldn’t someone say a kind word to them?”

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. “That’s a magnificent job you men have done. It must be difficult and dangerous work.”

The five men eyed my friend suspiciously.

“When will it be finished?”

“June,” a man grunted.

“Ah. That really is impressive. You must all be very proud.”

We walked away. I said to him, “I haven’t seen anyone like you since ‘The Man from LaMancha.’ “

“When those men digest my words, they will feel better for it. Somehow the city will benefit from their happiness.”

“But you can’t do this all alone!” I protected. “You’re just one man.”

“The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but if I can enlist other people in my campaign...”

“You just winked at a very plain looking woman,” I said.

“Yes, I know,” he replied. “And if she’s a schoolteacher, her class will be in for a fantastic day.”

—Art Buchwald

Grade
6

LEVEL:
INTERMEDIATE

RUNNING

OBJECTIVE:
To demonstrate cardiovascular fitness.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

INFORMATION:
Little or no cardiovascular conditioning occurs unless a person has participated in moderate activity (jogging) for a continuous period in excess of 15-20 minutes. The goal is to have students reach that minimum threshold so that cardiovascular fitness training is attained.

CLASS ARRANGEMENT:
Total class participation.

INSTRUCTIONAL STRATEGIES:

1. Students warm up with a light, slow jog. Emphasize the following running techniques:

   a) Foot strike—how the sole of the shoe meets the ground. Stress a rocking motion from heel to toe where the heel strikes the ground an instant before the toe to produce a rocking motion.

   b) Glide forward with each step. Don't bounce; too much up and down motion wastes energy and causes sore feet and joints. Take a comfortable stride; don't shuffle or overstride.

2. Students are to participate in the following sequence:

   Progression 1—

run 8 min	walk 30 sec
run 8 min	walk 30 sec
run 8 min	walk 30 sec
run 6 min	walk 30 sec
total 30 min	total 2 min
of running	of walking

   Total time 32 minutes

Progression 2—

run 10 min	walk 30 sec
run 10 min	walk 30 sec
run 10 min	walk 30 sec
total 30 min	1.5 min
of running	of walking

Total time 31.5 minutes

Progression 3—

run 15 min	walk 30 sec
run 15 min	walk 30 sec
total 30 min	total 1 min
of running	of walking

Total time 31 minutes

Evaluation/Modification:

Assess student progress by an endurance run as indicated on the “Improvement Norms” in Appendix C.

Grade
6

LEVEL:
Intermediate

CLIMBING ROPE

OBJECTIVE:
To increase strength and endurance.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Climbing ropes (five), vaulting mats located under each rope.

INFORMATION:
The body contains more than 600 muscles; the muscles must be used to maintain flexibility and strength. Most Americans lose muscular conditioning as they progress from an active youth, to a less active middle age, and to a more sedentary old age. The muscles shrink in size and strength when they are used less. This change is not simply the result of age; it is the result of the physical inactivity that may accompany aging.

Weight training increases muscle mass. An increase of three to four pounds of muscle tissue from a year of weight training will increase energy expenditure by 120 to 200 calories every 24 hours. This is because a pound of muscle burns 40 to 50 more calories a day than a pound of fat burns. Aerobic exercise combined with weight training is an excellent and effective approach to improve muscle condition and lose excess body fat.

CLASS ARRANGEMENT:
Divide the class evenly among the number of climbing ropes available.

SKILLS NEEDED:
Jump and grasp, jump and hold, swing and hold.

Instructional Strategies:

1. Review selected skills as listed under “Skills Needed.”

2. Review the safety rules from “Climbing Rope–Grades.”

3. Students are to practice the following skills:

   a) Rope swing: From a support position, swing forward and back twice, dropping off at the end of the second back swing.

   b) Rope Pull-Ups: From a support position, with the hands above the head, pull up and touch the nose to the rope above the hands; return to a straight-arm hand, repeat.

   c) Leg Hold: Jump to a proper arm-and-leg grasp position, release the hands, and hold for three counts with only the legs.

   d) Double-rope Candle Stand: Grasping two ropes in a straight-arm support position, pull up and turn over to an inverted support position. Spot carefully.

   e) Double-Rope Pullover: Grasping two ropes, jump to a bent-arm hold; bend the knees to the chest and drop the head back; pull over to an inverted position and release to a standing position on the mat. Spot carefully.

   f) Rope Climb: Grip the rope between the shin and the calves, with one foot pressing on the rope; the hips are fully flexed and the arms are extended overhead; as the legs are straightened, the arms pull up and the elbows bend; the bottom hand releases, reaches up over the other hand, and regrasps. The process is repeated halfway up the rope. The process is then reversed when climbing down. Do not slide down the rope; use a hand-under-hand grip.

   g) Bell Ringer: (Only after individual students have demonstrated sufficient control should they be permitted to climb to the top of the rope.) Secure a small bell at the top that can be rung when the climber reaches the top of the rope. Use procedure in Rope Climb.

   h) Double-Rope Hold: Grasping two ropes, jump up and hold in a bent-arm position with the aid of the legs.

   i) Double-Rope Swing: Grasping two ropes, run forward and pull up to a bent-arm support, swing forward, and drop off at the end of the back swing.

Grade
6

LEVEL:
INTERMEDIATE

AQUATIC AEROBIC ACTIVITIES

OBJECTIVE:

To develop cardiovascular endurance, muscle flexibility and personal fitness behaviors.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Shallow end of swimming pool (three to five feet deep).

EQUIPMENT/MATERIALS:

Two empty one-gallon milk jugs per student; cassette or compact disc player and motivating music (optional).

INFORMATION:

Aquatic aerobic activities give people of all fitness levels and body types an opportunity to participate. The activities allow both a high and low-impact workout with very little impact on the body's joints. The large muscle groups are utilized in the isotonic exercises with some resistance due to the flow of water around the body. Flexibility exercises are performed with less difficulty.

CLASS ARRANGEMENT:

Entire class in the shallow end of the pool.

SKILLS NEEDED:

Running, jumping, twisting, basic coordination and balance.

INSTRUCTIONAL STRATEGIES:

(*Note:* Instructor may wish to have students practice these skills on land prior to getting in the water.)

Begin with the students at one edge of the pool; students should be arranged into five lines. Warm up for five to ten minutes by power walking and running in the water (the width of the pool).

Students spread out at least an arm's distance from the people around them. Accompanied by music (optional), the following skills can be put into a routine for the students:

- high and low front and back kicks,
- side to side and crossover scissor kicks,
- jumping jacks (with milk jugs),
- running,
- twisting (jugs submersed), and
- arm resistance exercises using the jugs.

It is important for the instructor to move around the pool to watch for problems. Cool down by power walking two to three widths of the pool and by using the edge of the pool to stretch with leg lifts, knee tucks, side bends with arms extended, calf raises and deep squats. Heart rates should be taken at least twice during the activity.

Evaluation/Modification:

Can be modified for low or high-impact activities. Games like water polo, water basketball, and "Land Olympics in the Water" can be played for fun while improving cardiovascular endurance and flexibility.

Grade
6

LEVEL:
INTERMEDIATE

OUR ENDURANCE

OBJECTIVE:
To develop muscular endurance.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
Mats, cones, stopwatch, counters.

INFORMATION:
Muscular endurance allows a person to participate in a physical activity over a period of time. The following exercises will test students' endurance levels, as well as create a healthy activity.

CLASS ARRANGEMENT:
Entire class.

SKILLS NEEDED:
Motor skills involved in running, push-ups and sit-ups.

INSTRUCTIONAL STRATEGIES:
Students will perform a series of three exercises: push-ups, sit-ups, and an 800-meter run. The students will complete as many push-ups and sit-ups as they can in one minute, and then be timed on the 800-meter run.

1. Explain and demonstrate the proper procedure for a push-up and a sit-up.

2. Group students into pairs; have one student do the exercise while the other counts the repetitions.

3. Push-ups: arms should be shoulder width apart, the back should be straight, the feet should be together; move body down until upper arms are parallel with the floor; raise body; repeat.

4. Sit-ups: legs should be bent at a 90-degree angle at the knees, hands should be interlocked behind the head; lean back toward the floor with the back coming no closer to the floor than a 30-degree angle; lean forward until elbows touch the knees; repeat.

5. 800-meter run: students will run 800 meters at their own pace.

Evaluation/Modification:

The evaluation would be to score each student on how many push-ups and sit-ups they can do (either a total number or a number in a given time--an achievable minimum number can be established)–and on how fast they run 800 meters. Change the exercises to evaluate other muscular endurance. Increase or decrease the times used and the distance of the run.

Resources:

Physical Assessment and Testing, pp. 32-35.

Grade
6

LEVEL:
INTERMEDIATE

STRETCHING

OBJECTIVE:
To improve flexibility and range of motion.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

INFORMATION:
Sports medicine specialists believe that many muscular and skeletal injuries may be related to a lack of flexibility.

Three modes of stretching exercises can increase flexibility: (a) ballistic stretching, (b) slow-sustained stretching, and (c) proprioceptive neuromuscular facilitation stretching. Although research has indicated that all three types of stretching are effective in developing better flexibility, each technique has certain advantages.

Ballistic or dynamic stretching exercises are performed using jerky, rapid, and bouncy movements that provide the necessary force to lengthen the muscles. Studies have shown that this type of stretching helps to develop flexibility, but the ballistic actions may cause muscle soreness and injury via small tears to muscle tissue.

During the slow-sustained stretching technique (also called static stretching), muscles are gradually lengthened through a complete range of motion about a joint, and the final position is held for a few seconds.

Proprioceptive Neuromuscular Facilitation (PNF) stretching has become more popular in the last few years. This technique is based on a “contract and relax” method and requires the assistance of another person.

CLASS ARRANGEMENT:
Individually or in pairs.

SKILLS NEEDED:
Knowledge of major joints, muscle groups and safety procedures from previous lessons.

INSTRUCTIONAL STRATEGIES:
1. Students should know the following points about ballistic, static and PNF stretching:

a. Static and PNF techniques are most often recommended for individuals who want to improve their range of motion.

b. Ballistic stretching should be done only by those who are already flexible and/or are accustomed to stretching.

c. Stretching should be done at least three times per week for minimal improvement. It is recommended to stretch between five and six times per week for maximum results.

2. Students should understand the "opposing pair" muscle concept involved in these three basic movements:

a. Flexion-Extension
Flexion is defined as decreasing the angle between two parts of the body. Extension is the increasing of the angle between two parts of the body.

b. Abduction-Adduction
Abduction is when part of the body moves away from the midline of the body. Adduction is when part of the body moves towards the midline.

c. Rotation
Rotation is when part of the body moves on its longitudinal axis.

3. Students are to perform the lower back, trunk and lateral hip exercises:

a. Gluteal Stretch: Sit on the floor, bend the right leg and place your right ankle slightly above the left knee, grasp the left thigh with both hands and gently pull the leg toward your chest, repeat the exercise with the opposite leg.
Areas stretched: Buttock area (gluteal muscles).

b. Side and Lower-Back Stretch: Sit on the floor with knees bent, feet to the right side, the left foot touching the right knee, and both legs flat on the floor; place the right hand on the left knee and the left hand next to the right hand slightly above the knee; gently pull the right shoulder toward the left knee and at the same time rotate the upper body counter-clockwise. Switch sides and repeat the exercise (do not arch the back while performing this exercise).
Areas Stretched: Side and lower-back muscles and lower-back ligaments.

c. Trunk Rotation and Lower
Back Stretch: Sit on the floor and bend the left leg, placing the left foot on the outside of the right knee; place the right elbow on the left knee and push against it; at the same time, try to rotate the trunk to the left (counterclockwise); hold the final position for a few seconds. Repeat the exercise with the other side.
Areas Stretched: Lateral side of the hip and thigh, trunk, and lower back.

d. Pelvic Tilt: Lie flat on the floor with the knees bent at about a 70-degree angle; tilt the pelvis by tightening the abdominal muscles, flattening your back against the floor, and raising the lower gluteal area ever so slightly off the floor; hold the final position for several seconds. The exercise can also be performed against a wall.
Areas stretched: Low-back muscles and ligaments.
Areas strengthened: Abdominal and gluteal muscles.
NOTE: This is perhaps the most important exercise for the care of the lower back.

MODIFICATION/EVALUATION

Have students select and perform stretching exercises; have students identify the type of movement (flexion, adduction, rotation, etc.) involved in the exercises.

Grade
6

LEVEL:
INTERMEDIATE

ORIENTEERING

OBJECTIVES:

To practice problem solving skills and improve physical fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Control cards with a point value assigned based on the degree of difficulty. Cards are to be made by the teacher with point values determined by the teacher.

INFORMATION:

The purpose of this activity is to gain as many points as possible by finding as many control points as possible within the time allowed (for example: 20 minutes). In setting up this activity, a number of stations on the school property are selected and described. A control card of descriptions will be required for the activity; however, a map could also be used if necessary. Each control card has a specific point value. The value depends upon the difficulty of the terrain and the distance which much be covered to reach the station.

A card with a symbol on it is placed at each station and each student is asked to record the symbol in the symbol column on his/her card each time he/she finds a new station. More controls are set out than can be located within the time limit. Points are deducted for going over the allotted time. The winner, if winners are necessary, is the person or team with the highest net points.

CLASS ARRANGEMENT:

This activity requires individual effort.

SKILLS NEEDED:

Running, observational skills, decision-making skills, self-direction and self-control.

INSTRUCTIONAL STRATEGIES:

This is one of the most versatile forms of orienteering because it lends itself to any time frame, any area size and will accommodate any number of students. It is also easy to organize. The following procedures are recommended:

1. Assemble the class at the starting point (for example the northwest corner of the school).

2. Distribute the control cards to each student and have them fill in their name and team.

3. Explain the aim to accumulate as many points as possible toward individual and team total by:

    a. Finding the card at the area described and recording the symbol in the proper space provided on the sheet.

    b. Finding and recording as many symbols as possible within the time limit.

Grade
6

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:
To learn the basic rules and strategy of seven-player soccer.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball for 14 students, field markers, colored bibs or shirts to denote team members.

INFORMATION:
Seven-player soccer utilizes a great deal of cooperation and sportsmanship while reinforcing the skills practiced in previous lessons. Because a limited number of players participate at one time, the time on task per player (touching the ball, supporting other players, defending) is increased, thus providing an opportunity for every child to feel like a contributing member of the team.

INSTRUCTIONAL STRATEGIES:
Teach students the following rules:

1. Ball In and Out-of-Play
   The ball is out-of-play when it completely crosses the boundaries of the playing field (that is, the whole ball must be over the line for it to be out). Play is restarted with a throw-in if the ball went over the sidelines, and with a goal kick or corner kick if the ball goes over the end line.

2. Throw-in
   A throw-in is taken along the sideline at the point where the ball went out-of-bounds. The ball is awarded against the team that last touched the ball before it went out. The ball must be thrown into play with two hands, from behind and over the head. The player must face the field and part of each foot must be in contact with the ground on or behind the sidelines when the throw-in is made. If these rules are broken the other team is awarded the ball and gets to restart play with a throw-in.

3. Goal Kick
   A goal kick is awarded to the defending team when the ball crosses the defensive end line after having been last touched by an opponent. The kick may be taken by any member

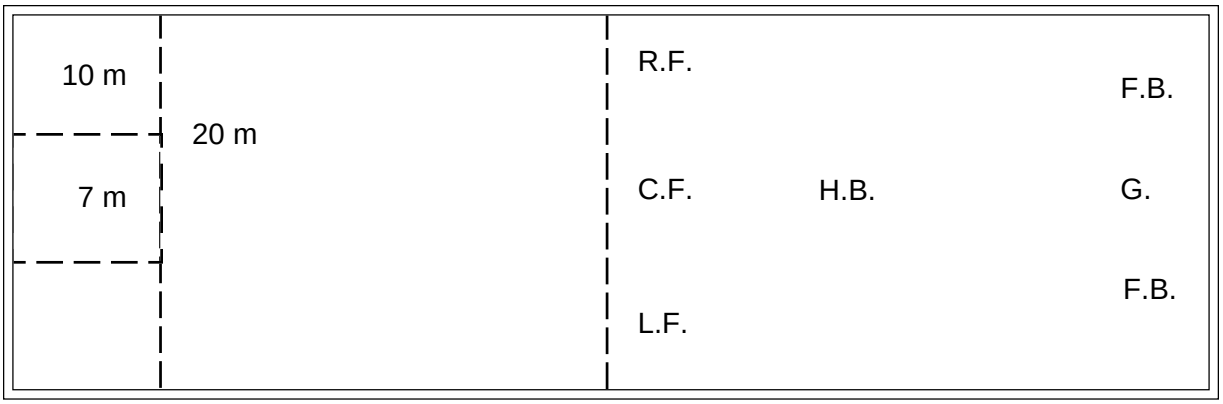
of the defending team from a point within the half of the goal area nearest where the ball went out. The ball must be kicked out of the penalty area and the ball must be played by another player before the kicker can play it again. All opponents must be outside of the penalty area when the kick is taken.

4. Corner Kick

A corner kick is awarded to the attacking team if the ball crosses the defensive end line after having been last played by one of the defending team members. It is taken from the quarter circle by the corner flag on the appropriate side of the field. The flag must not be moved to help the kicker. The opposition must be at least ten yards away. The kicker cannot touch the ball again until it has been touched by another player.

THE FIELD

POSITION OF PLAYERS



F.B. = Full Back
H.B. = Half Back
G. = Goal Keeper
L.F. = Left Forward
C.F. = Center Forward
R.F. = Right Forward

THE BALL

Number 4 size soccer ball.

NUMBER OF PLAYERS

Each team consists of not more than seven players, one of whom shall be a goalkeeper. Substitution is allowed at any position, but shall enter the field only during stoppage in the game.

DURATION OF GAME

- 2 periods x 30 minutes each—Intermediate
- 2 periods x 20 minutes each—Lower Intermediate
- 2 periods x 15 minutes each—Primary

Grade
6

LEVEL:
INTERMEDIATE

CROSS-COUNTRY SKIING SAFETY

OBJECTIVES:

To recognize and treat frost bite and hypothermia.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INSTRUCTIONAL STRATEGIES:

Recognizing frostbite and hypothermia symptoms, knowing how to prevent frostbite and hypothermia, and knowing some basic treatment will ensure that appropriate decisions will be made if you or someone you are with is exposed to a cold, wet, windy environment.

Provide the students with the following information:

1. Hypothermia

   Exposure to cold weather, wind and dampness (caused by sweating, precipitation, or other sources of water) may cause hypothermia.

   The symptoms of hypothermia are:
   a. uncontrollable shivering
   b. vague, slowed, slurred speech
   c. memory lapses, incoherence
   d. immobile, fumbling hands
   e. frequent stumbling, lurching gait
   f. drowsiness
   g. exhaustion, inability to get up after a rest

   Treatment of hypothermia:
   a. get the victim out of the wind and rain/snow
   b. remove all wet clothes
   c. get person into dry clothes and a warm sleeping bag or blankets. Another person in the sleeping bag or under the blankets will also help warm the person.

d. build a fire
e. give warm drinks

2. Frostbite

Frostbite is a common occurrence following prolonged exposure to cold; frostbite normally occurs on exposed hands, feet, ears and nose.

The symptoms of frostbite are: cold, white, frozen skin.

The types of frostbite are:
a. Superficial—a frozen hard area on the surface of the skin; the area is quite mobile in the softer, deeper tissues underneath.
b. Deep—the entire thickness of skin and underlying tissue are frozen solid.

A basic treatment for superficial frostbite is the immersion of the injured part (fingers, toes, etc.) in warm water (100 degrees Fahrenheit) for approximately 20 minutes. This is called rapid rewarming. This should only be done when the person has been removed from the trail; it should NOT be done on the trail. Medical attention should be sought for deep frostbite.

3. Dehydration

Dehydration on an extended outing can easily occur through over-exertion and perspiration. Dehydration is aggravated by breathing cold, dry air which absorbs moisture from the lungs.

The symptoms of dehydration are:
a. extreme fatigue
b. lightheadedness
c. thirst

Dehydration can be prevented by:
a. dressing in layers to prevent excessive perspiration due to a build up in body heat.
b. drinking plenty of fluids during the course of the outing (It is advisable to carry a plastic bottle of water or other liquid).

Grade
6

LEVEL:
INTERMEDIATE

CROSS-COUNTRY SKIING

OBJECTIVE:
To learn cross-country (x-c) ski techniques.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Outdoor area, snow-covered field and hills.

EQUIPMENT/MATERIALS:
Skiis, poles, boots, bindings and appropriate clothing (Grade 5 x-c ski lessons as a prerequisite).

INFORMATION:
Cross-country skiing is relatively inexpensive; it has a moderate cost for equipment and for day-to-day access to trails and other facilities. Cross- country skiing is enjoyable whether done alone or with family and friends.

CLASS ARRANGEMENT:
For some skills (skating, skate forms, double pole) use a flat area so the students can ski beside each other. For other skills (snowplow and stem turns) use a gentle downhill with plenty of run-off space at the bottom.

SKILLS NEEDED:
Diagonal stride, herringbone, snowplow.

INSTRUCTIONAL STRATEGIES:

1. A warm-up activity for the students is “Hares and Hounds.” Divide class into two groups with half being the hares, half being the hounds. The hares get a two-minute head start. Then the hounds are to track down the hares. The hares are given ribbons to wear as bunny tails. When a hound catches a hare, the tail is collected as a trophy of the hunt. The game continues for five minutes. Switch sides and repeat.

2. Students should learn the following skills:

a. Skating and skate turns: (skating on skis is very similar to ice skating) To skate, all weight is transferred onto one ski (the gliding ski) and the skier pushes off with that ski. Skate turns are executed by approaching a turn with the weight on the outside ski; the inside ski is then turned in the new direction and the skier virtually skates onto that ski.

b. Snowplow: This basic downhill technique can be used to stop or control speed and is the basis for more advanced turns. Procedure: skis parallel (basic downhill position), push the tails of the skis out by using the heel plates; forming a "V" with the skis; roll the knees and ankles inward to set the inside edges; control speed by adjusting the pressure on the edges; poles are held at the sides pointing to the rear.

c. Snowplow Turns: While staying in a controlled snowplow position, the skier turns his/her feet in the direction of the desired turn. Additional flexing of the knees through the turn, followed by extension after crossing the fall line, is helpful.

d. Stem Turns: From a downhill traverse position, the tail of the uphill ski is pushed out and weight is transferred onto that ski, initiating the turn downhill. As the feet steer through the turn, all the weight shifts to the outside ski and the skis come back together in the traverse stance.

e. One-Step Double Pole: Each double pole action is preceded by a single kick and gliding phase; as one leg kicks, both arms come up and forward to initiate the double poling; as the arm starts poling, the kicking leg returns to its normal double pole position.

f. Two-Step Double Pole: In this motion, two strides are being taken during the forward swing of the arms.

g. Telemark: This turn can be started from the parallel or snowplow stance by pushing one ski ahead and across in front of the tip of the other ski in the direction you want to go. During the telemark, both knees are bent and most of the body weight is shifted onto the forward ski.

h. Stopping: The greatest fear of any beginner is stopping. Here are a few ways of stopping—

- Fall—don't be a hero! If you feel yourself skiing out of control, fall down and enjoy the ride.

- Half snowplow—while in the track, control your speed by placing a ski out of the track in a half snowplow position. Use the inside edge for control.

Grade
6

LEVEL:
INTERMEDIATE

RELAYS - PLAYS - AEROBIC GAMES

CROSS-COUNTRY SKIING

OBJECTIVE:
To practice ski techniques.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Outdoor area, snow-covered field and hills.

EQUIPMENT/MATERIALS:
Cross-country ski equipment (optional); other items as identified for the various activities.

INFORMATION:
Most of these activities have been modified from games from around the world. They can be played outside of cross-county ski experiences by using a playground or gymnasium.

CLASS ARRANGEMENT:
As dictated by various activities.

SKILLS NEEDED:
Basic cross-country ski techniques (step turn, diagonal stride).

INSTRUCTIONAL STRATEGIES:

CATALOG RELAY
Materials: old catalog, paper and pencil, stop watch. Place the catalog about 50-100 yards from a starting gate (two poles shoulder width apart); mark the catalog location with a pole. The person in the starting gate is given a page number in the catalogue. The object of the game is to ski (or run) to the catalog, find the page number, tear it out and return to the starting gate as soon as possible. Fastest time wins. Appoint some students as official scorers and timers.

Chariot Race

Worn-out bicycle tubes or lengths of rope are used in this race. Divide the group into two-person teams. With one partner lined up behind the other, a tube or length of rope is put around the waist of the front person; the back partner will hold onto the "reins" as the front person pulls the back person to a designated point and back by skiing. The fastest team wins. If there are enough tubes or rope, all teams can go at once.

Fire Engine

Divide the class into teams of numbered fire engine stations. When the "alarm" is heard (a whistle from the instructor) call out a fire engine number to put out the "fire." A blanket laid on the ground could represent the fire and it is put out by covering it completely with snow.

Dual Slalom

With or without poles. Try to use sticks or hats for gates.

Downhill Time Trials

Self-explanatory.

Snowplow Snake

Three to four skiers line up front-to-back as close to each other as possible in the plow positions. Skiers hold onto the waist of the skier ahead of them. It may be made more difficult by adding skiers or by making turns while going downhill.

Catch the Jackrabbit

A skier gets a 30-second head start and skis in a zig-zag pattern, trying to avoid being caught by a team of three other skiers. Each team chases its own Jackrabbit.

Grade
6

LEVEL:
INTERMEDIATE

FOOD MATCH RELAY

OBJECTIVE:

To understand the importance of nutrition in maintaining a strong and healthy body.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Food Guide Pyramid, food information cards (prepared by teacher), five small boxes with lids and a slot in each lid, running shoes, stop watch.

INFORMATION:

For a person to maintain good health, there is a need for a healthy diet. A healthy diet includes foods from the five food groups.

1. **Breads, cereals, rice and pasta** are important to the diet because they provide the body with carbohydrates.

2. **Vegetables** are important in the diet because they provide the body with vitamin A.

3. **Fruits** are important in the diet because they provide the body with vitamin C.

4. **Milk, yogurt and cheese** are important in the diet because they provide the body with calcium and protein.

5. **Meat, poultry, fish, dry beans, eggs and nuts** are important in the diet because they provide the body with iron and protein.

CLASS ARRANGEMENT:

The entire class divided into groups of four students per group will participate in the relay.

SKILLS NEEDED:

Knowledge about the five food groups; ability to think quickly; running; stopping.

Instructional Strategies:

There will be four students in each team. Each member of the team will be responsible for knowing about the five food groups.

The teams will be completing two tasks. First, they need to match their card to the correct box. Second, the teams will be timed to see which team ran the relay in the quickest time.

Each member of the team will be given a different card with information about a food group. Each team will have four cards; each card contains information about a different food group. Each team's cards will be clearly identified as TEAM 1 Card 1, TEAM 1 Card 2, etc.

Located at the relay station are the five boxes, each labeled with the name of one of the five food groups. It is the responsibility of each team member to match their card (which contains information about a specific food group) to a box (which is labeled with a specific food group).

The first team member will start the relay by matching a card with the name of a specific food to a food group box. The second team member also matches the name of a specific food to a food group. The third team member will match the number of servings required each day of a food to a food group box. The fourth team member will match an important nutrient with a food group box.

Score the relay by giving one point for each correct card. Each correct card-to-box match will be a five-second credit to be removed from the team's relay time. (For example: a relay time of 1:45 becomes 1:25 if all four card-to-box matches were correct.)

Evaluation/Modification:

The relay can be played with teams running side-by-side or with only one team running at a time.

Grade
6

LEVEL:
INTERMEDIATE

NUTRITION RELAY

OBJECTIVES:

To learn the components of a balanced diet; to develop cardiovascular endurance.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium with track markings or an outside area where a track could be created.

EQUIPMENT/MATERIALS:

A class of 25 will require a whistle, stopwatch, five batons, one assistant, 15 cards (3x5) with "milk group" written on them, 20 cards with "vegetable" written on them, 15 with "fruit" written on them, 30 cards with "bread group" written on them, and 10 cards with "meat group" written on them.

CLASS ARRANGEMENT:

Class is divided into five groups.

SKILLS NEEDED:

Basic knowledge of the five food groups; running; coordination; endurance.

INSTRUCTIONAL STRATEGIES:

Divide the cards into five sets with each set containing three "milk group," four "vegetable group," three "fruit group," six "bread group," and two "meat group" cards. (Each set represents the daily servings from each of the five food groups—see Food Guide Pyramid.)

Divide class into five teams of five students per team. Each of the team members will have to run one lap around the track.

At the half-way point, your assistant will give the runners three cards with one of the five food groups written on each card. Each card will represent one serving from the food group that is written on it. The students will carry the cards through the rest of their lap and pass the baton onto the next runner of their team.

It is important that each runner hold on to their cards because at the end of the race, each runner is to combine their cards with the others on their team. This group of cards will represent each

of the five food groups and the number of servings that is required (for example, each team should have among their cards three cards with “milk group” written on them because the milk group requires two to three servings in order to fulfill the daily requirement).

Each team is to determine which, if any, cards they are missing to provide a full complement of daily food requirements (see Food Guide Pyramid). If a team cannot determine if their cards contain foods from all five food groups and the required number of daily servings, they are disqualified even if they had the fastest time in the running part of this activity. This will stress the importance of good nutrition in order to achieve victory.

Evaluation/Modification:

The relay can be timed in order to measure cardiovascular improvement. Decreased time in the relay can be used to measure the improvement of student cardiovascular fitness, and knowledge of the five food groups is used to evaluate student understanding of good nutrition.

Grade
6

LEVEL:
INTERMEDIATE

CHOLESTEROL BUSTER TAG

OBJECTIVE:

To understand the effect of nutrition and exercise on the cardiovascular system.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Two to four foam discs; two to four foam balls; tape player and ghost buster music (optional).

INFORMATION:

An inverse relationship exists between HDL and heart disease. The most potent activity for stimulating the production of HDL is aerobic exercise. People who regularly participate in regular endurance-type exercise are leaner and more physically fit, have higher HDL, lower total cholesterol, and lower LDL than sedentary people.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of cholesterol; tagging; dodging; swerving.

INSTRUCTIONAL STRATEGY:

Two to four students are chosen to be taggers (the “bad cholesterol dudes” or LDL).

The rest of the class becomes part of the body’s blood stream, and the walls of the gym become the walls of the body’s blood vessels.

The taggers must stay behind the midline of the gym. The taggers (“bad cholesterol dudes” or LDL) throw a foam disc to tag the other players (the parts of the blood).

On a signal from the teacher, players begin flowing through the blood vessels (running, hopping or using any locomotor selected by the teacher) moving from end-to-end of the gym. When students flowing about the gym are tagged by a “bad cholesterol dude” (LDL), they turn into cholesterol which begins to build up in the blood vessel and restricts the flow of players moving back and forth. They build up by lining up on the center gym line after being tagged. This build up continues until no more players can move through the gym.

At this point in the game (or prior to this time if the teacher wishes), add two to four foam balls to be thrown by two other players (the “Cholesterol Busters” or HDL) to unclog the vessel. One “Cholesterol Buster” stands near each end line of the gym (or wherever the teacher thinks is a fair distance from the line of cholesterol at the midline of the gym) and throws the foam ball at the line of cholesterol. Anyone hit by a foam ball becomes a “Cholesterol Buster” and gets a foam ball (up to a total of four foam balls in the game) to unclog other players from the end line. The “Cholesterol Busters” try to outdo the “bad cholesterol dudes” and free up all the cholesterol lined up at the midline of the gym.

The game continues until you feel the children understand cholesterol, LDL, HDL and how diet and exercise affect the cardiovascular system.

Evaluation/Modification:

The game can be stopped and additional information can be given to students until the teacher is satisfied the students understand the process occurring in the body during the exercise.

Grade
6

LEVEL:
INTERMEDIATE

PLANNING WITH THE PYRAMID

OBJECTIVE:

To demonstrate an understanding of nutrition by choosing food combinations that provide a healthy and balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Pyramid Pointers handout (see Grade 6 Handout Masters).

INFORMATION:

Recommendations from the Food Guide Pyramid are more realistic to students when the students have an opportunity to practice planning menus using the guidelines. Knowing that some children have little input into family meals, and some children are solely responsible for family meals, the variation of how practical this exercise is for each student will be great.

SKILLS NEEDED:

Familiarity with the Food Guide Pyramid and suggested serving sizes.

INSTRUCTIONAL STRATEGIES:

1. Review the Food Guide Pyramid food groups, foods in each group, and serving size recommendations. Review combination foods (foods that fit into two or more food groups).

2. Distribute the Pyramid Pointers handout. Note that meal planning for a day using the Food Guide Pyramid is best done when a person starts from the bottom tier and works up the pyramid. Students should practice as a group by writing suggestions for food from the bottom section of the Pyramid (Bread, Cereal, Rice, and Pasta Group) to fit into the four areas of breakfast, lunch, dinner and snacks. Write on board or discuss verbally.

3. Each student should complete the Pyramid Menu Plan with foods he/she would plan to eat tomorrow, if possible. Students are to be creative, but realistic.

Evaluation:

Students can decide which menu items from the activity they could suggest to their families to eat. The students could also be asked what food items could be eaten to balance their food choices tomorrow within the guidelines of the Food Guide Pyramid.

Resources:

Adapted from Putting the Pyramid into Practice, Seattle, Washington: Washington State Dairy Council, 1993.

Grade
6

LEVEL:
INTERMEDIATE

FOOD PYRAMID BALL

OBJECTIVE:

To learn the different food groups and apply them to exercise.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Activity area set up like an upside-down pyramid or baseball field (see Grade 6 Handout Masters); kick ball; six bases; nutritional flash cards.

INFORMATION:

Proper eating is mandatory for a sound mind and body. Through a fun-learning process, both mind and body are tested. This activity not only promotes thinking skills but also physical exercise. This activity is intended to allow students to learn about proper nutrition.

CLASS ARRANGEMENT:

Entire class divided into two teams.

SKILLS NEEDED:

Basic knowledge of food pyramid; running; kicking.

INSTRUCTIONAL STRATEGIES:

1. Divide class into two equal teams.

2. One team takes the field with one or two students in each of the six areas of the field. (Bases are set up according to the diagram on back.) Flash cards for specific areas of the food pyramid are distributed to the proper areas.

3. The other team forms a kicking order.

4. Regular kick ball rules are in effect for the pitching and kicking sequence. If kicks go out of the playing field, a foul ball is called, and a re-kick is awarded.

5. The pitcher stands in the Fats, Oils, and Sweets block and rolls the ball to the opposing player to kick.

6. If the ball is kicked in the air and caught by the opposite team, the player is out unless the player answers a question about the area of the food pyramid where the ball was caught. If the student answers correctly, he/she proceeds to first base.

7. If the student kicks a ground ball and is thrown out, the student must answer a question in the area where the out was made. If the student answers correctly, the student is not out and may remain at that base.

8. All safe plays are treated just like regular kick ball, with students advancing around the bases.

9. When a team's player crosses home plate safely, he/she must answer a question dealing with any of the food groups. If the answer is correct, a point is awarded; if the answer is incorrect, the team does not get a point.

Example Question:

Fly ball caught in the Bread, Cereal, Rice, and Pasta area: How many servings of this block is recommended daily (six to 11 servings)?

Evaluation/Modification:

The game can be played with any number of students, or any kind of information for the flash cards.

Grade
6

LEVEL:
INTERMEDIATE

FOOD RELAY

OBJECTIVE:

To learn about nutrition (particularly fat content) of everyday foods; to participate in an activity to show the relationship between fat and cardiovascular fitness.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Approximately 30 various foods (most of which are wrapped) with the fat content printed on the package (examples of foods are macaroni and cheese, granola bars, cereals, candy bars, and fruits and vegetables for which the fat content will be provided by the teacher); a stopwatch; pencils and paper.

INFORMATION:

The higher the fat intake of an individual, the more exercise needed to stay cardiovascularly fit.

INSTRUCTIONAL STRATEGIES:

In an average class of 25 students, all 25 will choose one food item from the box in the center of the gym.

Students will be divided into five groups of five students each. The students will then calculate the total number of grams of fat in their group's combined foods (pencils and paper will be used). Round off to nearest five grams.

Students will line up in teams. A predetermined distance will have been marked (50 yards); for each five grams of fat a team has, one “segment” of 50 yards will be run in relay style (two students at one end, three on the other end). Each relay team will be timed. Teams with higher fat numbers will need to run more, therefore demonstrating the need to exercise more if fat intake is higher. Also, fat content and relay times should show a correlation... longer times for completion of the relay for teams whose food selections had a higher fat content.

Students and the teacher will discuss the relationship of fat, nutrition and cardiovascular fitness in their daily lives.

Evaluation/Modification:

The teacher may have students decide which of the foods are the lowest in fat content, yet nutritionally adequate.

This activity may also be used in a lesson on sodium or other food ingredients.

Grade
6

LEVEL:
INTERMEDIATE

BALANCED MEAL HUNT

OBJECTIVE:

To understand healthy choices in food selection while improving cardiovascular fitness.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS

Thirty food cards representing food groups; 30 cones.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of food groups and nutrition information; basic locomotor skills.

INSTRUCTIONAL STRATEGIES:

This is a relay-type activity. Students are divided into six teams. Each team sits in a straight line behind a marker and faces the cones which are placed across from the students at a distance to allow running room to and from the cones.

Each team is assigned a number (from 1-6). Each team will be asked to find five food cards with the team number on it and the name of a different food group on each card.

Randomly place the 30 food cards under the 30 cones (only one card under each cone).

The object of the game is to be the first team to find all five food cards belonging to their group. When all five cards belonging to the group are found, this is considered a balanced meal. (For example: Group 4 will look for food cards with “4” on them.)

On the teacher’s signal, the first players in each team are to run to any of the cones and see what number is on the food card under the cone.

a. If the number matches their team number, the player picks up the card, replaces the cone, runs back to his/her team, and tags the next player. Once the next player is tagged, he/she goes to find another team card.

b. If the number on the card does not match their team number, the player quickly returns to his/her group and tags the next player. This player runs to another cone and follows the same procedure as above.

Players can select any of the cones in the playing area. Remind the students that as each player picks up a cone, it may have the correct card under it or another team's card. The players will have fun trying to remember which cones they have already looked under and where to search next.

This continues until all five cards for a team have been found.

Grade
6

LEVEL:
INTERMEDIATE

BREAKFAST POWER

OBJECTIVE:

To understand the importance of breakfast.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

INFORMATION:

Research studies continue to suggest that students who eat breakfast have decreased rates of absences and tardiness, increased achievement scores, and increased ability to pay attention in the late morning hours. Yet, it is estimated that less than one-fifth of the children in the United States come to school with an adequate breakfast. Middle school children should understand the responsibility of their own breakfast choices, although the cooperation of parents and other family members is important.

INSTRUCTIONAL STRATEGIES:

1. Students are to respond by a show of hands to the following:

   Who would like to get higher grades on tests?

   Who would like to be able to concentrate better in the late morning?

   Who would like to be absent or tardy less often on school days?

   Discuss the importance of breakfast for obtaining these results. Discuss components of a good breakfast, and the importance of <u>any</u> food in the morning being better than no food at all.

2. Students are to work in small groups to design breakfasts for those people who have many excuses for not eating breakfast (excuses like not appealing, do not like breakfast foods, not enough time, no food in the house except leftovers).

   When groups have come up with ideas, the groups are to share ideas with the entire class. Give awards in four categories: Most Appealing Breakfast, Best On-the-Go Breakfast, Best Non-Breakfast Foods Breakfast, Best Leftover, Make-over Breakfast.

3. Students plan one change in their own breakfast routine which would make their breakfast healthier. Students are to write the planned change on a piece of paper.

Evaluation/Modification:

Divide students into two groups for a breakfast challenge. The challenge is to determine for the next week which team can have the bigger increase in the number of team members who eat breakfast each day, or the bigger increase in the number of days each team member eats breakfast, or the quality (i.e., nutritional value) of their breakfasts.

Resources:

Adapted from Body Power! Bozeman, Montana: Montana State University Extension, 1992.

Grade
6

LEVEL:
INTERMEDIATE

CHOOSE LESS

OBJECTIVES:

To choose foods low in fat and to identify the fat content of various foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Using the Food Label handout (see Grade 6 Handout Masters); new labels from food boxes or packages; a variety of fatty and no-fat foods (suggestions: margarine, potato chips, french fries, donut, cheese, hot dog, bread, corn, baked potato, marshmallow, spaghetti, rice).

INFORMATION:

We all need some fat in the food we eat. Fat provides energy and some vitamins. There are no bad foods, but there are bad diets. We need to learn to eat high-fat foods in moderation. Many foods such as meat and cheese contain hidden fat, but are sources of important nutrients. Foods like fruits, vegetables, and most breads and cereals are very low in fat. However, we often add fat to foods when we prepare them by frying, and by adding sauces, dips and spreads. There are many reasons to limit the intake of high-fat foods. An ounce of fat contains twice as many calories as an ounce of protein or carbohydrate. Extra calories can lead to weight gain. High-fat diets are associated with heart disease and other health problems. Foods higher in fat can be part of your diet. The important point is how much of these foods you eat, and how often you eat them.

INSTRUCTIONAL STRATEGIES

1. Students are to place a variety of foods on brown paper bags for at least a minute to observe if oil appears on the paper. On the blackboard, make a list of the foods which seem low in fat after this experiment.

2. Distribute Using the Food Label handout. Students are to read the fat content information on a new food. Students are to compare several labels from different foods. Make another list (or add to the original list) of foods which are low-fat based on reading labels.

Evaluation:

Students are to determine one change they can make to moderate their own intake of fat in the next two days.

Resources:

Handout adapted from Label Facts for Healthful Eating, Washington, D.C.: National Food Processors Association, 1993.

Grade
6

LEVEL:
INTERMEDIATE

FOOD AND FINANCING

OBJECTIVE:

To understand environmental, cultural and social factors which affect food choices.

LIFE SKILL

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Several pages of supermarket advertisements for food.

INFORMATION:

One factor in the choice of food for many Americans is their family food budget. Hunger is prevalent in the United States; as many as one in five children in Montana may be hungry on a regular basis. Even for those families with a middle bracket income, the food budget becomes an important factor in many daily food choices.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into three groups. Each group is given several pages of supermarket ads and a food budget amount for a day (examples: $15, $30, and $45). Each group is to plan a daily menu (breakfast, lunch, dinner, and snacks) for a family of four using only the food budget for the day. It will be approximate!

2. After each group has devised a daily menu, compare how the different food budgets allowed families to vary the kinds of foods they could eat. Ask if the students think any of the food budget amounts for a family of four were realistic. Discuss money as one important factor in the daily food choices of many families.

EVALUATION/MODIFICATION:

Students could find out what their family food budget amount is (if known), and think of ways that cost could be reduced, if necessary.

Grade 6

LEVEL: *INTERMEDIATE*

FOOD SAFETY SENSE

OBJECTIVE:

To understand that cleanliness and proper storage of food are two ways of preventing food-borne illness.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food Safety Sense handout (see Grade 6 Handout Masters).

INFORMATION:

Food-borne illnesses are produced in food by microorganisms. The symptoms of food poisoning include cramps, nausea, vomiting and diarrhea. Food-borne illness can be prevented in many ways. Two simple but effective ways are to keep food and anything that touches food clean, and to keep foods at the proper storage temperatures.

Note: The science and home economics classes might also plan lessons on microbial contamination because of the importance of the topic.

INSTRUCTIONAL STRATEGIES:

1. Discuss with students examples of food poisoning that they know about or have heard about. What are the symptoms? Do students know any ways that are now suggested to keep food safe to eat?

2. Distribute the Food Safety Sense handout. As a class, read through the guidelines on the top. Divide students into groups of three or four and have them think of a scenario they can act out which would illustrate the guideline (or the breaking of the guideline). Each group can act out their scenario. Discuss.

EVALUATION:

Students could use the handout as a checklist for their family food storage.

RESOURCES:

Handout from The Safe Food Book, USDA: Food Safety and Inspection Service, October 1988.

Grade
6

LEVEL:
INTERMEDIATE

FOOD ADS

OBJECTIVE:

To identify the different kinds of appeal that exist in food-related advertising, and to analyze the value placed on each kind of appeal.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Food advertisements cut from magazines or newspapers (or taped from television or radio); Appeals of Advertising handout (see Grade 6 Handout Masters).

INFORMATION:

An important influence on food choices is advertising. Food manufacturers spend a lot of time, energy and money to make their advertisements appealing. Consumers should evaluate these appeals and determine how the ads will influence their own purchases. The growing interest in health and fitness has caused food advertisers to include nutritional claims in many of their ads. Some techniques used to sell products based on the product's nutritional value can be misleading. Students need to be able to sort out the messages and the appeals before they choose foods to purchase.

INSTRUCTIONAL STRATEGIES

1. Display the food advertisements (or play them if they are on tape) for all students to read and/or hear. Students are to select the ads they like. Remind the students to pick the ads they like rather than the food product they like. Discuss as a group the appeals of ads shown.

2. Distribute the Appeals of Advertising handout. Students are to list the brand names of foods that use the six appeals listed on the handout. The list can include ads that were displayed and discussed or other ads the students remember seeing or hearing. Discuss which appeals make each student want to try the food product or continue to eat it. Are there other advertising appeals which are effective (humor)? Do the funny ads always make you want to try the product?

3. Students are to think of foods which are not advertised heavily (fruits, vegetables, milk, cheese, eggs, fish, meat, bread, potatoes). Groups of three students are to make up an advertisement for these food products using one or more of the appeals listed on the handout. It can be an ad that is written or one that has a script for a television or radio ad. Students could share their ads with the class.

Evaluation/Modification:

Students can evaluate television ads at home for the amount of appeal each has, and the influence it has on family food purchases.

Resources:

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

Grade 6

LEVEL: *INTERMEDIATE*

STAYING IN BALANCE

OBJECTIVE:

To evaluate meals for the appropriate calorie level and for the number of daily servings recommended for all five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Staying in Balance handout (see Grade 6 Handout Masters); Food Guide Pyramid poster or handout (optional); labels from snack foods with the number of calories on the label (optional).

INFORMATION:

Kilocalorie needs vary with age and differ between girls and boys, men and women. Active girls between the ages of 11 and 14 need about 2200 kcal/day and boys of that age need about 2500 kcal/day. Our bodies need calories to provide energy for health and growth and to support our activity levels. If kilocalorie intake increases, activity level must also increase or a person will gain weight. If activity level increases and kilocalorie level remains the same, a person will lose weight. These statements are generally true, although there is much variation in the metabolism of each person's body. Because school-aged students are still growing, dieting is not a good idea. Rather, students can learn to adjust eating patterns (snacks, for instance) so that kilocalorie levels more nearly match activity levels, and the important nutrients from the five food groups are still consumed in foods.

SKILL NEEDED:

Familiarity with the foods which fit into the five food groups.

INSTRUCTIONAL STRATEGIES:

1. Discuss activity levels versus kilocalorie intake with students. Note especially that dieting is **not** an effective way to reduce calorie levels. Rather, choosing carefully from the foods recommended in the five food groups and consuming them in moderate amounts is a healthier approach, and more effective in the long term.

2. Distribute the Staying in Balance handout. Students are to review how many servings are suggested from each food group. Students, working in pairs or individually, are to determine how many servings of each food group Amy and Michael have eaten (see handout). Fill in the blank space on the handout for "snack" that would supply the missing food group servings.

3. Optional: If food pictures with kilocalories on them (or a list of foods which could be eaten for snacks with kilocalories given) are available, have students determine the needed kilocalories for Amy and Michael, and determine choices for snacks based on food groups and kilocalories.

EVALUATION:

Students are to identify which snack foods they could eat to better supply the necessary servings from the five food groups.

RESOURCES:

Excerpted from Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

Grade
6

LEVEL:
INTERMEDIATE

POLL YOUR PALS

OBJECTIVE:

To identify that different people need different amounts of food and different levels of nutrients.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

What Are My Eating Habits? handout (see Grade 6 Handout Masters).

INFORMATION:

Everyone needs the same nutrients, but the amount each person needs varies with each individual. Levels of activity, growth rate, body size, gender and age are factors that affect the amount of food required by each person. Certain physiological conditions, such as sickness or pregnancy, require changes in the amounts of nutrients and energy from food to assist in body repair or health. Students are often influenced in their food choices by friends' food choices and amounts, even though each body may have different food needs.

INSTRUCTIONAL STRATEGIES:

1. Discuss factors that influence how much food each person requires for health and energy.

2. Distribute the What Are My Eating Habits? handout. Each student is to list what they ate in the last 24 hours, and the approximate amount. When all students have completed the record, have them compare with one or two other people in the class. Students are to note the differences in the amount of food eaten by each person. Students are to list the factors which might account for the difference (height, build, activity level, rate of growth, gender, and any others they can determine). Discuss that even though our food choices might be influenced by our friends that, ultimately, the choice of foods and the amount we eat must be determined by each individual based on their body's needs.

EVALUATION/MODIFICATION:

Students can name other people who would have different food or nutrient needs (athletes, pregnant women, infants) and list ways food choices could vary for those people.

RESOURCES:

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

Grade
6

LEVEL:
INTERMEDIATE

ENJOYING SCHOOL LUNCH

OBJECTIVE:

To determine ways the school lunch area could be improved.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Tape recording of the normal lunch room noise level recorded without student knowledge (optional).

INFORMATION:

The noise level and general atmosphere of the lunch area are factors that affect eating behavior. In many school lunch areas, the atmosphere could be improved to be more relaxing if the noise level was lowered, student cleanliness improved, and wall decor or other decorations were inviting and pleasant. School food service personnel and school administrators might be important collaborators in this lesson.

INSTRUCTIONAL STRATEGIES:

1. Ask students what the atmosphere is like in the school lunch area in the school, and how it affects the lunches they eat (optional: play noise level tape). List any problems on the board, and have students brainstorm solutions to any atmosphere problems which exist. List the solutions on the board.

2. Ask students to volunteer for groups to start a campaign to improve the school lunch area as per the suggestions they came up with for solutions. (For example, a poster and decorations crew, a clean-up crew to gather ideas to improve student cleanliness, a rules committee to work with the school food service and the principal to discuss improvements needed, and a publicity crew to announce and explain the school lunch campaign to others in the school). Determine time lines and results wanted for the campaign.

Evaluation:

After a week for the enactment of any student ideas for lunchroom improvement, have students again determine improvements made and the impact on their lunch environment.

Resources:

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

Grade
6

LEVEL:
INTERMEDIATE

FOOD DIARY

OBJECTIVE:

To demonstrate an understanding of basic nutrition by choosing food combinations that provide a healthy and balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Healthy Choices Food Diary handout (see Grade 6 Handout Masters).

INFORMATION:

One of the best methods for analyzing our own eating habits and determining if we need to change our pattern of eating is to keep a food record or food diary. If the food diary is kept in the same format as the five food groups listed in the Food Guide Pyramid, the record becomes a useful tool to record our eating and drinking, and also to determine how well we are meeting the guidelines for the number of servings from the Food Guide Pyramid.

SKILLS NEEDED:

Familiarity with Food Guide Pyramid food groups, serving sizes, and recommended number of servings

INSTRUCTIONAL STRATEGIES:

1. Ask students how they know if they are eating nutritiously. Discuss that the Food Guide Pyramid has recommendations for how many servings of the different food groups we need each day. Briefly review food groups and servings, if necessary.

2. Distribute the Healthy Choices Food Diary handout. Tell students that one way we can check to see how we compare to the guidelines is to record everything we eat during a day. Explain to them that it is important to understand how much food is in a serving, and to write down everything they eat or drink. Also urge them to eat typically and to be honest in their records to give them a real idea of what they eat.

3. Practice using the diary by recording the foods the students ate for breakfast (and lunch, if the class is in the afternoon) in the Day 1 blocks.

EVALUATION/MODIFICATION:

Students can review the food diary and plan eating choice changes for themselves.

Students can record actual foods and serving sizes (instead of simply marking an X on the food diary) for a more accurate food record.

RESOURCES:

Adapted from Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

Grade
6

LEVEL:
INTERMEDIATE

GROWTH AND DEVELOPMENT: THE GROWTH LINE

OBJECTIVE:

To gain an understanding of how bodies change as people grow older.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Cord, clothespins (or other types of clips), different kinds of clothes such as socks, shirts, and pants.

INFORMATION:

People change as they grow older in ways other than merely physical changes. They develop more complex ways of thinking. They change the way they relate with other people. They begin to accept more responsibilities that come with age. Ask students to brainstorm ways they think they will change as they grow older. Students can focus on physical, mental, or social factors.

INSTRUCTIONAL STRATEGIES:

1. Use thick cord or clothesline and attach each end to a secure place in the classroom. You may choose to fasten the cord from one side of the front of the room to the other side. Explain to students that the cord represents a line of growth and development from infancy through the teen years and into adulthood.

2. Gather different kinds and sizes of clothing, such as socks, shirts, and pants, including jeans. Students can help you collect the clothes. Be sure to have a collection that represents people of different ages. Students may have siblings who are younger or older from whom they can borrow clothing.

3. Tell students you would like them to arrange clothing by age, and place the clothing in order by attaching the clothing to the clothesline. For example, students will attach the smallest socks, shirts, and pants on the left side of the clothesline. To the right of these

clothes, they will place the next larger sizes. The clothes should be lined up by complete outfits if possible. For example, socks, shirts, and pants to fit a five-year-old child should be together.

4. After all the clothing is placed on the clothesline, have students observe how the sizes of the different kinds of clothing change. For example, socks will be longer, sleeves will be longer, and pant legs will become longer. Students may also notice that at a certain age the size of some clothing does not change as much (e.g., hats).

5. Explain to students that as they grow older they will become larger. This represents physical changes. The changes in the size of socks show that a person's feet grow larger. As boys and girls grow, they need larger shirts with longer arms.

6. Explain that there are body parts that cannot be seen but that also grow in size as a person grows older. These body parts include the heart, lungs, kidneys, and intestines.

7. Explain that at certain ages people stop growing. Between the ages of 11 and 13, girls may be physically larger than boys the same age. Boys may have a growth spurt between ages 13 and 15 at which point the average boy is larger than girls of the same age.

Evaluation/Modification:

Have students make a book titled "Me Today, Me Tomorrow." Explain that this book is going to be a picture book that describes what one looks like today. All stories will be done through illustrations. Students should draw pictures of themselves doing things they like to do. Have students draw three to five pictures of how they think they will look as they grow older. They will draw pictures of themselves as teens and as adults. Again, have students draw pictures of what they will be doing when they are older. Each day have several students share their "Me Today, Me Tomorrow" books describing how they think they will change physically, mentally, and socially.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
6

LEVEL:
INTERMEDIATE

PUBERTY AS A PROCESS

OBJECTIVE:

To understand that development during adolescence is the result of an interplay among three fundamental forces—biological, cognitive, and social.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

According to John Hill (see RESOURCE), there are three features of adolescent development that give the period its special flavor and significance: (1) the onset of puberty, (2) the emergence of more advanced thinking abilities, and (3) the transition into new roles in society.

Aside from the fundamental changes of adolescence (biological, cognitive, social), there are four contexts that affect the development and behavior of young people (families, peer groups, schools, and the work place). The psychosocial issues and problems of adolescence include identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems. Source: Steinberg, L., Adolescence, New York: Alfred A. Knopf, 1989.

INSTRUCTIONAL STRATEGIES:

1. Students need factual information about the physical changes of puberty. Churchill Films has a number of films including:

Boy to Man	Girl to Woman
Girl Stuff	Boy Stuff
Growing Up: Body	Feelings and Behavior

2. Students need opportunities to talk and share feelings about puberty as a process. Have students interview a parent about problems the parent had when growing up. Breaking down the barriers and helping students see that their parents also experienced similar problems may be an aid to communication.

3. Students need to see the issue or concern from varying perspectives. In regard to contexts, have students discuss issues from the perspective of the four contexts. Break

into small groups and discuss concerns in groups of four. Each person would represent one context in discussion in the small group: families, peers, school, or work place.

RESOURCES:

Hill, J., Early adolescence: A framework, Journal of Early Adolescence, 3, 1983, pages 1-21.

Grade
6

LEVEL:
INTERMEDIATE

HEREDITY AND YOU

OBJECTIVE:

To become aware of how heredity affects growth and development.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Some of My Inherited Traits handout (see Grade 6 Handout Masters).

INFORMATION:

Heredity refers to the genetic transmission of traits or characteristics from parents to offspring: the color of your eyes, skin, and hair; the shape of your nose; the size and structure of your body; whether you respond quickly or slowly; whether you are placid or excitable; or whether you have a tendency to a disease. Heredity provides you with your basic capacity to learn and be healthy.

INSTRUCTIONAL STRATEGIES:

Note: Be sensitive to the feelings students may have if they are adopted or are from one-parent families.

1. Ask the students these two questions: (1) Do you ever hear people say that you look more like your mother or your father? (2) Do people ever say that you take after your mother or your father?

2. Distribute the worksheet Some of My Inherited Traits. Have the students complete the worksheet and then allow the students to share an inherited trait with the class if they wish. Discuss family traits.

RESOURCES:

Michigan Model for Comprehensive School Health Curriculum, 1986.

Grade
6

LEVEL:
INTERMEDIATE

LEARNING TO CARE

OBJECTIVE:

To provide information on caring for others through the life span.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Brown paper bag, rectangles of paper.

INFORMATION:

Caring for others is a behavior valued, encouraged, and modeled by many families, religious and cultural organizations, and civic groups.

As children continue to move out of egocentric thought (thinking only of themselves), they will have the ability to do perspective-taking. Perspective-taking will help them see the world through the eyes of others beyond themselves, including seeing opportunities for caring for one another.

We need to care for others through all stages of the life span.

INSTRUCTIONAL STRATEGIES:

1. List with students ways they currently provide care and kindness for one another as members of a family. Discuss the range of the life span and how the caring will change over time. "What are you doing now, and will you be doing that in five years? Ten years?"

2. On rectangles of paper write the name of parts of the life span, i.e., infancy, preschool, teen years, early adulthood, late adulthood. Divide into small groups, and have one student in each group select a rectangle of paper. Ask the group to list or draw ways to provide care for the part of the life span listed.

3. Ask each group to share their ideas of caring for others. Emphasize the importance of caring throughout the life span. Conclude with emotion-based questions such as: "How do you feel when you help others? Why is it important to help others? Has anyone ever helped you? How did it feel to receive help from others?"

Grade
6

LEVEL:
INTERMEDIATE

RITES OF PASSAGE

OBJECTIVE:

To become aware of rites of passage as part of how people define themselves and their families.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

INFORMATION:

Rituals help us traverse what the French anthropologist Arnold Van Gennep called "life crises," those crucial moments when we pass from one state of being to the next.

Rites of passage include the more formalized rituals such as birth rites, initiations and puberty rites, weddings, anniversaries, retirements and death ceremonies, as well as informal rituals of today such as the first day of school, a first hunt, or leaving for college. Some rites of passage are tied to religious and spiritual doctrine, while some are secular.

"As each of us enters the world, we become cultural as well as biological beings. From the moment of our birth, our minds and spirits are slowly shaped by a set of values, customs, and mythologies specific to our own time and place. Parents, co-religionists, members of our community—all present us with systems of belief intended to give our lives structure and meaning." Source: The Circle of Life.

INSTRUCTIONAL STRATEGIES:

Select a particular rite of passage such as birth. Ask students to talk with their parents about how they were welcomed as a baby into the world. Students may also bring artifacts to school for a sharing day. Such a sharing day could also include parents. Artifacts to help document their joining the family may include baby pictures, baby books, special toys passed down, china, or silver pieces.

RESOURCES:

Cohen, D., The Circle of Life: Rituals from the human family album, San Francisco: Harper Collins Publishers, 1991.

Grade
6

LEVEL:
INTERMEDIATE

HOME SAFE

OBJECTIVES:

To gain information and develop skills for caring for themselves after school until their parents return or when they are alone for short periods of time.

LIFE SKILLS:

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote personal, family and community safety as part of a healthy lifestyle.

INFORMATION:

Children who stay home alone need some basic knowledge and skills. The following can be shared with parents:

Make sure each child knows:

- **Important Names and Telephone Numbers.** Each child should know this information for home and for the parent's work place. Each child also should know the phone number of a nearby relative or neighbor and emergency numbers such as the all-purpose 911 help line available in many cities. Parents should post a list of these important numbers by the telephone.

- **When You Will Be Home.** Each child should know the parent's schedule, as well as how to tell time.

- **How to Use the Telephone.** Each child needs to know how to make a telephone call, answer a call, and write messages.

- **How to Enter and Exit the House**. Each child must be able to keep track of his or her keys and know how to lock and unlock doors easily.

- **What Appliances to Use and How to Use Them.** Each child must know what appliances at home are approved for his or her use while home alone and how to operate them safely.

- **Where to Go for Help.** Each child needs an adult who lives or works nearby who will help in case of an emergency or lost key.

When preparing each child, parents need to make directions clear and simple, explaining one thing at a time, and talking slowly. If some information seems complex or may not be needed often, write it on paper. Then, post it on the refrigerator or other place that is clearly visible.

Parents should conduct a few practice sessions to make sure their child understands the knowledge and skills he or she will need. This information should be gone over regularly—a good time for review is on Sunday before the weekly routine begins.

Instructional Strategies:

1. Write a series of "situations" that may happen after school.

2. Divide the class into groups of four and have the groups discuss solutions to the situations.

3. Cooperative learning sessions such as this will allow students to hear a variety of solutions from their peers, as well as teacher/adult input.

Evaluation/Modification:

Children in grades 4-6 may benefit from practicing using the phone for emergency situations. Role plays are helpful.

Resources:

"Project Home Safety," a national demonstration and advocacy program on behalf of children in self-care and of their families, may be reached at 1-800-252-SAFE. Many publications or resources are available at no cost. Its resources include:

- tip sheets for parents on topics such as safety and after-school activities for children at home alone; dealing with boredom, loneliness, and fear; healthful snacks; and books on self-care for children and parents;

- fact sheets on issues involved in developing and operating supervised child-care programs for school-age children;

- information on ways volunteers can help improve child-care options for school-age children and their parents;

- a library of program manuals, audiovisual materials, books, and other resources related to self-care and school-age child care; and

- a computerized data base of several hundred titles that can be searched for a variety of topics.

Todd, C. M., Albrecht, K. M., & Coleman, M. (1990). School-age child care: A continuum of options. Journal of Home Economics, 82(1), pages 46-52.

Grade
6

LEVEL:
INTERMEDIATE

IT'S IN THE BAG!

OBJECTIVE:

To provide opportunity for self-expression and disclosure.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One brown lunch bag for each student.

INFORMATION:

Each student has positive assets that help them feel good about themselves. Providing opportunity for students to share what they are all about is an important key to class communication.

CLASS ARRANGEMENT:

Small groups.

INSTRUCTIONAL STRATEGIES:

1. Give each student in your class a bag. Student is to write his/her name on the bag.

2. Explain that the activity will focus on the expression of oneself (how each student sees themself). Each student is to bring the paper bag back the next day filled with five objects/items that tell something about the student.

3. The next day, put students in groups of six. Have them casually show each other the items in the bag. Have them explain how each item relates to who they are.

EVALUATION/MODIFICATION:

An addition or modification would be to have each student write a list of five personality descriptors of themselves. Collect all papers and randomly read them. See if the class can guess which student is being described.

Grade
6

LEVEL:
INTERMEDIATE

WHAT'S IN A SONG?

OBJECTIVE:

To be aware of positive health messages in music.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Cassette or CD player; each student will need scissors, cardboard, foil, markers or ball-point pen, tape.

INFORMATION:

Music makes an impact on all of us. Music can evoke feelings, provoke communication, create attitudes, and make positive and negative statements. We need to promote our personal well-ness by receiving positive, healthful messages every day!

Discuss the importance of listening to music that will reinforce positive living and healthy, responsible relationships. When listening to songs, we subconsciously memorize the lyrics, thereby memorizing messages that can promote health! Why is it important to listen to music that has a healthy message?

CLASS ARRANGEMENT:

Individual student.

INSTRUCTIONAL STRATEGIES:

1. Play a contemporary song using a cassette or CD. The song should reflect a positive message.

2. Discuss role of music and healthy messages. Ask students what the message was of the song just played. What kind of feelings were evoked by the song?

3. Students are to identify a favorite song(s) of their own. Have them write several lines from that song which give positive healthy messages.

4. Give each student foil, cardboard and scissors. Have them construct a "record" or a "CD" with these materials. Have them etch the words (i.e., the message from their song) into the foil.

5. Create a bulletin board "What's in a Song" to display the students' CDs or records.

Evaluation/Modification:

Some suggestions for this activity are:

1. Ask several students to bring in some contemporary music a few days before to help you set up the activity.

2. A strip of construction paper or index card can be used for wording the song's message if writing on the foil doesn't work.

3. Cooperation with the music teacher may produce a "medley" of positive messages. (Medley with an attitude.)

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Grade
6

LEVEL:
INTERMEDIATE

LEVELS OF PEER PRESSURE

OBJECTIVE:

To acknowledge peer pressure in relation to smoking.

LIFE SKILLS:

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Blackboard or overhead, examples of peer pressure.

INFORMATION:

There are three levels of peer pressure:

1. low—a simple, friendly offer of a cigarette (for example, “Have a smoke?” or “Like a cigarette?”).

2. medium—more pressure that may include teasing and coaxing (for example, “Are you chicken?” or “Scared to try it?”).

3. high—heavy pressure includes put downs and may escalate to threats (for example, “I thought you were my friend” or “Come on, I said just do it!”).

CLASS ARRANGEMENT:

Circle of students.

INSTRUCTIONAL STRATEGIES:

1. Ask students what they think peer pressure is. Elicit responses.

2. Review the three levels of peer pressure with the students, using the blackboard or overhead.

3. Read examples (see list below) of peer pressure to class. The class is to determine whether the examples are of low, medium, or high peer pressure.

4. Ask the students in which of the examples would saying "no" be the easiest thing to do? Most difficult to do?

Evaluation/Modification:

Teach levels on a continuum from low to high. Ask students how they would respond to the example situations. Role playing their responses to each example can also be done.

Resources:

Michigan Model for Comprehensive School Health Curriculum, 1986.

Peer Pressure Situation Examples. The student is to determine whether the situation is low, medium or high peer pressure.

1. You are with a friend. Your older brother or sister walks up to you and says "Want a cigarette?"

   __LOW __MEDIUM __HIGH

2. You are walking across the school grounds. Three students you know approach you and offer you a cigarette. You say "No, thanks." They say, "What's the matter? You chicken?"

   __LOW __MEDIUM __HIGH

3. You are in the school bathroom. Another student says "Here, have a cigarette." You say "No." They say "You can't be in this john unless you smoke, everybody's smoking."

   __LOW __MEDIUM __HIGH

4. You are at a basketball game. Another student offers you a cigarette and says "Want a smoke?"

   __LOW __MEDIUM __HIGH

5. You are at school talking with a friend. Two other students walk up and say "We're going to step outside for a smoke. Want to join us?"

   __LOW __MEDIUM __HIGH

Grade
6

LEVEL:
INTERMEDIATE

THE SKIN: YOUR FIRST LINE OF PROTECTION FROM INFECTIONS

OBJECTIVE:

To describe how a break in the skin acts as an entry point for infections.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two clear plastic glasses, plastic wrap, food coloring (any color that will show well), water.

INFORMATION:

One way for bacteria and viruses to enter your body is through an opening in the skin. Your skin is a very protective, strong organ which acts as the first line of defense for your immune system. A break in the skin may not be visible to the naked eye, yet it can serve as a route for infection to get into the body's blood stream. The Human Immunodeficiency Virus (HIV) can enter the body by the following routes:

1. intravenous—direct injection into the blood stream,
2. mucous membrane—getting into the eyes or mouth, and
3. open wound—a cut or break in the skin.

It is important to eliminate the exposure of other person's blood or potentially infectious body fluids to openings in our skin or mucous membranes.

CLASS ARRANGEMENT:

Demonstration.

Skills Needed:

A basic understanding of:
—what HIV is,
—body fluids that have transmitted HIV, and
—ways HIV can be transmitted from one person to another.

Instructional Strategies:

1. Fill both glasses halfway with water. Cover the top of each glass with plastic wrap. The water in the cup represents blood, the glass represents a blood vessel holding the blood and the plastic wrap represents the skin.

2. Make a small slit in the plastic wrap on one of the glasses. Show the class the food coloring. The food coloring represents the bacteria or virus. Drop a few drops of food coloring on each of the plastic wrap tops. (The one with the small slit in it will allow the food coloring to drop into the water; the intact plastic wrap will not allow the food coloring to enter the glass and get into the water. This is analogous to intact skin preventing bacteria and viruses from entering blood vessels and infecting the blood.) Ask the class what happened to the water inside of each glass? Why did or didn't the water change color? Explain the analogy to the class.

3. Swirl the glass in which the food coloring got into the water until the color is spread throughout the water. Ask the students for their ideas about how to remove the food coloring from the water. Explain that it may or may not be possible to remove the infection from the bloodstream. In the case of HIV infection, there is no known way to remove it... the virus and the infection will remain for the rest of the infected person's life.

Evaluation/Modification:

See grades 4 and 5 lessons for other HIV-related activities.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies.* Blacklick: Meeks Heit Publishing Company, Inc.

Grade
6

LEVEL:
INTERMEDIATE

DID YOU KNOW?

OBJECTIVE:

To become aware of the incidence of HIV infection in the United States.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Colored index cards for half of the class; white index cards for the other half of the class; 12 index cards of any color marked with an "X."

INFORMATION:

By January 1993, more than 600,000 AIDS cases had been reported to the World Health Organization (WHO), but WHO estimates that as of mid-1993 there have been more than 2.5 million cases of AIDS worldwide The difference in these numbers is due to under-diagnosis, under-reporting and delays in reporting. By July 1993, the Centers for Disease Control and Prevention (CDC), a special section of the U.S. Public Health Service, reported more than 300,000 cases of AIDS in the U.S. It is estimated that there are 1-1.5 million HIV-positive persons in the United States.

INSTRUCTIONAL STRATEGIES:

1. Give each student an index card (either a colored or a white index card). Do not tell them why you are giving them the cards. Randomly distribute the additional 12 index cards marked with an "X." The students receiving the marked cards will now have two cards. Do not discuss the what or the why of what you are doing.

2. Become occupied with some task (any task will do) that will consume three minutes of class time. At the end of the three minutes, tell the class you are going to make them aware of statistics regarding the incidence of infection with HIV and other STDs (Sexually Transmitted Diseases).

3. Ask those students who are holding an index card with an "X" on it to stand. Tell the class that in the three minutes that have just passed, this many people (12) in the world have

become infected with HIV (one person every 15 seconds around the world). (Source: AIDS Reader, VIII International Conference on AIDS, July 19-24, 1992).

4. Ask those students who are holding a colored index card to stand. Ask the class what percentage of the whole class is standing? (50 percent) This is a significant number of people; it represents the nearly one-half of this country's youth who will contract an STD by the time they are 25 years old. (Note: Emphasize to students that this does not mean one-half of this class or the students with the cards; they are only representing a statistic.)

EVALUATION/MODIFICATION:

With other statistics regarding HIV and STDs in the state, nation or world, have the students create bar graphs to depict incidence.

Current state, national and world AIDS cases and other STD statistics are available from local and state public health departments. The Office of Public Instruction also distributes a quarterly newsletter to all schools that contains state and national statistics on AIDS.

RESOURCES:

Meeks, L., and Heit, P., Education for Sexuality and HIV/AIDS. Blacklick, Ohio: Meeks Heit Publishing Company, 1993.

World Health Organization (WHO), New York, 1993.

Centers for Disease Control and Prevention (CDC), Atlanta, GA, 1993.

Grade
6

LEVEL:
INTERMEDIATE

DEAR SAM

OBJECTIVE:
To determine an appropriate response to HIV/AIDS questions.

LIFE SKILL:
To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
"Dear Sam" letter for each student (see below); paper and pencil for each student.

INFORMATION:
Review how HIV effects T-Cells and HIV stages of infection (grade 5) and how HIV can enter the body (grade 6).

CLASS ARRANGEMENT:
Individual student desks.

SKILLS NEEDED:
Knowledge of how HIV affects T-Cells, stages of HIV infection, and how HIV can enter the body.

INSTRUCTIONAL STRATEGIES:

1. Distribute "Dear Sam" letter to each student.

2. The student will decide how the letter writer (named "Concerned") should be answered, and compose a response to Concerned's letter.

Evaluation/Modification:

Different letters might be given to groups of four to five students. As a group, they would compose a reply.

Sample letter from a concerned person:

Dear Sam,

What is HIV? Does HIV mean the same as AIDS? What does it mean when someone is asymptomatic? How does HIV get into someone's blood?

Sincerely,

Concerned

Grade
6

LEVEL:
INTERMEDIATE

CAN YOU GUESS WHO?

OBJECTIVE:

To describe why it is not possible to identify a person who is infected with HIV by just looking at that person.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper and pencil for each student, magazine photos of different persons, large construction paper, tape.

INFORMATION:

There are three stages of HIV infection. The first stage of HIV infection is called asymptomatic HIV infection. The individual is HIV positive, but shows no symptoms of ill health. The person feels healthy and is perceived to be healthy by others, yet is capable of infecting others who engage in HIV risk behaviors with the infected person.

The second stage is symptomatic HIV infection. The symptoms that accompany this stage include fatigue, night sweats, diarrhea, loss of weight, swollen glands in the throat, armpits, and groin and thrush (an infection in the mouth). These symptoms may be more advanced in some persons and less noticeable in other persons. The symptomatic HIV-infected person is capable of infecting others who engage in HIV risk behaviors with the infected person.

The third stage of HIV infection is AIDS. This stage is reached when a physician uses the results of special lab tests and the presence of specific infections associated with a depleted immune system to diagnose the person as a person with AIDS. This is also known as the end stage of HIV infection since there is no known cure. People diagnosed as having AIDS generally die within a few years. A person with AIDS is capable of infecting others who engage in HIV risk behaviors with the infected person.

Class Arrangement:

Work as individuals or in groups.

Skills Needed:

Knowledge of HIV risk behaviors; follow-up to "Pyramid of HIV Infection" (Grade 5); also see other HIV-related lessons for Grade 6.

Instructional Strategies:

1. Cut out 10 to 12 photos of a variety of healthy looking individuals from magazines. In your selection include males, females, people of different ages, different races and different cultures.

2. Number each picture 1 to 12 and tape the pictures about the room.

3. Have the students number 1 to 12 on their paper. The students move about the room looking at each of the pictures of the individuals. Each student is to write next to the number on their sheet that corresponds to each numbered picture whether they think the person in the picture is HIV positive, HIV negative or has an unknown HIV status. Have the student write "positive" or "negative" or "don't know" for each picture.

4. After students are finished, tally the results for each of the pictures. Summarize the findings. For the "positive" findings, ask the students what characteristics of the individuals in the pictures made them decide the person was HIV positive. (Some students may have already observed the difficulty in determining HIV status based on appearance.)

Evaluation/Modification:

Along with the regular pictures, use pictures from magazines of HIV positive individuals who appear healthy, if such pictures can be found. After the students have written down which pictures they think are of persons who are HIV positive and the point is made about the difficulty in determining HIV status based on appearance, indicate which of the pictured persons, although healthy looking, are infected with HIV (i.e., are HIV positive).

Grade 6

LEVEL: *INTERMEDIATE*

WHAT'S MY DISEASE?

OBJECTIVE:

To associate diseases with specific microorganisms.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or library.

EQUIPMENT/MATERIALS:

One "What's My Disease" worksheet per student (see Grade 6 Handout Masters); access to library or resource materials; paper and pencil for each student.

INFORMATION:

Microorganisms are living things that can be seen only through a microscope. Some microorganisms cause disease while others do not. Microorganisms can cause infectious diseases that can be transmitted (i.e., the disease is communicable) to other people. Microorganisms include viruses, bacteria, protozoa, fungi and parasitic worms.

CLASSS ARRANGEMENT:

Individual student work, class activity.

SKILLS NEEDED:

Use of the library, resource materials.

INSTRUCTIONAL STRATEGIES:

1. Discuss the term "microorganism" (its meaning, the various types, and examples of illnesses caused).

2. Give each student a copy of the worksheet titled "What's My Disease?". Each student is to complete parts A and B of the worksheet. (This may take the entire class period.)

3. After the students have completed parts A and B of the worksheet, give each student a piece of paper and a pencil. Have the students number the paper from one to whatever number corresponds to the number of students in class.

4. Each student is to describe one of the diseases researched. When a student describes the disease, he/she is to share facts about the disease, not give the name of the disease. As facts are read one at a time, the other students are to guess the disease being described. If no one can guess the disease, the student may be asked three questions about the disease he/she is describing to see if a little more information will help name the disease.

EVALUATION/MODIFICATION:

"What's My Disease?" can be played in smaller groups. Rules can be modified to reward students for correctly naming a disease.

Grade
6

LEVEL:
INTERMEDIATE

IT COLORS YOUR OUTLOOK

OBJECTIVE:

To understand the holistic effects of alcohol on health and well-being.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

How Alcohol Affects Well-Being handout/overhead; red food coloring, blue food coloring, two jars (with lids) of water.

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Review definitions of health with students—**Health** is the sum of your physical, mental, and social well-being; **Physical health** is the condition of your body; **Mental health** is the condition of your mind and the ways in which you express feelings and make decisions; and **Social health** is the quality of your relationships with others.

2. Explain that to be healthy, a person must choose healthful behaviors and avoid risk behaviors. **Healthful behaviors** are actions that promote health and well-being for you and others. **Risk behaviors** are actions that might be harmful to you and others.

3. Explain that all behavior affects us in many ways. **Whole-person health**, or **holistic health**, states that any single behavior affects our total health and well-being. Use the following demonstration to illustrate this concept:

   Show the students a container of red food coloring and a container of blue food coloring. Explain that red food coloring represents healthful behaviors and blue food coloring represents risk behaviors. To one jar of water add a drop of red food coloring. Mention that this drop represents a health behavior such as exercising every day. Shake the jar.

4. Ask students what they observe. They will mention that the red has spread and affected the entire jar of water. Explain that a healthful behavior has a total effect also. (Give examples: daily exercise reduces stress, helps control weight, and can be done with a friend.)

5. Repeat this demonstration by putting a drop of blue food coloring in the remaining jar of water. The blue food coloring represents a risk behavior such as drinking alcohol. Show students the handout How Alcohol Affects Well-Being. Review the effects that drinking alcohol has on health and well-being.

Evaluation:

Have students make a picture to illustrate how alcohol affects well-being using at least five facts from the How Alcohol Affects Well-Being handout.

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Grade
6

LEVEL:
INTERMEDIATE

DRUG-FREE CALENDAR

OBJECTIVE:

To evaluate the benefits of being drug free.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Rolls of white sheet paper, rulers, stapler, markers, paints, sample calendar, scissors.

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into groups. Show the class a sample calendar. Explain to the class that each group is going to design a calendar that illustrates the benefits of being drug free. Each group is to design a layout for the calendar. The layout is to include space for an illustration, a caption for the illustration, the name of the month, the days of the week, and the dates. Students can use the rulers to measure the sheets for each month and to design the layout.

2. The illustration or cartoon for each month must illustrate and/or address the benefits of being drug free. For example, the layout for January might include an illustration of a snow-covered mountain. The caption might be, “A mountain climber takes one step at a time to reach his/her goal. Being drug free allows the mountain climber to head in the right direction.” The layout for February might include an illustration of a female athlete jumping a hurdle. The caption might be, “It is easier to jump the hurdles in life when a person is drug free.”

3. After each group has completed a drawing for each of the 12 months in a calendar year, the stapler can be used to staple the copy together to make the calendar.

4. Ask teachers in other classrooms in your building if they would be interested in having one of the groups bring a calendar to their classroom to share with their students. This sharing session might be done with students at younger grade levels. The group would share the

illustrations and captions for each of the 12 months. Then the group would give the calendar to the students to display in their classroom.

Evaluation/Modification:

Have students write letters to the students in the classrooms that were used for the sharing sessions. Each student is to write a letter providing reasons why (s)he is committed to being drug free. At least five reasons should be given.

Resources:

Meeks, L., Heit, P., and Page, R., Totally Awesome Teaching Strategies for Drugs, Alcohol and Tobacco, Blacklick, Ohio: Meeks Heit Publishing Company, 1994.

Grade
6

LEVEL:
Intermediate

To Smoke or Not to Smoke

Objective:

To compare students' perceptions of tobacco prevalence rates and to identify reasons why people choose/not choose to smoke.

Life Skills:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

Teaching Facility:

Classroom.

Equipment/Materials:

"To Smoke or Not to Smoke" (see Grade 6 Handout Masters; one per student), lined paper, envelopes.

Information:

Everyone has a personal bias concerning who smokes, who doesn't smoke, why people smoke and who actually smokes. This exercise will help clarify students' perceptions and provide information concerning the population that smokes.

Instructional Strategies:

Ask the students if they know anyone in junior high school who smokes. Inform them that they are going to perform an activity that will allow them to see what extent they believe tobacco is used in junior high. Have all students stand. Then state, "All those who believe that more than 10 percent of those in junior high school smoke may remain standing. All others sit down." Repeat for 20 percent, 30 percent, etc., until all are sitting. Inform the students that one way to get an accurate measure of the real smoking rates is to perform a survey. Have each student write a brief cover letter of what he/she is attempting to find and attach it to the Tobacco Survey. Have students place the cover letter and survey in an envelope. Contact a junior high school teacher, inform him/her of your class activity and solicit their assistance in having their junior high school students respond to the surveys. Distribute a copy of the completed surveys to each member of the class and as a class discuss the responses received. In particular, discuss the prevalence rates and

compare the results to the class perceptions. Also discuss the reasons that junior high school students chose to smoke or not to smoke. Discuss how incorrect perceptions can cause us to make decisions that we otherwise would not have made.

RESOURCES:

Davis County Health Department, Utah, 1993.

Grade
6

LEVEL:
INTERMEDIATE

MY HEALTH SURVEY

OBJECTIVE:

To expose the student to a personal health survey.

LIFE SKILL:

To promote personal safety, proper nutrition, physical activity, good mental health and disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One Personal Health Survey for each student (see Grade 6 Handout Masters).

INFORMATION:

Health-Risk Appraisals (HRAs) are becoming more and more popular as a tool for measuring an individual's awareness of his/her personal health habits. HRAs also give each person ideas on how to adopt a healthier lifestyle.

CLASS ARRANGEMENT:

Individual student assessments and class discussion.

SKILLS NEEDED:

Reading, writing.

INSTRUCTIONAL STRATEGIES:

1. Give each student a personal health survey. Each student is to mark an "X" on the line preceding each statement if the statement is true most of the time.

2. Subtotal each section. Add the subtotals for a total score (use the bottom right-hand section of the survey sheet to add the total score).

3. As a class, discuss the implication for each of the statements.

Evaluation/Modification:

It would be fun and interesting to give the students this personal health survey twice (for example, at the beginning of the year and again before school is out). The results can be used to encourage personal health behavior changes over time.

Resources:

Nebraska Department of Education, Comprehensive Health Education Curriculum Guide, 1993.

Grade 6

LEVEL: *INTERMEDIATE*

CORONARY BLOCKAGE

OBJECTIVE:

To describe how a blocked coronary artery results in a heart attack.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Overhead pen; overhead or poster of causes of death (see Grade 6 Handout Masters); glass of water, juice or punch for each student; one straw per student; one piece of gum per student.

INFORMATION:

Heart disease is the leading cause of death in the United States. There are many risk factors for heart disease. Some risk factors cannot be changed (e.g., heredity, gender and age). Some risk factors for developing heart disease can be changed. Among those are cigarette smoking, high blood pressure and blood cholesterol level. Other contributing factors are physical inactivity, obesity, stress and diabetes.

CLASS ARRANGEMENT:

Individual experiment or class demonstration/discussion.

INSTRUCTIONAL STRATEGIES:

1. Show the class the overhead or poster of the leading causes of death in the United States. Note that heart disease is the leading cause of death in the United States and has been for over 50 years.

2. A heart attack occurs when a coronary (heart) artery becomes blocked. When this happens, the heart muscle cannot receive blood. This may cause part of the heart muscle to atrophy (die). A heart attack can be fatal. [Using a diagram (see Grade 6 Handout Masters) of the heart and its arteries and veins arteries, simulate blockage in a coronary artery by marking it with an overhead pen.)]

3. To demonstrate what happens during a heart attack, have the students drink water, juice or punch through the straw. The water represents blood, while the straw represents a coronary artery. As they drink, they'll notice how easily the "blood" flows through the straw.

4. Have the students soften a piece of gum by chewing it. Place the gum at the bottom of the glass of water, juice or punch. Have the student stick the straw into the gum. The student then tries to sip the water through the straw. Little or no water will go through the straw. The gum serves as a blockage in the artery so no blood can flow through.

5. Have students describe why a heart muscle can die based on what they observed.

Evaluation/Modification:

A demonstration by just one student can shorten this activity.

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Grade
6

LEVEL:
INTERMEDIATE

CAUSES OF DEATH - MONTANA

OBJECTIVE:
To become aware of the causes of death in the state of Montana.

LIFE SKILL:
To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:
Classroom.

EQUIPMENT/MATERIALS:
Graph paper and pencils for each student; statistics on board or overhead (see back).

CLASS ARRANGEMENT:
Individual desk work, class discussion.

SKILLS NEEDED:
Ability to construct a bar graph.

INSTRUCTIONAL STRATEGIES:

1. Using the Montana statistics for the leading causes of death (see Grade 6 Handout Masters), have the students construct several bar graphs. Example: A graph depicting the cause of death on the x-axis and the percent of total deaths on the y-axis. As a cross-curriculum activity, have the students construct this same graph but put the number (rather than percent) of deaths on the y-axis. This will make the students calculate what each percentage is of the total number of deaths.

2. Discuss the risk factors for each of the ten leading causes of death.

3. Discuss how habits and risk factors are developed at an early age. Ask what each student can do to adopt healthy behaviors now?

Evaluation/Modification:

These statistics would need updating from year to year. The state or local health department should be able to provide current statistics. Have students write a letter to the county or state health department requesting the most current statistics on the leading causes of deaths. Discuss any changes.

The leading causes of death can be obtained for specific age groups. This lesson can be done for any age group, perhaps even an age group that includes the students' ages.

Resources:

Montana Department of Health and Environmental Sciences, Vital Records and Statistics Bureau, Cogswell Building, Helena, Montana 59620.

Grade
6

LEVEL:
INTERMEDIATE

COAT OF ARMS

OBJECTIVE:

To appreciate and respect oneself and others.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Poster board, scissors, markers, old magazines and newspapers.

INFORMATION:

This exercise helps each student realize the uniqueness of self, which is an important component to a positive self- image.

INSTRUCTIONAL STRATEGIES:

1. Explain to the class what a coat of arms is (see Grade 6 Handout Masters).

2. Each student will create their own coat of arms by drawing or gathering pictures to describe who they are. Each coat of arms should emphasize the positive aspects and strengths of each person. Examples of drawings or pictures could include people who are important to you, locations that are significant to you, activities with which you are associated or enjoy, ambitions or skills you have, etc.

3. When the students have completed their coat of arms, have each student present and explain their coat of arms. Possible discussion questions are: In what ways are the coats of arms most alike? How are they most different?

4. Display the coats-of-arms around the classroom.

Evaluation/Modification:

This exercise is very good at the beginning of the school year for the purpose of allowing the students to get to know each other better. It is important to stress respect of each person and their coat of arms. It is not how artistic a coat of arms is that is important, but the unique meaning behind each one.

Resources:

Adler, R. B. and Towne, N., Looking out, Looking in, Fort Worth: Holt, Rinehart and Winston, 1990.

Grade
6

LEVEL:
INTERMEDIATE

COOPERATION

OBJECTIVE:

To understand the effects of cooperation on relationships with friends and family.

LIFE SKILL:

To promote good mental health, including family and community health, as part of a healthy lifestyle.

TEACHING FACILITY:

Any area free of chairs, desks, equipment or other obstructions.

EQUIPMENT/MATERIALS:

A rope at least 60 feet in length; three volleyball standards or other supports to which the rope can be tied to form a triangular area.

INFORMATION:

Intra-group competition (i.e., competition within a group) has been shown to be counter productive when compared to inter-group competition (i.e., competition between two or more groups). People learn competitive instincts at an early age and tend to remain competitive in all facets of life; overindulgence in competition can be detrimental.

INSTRUCTIONAL STRATEGIES:

1. Set up an "electric fence" by tying a rope between the standards. The triangular area enclosed by the rope should form an equilateral triangle approximately 20 feet on each side. The rope should be approximately three to four feet above the floor (adjust this height as deemed necessary by the instructor). The rope should be tied loosely enough so if a person fell on it, the rope would not cause any harm to anyone and it would fall to the ground. It is not meant to support any weight.

2. Separate the class into groups of about eight. Have a group of students stand inside the "electric fence."

3. The object is to get the entire group over the fence without touching the rope or standards, or without knocking the rope down. (It's electric; if it is touched, the entire group has to start over.) There is no time limit.

Discussion: Emphasize how people within a group help each other to benefit the group, and to try to accomplish something more or better than people outside that group had accomplished.

Discuss whether some people within a group got competitive and, if so, did that intra-group competition help or hinder the process of achieving the group objective? What happens when two friends who are doing a project together get too competitive with each other? (They usually argue, fight, not listen to each other.)

Discuss how the teams had to compensate for individual weaknesses and everyone had to try to work together to solve their joint problem. In any classroom endeavor, reward cooperation!!

Evaluation/Modification:

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss helping behavior rather then competitiveness. Any team sport is a good analogy for using cooperation. This can also be discussed in terms of getting along within a family. This exercise can also be used to explain the importance of listening and communicating.

Resource:

The New Games Book

Grade

6

Handout Masters

Some of My Inherited Traits

Student Name:_____

Directions: The traits that you inherited from your parents make you one-of-a-kind. Below is a list of possible traits that you could have inherited. Put a mark (x) in front of each trait that you have inherited.

____ straight hair

____ curly hair

____ brown eyes

____ blue eyes

____ hazel eyes

____ near-sighted

____ far-sighted

____ left-handed

____ freckles

____ dimples

____ pointed nose

____ round nose

____ cowlick

* * * * *

Here are some other inherited traits. Do you have any of these?

____ hairs growing on the second segment of your fingers

____ your little finger is slightly bent when you place your hand flat on a table with palms down

____ when you fold your hands together, the right thumb is on top

____ your hair grows to a peak in the middle of your forehead

____ you have a gap between your two front teeth

____ you can roll your tongue into a cylinder shape

____ your ears stick out, rather than lie flat to your head

What's My Disease?

Student Name: _____

A. List one disease caused by each of these microorganisms.

Microorganism	Disease
1. Viruses	1.
2. Bacteria	2.
3. Protozoa	3.
4. Fungi	4.
5. Parasitic Worms	5.

B. Select one of the diseases from your list for further research. Find a book, encyclopedia, or pamphlet about this disease. List at least ten facts about this disease.

Name of disease _____

Facts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

How Alcohol Affects Well-Being

MENTAL AND EMOTIONAL WELL-BEING:

- Decreases learning and performance in school.
- Intensifies moods and feelings.
- Interferes with responsible decision making.
- Causes various brain disorders including organic mental disorder.
- Intensifies stress.

FAMILY AND RELATIONSHIP SKILLS:

- Interferes with effective communication.
- Intensifies arguments.
- Increases the likelihood of violence.
- Causes Fetal Alcohol Syndrome (FAS).
- Creates co-dependence.

GROWTH AND DEVELOPMENT:

- Destroys brain cells.
- Decreases performance of motor skills.
- Lowers body temperature.
- Dulls the body senses.
- Increases heart beat rate and resting blood pressure.

NUTRITION:

- Interferes with healthful appetite.
- Interferes with vitamin absorption.
- Causes niacin deficiency.
- Causes thiamine deficiency.

PERSONAL FITNESS:

- Decreases athletic performance.
- Interferes with coordination.
- Increases likelihood of sports injuries.

SUBSTANCE USE AND ABUSE:

- Depresses the brain and respiration center.
- Causes physical and psychological dependency.
- Causes dizziness when combined with tranquilizers.
- Can cause coma and/or death when combined with narcotics.

DISEASES AND DISORDERS:

- Causes cirrhosis of the liver.
- Causes heart disease.
- Increases the risk of cancers of the mouth, esophagus, larynx, and pharynx when combined with cigarette smoking.
- Increases the risk of kidney failure.

CONSUMER HEALTH:

- Is an expensive habit to maintain.
- Is taxed heavily in some states.

SAFETY AND INJURY PREVENTION:

- Is linked to most violent crimes.
- Is linked to most suicides and suicide attempts.
- Increases the risk of being injured, drowning, or falling.
- Is linked to many fires.

COMMUNITY AND ENVIRONMENT:

- Is costly due to increased need for treatment centers and law enforcement.
- Is linked to many missed days of work.
- Contributes to environmental pollution.

—OVER—

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Meeks, L., Heit, P., & Page, R. (1994) *Drugs, Alcohol, and Tobacco: Totally Awesome Teaching Strategies.* ™ Blacklick: Meeks Heit Publishing Company, Inc.

Leading Causes of Death in the U.S.
(1992)

1. *Heart Disease*
2. *Cancer*
3. *Stroke*
4. *Accidents*
5. *Chronic Obstructive Pulmonary Disease (COPD)*
6. *Pneumonia and Influenza*
7. *Diabetes*
8. *Suicide*
9. *Chronic Liver Disease and Cirrhosis*
10. *Atherosclerosis*

Grade
7

LEVEL:
SECONDARY

FITNAMES I

OBJECTIVE:

To demonstrate an understanding of the health-related fitness concepts concerning cardiorespiratory (heart/lung) endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Physical fitness is attained through the process of conditioning the body to perform at a higher level of efficiency than would be possible without training. Training, conditioning or exercise may be expected to affect specific aspects of physical fitness; that is, one or more of the five components of physical fitness.

The five basic components of fitness are: (1) cardiovascular endurance, (2) muscular endurance, (3) strength, (4) flexibility, and (5) body composition.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Introduce the following health-related fitness concepts and have students participate in the following activities:

1. Cardiovascular Endurance. This refers to the ability of the heart, lungs and blood vessels to supply the muscles with oxygen and remove the waste products. It is the primary factor in overall fitness and affects the ability to engage in reasonably vigorous physical activity over an extended period of time before fatigue sets in.

   Activity A: Name some activities that require good cardiovascular endurance (any activity that makes you breathe hard or "puff"). Examples: basketball, cross-country skiing, running, swimming, brisk walking, skating, jogging, water polo, vigorous team games, skipping, or cycling.

Activity B: Designate two lines on an exercise or play area about 20-30 feet apart. Have students jump (with both feet together) sideways between the two lines for as long as possible (one minute should be a minimum).

Evaluation/Modification:

Did the activity affect your cardiovascular endurance? Yes _____ No _____

What were the effects? What do these effects tell you about your cardiovascular endurance?

Grade
7

LEVEL:
SECONDARY

FITNAMES II

OBJECTIVE:

To demonstrate an understanding of the health-related fitness concepts relating to muscular endurance and strength.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Muscular and skeletal systems. Regular, vigorous activity increases muscle size, strength and power, and develops endurance for sustaining work. The greatest increase in muscle growth is brought about by those activities that make the muscle work to full capacity. The body's muscular and skeletal systems are responsible for movement. The condition of these systems depends in large part on regular activity; conversely, muscular strength, stamina, and efficiency determine the effectiveness of activity.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Introduce the following muscular endurance concepts and activities.

1. Muscular Endurance. Refers to the ability of specific muscles or muscle groups to work (or contract many times without fatigue). The length of time (or number of repetitive movements) the muscles work determines muscular endurance.

   - Activities:
     Name some activities that require muscular endurance. Examples: sit-ups, arm curls, wrestling, push-ups, skiing, running.

     Lie on back, knees bent at 45°, feet flat on the floor. Cross arms, with hands on shoulders. Raise shoulder to one-half sit-up position and hold that position for 30 seconds.

2. Muscular Strength. Refers to the maximum force a muscle or muscle group can apply in one contraction. Greater strength will make skiing, biking, hiking, etc., much easier.

- Activities:
  Name some activities that require strength. Examples: bent arm hang, rope climbing, weightlifting, max bench press, gymnastics.

  a. Superman push-ups: Place hands shoulder-width on floor rather than normal push-up position. Perform one correct push-up (body straight).

  b. Ballet leg: Stand sideways to wall. Raise outer leg forward (keep straight, raise to 90° or as high as possible). Keeping outer leg straight, squat on one leg (do not go past 90°) and raise to standing, using leg strength only.

Evaluation/Modification:

Did the activity affect your muscular endurance? Yes ___ No ___

What happened?

What do the results tell you about your muscular endurance and strength?

Grade
7

LEVEL:
SECONDARY

FITNAMES III

OBJECTIVE:

To demonstrate an understanding of flexibility as a health-related fitness component.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Flexibility is the ability to move body joints through a full range of motion. Examples of joints are wrists, elbows, shoulder, hip, knees, and ankles. All joints do not move in the same way or degree. The degree of movement in a joint is limited by the way it is designed. Some joints pivot, such as the neck, permitting a rotating motion. Hinge joints, such as the knee, permit a back and forth motion, while the hip and shoulders have a ball and socket design, allowing for movement in many different directions.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Introduce the following flexibility concepts and have students participate in activities as suggested.

1. Flexibility. Refers to the range of movement possible at a joint or series of joints such as the spine. Flexibility is determined by the mobility of the muscles, tendons, and ligaments controlling the specific joint.

   - Activities:
     Name some activities that require flexibility. Examples: gymnastics, wrestling, synchronized swimming, diving, jazz dance, ballet, figure skating.

     Raise the right arm, bend the elbow, and reach down across the back as far as possible. At the same time, extend the left arm down and behind the back, bend the elbow, and try to cross the fingers over those of the right hand. (Minimal flexibility would be described as the ability to touch fingers.) Repeat with the arms crossed in the opposite direction (left arm up).

Evaluation/Modification:

How did you rate?

Could you touch your fingers?

Right arm up: Yes ___ No ___
Left arm up: Yes ___ No ___

Could you cross fingers over those of the other hand?

Right arm up: Yes ___ No ___
Left arm up: Yes ___ No ___

What do the results tell you about your flexibility?

Grade
7

LEVEL:
SECONDARY

FITNAMES IV

OBJECTIVE:

To demonstrate an understanding of health-related components; specifically body composition and its effect on body shape, health, and performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Exercise helps a person to maintain a healthy body weight by using excess calories. Loss of body weight can be brought about by a reducing diet; however, weight control involves more than merely reducing caloric intake to compensate for sedentary habits and overeating. Regular physical activity takes care of some of our dietary excesses and prevents the adding of undesired adipose tissue. Excess body fat results in undue stress on normal body functions, particularly those of the heart. Being overweight shortens life. Among persons whose weight exceeds the normal by only 15-25 percent, death rates increase by an estimated 30 percent.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Have students perform a modified “pinch test” to estimate their body composition.

   Pinch Test: Apply pressure with the thumb and forefinger to gather a fold of skin and underlying fat (do not include muscle in the “pinch”). Any amount from one-half inch to one inch may be considered in the “normal” range. Amounts above this would be considered excess fat.

   a. Triceps (back of upper arm). Arm hangs loosely, partner performs pinch test by pinching a skin fold halfway between elbow and armpit.

   b. Front thigh (halfway between the knee and hip joints). Standing position, partner performs pinch test by pinching a skin fold halfway between the knee and the hip joint.

2. Have students complete a body measure graph.

Body Measurement Graph. You can get a clear idea of how your body shape is changing as your fitness program progresses by keeping track of a few simple body measurements. Use a tape measure to measure your girth at the following points:

- Around your chest, just beneath your armpits, with your chest relaxed
- Around your waist, at your navel
- Around your hips, at their widest point
- Around the middle of your thighs
- Around the thickest part of your calf
- Around the middle of your upper arm

Keep your muscles relaxed as you take the measurements. Do not suck in your stomach while taking the waist measurement. Repeat the measurements every two weeks (remembering to measure at the same spot each time) and enter the measurements on the graph below.

Measurement	1	2	3	4	5	6	7	8
Chest								
Waist								
Hips								
Thighs								
Calf								
Arm								

Grade
7

LEVEL:
SECONDARY

CATERPILLAR

OBJECTIVE:

To participate in an ongoing running program to increase cardiovascular fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

- running shoes
- if indoors, cassette player and tapes

INFORMATION:

Cardiovascular fitness is the body's ability to continuously provide oxygen to the muscles as they perform work over an extended period of time.

CLASS ARRANGEMENT:

Three groups of students arranged in single file based on fitness level--low, moderate, high. Give fun names to these levels, i.e., types of caterpillars. Levels are based upon five-minute step test results.

SKILLS NEEDED:

Listening; following instructions; teamwork; jogging, skipping, hopping, and reaching.

INSTRUCTIONAL STRATEGIES:

1. During first session, find the average target heart rate of each group as follows:

    a. dim the lights for three minutes

    b. have the students lie on floor

    c. count pulse for six seconds and multiply by 10

    d. add all rates and divide by number of students in each group. This is the average resting heart rate.

e. calculate average class age

f. compute as follows: (220 - average age) - (average resting pulse) x (60%) + (average resting pulse) = low end of target zone

g. compute as follows: (220 - average age) - (average resting pulse) x (90%) + (average resting pulse) = high end of target zone.

2. Warm up students with the following exercises:
   a. hamstring stretch
   b. quadriceps stretch
   c. calf stretch
   d. standing reach: reach up with arms straight overhead while rising on toes for full stretch

3. Students in each group are to line up behind a designated leader for each group.

4. The leader sets the pace, jogging or running for 10-20 minutes.

5. While running, the leader varies pace, zigzags, hops, runs backwards, reaches up, pumps arms, skips, etc. (Note: Teacher observes, calling out instructions or intervening when necessary.)

6. Students are to keep their place in line.

7. Have students check their pulse midway through the exercise period and again at the end of the exercise period.

8. If anyone has a heart rate below the low end of the target zone or above the high end of the target zone, monitor the pace of the group or assign that student to another group.

9. Have students record their ending heart rate in a log to monitor progress.

10. Do cool-down stretches (same as warm up).

11. Continue this activity with variations for the entire school year; three times per week for 20 minutes each session.

Evaluation/Modification:

Test for cardiovascular improvement using a five-minute step test every eight weeks, adjusting the ability groups as necessary.

1. Have students hold a lightweight rope in right hand to keep group together.

2. Vary setting (gymnasium, park, playground) and terrain (flat, rolling).

3. Base the grouping of students on Rating of Perceived Exertion (RPE) of each student rather than on step test results.

Grade 7

LEVEL: *SECONDARY*

STRETCH ROUTINES FOR LESSON LEAD-INS

OBJECTIVE:

To augment children's flexibility component of their health-related fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

- cassette recorder
- music
- mats
- posters showing muscle groups being stretched
- posters showing sports that have specific skills where the muscles that are being stretched are used

INFORMATION:

Stretching is an overlooked component of health-related fitness. People do not spend time stretching prior to engaging in an activity. The stretching that individuals do may not be specific to the sport they are about to engage in and may not involve the proper muscle groups.

CLASS ARRANGEMENT:

Students are positioned in a large semicircle in view of the instructor.

SKILLS NEEDED:

Knowing the difference between tension, discomfort, and pain.

INSTRUCTIONAL STRATEGIES:

Performing stretch routines is important to the flexibility component of health-related fitness (HRF). When composing stretch routines, consider the following:

- routines should flow, for example, from the feet to the head
- attempt not to have the child go from a stand to the floor then back to a stand then back to the floor, etc.
- have all the stretches/joint preps done in the same spot
- partner stretches are okay
- individual stretches are to be held or rotated for a minimum of 10 seconds, with the total routine lasting about two minutes
- each stretch/joint prep is to be done at least twice (if a stretch concentrates on one leg, do not forget the other leg)
- stretches should focus on specific parts of the body (e.g., ankles, calves, hamstrings or the backside of the upper part of thigh, quads or the frontside of the upper part of thigh, torso or abdomen, and the shoulders, neck, and arms)

Typical stretch routine:

1. Ankles. Standing in a slight stride position, press back foot instep down. Switch leg positions and repeat.

2. Calves. From a moderate stride position, reach down with same side hand and pull up on same side toes (feet remain on ground). Switch leg positions and repeat.

3. Hip Flexors. From an extended stride position, place both hands on front knee, then dip low (slide back foot back if needed to acquire desired tension), look up to ceiling as you perform. Switch leg positions and repeat.

4. Quads. From the extended stride position, simply let the back knee drop to ground, then reach back with the same hand for the same ankle and pull up for desired tension. Switch leg positions and repeat.

5. Torso and upper body. From a standing position, but with legs spread apart beyond shoulder's width, interlock fingers above head turning palms skyward, then slowly lean side to side.

Grade
7

LEVEL:
SECONDARY

HEALTH-RELATED FITNESS CIRCUITS (HRFC)

OBJECTIVE:

To augment children's health-related fitness.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

- cassette recorder
- music
- mats
- cones
- posters
- jump ropes

INFORMATION:

Motor fitness is important, but health-related fitness (HRF) has more function and lifelong value for individuals. Flexibility, muscular strength, muscular endurance, cardiovascular endurance, and body fat composition are the focus of health-related fitness circuits for middle to high school age children. Circuit components that overtly focus on muscular strength or body fat composition are difficult to compose, so the ones presented here focus on other components of HRF.

CLASS ARRANGEMENT:

Running route with stations strategically placed.

SKILLS NEEDED:

Assessing heart rate; basic dance patterns; rope skipping skills.

Instructional Strategies:

Prior to commencing a health-related fitness circuit (HRFC): (1) children perform a general movement task to stimulate the cardiovascular system and to warm up the synovial joint fluid, and (2) perform a stretch (flexibility/joint preparation) routine. The stretch routine involves the ankles, gastrocnemius, quadriceps, hamstrings, and upper body (stretches are held for 10 seconds). Children walk or jog once around the running course before performing another station of the HRFC.

Each station is usually a movement sequence consisting of four movements; each movement is repeated 10 times with high and low impact movement allowed. (Note: Most music is based on eight counts, but to simplify the instructions, every movement within the circuit is done 10 times.) Stations should focus on abdominal muscular endurance, upper body muscular endurance, and lower body explosive movement.

Children should begin at different stations of the circuit and enough equipment should be available to eliminate waiting time to perform at a station. Music is used for motivation and for class management, specifically to start and end the circuit. The instructor has all the children walk or jog the last 45 seconds of the circuit. Heart rates are assessed at the end of the circuit (charts for children should be posted; 75 percent and 90 percent of maximum is desired).

The instructor should encourage quality of movement at the stations. Some children may move through the circuit twice, while others may make it through once.

Grade
7

LEVEL:
SECONDARY

WEIGHT TRAINING FOR YOUR BODY

OBJECTIVE:

To learn how weight training affects body composition.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

- enough two-pound weights for two per student. If manufactured weights are not available, sand-filled plastic bottles or bags can be substituted.
- gymnastics mats (enough to allow four to five students at one time to do sit-ups and four to five students at one time to do butterfly arm extensions).
- music tapes for accompaniment and inspiration.

INFORMATION:

Weight training, along with a proper diet, has a direct effect on body composition. Weight training strengthens and tones the muscles as well as helps to decrease fat which, in turn, leads to a better body composition. The exercises in this lesson work on specific areas of the body. Jumping jacks and butterfly arm extensions are beneficial for arms. Jumping jacks, calf raises, and squats are beneficial for legs. Crunch style sit-ups and side bends are beneficial for the abdomen area.

SKILLS NEEDED:

Knowledge of and ability to do jumping jacks, crunch style sit-ups, squats, butterfly arm extensions, calf raises, and side bends.

Instructional Strategies:

Students should do arm, leg and abdomen stretches before starting any activities. Each student will then be given a set of two-pound weights. The students will be divided into groups of four or five. Each group will start at a different station. Six stations will be set up: jumping jacks (weights in their hands), crunch style sit-ups (weights to their chests), side bends (weights in hands, arms extended), calf raises (weights in hands, arms to the sides), squats (weights in hands, arms to their sides), and butterfly arm extensions (weights in hands, arms extended out). Note to instructor: Before beginning the exercises, demonstrate the exercises to the class.

With one group per station, start the music and exercises. Watch for students improperly doing an exercise or improperly using the weights. If misbehavior occurs with the weights, the particular student(s) should continue to do the exercises without the weights. Approximately five minutes should be allowed per station. The students are to walk one lap around the gym with the weights in between each station. Two laps should be walked at the end of the class as a cool down.

Evaluation/Modification:

Evaluation for this lesson should be done as an observation. The teacher should walk around observing the students, noting if they are following directions, doing the exercises appropriately, and on task. The teacher can carry note cards and take short notes.

Grade
7

LEVEL:
SECONDARY

GYMNASTICS

OBJECTIVES:

To learn a variety of entry-level gymnastics; to acquire physical skills; and to participate cooperatively in groups.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Gymnastics uses skills of flexibility, balance, coordination, muscular endurance, strength, and agility. Flexibility is one of the major components in gymnastics and is the range of possible movement in a joint or series of joints. Balance and stability are dependent primarily on the positioning of the center of gravity. The center of gravity in a person is not at a fixed point but changes position within the body as the body moves. In gymnastics and other sports and activities, a person must balance whether in static balance (held) position or dynamic (moving) position. Strength and muscular control are both important to balance. Muscular strength is a muscle's ability to exert a force against a resistance and muscular endurance is the ability of a particular muscle group to perform a given task over an extended period of time.

Improving skills in flexibility, balance, coordination, muscular endurance, strength and agility through gymnastics will benefit the student now and in the future.

CLASS ARRANGEMENT:

The class will be working in five cooperative groups. Students within each group will be required to spot other members of their group, time an activity which requires timing, and encourage and support other members of their group to successfully complete each station. Using a checklist, the students must check off whether their peers completed the activities at the stations.

SKILLS NEEDED:

This lesson has been prepared to accommodate students who are beginning gymnasts or have had limited experience. This would also be appropriate for students who have been away from gymnastics for some time and would reintroduce them to some of the basics.

Instructional Strategies:

1. The students are numbered off to form five groups.

2. If the stations are not set up, each group will be responsible for setting up one of five stations. Instruction in how to set up these stations safely should be given.

3. Station #1 should be along the long side of the gym and would consist of apparatus for balance activities. Balance apparatus include a 20-foot line on the floor, followed by a long bench, and finally the balance beam. The balance beam would require a chair for individuals to step on to mount the beam, a crash mat on the wall side, and a dismount mat at the far end.

4. Station #2 would consist of a set of parallel bars with mats below.

5. Station #3 would have the side box vault with beat board and mats.

6. Station #4 would contain the high bar with mats below and a chair to help students reach the bar.

7. Station #5 would be the tumbling area in the center of the gym and would consist of numerous mats.

8. At the other end of the gym would be an area with mats for the students to cool down.

9. Station numbers and activities to do at each station will be posted at the corresponding station.

10. The teacher will take the entire class to each station to explain and demonstrate the activities required to complete at each station before the group can move on.

11. At Station #1 the student will walk forward on the line, then on the bench, and finally on the balance beam. The student will return to the starting point for Station #1 and will sidestep on the line, bench, and balance beam. Next, the student will walk backwards on the line, bench, and balance beam. For the next level challenge, the student can do a pivot turn. Once these are completed the student will do a “stork stand” for a minimum of 30 seconds (timed by another member of the group).

12. At Station #2 the student must do a “cross-support” on the parallel bars and hold for five seconds. For a further challenge the student can do a “walk-in-cross-support.” After these activities have been completed, the student will do a “skier’s sit” and hold for a minimum of 30 seconds. A timer will be required within the group.

13. At Station #3 the student will do a “flex arm hang” for 30 seconds. For a further challenge, students can do as many “pull-ups” as possible in 15 seconds. This repetitious activity will increase endurance.

14. At Station #4 the student will run, jump on the beat board, and complete the knee vault, the vault squat, and straddle vault.

15. At Station #5 the student will do a forward roll, a forward roll straight legs to a stand, and a backward roll. For a further challenge, students can do a cartwheel or round-off.

Grade
7

LEVEL:
SECONDARY

BASEBALL

OBJECTIVE:

To provide an opportunity for the student to acquire sport-specific skill patterns.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outside, open grassy area.

EQUIPMENT/MATERIALS:

- bat and ball per two students
- baseball glove per student
- set of bases

INFORMATION:

Student will build on basic manipulative patterns as they acquire sport-specific patterns associated with baseball.

SKILLS NEEDED:

Basic locomotor, throwing, striking skills.

INSTRUCTIONAL STRATEGIES:

1. Students warm up by tossing a baseball back and forth with a partner.

   Throwing pointers:
   - turn sideways to your target
   - point non-throwing elbow towards target
   - step with opposite leg, then twist non-throwing elbow around
   - high elbow on throwing arm with wrist laid back
   - back foot drags
   - eyes focused on target

Catching pointers:

- wait with hands apart and below waist
- shuffle to get behind ball
- elbow flexed as ball goes in
- thumbs pointing out for low balls, thumbs pointing in for high balls
- absorb ball in toward the body, then turn sideways

2. "Hit the bat" with a partner. Students work in pairs at a work station. Overall organization of class is best as an inner circle with an outer circle. Student hits out from inner circle to partner positioned at outer circle. (Note to instructor: Be certain of safety of work station arrangement.) The object is for the person in the outer circle to field the ball, then throw it back so the ball either bounces or goes straight over the bat that has been laid down by the hitter. The bat should be laid down horizontal to the thrower. If successfully thrown by the thrower, then the roles switch.

3. "Three team baseball." A game of baseball is played with three teams of four to five players per team. Team A is the batting team, Team B is the infield team, and Team C is the outfield team. When a team is batting, they have the traditional three outs. A team must always have someone at home to bat; if not, the teams rotate. Rotation takes place after three outs or when the batting team has no one at home base to hit. Rotation procedure: the batting team goes to outfield, outfield moves to infield, infield comes in to bat. For variation, the batting team may have more than one runner on a base, a runner can choose to either run to third base first, then to second, first, and home or choose to run traditionally to first then to second, third, and home.

Grade
7

LEVEL:
SECONDARY

SOCCER I

OBJECTIVE:

To enhance skill-related fitness components, such as coordination and agility, while practicing basic skills of soccer. This lesson will focus on various forms of catching and throwing the ball.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

• one soccer ball per student.

INFORMATION:

Catching the ball is a skill utilized by a goalkeeper in the game situation. All students, however, should develop strong catching skills. Throw-ins are used to bring the ball back into play after it crosses the sideline and goes out of play. This particular restart often presents the most difficulties to young players.

CLASS ARRANGEMENT:

Individual tasks and partner tasks.

SKILL NEEDED:

Tossing.

INSTRUCTIONAL STRATEGIES:

1. Warm up:

    a. Jump off the left foot and touch the top of the ball with right foot. Repeat with opposite feet. Practice the rhythm.

    b. Do push-ups while holding the ball. Spread the legs to aid balance.

2. Catching:

    a. When catching high balls, form a “W” with thumbs and index fingers.

    b. After the “catch,” let ball drop into body for the “hug.”

3. Throw-ins:

    a. Throw against a wall, catch rebound.

    b. Throw against a wall, trap rebound.

    c. Throw against a wall but at specific target on the wall. Vary the height of the target.

    d. Throw against a wall, moving back one step each time you catch the rebound after only one bounce. See how far from the wall you can get.

4. Partner Activities:

    a. Throw against a wall, partner traps the rebound.

    b. Throw to the partner who traps the rebound (throw-in can bounce or be direct).

    c. Throw to partner who catches and “hugs” the ball. Move back one step each time the throw-in is accomplished without touching the ground. See how far apart the partners can get.

Grade
7

LEVEL:
SECONDARY

SOCCER II

OBJECTIVE:

To provide an opportunity for the student to acquire sport-specific skill patterns.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Grassy, open space.

EQUIPMENT/MATERIALS:

- 1 polyspot per two students
- 1 small cone per two students
- 1 soccer ball per two students

INFORMATION:

Students will develop basic manipulative patterns as they acquire sport-specific patterns associated with soccer.

CLASS ARRANGEMENT:

Establish what the stop movement signal will be. Set polyspots out in a circle, 5-8 paces between, then set cones out in front of polyspots forming an even larger circle. The pair's work station will be from polyspot to outer circle.

SKILLS NEEDED:

Basic striking patterns using limbs and locomotor patterns, i.e., running.

INSTRUCTIONAL STRATEGIES:

Discuss dribbling (a series of light taps on the ball where you touch the ball then plant that foot) and its function in a game of soccer. Dribbling should be done sparingly in a game and is best done when an opponent is not trying to take the ball away. Passing and trapping are much more important!

The following skill tasks are done by students at their work station, going around a cone and then back to the polyspot.

1. Tapping the ball with either the outside, inside, heel, or pulling back on the ball with the bottom of the foot. When returning to polyspot, the dribbler stops the ball on the polyspot by lightly placing the bottom of the foot on the ball to stop it (called “putting a lid on it”). Each partner will take a turn.

2. Dribble to and around the cone using the inside of the left foot, going counterclockwise around the cone, then returning to the polyspot and “put a lid on it.”

3. Same as 2 but use right foot, going clockwise around the cone.

4. Dribble to and around the cone using the outside, outside, inside, inside of foot pattern. When you get to the cone, place left foot next to the cone and pull the ball back using the underside of the right foot. Go clockwise around the cone, hopping as you go, then return to the polyspot with dribble pattern of your choice.

5. Same as 4 but pull the ball back with left foot, with the right foot next to the cone. Go counterclockwise around the cone.

The following skill tasks are done in pairs in the open space scattered among other pairs:

1. Travel about the field dribbling the ball with your partner trailing you. When the partner calls “drop” the dribbler places foot on top of the ball and drags it back to the partner. Repeat the procedure with you trailing your partner who is now dribbling.

2. Same as above 1, but partner will call “square” or “through” and you must either pass to the left or right (depending where your partner is) for “square” or forward for “through.”

Grade
7

LEVEL:
SECONDARY

BE SAFE!
BICYCLE SAFETY TAG

OBJECTIVES:

To gain knowledge of the main bicycle safety rules through fun cardiovascular activity; to develop the behaviors needed to be a safe and successful bicyclist.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

- 24 cones to mark borders of lanes
- three beanbags for traffic light (red, yellow, and green)
- enough jerseys for each person in the class (four different colors)
- two whistles

INFORMATION:

Basic bicycle safety rules: (using left arm) arm straight out = left turn; arm up = right turn; arm down = stop. Bicycles must always be on the right-hand side of the road and never be ridden on sidewalks. Safety helmets and gear should always be worn. Pedestrians always have the right-of-way!

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Knowledge of basic bicycle safety rules and gear, vehicle intersections, game of tag, and running.

Instructional Strategies:

Two students are chosen to be “policemen,” complete with whistles. The rest of the class will take turns being bicyclists, cars/trucks, and pedestrians (Example: 20 students = 10 bicyclists, two pedestrians, six cars, and two policemen).

A mock intersection will be set up. The instructor will be the traffic light in the middle and use red, green, and yellow beanbags to give signals. Bicycle safety rules and gear should be reviewed. Students will walk and jog through the intersections for warm up, using appropriate signals.

The game will begin with the “policemen” watching and the rest of the class appropriately distributed in the four streets of the mock intersection. The teacher will hold up colored lights in two opposite directions, and the cars, bicycles, and pedestrians will move through accordingly. The students may go through the intersection on green lights as many times as they can, making sure to use proper signals if they turn. If the light turns red, they must stop accordingly and let the streets going in the other direction take their turns. The policemen whistle, run, and tag those who make violations; violators must move to the side. The last two people remaining who have not made any violations are the new policemen.

Evaluation/Modification:

Game may be interrupted to help kids gain further knowledge. Teacher will continue to lead kids in the game until they demonstrate proper understanding.

Grade
7

LEVEL:
SECONDARY

SWIM LIKE A FISH

OBJECTIVES:

To demonstrate proper body position, leg and arm actions, breathing, and to practice a timing technique.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Swimming pool.

EQUIPMENT/MATERIALS:

- kickboards (one for each student)
- floats (one for each student)

INFORMATION:

People who can swim are able to take part in many sports such as sailing, canoeing, surfing, skin diving, water polo and diving. Not being able to swim is a disadvantage, and it can also be very dangerous. By improving techniques, body position and actions, the speed of swimming can be greatly increased. The crawl stroke was discovered by the Hawaiians and is the fastest swimming stroke for short sprints and long distances.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Floating, tumble turn (somersault with a twist), and basic crawl stroke.

INSTRUCTIONAL STRATEGIES:

1. Each student will swim across the pool while the teacher times them. The times will be set aside for later comparison.

2. The teacher will model the proper body position by pushing off from the side of the pool.

a. The teacher tells the class that their face should be in the water, eyes forward and downward. Heads should be kept down for the best streamline effect.

b. Students practice this position by kicking off the edge as the teacher modeled. The teacher will watch to see who needs pointers. Students will continue until all have demonstrated the correct position.

3. The teacher will model the correct leg action.

a. The leg kick starts at the hip, passing down through the knee to the ankle. The kick is shallow, has no knee bending, toes are pointed, and the feet come to the surface with little splash.

b. Using kickboards or floats, students practice the kick until it becomes more relaxed. The teacher observes students for problem areas.

4. The teacher will demonstrate the correct arm action.

a. The arm stretches forward and the hand enters the water with the fingers together and slightly cupped. The hand pulls downward and backward until the thumb brushes the thigh.

b. Adding the arm action to the leg action, students will practice until they feel comfortable and the teacher thinks they have the idea.

5. The teacher will demonstrate the correct breathing technique.

a. The students will practice at the side of the pool. The head should be turned to the side as the arm on the breathing side completes its pull.

b. Students will incorporate the breathing with the other actions using the following timing method: six beats of the leg to a pull with each arm, and a breath with the completion of each breathing side stroke.

Grade
7

LEVEL:
SECONDARY

RELAYS-PLAYS-AEROBIC GAMES CROSS-COUNTRY SKIING

OBJECTIVES:

To practice some ski techniques, to gain self-confidence, to support teammates, and to interact with an unfamiliar environment.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Any place where there is snow.

EQUIPMENT/MATERIALS:

As indicated by various activities.

INFORMATION:

Most of the activities suggested have been modified using relays, games, and tag activities from around the world. The vast majority of these activities can be played outside of cross-country ski experiences using the playground or gymnasium.

CLASS ARRANGEMENT:

As dictated by various activities.

SKILLS NEEDED:

Basic cross-country ski techniques: step turn and diagonal stride.

INSTRUCTIONAL STRATEGIES:

1. Cross-Country Relays

   a. Interval Relay. Two racers alternate laps for 3-10 laps each. Provides excellent training.

   b. Medley Relay. Have 3-4 short loops of different types: one short flat loop, one hill climb section, one downhill section, and a mixed terrain loop. Racers can start from one exchange zone or have exchange zones along the trail at convenient locations.

   c. Push the Piggy to Market. The racers push a ball with a ski pole along a short trail of 25-30 yards, make a turn around a flag, and return to tag their partner.

2. Play Activities

   a. Downhill Run. Follow the leader through a slalom course.

   b. Cut the Pie. Make a large circle in the snow and bisect the circle with two diameters set at right angles to each other. This makes a "pie" with four equally sized "slices." The pie should be about 50 meters in diameter for 10-15 players. To play, one person is "it" and tries to tag another player. Safety is a 5-meter diameter circle in the center of the pie, but only three skiers can rest in the circle. The skier who has been in the safety circle the longest time must leave if a new skier enters. Anyone who falls into the pie or cuts a corner becomes "it." So, don't cut the pie!

   c. What's Around the Corner? Set 2-3 stations along the trail at which skiers stop and do something. They might say the first half of the alphabet, count backwards from 25 to 0, spell their name and mailing address, switch poles to opposite hands, do some toe touches, sing one verse of a favorite song, or drink a cup of juice.

   d. Ski Soccer. Play soccer on skis, but use your hands instead of your feet to move the ball. With a large group, try two balls.

   e. Tandem Skiing. Mount two sets of bindings on each ski about 50 centimeters apart. With two skiers on a pair of skis, you are ready to go. A strong, proficient skier in the front bindings can be helpful in letting the other person "feel" a proper diagonal stride.

Grade
7

LEVEL:
SECONDARY

STAR SEARCH

OBJECTIVES:

To develop skills and attitudes that improve self-esteem. To share accomplishments and individual differences with others.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyles.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- One index card per student in the class
- One Star Search student master (see Grade 7 Handout Masters)
- Copies of the completed master for each student in the class

INFORMATION:

Self-esteem is the personal image an individual has about him/herself. The image can be positive (believes that he/she is worthwhile) or negative (believes he/she is unworthy). Self-esteem has a great effect on behavior—persons with positive self-esteem are more likely to avoid self-destruction behaviors.

CLASS ARRANGEMENT:

Large group mingling—problem solving.

SKILLS NEEDED:

Writing and communication skills.

INSTRUCTIONAL STRATEGIES:

1. Discuss self-esteem and the importance of having positive self-esteem.

2. Give each student an index card. Have them print their name and list at least two accomplishments they have done for which they feel good about. (Examples: paper route every morning, pitcher on softball team, baby-sitting two children after school, etc.) Collect the index cards. As the teacher, complete an index card.

3. Using the star search student master, choose one statement for each student in your class from the index cards you collected. Write a different statement beside each number on the star search list. Reproduce enough copies of the completed star search list for each student in the class.

4. Have the students participate in the star search. Each student is to find the "star" for each of the accomplishments by asking: "I am conducting a star search. Are you the person who . . . (name one accomplishment on the sheet)?" If the student has found the correct "star," the "star" draws a star next to the statement and places his/her initials inside the star.

   Students continue playing star search until they have an initialed star next to each statement on their list.

5. Follow-up discussion about accomplishments of the class and how they aid our positive self-esteem.

Evaluation/Modification:

- This activity can be done in two parts to allow the teacher time to place statements on a master.
- This health enhancement activity can be infused into social studies.

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Meeks, L., Heit, P., and Page R. (1994) *Drugs, Alcohol and Tobacco: Totally Awesome Teaching Strategies*.™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
7

LEVEL:
SECONDARY

LANDFILL

OBJECTIVES:

To demonstrate what happens to the garbage in a landfill; to emphasize the importance of recycling.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or lab.

EQUIPMENT/MATERIALS:

- "Deep Thoughts" overhead (see Grade 7 Handout Masters)
- large glass jar (1 qt. or larger)
- 2-3 cups of potting soil
- aluminum foil to cover top of water jar
- small pieces of each of the following items: apple, potato, paper, styrofoam, cooked noodle, hard boiled egg, iron nail

INFORMATION:

People in the U.S. throw away 28 billion bottles, 60 billion cans, 4 million tons of plastic, 40 million tons of paper, 100 million tires, and 3 million cars every year. What happens to all that garbage? Some communities throw their garbage into a landfill, burying it under a shallow layer of dirt. The idea of using a landfill is that the garbage will be biodegradable (meaning that microbes like molds and bacteria will break it down), returning nutrients to the soil, making the soil enriched so the land can be used for something else in the future. However, not everything that people throw away is biodegradable. Also, some biodegradable items break down a lot more slowly than others.

CLASS ARRANGEMENT:

Demonstration and observation over time.

SKILLS NEEDED:

Basic math skills; writing skills.

Instructional Strategies:

1. Put soil into a jar. Carefully poke each of the items into the dirt so they are below the soil surface and next to the glass where you can see them.

2. Sprinkle on enough water to moisten the soil without making it mud.

3. Cover the top with foil and place the jar in a warm, shady place.

4. Every third day take off the top, sprinkle on more water, and replace the foil cover.

5. Note the date you started the model landfill. Note the date you first see mold on a piece of garbage.

6. Discuss the results of your class landfill.

    a. How many days passed before you saw fuzzy mold growing on any items in the landfill? What molds first? What do you think will happen to the food items eventually?

    b. What do you think could happen if a landfill area was used for something, such as building homes and apartment buildings, before the garbage had completely broken down?

    c. What happened to the paper? the styrofoam? the nail? Take a look at the overhead "Deep Thoughts."

    d. It takes a one-acre, seven-foot deep pit to hold one year's worth of garbage for every 10,000 people. How many people live in your community? How many acres of land would be needed as a landfill for your community for one year? for five years?

    e. How is garbage disposed of in your community?

Evaluation/Modification:

Each small group of students can build their own landfill to be observed over the year.

Resource:

Nebraska Comprehensive Health Education Curriculum Guide, 1993.

Grade
7

LEVEL:
SECONDARY

SWEET—BUT NOT THAT SWEET!

OBJECTIVES:

To show students firsthand an example of peer pressure and its possible negative effects; to identify resistance skills that can be used when pressured to engage in risk behaviors and/or risk situations.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or outside area.

EQUIPMENT/FACILITY:

Two chocolate kisses (or other treat) for every student, plus extras.

INFORMATION:

This activity works well with a class that is bonded well and gets along. During the "pressuring" parts of the three demonstrations/scenarios, the students may move about using any strategy they wish (guilt, anger, begging, bribing, etc.), but they may not physically touch the person or the chocolate kiss.

CLASS ARRANGEMENT:

Three small groups. Set up students in groups on the floor or in desks.

SKILLS NEEDED:

Cooperation; following directions.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into three groups. The three groups are:
   a. Risk Behavior Group. Risk behavior is an action that might be harmful to you or others.
   b. Risk Situation Group. Risk situation is a situation in which another person's behavior threatens your health.
   c. Healthful Behavior Group.
2. Give every student in groups (a) and (b) a chocolate kiss.
3. Explain and discuss peer pressure as: "The influence that persons of your age use to encourage you to make the decisions they want you to make. Silently you feel ostracized if you do not do what is suggested, which then pressures you into trying or doing that behavior."

4. Demonstration #1: Have the members of the first group (a) unwrap and eat their kisses in front of the second group. While they are eating, they are to encourage the members of the second group (b) to unwrap and eat their kisses. They are to be as convincing as possible. After five minutes stop to see if any members of the second group ate a kiss. Discuss the kinds of pressure the members of the first group used to try to encourage the members of the second group to engage in the "risk" behavior.
5. Demonstration #2. Have the members of the second group who did not open their kisses to unwrap them and take a small bite. They are to hold the remaining part in their hand. Once again, the members of group one are to pressure the members of the second group to finish their kisses. After five minutes, stop and ask the members of the second group if they were more tempted to eat the kiss before they unwrapped it (demo #1) or after they unwrapped it and took a small bite (demo #2).
6. Talk privately in a huddle with members of the third group so members of the other two groups cannot hear the directions. The third group members are to say "No, I don't want to eat the kiss" each time they are pressured by members of group one or two who are offering the chocolate kisses. After they are pressured individually two times, they are to move away from the person pressuring them. Give the members of the group one or two chocolate kisses to offer members of group three.
7. Meet with members of groups one and two. Give them chocolate kisses to offer group three. Tell them that if they can persuade any of the members of group three to eat the kiss, they will receive extra credit or other teacher-determined reward. Tell them to use any strategy they wish but not to touch the person or tell them about the payoff.
8. Demonstration #3. Have groups one and two pressure members of the third group to eat their kisses. Allow five minutes.
9. Have students return to their desks. Remind them of courtesy and to pick up wrappers and place in garbage. Discuss the results of the three demonstrations/scenarios.
    a. When members of the first group pressured members of the second group in Demonstration #1, what convincing techniques were used? How did they get peers to eat their kiss (if they did)?
    b. In relation to Demonstration #2 after the members of the second group unwrapped their kisses and took a bite, was it more tempting to continue eating the kiss when pressured? Why? How does this experience relate to setting limits on behaviors to avoid participating in risk behavior in which you had previously planned not to participate in?
    c. What happened when members of the third group were pressured? How did they avoid being tempted? What happened when the pressure continued?
    d. Ask participants how they felt as: (1) those who were doing the pressuring and (2) those who were being pressured. Ask various group members if they felt frustrated, angry, etc.
    e. Ask students to relate this experience to other peer pressure situations (drugs, alcohol, smoking, sex, etc.). Discuss.
    f. Brainstorm as a class ways that you could get out of peer pressure situations in which you feel uncomfortable.

Evaluation/Modification:

Identify several observers to take notes during all three demonstrations.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
7

LEVEL:
SECONDARY

HEADBANDS

OBJECTIVE:

To explore how and why we label others and the effects labeling has on both the labeler and the person being labeled.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- 8 headbands
- 8 labels (index cards)
- tape or paper clips

Labels should say:

BULLY—FEAR ME
BRAIN—COMPLIMENT ME
NERD—MAKE FUN OF ME
DRUGGIE—IGNORE ME
TEACHER'S PET—RESENT ME
JOCK—TOLERATE ME
LEADER—FOLLOW ME
CLOWN—LAUGH AT ME

INFORMATION:

Conflict resolution is an important curricula component—but more specifically, the curricula content must be activities and skills to enable students to acknowledge their differences and create supportive environments in the schools.

CLASS ARRANGEMENT:

Role play.

SKILLS NEEDED:

Ability to role play/cooperation in group.

INSTRUCTIONAL STRATEGIES:

1. Start the activity by discussing with the class (a) what it means to label other people, (b) what effects labels have on people at school, and (c) why labeling happens at school.

2. Explain to students the purpose of the activity and that you are going to conduct a role play illustrating the effects of labeling. Ask for eight volunteers to come forward to the front of the class and sit around a long table.

3. The eight volunteers will be members of the student council; you play the role of the principal. Ask each of the role players to put on a headband.

4. Describe the task of the student council: to organize a school dance where students need to determine, on a minimal budget, the refreshments, entertainment, place, date and time for the dance.

5. Assign labels (index cards) to each of the player's headbands using a paper clip or tape, making sure that none of the players can see their own labels.

6. Before beginning, encourage players to speak up and not be afraid to treat each other as it says on the labels (without giving away what the label actually says).

7. Reiterate the task of the group. The rest of the class will observe and take mental notes of the behaviors. The role play should last 10 minutes.

8. After the role play has generated lively exchange, address the following discussion questions to each player individually:
   a. How did it feel being on this planning committee? Would you want to continue to be on this committee? Why or why not?
   b. What do you think your label says? Why do you think that?
   c. Stepping out of your role, is there anything you want to say to anyone in the role play group?

9. Have all the role players take off their headbands and labels and join the class group. (Give the participants a round of applause.)

10. Address the following questions to the class:
    a. What did you notice about how people treated each other in the role play? How did this affect the individual? The whole group?
    b. How did labels affect the ability of the group to accomplish its task?
    c. How do people get labeling at school?
    d. Are labels accurate? Inaccurate?
    e. How does labeling affect the school community?

11. Conclude by restating the purpose of the activity and the importance of being both genuine ourselves and accepting of others if we are to get along with others and create a more caring school community.

Evaluation/Modification:

Small groups may be used instead of the whole class.

Resource:

Reid & Kelley. (1993, November-December). Creating community wellness by empowering middle school peers. Journal of Health Education, p. S.52.

Grade
7

LEVEL:
SECONDARY

THE LOSS ACTIVITY

OBJECTIVE:

To describe the personal and social impact of living with AIDS; to increase compassion felt for persons with AIDS.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle; and to promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper and pens for each student.

INFORMATION:

It is difficult to imagine how one would feel living with a life-threatening illness. It is natural to "take for granted" many things we value. This activity is a simulation of the losses a person living with AIDS (PLWA) might experience. The activity is designed to increase participant's compassion and understanding of the devastation this disease brings and to heighten motivation to avoid exposure to HIV. This activity is a good replacement for an actual PLWA talk.

CLASS ARRANGEMENT:

Individual simulation.

SKILLS NEEDED:

Writing; understanding the relationship between HIV and AIDS.

INSTRUCTIONAL STRATEGIES:

1. Have each participant tear a blank piece of paper into four pieces. (No talking is allowed.)

2. Ask the following questions, allowing enough time for participants to write each response on a separate slip of paper.

    a. What possession do you have that is the most precious to you?

    b. What physical characteristic about yourself means the most to you?

c. What hobby or physical activity do you enjoy most?

d. What person(s) in your life mean(s) the most to you?

3. Have each participant lay out the completed four pieces of paper on their desk. Remind them that the activity is a private one and to respect their neighbor by not reading others. Explain that life with AIDS (or any life-threatening illness) is a series of personal losses. Ask the participants to look over all the slips and fold one of the slips in half and discard it over the front of their desk. Explain that this represents a "loss" in their life due to this disease. After this "loss" ask four participants randomly how they felt about that loss.

4. Continue this folding, discarding, and asking questions of the class, one loss at a time. The responses you will get from the students will be more difficult for them, especially the last loss which is usually people they love. After all four slips have been discarded, ask students to think about what life is like now after losing many things that are important to them.

5. Finally, have the participants pick up the slips of paper. Discuss why you had them pick up the slips of paper: (a) you did not want them to finish the exercise feeling sad about their loss but rather to (b) have a better understanding of how a PLWA may feel about their life situation, and (c) to emphasize that if they are not HIV infected, there is never a reason to be.

EVALUATION/MODIFICATION:

Teachers need to be aware that this activity must be done in a very solemn overtone. The activity can evoke strong emotional reactions of anger, resentment, and grief. Allow time to express reactions to this simulation. Validate feelings and encourage students to talk with family and friends about the experience.

RESOURCE:

ETR Associates, Santa Cruz, CA. (1988).

Grade
7

LEVEL:
SECONDARY

COAT OF ARMS

OBJECTIVE:

To learn more about yourself and to share a little of yourself.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- 1 piece of paper per student (colored if desired)
- overhead projector
- overhead transparency of "Coat of Arms" (see Grade 7 Handout Masters)
- markers for students

INFORMATION:

Adolescents in grades 7-9 are very concerned about the present—seeking acceptance from peers, temporary thrills, fast money. This activity attempts to build self-esteem and to provide direction by helping students demonstrate their success and explore what they would like to accomplish in the future.

CLASS ARRANGEMENT:

Individual or small group sharing.

SKILL NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Give each student a piece of paper. Have them draw the shape of the coat of arms from the overhead (but do not write in the numbers). Draw the figure as large as the paper permits because pictures and words will fill all six sections.

2. Directions:

   a. In section 1, draw two pictures--one showing something you are good at and the other something you are not good at but would like to do better.

   b. In section 2, draw a picture depicting something that you are deeply committed to.

   c. In section 3, draw a picture representing the material possession that is most dear to you.

   d. In section 4, make a list of the person(s) that mean the most to you.

   e. In section 5, assume you had one year to do what you wanted and were guaranteed success. Draw a picture representing that activity you would choose for that year.

   f. In section 6, write three words that you would want <u>others</u> to use in describing you.

3. On completing these six steps, participants will each have a coat of arms.

EVALUATION/MODIFICATION:

Divide the class into groups of four students. Have them take turns sharing their coat of arms in this small group discussion, learning more about themselves and others.

RESOURCE:

Greenberg, J. S. <u>Health Education: Learner-Centered Instructional Strategies</u> (2nd ed.). Dubuque, IA: Wm. C. Brown Publishing.

Grade 7

LEVEL: *SECONDARY*

WHAT'S MY DISEASE?

OBJECTIVE:

To identify the five kinds of microorganisms and a disease caused by each.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Library.

EQUIPMENT/MATERIALS:

- "What's My Disease?" work sheet for each student (see Grade 7 Handout Masters)
- References in school library
- Blackboard, chalk

INFORMATION:

Microorganisms are living things that can be seen only through a microscope. Some microorganisms cause disease, while others do not. Microorganisms can cause infectious diseases.

CLASS ARRANGEMENT:

Individual problem solving.

SKILL NEEDED:

Library reference skills.

INSTRUCTIONAL STRATEGIES:

1. Explain what microorganisms are. Discuss how some microorganisms can cause disease, while others do not.

2. "Micro" means small, and these "critters" can be seen only through a microscope. The five types of microorganisms are: viruses, bacteria, fungi, protozoa, and parasitic worms (put on blackboard).

3. Explain that the class will be researching what kind of human diseases can be caused by these microorganisms. Provide each student with "What's My Disease?" work sheet. Explain that each student is to list one disease caused by each of the microorganisms. They are to utilize any reference materials in the library to solve the work sheet problem.

4. After the students have solved Part I, have them select one of the diseases from their list in Part I for further research. They are to find information about that disease in the library and learn at least 10 facts about their disease. The disease chosen for Part II should be kept confidential.

5. After returning to the classroom, or during the following class period, play “What’s My Disease?” Students take a sheet of paper and number from “1” through as many students as there are in class. Students then take turns describing the disease they researched. They are to share facts only, not the name of the disease. Each person may be asked five questions about the disease he/she is describing. The class is to try to guess the disease being described. The teacher can determine a reward for being the first student to guess the diseases being described.

Grade
7

LEVEL:
SECONDARY

ASSERTIVENESS AND TOBACCO

OBJECTIVE:

To learn skills of being assertive through role playing.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Pass-Up Contracts" (see Grade 7 Handout Masters).

INFORMATION:

This activity consists of teaching students to be assertive with people other than their peers. Being assertive means understanding that you have rights, but one also has the responsibility to respect the rights of others.

When young people are dealing with family and friends who use harmful substances like tobacco, they need to be informed that: (a) they should focus on how they feel about a family member or friend using a substance (e.g., "I'm worried about you, Mom, and I don't want you to get sick") rather than demand, accuse or pressure someone; and (b) they have the right to ask someone not to smoke or drink, but that each person has the right to decide for himself or herself.

CLASS ARRANGEMENT:

Small group.

INSTRUCTIONAL STRATEGIES:

After the introduction and clarification of what is meant by being assertive, give the class the following situation: One of your parents has been smoking for as long as you can remember and has been sick much of the past year. Your parent coughs and the doctor has told him/her to quit smoking. You are going to approach your parent because you are concerned about his/her health.

Ask the class to suggest ways to assertively approach a parent. Remind the class that being assertive means that you have rights, but also the responsibility to respect the rights of others.

Divide the class into teams. After a few ideas are presented by students, ask if members of a team would like to demonstrate their ideas on how to be assertive. (Note: Role playing should be kept brief.)

Ask the class to suggest ways to be assertive in the following situations:

a. Someone is smoking in a crowded elevator. How could you assertively ask them to stop smoking?
b. You are out on a date and on the way to a movie your date decides to open a can of chewing tobacco and is ready to put a pinch in his/her mouth. How could you assertively ask him/her not to do this?
c. You saw a friend buying cigarettes and giving them to some young kids. How do you assertively handle this situation?

At the end of the lesson, ask students to complete a "Pass-Up Contract" as homework. The contract addresses how the student will react in three drug-related situations and asks the student to state his or her intentions regarding future tobacco use.

RESOURCE:

Adapted from Pass-Up, Session 9: "Being Assertive With Others," pp. 87-93, American Lung Association of Montana.

Grade **7**

LEVEL: ***SECONDARY***

LONG-TERM EFFECTS OF TOBACCO ON THE BODY

OBJECTIVE:

To help students understand the health consequences of using tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Chemicals in Cigarettes and . . ." handout (see Grade 7 Handout Masters).

INFORMATION:

Tobacco is made from numerous chemicals. This exercise can help students make the association between tobacco and negative health effects.

CLASS ARRANGEMENT:

Individual or small group.

INSTRUCTIONAL STRATEGIES:

1. Provide students with a list of chemicals found in tobacco and ask them to identify other uses for the chemicals. The following is a partial list:

   Acetone (used in nail polish remover)
   Methanol (used as antifreeze in cars)
   Nicotine (used as an insecticide)
   Cyanide (used as a poison)
   Ammonia (used to clean windows and bathrooms)
   Formaldehyde (used to preserve human tissue)
   Carbon Monoxide (found in car exhaust)
   Acetylene (fuel used in torches)

2. Have students discuss the consequences of putting these chemicals into the body. Have them discuss possible reasons why the tobacco industry continues to sell tobacco although tobacco products are harmful to humans.

3. Ask students to complete the matching exercise in the “Chemicals in Cigarettes and. . .” handout.

   ANSWERS: C=1; E=2; H=3; G=4; D=5; F=6; B=7; and A=8.

RESOURCE:

California Department of Education - Healthy Kids Tobacco-Free Training.

Grade
7

LEVEL:
SECONDARY

CIGARETTES AND MOODS

OBJECTIVE:

Students will be able to recognize that a person can alter their mood with cigarettes and open the way to use other mood-altering drugs.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Benita Martinez Day Skit (available from the American Lung Association of Montana, 1-800-LUNG USA).

INFORMATION:

Tobacco plays an integral part in the addictive process. The students need to be made aware of the impact tobacco makes in death, disease and drug use. Introduce the facts that over 90 percent of all alcoholics are heavy cigarette smokers and smoking is almost universal among heroin addicts and methadone maintenance patients.

CLASS ARRANGEMENT:

Group.

INSTRUCTIONAL STRATEGIES:

Perform “Benita Martinez Day” skit.

Discuss possibilities of a future where people have not learned to alter their mood with chemicals.

Discuss whether the failure to address and treat a smoking habit contributes to a high relapse rate after treatment for alcoholism and/or drug use.

RESOURCE:

Adapted from Central District Health Department, Utah.

Grade
7

LEVEL:
SECONDARY

EAT FOR GOOD NUTRITION

OBJECTIVE:

To create an awareness of the dietary guidelines as advice for making healthy food choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- "Eat for Good Nutrition" work sheet (see Grade 7 Handout Masters)
- "Dietary Guidelines for Americans" handout (see Grade 7 Handout Masters)

INFORMATION:

Nutrition experts have established dietary guidelines for Americans. These guidelines are periodically revised as more is known about diet and health. The dietary guidelines are recommendations about eating to help healthy Americans ages two and over maintain and improve their health.

The first two guidelines form the framework for a healthy way of eating: (1) "Eat a variety of foods" for the nutrients you need and for the energy (calories) you need, and (2) "Maintain desirable weight."

The next two guidelines stress the need for many Americans to (3) "Choose a diet lower in fat, saturated fat and cholesterol" and (4) "Choose a diet with plenty of vegetables, fruits, and grain products."

Other guidelines suggest moderation in the use of sugars, salt, and alcohol if used at all: (5) "Use sugars only in moderation," (6) "Use salt and sodium only in moderation," and (7) "Avoid alcoholic beverages." This last guideline was intended for adults for whom drinking is legal and encourages moderation in consuming alcoholic beverages. For teens the message "Avoid alcoholic beverages" is appropriate.

Class Arrangement:

Individual/small group.

Instructional Strategies:

1. Have students produce their own set of guidelines for healthful eating. Distribute the "Eat for Good Nutrition" work sheet and have each student choose the seven best guidelines to help keep them fit for a lifetime. (This may be done individually or in groups.) Discuss the guidelines students selected to see what they believe about eating for good nutrition.

2. Compare the students' dietary guidelines with the established Dietary Guidelines for Americans on the handout. On the work sheet, have each student circle the Dietary Guidelines for Americans. Discuss how the seven guidelines they chose compare with those established by nutrition experts.

3. Discuss the statements on the work sheet which are not among those established by nutrition experts. Use the following information in the discussion:

   Avoid snacking. To the contrary, nutritious snacks can contribute to a healthful diet. What is eaten throughout the day is important, not when it is eaten.

   Eat an apple a day for good health. Though nutritious, apples do not hold any magic for good health. A varied diet, not a single food, promotes good health.

   Avoid desserts. Desserts can be part of a healthful diet, especially when they are chosen carefully.

   Avoid candy, chips, and soft drinks. Eaten occasionally, these foods add pleasure to eating. But these foods tend to be high in fat, sugar, and/or sodium, and low in nutrients.

   Eat a green vegetable every day. Eating enough vegetables is part of the guideline "Eat a variety of foods." But no single food provides all of the nutrients you need for good health.

   Avoid fast foods. Any food can fit into a diet that matches the dietary guidelines. However, many fast foods are high in calories, fat, sugars, and/or sodium.

Evaluation/Modification:

Refer students to the end of the work sheet, and ask them to complete the sentence: "Here's how I'll eat smart...."

Resource:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

Grade
7

LEVEL:
SECONDARY

TODAY'S CHOICE

OBJECTIVE:

To make wise food choices using the pattern for daily food choices based on the Food Guide Pyramid.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- "A Pattern for Daily Food Choices" handout (see Grade 7 Handout Masters)
- "Today's Choice" work sheet (see Grade 7 Handout Masters)

INFORMATION:

The Food Guide Pyramid is the most up-to-date food guide available and the only one that is currently approved by the Department of Health and Human Services and the Department of Agriculture. It should be used as a basic tool in all health and nutrition education programs.

The purpose, objectives, and underlying philosophy of the Food Guide Pyramid are different from that of the "Basic Four Food Groups." The latter was designed to teach nutrient adequacy to help guard against deficiencies. However, today in the U.S., many of our top health concerns, such as obesity and heart disease, are at least partially the result of nutrient excesses. The Food Guide Pyramid addresses the total diet, taking into account over nutrition as well as under nutrition. The Food Guide Pyramid was designed to augment the "Dietary Guidelines for Americans." It also supports the concepts of variety, moderation, and proportionality.

Variety means consuming different foods from, among, and within food groups.

Moderation means consuming fats and added sugars sparingly and limiting consumption of foods high in fat and added sugars.

Proportionality means eating different amounts of foods from each food group. All food groups are important, but more food should be consumed from some groups than from others. Because the grain group has the most recommended servings does not mean it is the most important group. All food groups are necessary in order to provide a healthy diet.

Class Arrangement:

Individual/small group.

Instructional Strategies:

1. Discuss the following statements about nutrition:

   - Our bodies need nutrients and calories to function.
   - We can make choices regarding what we eat that will help us maintain good health.

2. Distribute and review the "A Pattern for Daily Food Choices" handout. This is adapted from the Food Guide Pyramid.

3. Distribute the "Today's Choice" work sheet. Review the instructions with the students, and plan an example of a breakfast menu. (This can be done individually or in small groups.)

4. Have students share their menus with the class. Discuss if the menu is nutritious and if it includes a variety of foods.

Evaluation/Modification:

To determine the amount of variety in the menu, have students count the number of different foods. The same food in different forms—such as apple and applesauce or an orange and orange juice—counts as one type of food. This will give the students an opportunity to apply the concept of variety. The total number of foods in each student's menu could then be compared with the rest of the class to determine the range of variety.

Resource:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade **7**

LEVEL: ***SECONDARY***

EXPLORING VALUES

OBJECTIVE:

To help students explore their values about food choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Exploring Values About Food Choices" work sheet (see Grade 7 Handout Masters).

INFORMATION:

People make food choices based on values they hold about food. All things being equal, two people may choose different food items because they hold different values about food; or they may select the same food item but for different reasons or values. Regardless of the food choices we make, decisions are usually based on the values we hold about food.

CLASS ARRANGEMENT:

Individual.

INSTRUCTIONAL STRATEGIES:

1. Distribute the work sheet "Exploring Values About Food Choices." Ask students to think back over the last few days about food items they chose to eat. Have a few students share some of their choices. Then instruct the students to list foods they chose on their work sheet.

2. Encourage the students to respond orally with the reasons they think that they or people in general choose certain food items to eat or to prepare for others to eat. Write their reasons on the chalkboard under the heading "Reasons for Choosing Food." Your completed list will probably include reasons such as: taste, nutritional value, ease of preparation, time of day, new food experience, size, temperature, ingredients, opinion of others, etc.

3. Instruct students to transfer the "reasons for choosing" from the chalkboard to the diagonal spaces on the work sheet. They are to take one food at a time and rate its importance under each item under "Reasons for Choosing Food" in their food selection according to the following scale:

    0 = not important
    1 = somewhat important
    2 = important
    3 = very important

4. Ask students to add the numbers in the vertical columns for each item under "Reasons for Choosing Food" and to place that number at the bottom of the grid.

5. Direct students to replace the words "reasons for" at the top of the grid and write the words "values about" in their place. Explain that the reasons for choosing food are really values that they have about making food choices. Inform them that one way to look at the importance of these reasons or values is to analyze the number of points totaled for each at the bottom of the grid. The higher the total, the greater the importance of that value on their food choices.

6. Have the students make a value statement by completing the statement at the bottom of the work sheet "One of my values about food is its _____." Ask several students to volunteer to read aloud their sentences. Compare the similarities and differences in values and foods chosen. Ask what conclusions they could draw from the values that were shared.

EVALUATION/MODIFICATION:

Have students interview a family member to determine what values he/she uses to choose food and compare that with their own values.

RESOURCE:

Adapted from: California State Department of Education. (1994). Choose Well, Be Well.

Grade 7

LEVEL: *SECONDARY*

AVOID MIDMORNING SLUMP

OBJECTIVE:

To recognize the effects of food on health and appearance.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Avoid Midmorning Slump" work sheet and "Breakfast Menus" work sheet (see Grade 7 Handout Masters).

INFORMATION:

Breakfast means "breaking the fast." A fast is when the body has been deprived of food for a prolonged period of time such as overnight. During a fast, the blood glucose levels which provide fuel for the body are reduced. Breakfast supplies the necessary nutrients to raise the blood glucose levels after a fasting period.

When breakfast is skipped, one-fourth to one-third of the nutrients needed for health are missing from the diet. Without these nutrients alertness is reduced, work output decreases, and reactions are slower. Skipping breakfasts can result in headaches, stomach cramps, and irritability. Attitudes and academic achievement are affected by breakfast because the brain needs glucose to function.

CLASS ARRANGEMENT:

Individual/small groups.

SKILL NEEDED:

It is helpful for the students to be familiar with "A Pattern for Daily Food Choices" (see Grade 7 Handout Masters for the *Today's Choice* lesson plan).

Instructional Strategies:

1. Distribute and review the work sheet "Avoid Midmorning Slump" with the students. After completion, review the answers with the class. (This could also be completed in small groups.)

2. Present the following information to the class:

   It is recommended that breakfast should contribute to the individual's daily requirement of both calories and nutrients. This means that the breakfast should include one serving from each of these food groups:

   - vegetables
   - fruits
   - milk, yogurt, and cheese
   - breads, cereals, rice, and pasta
   - meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds. (Most Americans include enough meat in the lunch and dinner meals, so a meat would not be required for breakfast.)

3. Distribute the work sheet "Breakfast Menus," and have students analyze the menus on the work sheet. Determine if each menu contains the correct number of servings from each food group. Answer the questions for each menu.

4. Divide the class into groups of four or five students. Instruct each group to plan three breakfast menus and to include one serving from each food group. Remind students that any food, whether it is a traditional breakfast food or not, is acceptable for breakfasts; it simply depends on an individual's preferences.

Evaluation/Modification:

Have each student plan a breakfast menu they would eat that incorporates the basic requirements to prevent midmorning slump.

Resource:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility: Nutrition Education.

Grade
7

LEVEL:
SECONDARY

FOOD-BORNE ILLNESS ORGANISMS

OBJECTIVE:

To identify the types of microorganisms and the factors involved in preventing food-borne illness.

LIFE SKILL:

To promote proper nutrition as a part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- overhead projector
- "Types of Microorganisms" and "Microorganism Search" handouts (see Grade 7 Handout Masters)
  (Optional: Microscopes set up with samples of each organism)

INFORMATION:

Microorganisms are tiny living cells that can be seen only with a microscope and are everywhere—in the body, in the soil, in the water, and in the air. The four types of microorganisms that affect food are bacteria, viruses, yeast, and molds.

CLASSROOM ARRANGEMENT:

(Optional: Microscopes set up in the classroom with samples of each organism so that students can progress smoothly from one sample to the next.)

INSTRUCTIONAL STRATEGIES:

Distribute and review the handout "Types of Microorganisms."

EVALUATION/MODIFICATION:

Distribute handout "Microorganism Search" for the students' completion. Review the answers.

RESOURCE:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade **7**

LEVEL: ***SECONDARY***

EMOTIONS AND EATING HABITS

OBJECTIVE:

To make wise food choices as part of self-responsibility for health and wellness.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Emotions and Eating Habits" work sheet (see Grade 7 Handout Masters)

INFORMATION:

Hunger is an inborn instinct that results from deprivation of food. Appetite refers to the desire to eat and is a learned response. An individual's appetite is affected by many factors such as the use of food as a reward, the deprivation of food as a punishment, and the availability of food in the home.

One's appetite can be affected by emotions that can override the body's physical signals for a need for food. Eating can provide an individual with positive feelings such as a sense of security when meals are eaten with family or friends. Eating can also have negative feelings for some people if the following occurs such as being forced to clean up your plate. Our emotional state often triggers extreme behaviors such as overeating or not eating at all when we are upset.

CLASS ARRANGEMENT:

Individual.

INSTRUCTIONAL STRATEGIES:

1. Discuss how emotional feelings can influence an individual's eating behavior. Use the following two examples to illustrate these behaviors:

Example A. Jane gained seven pounds over the Christmas holidays and feels frustrated because none of her clothes fit. She decides to go on a reducing diet to lose the extra weight.

The following questions are to be asked orally:
What is the emotional feeling? (frustration or guilt)
What is the eating behavior? (dieting)
How are the two related? (overeating produces frustration and guilt; dieting relieves these feelings) This diet may not be the best one to follow and may not change a person's eating habits, so this situation may happen again.

Example B. John is a skilled carpenter. His mother had him repair a cabinet door in her garage. He was anxious to finish the job because his mother always thanked him by baking a lemon meringue pie, his favorite food.

The following questions are to be asked orally:
What is the emotional feeling? (anticipation)
What is the eating behavior? (Food is used as a reward for good behavior. John may eat more pie than he needs or wants.)
How are the two related? (John expects to be rewarded with food.)

Ask students to think of other examples of how emotional feelings and eating behaviors are related.

2. Distribute the work sheet "Emotions and Eating Habits." Ask students to keep a written or pictorial record of their emotions for five days. Ask them to jot down what they eat or do as a response to emotional changes. See if they can discover a pattern of eating unwisely when they are experiencing certain emotions. Stress the importance of recording entries daily to ensure correct recall.

3. Have a class discussion about healthy alternative activities to eating when our emotions cause us to indulge unwisely. Draw a web diagram with the heading "Healthy Alternatives." In the center, write "Emotional Upsets." Around the center write some alternatives as students give ideas. Examples may include: talk to a friend, walk the dog, or exercise.

Evaluation/Modification:

Have students keep another record to see if they were able to make positive changes in response to emotions rather than eating when not hungry.

Resources:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; and from California State Department of Education. (1984). Choose Well, Be Well.

Grade 7

LEVEL: *SECONDARY*

NUTRITION FACTS

OBJECTIVE:

To use the food label "Nutrition Facts" in making decisions about food.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Nutrition Facts" handout (see Grade 7 Handout Masters); food labels from packaged foods, especially beverages.

INFORMATION:

As of May 1994, most packaged foods carry a full listing of "nutrition facts." Labeling will remain voluntary for fresh produce, as well as single-ingredient raw meat products. Many grocery stores already display point-of-purchase nutrition facts for these items.

The new format has nutrient listings that reflect current health concerns such as fat, fiber, and sugars. Serving sizes are standardized, making it easier to compare two different brands of the same product.

The "Daily Values" on the bottom half of the label are based on 2,000 and 2,500 calorie diets. The values listed reflect those that are currently suggested. Remember, if an individual needs more or less than these amounts, the personal daily value will need to be adjusted.

The "% Daily Values" make it easier to judge the nutritional quality of a food. For example, if a food has 25 percent of the daily value for fiber, it means the product will give you a substantial portion of the recommended amount of fiber for one day. These values reflect the 2,000 calorie diet listed on the bottom of the label.

Descriptors now have to meet legal definitions. Some examples include:

Fat free: Less than 0.5 grams of fat per serving

Low fat: 3 grams of fat or less per serving

Light: One-third less calories or no more than one-half of the higher calorie, higher fat version; or no more than one-half of the higher sodium version.

Several health claims linking certain nutrients to reduced risk of cancer and other diseases have been approved. To make a health claim about blood pressure and sodium, the food must be low in sodium.

A food may not make a health claim for one nutrient if it contains other nutrients that undermine health benefits. For example, a high fiber, but high fat jelly doughnut cannot carry a health claim.

Class Arrangement:

Individual/small groups.

Instructional Strategies:

1. Distribute the "Nutrition Facts" handout and review the format with the students. Ask them to locate information on the label.

2. Line up six to ten beverages (including milk, soft drinks, fruit drinks, and powdered drink mixes). Have one student come up and arrange the beverages by price. Have other students in sequence rearrange the beverages by the following criteria:

    - price per ounce
    - percent juice
    - calories
    - protein
    - percent of vitamin C
    - percent of calcium

    Based on this information have each student (or small group) describe which beverage they would purchase and why.

Evaluation/Modification:

Give students more labels to use for practice of making selections based on specific criteria such as low fat or high iron content.

Resource:

Adapted from: Rosemont, IL: National Dairy Council, 1993.

Grade
7

LEVEL:
SECONDARY

WATERWORKS

OBJECTIVE:

To recognize the importance of water in body functions and its special need when exercising.

LIFE SKILLS:

To promote proper nutrition as a part of a healthy lifestyle; and to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- "What You Need to Know About Fluid" handout (see Grade 7 Handout Masters)
- A selection from the following materials: paints and brushes, magazines, scissors, glue, crayons, markers, poster board and/or butcher paper, etc.
- Old clothes, if necessary, and drop cloths or newspapers

INFORMATION:

Body fluids are important for good health. The body needs water! Fifty to 75 percent of body weight is made up of water. Water performs the following functions in the body:

- major portion of the blood
- transports nutrients to body cells
- lubricates joints
- regulates body temperature (perspiration) Note: If you sweat heavily and lose too much fluid, you reduce your ability to provide adequate circulation to both the muscles and body surface. This not only hurts your performance but also can endanger your health.
- rids the body of waste (excretion of urine)
- aids in digestion

Water participates in many chemical reactions in the body. Water acts as a shock absorber inside the eyes, spinal cord, and around the fetus in the womb.

The thirst mechanism helps to prevent dehydration. Dehydration can lead to death. To determine whether enough water has been consumed, keep track of the amount of urine (frequent urination throughout day and in significant quantity) and color of urine (clear, not a dark lemonade color).

The body can survive only a few days without water. Juice, soft drinks, watery foods, such as soup, oranges, lettuce, yogurt, and melon all have high water content and help add to the total body fluid content.

When exercising, a person should drink water before, during, and after the activity. Two to three cups of fluid should be consumed several hours before exercise. Fifteen minutes before exercise, one to one and a half cups of fluid should be consumed and during exercise a half cup every 10-15 minutes. After exercise the athlete should drink two cups of fluid for every pound lost (he or she may want to weigh before and after exercise to see how many pounds of water was lost). A weight loss of water between 5 percent and 10 percent of body weight is dangerous dehydration!

Class Arrangement:

Groups.

Skills Needed:

Research and library skills, if additional information is needed; group interaction and communication skills (team work).

Instructional Strategies:

1. Discuss why it is important for a person to drink water. Write the answers on the board. Circle all of the body functions, true statements, etc., and add and circle any remaining important factors that were not mentioned.

2. Distribute and review the "What You Need to Know About Fluid" handout.

Evaluation/Modification:

1. Have the students divide into groups. Size will depend on the number of topics selected by the teacher or students. Explain to the students they will create mural posters that relate to water for display in the school for the education of other students.

2. Floor space should be made so groups can work on projects. Drop cloths or newspapers can be distributed to protect the floor, if needed.

3. Each group should be given a specific topic relating to water for their particular poster. For example, several topics could be: "Exercise your water knowledge," "Water the human garden for health," "Water sources other than water," "My body works because of water," etc. Encourage the students to make up their own poster topics before they start and title their posters when complete. It is important that the information is correct so that other students can learn from them. Students should try to hang the posters in various locations in the school. An example would be "Exercise your water knowledge" located near the gym.

Resources:

Adapted from: Texas Educational Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; from National Dairy Council. (1994). Food Power: A Coach's Guide to Improving Performance (2nd Ed.); from Missouri Department of Health Nutrition Education and Training Program. (1993). Sports Nutrition; and from Nutrition for Life: Grades 7 and 8. Cornell University, 1987.

Grade
7

LEVEL:
SECONDARY

THE ART OF COOPERATION

OBJECTIVE:

To teach the class the importance of cooperation and teamwork.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Any equipment available for use in a challenge course (an obstacle course that requires getting an entire team through it) such as gymnastic equipment, chairs, ropes, scooters, hula hoops, mats or anything else that can be used to build a course.

INFORMATION:

We live in a very competitive society, and we are taught through sports, academics, and business that we have to be competitive to be "Number 1." However, in relationships, group projects, and committees, competition may destroy rather than facilitate. Instead of using a blanket statement that competition is bad (which, in many cases, it is not), redefining competition as competition against a task rather than competition against one another can be useful. Working as a team to accomplish a goal is competition but it is positive competition against the task rather than negative competition within the group.

CLASS ARRANGEMENT:

Entire gym should be set up as a challenge course. There can be more than one group on the course at one time.

SKILLS NEEDED:

Safety skills and other rules the instructor deems necessary for the safety of the class.

Instructional Strategies:

1. Set up a course using different apparatus to create a series of challenges the group must get through. The course should be set up so that if a person touches the floor (except for designated areas) then the entire group fails the task and must go to the beginning of the course. It should be designed to make it difficult for a team to make it all the way through the series of challenges.

2. Discuss the importance of teamwork and cooperation (each challenge should require some type of team effort to accomplish).

3. Describe these few objectives: The entire team must make it through the course. They will not be timed, and it is not a race against other teams. If a team fails to negotiate a challenge, then the entire team must start at the beginning of the course.

4. After several tries (this may take a few days), discuss what made the task easier versus more difficult.

Evaluation/Modification:

Leaving this course set up for a few days is helpful. Use your imagination to come up with your challenges. Some ideas are a climbing wall, getting over an imaginary river, getting over an imaginary electric fence, going through a tunnel, etc. If your resources do not allow you to construct a course, then a simple imaginary electric fence set-up would be a good replacement. Tie a rope between three volleyball standards in a triangular configuration. Have a team get in the middle of it. Their goal is to get the entire team over the fence without touching anything (including standards) or going underneath it (see New Games Book).

Resource:

New Games Book.

Grade
7

LEVEL:
SECONDARY

FAMILY SCULPTING

OBJECTIVE:

To teach students the importance of family dynamics on a person's mental health.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

A child's family is a strong influential factor on the child's mental health. Many times the child is not cognizant of his or her family's dynamics. "Painting" a picture of a person's family or role modeling typical family behavior will help in bringing out the structure of the family. These activities also help the child in understanding the importance of relationships and how each person in a relationship affects the other.

CLASS ARRANGEMENT:

Allow the child to use anything in the class as a prop.

INSTRUCTIONAL STRATEGIES:

1. Ask for a volunteer to "sculpt" his or her family. Have other classmates act as family members.

2. The goal of this exercise is for the volunteer (artist) to create a sculpture of his or her family as the student sees his or her family.

3. The family members (i.e., other students) are to act like statues. The artist shapes a statue, then that person is to remain in that position. For example, if the artist has a statue point his finger down with a frown on his face, then this person has to remain this way (just like clay).

4. When all of the "molding" is done, then the artist has to become part of the picture.

5. After this is complete, have the artist discuss why they molded the statues the way s/he did.

6. Correlate these images with how s/he views other relationships. Things to look for: Is the person distanced from the family? Does one parent look threatening? Do they have smiles or frowns? Are they in close proximity or far apart?

Evaluation/Modification:

Look for any signs of serious family problems. For instance, is the father standing there with a fist or is the artist child very distant from the family? If you see something like this, consult with the school counselor about possible problems. Most students will have an enjoyable time doing this exercise, and it can be very thought-provoking.

Also, this is a good place to discuss gender roles. Is the mother in the kitchen working and the father sitting, watching TV? These images can be discussed for the purpose of where we learn our gender roles.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
7

LEVEL:
SECONDARY

WHAT DO I HAVE TO BE AFRAID OF?

OBJECTIVE:

To teach students to deal with fears in their lives.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- chalkboard or newsprint
- markers

INFORMATION:

Fears can be real or imagined, and the purpose of this lesson is not to convince students that fears are "silly" or "imagined" but to learn how to deal with fears that exist in our minds (for example, the monster in the closet is as real to a child as is the notion). It is how we deal with the fears that make them debilitating or managed. The events that make fears unmanageable are based on the person's self-esteem, confidence, and sense of control over the environment. An adolescent who has low self-esteem will be more fearful of what others will think and, more times than not, what others think gets blown out of proportion to what the adolescent contrives in his or her mind. Phobias are conceived in a person's mind based on false beliefs, feelings of no control and self-esteem issues.

CLASS ARRANGEMENT:

Individual.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm and list on the board things that cause fear in individuals in the class. Accept real and/or imagined fears, but be cautious of those ideas from students who are merely trying to be funny.

2. Discuss the following steps in dealing with fear:

   - Acknowledge to yourself that you are feeling afraid.
   - Figure out exactly what you are afraid of, thinking about all possibilities. There may be more than one possible cause.
   - Figure out if the fear is real or imagined. If it is real, take appropriate steps to take control of the situation (i.e., leaving the area, reporting to someone, being more cautious). If there is no concrete reason for your fear, use your thinking to overcome your feeling of the situation (e.g., I know I won't die if I give this speech in front of people, and I know that I may not be afraid—just nervous—which is normal for everyone). Talk with someone about your fear.

3. Role play fearful situations that are relevant to students. Have students discuss ways they control their fears, and discuss the rationality or irrationality of the fears that are mentioned.

Evaluation/Modification:

It may be helpful to start the discussion by listing one or two of your own fears on the board first. Stress to the class that feeling afraid is normal and not a sign of weakness. More often than not, feeling afraid is a positive feeling because it elicits caution and helps with decision making.

Resource:

Goldstein, A. P., Sprafkin, R. P., Gershaw J., & Klein, P. (1980). Skillstreaming the Adolescent. Champaign, IL: Research Press Comp.

Grade
7

LEVEL:
SECONDARY

TO BE TEASED OR NOT TO BE TEASED

OBJECTIVE:

To teach students the effects of teasing and the skills to handle teasing.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- notebook paper
- pens

INFORMATION:

Teasing is common among people, especially youth. Some teasing can be very cruel and mean-spirited if done to consciously degrade someone. While some teasing occurs between friends as friendly banter, adolescents many times will tease not knowing the consequences that occur. Many times, when a person gets teased and feels bad about it, s/he will tease someone else to get the attention diverted from themselves. It is common for a person that feels bad about him/herself to bring someone else down to that level by teasing and "putting down" others. Teasing can be harmful to people, but if taken in the right light, teasing will not last or may be beneficial in gaining new friends.

INSTRUCTIONAL STRATEGIES:

1. Have a discussion on how one knows that one is being teased.

2. Discuss the difference between harmful teasing and playful teasing. Is there a difference to all people?

3. Brainstorm ways to deal with teasing (e.g., accept it and laugh with it, try not to take it seriously, tease self, ignore it).

4. Discuss negative ways to deal with teasing (e.g., tease others, get angry and fight back, get defensive, feel rejected, etc.).

5. Have students write down a plan of action to take when confronted with teasing. Have them hand in no more than one page. Comment on each plan, and return to the students to keep.

6. Have students use the plan of action and report to the class what transpired when their plan of action was taken.

Evaluation/Modification:

This plan will need to take place over a few weeks. Do the discussion on one day and have a follow-up two to three weeks later to discuss how the plans worked. Be observant of a child who seems to have a difficult time discussing this topic. S/He may be a product of continual teasing or has personal issues that make being teased difficult to deal with. In this case, consult with the school counselor or sit down with the child, one on one, and have them talk about what is happening.

Grade
7

LEVEL:
SECONDARY

HOW TO TURN FAILURE INTO A SUCCESS

OBJECTIVE:

To teach students how to deal with failures in their lives.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

As an old axiom states, "We can all learn from our mistakes." In reality, many people have a difficult time learning from their mistakes. For many reasons, some people will not accept the responsibility for failure and will put the blame on someone else. Taking responsibility for one's own actions is difficult for many people because when a mistake is made, admitting to it is construed as being weak, and admitting this in our competitive society is "socially" frowned upon. People then get into a vicious circle where they blame others for their troubles and do not learn from their mistakes. This creates more mistakes and more failures. To break this cycle one has to admit to making a mistake and to figure out what was done incorrectly or what wasn't done at all. It then is easier to correct the mistake and to learn from the failure.

SKILLS NEEDED:

The ability to objectively look at one's own self and efforts in accomplishing tasks.

INSTRUCTIONAL STRATEGIES:

1. Define failure. What is failure? How do we know when we failed? What type of failure was it (academic, athletic, interpersonal)? How important is the failure in your life?

2. Brainstorm why people fail at things (e.g., lack of effort, not properly prepared, bad luck, skill, etc.).

3. Discuss what you could have done that would have corrected the mistake or failure

4. What could you have controlled (for example, increased effort, more practice, studied longer, asked for help, etc.)?

5. Discuss a plan of action for the next time the same situation happens.

Evaluation/Modification:

It is important to stress effort and motivation. If one does not put out much effort, then change does not occur or occurs very slowly (depending on the effort put out). Motivation to change is also important. If a person does not care about the constant failures, change will not occur.

This exercise can be applied very successfully to dealing with peer pressure.

Grade
7

LEVEL:
SECONDARY

GOAL SETTING

OBJECTIVE:

To teach students how to set goals and the importance of goals for self-fulfillment.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- video tape of the movie "Rudy" about a young man who made the Notre Dame football team despite the odds against him
- VCR and television

INFORMATION:

Setting goals helps in programming our actions to reach goals. Consciously and unconsciously we make decisions, react, and act based on the goals we set for ourselves. A person who sets no goals will not have any guidance of purpose in life or any standards on which to base decisions. Therefore, setting goals is important to stay on track and to have a meaningful life. Setting goals can range from short-term goals of "I'm going to finish my homework before dinner" to long-range goals of "I'm going to attend college and become an accountant." Goals can be made in all areas of life: interpersonally, professionally, academically, athletically, or financially. The one common trait of goal setting is to give direction and meaning in life. A person who has meaning is a person who feels worthy, has a higher self-esteem, and is more confident.

CLASS ARRANGEMENT:

Group setting.

INSTRUCTIONAL STRATEGIES:

1. Discuss goal setting and what types of goals are realistic. Distinguish between short-term and long-term goals. Short-term goals should be steps to long-term goals.

2. Show the movie "Rudy" and discuss afterwards the goals he set for himself and what he had to do to accomplish his goals. Discuss how his goals were achievable and realistic (i.e., he wanted to make the team, not be the star player).

Evaluation/Modification:

This plan will probably take at least three hours (three to four class periods), so plan accordingly. This plan can also incorporate other academic areas. This would be a great "bad weather" assignment, and the movie can be shown to the entire school. Other movies can be used such as "Rocky," "The Dennis Byrd Story," or any movie that depicts the main character as setting goals for him/herself and taking steps to accomplish these goals. It is important to have the class view the movie because visual processing of an abstract concept is a strong learner reinforcement.

Grade
7

LEVEL:
SECONDARY

IDENTITY FORMATION AND VALUE CLARIFICATION

OBJECTIVES:

To help students form their own identities and also help them define their value systems.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom and entire school.

EQUIPMENT/MATERIALS:

- paper
- clipboards
- pens or pencils

INFORMATION:

One of the main features of adolescence is the formation of an identity. Youth at this stage begin to group themselves based on current likes and dislikes, interests, activities, and location. Some youth will join groups for rebellious reasons (also common at this age) or because their relationships with their families are so poor that they take an extreme stance away from family. Many times adults will try to force or coerce their children away from certain groups, which actually makes the youth strengthen his/her resolve in continuing with the group.

Value clarification goes hand-in-hand with identity formation because values create the group's dynamics and cohesiveness. The typical groups found in most schools are, "cowboys," "brains or nerds," "jocks" (athletes), "druggies" (gangsters, gang bangers, freaks, etc.), and "preppies." When a youngster doesn't fit with any group, s/he may seem to be drawn to the "druggies" group because this group of kids tend to want to bring people "down to their level" instead of the group members "coming up to a higher level" (more achievement oriented).

SKILLS NEEDED:

- writing skills
- observational skills

Instructional Strategies:

1. Discuss what values are, and which values are important to the class. What do people base their values on? What do they (the students) base their values on?

2. Write values on the board (accept all suggestions even though some of the values are negative).

3. Have students do an anthropological study of different groups existing in the school. Form teams of two to three people to go out and observe an assigned group. The researchers can ask group questions in an interview format or just observe a group and write down specifics that are unique to the particular group.

4. Report observations to the class. Each team needs to list the pluses and minuses of what each group has to offer a person (e.g., image, drugs, special privileges, etc.).

5. Discuss what each group has to offer and how the group conflicts or agrees with each individual's value system.

Evaluation/Modification:

This assignment can be given in one class period and discussed one week later. Writing up findings can be useful to further strengthen the academic component. Doing library research on these different cultures can also be incorporated. If your school does not have different subcultures because of size, library research may be a desirable alternative. If your school is close to a larger town, going to a mall or a common place where teens "hang out" would work. Contacting a teacher in a larger community could also be helpful. The students in the larger school can send their observations to a smaller school for discussion.

Grade
7

LEVEL:
SECONDARY

RESPONSIBILITIES OF CHILD CARE

OBJECTIVE:

To explore the responsibilities of being a baby sitter or child care provider.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- doll
- baby blanket

INFORMATION:

Many youth of this age serve as baby sitters or child care providers to other families in the community as well as to their own family (siblings). Some youth seem to have a good sense of the responsibilities needed to provide good supervision, while others seem to lack common sense. The purpose of the lesson plan is to increase awareness of safety concerns and responsibilities needed when serving as a baby sitter.

CLASS ARRANGEMENT:

Small group or individual.

INSTRUCTIONAL STRATEGIES:

1. Have the class brainstorm a list of qualities of a good child care provider. Since boys may also be providers, be sure to promote their participation.

2. For a homework assignment ask students to write a scenario of a “risky” child care situation. If the student so desires, it can be a real situation that they experienced.

3. Review the scenarios. Select about six scenarios to be utilized for class discussion. Divide the class into groups, and give each group a copy of one of the scenarios.

4. Ask the students to read the scenario and discuss what they would do to solve the problem.

5. Have small groups share their decisions with the whole class.

Evaluation/Modification:

Have teens who are 16 or older come and speak to the class about their experiences serving as a baby sitter. Ask them to highlight safety issues they have experienced when serving as a sitter.

Resources:

- The American Red Cross has a nationally approved curriculum to offer training for youngsters to learn how to be baby sitters. Contact your local Red Cross chapter and urge them to offer the training in your community.

- Child Care Resource and Referral agencies in your local community have materials on improving child care and may be available as a guest speaker or to provide materials for your class to highlight how to improve the quality of care giving.

- The 4-H organization has curriculum and program guides for training as a baby sitter. Contact your county extension agent.

Grade
7

LEVEL:
SECONDARY

FAMILY HISTORY: WHAT'S FOR DINNER

OBJECTIVE:

To gain insight into similarities and differences in family identity, traditions, and customs through the food we choose to prepare and serve.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or cafeteria.

EQUIPMENT/MATERIALS:

If serving food, plates, silverware, napkins, and serving utensils will be needed.

INFORMATION:

Family traditions and customs help give families identity. Traditions and customs often have a religious, ethnic, or cultural basis. Thus, families are teaching or socializing their members through both the common experiences and the celebration of holidays. Students need to become aware of the differences in families and gain insight into the reasons behind those differences.

CLASS ARRANGEMENT:

Serving table may be required.

INSTRUCTIONAL STRATEGIES:

1. Select a particular event, such as the celebration of a birthday or particular holiday (i.e., Fourth of July), for a focus.

2. Ask the students to describe particular foods that they associate with celebrations; students may do this in small groups or with the entire class. Ask them to describe particular family members who may prepare these dishes or certain china or serving pieces associated with the food. For example, someone may recall fresh picked strawberries set in a crystal bowl as part of the celebration of summer birthdays.

3. Discuss the similarities and differences in how the same event is celebrated in different families.

4. The class could actually cook the items and have a potluck. For example, to end the school year students could prepare family recipes that are part of their recollection of summer.

Evaluation/Modification:

This activity can be done in a variety of ways: verbally through small group discussion, class discussion, written through essays, and by serving food in a potluck format.

Resource:

Weitzman, D. (1975). My BackYard History Book. Boston: Little Brown and Company.

Grade
7

LEVEL:
SECONDARY

MAKING AND KEEPING FRIENDS

OBJECTIVE:

To explore how peer pressure affects friendship.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The value and need of friendships are important parts of the school experience. Sometimes students need opportunities to practice the skills of making and maintaining friends as well as to see the need and importance of friendship.

CLASS ARRANGEMENT:

Small groups and individual.

INSTRUCTIONAL STRATEGIES:

1. In small groups list ways to make friends. Discuss why we need to make friends and why it is sometimes hard to make friends. How does peer pressure affect friendship?

2. List ways to keep friends. Why is keeping friends important?

3. Have small groups share their discussions with the total class.

EVALUATION/MODIFICATION:

This activity may be a good way to begin the new year and have the activity repeated throughout the school year.

The Making and Keeping of Friends could be repeated as the need arises to support self-esteem needs of class members.

RESOURCES:

Books of quotations that have sections on friendships may help support this lesson plan. A bulletin board or class newsletter could contain quotes that say “Friends are . . . “ to spark discussion and interest in friendship.

Grade
7

LEVEL:
SECONDARY

NONVERBAL COMMUNICATION

OBJECTIVE:

To become aware of how nonverbal communication affects communication.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Activities to describe and experience how nonverbal communication affects communication can be a good way to begin the school year. Learning about how we affect one another intentionally (planned) and unintentionally (unplanned) can be part of creating a learning environment in the classroom.

CLASS ARRANGEMENT:

Small group or individual.

SKILLS NEEDED:

Listening.

INSTRUCTIONAL STRATEGIES:

1. Review forms of nonverbal communication: gestures, eye contact, movement, and breathing patterns. Provide examples for students.

2. Develop a list of statements independently or with students which may be open to a range of interpretation such as "I really like her." Divide the class into groups and give each group a handout, listing the statements or common phrases.

3. Have each student in the group read the statement from the handout. For example, the statement “Yes, I know her. I ride the bus with her,” can be read with not only variations in intonation of voice, but nonverbal expression as well. Each reading of the phrase may thus carry a different response.

4. Have small groups comment on how each person also communicated with nonverbal as well as verbal signals.

Evaluation/Modification:

Class members can be asked to reflect on occurrences when their nonverbal expressions did not match their verbal expressions. Students can then discuss the event verbally or write an assignment.

Resources:

Contact a local theater group or acting class in your high school or local college to come to the class and demonstrate nonverbal communication.

Grade
7

LEVEL:
SECONDARY

ADVERTISING AND YOU

OBJECTIVE:

To analyze advertising and the effect an ad has on the consumer.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Old magazines, newspapers, pamphlets, "Advertising and You" work sheet (see Grade 7 Handout Masters).

INFORMATION:

Activities to help students recognize the type of advertising appeal the advertiser uses to sell products form the basis of this lesson. Students need to become aware of the role of advertising in the decision process. Decisions also need to be viewed in the level of perceived importance. For example, when deciding whether to purchase a particular acne cleanser, VCR, or vehicle, the same principles apply.

CLASS ARRANGEMENT:

Small group or individual.

INSTRUCTIONAL STRATEGIES:

1. Have students select an ad from a magazine or newspaper that appeals to them.

2. Have students complete the work sheet. The work sheet could be an in-class activity for individuals or small groups, or it can be a homework activity.

3. Discuss as a class specific questions from the work sheet (i.e., #5 How does this ad try to get your attention?). Discuss how and why advertising targets certain age groups and segments of the population.

Evaluation/Modification:

Name three different groups of people who buy products. Find at least five ads from newspapers or magazines that appeal to each group. Make a bulletin board, booklet, or poster showing the three market groups and the ads that might appeal to them.

Resource:

Adapted from: Consult the Colorado Core Curriculum “Life Management” produced by and for the Colorado Community College and Occupational Education System and Colorado State University.

Grade
7

LEVEL:
SECONDARY

PHYSIOLOGICAL CHANGES AND YOU

OBJECTIVE:

To learn that physiological changes are normal and predictable as one approaches sexual maturity.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- overheads
- charts
- videos on reproduction

INFORMATION:

Human sexuality, including reproduction and sex drive, are natural functions of living. It is important to understand how normal sexual feelings can be understood and expressed appropriately. Discussion may include recognizing possible difficulties to be encountered as the physiological changes take place.

INSTRUCTIONAL STRATEGIES:

1. Identify the endocrine glands which stimulate reproductive capacity and the development of secondary sex characteristics. Have students list and label the various endocrine glands and resulting changes.

2. Identify the parts and functions of the male and female reproductive systems. Label the parts of the reproduction system and explain the functions of each part.

3. Recognize the possible difficulties to be encountered as physiological changes take place. In small groups, perhaps with high school students to assist as leaders, discuss the problems of physiological changes. Role play scenarios, and discuss what would you do if . . . and when.

4. Describe how normal sexual feelings can be understood and expressed appropriately, including controlling sex drive.

Evaluation/Modification:

The activities listed could occur over time; for example, daily activities for a week or once a week for a month. Often with content as value-laden and sensitive as sexuality, students need reflection time between lessons. Providing additional time may lead to an increase in the number of questions as well as an increase in the depth of discussion.

Resource:

The activities presented were adapted from the Family Life Education Curriculum of the State of Nebraska.

Grade 7

LEVEL: *SECONDARY*

VOCABULARY BUILDING: FEELINGS ARE . . .

OBJECTIVE:

To develop a vocabulary to say how we feel.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Construction paper or chalkboard; "Feeling Words" for teacher's use (see Grade 7 Handout Masters).

INFORMATION:

Students often have a limited vocabulary to say how they feel: happy, sad, or mad often seem the range. This activity will heighten their awareness of their feelings, give them new words to express those feelings, and provide the opportunity to discuss how to express their feelings.

INSTRUCTIONAL STRATEGIES:

1. Every week put up a "Word for the Week" on the chalkboard or on a piece of construction paper on the bulletin board.

2. Learn about the word: pronounce it for and with the students, give a definition, give examples of the word with anecdotes.

3. Throughout the week the teacher and class are aware of the "new word" and work to utilize it. For example, use statements such as "I bet that made you feel . . ." Also, during reading of assignments or class discussion, recognition of and utilization of the word could occur.

4. Ask students to share verbally in small groups or to write stories about themselves and the word that expresses the feeling. Caution must be exercised so as not to place the students in a situation where they feel uncomfortable sharing the information. Thus, the option to pass or complete an alternative assignment may be necessary.

Evaluation/Modification:

The radio program featured on Public Radio, “Chrysti the Wordsmith,” often has interesting insights into how and why the words we use today evolved. Students could be asked to listen to a program and write a response as to changes in the word from history to the present.

Grade
7

LEVEL:
SECONDARY

PEER PRESSURE RELAY

OBJECTIVE:

To review a variety of ways to refuse peer pressure.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Newsprint, markers, classroom ground rules, "Guidelines for Leading Role Plays" (see Grade 7 Handout Masters).

INFORMATION:

Prevention skills can be demonstrated in many ways. In this lesson, risk refusal skills are employed through the role playing medium. Students find it difficult to refuse their peers in most situations; role playing offers the opportunity to practice refusal skills for potentially risky situations in an environment that is secure.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Knowledge of classroom ground rules.

INSTRUCTIONAL STRATEGIES:

1. Have the students brainstorm a variety of ways to refuse peer pressure, e.g., saying “no,” suggesting something else, making an excuse, walking away. List the ideas on newsprint.

2. The students should brainstorm a list of trouble situations that a peer or an older person may try to talk them into doing. List the ideas on newsprint.

3. Set up a relay role play by asking for eight to ten volunteers to come to the front of the room. Form two lines with the students facing each other.

4. Explain that students in the line on the left will take turns pressuring the students on the right. They can use the trouble situations listed or use one of their own. The students on the right will refuse the pressure. They can use the list of ways brainstormed on the newsprint. Demonstrate with one of the students at the front of the line.

5. Begin the relay. When each pair has practiced, they go to the end of the line. Repeat the process until everyone practices twice.

6. If time allows, ask for another set of students to participate in the relay. Ask students for examples of when they have used these refusal skills in the last few weeks.

Evaluation/Modification:

If space allows, divide the class into several small groups to simultaneously conduct the relay.

Resource:

ETR Associates, PO Box 1830, Santa Cruz, CA 95061-1830

Grade
7

LEVEL:
SECONDARY

HELMETS—HEAD INJURY PREVENTION

OBJECTIVE:

To demonstrate the importance of wearing a properly fitted bicycle helmet to reduce the severity of head injuries.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

2 raw eggs, plastic bag and paper towel for cleaning, a box or bucket (12" x 12" x 6") full of styrofoam pieces, ANSI- and/or SNELL-approved bicycle helmet, "G" Force Chart handout, How to Fit Your Helmet handout (See Grade 7 Handout Masters).

INFORMATION:

Scientists measure how hard something hits with "g forces." Things which hit hard have a high "g force" and have a high potential for damage. Three hundred "g's" is enough to cause permanent brain damage; five hundred "g's" can fracture the skull and cause death. The head of someone who falls from bicycle height to a concrete surface can receive a force of more than 1,800 "g's." Properly worn ANSI- and/or SNELL- approved helmets can reduce the 1,800 "g's" of bicycle falls to less than 200 "g's" which is enough for a headache, and perhaps a visit to the hospital but little, if any, permanent damage.

The average cost of a brain injury is about $1 million for hospitalization and rehabilitation for a year. Over a victim's lifetime, this cost rises to approximately $4.5 million in lost wages, education and retraining to be a functional adult. A SNELL- or ANSI-approved helmet costs between $10 to $150.

Skill Needed:

An understanding of “g forces,” participation in role playing.

Teaching Strategies:

1. The teacher should explain that an egg simulates the human brain inside the skull (important material within a fragile shell).

2. Ask a student to decide how far from a hard surface (floor or concrete surface) he or she can drop an egg without breaking it. Let the student drop the egg from that distance(be sure to cover the surface with a waterproof barrier). The egg will break when dropped from a height of 3 inches or more.

3. Ask the student to stand on a chair, hold the other egg high, and drop it into a box full of styrofoam pieces or sand. (Be sure the box is a large enough target for the student to hit.) The egg shouldn’t break.

4. Show the class a bicycle helmet. Explain that it is constructed with an inside crushable liner of styrofoam, like that in the box, which can reduce force to the head from 1,800 “g's” to less than 200 “g's.” Share “g force” chart.

5. Demonstrate correct helmet fit. Explain that for the helmet to do its job of protecting the head, it must be properly fitted and worn every time one rides a bike.

Evaluation/Modification:

Students can name other activities where they have seen people wear helmets. Students can demonstrate proper helmet fitting.

Resources:

Ride Safe Helmet Fit Video, 1-800-285-RIDE or contact Regional Traffic Education Trainers through the OPI.

Recreational Helmet Use for Middle School Students, HEADstrong Curriculum Guide, Denver Osteopathic Foundation, 3131 S. Vaughn Way Ste. 204, Aurora, CO 80014 (303) 338-8548.

Grade
7

LEVEL:
SECONDARY

BASIC BICYCLING SKILLS

OBJECTIVE:

To demonstrate the proper bicycle fit, pedaling technique and basic bicycle handling skills needed to ride safely.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area.

EQUIPMENT/MATERIALS:

Bicycles, helmets, tools for adjusting seats and handlebars, cones.

INFORMATION:

Proper frame size and adjustment of the saddle and handle bars are imperative to the comfort and safety of the bicycle rider. It is equally important that the bicycle be maintained in good mechanical condition.

Proper pedaling is a steady flow of power through the pedal circle and a smooth transfer of force from leg to leg. This is achieved by pushing forward at the top of the circle, downward at the front, backward at the bottom, and pulling upward at the back. The foot should be positioned so that it can push on the pedal as far around the circle as possible. This means heel down and toe up at the top of the circle. You actually spin the pedals as the motion is not a pushing down motion. Steady breathing is also important.

Basic skills include stopping, scanning, and the rock dodge. Perhaps no defensive riding skill and habit is both more important, yet more ignored, than scanning to the rear for traffic. The Cross study (1976) points out that 12 percent of all fatalities occur when a bicyclists makes an unexpected swerve into the path of a vehicle approaching from the rear. The bicyclists usually fail to look back before changing lane positions.

SKILLS NEEDED:

Ability to balance and ride a bicycle, wear a properly fitted helmet while riding.

Teaching Strategies:

1. The rider should be able to straddle the top tube of the bicycle frame comfortably while standing flat-footed.

2. Sitting on the saddle, with one foot on a pedal in its lowest position, adjust the saddle height so that the leg on the pedal is nearly extended with only a slight bend at the knee.

3. Handlebar height should be slightly higher than the saddle and about a cubit (elbow to finger tip) away.

4. If the bicycle is properly adjusted, the rider's weight will be evenly distributed between the pedals, saddle, and handlebars.

5. Designate the riding area. In partner formation, one student should ride while the other observes the pedaling in a smooth and effective manner. The students should take turns.

6. Students may want to experiment changing gears; students should keep pedaling while shifting.

7. Practice controlled stopping by getting low on the bike with no skidding. Apply hand brakes evenly.

8. Practice scanning (looking back over left shoulder). Each partner should follow their rider and call out to "look back." At the command, the rider takes a long look back while maintaining a straight line of travel. Riders also practice "dodging" obstacles (bean bags) while maintaining a straight line of travel.

Evaluation/Modification:

Students understand the importance of stopping, scanning and rock dodging while maintaining their road position. Students can identify that scanning is part of the signaling process.

Resources:

K-5 Elementary Traffic Education Program, Ride Safe, Inc. 1-800-285-RIDE.

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Effective Cycling Manual, John Forester, Fifth printing, 1992, The MIT Press.
ISBN 0-262-06088-4 (hard)
ISBN 0-262-56026-7 (paper)

Effective Cycling Video, Seidler Productions, Regional Traffic Education Trainers **OR** University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Grade

7

Grade

7

Handout Masters

STAR SEARCH

DIRECTIONS:

The following is a list of accomplishments of your classmates. Your challenge is to find out whose accomplishment is whose by asking your classmate: "I am conducting a STAR SEARCH. Have you (say one of the statements below)?" If you are correct, your classmate is to draw a star next to the statement and initial it. If you are incorrect, move on to ask another classmate. Continue until you have completed your class "Star Search."

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

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Deep Thoughts

- ✔ It takes 3000 years for a glass bottle or jar to biodegrade at a landfill.

- ✔ It takes 500 years for an aluminum can to biodegrade at a landfill.

- ✔ Plastic (bottles, bags, plates, containers made from polymers) does NOT biodegrade—EVER.

- ✔ Styrofoam (polystyrene) does NOT biodegrade—EVER.

WHAT'S MY DISEASE?

PART I.

	Microorganism	Disease
1.	Viruses	_____
2.	Bacteria	_____
3.	Protozoa	_____
4.	Fungi	_____
5.	Parasitic worms	_____

PART II.

Select ONE of the diseases from your list for further research. Find a pamphlet, book, encyclopedia entry, or other source for this disease. Learn at least TEN facts about this disease. (Include facts such as, "Is it infectious?" "Who is at risk?" "How is it treated?")

Name of disease: _____

Facts:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Chemicals in Cigarettes and . . .

Directions: Write the letter of the correct common use next to the name of each chemical found in cigarettes.

Chemicals in Cigarettes	Common Uses
_____ 1. Acetone ('As-e-tone)	A. fuel used in torches
_____ 2. Methanol ('meth-e-nall)	B. found in car exhaust
_____ 3. Nicotine ('nik-e-tene)	C. used in nail polish remover
_____ 4. Cyanide ('si-a-nide)	D. used to clean windows and bathrooms
_____ 5. Ammonia (a-'mo-nya)	E. used as antifreeze in cars
_____ 6. Formaldehyde (for-'mal-de-hide)	F. used to preserve human tissue
_____ 7. Carbon monoxide ('kar-bon ma'-nok-side)	G. used as poison
_____ 8. Acetylene (a-'set-al-ene)	H. used as an insecticide

NAME:_____

Advertising and You

1. What is the ad telling you?

2. What type of product is this?

3. What is the brand name?

4. Who is the manufacturer?

5. How would you benefit from buying this product?

6. How does this ad try to get your attention?

7. What facts does the ad give you about use or price?

8. Does the ad appeal to a need, want, or an interest that you have?

9. Who else might the ad appeal to?

Guidelines for Leading Role Play

Role play can be a very effective method for giving students practice in building communication and relationship skills. However, educators are often hesitant to use this strategy because they haven't been successful at implementing them effectively. The following guidelines should increase the successful use of role play in the classroom.

1. **Framing the role play**

    a. Identify all the roles needed and ask students to volunteer for the role they want to play.

    b. Explain the situation and give students a chance to ask questions and clarify the situation.

    c. Be clear about the skill and problem the role play is to address, e.g., practicing refusal skills with one student pressuring another to use drugs, lie, skip school, etc.

    d. When possible, let students make up the problem situations; this ensures that situations will be culturally relevant.

2. **Managing the role play**

    a. Provide guidelines and model the skill to be practiced before any role playing begins. Get students to cue you to the best words to use while helping them stay within the guidelines. For example, if you are teaching assertiveness use words that are common to teens but aren't aggressive.

    b. Ask a couple of students to role play the skill practice in front of the class. Ask the class to cue them if they get stuck or use a freeze action to highlight how the skill is being used.

    c. After students have grasped the skill, use small groups for individual practice.

3. **Processing the role play**

    a. First, ask players to share feelings and reactions that came up during the role play.

    b. Ask the class to analyze the results of the characters' actions.

    c. Generalize: "What did you learn. . . ?" or "How could you use this in another situation?"

    d. Always take players out of their roles before they join the rest of the class. For example, "Susie and Andy are themselves again."

Grade
8

LEVEL:
SECONDARY

MY LIFESTYLE

OBJECTIVE:

To evaluate the health aspect of each student's life.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"My Lifestyle Profile" (see Grade 8 Handout Masters).

INFORMATION:

The lifestyle profile can be used in a classroom course in personal health or personal development with the emphasis on assessing the interaction of the four selected dimensions of a healthy lifestyle (nutrition, physical awareness, stress control and self-responsibility). The physical educator can then follow up with students, emphasizing the exercise aspects, personal responsibility for self-assessment, and the development of new individual graphs to reflect personal progress. If individual student file folders are kept available during the physical education class, the teacher can provide copies of the form for students to update their own individual assessments when they choose to do so.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

The purpose of this instrument is to provide a framework for assessing attitudes and activity lifestyles in relation to dietary, exercise, stress reduction, and self-management practices. Directions are given for self-ratings on a four-point scale from "rarely" to "almost always" and for transferring these responses into a graphic personal lifestyle profile (see Grade 8 Handout Masters).

Evaluation/Modification:

Look at the shape of your profile.

1. Is it lopsided or balanced?
2. Which areas are weak?
3. How can you effect positive change in your weak areas?

Grade
8

LEVEL:
SECONDARY

ACTIVITY AND HEART RATE

OBJECTIVE:

To show students how to take their own heart rate during rest and activity.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

A person's pulse is caused by pressure of the blood on the artery wall. The pulse corresponds to the heartbeat. The best spot for taking your pulse is at the wrist or the neck where arteries lie just below the skin. To take the pulse at the wrist, place your index and middle finger against the skin at the base of the thumb on the soft area of the wrist.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. To measure the resting heart rate, take your pulse just after waking in the morning. The pulse should be taken while you are in a sitting or lying position. A range of 50-100 beats per minute for resting heart rate has been established as normal by the American Heart Association. However, research shows that adults with a resting heart rate over 70 have a greater risk of heart attack than those below 70.

   Always take the resting heart rate under the same conditions. These conditions include:

   - Rest from vigorous work or exercise for previous four hours.
   - Do not eat for two hours prior to taking pulse.
   - Sit or lie down for at least the previous 30 minutes.

   NOTE: An ideal time to take the pulse is immediately after waking from a night's sleep.

Take the resting heart rate for five days. Add the five resting heart rates and divide by five to obtain an average.

Day 1 _____
Day 2 _____
Day 3 _____
Day 4 _____
Day 5 _____

Total _____ divided by 5 = _____ Resting Heart Rate

2. To measure the exercise heart rate, do the following:

- Record resting heart rate (beats per minute). _____
- Take pulse for 10 seconds and multiply by six. _____ Compare with resting pulse.
- Warm up by doing five minutes of stretching exercises. Take pulse for 10 seconds and record. _____
- Walk fast for 440 yards. Take pulse for 10 seconds and record. _____
- Jog slowly for 440 yards. Take pulse for 10 seconds and record. _____
- Run for 440 yards. Take pulse for 10 seconds and record. _____
- Complete cool-down by doing stretching exercises. Record heart rate five minutes after cool-down. _____

3. Recovery Heart Rate

To determine when it is safe to progress in your training program, you should check your pulse after the exercise session. The guiding principle is that your heart rate should drop to about 120 beats per minute within five to six minutes after the workout and be less than 100 beats per minute after 10 minutes.

If after five minutes your pulse does not drop to 120 beats per minute or after 10 minutes to 100 beats per minute, you need to reduce the intensity of your workout. On the other hand, if your recovery heart rate is below 120 beats per minute five minutes after exercising and below 100 beats per minute after 10 minutes, you may elect to increase the intensity of your workout.

Grade
8

LEVEL:
SECONDARY

RECOVERY HEART RATE

OBJECTIVE:

To discover how efficient the cardiovascular system is by determining the recovery heart rate.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Portable tape player with soft, calming music; work sheet for calculating the target heart rate (see Grade 8 Handout Masters); watch with chronograph; cones to mark walk/run course; signal device to tell students when to take their heart rate; contemporary music played during walk/run.

INFORMATION:

It is important to be able to determine the intensity of an exercising person's heart rate and to have experience taking the heart rate at the carotid, radial, or bronchial arteries.

CLASS ARRANGEMENT:

After stretching out, all students will walk/run for 12 minutes cued to the instructor's signal when to do the heart rate assessment. Music is played for motivation.

SKILLS NEEDED:

Taking heart rate; walking/running.

INSTRUCTIONAL STRATEGIES:

1. Students are to determine their resting heart rate by lying down for one minute while listening to calming music, and then checking their pulse. Students count the number of heart beats that occur in 10 seconds.

2. The heart rate work sheet is to be completed by the students in the classroom.

3. Students do a 12-minute walk/run at 4-minute intervals. Heart rate assessment is done on a signal from the instructor. Students must find, at these intervals, that their heart rate is in the range they calculated on the work sheet. Remember, students count the number of heartbeats that occur in 10 seconds.

4. After the 12-minute walk/run, students take their heart rate, once again counting the number of heartbeats that occur in 10 seconds. Then the students slowly walk around for one minute and take their heart rate again using the heartbeats per 10-second count method. Students subtract the heart rate after one minute from heart rate taken after the 12-minute walk/run. For example:

27 beats per 10 seconds
- 23 beats per 10 seconds
4

Recovery Chart

0 - 1 = poor recovery
2 = below moderate recovery
3 = moderate recovery
4 = above moderate recovery
5 + = excellent recovery

Students perform the 12-minute walk/run four to six times per academic year—each time assessing their recovery rate and attempting to discover improvement or maintenance.

Grade
8

LEVEL:
SECONDARY

YOU AND YOUR HEALTH

OBJECTIVE:

To learn the effect of exercise on heart rate, recovery rate, and resting heart rate.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

"You and Your Health" handout (see Grade 8 Handout Masters).

INFORMATION:

How fast does the heart beat to pump blood? The heart rate varies with the changing needs of the body. When you are lying down, your heart rate will be less than when you are standing. Running will produce a higher heart rate than when you are doing a less vigorous activity such as walking. Your size also has an affect upon your heart rate. The average heart rate for adults is 70 beats per minute. In children, the heart beats about 100 times per minute. It is important for you to know how hard your heart muscle is working. One method is to take your pulse.

CLASS ARRANGEMENT:

Large group.

SKILL NEEDED:

Taking heart rate (wrist and neck).

INSTRUCTIONAL STRATEGIES:

1. Measuring Your Heart's Improvement. The greatest changes in the heart occur in the first few months of activity. If you are just starting out on an exercise program, you can follow your heart's improvement by keeping track of your heart rate under different circumstances. The following tests don't correspond exactly to improvements in overall fitness, but they do give a good idea of general progress. Try them every few weeks or so to see if your activity is making a difference. Keep track of your results on the chart.

a. Resting heart rate. In fit people the resting heart rate is generally lower. The best time to measure it is first thing in the morning as soon as you wake up, before you get out of bed, or even sitting up. Put a watch or clock by your bed the night before so you'll be ready.

b. One-minute recovery rate. Take your pulse when you are active and your heart is up in its target zone. Stop, wait a minute, then take your pulse again. As you get more fit, the number of beats by which your heart slows in a minute should increase.

c. Difference between lying and standing heart rates. Lie down and remain still for 2 to 3 minutes. Take your heart rate. Then, quickly stand up and take your heart rate again. As you get more fit, the number of beats by which your heart rate increases as you stand gets smaller.

2. Measuring Your Heart Rate Change

Follow the activities for Part 2 of the "You and Your Health" handout.

Grade
8

LEVEL:
SECONDARY

FIVE FOR THE ROAD

OBJECTIVES:

To develop endurance in various muscle groups by performing specific tasks in five circuit stations; and to provide the students with safe exercises that promote muscular endurance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Chin-up bar; carpet squares; masking tape; tennis balls; small cones; posters; stereo and music tape.

INFORMATION:

To improve muscle endurance, exercises should be performed three to five times per week at repetitions of 10-25 reps per set. Recommended number of sets is three to four per exercise.

CLASS ARRANGEMENT:

The class will be split into five equal groups, one group for each station.

SKILLS NEEDED:

Reading skills; cooperation; listening skills; physical coordination to perform basic physical activities.

INSTRUCTIONAL STRATEGIES:

1. Set up the five skill stations prior to the class. They should be coned off and ready to use. Each station should also include a poster defining the directions.

2. Lead the group in stretching (warm-up).

3. Demonstrate each station thoroughly to be sure that every student understands the tasks to be completed.

a. Sit-ups. Start with back flat on the floor. With feet together, bend knees and place flat on the floor. Sit up, raising knees to touch the elbows or as close as possible.

b. Arm Hang. Assist students up to the bar. Hang from the bar with the chin above the bar. Time the duration of the hang.

c. Side Leg Raise. Lie on one side with the head lying on the forearm. Keeping the leg straight, raise and lower 10-15 times. Repeat on the other leg.

d. Zig-Zags. With feet together, jump side to side over a masking tape line. Arms should be held close to the body during the activity.

e. Squeezer. With a tennis ball in each hand, hold palms facing each other, elbows against the sides. Squeeze the balls; be sure to alternate hands.

4. Lead the group in stretching (cool down).

Evaluation/Modification:

Have the students perform each station twice per week for one unit. Test them on their improvement.

Grade
8

LEVEL:
SECONDARY

FROM SWEATING TO SWEET DREAMS

OBJECTIVE:

To explain how regular exercise can affect sleeping patterns; to apply this knowledge to a relay race; and to derive new ideas about exercise habits, individual sleeping patterns, and academic performance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Three orange cones; a student monitor at each cone; three coins marked "Sleep" on one side and "No Sleep" on the other side; three coins marked "Exercise" on one side and "No Exercise" on the other side; three baseball bats.

INFORMATION:

Studies have shown that regular daily exercise has a positive affect on "deep sleep" or the non-REM portion of sleep. The amount of sleep the night before exercise does NOT affect exercise performance the next day; however, academic performance is lessened by a restless or sleepless night.

INSTRUCTIONAL STRATEGIES:

The three cones are placed in a row across the gym or field, equal distances apart. A monitor is stationed at each cone. The class is divided into teams (any number of teams will work).

To start, each team flips a "Sleep/No Sleep" coin. If a team flips:

- "Sleep," it means they are immediately allowed to flip the "Exercise" coin.
- "No Sleep," it means they are to remain at that station for an extra minute. After the minute they are allowed to flip the "Exercise" coin.

- ”Exercise” allows the team to sprint to the next station, where they are allowed to flip the “Sleep” coin.

- ”No Exercise” means the team must choose a team member to spin. (To spin, the team member puts his/her head on the end of a baseball bat and runs around the bat. One end of the bat is to be touching the ground and the other end is held by the person against the person’s forehead. The end of the bat on the ground is to stay in one spot, causing the person to spin around the bat when they run.) The spin is done for an amount of time chosen by the monitors and instructor. Then the team is to follow the spinner to the next station. At this station the team will automatically receive a “No Sleep” because they did not exercise that day. This team is being penalized another minute for “not exercising.”

The goal is to have all teams go through each station and finally make it to the finish line.

Grade
8

LEVEL:
SECONDARY

WALK/RUN ACROSS MONTANA

OBJECTIVE:

To set a goal that is long term and physically challenging.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Contract for each student (see Grade 8 Handout Masters); Montana map and mileage chart for classroom; a system for recording progress of each student (i.e., bar graph); pencil for each student; overhead projector (optional)

INFORMATION:

The teacher must identify distance equivalents of one mile for an outdoor and an indoor area at the school prior to the start of the program. This activity is conducted over the school year (or portion of the school year).

CLASS ARRANGEMENT:

Class discussion to begin program; preclass individual walking or running program

SKILLS NEEDED:

Knowledge of the one mile indoor and outdoor distance areas to be used; accurate recording ability.

INSTRUCTIONAL STRATEGIES:

1. Explain the "Walk/Run Across Montana" activity. Show a map of Montana and give examples of distances from your town/city to other town/city. Give an example of a fictitious 8th grader performing the task over a period of the school year:

a. Show and read a completed contract of the fictitious student on the overhead.

b. Explain that the opportunity to work on each student's walking or running goal will be the first 15 minutes of each class period (or whatever schedule the teacher chooses). Guidelines for safety include stretching first, going at own pace, etc.

c. Show students the indoor and outdoor mile equivalent distances they will walk or run to accumulate the miles necessary to meet their goal.

d. Demonstrate the system for recording progress for each student.

e. Discuss possible reinforcement for meeting goal.

2. Hand out contracts to the students. Each student is to fill out and return a contract. Place individual goals on a bar graph to begin the next day.

3. Give a 15-minute opportunity to the class on a scheduled basis to work individually toward their distance goal. Create a banner to hang in the gymnasium or other area to inform the public of the program and to keep track of progress.

Evaluation/Modification:

- Minimal standards may be set for unmotivated students.
- Kilometers (km) may be used instead of miles to reinforce the use of metric system.
- Under the supervision of a parent, students may log miles out of class.
- Create a goal for the entire class. (If the goal is reached, then the teacher or principal must meet a silly requirement determined by the class).

Grade
8

LEVEL:
SECONDARY

BATTLING BASKETBALLS

OBJECTIVE:

To learn and perform the basic skills involved in playing basketball—passing, dribbling, and shooting.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium or area with a basketball standard.

EQUIPMENT/MATERIALS:

Two basketballs; approximately 20 cones.

INFORMATION:

Dribbling, passing, and shooting are the basic skills in basketball. Basketball can serve as an excellent means of exercise and recreation for years. It can aide in cardiovascular fitness and help burn unwanted calories. Basketball, as with all cardiovascular exercise, can alleviate stress.

CLASS ARRANGEMENT:

Divide the class in two teams.

SKILLS NEEDED:

Passing, dribbling, and shooting the basketball.

INSTRUCTIONAL STRATEGIES:

First, teach the students how to dribble by having the two teams line up on the baseline. Have each student on each team dribble to the other baseline and back with their right hand, then with their left hand.

Next, introduce the cones (lay out 10 for each team, the first cone beginning 15 feet from the baseline on which the students will begin) and have the students dribble between the cones, switching hands by dribbling with the right hand when on the right and with the left hand when on the left.

Have them dribble from baseline to baseline and then pass the basketball with a chest pass (you will need to show them the basic chest pass for this) to the next team member in line. After each student has had the chance to dribble, have the teams race against one another, first without the cones and then with the cones.

After the dribbling games, teach the students how to throw a basic chest pass and a basic bounce pass. Have each team line up from baseline to baseline, leaving at least 5 to 10 feet between each team member. Begin by having them chest pass from one to another all the way down the line, from baseline to baseline, and back to the point of origin. Have the teams compete against one another. Do the same thing with the bounce pass.

Lastly, teach the students how to shoot left and right hand lay-ups and the basic jump shot (three feet in front of the free throw line). Once they have the basic skill understood, have the teams line up behind the free throw lines and compete against each other. Each team member has to make a jump shot and a left hand and right hand lay-up. The team to complete the task first wins.

Evaluation/Modification:

If students are having difficulty making the jump shot, move them closer to the basket. If they cannot make the left/right hand lay-up, allow them to shoot the lay-up with the hand with which they feel most comfortable. For those students who are adept at the jump shot, challenge them by moving them back to the free throw line or beyond. Do not encourage long-range desperation type throws; keep the shooting range within a distance where skill and technique can be improved.

Grade
8

LEVEL:
SECONDARY

FOOTBALL

OBJECTIVE:

To provide an opportunity for the student to acquire sport-specific skill patterns.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One football per two students; one rip-away belt per student or two 18-inch to 24-inch strips of old bed sheets; one polyspot per two children; a portable chalkboard/grease board or each pass pattern laminated on a sheet of paper.

INFORMATION:

Students will build on basic manipulative patterns as they acquire sport-specific patterns associated with football.

SKILLS NEEDED:

Basic striking patterns using limbs and locomotor patterns, i.e., running.

INSTRUCTIONAL STRATEGIES:

1. Students warm-up by tossing a football back and forth with a partner. Correct hand position on the ball and mechanics are reinforced.

2. Instructor sketches pass patterns on the portable blackboard or grease board, or shows the laminated sheet with the pass pattern on it. Pass patterns: square out, square in, hook, V-in, V-out.

3. In pairs at a work station and a safe distance from other pairs, one student starts at the polyspot (line of scrimmage) and self-hikes, drops back using correct footwork, then passes ball to partner who is running a predetermined pattern, i.e., square in. Receiver was also told, along with pattern to run, how many running paces to do before cutting in. After five passes, roles are switched between partners.

4. In fours at a work station and a safe distance from other sets of four, the following roles are played out:

   a. one student is the quarterback informing the center on what count to hike the ball and what pass pattern the receiver will run,

   b. one student will center the ball to the quarterback with a side-hike pattern,

   c. one student will be pass receiver, and

   d. one student will defend against the pass thrown by the quarterback.

   After four or five passes, roles rotate—quarterback becomes defender, defender to center, center to receiver, receiver to quarterback.

Grade
8

LEVEL:
SECONDARY

TEN TOLI

OBJECTIVE:

To learn a dance; and to combine physical movement with music to demonstrate timing and tempo.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for the dance Ten Toli (Educational Record Sales, 157 Chambers Street, New York, NY 10007).

INFORMATION:

Ten Toli is probably the most popular of all the Scandinavian dances and is danced by young and old alike. Different versions of the dance are found in Denmark and Finland. The dance given here is the Swedish Ten Toli.

CLASS ARRANGEMENT:

Divided the class into pairs. Partners are to stand side by side; girl's hand on the boy's shoulder; boy's hand on the girl's waist. Free formation.

SKILLS NEEDED:

Running steps and jig steps.

INSTRUCTIONAL STRATEGIES:

1. Teach running steps to your students. Discourage fast running and stress light easy steps in time to the music. If you can vary the speed of the record, change the tempo as an exercise in timing.

2. Teach the Ten Toli dance steps.

    a. Place left heel forward and lean back slightly.

    b. Place left toe back and lean forward.

c. Three running steps forward, beginning with the left foot.

d. Repeat a and b, beginning right heel.

e. Three running steps forward, beginning with the right foot.

f. Repeat a, b, c, d, and e.

g. Partners face in a shoulder/waist position and do eight two-step turns.

h. Repeat a, b, c, d, e, and f.

i. Partners face, arms sideways, do eight jig steps.

j. Repeat a through i as long as music plays.

Evaluation/Modification:

The bunny hop may be done to this music with students lining up in a long line, hands placed on each partner's hips.

Grade
8

LEVEL:
SECONDARY

DECISIONS FOR THE FUTURE

OBJECTIVE:

To understand that choices sometimes present dilemmas.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of healthy lifestyles.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Stopping by Woods on a Snowy Evening" by Robert Frost (see Grade 8 Handout Masters).

INFORMATION:

Adolescents often believe they are invulnerable. Their attention is focused on the present and they generally do not consider how actions might affect their future. Remind students that asking a trusted adult for help in making a decision that can effect their immediate or distant future is a good way to gain perspective on their choices.

CLASS ARRANGEMENT:

Individual work and group discussion.

SKILLS NEEDED:

Reading; writing.

INSTRUCTIONAL STRATEGIES:

1. Read aloud "Stopping by Woods on a Snowy Evening" by Robert Frost. Discuss the following:

    a. Why does the speaker stop by the woods?

    b. Why is the speaker attracted by the woods?

c. What is the speaker's dilemma?

d. What does he choose? Why?

2. Ask the students to write a paragraph on how the speaker's choice between his goal of home and responsibilities and the unknown may parallel choices they have to make in their own lives.

3. Ask students for examples of dilemmas they might face in which they must choose between responsible behavior and something that appears enticing or risky or would allow them to escape responsibilities (doing homework rather than going out with friends, choosing friends who engage in positive, healthy activities rather than ones who use drugs, etc.).

4. Read the poem again. Have the students write a paragraph describing the "woods" in a decision they face and what they think might happen in the future if they were to choose that route.

Evaluation/Modification:

During part #2, triads can be assembled to brainstorm together.

Resources:

Nebraska Comprehensive Health Education Curriculum Guide, 1993.

Grade **8**

LEVEL: ***SECONDARY***

A LETTER TO MAGIC

OBJECTIVE:

To increase awareness of social issues surrounding HIV infection.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Copy of Letter to Editor for each student (see Grade 8 Handout Masters).

INFORMATION:

One good source of current events in the classroom is to use a newspaper article as the basis for a class activity. This activity can be used as an introduction or as part of a unit on HIV/AIDS.

CLASS ARRANGEMENT:

Individual and group work.

SKILLS NEEDED:

Knowledge of stages of HIV infection; knowledge of methods of transmission.

INSTRUCTIONAL STRATEGIES:

1. Give a copy of the Letter to the Editor to each student in class. Have them read the letter to themselves.

2. With a partner, have the students address the questions at the bottom of the sheet.

    a. At what age did John contract HIV? How?

    b. What do you think about John's wife? Would you knowingly marry a person who was HIV positive?

    c. Why do you think John has gone back to school to get his Ph.D.?

d. If you knew you only had a short time to live, how might your thinking and actions change?

3. Discuss as a class each of the questions.

Evaluation/Modification:

Write a letter to John expressing thoughts and feelings about the points and issues he raises.

Resources:

Marshall, J. (1991, November). Man who is HIV positive has heartfelt words for Magic [Letter to the editor]. Portsmuth Herald, Portsmuth, NH.

Grade
8

LEVEL:
SECONDARY

PEER NORM DRUG SURVEY

OBJECTIVE:

To identify misconceptions about the social norms of drug use.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Peer Norm Drug Survey" sheet for each student in class (see Grade 8 Handout Masters); method to separate class into seven groups; pencil for each student; calculators (optional).

INFORMATION:

Most adolescents believe that their peers are using more drugs than they are. This is also true for sexual activity and other risky health behaviors. This perception can be a real pressure to engage in the activity. It is helpful to know that our perceptions are higher than the activity actually is.

CLASS ARRANGEMENT:

Moving about classroom, then sitting in groups.

SKILLS NEEDED:

Writing; basic math (addition, division).

INSTRUCTIONAL STRATEGIES:

1. Explain that the class is going to estimate how many students have used various drugs by the eighth grade, and compare their estimates to those of 11,419 students from a 1989 national survey.

2. Divide the class into seven small groups. Give every class member a survey sheet.

3. Assign each group one of the drugs on the chart. They are to fill in the blank on their individual group sheets with that drug name.

4. Each student will then survey five other class members, asking them the survey sheet question and noting the responses in writing.

5. Allow students time to survey each other. After each student has interviewed five other students, they are to add their five estimated percentages together and divide by five to get an average.

6. The different drug groups then reconvene and tabulate their survey results. If calculators are available, they may be utilized. The group should have one percentage score when completed.

7. While the students are processing together, the teacher can create a comparison table on the board or overhead (see Grade 8 Handout Masters).

8. Starting with the alcohol group, ask for the class percentage obtained from the class survey. Place that perception figure under "Our Class Perception" heading in the table. Using the drug chart provided as a reference, fill in the percentage for the national group of eighth grade students who were surveyed regarding their **perception** of alcohol use, and self-reported data on the **actual** use of alcohol by eighth graders who were surveyed nationally.

9. Do the same for the other six drugs surveyed.

10. Compare the perceived use versus the actual use reported. Discuss the following:

    a. Why are the perceptions of alcohol and tobacco more accurate than the others? (Most often these are the more accurate perception.)

    b . How do you account for the difference between perceived usage and actual usage?

    c. When it comes to perceptions versus reality, which one do you think people act on? What are some examples?

    d. How can we get people to act on actual and not perceived usage when it comes to drugs?

    e. How does the national percentage differ from our specific state, county, or town usage?

Evaluation/Modification:

Activity works well with perceived sexuality activity also if the survey norms are obtainable.

Grade
8

LEVEL:
SECONDARY

IT'S A WONDERFUL LIFE

OBJECTIVE:

To demonstrate the impact of suicide.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as parts of healthy lifestyles.

TEACHING FACILITY:

Classroom with blackboard, chalk.

INFORMATION:

Mental and spiritual health are important domains of wellness. Suicide is a leading cause of death in children, preteens, and adolescents. An important part of teaching health is taking advantage of teachable moments. When you want to discuss the impact of suicide, this activity will prepare your class in discussing the impact that suicide has among the people left behind.

CLASS ARRANGEMENT:

Class participation.

INSTRUCTIONAL STRATEGIES:

1. Do not mention the word suicide or make suggestions that you will be discussing this topic.

2. Start off by drawing a long, horizontal time line on the chalkboard. The time line represents a person's life—at one end is birth, at the other is death. Tell the class that they are going to create a person and his/her life. Have the class give a first name to the person.

3. After naming the person, ask volunteers to come up to the chalkboard and to mark at least two main life events on the time line. The student should identify the life event and at what age the life event occurred. Allow five to eight minutes to complete the horizontal time line.

4. After the life events have been identified, ask the student who wrote the life event to describe it in more detail. (For example: If the life event was "graduate from college" then ask the student "What was his/her major in college?" "What college did he/she go to?") Go through each life event to get more detail to help make this person as real to the students as possible. Discuss the wonders of life that include sorrow and happiness. Point out the impact that this person had on their children, spouse, friends, associates, etc. The point is to get the class to know this person as a real person with real-life problems, successes, and struggles. Allow 10-15 minutes to complete the details.

5. After you feel you have successfully gotten the class to invest time and emotions into this person, pick up an eraser. Silently walk to the end of the time line (the death end) and start erasing both the time line, age, and life event that has taken place. Make it meticulous, slow, and deliberate. When you get to age 15 (or whatever age you decide), stop erasing, take a piece of chalk, and draw a vertical line. Tell the class that you forgot to tell them that the person had an argument with his/her folks at age 15. He/she had been grounded for staying out past curfew. He/she felt the punishment was too harsh, so he/she killed him/herself.

6. This is an excellent opportunity to discuss effects of suicide on people left behind without actually having to experience a suicide in your school. Reactions usually include hostility, anger, sadness, shock, and disbelief.

   Discuss the following:

   a. What was your reaction when you heard me say that (our time line person) killed him/herself?

   b. How do you think (our time line person's) parents, family, and friends were affected by her/his suicide?

   c. If you could talk to (our time line person), what would you tell her/him?

RESOURCES:

Kittleson, M. J. (1994, March/April). Creating a teachable moment in suicide prevention. Journal of Health Education, 25(2), pp. 110-111.

Grade
8

LEVEL:
SECONDARY

LOST ON THE MOON

OBJECTIVE:

To help students learn to compromise. To participate in the consensual decision-making process.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as parts of healthy lifestyles.

TEACHING FACILITY:

Classroom or outdoor area.

EQUIPMENT/MATERIALS:

One copy of "Lost on the Moon" problem for each student (see Grade 8 Handout Masters);
Note: do not distribute the NASA rankings until Step 5 of this lesson!

INFORMATION:

Consensual decision making entails agreement by group members about the decision reached. No voting or harassing is allowed, and full discussion of all points of view is encouraged. This process requires compromise and an inherent respect for other group members' opinions. This is a great activity for the development of friendship, trust, listening skills, cooperation, participation, appreciation of one's own feelings and the feelings of others, and group communication.

CLASS ARRANGEMENT:

Small groups of four to five students.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of group and class dynamics. Present the challenge problem "Lost on the Moon" by reading the introductory paragraph aloud.

2. Determine groups of four to five students. Give each student a copy of the problem.

3. Have each student read over the problem and individually rank the 15 items in terms of importance. Provide 8-10 minutes to determine individual ranking.

4. Each small group then ranks the 15 items, utilizing consensual decision making rather than voting or allowing one group member's opinion to override the group's. Provide 20 minutes for groups to determine their ranking.

5. Introduce the correct rankings as determined by the National Aeronautics and Space Administration (NASA). You may give the rankings to the students in paper form or on an overhead.

6. Analysis:

   a. Each student is to compute the differences between the NASA rankings and their individual rankings. Example: A student ranked the box of matches as one. The NASA ranking is 15, so the difference is 14. This student goes on to compare his/her rankings with those made by NASA for each item, recording the difference between the two rankings. Then, he/she adds up the differences for all items to get the student's individual score. The lower the score, the greater the agreement between the student's ranking and the NASA ranking.

   b. Next, the ranking of each small group as a whole is compared with the NASA rankings. As with the individual scoring, the differences are recorded for each item, and the group score is calculated by totaling the differences.

   c. Finally, the students compare their individual scores with their group score. In almost all cases, the group score will be lower.

EVALUATION/MODIFICATION:

1. Why is the group score more accurate than the individual score?

2. How can you compare decisions made consensually and those made individually?

3. What is the usefulness of participation and cooperation in groups?

4. Is there any accounting for the accuracy of group ____? (the group with the most accurate score)

RESOURCES:

Greenberg, J. S. Health education: Learner-centered instructional strategies (2nd ed.). Dubuque, IA: Wm. C. Brown Publishing.

Grade
8

LEVEL:
SECONDARY

ADVERTISERS CAN'T FOOL ME!

OBJECTIVE:

To identify four cigarette advertising strategies.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Examples of cigarette advertisement strategies (see Grade 8 Handout Masters); large stack of magazines which have tobacco advertisements in them.

INFORMATION:

Congress passed a law in 1971 that prohibits the advertising of cigarettes on television. Cigarette ads are permitted in magazines and newspapers, on billboards and sides of buses, and as posters in trains and airports. Cigarette ads must contain a warning from the Surgeon General. Ads must identify the amount of tar and nicotine in cigarettes.

CLASS ARRANGEMENT:

Class discussion, then individual problem solving.

SKILLS NEEDED:

Health hazards of smoking; awareness of pressures to experiment with cigarettes (pressure from peers, adults, and media).

INSTRUCTIONAL STRATEGIES:

1. Today you are going to learn about “media rip off” and how advertisers want to make people think “everybody” is smoking.

2. Display/show advertisement examples. Ask the questions:

   a. What do the cigarette ads show people doing? How do the people look? (People are rich, attractive, having fun, happy, neat and clean.)

   b. What do the ads not show that we have already learned about cigarette smoking?

   c. Can you find the Surgeon General's warning on the ad? What does it say? Why do you suppose that warning is there?

   d. What is the purpose of advertising?

3. Introduce the concept of being "fooled" by advertisements. Ask: What do advertisers do to make people want to buy their brand or product?

4. State the idea that advertisers use special tricks to pressure people. An ad goes to the back of a person's mind—the hidden message fools us! Ask: What can you do to avoid being fooled by ads?

5. Put up the overhead "Strategies Used by Cigarette Manufacturers in Advertisements." Explain each of the four strategies by displaying and analyzing advertisement examples you have cut out. As you show each advertisement, go through the strategy questions as discussion.

6. Have each student find a magazine advertisement for a tobacco product. Working individually or in pairs, have the students find which of the four advertising strategies they have learned are being used in the ad. Have them also answer the questions:

   a. What do you think the advertiser wants you to believe from this ad? (What is the hidden message?)

   b. How can you change the ad to make fun of it or change it into an antismoking advertisement? (Change the wording, picture(s), etc.)

7. Make a bulletin board displaying the advertisements (with strategies identified on index cards).

Evaluation/Modification:

This activity can be modified for any grade level 7-12. The students can be assigned to bring an advertisement from home.

Resources:

Michigan Model, 1986.

Grade
8

LEVEL:
SECONDARY

DECISION-MAKING SKILLS

OBJECTIVE:

To recognize that decisions are an everyday part of life. This lesson is Part 1 of a two-part exercise on the decision to use tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Decision-Making Steps" handout and "Decisions/Decisions" work sheet (see Grade 8 Handout Masters); chalk and chalkboard.

INFORMATION:

This exercise will help students understand that for every decision there is a choice. This lesson should be used prior to teaching Part 2, which is a discussion about making the choice to use tobacco products (see Grade 8 lesson plan "Understanding Choices").

CLASS ARRANGEMENT:

Individuals or small groups.

INSTRUCTIONAL STRATEGIES:

The instructor should discuss several key terms with the class. Those terms are: **Decision—** a choice, the act of making a choice or finding a solution to a problem; **Self-concept—**how people feel about themselves; and **Stress—**the body's physical and mental reactions to demanding situations.

1. Define **DECISION** on the board. List the decisions that we make every day: going to school, doing homework, obeying school and home rules, obeying laws, etc. Discuss the consequences of those decisions. Review the Decision-Making Steps handout. Have students think about decisions they have made recently. Did it make them feel happy, sad or disappointed? Ask students to list consequences of a good or bad decision they made. Discuss who was affected by their decisions.

2. Discuss self-concept. People sometimes make decisions based upon how they feel about themselves.

3. Discuss stress and how the body reacts to unhealthy decisions; to changes in eating habits; to loss of appetite; to chewing tobacco or smoking tobacco to relieve stress.

4. Have students do the Decisions/Decisions handout.

RESOURCES:

Adapted from Utah Department of Health.

Grade
8

LEVEL:
SECONDARY

UNDERSTANDING CHOICES

OBJECTIVE:

To investigate and discuss other people's choice to use tobacco products, and to evaluate one's own personal choices. (This lesson is a follow-up to the Grade 8 lesson "Decision-Making Skills").

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A copy of Youth Access to Tobacco Products Control Act of Montana (see Appendix C); "Cigarette Chemicals" handout; and "Tobacco Use Interview" sheet (see Grade 8 Handout Masters). (NOTE: You should review your school's policy on surveys of students before you give this interview sheet to any students.)

INFORMATION:

Smoking and chewing are addictive habits. As a follow-up to the discussion about personal decisions, this lesson will help students understand why people begin to use tobacco. They will also have a clear understanding of Montana's Youth Access to Tobacco Products Control Act, which prohibits the sale of tobacco to persons under the age of 18. It will be important to reinforce that although an individual may choose to use tobacco, the person is not a bad person because of that choice. Actually, the person using tobacco may not be aware of the dangers of tobacco.

CLASS ARRANGEMENT:

Individuals or small groups.

Instructional Strategies:

Review the decision-making skills that were discussed in the Grade 8 lesson "Decision-Making Skills." Use the Cigarette Chemicals handout to reinforce to students that chemicals found in tobacco products are very hazardous and that using tobacco can easily become a lifetime addiction. Not only are tobacco products dangerous, it is against the law to sell tobacco products to persons who are under age 18.

Hand out the Youth Access to Tobacco Products Control Act of Montana and explain it. Reinforce to students that when it comes to tobacco, the best choice is not to start at all.

Evaluation/Modification:

Provide copies of the Tobacco Use Interview sheets to the students. (NOTE: You should review your school's policy on surveys of students before you give this interview sheet to any students.) Have the students interview up to three people who have quit or who are regular users of tobacco products. Interviews do not necessarily need to be done with fellow students, but could be done with other individuals who the students know use tobacco. Give students a week to conduct interviews. Discuss results of the interviews during a subsequent class.

Resources:

Adapted from Health Department, Southeastern Utah.

Grade
8

LEVEL:
SECONDARY

IT'S AN ILLUSION

OBJECTIVE:

To make students aware that the dangers of tobacco use are diminished by the ability of the tobacco industry to create illusions in their ads.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

The World's Best "Illusion" Puzzle handout; tobacco ads from magazines.

INFORMATION:

This exercise will make students recognize the illusion the tobacco industry creates via their advertising. Students will write slogans to contradict the ads and reduce the effectiveness of the ads.

CLASS ARRANGEMENT:

Large or small groups.

INSTRUCTIONAL STRATEGIES:

1. Have the students list the purposes of advertising. The list could include: to promote a product, to increase demand for a product, etc.

2. Discuss illusion with students. Illusion is the act of deceiving or the state of being intellectually misled. Distribute the "Illusion" handout. Show the students that an illusion is intended to be misleading.

3. Have the students list five characteristics of tobacco ads. The list could include that the ads are colorful, attractive, get attention, and present a message.

4. Name some messages that cigarette ads present about tobacco. What fact about tobacco contradicts the message in the ad? For example:

   An ad claims that cigarettes are ultra light. Fact: Cigarettes contain chemicals that can create physical and psychological dependency.

An ad claims that a cigarette is low in tar. Fact: The cigarette does not have less tar than other cigarettes, it has less tobacco than other cigarettes (less tobacco means less tar).

An ad claims that a cigarette is low in nicotine. Fact: The cigarette does not have less nicotine than other cigarettes, it has less tobacco than other cigarettes (less tobacco means less nicotine).

An ad claims that a cigarette is flavorful and has a smooth taste. Fact: Cigarettes are addictive and have strong withdrawal side effects.

5. Have students write a slogan or create art work that contradicts or mocks a tobacco advertisement.

RESOURCES:

Adapted from Utah County Health Department.

Grade
8

LEVEL:
SECONDARY

RESISTING TEMPTATION

OBJECTIVE:

To identify resistance skills that can be used to maintain abstinence.

LIFE SKILL:

To promote responsible sexual behavior has part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two wrapped Tootsie Rolls for each of two-thirds of the students; "Model for Using Resistance" handout (see Grade 8 Handout Masters).

INFORMATION:

Teens are bombarded with messages promoting risky sexual behavior as the “in” thing to do. Many teens are not ready to place themselves at risk for pregnancy, STDs or the emotional conflicts associated with sexual intercourse and may find themselves in situations they would like to leave. Resistance skills provide teens with appropriate messages or actions necessary to refuse pressure and maintain healthy behaviors.

CLASS ARRANGEMENT:

Divide class into three groups.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into three groups. The first group is a risk behavior group. Explain that a risk behavior is an action that might be harmful to you or others. Give each person in this group a Tootsie Roll. The second group is the risk situation group. Explain that a risk situation is a situation in which another person’s behavior threatens your health. Give each person in this group a Tootsie Roll. The third group is the healthful behavior group. No one in this group gets a Tootsie Roll.

2. Explain that the members of the first group will be eating their Tootsie Rolls and will exert peer pressure on the second group to unwrap and eat their Tootsie Rolls. They should be as convincing as possible for several minutes. Observe if any students in the second group ate a Tootsie Roll. Discuss the different types of pressure used.

3. Have the students in the second group who didn't open their Tootsie Roll take a small bite of their Tootsie Roll and hold the remaining portion in their hand by their mouth without eating it. Again, have the first group pressure them. After a few minutes, ask them if they were more tempted to eat the Tootsie Roll after a bite or before they unwrapped it.

4. Take aside the third group and tell them to say, "No, I do not want to eat a Tootsie Roll," each time they are pressured to do so. After three refusals, they should move away from the person offering the Tootsie Roll. Now give the members of the first and second group Tootsie Rolls to use and tell them to pressure the third group.

5. Discuss the results of the scenario. What techniques of pressuring were effective? Was it more tempting to eat more of the Tootsie Roll after a bite? (It usually is.) Discuss that this is why limits must be set previous to the situation. What happened to members of the third group that were pressured? How did they avoid being tempted? Was it easy to say "No?" Was it easy to leave the situation when the pressure continued?

6. Review the "Model for Using Resistance Skills" handout.

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Grade
8

LEVEL:
SECONDARY

SLEUTHING FOR HIDDEN SUGARS

OBJECTIVE:

To learn about the American Dietary Guideline that states “Use sugars only in moderation.”

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

“Sleuthing for Hidden Sugars” work sheet (see Grade 8 Handout Masters); food labels of products listed on the work sheet; 12-ounce can orange soda (not diet); 12 ounces of club soda; one-fourth cup (12 tsp.) of table sugar; yellow and red food coloring; orange-flavored extract; 12-ounce clear tumbler; spoon; small cups for tasting.

INFORMATION:

Sugars are simple carbohydrates. Some are naturally present in nutritious foods such as milk and fruits; others are added to foods. Sugars provide energy (calories). Sugars and many foods with large amounts of sugars supply calories but these foods are limited in nutrients.

Food labels list many types of added sugars and sweeteners, including table sugar, corn syrup, honey, dextrose, and molasses. Carbohydrates, which are simple sugars and starches that break down into sugars, can contribute to the development of tooth decay. The more often they are eaten and the longer they stay in the mouth before teeth are brushed, the greater the risk for tooth decay. People are urged to avoid excessive snacking and to brush regularly.

Eating excess calories from any source, including hidden sugars, can lead to weight gain and obesity. Diets high in sugar have not been shown to cause diabetes, but obesity is a risk factor for the most common type of diabetes. Foods high in sugar may replace foods with more vitamins and minerals in the diet. The best guideline is to use sugars in moderate amounts, and sparingly, if calorie needs are low. For active people and growing teens, sugars can be a useful source of calories.

Sugar substitutes (artificial sweeteners such as sorbitol, saccharin, and aspartame) are useful for people concerned about calorie intake, but they have no known health advantages for healthy people.

Class Arrangement:

Individual or small groups.

Skill Needed:

It may be helpful if students understand the terms carbohydrates, simple sugars, and starches.

Instructional Strategies:

1. Introduce the concept of added sugars. Point to your display of club soda, sugar, food coloring, and orange-flavored extract. Say: "Imagine you are standing in front of a vending machine and these are the ingredients in one item that you can buy from the machine."

   Pour 12 ounces of club soda into a tumbler. Say: "Club soda is just carbonated water." During processing, 9-12 teaspoons of sugars or other sweeteners are added. Measure 12 level teaspoons of sugar and add to the club soda. Mix until dissolved. Ask: "Who would buy this as a refreshing drink? What food product has this basic recipe?"

   Hold up the tumbler with club soda and sugar and the 12-ounce can of orange soda. Say: "This is the basic recipe for a soda."

   Have a student look at the ingredients listed on the soda can. Ask: "What is added for sweetness?" Point out that food processors use many different sugars such as corn syrup. Ask: "What else is added to make orange soda?" Add 2 drops of red and 3 drops of yellow food coloring to the "soda." Add 1/4 teaspoon of orange-flavored extract. (You may want to make more for the class to taste.)

   What does this demonstration tell you about the added sugars in foods and beverages? (Added sugars are part of processed foods; foods may have more sugars than people think.)

   Think how much soda you drink in a typical week. Now add up the amount of sugar in your sodas. Are you surprised by the amount of added sugars you consume just from sodas?

2. Discuss sugars and their role in the diet. Relate this to the dietary guideline "Use sugars only in moderation."

3. Have students learn more about how diets become high in added sugars by distributing the work sheet "Sleuthing for Hidden Sugars." Upon completion, review responses.

Evaluation/Modification:

Have students record a one-day food intake, and analyze it for added sugars.

Resources:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

Grade
8

LEVEL:
SECONDARY

INVENT YOUR OWN PIZZA

OBJECTIVE:

To make wise low-fat choices as part of self-responsibility for health and wellness.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Suggestions for Lowering Daily Fat Intake" handout; "Invent Your Own Pizza" work sheet.

INFORMATION:

Fat is one of the essential nutrients and performs several functions in the body. Fats are a source of the essential fatty acids. Linoleic acid, an essential fatty acid, is found in polyunsaturated fat products like corn, safflower, and soybean oils. It is important for clotting blood and lowering blood pressure.

Fats serve as an energy source. It is not necessary to consume a high-fat diet because the body makes fat from excess carbohydrates and proteins not used for energy. However, diets containing excess fat can lead to health risks such as coronary heart disease and cancer. High-fat diets may lead to elevated blood cholesterol levels. People with abnormally high blood cholesterol are in a high-risk group for heart disease which can lead to heart attack and stroke. People should reduce their intake of saturated fats to maintain a normal blood cholesterol level.

Alternative choices for high-fat foods are shown on the "Suggestions for Lowering Daily Fat Intake" handout.

CLASS ARRANGEMENT:

Individuals or small groups.

SKILL NEEDED:

Be familiar with the terms fat, saturated fat, unsaturated fat, and cholesterol.

Instructional Strategies:

1. Discuss the definitions for fat, saturated fat, unsaturated fat, and cholesterol.

2. Review the handout "Suggestions for Lowering Daily Fat Intake" and emphasize that it is possible to eat a low-fat diet and still have your favorite foods.

3. Distribute the work sheet "Invent Your Own Pizza" and suggest that students apply the guidelines from "Suggestions for Lowering Daily Fat Intake."

4. Divide the class into groups of three or four students to invent a pizza. Instruct each group to elect a student to present his or her group's invention to the class. After all the groups present their pizzas, allow students to vote on a winner.

Evaluation/Modification:

Have students bring in a favorite high-fat recipe from home and modify it to reduce fat.

Resources:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
8

LEVEL:
SECONDARY

CULINARY HERITAGE TREE

OBJECTIVE:

To identify how different cultural food patterns supply healthy diets.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Culinary Heritage Tree" and "Food Shield Comparison" work sheets; magazine pictures (optional).

INFORMATION:

Culture—The knowledge, beliefs, customs, and traditions shared by a group of people.

Family—There are many different combinations of family members that can be identified as family. Family means different things to different people. A family could include people like special neighbors or friends.

Our cultural roots influence our food choices and add diversity. Exploring these "roots" will give students a greater appreciation of their own culture as well as that of someone in the class.

CLASS ARRANGEMENT:

Individual or pairs.

INSTRUCTIONAL STRATEGIES:

1. Discuss that family means different things to different people and that people do not have to be related by blood to be considered family.

2. Write the definition of culture on the chalkboard, and ask students to give examples of beliefs, customs, and traditions.

3. Distribute the work sheet "Culinary Heritage Tree" and ask students to complete it to the best of their ability. This may require the student to interview family members to obtain all of the necessary information.

4. Discuss with students:

   Why have these traditions and customs survived? What customs have your parents, aunts, uncles and grandparents passed on to you? What customs and traditions do you want to pass on to your children?

5. Have the students work in pairs to complete the work sheet "Food Shield Comparison." Explain to students that this will help them get better acquainted with another person and learn that not all people have the same food likes and dislikes. Regardless of an individual's country of origin or the amount of money available to spend for food, all people have the same need for nutritious foods.

6. Optional: Magazine pictures could also be used to represent the foods that are selected for favorite foods, foods for special occasions, etc. The class could make a collage of favorite foods.

Evaluation/Modification:

Have students interview a friend to determine what culture(s) is represented.

Resources:

Adapted from: the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; the California State Department of Education. (1984). Choose Well, Be Well; and the American Heart Association. (1989). Food, Fun and Fitness: Middle School.

Grade
8

LEVEL:
SECONDARY

FAST FOOD FACTORS

OBJECTIVE:

To make wise food choices when eating away from home.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Fast Food Factors" and "Chews Menu" work sheets; optional: nutrition information and/or menus from various fast food and other restaurant establishments.

INFORMATION:

Many meals that are served in fast food restaurants are high in fat and calories. For example, a meal of a hamburger, fries, and a shake contain nearly half the calories recommended for an adult male in one day. Most fast food meals lack one or more nutrients that are essential in the diet because they typically do not provide fruits, vegetables, and milk. Fast food is high in sodium. High amounts of sodium may contribute to hypertension, a problem that may result in a stroke or heart attack.

Fast food restaurants offer many foods that are high in fat. An overabundance of fat in the diet may lead to obesity, heart disease, stroke, and certain types of cancer. As a result of consumer demand, fast food restaurants are now offering several low-fat choices such as grilled chicken sandwiches, low-fat milk, and low-fat frozen yogurt.

CLASS ARRANGEMENT:

Individuals or small groups.

SKILLS NEEDED:

Students would benefit from familiarity with the Dietary Guidelines for Americans (see Appendix A).

Instructional Strategies:

1. Distribute and review the work sheet "Fast Food Factors." After the students complete the work sheet, review the answers with the class.

2. Distribute the work sheet "Chews Menu" and have students select choices that fit the Dietary Guidelines for Americans.

3. Optional: Pass out menus or nutrition information from local restaurants, and have students select healthy choices.

Evaluation/Modification:

Have students share what they choose to eat the next time they go out to a restaurant.

Resources:

Adapted from: the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education; and the United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health.

Grade
8

LEVEL:
SECONDARY

THE CASE OF THE FOOD PERPETRATOR

OBJECTIVE:

To recognize possible contamination of food in case study situations.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Dominance Drill" work sheet and "Food-Borne Illness" handout (see Grade 8 Handout Masters); scissors; newspaper article(s) found by student or teacher.

INFORMATION:

Food safety practices are important in the home as well as in the food industry. At least one million people in the United States suffer from food-borne illnesses each year.

Microbiological hazards account for the most cases of food-borne illnesses. The four types of microorganisms that affect food are bacteria, viruses, yeasts, and molds. Bacteria will be the focus of this lesson.

CLASS ARRANGEMENT:

Individual or group.

INSTRUCTIONAL STRATEGIES:

1. Distribute and review the "Food-Borne Illness" handout with the students.

2. Have the students complete the "Dominance Drill" work sheet. Upon completion, discuss students' answers.

Evaluation/Modification:

Have students bring in newspaper articles relating to food-borne illness or locate and bring in newspaper articles yourself. Have students evaluate the article(s) and describe what factors caused the outbreak of food-borne illness to the class (refer to chart for reference).

Resources:

Adapted from: California State Department of Education. (1984). Choose Well, Be Well: High School; and the Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
8

LEVEL:
SECONDARY

BODY TALK

OBJECTIVE:

To understand that maintaining a healthy body weight is part of our self-responsibility for health and fitness.

LIFE SKILL:

To promote proper nutrition and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Backpack filled with 25 pounds of books; "The Influence of Family and Friends" work sheet (two pages, see Grade 8 Handout Masters); optional: magazines such as People, Sports Illustrated, or Newsweek.

INFORMATION:

To maintain a healthy weight, energy intake and calorie expenditure must balance. Healthy weight for each person depends on how much of body weight is fat, where body fat is located, and whether a person has weight-related medical problems such as high blood pressure or a family history of such problems.

Heredity, along with exercise and diet, plays a role in body size and shape. A moderate, varied diet combined with exercise is the healthiest, most effective way to achieve and maintain healthy weight. No one weight control plan is best for everyone. Being too fat or too lean increases the chances of developing health problems. Being obese increases the risk of high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness. Being too thin is linked with a greater risk of early death in both women and men.

Fad diets and other extreme weight loss measures, such as self-induced vomiting or using laxatives, severely restrict the variety of foods and the calories consumed and may cause serious health problems.

CLASS ARRANGEMENT:

Individual or small group.

INSTRUCTIONAL STRATEGIES:

1. Introduce the lesson by asking: What does it mean to be fit? Accept responses. Point out that being fit is feeling good and moving well. Maintaining your own healthy weight, i.e., not being too fat or too lean, is part of fitness.

2. Conduct a demonstration to show how excess body weight affects the body. Ask for a student volunteer.

- Define pulse (heartbeats per minute) and respiration rate (breaths per minute).
- As a demonstration, have the student measure his/her resting pulse and respiration rate; record the findings on the board. Then have him/her walk in place for two minutes.
- Measure his/her pulse and respiration again, and record this data.
- Let the student rest until his/her pulse and respiration rate return to normal. Then have him/her put on the 25-pound backpack and walk in place for another two minutes.
- Again have the student measure and record pulse and respiration rate.
- Have students compare the pulse and respiration rates before and after exercise with that when the student exercised with the backpack.
- Ask what the results suggest about having too much body fat (the heart and the lungs must work harder to perform a given amount of activity).

3. Discuss the concept of "maintain a healthy weight."

- Emphasize that a healthy weight depends on growth and development. Even if you have reached adult height as a teenager, you are still growing and developing.
- People have different body structure; that accounts for some differences in weight. You might be born with a small, a medium, or a large frame. You can't change your body frame.
- Some people weigh more than others because their excess weight is in muscle. Many football players are examples.
- Too much weight in the abdomen seems to be a greater health risk than too much weight in the hips and thighs.
- Being healthy is one part of maintaining fitness. Getting enough exercise is another.
- Being a healthy weight looks good and helps you feel good. For many people, obesity increases the risk later in life of health problems.
- Going overboard in losing weight can cause health problems if followed over a period of time.

4. Have students evaluate body size and the affects of media. Ask them to list five famous people that they see in magazines and newspapers, on TV or album covers--actors, actresses, musicians, athletes, or even fictional characters.

- Put an ("X") by those who are thin and a ("O") by those who are larger than average.

- Now have them try listing "larger than average" people whom they admire. This will help illustrate the influence of media on our perception of desirable body weight. Have the students compare this example with the concept of healthy body weight.

EVALUATION/MODIFICATION:

Distribute the work sheet "The Influence of Family and Friends." After completion discuss the pressures and consequences that can result.

RESOURCES:

Adapted from: United States Department of Agriculture. (1992, December). Dietary Guidelines and Your Health; and the National Eating Disorder Information Centre. (1989). Teacher's Resource Kit, Toronto, Ontario, Canada.

Grade
8

LEVEL:
SECONDARY

SUPERMARKET SENSE

OBJECTIVE:

To develop wise food buying skills.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"A Not So Super Market" handout and "Supermarket Merchandising Techniques" work sheet (see Grade 8 Handout Masters).

INFORMATION:

Many teens shop for their families and may not be aware of the methods used by stores to advertise their products and the placement of products in the store to increase chances that people will buy them. Merchandising techniques may be designed to encourage consumers to buy a new product and to continue to do so in the future, to buy a product when the store is overstocked, to buy a more expensive product, etc. Although some merchandising techniques can have a negative affect, it can be positive when stores have good, low-priced specials which are easy to find.

CLASS ARRANGEMENT:

Classroom.

SKILL NEEDED:

Prior experience of shopping at a grocery store would be beneficial.

INSTRUCTIONAL STRATEGIES:

1. Distribute the handout "A Not So Super Market." Ask students to read the story and look for ways in which the supermarket's merchandising methods affected the people in the story.

2. After they have read the story, ask them to respond to the question: "What were some of the ways that the placement of food or other items in the store affected Sara's shopping trip?" Possible answers will include: an Easter display directly opposite the entrance to the store; gum machines; and hard-to-find advertised specials.

3. Distribute the work sheet “Supermarket Merchandising Techniques” and have the students read the methods listed. Students should then indicate in the appropriate box on the work sheet whether they like, do not like, or do not care if a supermarket uses that technique.

4. After students have completed the work sheet, ask them to review all of the items they checked “do not like” and decide what are the ones that bother them the most. Have students share this with the class so they can relate their thinking with others.

Evaluation/Modification:

Discuss strategies that could be used to have a successful shopping experience. Ideas may include: shopping with a list, not bringing young children with you, not shopping when you are hungry, etc.

Resources:

Adapted from: California State Department of Education. (1984). Choose Well, Be Well.

Grade
8

LEVEL:
SECONDARY

SPORTS DRINKS

OBJECTIVE:

To evaluate the use of sports drinks for athletes.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; and to promote physical activity and exercise as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Do Sports Drinks Help Your Athletic Performance?" and "What You Need to Know About Fluid" handouts (see Grade 8 Handout Masters).

INFORMATION:

Very small amounts of the minerals and electrolytes (sodium, potassium, and magnesium) are lost in sweat. In fact, during heavy sweating athletes lose more water than minerals. Since most activities do not result in significant mineral loss, drinking plain water is an appropriate fluid replacement for most athletes. However, fluid and electrolyte imbalances may occur under certain circumstances:

- during initial acclimation (the body is getting used to exercising in certain conditions) to a hot environment;
- during prolonged, repeated exposure to exercise and heat; and
- during exercise lasting more than 90 minutes.

Note: Sports drinks should be around 5-8 percent sugar content and should not exceed 10 percent sugar content (e.g., fruit juices, sodas, and concentrated fructose drinks have too much sugar), or they will cause even more dehydration because they will take longer to be absorbed and may cause abdominal cramps, nausea, bloating, and diarrhea.

CLASS ARRANGEMENT:

Individual or small groups.

Skill Needed:

Students should be familiar with the basic importance of water in the body (see Waterworks lesson for Grade 7).

Instructional Strategies:

1. Review the benefits of water.

2. Discuss scenarios where sports drinks may be needed.

3. Distribute and review "Do Sports Drinks Help Your Athletic Performance?"

Evaluation/Modification:

Ask students to bring labels of sports drinks and to analyze the label ingredients. (Is it a good percentage of sugar? Type of sugar? What is the best use for that particular drink?)

Resources:

Adapted from: National Dairy Council. (1994). Food Power: A Coach's Guide to Improving Performance.

Grade
8

LEVEL:
SECONDARY

HOW TO DEPRESS DEPRESSION

OBJECTIVE:

To teach students basic skills in combatting depression.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard and chalk or newsprint and markers.

INFORMATION:

Depression affects a substantial proportion of our population today. Much of the roots of depression begin in childhood and is exacerbated by poor coping mechanisms by younger people. Many times knowledge of the causes of depression is enough to prevent the progression of this debilitating disorder.

There are no secret modalities that will prevent the onset of severe depression, but there are common-sense approaches in halting the progression of this disorder. Many times people will have a tough month or their boyfriend or girlfriend will have broken up with them. They will accept, to themselves, that they are clinically depressed. They may begin to perpetuate the disorder by "acting" depressed (for adolescents, this could be an attention-getting device but one which should not be ignored). Moreover, depression in adolescents centers around relationships (broken, nonexistent, or abusive). People may feel bad for numerous reasons and cannot decipher their emotions. Once the emotions are clarified, then the person can take the appropriate steps to deal with that particular emotion.

CLASS ARRANGEMENT:

For class discussion.

Instructional Strategies:

1. Have the class discuss what they believe the signs of depression are and write them on the board.

2. Have the class, as a group, come up with ideas on how to deal with the signs defined on the board.

3. Discuss the most practical ideas with the class. Emphasize the importance of friendships with a depressed adolescent.

Evaluation/Modification:

If you know of a person who has been clinically depressed in the past and is willing to talk about it (and is a responsible presenter), ask him or her to come in and talk to the class about how they coped and what they felt the cause was for their depression.

Grade
8

LEVEL:
SECONDARY

NO SUCH THING AS "I CAN'T"

OBJECTIVE:

To teach the class the affects of negative thinking on a person's actions and methods to increase positive thinking.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or exercise area.

INFORMATION:

Self-fulfilling prophecy occurs when a person's expectations of an event makes the outcome more likely to occur. People have beliefs and expectations about certain factors in their lives, resulting in their lives being governed by such beliefs and expectations (many of which may be false). For example, a person's expectation of an event will influence the way that person handles the event. A self-imposed, self-fulfilling prophecy occurs when a person "psychs" him/herself up before an event which affects his/her performance; this can be positive or negative.

If we think negative about ourselves, then we will not have the confidence to accomplish many tasks. However, if we have a higher self-concept about ourselves, we are more likely to try new things and have greater successes.

Saying "I can't" is a negative self-fulfilling prophecy which influences a person's will to put forth a quality effort. This, in turn, will create a failure which the person predicted. As soon as a person says "I can't," more than likely he/she will be correct because of lack of effort.

Changing your self-concept requires only a few steps.

1. Don't compare yourself with others. This is difficult for adolescents but it is an important step. Once you begin a project, judge yourself on what you have learned and accomplished, not on others' accomplishments.

2. Know what your strengths are and use those strengths in areas that interest you.

3. Don't use those deadly words "I can't"! If you want to do something badly enough, you **will** find a way to accomplish what you set out to accomplish.

4. Listen to people who know what they are talking about. Heed the advice of coaches, teachers, parents, and/or any professional in whatever particular area you are interested.

Instructional Strategies:

1. Discuss the information on self-fulfilling prophecies and changing self-concept.

2. As an example of self-fulfilling prophecies, ask for a volunteer to do some push-ups. Without explanation, have this person do as many push-ups as possible. When they have completed as many as possible, have them do one or two more (they should be able to). When they are done, have them do one or two more (have the class cheer them on and the volunteer probably can do more).

3. Discuss how they did as many push-ups as they thought they could. With a little prodding and cheering, they did some more. We limit ourselves based on our expectations. We can always accomplish more if we give a little extra effort.

4. As a class, come up with ways to improve positive thinking.

Evaluation/Modification:

Instead of push-ups you can use any type of exercise. It will be very rare that a person cannot do one or two extra. If they can't, have another person try, and then talk about what each person was thinking at the very end. Were there differences?

This can be related to class work also. Could they have spent just a few minutes more on the homework paper or the test paper to check for errors?

Grade
8

LEVEL:
SECONDARY

THE GRIEVING PROCESS

OBJECTIVES:

To teach students the grieving process and help them understand the feelings associated with grief.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

People who are grieving have been observed to go through stages of grieving. These stages are:

- shock
- protest and yearning—they have strong memories of the deceased and have a difficult time adjusting to the fact that the person is dead. Sometimes they fantasize that they see the deceased.
- disorganization and despair—people at this stage become apathetic about life, experience a loss of energy, and withdraw from other people and social activities.
- detachment, reorganization, and recovery—people begin to detach from the deceased, reorganize their lives, and get back to conducting their own lives. This is the stage where many people will develop a new outlook on life and set new goals.

People don't necessarily follow these stages in order nor do they go through only one stage once. There is also no time line for grieving. Much of it depends on the strength of the relationship and the personality of the person. Someone who is stuck in the third stage for many months probably would need to seek help to continue with his/her lives.

The best way to help grieving persons is to let them deal with death in their own way and in their own time. Supporting them, listening to them, and helping with responsibilities are the best ways to help. Trying to cheer them up is not very successful and can be insulting to the grieving person.

Instructional Strategies:

1. Discuss the stages of the grieving process. Encourage discussion.

2. Have students brainstorm ways they could help a person who is grieving.

3. Discuss other reasons why people may go through the grieving process (e.g., divorce, death of a pet, moving, a relationship break-up, or losing anything of value).

Evaluation/Modification:

Be aware of students who are getting overly emotional. They may be experiencing unresolved grief issues. Have them see the school counselor.

Grade
8

LEVEL:
SECONDARY

HOW OUR THINKING AND FEELINGS AFFECT OUR SELF-CONCEPT

OBJECTIVE:

To teach students how thinking affects self-concept.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

An abstract piece of art or an unusual tool that most people would not know about.

INFORMATION:

Every person has a different perception of reality. These perceptions arise from personality, family dynamics, values, morals, genetic elements, and context of the situation. Each person is correct from their own standpoint but may seem incorrect from others' viewpoints. Many times our perceptions are based on irrational thinking. In these cases, what our perception is differs from everyone else. Irrational thinking comes from many areas including history, personality, and self-concept. A person with a poor self-concept will perceive events more negatively which, in turn, lowers the person's self-esteem. The lower the person's self-esteem, the more negatively a person perceives events.

There are several areas in which self-concept is negatively affected. They include:

1. when one feels he/she should be perfect or excel in all endeavors;

2. when one always thinks that the worst possible thing will happen (see Grade 8 lesson plan "No Such Thing As I Can't" regarding self-fulfilling prophecy);

3. when one feels it is mandatory to get everyone's approval (this is the most important potentially debilitating phase for adolescents);

4. when one generalizes from one area to another (e.g., “I have a difficult time with math, so I must be stupid and will never finish school.”);

5. when one feels they have no control over their life (i.e., they feel that life has been preplanned, and they are just a pawn);

6. when one blames others for what they are feeling. (e.g., “You made me mad! It is your fault I’m feeling this way.”); and

7. when one doesn’t realize that life is not always “fair.” (Again, this is an important concept for adolescents. This is where adolescents begin to see that the world is not always fair and need to be able to adapt to this harsh realization.)

Instructional Strategies:

1. Bring an object to class (the more abstract the better). Have each person in the class describe the object in writing. Where did it come from? What is the history of the object? What is the purpose of the object?

2. Discuss the Information for this lesson plan with the class.

3. Have the class read aloud what their thoughts are on the object. Discuss the difference between each person and where those thoughts originated. Are there negative versus positive themes related in the descriptions? If so, why the differences? On what do the students base their perceptions?

Evaluation/Modification:

Another possible strategy would be to bring in a person that the class would not know. Have the person dress “down,” and have the class discuss what the person does. If you have more than one class, have the same person come to class dressed professionally. Have the class talk about differences between classes. Another thought-provoking question would be to ask the difference between pessimism and optimism and why people have those traits.

Grade
8

LEVEL:
SECONDARY

"STAY OUT OF MY WAY!" OR HOW TO DEAL WITH ANOTHER'S ANGER

OBJECTIVE:

To teach students effective ways to deal with a friend or family member who is angry with them.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The usual response to a person's anger is an angry response. When two people get angry at each other, nothing gets settled. Anger prevents us from thinking straight and makes it difficult to verbalize what is bothering us. One way to cease the anger cycle is for one person to stay rational and find out what is bothering the person who is angry. Negotiation and empathy are very successful methods to use when a person is angry with you. Getting defensive and "fighting back" are not only ineffective but they create more anger and resentment from the other person, and nothing gets resolved.

INSTRUCTIONAL STRATEGIES:

Go over the following steps with the class, and encourage discussion and brainstorming of ideas.

1. When a person is angry with you, listen to the person about what he/she is angry about. Don't interrupt, and try not to get defensive.

2. Get an understanding of what the other person is saying. Ask questions if you are not sure what is going on. Don't raise your voice. Do act like you want to help.

3. Ask yourself if you can rectify the situation in any way. Do you need to change something you did? Do you need to show empathy?

4. If you feel you have control over the situation, then do something to help the angry person.

5. Discuss or role play certain situations pertinent to the class (e.g., the teacher being mad at a student, parent being angry for any reason, or boyfriend/girlfriend being angry).

Evaluation/Modification:

Discuss the difference between anger and violence. A person who is becoming violent cannot be reasoned with, and in this situation it would be best to leave rather than go through the above steps. Distancing can be the best option.

A discussion on the problems with physical fighting also should be discussed—nothing is resolved, and both parties usually get in trouble and/or hurt (see Grade 8 Lesson Plan "Fighting Is Not Always The Answer").

Resources:

Goldstein, A., Sprafkin, R., Gershaw J., & Klein, P. (1980). Skillstreaming the Adolescent. Champaign, IL: Research Press Comp.

Grade
8

LEVEL:
SECONDARY

FIGHTING IS NOT ALWAYS THE ANSWER

OBJECTIVE:

To teach students alternatives to fighting and an awareness of bodily sensations prior to angry outbursts.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Anger is an emotion that is easily expressed. We tend to direct our anger toward others which doesn't really help and, in most cases, creates a situation which intensifies anger. It is common to turn feelings of insecurity, loneliness, betrayal, injustice, neglect, frustration, and/or inconvenience to anger. A person who does this is often not aware of the "true" emotion behind their anger because of the many times he/she has covered up or denied their "true" emotions.

The differences in anger are based on how we handle uncomfortable feelings. We can either react unconsciously to a situation or act upon it based on reasoning. Reacting is a "knee jerk" response to a situation, whereas acting is a planned, pragmatic approach to a situation. In other words, we have to let our wit and guile overrule our instinctual gut reactions.

SKILL NEEDED:

Awareness of one's own feelings (physical as well as emotional).

INSTRUCTIONAL STRATEGIES:

1. Have students reflect on the last time they were angry and discuss the following:

   What is it that made you angry? What were some other feelings that would better describe what you were feeling? How did you react? What could you have done instead? What is the common theme to what makes you angry?

2. Discuss physical feelings just prior to and during the event that made them angry.

3. Discuss if he/she felt any loss of control over the situation.

4. Brainstorm as a class other ways to handle anger that would not make the situation worse (e.g., count to 10, leave the area, do something else, ask self how this is going to help or hurt).

Evaluation/Modification:

If time allows, role play a situation when two people get into an argument over a friend, between a parent and their son/daughter, or between a student and a teacher. The important concept is that people do have control over emotions, and there are options to dealing with anger. The key is awareness.

Developing a school play based on anger management and conflict resolution would provide tremendous learning opportunities for the class and the school.

Grade
8

LEVEL:
SECONDARY

UNDERSTANDING THE FEELINGS OF OTHERS

OBJECTIVE:

To teach students empathy and the importance of reading verbal and nonverbal cues in understanding the importance of others' feelings.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard or newsprint; markers; VCR and television; VCR movie of choice.

INFORMATION:

Those people who have many strong, interpersonal relationships are people that can empathize and understand what others are feeling. Many times people will cover up true emotions with anger or will try to make others hurt as much as themselves. Reading verbal and nonverbal cues will help in understanding emotions of other people. This understanding allows for better communication between two people.

INSTRUCTIONAL STRATEGIES:

1. Go through the following steps with the class:

- Understanding begins with observation. Watch a person's nonverbal language (such as facial expression, posture, hands, and/or musculature). The tone of the person's voice is also important.

- Listen to what the other person is saying. Don't think of what you want to say, but truly listen to the other person and put yourself in the other person's "shoes." Try to find the cause of the person's emotions. Knowing the cause can help to relate to the person and what he/she is feeling.

- Try to figure out what the other person is feeling.

- Think of ways to show the person that you know how he/she is feeling. For example, if you think a person is feeling sad, a simple touch may be enough of an acknowledgement. If the person is angry, staying away from the person may be the best thing to do.

- Decide on what would be the most appropriate action depending on the circumstances and then follow through with your idea.

2. Write down on the board some nonverbal clues people give to express an emotion. For example, a person who is sad may have his/her head down, may be gazing off in the distance, may have watery eyes (red eyes from crying), and may have quivering lips when trying to talk.

3. Discuss the feelings of the class when somebody is empathetic to their concerns.

4. Have a person role play certain nonverbal cues, and have the class guess what emotion the person is expressing.

Evaluation/Modification:

If time allows, show a film clip with the sound off and have the class guess what emotions the characters are feeling and what are the nonverbal cues that suggest these emotions.

Assigning the class to show empathy to others in different ways would be a good follow-through assignment.

Grade
8

LEVEL:
SECONDARY

RESCUE 911

OBJECTIVE:

To explore emergency preparedness, including utilizing 911.

LIFE SKILL:

To promote personal, family, and community safety as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The television program "Rescue 911" is very popular, especially with teens. Many watch this program and in an adolescent egocentric way believe they would and could do what was required in an emergency. Indeed, some adolescents could effectively respond in an emergency, but some would lack the skills to know what to do. The purpose of this lesson is to review basic emergency procedures that would be of importance and use at school, in the home, and in one's community.

INSTRUCTIONAL STRATEGIES:

1. Learning how to contact emergency personnel through the use of a telephone or cellular phone is an excellent skill for adolescents and all family members to acquire. In Montana, with its geographic remoteness and isolation, time for emergency personnel to respond (if there is any personnel) may be long; therefore, every second counts. Poll the class to determine who has called 911 or had 911 called on their behalf.

2. Give an index card to each student in the class and have him/her write the phone number they would dial for each of the following emergencies:

   - fire
   - police/sheriff
   - ambulance
   - poison control

3. Collect the cards and count into a sufficient number for each small group. Ask the group to compare the numbers the class members wrote for each of the emergencies. Are there differences? Why do you think the differences may exist? For example, if the student lives in the country and has a rural fire district instead of the city fire department, the number may be different for emergency response. Be sure to give the correct numbers as you conclude the class.

4. Discuss what may occur during an emergency as you try to dial for help. Consider barriers or limitations to the process.

5. Ask the students that, if they were asked to give a 911 safety lesson to elementary school students, what advise would they offer? How would they structure their lesson? Students could write a lesson plan for a specific population such as elementary-aged children, senior citizens, etc. Some lessons could be planned, implemented, and evaluated with real groups.

Evaluation/Modification:

Dispatchers from the local 911 service could be guest speakers to the class.

Grade
8

LEVEL:
SECONDARY

ARCHITECTURE GIVES LIFE

OBJECTIVE:

To gain an awareness of the age of the buildings in your community and the life they represent in relation to your family.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom and homework assignments or field trips to downtown or old sections of the community.

INFORMATION:

Becoming aware of architectural dates on buildings, cornerstones, or metal plaques gives students insights into the history of their community. Historical information in conjunction with family history gives the students a broader picture of their heritage. Pride in one's family and community may also occur.

CLASS ARRANGEMENT:

Field trip or homework assignment.

INSTRUCTIONAL STRATEGIES:

1. As a class or as a homework assignment, walk through the old section of your community. This old section may be the downtown area, an area near an abandoned mill or railroad, or a church and graveyard. As you walk the old area, look for clues to date the construction.

   Note the dates engraved on cornerstones, in stone around doors or on the sides of buildings, or on metal plaques. Note old sidewalks that may be stamped with the name of the company and the date. Note cast-iron items, such as lampposts, fire hydrants, manhole covers, and fencing, with dates cast into them.

2. Record your dates, and make predictions or draw conclusions as to why the town was constructed in the sequence it was. Examine photographs and maps from the local historical society for the area. Speak to living historians (people alive during that era) and gain insight into the early days of your community.

3. Once you have established dates, speak to members of your family who were alive during that particular time. Probe for stories they recall regarding the construction or remodeling of the downtown area. Talk with them about how commerce, schools, and activities were different during that period of history as compared with today.

RESOURCES:

A local historical society may have numerous speakers who could share information with the class. A tour of a local historical society, museum, church, or school is another source of information. Usually there are community members ready and willing to share their recollections regarding “the olden days.”

The local Senior Citizens Center has a vast resource of people willing to reminiscence.

Grade
8

LEVEL:
SECONDARY

WHEN I GROW UP

OBJECTIVE:

To explore the relationship of personal skills, interests, values, and abilities in career selection.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Children are often asked what they want to be when they grow up. Certain careers may seem appealing or glamorous, depending on the age of the youth. For example, four-year-old children are often mesmerized by fire fighting equipment and want to be a fire fighter. Middle school-aged youth will benefit from the opportunity to explore more of the specific skills needed for certain careers. This lesson will allow the opportunity for examination of students' skills, interests, values, and abilities in relation to specific careers.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm careers of interest to the class. After the list is complete, individual students or groups of students can select a specific career.

2. Students may complete a variety of experiences about the career. Options include:

    a. Interview people who work in the career field. Consider if the career was available in the past and how it may have been different in the past.

    b. Make a list of the skills and abilities you would need to do the job. Where would you gain these skills? What training or schooling opportunities are available?

    c. What interests would you need to cause you to pursue this career?

    d. Knowing what you do now about the career, are you still interested?

3. Summarize your findings. Report your findings in a variety of ways: class members present poster sessions on careers as a Career Day, individual or group oral reports, or written reports.

Evaluation/Modification:

1. Publish the top five careers in a student newspaper.

2. Write a script and present a skit regarding “Careers of the Past, Present, and Future.”

Resources:

Zunker, V. G. (1994). Career counseling: Applied concepts of life planning. Pacific Grove, CA: Brooks/Cole.

Grade
8

LEVEL:
SECONDARY

SMOKE DETECTORS

OBJECTIVE:

To review safety and operating procedures in regard to smoke detectors.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MODIFICATION:

Smoke detector and battery.

INFORMATION:

The installation of smoke detectors is part of many city and state fire safety codes. A prompt exit due to the signaling of the smoke detector may indeed be the difference between life and death. There is a need to identify safety procedures if and when the smoke detector sounds the alarm. Also, families need to develop reminders regarding testing and replacing the battery in all smoke detector units in the home. Sometimes families disable the detector because it is triggered erroneously by a smoky oven. Also, sometimes the batteries are removed or borrowed to be placed in a toy. You should treat your smoke detectors as if your life depends on them. It does!

INSTRUCTIONAL STRATEGIES:

As you launch this unit, discuss students functioning as detectives on behalf of their family. Be sure to stress the desired outcome of safe homes and the development of safe procedures for all family members.

1. Ask the students to go on a hunt for smoke detectors in their homes and draw a map of the location of the smoke detectors in their homes. Students can interview their parents and ask when the battery was last changed. Many fire departments now recommend that when we change to and from daylight savings time that the battery be changed; thus, twice a year the battery would be replaced.

2. As an in-class exercise, ask students to write what they have been instructed to do if the smoke detector sounds in their home. Discuss the similarities and differences of answers.

3. Discuss fire safety in baby sitting situations.

Evaluation/Modification:

1. Ask students to share fire experiences that have occurred in their home.

2. Ask fire fighters in your community to come and demonstrate how to change a battery in a smoke detector and to share local statistics regarding fire dangers and recommended safety procedures. Many fire safety programs occur at the elementary level when students always assume an adult will be present in the home. With older children, they may be home alone or in a baby sitting situation and have responsibility for younger children.

Resources:

National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.

Grade
8

LEVEL:
SECONDARY

BALANCING

OBJECTIVE:

To establish management techniques for coordinating work and family.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

It seems no one has enough time to meet all the demands on their lives. We often are over scheduled and over committed in many areas of our life including family, self, and work. Students can benefit from awareness of the need to balance the different areas of life and the continuous nature of change to meet the demands of family, self and work.

CLASS ARRANGEMENT:

Individual and small group.

INSTRUCTIONAL STRATEGIES:

1. Have small groups discuss one of the three areas: family, self, work. List what demands may come from each of the three areas. Present small group findings to the class.

2. Have each student draw two pie charts—one of their school day and one of a day on the weekend. The pie charts should show how much of the day (e.g., one-tenth, one-fourth, one-third, one-half, etc.) is given to family, to self and to work. Discuss how the two pie charts are different.

3. There seems to always be conflicts in the way we want to divide our lives. Ask the students: How do you feel about the conflicts? What do you do to cope with the conflicts?

Evaluation/Modification:

A panel discussion among the students could address the following questions: What responsibilities are you most satisfied with? How many others count on you in a day? Who are they, and what do they count on you for? If you could, what responsibilities would you change and how? How much time would you like to spend on yourself?

The students could ask adults to describe their major responsibilities for family, self and work in a typical day.

Resources:

Activity adapted from: Colorado Core Curriculum from Colorado State University and Colorado Community College and Occupational Education System.

Grade
8

LEVEL:
SECONDARY

MIRROR MIRROR ON THE WALL

OBJECTIVE:

To examine how the media portrays men and women.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Teen magazines, newspapers, catalogs.

INFORMATION:

As teens progress through puberty and adolescence, they remain very conscious of their bodies. Teens often compare themselves to an ideal image or model. Body image is often based on unrealistic models, especially those portrayed in the media. Helping teens to see the difference between the fact and fiction of body image is a critical skill to acquire.

CLASS ARRANGEMENT:

Individual and full class.

INSTRUCTIONAL STRATEGIES:

1. Have students cut out pictures of adolescents their age or people they admire from magazines, catalogs, or newspapers. Discuss who they selected and why.

2. Analyze the body image portrayed by the photographs selected. Is the image realistic? How do people work to look like that? What kinds of help do the people need to look like that (i.e., hair stylist). What is the role of the media in portraying an image? An image of male or female?

3. Thinking ahead to your future, what body image do you want to have in your 20s, 30s, 40s, etc.? What is the media doing now to shape your expectation of your future? What do you need to be doing now to help you reach your goal in the future?

EVALUATION/MODIFICATION:

1. Discussion of anorexia nervosa and bulimia can occur. When teens experience body image problems, these diseases may occur. Discussion of the effects of smoking can also be included.

2. Pictures that students cut out can be sorted by category and made into collages or posters for display. Oral presentations could occur.

Grade
8

LEVEL:
SECONDARY

WHAT'S RIGHT IN WRITING?

OBJECTIVE:

To become aware of the uniqueness of every individual in the class.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A variety of different types of pens and pencils.

INFORMATION:

Being different and being part of a group are issues adolescents struggle with repeatedly during any day. Helping youth to appreciate, accept, and understand their uniqueness is an important task. Developing and maintaining a positive self-esteem is an ongoing quest.

CLASS ARRANGEMENT:

Individual and small group.

INSTRUCTIONAL STRATEGIES:

1. Ask students to write on an index card their answer to the following question:

   Different pens and pencils produce different results when you write. For example, some pencils have soft lead, others have hard lead. Some pencils are mechanical, others can be sharpened. Some inks glide or go onto the paper more smoothly than others (felt tip versus fountain pen versus ball point pen). Some ink is permanent and some ink is erasable. What is your favorite writing implement?

2. Collect the index cards, and sort them into categories (pens or pencils). Establish small groups and have the group members discuss why they prefer the particular writing implement they chose. Small groups will then present their reasons to the class.

3. As the groups are engaged in discussion, observe the group dynamics that occur. Upon completion, ask students to discuss their feelings about being in their group. How did it feel to be the only one who liked a fountain pen? Or a mechanical pencil? How did it feel to be a part of the majority? or the minority?

   The purpose of the index card activity and discussion is to help students be aware that the goal of the task of writing may be met with a variety of methods. The result of the ink or pencil mark on the paper will be the same, but the method of applying the ink or pencil may be different for each individual student. Thus, students can see that they, as a class, may have 15-30 different ways to approach a problem, and each is a unique and valuable approach in solving the dilemma; therefore, there is no one right way to write.

   Discuss the importance of diversity and variety in problem solving and adaptation.

Evaluation/Modification:

You may want to contact the local historical society to borrow antique fountain pens or other writing instruments from the past.

Grade
8

LEVEL:
SECONDARY

RIDING IN TRAFFIC

OBJECTIVES:

To demonstrate bicycle riding proficiency.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area; planned route through a portion of the neighborhood.

EQUIPMENT/MATERIALS:

Bicycles; helmets; maps of the neighborhood; enough adult assistants to divide the class into groups of eight or less per adult.

INFORMATION:

This lesson gives the instructor a chance to observe the students under actual bicycling conditions. The instructor and adult assistants are to demonstrate (and to observe if the student riders exhibit) the proper way to enter the roadway with competent search and judgement skills; proper roadway position based on speed, traffic volume and surface conditions; proper searching, signaling and communicating during a lane change; proper observation of all traffic control devices; and proper way to enter intersections.

SKILLS NEEDED:

Ability to ride a bicycle; basic cycling skills (stopping, scanning, rock dodging); selecting and wearing a properly fitted helmet.

TEACHING STRATEGIES:

Before the ride, require that all bicycles be in safe riding condition and review basic riding skills in a parking lot before riding where there is traffic. Review basic rules of the road and emphasize that the bicycle has the rights and responsibilities of a legal vehicle. Advise all riders to maintain one bike length between riders when group riding.

Review the selected route with each group leader. Provide each leader with a map of the route and a copy of discussion questions. Make several planned stops along the route and talk over the conditions encountered. For best results, plan these stops ahead of time to enhance a discussion of traffic signs and signals, surface and environmental hazards, traffic flow and selection of the route.

Evaluation/Modification:

Take time to share experiences of the ride. This discussion is the heart of the lesson. It gives you a chance to evaluate the students in a "live" situation.

Resources:

K-5 Elementary Traffic Education Program, Ride Safe, Inc. 1-800-285-RIDE.

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Effective Cycling Manual, John Forester, Fifth printing, 1992 The MIT Press. ISBN 0-262-06088-4 (hard); ISBN 0-262-56026-7 (paper).

Effective Cycling Video, Seidler Productions, Regional Traffic Education Trainers and the University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Grade

8

Handout Masters

My Lifestyle Profile

Read each question and answer: rarely, sometimes, usually, or almost always. Shade in response on "My Lifestyle Profile—A Graph."

Rarely	Shade in smallest pie section
Sometimes	Shade in next smallest section
Usually	Shade in three pie sections
Almost Always	Shade in all four pie sections

1. I am conscious of the ingredients in the foods I eat and their affect on me, e.g., sugar, nutrients, etc. _____

2. I avoid overeating and abusing alcohol, caffeine, nicotine and other drugs. _____

3. I minimize my intake of refined carbohydrate (sugars) and fat. _____

4. My diet contains adequate amounts of vitamins, minerals, and fiber. _____

5. I am free from physical symptoms such as dizzy spells, earaches, frequent colds, coughs, indigestion, swollen joints, nervousness, depression, worry of appetite or constant hunger. _____

6. I get aerobic, cardiovascular exercise for 15 to 30 minutes five times per week such as running, swimming and bicycling. _____

7. I practice yoga or some other form of stretching or limbering exercise. _____

8. I nurture myself and take care of myself, e.g., long walks, buying presents for myself, "doing nothing," sleeping late without feeling guilty, mediation, doing things for the fun of it, have creative outlets. _____

9. I pay attention to changes occurring in my life, and I am aware of them as stress factors. _____

10. I practice regular relaxation (taking 20-30 minutes a day to center myself and let go of any worries or thoughts that are bothering me). _____

11. I am without excess muscular tension. _____

12. My hands are warm and dry. _____

13. I am both productive and happy. _____

14. I consistently express my emotions and creativity. _____

15. I feel a sense of purpose in life and my life has meaning and direction. _____

16. I believe I am fully responsible for my wellness or illness. _____

My Lifestyle Profile—A Graph

You and Your Health

Part 1

Week	0	2	4	6	8	10	12
1 Resting							
2 Recovery							
3 Lying							
4 Standing							
5 Difference							

Part 2

Activity	Heart Rate/ 10 Seconds	What Effects on Your Body Did You Observe or Feel?
1. Skip for 2 minutes (try to do 300 skips)		
2. Sprint across gym and walk back to start (x 8)		
3. Hop on left foot 10 times (x 3); hop on right foot 10 times (x 3)		
4. Jump up onto a bench with two feet (straddle) then return to floor (x 20)		
5. Run/climb a flight of stairs (x 20)		

Walk/Run Across Montana

Student Contract

I, _____, have set the town/city of

_____, MT, as the goal for my walk/run acorss Montana.

The distance to be covered is _____ miles by _____ (date).

Signed:_____

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound is the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost
(1874-1963)

Man Who is HIV Positive has Heartfelt Words for Magic

To the Editor:

Dear “Magic” Johnson:

Only a few minutes ago I found out that you are HIV positive. I realized instantly that I had to write you. I want you to know that you are not alone with your struggle and there is reason to be hopeful. I can say this because I’ve been HIV positive for ten years.

Upon first reflection many people will say to you “If anyone can deal with HIV infection, it’s Magic...or...He’s a tough guy--he’ll kick it.” For the most part I would tend to agree with these statements because you appear to have a strong will and tremendous commitment. But, Magic, I want you to realize that dealing with one’s own mortality is extremely difficult especially when you are so young. It’s okay to get mad. It’s okay to break down into tears and scream...”Why me!!??”

I found out I was HIV positive when I was 20 years old, which was six years ago. I became infected when I received infected Factor VIII, which is used to improve clotting and coagulation for hemophiliacs. The past six years have been difficult, traumatic, painful, exciting, encouraging, and happy. I could fill pages telling you all the things that have happened to me, but the events themselves are not important, only the outcome. Through much emotional pain and intellectual contemplation I have been able to put my life together. I once again have goals and feel good about myself. I’ve recently left my job and have entered graduate school at the University of Pennsylvania to fulfill my goal of becoming a Ph.D. in bioengineering.

I do have doubts and frustrations. I’ve had to make serious adjustments in my life; I can’t do many of the athletic things that I have done in the past, I need more days to rest when I get sick, I spend an extraordinary amount of time at the doctors, and I recently had to reduce my course load at school. I’m frustrated because I have limitations now and I feel different. I don’t want people to think I am less capable just because I am HIV positive.

I have been outspoken about my health. My wife (who is not infected) and I have spoken at schools and conferences about HIV/AIDS and what it is like living with it. So far we have had fantastic responses. I believe this is because my wife had a tremendous affect upon the audience. Besides her loving and caring demeanor she is a wonderful role model. She married me even though I am HIV positive. But, as much as we believe we are helping other people we are still frustrated because the vast majority of the public believes they are immune to this disease. They think it only happens to those who deserve it, no one deserves this disease. The attitudes in America have to change because this disease is everywhere and it does not discriminate, only humans do! As you will find out the issue of HIV/AIDS brings up many difficult and emotional issues: morality, sex, drugs, cost of health care, and discrimination just to name a few.

I am so happy that you have decided to become a spokesperson. You are just the kind of person who can make a difference. People from all walks of life respect you--even in Boston--and because of this respect they will listen to you. But, I cannot help being frustrated and angry.

This morning the news stations have suddenly revived their interest in AIDS. It infuriates me that it has taken "You" to make AIDS a news worthy issue again. AIDS has killed thousands of people and will kill many times that during the next decade. America doesn't seem to care. Did you know that over 80 percent of the hemophilia population was infected before 1985? Do you know that it now costs tens of thousands of dollars per hemophiliac each year to treat hemophilia because of HIV? When I go to a new doctor's office for HIV care the first thing they ask is what kind of insurance I have. If you don't have private insurance, then receiving proper medical care can be difficult. Do you know that many dentists will not treat HIV positive people? Magic, in some respects you are a very fortunate person. You will have no difficulties receiving proper medical care and already you have a tremendous amount of support. Most of us, who have been infected with the disease for many years, have not been so fortunate.

Finally, I want you to understand that I'll be thinking of you and wishing you the best. I hope you stay physically and emotionally healthy and also that you are able to convey the message to America that AIDS is a dangerous disease, that it will not go away by ignoring it, and that hysterical responses which infringe upon civil rights are devastating to individuals and our country.

John Marshall
Haddon Heights, NJ
P. Herald 11/17/91

Comparison Survey By Class

Drug	Our Class Perception	8th Grade Students Surveyed Perceptions	8th Grade Students Surveyed Actual
Alcohol			
Cigarettes			
Marijuana			
Inhalants			
Amphetamines			
Cocaine			
Hallucinogens			

Teacher's Drug Use Chart
Perceived Peer Norms
8th Graders

	8th Grade Student Estimates (%)	Actual (%)
Alcohol	78.5%	72.3%
Cigarettes	72.8%	50.8%
Marijuana	37.3%	13.6%
Inhalants	27.2%	16.4%
Amphetamines	19.9%	7.6%
Cocaine	15.4%	2.7%
Hallucinogens	13.0%	1.9%

Note: These statistics include those who have experimented once as well as those who continue usage.

Peer Norm Drug Survey

Ask this question:

"WHAT PERCENTAGE OF STUDENTS NATIONALLY HAVE EVER USED

_____ BY THE 8TH GRADE?"

Respondent 1: _____%

Respondent 2: _____%

Respondent 3: _____%

Respondent 4: _____%

Respondent 5: _____%

Average Percentage for these five respondents: _____%

Average Percentage for all respondents for our group's question: _____%

LOST ON THE MOON

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. The 15 items left intact after the landing are listed below. Your task is to rank them in terms of their importance to your crew in the attempt to reach the rendezvous point. Place a number "1" by the most important item, "2" by the second most important, and so on with the least important being "15."

____ box of matches

____ food concentrate

____ 50 feet of nylon rope

____ parachute silk

____ portable heating unit

____ two .45-caliber pistols

____ one case of dehydrated milk

____ two 100-pound tanks of oxygen

____ stellar map of the moon's constellation

____ life raft containing CO_2 bottles

____ magnetic compass

____ five gallons of water

____ signal flares

____ first-aid kit containing injection needles

____ solar-powered FM receiver-transmitter

Lost on the Moon
Answer Sheet

The following is the correct ranking as determined by the National Aeronautics and Space Administration (NASA):

15	box of matches (little or no use on the moon)
4	food concentrate (supply daily food required)
6	50 feet of nylon rope (useful in taping injured; helpful in climbing)
8	parachute silk (shelter against sun's rays)
13	portable heating unit (useful only if party landed on dark side)
11	two .45-caliber pistols (self-propulsion devices could be made from them)
12	one case of dehydrated milk (food, mixed with water for drinking)
1	two 100-pound tanks of oxygen (fills respiration requirement)
3	stellar map of the moon's constellation (one of the principal means of finding direction)
9	life raft (CO_2 bottles for self-propulsion across chasms, etc.)
14	magnetic compass (probably no magnetized poles; thus, useless)
2	five gallons of water (replenishes that lost in sweating, etc.)
10	signal flares (distress call within line of sight)
7	first-aid kit containing injection needles (oral pills or injection medicine valuable)
5	solar-powered FM receiver-transmitter (distress signal transmitter, possible communication with mother ship)

Strategies Used by Cigarette Manufacturers in Advertisements

Strategy #1: People Pressure or Use of Role Models

- What kinds of people are shown in the ads? (young, attractive, healthy, etc.)
- What kinds of people are not shown?
- Why don't the ads use many "older" people?
- Why do professional athletes refuse to endorse tobacco products? Can athletes "afford" to smoke cigarettes? Why or why not?

Strategy #2: Appeal to Relaxation and Mood

- What mood do the people in the ad seem to be in? (happy, having fun)
- Do the people look relaxed? How can you tell?
- What have we learned about how cigarettes affect our bodies? Do they really relax you?
- Do the cigarette manufacturers want us to think that cigarette smoking is relaxing?

Strategy #3: Cigarettes Have a Good Taste and Are Enjoyable

- The first cigarettes are not enjoyable according to studies!
- What is clean and enjoyable about hot smoke being inhaled?
- The image in the ad is clean and cool fun. What do we know is behind that image? (clothing, hair, air)
- How enjoyable is cigarette smoke for nonsmokers who might be nearby?

Strategy #4: The Numbers Game

- Can you find in the ad where the advertiser gives low tar figures? Why do you think the advertiser doesn't list all of the chemical substances that are left in a smoker's lungs?
- What is the low tar number supposed to make us think? (safer?)
- Why don't they list the diseases that are related to cigarette smoking? (cancer, heart disease, bronchitis, emphysema, asthma)
- Where is the warning label placed? How large is it? Where do you think it should be placed?

Decision-Making Steps

1. What is it that needs to be decided?

2. What do you need to know about the situation in order to decide?

3. What are all of your choices?

4. What are the positive and negative consequences of each of those choices?

5. Talk about it with others.

6. Make the decision—take action!

7. Evaluate—was this a good choice?

"Decisions - Decisions" Worksheet

John has used chewing tobacco for about a year. He thought that it was safe. After all, many professional athletes use it. Now his mouth is sore. His girlfriend is upset because of his breath. He has learned that smokeless tobacco can cause mouth cancer and that it has negatively affected his athletic performance.

Michelle thinks chewing tobacco is gross. Josh, the captain of the baseball team chews and has asked her to go to the school dance.

You are a cashier in a neighborhood grocery store. A classmate (age 16) comes in to buy a pack of cigarettes.

It's Friday night and you invited some friends over for pizza and videos. Halfway through the movie one friend pulls out a can of snuff.

CIGARETTE CHEMICALS

TAR is the common name for a mixture of substances that is produced as the tobacco burns.

- Has been found to cause or promote lung cancer.
- A sticky brown residue with hundreds of chemicals which includes several carcinogens (cancer causing substances).
- Benzopyrene one of the deadliest carcinogens known is found in cigarette tar.
- A pack a day smoker inhales 1/2 cup (4 oz.) of tar a year.

NICOTINE is an oily compound which can kill instantly in pure form.

- An injection of one drop (70 mg.) will kill an average size man within a few minutes. Most cigarettes, however, contain somewhere between .2 mg. and 2.2 mg.
- A poisonous drug found in tobacco (used as an insecticide).
- Acts as a stimulant causing your heart to bean 10-20 beats more per minute and your blood pressure to go up.
- Makes your blood vessels constrict which causes the temperature to lower in toes and fingers.
- For most smokers, nicotine is psychologically and physiologically addictive with tolerance and withdrawal problems.

CARBON MONOXIDE is another deadly poison found in cigarette smoke.

- The most dangerous gas in a cigarette (also found in car exhaust).
- Decreases the ability of the blood to furnish the body with the necessary amount of oxygen.
- Produces shortness of breath.

Tobacco Use Interview

1. How old were you when you first used a tobacco product? _____
   _____
   _____

2. What type and what brand was it? _____
   _____
   _____

3. Why did you start? _____
   _____
   _____

4. How long did you use or are you currently a regular user? _____
   _____
   _____

5. How much did or do you use? _____
   _____
   _____

6. Have you tried to quit before? If so, how many times? Were you successful? If not, why did you start again? _____
   _____
   _____

7. If you had it to do over would you use tobacco? Why or why not? _____
   _____
   _____

8. Did you know there is a law that prohibits the sale of tobacco to minors? _____
   _____
   _____

9. Where do you buy tobacco products? _____
   _____
   _____

PART 3
YOUTH ACCESS TO TOBACCO PRODUCTS CONTROL ACT

16-11-301. Short Title. This part may be cited as the "Youth Access to Tobacco Products Control Act."

History: En. Sec. 1, Ch. 569, L. 1993.

16-11-302. Definitions. For the purposes of 16.11.301 through 16.11.308, the following definitions apply:

(1) "Distribute" means:

(a) to give, deliver, sample, or sell;

(b) to offer to give, deliver, sample, or sell; or

(c) to cause or hire another person to give, deliver, sample, or sell or offer to give, deliver, sample, or sell.

(2) "Health warning" means a tobacco product label required by federal law and intended to alert users of the product to the health risks associated with tobacco use. The term includes warning labels required under the Federal Cigarette Labeling and Advertising Act and the Comprehensive Smokeless Tobacco Health Education Act of 1986.

(3) "License" means a retail tobacco product sales license.

(4) "Person" means a natural person, company, corporation, firm, partnership, organization, or other legal entity.

(5) "Tobacco product" means a substance intended for human consumption that contains tobacco. The term includes cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

History: En. Sec. 2, Ch. 569, L. 1993.

16-11-303. License for retail sale of tobacco products. (1) A person may not sell tobacco products at retail, whether over the counter, by vending machine, or otherwise, without a license obtained from the department of revenue.

(2) A license for the retail sale of tobacco products may be obtained from the department of revenue.

(3) The fee collected by the department must be deposited in the general fund.

History: En. Sec. 3, Ch. 569, L. 1993.

42.31.325. LICENSE (1)All persons that sell tobacco products at retail must obtain a license from the department of revenue. This includes sales over the counter, by vending machine or any other means of selling the tobacco product.

(2) In the case where the retailer contracts with a vending machine operator to place a vending machine for the sale of tobacco products in the establishment, the retailer must obtain a retail license to sell tobacco products.

(3) The license covers one fiscal year, July 1 to June 30.

(4) The license cannot be transferred.

(5) The department will issue the applicable license(s) as required under 16-11-120, MCA, or 16-11-303, MCA, together on one form. (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-303 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-304. Signs. A retail seller of tobacco products shall conspicuously display, at each place on the premises at which tobacco products are sold, a sign that is to be provided without charge by the department of revenue that states: “Montana law prohibits the sale of tobacco products to persons under 18 years of age.”

History: En. Sec. 4, Ch. 569, L. 1993.

16-11-305. Sale or distribution of tobacco products to persons under 18 years of age prohibited. (1) A person may not sell or distribute a tobacco product to an individual under 18 years of age, whether over the counter, by vending machine, or otherwise.

(2) If there is a reasonable doubt as to the individual’s age, the seller shall require presentation of a driver’s license or other generally accepted identification that includes a picture of the individual.

History: En. Sec. 5, Ch. 569, L. 1993.

42.31.335. SIGNS (1) The retailer must display a sign at each place on the premises that tobacco products are sold; each sign must include the language shown in ARM 42.31.330 (2). This includes all cash registers, vending machines or other places where the consumer pays for the tobacco product.

(2) The department will furnish the signs. However, if the retailer wishes to furnish the sign(s), the sign must contain the language shown in ARM 42.31.330 (2). (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-304, 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.320 TOBACCO PRODUCTS DEFINED REGARDING SALES TO MINORS. (1) For the purposes of enforcing tobacco sales to and use by minors, tobacco means a substance intended for human consumption that contains tobacco. The term includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-302, MCA; NEW, 1993 MAR p. 2427, Eff. 10.15.93.)

16-11-306. Sales from tobacco vending machines. Tobacco products may be sold through a vending machine only in:

(1) factories, businesses, offices, and other places not open to the general public;

(2) places to which individuals under 18 years of age are not permitted access;

(3) places where alcoholic beverages are sold and consumed on the premises; and

(4) places where the vending machine is under the direct supervision of the owner or an employee of the establishment. The sale of tobacco products from a vending machine under direct supervision of the owner or an employee of the establishment is considered a sale of tobacco products by the person for purposes of 16-11-305.

History: En. Sec. 6, Ch. 569, L. 1993.

16-11-308. Penalties. (1) Failure to obtain a license as required by 16-11-303 or to post signs as provided in 16-11-301 is punishable by a civil penalty of $100.

(2) A person who violates 16-11-305(1) may be punished by a civil penalty of $100. A subsequent violation within 1 year is punishable by a civil penalty of $200. A third violation is punishable by a civil penalty of $300 if two violations occurred within the 2-year period prior to that violation. A fourth violation is punishable by a civil penalty of $500 if three or more violations occurred within the 2-year period prior to that violation.

(3) A person who violates 16-11-307 is guilty of a misdemeanor and upon conviction is liable for a civil penalty of not more than $100 for the first violation. A subsequent violation is punishable by a civil penalty of not more than $200. A third or subsequent violation is punishable by a civil penalty of not more than $500.

(4) A license holder is not subject to a civil penalty under subsection (2) for a violation by his employee or agent if the sale was without the knowledge of the license holder and the license holder shows that the license holder had in place a system to prevent violations of 16-11-305(1).

(5) The county attorney of the county in which a civil penalty is imposed under subsection (2) shall inform the department of revenue of the imposition of the penalty.

History: En. Sec. 8, Ch. 569, L. 1993.

42.31.345 PENALTIES (1) The penalties mandated under 16-11-308, MCA, will be enforced and collected by the county attorney in the county where the violation occurred. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-308, MCA; NEW, 1993 MAR p. 2427, Eff.10/15/93.)

16-11-309 and **16-11-310** reserved.

16-11-311. Local regulations. A local government may by ordinance adopt regulations on the subjects of 16-11-301 through 16-11-308 that are no more stringent than 16-11-301 through 16-11-308.

History: En. Sec. 10, Ch. 569, L. 1993.

42.31.350 USE OF TOBACCO PRODUCTS IN PUBLIC SCHOOL BUILDINGS (1) The use of tobacco products in public school buildings referred to in 20-5-411, MCA, applies only to elementary and secondary schools. (History: Sec. 16-11-312, MCA; IMP, Sec. 20-5-411, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

Grade
9

LEVEL:
SECONDARY

TO DO OR NOT TO DO

OBJECTIVES:

To understand the use of the "armchair" method of assessment; to evaluate present fitness level and prioritize fitness goals.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

This lesson is designed to provide a general appraisal of an individual's perceived fitness level and the reasons for regular fitness participation. It can be used to raise awareness of needed behavioral change in teenagers and young adults. It provides a framework for identification of realistic goals and establishment of personal priorities.

The students should be instructed on the reporting of present fitness levels. If fitness testing has already been conducted, the teacher can direct the students to enter actual test scores and provide them with information to permit sound judgments in categorizing their scores as good, fair, or poor. Even if students have been adequately prepared to assess their level of fitness relating to each of the five components on their own or with a partner's help, they will still need additional interpretation for reporting their fitness levels.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Students will identify the reason why they would like to exercise by self-assessing their present fitness level (see table below).

2. Students will identify, prioritize, and specify their fitness goals using the charts below.

Health Concerns

_____ I'm overweight
_____ I don't eat nutritiously
_____ I smoke
_____ I don't exercise regularly
_____ (Other) _____

Health and Fitness Goals

_____ I'd like to lose weight
_____ I'd like to eat properly
_____ I'd like to cut down on smoking
_____ I'd like to quit smoking
_____ I'd like to exercise regularly
_____ (Other) _____

Prioritizing the Goals - (List the goals in the order of their importance.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My most important goal(s) is/are to:

_____
_____

Itemize Your Priority Goals Specifically

____ I plan to lose ____ pounds within _____ weeks/months.

____ I plan to work up to ____ minutes of _____ activity _____ times per week. I will accomplish this in _____ weeks.

____ I plan to cut my smoking down to _____ cigarettes per day within _____ days/weeks.

____ (Other) I plan to_____

Why I need to exercise: _____
_____
_____

My present fitness level is:

	Flexibility	Muscular Endurance	Muscular Strength	Cardiovascular Endurance	% Body Fat
Good					
Fair					
Poor					

Grade **9**

LEVEL: ***SECONDARY***

HOW GOOD IS IT?

OBJECTIVE:

To identify a variety of fitness promoting activities.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Activity Chart (see Grade 9 Handout Masters).

INFORMATION:

When designing a physical fitness program, a variety of activities should be considered. The selection of activities should be based on individuals' goals, skill level, environment, enjoyment, and cost. The activities listed in the activity chart make specific contributions to the development of health-related fitness components. While the chart provides only a rough estimate, it can be helpful in the overall assessment.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Students will list their favorite exercise and identify its contribution to the health-related fitness components.

2. Students will participate in physical activity designed to enhance one or more selected health-related fitness components listed in the activity chart.

3. Students will select activities from the activity charts that provide a medium to high level overall program related to health-related fitness components, i.e., combine aerobic dance and weight training (high level in all areas) or backpacking/hiking (high to medium levels in all areas).

EVALUATION/MODIFICATION:

Assign a numerical value to the classifications (low = 1, medium = 2, high =3) as listed in the activity chart. Which activity makes the highest contribution? Which is the lowest? Why?

Grade
9

LEVEL:
SECONDARY

TAKE YOUR PICK

OBJECTIVE:

To participate in an exercise program that maintains students' interests.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large, open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

"Progressive Exercise Program" (see Grade 9 Handout Masters), stopwatch.

INFORMATION:

At the beginning of the semester, students will select a physical activity goal. The number of points each student earns will depend upon how well the individual goal is achieved. Testing will be done at the end of the semester (6-week/12-week reporting periods).

CLASS ARRANGEMENT:

Individuals or pairs.

SKILLS NEEDED:

Pacing (long distance), correct execution of exercises in "Progressive Exercise Program."

INSTRUCTIONAL STRATEGIES:

A student selecting a physical activity goal will earn points by demonstrating evidence of participation in a physical activity program by one of the following methods:

1. Progressive Exercise Program (PEP) and One Mile Continuous Jog. The student will perform the required number of repetitions of all 13 exercises at the highest level he/she can complete within 12 minutes. Points will be subtracted for incorrect execution of any exercise. The student must also be able to jog at his/her own pace for one mile (4 laps around the track). The jog must be continuous--there can be no walking or stopping. There is no time limit for the jogging (see Chart A of the Handout Masters).

2. Continuous Jog and Exercises. The student will jog or run around the track, attempting to complete as many laps as possible without stopping or walking (there is no time limit for this). Each student may jog at his/her own pace. The student must also be able to perform repetitions of exercises--curl-ups and push-ups. Points will be subtracted for incorrect execution of either exercise. The curl-ups will be performed with bent knees (feet held down) and arms across chest. Push-ups will be performed full length (see Chart B of the Handout Masters).

3. 1.5 Mile Walk/Jog/Run. The student will cover a distance of 1.5 miles (six laps of the track) within the shortest amount of time possible. There is no penalty for stopping or walking (see Chart C of the Handout Masters).

Grade
9

LEVEL:
SECONDARY

MAKE A CHOICE

OBJECTIVE:

To learn how to meet fitness goals by participating in a program of the student's choice.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large, open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

"Progressive Exercise Program" (see Grade 9 Handout Masters), stopwatch.

INFORMATION:

At the beginning of the semester each student will select either a weight loss goal (which requires a physical activity) or a physical activity goal. The number of points each student earns will depend upon how well the individual goal is achieved. Testing will be done after 10 or 20 weeks.

CLASS ARRANGEMENT:

Individuals or pairs.

SKILLS NEEDED:

Pacing (long distance), correct execution of "Progressive Exercise Program."

INSTRUCTIONAL STRATEGIES:

1. Achievement of Body Tissue Weight Loss: 200 points.

   The student and the instructor will determine the number of pounds (5 to 10) the students will try to lose. Present weight and body build will be taken into consideration. The number of points earned will be determined by the following formula:

$$\frac{\text{Number of lbs. lost}}{\text{Number of lbs. goal}} \times 200$$

(Student electing a weight-loss goal will also have an opportunity to earn 50 points by keeping a daily record of food and caloric intake from the mid-term to the end of the semester. These records should be turned into the instructor at the beginning of each week. Points earned for keeping a daily record may be added to weight-loss points only to the extent that the maximum for this (200 points) is realized (e.g., if weight loss points are 150 or less, 50 points may be added for a daily record; but if weight loss points are more than 150, only the difference between that and 200 points may be added.)

2. Evidence of Participation in a Physical Activity Program: 150 Points.

This may be demonstrated by one of the following methods:

a. Progressive Exercise Program (PEP) and One Mile Continuous Jog - The student will perform the required repetitions of all 13 exercises at the above level within 12 minutes. Points will be subtracted for incorrect execution of any exercise. The student must be able to jog at his/her own pace for one mile (four laps of the track). The jog must be continuous; there can be no walking or stopping. There is no time limit for jogging.

b. Continuous Jog and Exercises - 1.5 miles (6 laps), 35 curl-ups, and 15 push-ups. The student will jog or run around the track, attempting to complete six laps without stopping or walking. There is no time limit for this. Each student must also be able to perform the number of repetitions of curl-ups and push-ups indicated above. The curl-ups are to be performed with bent knees and arms across the chest. Points will be subtracted for incorrect execution of the exercises.

c. 1.5 Mile Walk/Jog/Run - 14 minutes. The student will cover a distance of 1.5 miles (6 laps) within the time indicated above. There is no penalty for stopping or walking.

Grade
9

LEVEL:
SECONDARY

SOCCER

OBJECTIVE:
To learn locomotor and manipulation skills.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:
One ball per two students.

INFORMATION:
Shooting a soccer ball is the most rewarding of all techniques, but for many players it is the most difficult. The technique of shooting with the feet is almost identical to passing.

Two techniques are appropriate for school-aged students: side-foot shot and low-drive instep shot.

CLASS ARRANGEMENT:
Class divided in groups of two.

SKILLS NEEDED:
Running, stopping, balancing, dribbling, passing, trapping.

INSTRUCTIONAL STRATEGIES:
1. <u>Partner Activities</u>

    a. Pass ball back and forth, contacting ball with side of foot.

    b. Pass ball back and forth, contacting the ball with the instep.

    c. Partners pass back and forth until one person is ready to take a direct shot against the wall.

d. Wall dodge ball—one person stands by the wall and the partner is back a specified distance. The kicker attempts to hit the person by the wall with the ball. The person at the wall has a limited area in which to move.

e. Area dodge ball—traveling anywhere, the kicker attempts to hit his partner with the ball.

2. Lead-up Game: Clear-Out

The class is divided into two groups, each to a designated area. The object of the game is to keep your area free of balls and to get as many balls as possible into your opponent's end. The players must always stay in their own area. All kicks must be kept below stipulated height. The game can be modified by having players pass the ball to a teammate before it is kicked to the opponent's court or by having students kick only from a specific area.

EVALUATION/MODIFICATION:

Evaluate student's ability to perform the desirable skill using the following clues:

1. Are students' eyes focused on the ball?

2. Is the contact with the ball made with the inside of the foot or the instep of the foot?

3. Does the kicking foot follow the intended direction of the ball?

Grade
9

LEVEL:
SECONDARY

ULTIMATE FRISBEE

OBJECTIVE:

To understand how to play the game of Ultimate Frisbee.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

A field, playground, or even a gymnasium will work for playing Ultimate Frisbee. The ideal area is one with soft ground, such as grass.

EQUIPMENT/MATERIALS:

Two Frisbees, four cones to use as goal posts, colored vests.

INFORMATION:

Ultimate Frisbee is a game which combines the game of football with throwing a Frisbee. There are two teams on a field, which can be from 30 yards to 100 yards, depending on the space available. As in football, there is a "kick-off," but in Ultimate Frisbee one team (standing in front of the goal they are protecting) throws the Frisbee to the team at the opposite end of the field. The other team can either catch the Frisbee or allow it to land.

The purpose of the game is for the team with the Frisbee to score a goal by catching the Frisbee in the end zone, which is the area between and behind the cones that the other team is protecting. The team with the Frisbee must never drop the Frisbee, or the other team takes possession.

When the offensive team begins by catching or picking up the Frisbee, the person who has the Frisbee may only take three steps before stopping, throwing, or handing off. (The teacher must decide if he/she will allow hand-offs and, if they are allowed, must determine the number that will be accepted per possession; a common number of allowed handoffs is three. This keeps the Frisbee in the air during most of play but gives bad throwers an option.) The student with the Frisbee throws the Frisbee to another person on his/her team. The defending team cannot tackle or push the offensive players but can block or intercept throws. When a team scores they receive one point.

Cardiovascular endurance comes from exercising the heart which strengthens the body's ability to continuously provide oxygen to the muscles. This is important because it allows the body to perform work over extended periods of time. The running that students will do while playing Ultimate Frisbee is an excellent way to exercise the heart.

Class Arrangement:

This is an activity that can be done by many people or by a relatively small group. The teacher divides the entire class into two teams, or he/she can break the class into smaller teams. The ideal size for a team is from four to 10 players.

Skills Needed:

Ability to throw a Frisbee; if students haven't mastered throwing, work around it by allowing the students to hand off the Frisbee during the game.

Instructional Strategies:

At the beginning of class, explain to the class that they will be spending the physical education time doing cardiovascular exercise. Briefly explain the rules of Ultimate Frisbee and ask who in the class can throw a Frisbee. If most of the students can throw a Frisbee, turn them loose to play, being there to help when difficulties arise. If most of the class cannot throw a Frisbee, it is a good idea to spend some time teaching the students to throw. Make sure that even if the students have trouble throwing they have a chance to experience the game. Keep them playing as long as possible, keep the game moving fast, and let the students come away feeling tired out. Before they leave, make sure to ask them what they feel about cardiovascular exercise. The answer should be positive!

Evaluation/Modification:

The teacher should watch the games or play in order to evaluate the student's attitude and opinion about Ultimate Frisbee. This is an informal evaluation but should be effective for this game.

Grade
9

LEVEL:
SECONDARY

TEXAS STAR SQUARE DANCE

OBJECTIVE:

To experience dance as part of a multicultural background.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium.

EQUIPMENT/MATERIALS:

Music for Texas Star Square Dance (Educational Record Sales, 157 Chambers Street, New York, NY 10007).

INFORMATION:

An adequate sound system is imperative to the successful teaching of square dancing. An adequate sound system should consist of a variable speed record player, a microphone, and speakers which are sufficiently powerful and placed where the sound can be heard clearly from anywhere in the room. Additional teaching aids such as a blackboard, bulletin board for maps and pictures, films, and videotapes will enhance and enrich the program.

CLASS ARRANGEMENT:

Four-couple set.

SKILLS NEEDED:

Right-hand star, left-hand star, swing, and promenade.

INSTRUCTIONAL STRATEGIES:

Teach the following progressions for Texas Star Square Dance.

1. The girls walk to the center, curtsey, and return to the position.

2. The boys do a right-hand star clockwise around the center of the set.

3. The boys stop and perform a left-hand star, counterclockwise around the set.

4. The boys pass partners.

5. The boys place right arm around the waist of the first girl past their partner.

6. The boys back around, keeping arm around girl's waist; girls grab opposite right hands moving clockwise.

7. The boys and girls circle a whole turn to the left; the boys pivot and do right-hand star.

8. The boys swing present partner with an elbow swing.

9. The boys promenade present partner to his original position.

10. The ladies swing out and right back to form the Texas star again.

11. The boys and girls circle a whole turn to the left.

Grade
9

LEVEL:
SECONDARY

THE CHOICE IS YOURS

OBJECTIVE:

To understand how nutrition plays a role in muscular endurance.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Gymnastics mats (enough to allow eight to 12 children to do somersaults simultaneously), eight to 12 basketballs, two to three basketball hoops, eight to 12 jump ropes, stopwatch, 20 to 28 sets of six cards depicting nutrients—vitamins/minerals, carbohydrates, water; three cards depicting fats—french fries, hamburger, and ice cream).

INFORMATION:

Nutrients have an effect on muscular endurance. Vitamins/minerals (vitamin B, sodium, and potassium), carbohydrates (simple sugars, fiber, and starch), and water are all important for muscular endurance. An improper diet, low in these nutrients and high in fat, will actually impede muscular endurance.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Basic knowledge of muscular endurance, nutrition, basketball, and simple gymnastics.

Instructional Strategies:

The teacher should set up three stations—basketball, jump roping and gymnastics.

Each student will be given a set of note cards depicting the nutrients described above. The students should be informed that the better the nutrient on the card, the longer they will be able to participate in an activity. The students will choose a station, either basketball, jump roping, or gymnastics with 12 students maximum at each station. Each students chooses a card and leaves that card in a pile at the station. The teacher will tell them to start the activities at the stations, watching the time. After three minutes the students who chose a fat card must stop and sit down. After four minutes everyone stops and changes activities. Each student may only go to the same station twice. The game continues until all of the cards have been chosen—six changes.

After the game is finished, the students will gather together and discuss what they accomplished. They should discuss the importance of vitamins/minerals, water, carbohydrates, and how fat hinders muscular endurance. Students should brainstorm ways to get the proper nutrients such as eating specific foods, etc.

Evaluation/Modification:

Student comprehension can take place during the discussion. The teacher should make a point of helping the students realize the importance of nutrients for muscular endurance. Activities at the centers can be changed.

Grade
9

LEVEL:
SECONDARY

CALORIES PER SPORT

OBJECTIVE:

To compare calorie expenditure among various physical activities.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Pencil, "Calories Per Sport" worksheet handout (see Grade 9 handout masters).

INFORMATION:

Students should have previous information regarding health-related fitness components.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Students are asked to list some of the movement activities they do in an overall year.

2. Students are asked to rate each movement activity (from the categories below) they have experienced in the past year as “low,” "medium” or “high.”

    a. cardiovascular fitness
    b. muscular endurance
    c. muscular strength
    d. flexibility
    e. number of calories burned if they did the activity for one hour
    f. how much it costs to do the activity

3. Students can fill the upcoming year with activites that best enrich their health-related fitness.

4. Students are asked to list activities during the years when they are 25, 35, 50, and 70 years of age. They should attempt to satisfy all health-related fitness components during these times of their lives.

RESOURCE:

Nebraska Department of Education, (1993). A Comprehensive Health Education Curriculum Guide.

Grade
9

LEVEL:
SECONDARY

HANDBALL

OBJECTIVE:
To increase eye/hand coordination during participation of handball dual sport activity.

LIFE SKILL:
To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:
Hard surface area with walls.

EQUIPMENT/MATERIALS:
Chalk or vinyl tape for court markings, tennis balls.

INFORMATION:
Students will build basic striking patterns as they acquire sport-specific patterns associated with handball.

CLASS ARRANGEMENT:
Courts must be set up with safety standards in mind. There must be a safe distance between courts if played outside on hard surface with wall. Attempt to minimize possibility of balls going onto roofs.

SKILLS NEEDED:
Basic striking patterns using limbs and locomotor patterns, i.e., sliding.

INSTRUCTIONAL STRATEGIES:
1. <u>Wall handball</u>

   a. Students are paired up and a court is marked out on wall and floor (20' width x 20' length x 10' height).

   b. To begin play, an underhand bounce serve is done from the right side of the court, behind the back line. The ball must hit the wall from this serve (two chances are allowed).

   c. Volleying is allowed during play. Players may interfere with the “opponent” by not allowing them to get to the ball to hit. Both hands may be used.

d. Points are acquired only when serving. The game ends at 15 points.

2. Two-square handball

a. Students are paired up, and a court is marked out on the floor of two equal squares (6' x 6') touching each other.

b. An underhand bounce serve from behind the back line into the partner's square begins play. Players may only serve once.

c. During play, no volleying is allowed (the ball must land in your square before you can return it). Switch serving after every 5 points. Play to 21.

Grade
9

LEVEL:
SECONDARY

NAME THAT DISEASE

OBJECTIVE:

To identify signs and symptoms of common communicable diseases.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Pamphlets (one for every three students) on common communicable diseases (colds, strep infection, lice, chicken pox, etc.) from local public health department, "Name That Disease" handout (see Grade 9 handout masters).

INFORMATION:

Review terms “communicable” and “noncommunicable.” Communicable means to be able to transmit from infected person to someone else. Noncommunicable means to be unable to transmit from an infected person to someone else.

CLASS ARRANGEMENT:

Triads/large group.

SKILLS NEEDED:

Reading and writing skills.

INSTRUCTIONAL STRATEGIES:

1. Write SYMPTOM on the blackboard. Through discussion define "symptom" as messages from the body that warn of changes in the body. Notice these are felt signs, not seen signs. Write the word SIGN on the board. Discuss the difference between symptom and sign. A “feeling” word—achy, hot, itchy, etc.—experienced by a person is a symptom. A rash is a sign observable by others.

2. Divide the students into triads. Give a different communicable disease pamphlet and the "Name that Disease" handout to each group. Have each group of students look for the answers to the work sheet questions in the pamphlets in preparation for playing the “Name That Disease” game. Allow 15-20 minutes preparation time.

3. Allow each group of students to present the disease by giving clues, e.g., strep infection—(”There are usually signs of a red throat and fever”). If no one guesses, give another clue. When guessed correctly, ask a spokesperson from the group to summarize signs and symptoms of the disease.

Evaluation/Modification:

Additional work with diseases could encompass communicable as well as noncommunicable diseases.

Resource:

Michigan Model for Comprehensive School Health Curriculum, 1986.

Grade
9

LEVEL:
SECONDARY

AIDS ATTITUDE: REACTING TO PERSONS WITH AIDS (PWA)

OBJECTIVE:

To analyze and discuss the personal and civil rights related to HIV infection.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Case study for each student "Jenny and the Bus Driver" (see Grade 9 Handout Masters).

INFORMATION:

For quality discussion, make sure the class' ground rules have been reviewed.

CLASS ARRANGEMENT:

Individual/group discussion.

SKILLS NEEDED:

Writing skills, understanding of HIV pyramid (stages of infection), knowledge of the ways HIV can and cannot be transmitted, understanding of opportunistic infections related to AIDS.

INSTRUCTIONAL STRATEGIES:

1. Distribute the handout "Jenny and the Bus Driver" to each student. Ask for a student volunteer to read the case study aloud.

2. Allow 5-10 minutes for students to write their responses to each question. Ask for volunteers to respond to each question. Encourage discussion.

3. After the sheet has been finished, ask these additional questions for further discussion:

   a. What do you think causes people to respond in hostile or unfriendly ways to others?

   b. What does it mean to have civil rights?

   c. What does it mean to have personal rights?

Evaluation/Modification:

This activity may be used in the teaching of social studies or health enhancement. The activity lends itself well to small group discussion.

Resource:

Journal of School Health, (1993, December) 63(9), p. 404.

Grade
9

LEVEL:
SECONDARY

DRUGS AND CRIME

OBJECTIVE:

To analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Drugs and Crime" handout (see Grade 9 Handout Masters).

INFORMATION:

Drug use costs the U.S. billions of dollars each year. Much of this money is spent on law enforcement, rehabilitation, and prevention education. A portion of taxes that each student's parents pay goes to support fighting the drug war (military, police, prisons, hospitals) and preventing drug use (schools, social service, research).

CLASS ARRANGEMENT:

Class discussion, individual problem solving.

SKILLS NEEDED:

Math skills (addition, multiplication, division).

INSTRUCTIONAL STRATEGIES:

1. Use background information to start a discussion. Add the following:

    a. How do the students feel about their families having to pay for the effects of drug use?

    b. How else could this money be used? (youth programs, educational loans, research, etc.)

c. How else could the U.S. get money to deal with the drug problem?

d. How would students solve the drug problem?

2. Each student should complete the "Drugs and Crime" worksheet.

3. Correct and discuss the responses on the worksheet.

Answer Key

1. 486,000 people
2. 6,000 suicides
3. $150, $1,050
4. 3,500,000 arrests
   7,500,000 arrests
5. 17,000 accidents
6. $98 billion

Evaluation/Modification:

This activity can be used in a mathematics or health enhancement teaching environment.

Resource:

Nebraska Comprehensive Health Education Curriculum Guide, 1993.

Grade
9

LEVEL:
SECONDARY

QUACK, QUACK, QUACKERY

OBJECTIVE:

To enhance the ability to identify quackery in advertisements targeting consumers.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Dead Giveaways" handout (see Grade 9 Handout Masters), magazines to cut out examples of quackery advertisements (tabloids are an excellent source), stapler, overhead projector, transparency of an advertisement.

INFORMATION:

The practice of promoting and/or selling useless products and services is known as quackery or consumer fraud. A consumer is a person who spends time and money on products and services. It is estimated that more than 50 cents of every dollar is spent on health products and services. Thus, the health industry is big business.

CLASS ARRANGEMENT:

Class and individual work.

SKILLS NEEDED:

Reading and writing skills.

INSTRUCTIONAL STRATEGIES:

1. Explain that being a consumer is hard work! Quackery is an age-old practice of health fraud that Americans spend billions on annually. Quacks use false, unsubstantiated information in advertisements along with other lures to entice the consumer to spend money on their product or service. Show examples of quackery to the class. Ask, “Why do you suspect this is a health fraud?”

2. Who is the target? Anyone! Quacks target any health concern--anything that preys on the individual's feeling of uncertainty on how they appear to others. Ask, "What kind of health concerns do these products claim improvement on?" Brainstorm a list on the chalkboard (weight reduction, baldness, body development programs, youth creams, bust and penis developers, bad breath, high blood pressure, arthritis, cancer, wrinkles, memory revitalizers, aphrodisiacs, etc).

3. To be a smart consumer, we must have skills to evaluate advertisements. Demonstrate an evaluation by placing an advertisement on a transparency on the overhead.

   a. What are the claims this product makes?

   b. What are the advertising techniques used (see "Dead Giveaways" handout)?

4. Student should find advertisements in old magazines to evaluate. They are to evaluate as demonstrated in #3, listing the claims and any advertisement techniques used (from the "Dead Giveaways" handout).

5. Create a class display of the advertisements.

Evaluation/Modification:

Students could take an advertisement and change it to make it more truthful (changing pictures/ words).

Grade **9**

LEVEL: ***SECONDARY***

A HEALTHY BALANCE

OBJECTIVE:

To identify activities for each of the four domains of health (family/social, physical, mental, and spiritual).

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or outside area.

EQUIPMENT/MATERIALS:

Overhead projector, overhead markers, "Maintaining a Healthful Balance" transparency (see Grade 9 Handout Masters).

INFORMATION:

Before 1940, health was defined as "the absence of disease or of obvious disease or infirmity." (If you looked healthy, you were deemed healthy!) In 1940, the World Health Organization (WHO) defined health as a state of complete physical, mental, and social well-being, not merely the absence of disease. It was the first time that it was stated that health was an interaction of many domains. Not long after this, the term "wellness" was coined and the wellness movement of today was initiated.

CLASS ARRANGEMENT:

Individual/small group activity.

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Place the transparency of "Maintaining a Healthful Balance" on the overhead. Review the four areas of health: family/social, physical, mental, and spiritual. Ask students to give examples for each of these areas of health and list examples on the overhead. Examples may include:

a. family/social—relationships with parents, siblings, relatives, friends, social interaction, communication, social events with others;

b. physical—describes the body, exercise, rest, eating patterns, disease/disability, coordination, strength, etc.;

c. mental—intellectual, values, beliefs, decision making, ideas, dealing with stress, attitudes;

d. spiritual—how do you feel you fit into this world, being positive, having hope, getting meaning from life, having compassion for others?

2. Each student should draw a circle and section the circle to represent the balance they feel in their life right now. How do you feel you are balancing each area?

3. Create groups of four students. Students should determine the "perfect" day, keeping in mind the balance we are attempting to achieve. Allow the students 10 minutes to complete.

4. One group at a time, students can share their “perfect” days. Discuss the following:

   a. What can be done to make a better balance of activities in your life?

   b. What is the importance of maintaining a healthful balance?

   c. How does a relationship with the opposite sex contribute to your balance? How could it take away from your balance?

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
9

LEVEL:
SECONDARY

DRINKING AND DRIVING: WHOSE RESPONSIBILITY?

OBJECTIVES:

To understand that prevention of drinking and driving involves personal and public decision making; to develop alternative strategies for preventing drinking and driving.

LIFE SKILLS:

To discourage the use of alcohol, tobacco, and other drugs and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Drinking and Driving: Whose Responsibility?" handout (see Grade 9 Handout Masters).

INFORMATION:

This is an activity that makes students think. Their awareness of judgment and responsibility by individuals in the designated-driver role is greatly enhanced. The activity also explores the idea that not only the person who drinks and drives is at fault for a crash. Peers, public officials, bartenders, police, and others who fail to do their part encourage irresponsible behavior. Silence, both public and private, is dangerous; everyone must speak up and take health promoting action for safety reasons.

CLASS ARRANGEMENT:

Individual/small group.

INSTRUCTIONAL STRATEGIES:

1. Explain that this exercise will help students think about all the different people who have a role in reducing the probability of being killed by a drunk driver.

2. Provide students with the handout, "Drinking and Driving: Whose Responsibility?"

3. Begin by posing the question, “If a person gets killed or injured in a drinking and driving-related accident, who is responsible?” Receive feedback from students freely.

4. Read or have a class volunteer read the handout.

5. Individually, ask the students to rank their feelings about each of the five characters with “1” (the person they feel demonstrated the best judgment) to “5” (the person whose judgment was the worst from their point of view). Students may feel all the characters used bad judgment and may have difficulty ranking them. If so, instruct them to rank the characters from the best of the worst to the worst of the worst. Allow five minutes to complete.

6. Form small groups of five students. Each group must try to develop a consensus on the rankings. Allow 10-15 minutes for this interaction.

7. Ask each group individually for the outcome and rationale for their ranking. Place outcomes on the blackboard so each group can see how others ranked the individuals in the story. Allow time for discussion following each group’s presentation.

Evaluation/Modification:

A follow-up activity would be to have the students rewrite the scenario so that each person is taking responsibility for discouraging the irresponsible use of alcohol, and drinking and driving.

Resource:

Ramsower, T. (1992, May/June). Who Speaks Up for Safety? Journal of Health Education, 23(4), pp. 246-247.

Grade
9

LEVEL:
SECONDARY

GOOD OLD FASHIONED SELF-CONTROL

OBJECTIVE:

To encourage the ability of students to practice self-control in potentially risky situations.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Students are pressured from different sources and may feel that the only way out is to succumb to pressure. It is important for students to realize they have the ability to say how they feel and to practice self-control for their safety.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Describe briefly a time when you acted contrary to a personal commitment, value or priority that left you feeling foolish or disappointed, e.g., broke a promise, avoided an exercise routine, purchased something outside of your budget range.

2. Lead a discussion using the following:

    a. How do the students think you felt when it was over?
    b. What reasons did you have for doing it?
    c. What could you have done to resist the temptation?

3. Ask the students to think of a time when they had a similar experience.

4. Ask for a volunteer to share their experience and have the class repeat the discussion questions in step 2. (Note: If students don't volunteer, give them suggestions like being tempted to gossip about a friend, tempted to break training, lie to their teacher, buy something they can't afford, play "hooky" from school or work). Have more students share as time allows.

5. Brainstorm a list of things to do when faced with a temptation or impulse to act contrary to commitments, values or priorities.

6. Have the students pair up and tell a story about a tempting or impulsive situation, and to describe themselves using one or more of the steps to act positively. Allow five minutes.

7. Ask students which of their suggestions might apply to a time when they need to resist the desire to have sex. Discuss and check those on the list that might work.

Evaluation/Modification:

Have students develop an interview for their parents or other older adults to see how they control impulses.

Resource:

ETR Resources, PO Box 1830, Santa Cruz, CA 95061-1830.

Grade
9

LEVEL:
SECONDARY

WHY I SMOKE AND NICOTINE ADDICTION

OBJECTIVE:

To understand why people start using tobacco.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Test Yourself: What Kind of Tobacco User Are You?" handout, "Scoring the Test" handout, "Nicotine and Addiction Discussion Starter" handout, "Fagerstrom's Test" handout, "Nicotine: Harder to Kick. . . Than Heroin" handout (see Grade 9 Handout Masters).

INFORMATION:

Students need to understand why people begin to use tobacco and continue to do so. Acknowledging these reasons help those who smoke understand their addiction and it gives those who don't smoke good information about tobacco addiction.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Discuss with the class why people smoke. Write the ideas on the board and continue to have the class brainstorm.

2. Distribute the "What Kind of Tobacco User are You?" handout to the students to complete. After completion, read the "Scoring the Test" handout to the students.

3. Distribute the handout, "Nicotine and Addiction Discussion Starter." Have students complete the handout. After completion, discuss the student's responses and give correct answers.

4. Distribute the article on nicotine and have students read the article. Discussion may ensue.

RESOURCE:

Southwest Utah District Health Department.

Grade
9

LEVEL:
SECONDARY

WHO IS MORE LIKELY TO SMOKE AS A TEENAGER?

OBJECTIVE:

To provide an understanding of why teenagers smoke.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of healthy lifestyles.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Who Is More Likely to Smoke as a Teenager?" handout, "Why People Smoke?" handout (see Grade 9 Handout Masters).

INFORMATION:

As with other risk behaviors, smoking is a detriment to a person's health. Teenagers who are knowledgeable about the risks and concerns of smoking are less likely to start smoking. The reasons for smoking are many, and are generally the same reasons for other risk behaviors.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

On the board, have students list some characteristics of smokers and characteristics of non-smokers. Distribute the handouts. Discuss the students' observations, and how the observations compare with the information on the handouts.

RESOURCE:

Utah County Department of Health.

Grade
9

LEVEL:
SECONDARY

FIBER FITNESS

OBJECTIVE:

To understand the importance of complex carbohydrates and fiber in a healthy diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

One piece of hard candy, one whole wheat cracker, 3/4 cup apple juice, 1/2 cup applesauce, one whole unpared apple, two loaves of bread (brown wheat bread and whole wheat bread) with food label, "Fiber Fitness" handout (see Grade 9 Handout Masters).

INFORMATION:

Carbohydrates, both simple and complex, are major sources of energy. Sugar is a simple carbohydrate, and starch is a complex carbohydrate. Besides energy, many foods high in starch provide essential nutrients and fiber.

Dietary fiber is plant material that humans cannot digest. Dietary fiber helps to move waste through the intestinal tract, and it can reduce the symptoms of chronic constipation, diverticular disease, and hemorrhoids. Populations with diets low in dietary fiber and complex carbohydrates and high in fat, especially saturated fat, tend to have more heart disease, obesity, and some cancers.

Grain products, dry beans and peas, nuts, and starchy vegetables are good sources of complex carbohydrates. Whole grain breads and cereals, dry beans and peas, vegetables, and fruits contribute dietary fiber. It is best to eat a variety of fiber-rich foods because they contain a variety of fiber. Besides complex carbohydrates and fiber, vegetables, fruits, and grain products have other food components linked to good health. Eating plenty of vegetables, fruits, and grain products is one of the Dietary Guidelines for Americans.

CLASS ARRANGEMENT:

Individuals/small groups.

Instructional Strategies:

1. Introduce complex carbohydrates. Display the candy and cracker. Discuss the following:

    a. These are two foods you might snack on. What do they have in common? (Both snack foods are high in carbohydrate. Candy is mainly sugar, which is a simple carbohydrate. The cracker is made mainly from whole wheat flour, which is high in starch. Starch is a complex carbohydrate.)

    b. What is the main function of carbohydrates in our body? (Energy.)

    c. What food groups do these snacks belong in? (Candy belongs in fats, oils, and sweets; the whole wheat cracker belongs in breads, cereals, rice and pasta.)

    d. How are these two snacks nutritionally different? (Candy has calories and almost no nutrients. The cracker has calories and nutrients such as vitamins, iron, and protein.)

    e. Foods in the bread, cereal, rice, and pasta group as well as vegetables are good sources of complex carbohydrates. What foods are they? Students should name foods and write them on the board.

2. Display three other snacks—apple juice, applesauce, unpared apple—to introduce dietary fiber. Discuss the following:

    a. What makes these three snacks alike? (All are forms of apples and belong to the fruit group.)

    b. What makes these three foods different? (Different processing methods affect the fiber content. Fiber is plant material we cannot digest.)

    c. Which apple snack has the most fiber? (The unpared apple has the most, apple juice has the least.)

    d. Fiber comes from many sources.

3. Display the brown wheat bread and whole wheat bread. Discuss that breads often look alike but the fiber content is quite different. Which is the real whole grain bread? If both are brown, how can you tell the difference?

    Explain how to look for the terms “whole wheat” and “whole grain” on the label.

4. Distribute the handout "Fiber Fitness" and compare the two days listed. Discuss each day’s menu, and similarities to the student’s diets. Are their days fiber-filled or fiberless?

Evaluation/Modification:

Distribute a school lunch menu and have students circle the fiber-rich foods. After completion, list them on the blackboard.

Resources:

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

United States Department of Agriculture, (1992, December). Dietary Guidelines and Your Health.

Grade
9

LEVEL:
SECONDARY

CALCIUM

OBJECTIVES:

To understand the functions of calcium in the body and identify common sources of calcium in the diet.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Plastic bags, chicken leg bone, jar, vinegar, specified amount of flour for "calcium bags,"(see below):

—newborn baby (1/2 cup of flour)
—10 year old youth (3.5 cups of flour)
—15 year old teen (7 cups of flour)

INFORMATION:

Calcium is necessary for bone rigidity, blood clotting, muscle contraction, and normal nerve functions. Calcium also helps to regulate the heart beat.

Weight-bearing exercise (exercise, such as walking and jogging, exerts weight on the bones and adds density to the bones) and eating a balanced diet that provides sufficient amounts of calcium and vitamins C and D help to build strong bones and teeth and increase calcium absorption.

Peak calcium storage is during adolescence. The RDA for calcium during adolescence is 1,200 milligrams per day. When we fail to eat foods that contain adequate calcium, our bodies rob the bones of stored calcium. This loss can cause damage to the vertebrae or can cause fractures later in life. This is called osteoporosis and frequently occurs in older women. Smoking and excessive use of caffeine and alcohol can cause calcium depletion.

Minerals are necessary for optimum muscle performance.

Class Arrangement:

Individuals/small groups.

Instructional Strategies:

1. Discuss some of the functions of calcium in the body and the factors that can improve bone density from exercise and a calcium-rich diet.

2. Illustrate how much calcium is in the human body at different ages with "calcium bags." Use three plastic bags, and fill them with the amount of flour specified in the materials list. (This is a visualizing activity as flour does not contain calcium.)

3. Conduct an experiment to show a bone that has had the calcium removed. Clean a chicken bone of all fat and meat; a leg bone works well. Place the bone in a jar and cover it with vinegar. Allow the bone to stand at room temperature for three to four days. At the end of this time, the bone should be rubbery and pliable because the outer shell of the bone is the only remaining part.

   At the conclusion of the demonstration, review the body's need for calcium and the effect of calcium deficiency on bone density.

4. Discuss some of the foods that are good sources of calcium and list them on the chalkboard. Teenagers need at least three serving of calcium-rich foods a day.

Evaluation/Modification:

Students can determine how many servings of dairy products they consume in one day and compare that with the recommended three servings per day.

Resource:

Adapted from: Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
9

LEVEL:
SECONDARY

WOK'S FOR SUPPER

OBJECTIVE:

To identify how different cultural food patterns supply a healthy diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Cultural Food Patterns" handout, "Wok's For Supper" handout (see Grade 9 Handout Masters), ingredients for stir fry recipe on handout (students can bring the ingredients), wok.

INFORMATION:

Culture may be a major determination of food habits. What we learn to eat depends on where we live and how we have grown up. We learn the language, social customs, moral codes, and food habits of a culture.

Cultural habits change with surroundings and with time. Many Americans have modified their original cultural roots. The term "melting-pot" is sometimes used for Americans as we are often the combination of more than one culture. This makes for great diversity among individuals.

Stir-fry cooking was developed by Asian cultures and is a healthy method of cooking because:

- vegetables stay crisp and keep most of their vitamins;
- meats are tender, and nutritional juices are sealed in; and
- foods are cooked so quickly that they do not have time to soak up excess fat.

A wok is a round metal bowl made of carbon steel. It is shaped for deep frying. The wok was developed by the Chinese and was often used by people who could not buy fuel for cooking. The wok was heated with just a small number of burning twigs at its base.

Stir-frying is the quick cooking and stirring of foods in a tiny amount of oil or fat over high heat.

CLASS ARRANGEMENT:

Small groups/individuals.

Instructional Strategies:

1. Distribute the handout "Cultural Food Patterns" and discuss the food patterns of the cultures listed.

2. Working in small groups, have each group select one cultural group and research information about the culture.

3. The students should write a composition that describes the cultural influences and the food patterns of the cultural group, identifies the food groups represented by the foods common to the culture and explains the nutritional contribution of the culture's different foods.

4. Distribute the handout "Wok's for Supper" (stir-fry recipe) to each student. Read the recipe aloud. Demonstrate the stir-fry recipe, and ask students to guide you in preparing and serving the recipe in class. (You may want to ask the students to bring in some of the ingredients for the recipe.)

5. Discuss the benefits of this type of food preparations, i.e., vegetables are not overcooked, low in fat, etc.

Evaluation/Modification:

Students can prepare a food from the culture they have researched.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
9

LEVEL:
SECONDARY

OFF-BEAT BREAKFASTS

OBJECTIVE:

To recognize the effects of food on health and appearance.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Breakfast Survey" handout, "Off-Beat Breakfasts" handout (see Grade 9 Handout Masters), "Pattern for Daily Food Choices" handout (see Appendix A).

INFORMATION:

Teenagers are very likely to skip the breakfast meal. This can affect the physical and mental tasks they perform at school.

CLASS ARRANGEMENT:

Individuals.

SKILL NEEDED:

Students should be familiar with the "Pattern for Daily Food Choices."

INSTRUCTIONAL STRATEGIES:

1. Discuss the students' types of eating patterns by asking which of the following would describe their families' eating habits:
   - the traditional three meals of breakfast, lunch, and dinner
   - skip breakfast, lunch, or dinner
   - six or seven small meals
   - two liquid diet drinks and dinner
   - soft drink, soft drink and chips, and dinner

   Ask students to add any other eating habits not listed.

2. Students should give reasons for not eating breakfast. Some reasons might include not enough time to eat, dislike foods served at breakfast, want to lose weight, not hungry or no one to prepare breakfast.

3. Distribute the "Breakfast Survey" handout and review with the students. After completion, discuss the results.

4. Explain that breakfast should include about one-third of an adolescent's daily nutritional requirements. Distribute and review the sample breakfast menus on the handout "Off-Beat Breakfasts."

5. Have students create their own unusual menus. Ask the students to keep recipes simple with little or no cooking involved, keep recipes short—prepared and eaten in minutes, make recipes something they would enjoy eating, and tell them the recipe does not need to include typical breakfast foods.

6. Ask for volunteers to share one of their menus with the class. Class menus could be displayed on a bulletin board so that students can examine the diversity of food choices.

Evaluation/Modification:

Students can prepare one of their menus to eat at home.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
9

LEVEL:
SECONDARY

FOOD IN THE DANGER ZONE

OBJECTIVES:

To identify ways of preventing food-borne illness and learn what actions to take if it does occur.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Safe Food-Handling Tips for Parents and Children" and "In Case of Food-Borne Illness" handouts (see Grade 9 Handout Masters), uniform pieces of paper (e.g., 2" x 3"), box or hat for random drawing of pieces of paper.

INFORMATION:

Food-borne illnesses are produced in food by microorganisms. Food-borne illness is often the reason for an upset stomach thought to be caused by flu. There is not always a detectable odor or off-flavor in foods contaminated with harmful bacteria; therefore, people are not always aware of the real cause of an illness. The symptoms of food poisoning include cramps, nausea, vomiting, and diarrhea.

Food-borne illness can be prevented in many ways. Two simple but effective ways to prevent food-borne illness are to keep food, and anything that touches food clean, and to keep foods at the proper storage temperature.

CLASS ARRANGEMENT:

Group.

INSTRUCTIONAL STRATEGIES:

1. Discuss with students examples of food poisoning they know about or have heard about. What are the symptoms? Do students know any ways to keep food safe to eat?

2. Distribute "Safe Food-Handling Tips for Parents and Children" handout. Review the twelve basic food-handling tips.

3. Distribute "In Case of Food-Borne Illness" handout. Go through the steps with the class.

Evaluation/Modification:

1. Before class, write the following scenarios on the pieces of paper, and put them in a hat or box to be drawn by students:

   a. "Pantomime a food handler with unkempt hair preparing a meal."
   b. "Pantomime a food handler with a cold preparing a meal."
   c. "Pantomime a food handler taking a ham or turkey out of a freezer and putting it on the table to thaw overnight without refrigeration (could show them going to bed by yawning, etc.)."
   d. "Pantomime a food handler scooping spilled food off the floor and putting it back into the serving dish."
   e. "Pantomime a food handler using a dish towel to mop the floor and then to wipe the dishes."
   f. "Pantomime a food handler licking the spoon while mixing a cake."
   g. (Two-person parts):
   g-1. "Pantomime a cook rapidly cooking a hamburger so it is undercooked and hand it to the second person."
   g-2. "Pantomime a person eating the hamburger and then getting sick because the meat was undercooked and contaminated."
   h. Any other scenarios appropriate for the lesson.

2. Explain to the students they will be playing a game like "Charades." Eight students should randomly draw the scenario cards out of the hat/box. Tell the remaining students that their classmates, representing food handlers, will demonstrate unsafe situations. Inform the students that their job will be to determine the unsafe procedures in each situation pantomimed and to be prepared to tell how to make each situation a safe one, e.g., "prepare meal with unkempt hair" could be corrected by tying back the hair or using a hair net, and by keeping hands out of the hair while preparing food. Have each person pantomime until someone in the class correctly identifies the unsafe procedure.

3. The students should record each unsafe practice and corresponding safe practice for each on a piece of paper. Note: In the hamburger situation (g-2), the food-borne illness needs to be treated in the ill person. Have students recall the guidelines from "In Case of Food-Borne Illness."

Resources:

USDA & Food Safety and Inspection Service (1990). Preventing Food-Borne Illness: A Guide to Safe Food Handling.

California State Department of Education (1984). Choose Well, Be Well: High School.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

National Center for Nutrition and Dietetics. The Children's Food Safety Kit: A Health Professional's Guide to the Issues.

Grade
9

LEVEL:
SECONDARY

DANGEROUS DISORDERS

OBJECTIVE:

To identify various eating disorders and their symptoms.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Signs of Anorexia Nervosa or Bulimia Nervosa" and "Dangerous Disorders" handouts (see Grade 9 Handout Masters).

INFORMATION:

There are two main weight-related health problems that are characterized by a preoccupation with weight loss and thinness, anorexia nervosa and bulimia nervosa. Eating disorders are serious, and one should be aware of their characteristics and their dangers. Eating disorders are complicated and have psychological causes that are often triggered by stress. People suffering from these disorders need medical and psychological help.

Anorexia nervosa is a disorder which, at first, appears as a crash diet to achieve a thin figure. Even when anorexics become thin, they think they are still overweight and continue to lose weight. Some people suffering from this disorder stop eating almost entirely. Damaging effects of anorexia are:

- malnutrition
- anemia
- death

Bulimia nervosa victims characteristically make themselves vomit after they have eaten as much as they can. This pattern of binge eating and purging (self-induced vomiting or the continual use of laxatives) in order to rid themselves of food is done in the hopes of losing weight. This process can become a habit which can lead to an inability to digest food. Damaging affects of bulimia are:

- irritation of the esophagus
- abnormal heart rhythms
- bladder and kidney infection possibly causing kidney failure
- lacerations or tears to the stomach caused by excessive vomiting
- tooth damage caused by vomited stomach acid
- malnutrition

Anorexia and bulimia are serious problems that demand professional attention.

Class Arrangement:

Individuals.

Instructional Strategies:

1. Distribute and review the "Signs of Anorexia Nervosa or Bulimia Nervosa" handout.

2. Distribute and review the "Dangerous Disorders" handout. After completion discuss the answers with the class.

Evaluation/Modification:

Have a professional from the community come into the classroom to discuss the topic of eating disorders.

Resources:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

National Eating Disorder Information Center (1989). Teacher's Resource Kit, Toronto, Ontario, Canada.

Grade
9

LEVEL:
SECONDARY

COMMERCIAL TRICKS ARE FOR EVERYONE!

OBJECTIVE:

To create an awareness of how food advertising and the media can affect food habits.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Commercial Tricks Are for Everyone!" handout, "Advertising/Media Techniques" handout (see Grade 9 Handout Masters), magazines with food ads.

INFORMATION:

Advertising is communication between the manufacturer and consumer about products. The two major types are written ads and commercials on TV. Advertisers use many different approaches in their advertisements to promote products and to attract the attention of the public. Some of these approaches are informative, helpful, or entertaining. Other approaches make implied promises about what the product will do for the user.

Students need to develop skills to critically analyze the various approaches to advertising and to determine if they are legitimate.

CLASS ARRANGEMENT:

Individuals/small groups.

SKILL NEEDED:

Access to TV at home.

Instructional Strategies:

1. Distribute the "Commercial Tricks Are for Everyone!" handout.

   Ask students to begin the assignment by watching the last few minutes of a television program and to count the commercials from that point. Students should conclude the count at the end of the program or the end of the hour. Students can record the commercial on their work sheet using the picket fence (++++) method.

   The students should choose one food commercial and answer the questions about that specific commercial at the bottom of the handout. The students should not count network identification or news updates as commercials.

2. Distribute the "Advertising/Media Techniques" handout, and have students identify which of the techniques were used in the commercial they selected.

3. Divide the class into small groups of three or four. Each group will assume the role of an advertising agency whose task is to create an advertisement that persuades the rest of the class to eat nutritious foods. The advertisement can be a jingle, poster, or radio or television advertisement.

4. Instruct the class to determine the topic for their advertisement based on the following examples: baked or broiled beef instead of hot dogs, juices instead of soft drinks, fresh fruit instead of cookies and fresh vegetables instead of candy.

   Ask each group to decide on a food they choose to sell, then the students can decide which form of advertisement they want to use to sell their product. Provide magazines for students to study advertisements or to cut out pictures for visual ads.

5. Provide time for each group to present their advertisements to the class.

Evaluation/Modification:

Students can analyze magazine ads to determine what advertising techniques are being used.

Resources:

California State Department of Health (1984). Choose Well, Be Well.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
9

LEVEL:
SECONDARY

PROTEIN FACTS

OBJECTIVES:

To distinguish between the facts and myths concerning protein and to plan a menu to meet the nutritional needs of an athlete.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle and to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard and chalk, "A Pattern for Daily Food Choices" handout (see AppendixA).

INFORMATION:

Protein is the main component of every cell in the human body. The body uses protein to maintain the body's fluid balance, as enzymes, as antibodies, as hormones, to transport nutrients, to repair cells for growth, and as energy.

The other functions of protein are so important that using protein for energy is undesirable. However, the average American eats twice as much protein as is needed, and the excess is either excreted or stored as fat.

The following are nutrition facts pertaining to protein:

a. The extreme activity of training and competing does not cause protein loss;
b. Extra protein in the diet is not necessary;
c. The protein requirement for a person is the same whether competing or not competing;
d. While adequate protein is essential to the maintenance of muscles, extra protein is broken down and stored as fat. The excess nitrogen can be toxic to the body in excess amounts. Large amounts of protein can lead to dehydration, cause stress to the kidneys and liver, prevent absorption of calcium, and cause painful gout-like symptoms in joints;
e. Protein has no effect on strength. Strong muscles come from exercise, training, and a nutritionally adequate diet;
f. Extra carbohydrates should be added to the diet to supply exercise energy and training energy;

g. Taking protein supplements is unnecessary for training; and
h. Eating extra meat also leads to an increase in fat because fat is usually consumed with the protein.

Class Arrangement:

Group/individual.

Skill Needed:

Students should be familiar with "A Pattern for Daily Food Choices."

Instructional Strategies:

1. Write these statements on the chalkboard:

   a. “If you play a sport or are involved in a strenuous exercise program, you need extra protein in your diet.”

   b. “The more protein and protein supplements you eat, the more muscle you will have.”

2. Ask the students to raise their hands if they believe these statements to be true. Discuss the actual nutrition facts with the students.

Answers:

a. A balanced diet will provide enough protein for even an athlete, and often athletes eat more overall food servings to supply their energy demand.

b. There is no evidence that excess protein will lead to more or stronger muscles. In fact, excess protein is stored by the body as fat.

Evaluation/Modification:

Distribute the handout "A Pattern for Daily Food Choices." Emphasize the fact that a diet based on this chart will provide all the protein an athlete needs. Ask the students to plan one day’s menu based on the guidelines of the handout.

Resources:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

National Dairy Council (1994). Food Power: A Coach’s Guide to Improving Performance (2nd Ed.).

Missouri Department of Health Nutrition Education & Training Program (1993). Sports Nutrition.

Grade
9

LEVEL:
SECONDARY

HOW TO SAY "NO" AND STILL HAVE FRIENDS

OBJECTIVE:

To understand peer pressure and identify appropriate refusal skills.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Adolescence is marked by the importance of friendship networks. The importance of friends is paramount in an adolescent's life which makes peer pressure a strong influence on this age group. Although adults see "easy" solutions to peer pressure, the "answers" are not that simple to a teen. The best answers are from adolescents themselves. Peer pressure can be positive as well as negative, and positive pressure is a powerful technique to teach problem-solving techniques to children.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Choose three volunteers to role play a peer pressure situation. Two volunteers will want the third person to go out drinking even though the person doesn't really want to go with them.

2. After a five-minute role play (where the third person gives in), discuss as a class what that person could have done differently. Ask another volunteer to role play the correct way to handle peer pressure.

3. Discuss how peer pressure is an important part of their lives, and that there are ways to handle pressure. Explain how peer pressure is present in the adult population but in different ways. Discuss these peer pressures, and have students role play these situations (e.g., keeping up with the Joneses).

Evaluation/Modification:

You can use any topic that is relevant to your students, e.g., drugs and drinking, dress, sex, and/or gang membership.

The students can design a play which deals with peer pressure to perform for the school's students; it would be an excellent way to generate interest and reach the entire school.

Grade
9

LEVEL:
SECONDARY

SUICIDE

OBJECTIVES:

To give students resources to get help if they or an friend/family member are suicidal; to help students realize that suicide is not an answer to their problems.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The danger signs of suicide are: (1) A suicide threat or statement indicating a desire or intention to die, (2) a previous suicide attempt, (3) mental depression, (4) marked changes in behavior or personality, (5) making arrangements for a final departure (giving away prized possessions).

What does a person do when confronted with a person who wants to kill himself or herself? Listen to the person, ask questions on how they plan to do it and why they want to do it. Talk in a positive manner. Tell the person about how friends and relatives will act if they succeed in killing themselves. Have them promise they will not think of killing themselves until they have talked to a counselor. Go to a professional with this person.

INSTRUCTIONAL STRATEGIES:

1. Discuss the myths and facts of suicide with the class.

2. Review where students can seek help (school counselor, teacher, minister, a favorite police officer, local mental health clinic, or community therapists) if they feel suicidal or if they know someone who is suicidal.

3. Give students the assignment of researching suicide and getting as much information as possible about suicide and help for people who want to kill themselves. (This assignment should take at least a week.)

4. Bring information back to the class and organize the discussion as a group. Make a plan with the group about what to do if someone is suicidal.

Evaluation/Modification:

It is important for the students to get accurate information. The source of the information is also where they can get help if they are feeling depressed. Reiterate that suicide is a common occurrence and it can happen. Encourage students to mobilize and get involved if a fellow student is depressed. Positive peer relationships can make a difference in a suicidal adolescent.

Students can role play a suicide hot-line scenario. One student can be a volunteer in a suicide prevention center and another person could play a person who just got dumped by a boyfriend/girlfriend and wants to kill himself or herself because "there is no point in living if they can't be with their friend."

Resources:

Films and Video Programs:

- "Suicide" (13 mins.)
- "Did Jenny Have to Die—Preventing Teen Suicide" (41 mins.)
- "Teens Who Chose Life—The Suicidal Crisis" (45 mins.)

These films are available through Batesville Management Services, P.O. Drawer 90, Batesville, IN 47006.

Grade
9

LEVEL:
SECONDARY

ABOUT DYING

OBJECTIVE:

To understand the stages of dying.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Death is a subject that is difficult to discuss because of mankind's fear of death and because of differing religious beliefs in an afterlife. However, young adolescents are beginning to think of death and their own mortality. Many of your students will know someone who has died, and questions arise about the feelings of the person dying. Observational studies have shown that people who are dying go through five stages:

(1) Denial
(2) Anger
(3) Bargaining
(4) Depression
(5) Acceptance

Although these stages are identified as adjustments to dying, every person approaches death in a unique way. Some people may not have the time to go through all stages. Some go through the stages in different order or may go back to a previous stage. One important factor is that people who go through a long dying process will have ups and downs and will treat people differently depending on their feelings at the moment. Helping a dying person adjust can be done by respecting the right of a person to handle death the way he or she chooses. Try to understand what your feelings are regarding dying. Are they the same as the dying person's feelings? If you are afraid, are you projecting this fear to the dying person? Be there for that person by being open with him/her, help him/her meet physical needs and practical needs (conduct unfinished business, i.e., wills, insurance, etc.), and just be there to show you care.

Instructional Strategies:

1. Discuss the five stages of dying with the class.

2. Ask for volunteers to describe an experience they have had.

3. Discuss the many theories regarding what happens when we die (resurrection, reincarnation, heaven, nothing, existing as a spirit).

4. Encourage questions, discussion and respect for other persons' ideas about death.

Evaluation/Modification:

This can be an emotional topic, and you need to express to the class the importance of respecting peoples' questions and ideas. Showing a movie about a dying person would be very effective. Some ideas: "Brian's Song," "Beaches," "My Life," "Steel Magnolias," "Man and the Moon," or "Forever Young." It is necessary to have a discussion after showing the film for students to express their feelings.

Grade
9

LEVEL:
SECONDARY

GENDER DIFFERENCES IN COMMUNICATION

OBJECTIVE:

To demonstrate the differences in male and female communication.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with space for videotaping.

EQUIPMENT/MATERIALS:

Videotape, video camera, microphones for sound if camera does not have one attached, VCR and television.

INFORMATION:

Gender differences in communication lie primarily as functions of sex roles rather than biological differences. In research regarding gender differences, there is a difference between sexes in the content of language. Females discuss personal subjects like relationships, family issues, clothing, appearance, other women and men. On the other hand, men discuss current events, business, and sports. In relationships women want to talk about feelings and relationships, whereas men want to talk about superficial topics. Men have been socialized not to show emotions or to discuss them in public, whereas women are encouraged to show their emotions and talk about them.

These differences are becoming smaller yet still exist in the majority of people. Knowing this can help men and women better understand the dynamics of the opposite sex which should allow them to have better relationships.

Class Arrangement:

Arranged so everyone can see the television.

Skills Needed:

Volunteers who know how to operate a VCR and video camera.

Instructional Strategies:

1. Ask for volunteers to be taped without explaining the purpose of the assignment. You will need two males, two females and a volunteer to operate the camera.

2. While taping, the two male volunteers sit in a room and discuss anything of their choosing for 15 minutes; do the same with the female volunteers. Have a male and a female sit in a room and discuss what they want (this can be done with several couples).

3. Discuss with the class if they feel there are any gender differences in communication.

4. Show them the tapes and see if there are any differences in how talk is handled and if there are differences in content.

5. Ask the following:

    - Was there a dominant speaker when a male and female were talking together?
    - Was content different in the three examples?
    - What are the differences?
    - What did you learn about this project that was valuable?

Evaluation/Modification:

If time allows, write a transcript of the people talking, and see if the class can distinguish between the male and the female. A discussion on sex role orientation would be a good culminating activity.

If the tapes do not show a difference (this will probably not happen) or you do not have access to taping equipment, a tape recorder would work as well. Sending students out to observe and listen to conversations and having them write down the observations is also a good method to use in recognizing the differences.

Grade
9

LEVEL:
SECONDARY

RELATIONSHIP DEVELOPMENT

OBJECTIVES:

To understand the different elements of being in love, and how each element affects a person's mental health.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle; to promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Love is defined by the combinations of many different dimensions. These dimensions are psychological, physiological, social, and cognitive. The definition of love depends on a variety of factors. The social definition depends on how the media represents "love" and what the peer network defines. During adolescence this social definition is one of the strongest indicators of being in love.

Having a positive self-concept before a relationship makes for a positive relationship. To get into a relationship to gain a positive self-concept is not a healthy way to feel good about yourself. Having a positive self-concept gives a person the confidence to self-disclose in a relationship which is also an important factor of having a meaningful relationship.

Physiological and cognitive conditions are factors that are important but only in conjunction with the other factors. Physiological conditions exist as physical attractiveness to the other person; cognitive conditions are based on other experiences, and on what the peer network states as being in love. Most adolescents consider the physiological components of love as the most important predictor of being in love. Therefore, having sex is always in the minds of adolescents. The question, "When is the right time to have sex?" can be answered by looking at the four conditions just discussed.

Instructional Strategies:

1. Discuss the four components of love to the class, encouraging discussion and questions.

2. Discuss the following questions "When we make decisions regarding sex, do we use our heart (emotions) or head (logic)? Which is safer?"

3. Role play and brainstorm with the class ways to refuse having intercourse.

4. Discussion questions:

    a. Do you have to be in love to have sex? How does one make this decision? (This decision should be made based on family values. If it is against family values, sex will probably not be as enjoyable.)

    b. Do you have to have sex to maintain a relationship? What are the most important components to a successful relationship?

Evaluation/Modification:

Remember to guide the discussion to the appropriate age group, not to a general population. What is appropriate for an older adult may not be right for a ninth grader. Be cautious about placing your values in the discussion. Keep questions open-ended, and encourage class discussion.

Resource:

Knox, D., & Schacht, C. (1991). Choices in Relationships. St. Paul, MN: West Publishing Company.

Grade
9

LEVEL:
SECONDARY

HEALTH CAREERS

OBJECTIVE:

To acknowledge and describe health-related careers.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or library.

INFORMATION:

Careers in the health field are expanding because of the proliferation of technology. What was available 50 years ago is now only a small fraction of what is presently available. Furthermore, many of the health-related fields were available only for men. Currently, women have as much access to the health field as men.

Health care goes beyond nursing or teaching; it encompasses fitness, nutrition, wellness, medical components, mental health, spiritual health, organizational components and computer technology.

CLASS ARRANGEMENT:

Library.

SKILLS NEEDED:

Research skills.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into three groups.

   Students should research at a library or counselor's office what careers are available in all health areas.

   Each group should cover a specific area, e.g., one group could research the wellness field and find jobs that fit this designation (fitness instructor, wellness director or activities coordinator).

2. Each group should briefly describe what a person would do in each career. They can present their findings to the rest of the class.

Evaluation/Modification:

Because of time constraints you may want students to put descriptions on poster board for display purposes, so most of the work can be done as homework. Students can also obtain information from the local hospital or university library if they have access to one.

Holding a contest would be beneficial for everyone. The group that finds the most careers could win extra credit points or a nutritional meal prepared by a nutrition or home economics class (food always works).

Grade
9

LEVEL:
SECONDARY

EXPLORING FEELINGS

OBJECTIVES:

To explore and label our feelings; to understand the effects feelings have on ourselves and others.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Brown paper bags, an assortment of rocks of different size, shape, and color, "Exploring Feelings" handout (see Grade 9 Handout Masters).

INFORMATION:

Ninth grade may be the transition year for moving to the high school or students may remain in the middle school. It is important to assist students in labeling, accepting, and deciding what to do with their feelings. How the students deal with their feelings affects not only themselves as individuals but their class, family, club, or extracurricular activities as well.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm with the class or have students write a list of feelings or emotions. Many times we generalize to say we feel good or bad but should work to expand the list of feelings (see "Exploring Feelings" handout).

2. Discuss in small groups how these feelings make one feel and how behavior is affected. What happens? What are your options?

3. Discuss how behavior and feelings may change due to the situation. For example, the feeling of frustration may be handled differently in one's own home or classroom compared to being in line at the post office or in a hallway at school.

Evaluation/Modification:

A variation may be to have students place their chairs in a circle with one chair in the middle of the circle. Have a student reach into the bag and select a rock. Ask the student to describe to the group what feeling the rock reminds him/her of or what he/she is currently experiencing. Conclude by asking the student as an individual, or the group as a whole, to describe how they usually deal with that feeling. Offer suggestions as necessary.

Discuss the list of feelings. Did you list mostly good feelings or bad feelings? When can bad feelings be good and good feelings be bad? Why is this so?

Grade
9

LEVEL:
SECONDARY

VIOLENCE IN DATING

OBJECTIVE:

To examine personal safety concerns in dating.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Domestic violence, including child abuse and neglect, spouse abuse, and abuse of the elderly is in the news more and more. Community awareness and reporting of violent offenses areon the rise. Also of concern to adolescents is the phenomenon of abuse in dating situations. The abuse may be verbal, psychological, or physical.

Date rape is a significant issue of concern. The need to maintain personal safety should be emphasized. Community resources for referral should be identified as some students in violent situations will be fearful to speak up in class but may follow through with agencies outside of class.

INSTRUCTIONAL STRATEGIES:

1. Describe types of domestic violence, e.g., child abuse and neglect, spouse abuse, and abuse of the elderly. Note that each of these areas of abuse could be the focus for a curriculum unit for a week or longer with videos, guest speakers, writing assignments, bulletin boards with statistics, etc.

2. Considerations of the abuse should be examined such as history, causes, and social attitudes. For example, some in our society hold the belief that it is acceptable for spouses to be allowed to hit one another or for parents to hit their children; others disagree. Discussion, therefore, involves identification of how cultural values may affect decision making and behavior.

3. Discuss violence in dating relationships. Include the role of peer pressure and how fear and lack of information may affect the situation. Role-play potential interactions involving personal safety. Be sure to offer students the option to pass during the role-play as some activities may be too revealing and painful for students experiencing abusive situations.

4. Sources of help should be identified and made available to students in written format. Speakers from some agencies may come to class to share information and provide a link for students who may be in need of assistance.

RESOURCES:

Speakers from community agencies that deal with abusive situations could include the following agencies: Battered Women's Shelter, Planned Parenthood, or a county health department.

Prevent Child Abuse, Inc., in Bozeman, MT, has developed a model planning format for communities to develop and implement personal safety, sexuality, and health enhancement curriculum. Contact them for additional information.

Grade
9

LEVEL:
SECONDARY

MYTHS OF LOVE

OBJECTIVE:

To explore how myths of love affect our perceptions of dating and mate selection.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Myths about love and marriage often obscure reality. Partners may view one another and marriage itself with blinders or rose-colored glasses. For example, one myth prevalent today is "love conquers all . . . no matter what the dilemma or problem; if we love each other it will be okay." Students may benefit from reflection on the myths of love and marriage and how and why the myths are supported by the media and society in general.

INSTRUCTIONAL STRATEGIES:

1. Have the class brainstorm myths of love and marriage. Write the list on the chalkboard or overhead.

2. Break into small groups and have the groups discuss the items listed. Do you agree the item is a myth or not? How is the item affected by the media or society as a whole?

EVALUATION/MODIFICATION:

Guest speakers may be utilized, i.e., a panel discussion or individual speakers including teen parent(s), young married couples, middle-aged adults, or retired couples. It is interesting for youth to discuss and see couples and love relationships across the life span, not just love as a stage of teenage life or young adulthood.

RESOURCES:

Marriage preparation or marriage enrichment curriculum materials are available. Some churches require counseling and training in preparation for marriage. One example is “Couple Communication” for couples who are married, engaged, or seriously involved. Contact (303)794-1764.

Kidsrights at 1-800-892-KIDS has numerous videos, games, and books for purchase related to adolescent peer pressure, self-esteem, sexuality, and parenting.

Grade
9

LEVEL:
SECONDARY

HEALTH ENHANCEMENT: CHOICES

OBJECTIVE:

To explore the major goals of a Health Enhancement Program and how they relate to individual students.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY

Classroom.

INFORMATION:

School districts, in undertaking curriculum development in health enhancement, should keep in mind the major goals of a Health Enhancement Program:

1. Integrate lifestyle management throughout the curriculum;

2. Focus on the total self and the development of self-responsibility, values, attitudes, and behaviors;

3. Give students decision-making tools for personal health; and

4. Address intellectual, social, emotional, and physical dimensions of healthy lifestyles.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into four groups representing intellectual, social, emotional, and physical dimensions of healthy lifestyles.

2. Ask students in each group to:

   a. identify dimensions of the healthy lifestyle their group represents;
   b. identify ways they are currently receiving information about the lifestyle;
   c. suggest ways they would like to receive additional information about the lifestyle.

   The work of the small groups could be listed on newsprint and posted or presented to the class by each group.

3. Discuss how values, attitudes, and behaviors affect the development of self-responsibility. Role-play situations to illustrate differences in family, cultural, or societal values. How do values affect choices in behavior?

RESOURCE:

Urie Bronfenbrenner has developed a theory that examines how the child is affected by social context and his/her environment during childhood. His theory, human ecology or ecological theory, examines the child in the context of the family, the community, and society. For additional information:

Bronfenbrenner, U. (1993). Ecological Systems Theory. In R. K. Wozniak and K. Fischer (Eds.), Development in Context. Hillsdale, NJ: Erlbaum.

Grade
9

LEVEL:
SECONDARY

ADVERTISING IN SPORTS AND YOU

OBJECTIVE:

To analyze advertising and the effects of advertising on consumers.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, newspapers, pamphlets, "Advertising/Media Techniques" handout (see Grade 9 Handout Masters).

INFORMATION:

Activities to help students recognize the type of advertising appeal the advertiser uses to sell products form the basis of this unit. Students need to become aware of the role of advertising in their decision to purchase a product. Different groups of people are more interested in different products. For example, people who play soccer or tennis may have different interests than people who play basketball or football. Thus, advertising during sporting events reflects differences.

CLASS ARRANGEMENT:

Small group/individual.

INSTRUCTIONAL STRATEGIES:

1. Instruct students to watch three different sporting events on television during the week or on a weekend. They will need to watch each event for at least 20 minutes. Distribute the "Advertising/Media Techniques" handout.

2. Students should complete the following questions:

    a. List the products advertised during the sporting event.

    b. Why did the advertisers pick that sport/program for their ads?

c. Describe the people present in the ads (age, sex, ethnicity, fitness level, etc.).

d. What facts does the ad give about the use or the price of the item?

e. Does the ad appeal to a need, want, or interest that you have?

3. Class members could discuss their answers in small groups or as a class.

4. Discuss how and why advertising is targeted to certain age groups and segments of the population.

Evaluation/Modification:

Name three different groups of people who buy products. Find at least five ads from newspapers or magazines that appeal to each of those groups. Make a bulletin board, booklet, or poster showing these three market groups and the ads that might appeal to them.

Resource:

Consult the Colorado Core Curriculum “Life Management” produced by and for the Colorado Community College and Occupational Education System and Colorado State University.

Grade
9

LEVEL:
SECONDARY

SEXUALITY, MEDIA AND YOU

OBJECTIVE:

To understand the social forces that influence sexuality.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, newspapers, rock videos, posters.

INFORMATION:

Social forces, including peers, media, and cultural values, influence sexuality. It is important to understand how one's knowledge and feelings about sexuality, and the choices made regarding sexual behavior may be affected consciously and unconsciously by social forces.

INSTRUCTIONAL STRATEGIES:

1. Peers. Adolescents often strive to be like their peers. Thus, in the quest for identity they may align themselves with different groups of friends and try different behaviors to match different groups. Ask students to reflect on times when they have gone along with the group and decided to do a particular behavior. Upon further thought, they may wish they had not done so. (Be aware that some students may not wish to share this information verbally but rather in written format.) Next, discuss how peer pressure may occur in decisions regarding sexuality.

2. Media. Ask students to list media that influence society. Examples may include newspapers, television, rock videos, movies, or products for purchase from movies or television shows. Discuss what messages are being portrayed by the media. Have students explain how the media has affected their behavior, decision-making process, or goal setting.

For a homework assignment, students could be asked to bring to class a favorite poster, magazine, or media art that has affected their decisions or perceptions. Explain why or how she/he was affected.

3. Cultural values. All families help shape beliefs in their children. Due to particular ethnic, religious, or cultural tenets, families espouse different beliefs. Ask students to write an essay and/or share in small groups ways they perceive their family has shaped their attitudes toward sexuality.

Evaluation/Modification:

The activities in this lesson could occur over time. For example, daily activities for a week or once a week for a month. Often with content as value-laden and sensitive as sexuality, students need reflection time between lessons. Providing additional time may lead to an increase in the number of questions as well as the depth of discussion.

Resources:

Family Life Education Curriculum of the State of Nebraska.

Pediatrics, 83(2), February 1989, has a statement on "Impact of Rock Lyrics and Music Videos on Children and Youth" prepared by the American Academy of Pediatrics.

Grade
9

LEVEL:
SECONDARY

HIGH SCHOOL THEN AND NOW

OBJECTIVE:

To explore the differences between thehigh school days of one's parents and one's high school experiences today.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Students will be asked to bring artifacts from their parents' high school days such as lettermen jackets, clothing, jewelry, posters, yearbooks, etc.

INFORMATION:

Learning to understand the past experiences of others helps us understand ourselves today. Youth often regard parents as if they were from many generations ago instead of just one. By promoting investigation and interest in their parents' high school experience, a dialogue about a common experience (high school) can be initiated between parent and child. Upon completion of the activity, it is hoped a greater understanding and appreciation of one another's high school experiences will occur.

INSTRUCTIONAL STRATEGIES:

1. As a class, discuss how high school is different today compared to what it was in the past for your parents. For example, consider course work, sports activities, social activities, jobs, wardrobe, teachers, etc.

2. Ask students to complete the following assignment. The students ask their parent(s) to provide an artifact for them from their high school days. Students should talk with them about the significance of the item and what their daily life was like in high school. Students should be prepared to show and describe the item to their classmates.

3. After the class has completed sharing the items (it may take a week), have students write an essay summarizing high school--then and now. Ask them to include information on their perceptions of health and wellness, then and now, as part of the high school experience.

Evaluation/Modification:

Have someone from the high school's 25-year or 50-year class reunion attend class and share their reminiscences of the high school in the past. Compare their experience to yours in an essay assignment.

Resource:

The movie "Peggy Sue Got Married" could be viewed and discussed by the class.

Grade
9

LEVEL:
SECONDARY

WHAT DO I WANT?

OBJECTIVES:

To learn goal identification techniques, to understand how to set attainable objectives, and to participate in the decision-making process.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Some people believe goals are for the “big things” in life like their choice of a job or a career, school, or how much money they want to make when they grow up. These are considered to be long-term goals because they usually take several years to achieve.

One way to achieve all the major goals set for oneself is to begin with short-term goals. Short-term goals are for the things you desire in the near future. For example, you may decide on a Monday you want to do well on a history test on Friday.

Short-term goals can be exciting and challenging. They can change your life. As you achieve each short-term goal, you will feel more confident. You will feel as if you can do anything you set out to do. Learning to set and to work toward short-term goals now will help you achieve all the major goals you set for yourself for the rest of your life. The steps you take for meeting your goals are called “objectives.”

CLASS ARRANGEMENT:

Large groups.

Instructional Strategies:

This is about goals for today. Write down a goal and list three objectives that will help to reach that goal.

1. _____

Objectives:

a. _____

b. _____

c. _____

List a goal for the coming year and three objectives that will help to reach it.

2. _____

Objectives:

a. _____

b. _____

c. _____

List a goal you hope to achieve by the time you are 35 years of age. List objectives you feel will help you reach that goal.

3. _____

Objectives:

a. _____

b. _____

c. _____

Evaluation/Modification:

By setting objectives, you are listing specific steps you must take to reach your goals. For example, if you wanted to lose 15 pounds in 10 weeks, you will need to lose 1 1/2 pounds each week. By doing a little research, you would probably determine that you should develop a good weight management program. It would also be important to increase your level of physical exercise each day. Your goal and objectives, therefore, would probably look like this:

Goal: To lose 15 pounds in 10 weeks.

Objectives:

a. Begin a good weight control program.
b. Exercise 20 minutes a day.
c. Lose 1-1/2 pounds a week.

Grade
9

LEVEL:
SECONDARY

MOUNTAIN BIKING

OBJECTIVE:

To demonstrate backcountry riding manners and techniques.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY

Large open area.

EQUIPMENT/MATERIALS:

Mountain bicycles, helmets, tools (allen wrenches, screwdrivers, socket and wrench metric and standard, 5/16, 1/2 and smaller box end wrenches and adjustable jaw wrench).

INFORMATION:

Mountain biking is an exciting new sport enjoyed by many people. Mountain biking is limited to established roadways in national parks, and is not allowed in wilderness areas in national forests.

Mountain bicycling etiquette is just as important as riding skills. Access policies on private, state and federal lands are continually being reviewed. Respecting the land and other people gives bikers a better image and helps not to lose access because of the few uniformed, careless people on bikes.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding, assistants knowledgeable in mountain bike skills, stop watches for timing track stands.

TEACHING STRATEGIES:

The number of assistants determines the number of stations used. For varying degrees of difficulty establish additional stations.

1. Track Stands: Ride slowly to a standstill and try to stay upright as long as possible. Add challenge by timing the attempts to stay upright. To perform double track stands, two riders hold each other's bikes near the handle bars, making a cross support out of their arms. Use teams of four to begin.

2. Pull ups: Have pairs of students coach each other to lean back to pull up their front wheel while riding forward slowly. A major concern is to not go over backwards but to try to get adequate lift to get over obstacles.

3. Unweighting: Have them practice dropping off a low platform leaning forward to unweight their rear tire but not roll over the handlebars. Rotate students in to help anyone having trouble.

4. Slalom Course: Set cones three feet apart and have students ride for control. Increase difficulty by closer placement of the cones. Set the cones wider and have students ride around them standing on one pedal with their body weight on one side of the bike. Students should try it on both sides.

5. Obstacle Course: planks, turns, raised planks, jumps, drops, etc.

6. Climbing: Teach weighing with the objective that the bike tire remain engaged but without spinning. Help students get a feeling for keeping some weight on the front wheel but not steering with it so their bike doesn't wobble off the track. Steering should come from the body.

7. Downhill: Review weighing over the back. The key is to remain in control so that wheels don't slide when making turns downhill and braking.

8. Distribute the Mountain Bicycling Etiquette handout and review.

Evaluation/Modification:

Questions to share: Why is communication important on trails? How do you make personal contacts pleasant? How close can you get to someone before they hear your bike? When should one say something loudly to them?

Resources:

L.I.M.B. Video & Lesson Plans Available on Loan, Low Impact Mountain Bicyclists of Missoula, P.O. Box 2896, Missoula, MT 59806.

Montana Fish, Wildlife & Parks (Montana Trails News), P.O. Box 200701, Helena, MT 59620-0701, 406/444-4585.

Grade

9

Grade

9

Handout Masters

Progressive Exercise Program

CHART A

Men Level	Points	Women Level	
15	350	12	+one mile continuous jog
14	300	11	+one mile continuous jog
13	250	10	+one mile continuous jog
12	200	9	+one mile continuous jog
11	150	8	+one mile continuous jog

CHART B

Points	Miles (Laps)	Curl-Ups	Push-Ups
350	2.50 (10)	35	15
300	2.25 (9)	35	15
250	2.0 (8)	35	15
200	1.75 (7)	35	15
150	1.50 (6)	35	15

CHART C

Men Minutes	Points	Women Minutes
11:00	350	12:30
11:30	300	13:15
12:00	250	14:00
12:30	200	14:45
13:15	150	15:30

Calories Per Sport Worksheet

Student: _____
Period: _____

HEALTH-RELATED FITNESS COMPONENTS RATING

	Cardio-vascular	Muscle endurance	Muscle strength	Flexibility	Calories per hour	Cost
Example: Ultimate frisbee	**High**	**Medium**	**Low**	**High**	**High**	**Low**
Activities done in last year						
Activities to do when 25						
Activities to do when 35						
Activities to do when 50						
Activities to do when 70						

Name That Disease

1. Name of disease: _____

2. Early symptoms: _____

3. Signs that other people can see: _____

4. Is it likely that the person will have a fever? _____

5. Will a person have to stay home from school more than two or three days? _____

6. Is there any kind of medicine that will help cure this disease? _____

7. Is the disease communicable or noncommunicable? _____

Jenny and the Bus Driver

Jenny has AIDS. She has Kaposi's sarcoma, and some of the purplish blotches or lesions from the disease show on her face. She has just boarded a bus and paid her fare. The bus driver, recognizing the lesions as a sign of AIDS, says: "I'm not going to let you on this bus because you have AIDS. I have other passengers to protect. You will have to get off the bus." The other passengers get angry because they are trying to get somewhere, and the bus is just sitting there. Some of them yell at the bus driver, and some yell at Jenny.

A. If you were one of the passengers on the bus, what would you do?

B. What would have been the best thing for Jenny to do in this situation?

C. What should the bus driver have done in this situation?

D. Should people with HIV/AIDS be allowed to ride public buses? Why or why not?

E. If you were the director of transportation, what kind of policy do you think you might set for situations like this one?

F. What if Jenny were Justin (a male)? How would this situation be different? What assumptions would people make?

Drugs and Crime

1. Fifty-four percent of people convicted of violent crimes had used alcohol before committing the offense. If 900,000 people were arrested for violent crimes, how many had used alcohol before they were arrested?

2. Thirty percent of all suicides are at least partly attributed to alcohol. If 20,000 people commit suicide, how many of these suicides were directly or indirectly caused by alcohol use?

3. Heroin addicts may have to steal items worth three times the cost of a daily drug habit (because they get so little for reselling stolen goods). If a person has a $50-a-day heroin habit, how much would he have to steal in one day to cover his addiction? How much for one week?

4. Each year, there are some 500,000 drug-related arrests. At that rate, how many total drug-related arrests will we have in 7 years? 15 years?

5. Half (50%) of all motor vehicle fatalities are attributed to alcohol use. if there are 34,000 motor vehicle fatalities in one year, how many can be attributed to alcohol?

6. Approximately $8 billion are spent on drug enforcement every year in the United States. Drug users spend $90 billion a year to purchase illegal drugs. If no one purchased illegal drugs for one year and no money was needed for drug enforcement that year, how much money could be used for healthier purposes?

"Dead Giveaways"

Advertising Techniques

1.	Exaggerated claim	World's best, the greatest works like magic, exclusive, special, miracle
2.	Vagueness	(A statement that is not explained or that can be interpreted in different ways). Natural and organic, extra rich formula, new and improved, lose up to five pounds, fights pimples, you can't buy a better product
3.	Unfinished comparison (than WHAT?)	Has more pain-killing ingredients, acts twice as fast, costs less
4.	Claim that product has scientific backing	Five out of six doctors recommended, hospital tested, laboratory reports prove, research shows
5.	Claim that product will cure variety of ailments at one time	
6.	Offer of reward	Special savings, free coupon, free prize, buy X and get Y free, once-in-a-lifetime bargain
7.	Use of testimonial	(Recommendation from a celebrity or ordinary person.) After a hard day playing pro tennis, I like to shower with Super Wizz Soap
8.	Indication that you will be left out, scare tactic or warning if product is not used	Millions use it, don't always be the bridesmaid, join the crowd, just ask your friends
9.	Flattery	(Implications that you are a special person who naturally will want to use a special product.) Doesn't it just make sense? People who know about quality choose Acme. Of course, Softskin is expensive, but aren't your hands worth it?
10.	Implications that product will turn you into a good-looking, popular, and happy person	If you're tired of being a weakling, try the Muscle Bound Plan and make the girls look twice. Ashamed of your thin figure--try Add-On Bust Developer and end your worries!

DRINKING AND DRIVING:
WHOSE RESPONSIBILITY?
A SCENARIO

It was a Friday night and Steve called his good friend, Chris, to see if she wanted to go out dancing. Steve and Chris were both high school seniors. Chris, who had just finished a major exam, was eager to celebrate. Steve picked Chris up at her house. As Chris got into the car, she noticed that Steve had a beer in his hand. Not wanting to put a damper on the evening, Chris shrugged off her concern of Steven's behavior.

After arriving at a favorite, local hang out, Chris and Steve began to dance. They were having a great time and were working up a sweat when Steve offered to buy a beer. Chris was thirsty but feeling obligated to pay, she told Steve that she would buy the next round.

Chris and Steve saw some friends and decided to sit with them while drinking their beer. The group began to play "quarters" (a drinking game), and Scott, Steve's older friend, insisted that Steve play. Steve, not wanting to drink too much because he was driving, declined. However, Scott continued to hound Steve until he finally gave in and played. Meanwhile, Chris had asked a friend to dance and was unaware of what Steve was doing.

The "quarters" game broke up after 45 minutes, and Steve joined Chris on the dance floor. Steve noticed that Chris was as sweaty as he was and asked her if she wanted something to drink. Chris replied by giving Steve money and sending him for "liquid refreshments." Steve was beginning to feel the effects of the "quarters" game but decided that one more beer wouldn't kill him. Steve asked the bartender for two beers and the bartender, aware of Steve's condition, gave him the beers.

After drinking the beer, Chris told Steve that she was ready to go home because she had to get up early the next morning. Chris, noticing that Steve had had a fair amount to drink, asked him if he was okay to drive. Steve replied that he could drive and had driven home safely in much worse condition.

Several miles down the road, Steve noticed a car following him. He looked in his rear view mirror to see the flashing lights of a police cruiser and pulled off to the side of the road. Steve, trying to keep his composure, reached for his license and asked Chris to get his registration from the glove box. Steve rolled down his window to greet the police officer. The officer approached the car and asked Steve for his license and registration. The officer recognized Steve as a friend's son and asked Steve if he had been drinking. Steve replied that he had had a few beers earlier in the evening and was on his way home. Officer Holiday, knowing Steve was a "good kid" and only a few miles from home, decided to let him go without further questioning.

Steve's confidence increased after conversing with Officer Holiday, and five miles down the road he veered left of center, smashing into an oncoming car.

1._____ 2._____ 3._____ 4._____ 5._____

In Case of Foodborne Illness

The following are general guidelines to follow if foodborne illness is suspected.

Preserve the Evidence

- If a portion of the suspect food is available, wrap it securely in a heavy plastic bag and place it on ice in a secure container marked "DANGER." Write down the name of the food, when it was consumed, and the date of the illness. Store the container away from children, pets, and other foods, in a location where it will not be mistaken for edible food.
- The sample may be useful to medical personnel treating the illness and/or health authorities tracking the problem.
- If available, also save the container, wrapping and any metal clips used on the original package. This is where the Establishment number, which indicates the plant that a meat or poultry product is from, is shown.

Seek Treatment As Necessary

- As with any illness, judgment should be used to determine if and when to seek professional medical advice or care.
- Keep in mind that it is important to drink liquids such as water, tea, apple juice, bouillon, or ginger ale to replace fluids lost through any episodes of diarrhea or vomiting.
- If symptoms are severe, or the victim is quite young, pregnant, elderly, or has a chronic illness, professional medical advice or care should be sought immediately.

Call the local health department if:

- The suspect food was served at a large gathering.
- The suspect food is from a restaurant, delicatessen, sidewalk vendor, or other commercial or institutional kitchen.
- The suspect food is prepared and packaged in a retail grocery store.
- The suspect food is a commercial product.

Try to have the following information available when calling:

- Your name, address, and daytime phone number.
- The name and address of the event, party, or establishment where the suspect food was consumed or purchased.
- The date that the food was consumed and/or the date of purchase.
- If the suspect food is a commercial product, have the container or wrapping in hand for reference while on the phone. Most meat and poultry products have a USDA or state inspection stamp and a number that identifies the plant where the product was manufactured. Many products also have a code indicating when the item was produced. This information can be vital in tracing a problem to its source.

Other authorities to call:

- Foodborne illness involving a USDA-inspected meat or poultry product may also be reported to the toll-free Meat and Poultry Hotline at 1-800-535-4555.
- Foodborne illness involving other products that cross state lines may be reported to the nearest Food and Drug Administration office listed in the local phone book.
- Foodborne illness involving products that are sold only within the state may be reported to the state health department or the state department of agriculture.

Test Yourself

What Kind of a Tobacco User Are You?

1. Is it extremely difficult for you to go a half-day without using tobacco?

   ☐ YES ☐ NO

2. Do you have an intense repeated craving for tobacco?

   ☐ YES ☐ NO

3. Do you feel a need to smoke a certain minimal number of cigarettes each day or take a certain amount of dips each day?

   ☐ YES ☐ NO

4. Do you often find yourself smoking or chewing tobacco when you weren't aware of it?

   ☐ YES ☐ NO

5. Do you always smoke or chew at certain times, as when you're on the phone, watching TV, or when you're with certain friends?

   ☐ YES ☐ NO

6. Could you go for a whole day without needing to smoke or chew?

   ☐ YES ☐ NO

7. Do you smoke or chew more after having an argument with someone?

   ☐ YES ☐ NO

8. Is smoking cigarettes/chewing tobacco pleasant and relaxing?

   ☐ YES ☐ NO

9. Do you smoke or chew when you feel uncomfortable or upset?

   ☐ YES ☐ NO

10. Do you smoke/chew tobacco for the same reason you smoked/chewed the first time?

    ☐ YES ☐ NO

Scoring the Test

(For What Kind of a Tobacco User are You?)

The quiz **"Test Yourself"** will help you find out what kind of a tobacco user you are.

For questions **1, 2, and 3,** how many "yes" answers did you have? If you had two "yes" answers out of three, you are probably *addicted* to tobacco. In other words, your body "needs" the nicotine in tobacco.

For questions **4, 5, and 6,** how many "yes" answers did you have? If you had two "yes" answers out of those three, you are probably *habituated* to tobacco. That means using tobacco is a strong habit for you.

For questions, **7, 8 and 9,** how many "yes" answers did you have? If you had two "yes" answers out of those three, you are probably *psychologically* addicted to tobacco. Which means you have an emotional need to smoke or chew tobacco.

Don't be surprised if you answered "yes" to most of the questions. You can be addicted, habituated and psychologically dependent on tobacco! It may help you give it up if you can identify what role tobacco plays in your life.

Addiction: Physically or psychologically crave. Compulsive physiological or psychological dependence. Body needs nicotine or you have an emotional need to smoke or chew tobacco.

For people who are mainly *physiologically addicted* to tobacco, the first few days off are often the most difficult. However, after the withdrawal period is over, those people may find it easier to stay quit because their dependency is more physical than emotional.

For people who are *psychologically addicted* to tobacco, it is important to find other ways to cope with emotional needs and stress. Many people feel that tobacco relaxes them or comforts them. One way to break a psychological dependence on tobacco is to rely instead on friends for comfort during times of stress.

Habit: A behavior pattern acquired by frequent repetition which becomes routine and important. This behavior becomes so familiar that 1 pack a day/1 year smokers move their hand to their mouth 73,000 times.

People who are mainly *habituated* to tobacco may need to break the habits which go along with smoking or chewing. For instance, if a habituated smoker always sits around talking and smoking during break, that person may find it easier to give up smoking if he or she gets away from the smoking area and finds some other kind of activity to do. With this technique, you try to do something else in those situations which usually trigger an impulse to smoke or chew tobacco.

Of course, people who are addicted, habituated, and psychologically dependent may need to try many different methods when they give up using tobacco.

Fagerstrom's Test
How Addicted to Nicotine Are You?

A = 0 points B = 1 point C = 2 points

1. How soon after you wake up do you smoke your first cigarette if there were no restrictions?
   A. after 30 minutes
   B. within 30 minutes

2. Do you find it difficult to refrain from smoking in places where it is forbidden, such as the library, school, and movie theater?
   A. No
   B. Yes

3. Which of all the cigarettes you smoke in a day is the most satisfying?
   A. Any other than the first one in the morning.
   B. The first one in the morning.

4. How many cigarettes a day do you smoke?
   A. 1-15
   B. 16-25
   C. +26

5. Do you smoke more during the morning than during the rest of the day?
   A. No
   B. Yes

6. Do you smoke when you are so ill that you are in bed most of the day?
   A. No
   B. Yes

7. Does the brand you smoke have a low, medium, or high nicotine content?
   A. Low (0.4 mg)
   B. Medium (0.5 to 0.9 mg)
   C. High (1.0 mg)

8. How often do you inhale the smoke from your cigarette?
   A. Never
   B. Sometimes
   C. Always

Total Points Scored_____

If you scored 4 points or more and want to quit smoking, you should see your doctor.

A high score means that you are probably dependent on nicotine and you are likely to experience some withdrawal when you stop smoking. A score of 7 or more is considered high. A score under 7 suggests that you are less likely to encourage physical symptoms due to withdrawal from nicotine.

Nicotine and Addiction Discussion Starter

Before you begin your presentation about the effect of nicotine on the body, this true/false test will generate the students' interest in the topic and help them discover many surprising new facts! Note: You may choose not to ask all the questions, depending on the personality of your group and time limits. You may also choose to add your own questions.

Instruct the students to take out a piece of notebook paper and number from 1 to 12. Tell them this is not a test and the papers will not be collected. Read the true/false questions and explain the answers when all questions have been given.

1. Nicotine from an inhaled cigarette reaches the brain faster than from intravenous injections.

   TRUE—Within seconds approximately 1/4 of the nicotine has travelled through the bloodstream directly to the brain! (American Lung Association brochure, "Facts About Nicotine Addiction and Cigarettes," June 1988.)

2. Scientists have found that nicotine is as addictive as heroin, cocaine and amphetamines.

   TRUE—(Blakeslee, Sandra, "Nicotine: Harder to Kick. . . than Heroin," The New York Times Magazine, March 28, 1987.)

3. The majority of today's smokers began smoking after the age of 21.

   FALSE—Three quarters of current adult smokers began smoking before the age of 21. In fact, the majority of high school seniors who smoke began their addiction by age 16, and 57 percent by age 14. (National Institute on Drug Abuse, Drug Use Among American High School Students, College Students and Other Young Adults," 1986, published in 1987.)

4. Most smokers do not want to quit smoking.

   FALSE—In 1986, about half of all high school seniors who smoke cigarettes on a daily basis indicated they would like to quit; 53 percent have already tried to quit but were unable to do so. The addictive nature of nicotine is demonstrated by this statistic: less than 5 percent of daily smoking high school seniors think they will "definitely" be smoking five years in the future. Follow-up studies have shown that of the daily smokers in high school, 75 percent are still daily smokers on an average of eight years later. (National Institute on Drug Abuse, "Drug Use Among High School Students, College Students, and Other Young Adults," 1986, published 1987.)

5. An injection of one drop of nicotine will render an average-sized man unconscious within a few minutes.

   FALSE—One drop (70 mg) will kill an average man within a few minutes. Most cigarettes contain somewhere between .2 mg and 2.2 mg. (Educational Development Center, Inc., Teenage Health Teaching Modules, "Projecting Oneself and Others, Smoking, Drinking, and Drugs," 1982, p. 84.)

6. The more education a person has, the less likely it is that he or she will smoke.

   TRUE—In 1986, 6.4 percent of college-bound seniors smoked a half-a-pack or more daily, compared with 19.2 percent of non-college bound seniors. (National Institute on Drug Abuse, "Drug Use Among High School Students, College Students, and Other Young Adults," 1986, published 1987.)

7. Fires due to cigarettes are the second-leading cause of all fatal home fires.

   FALSE—Cigarettes are the first cause of fatal home fires. Many addicted smokers choose to smoke in bed before they fall asleep or first thing when they awake (not a safe thing to do). The time at which a person has their first cigarette is a measurement of their addiction. A person who smokes in bed in the morning may be more addicted than the person who has their first cigarette when they are walking to school.

8. A pack-a-day smoker deposits 1 cup of coal tar in his/her lungs every year.

   FALSE—About one quart of tar will be deposited (American Lung Association, American Heart Association, "The Breathing Easy Teaching Guide," 1984, p. 4.)

9. Approximately 30 percent of teenagers smoke.

   FALSE—In 1986, the breakdown of high school students who smoked a half-a-pack or more on a daily basis was:

   16 percent Northeastern states
   12 percent North Central states
   10 percent Southern states
   7 percent Western states

   (National Institute on Drug Abuse, "Drug Use Among High School Students, College Students and Other Young Adults," 1986, published in 1987.)

10. Teenagers don't really care if their date smokes or not.

    FALSE

    62 percent teens in Northeastern states
    68 percent teens in North Central states
    81 percent teens in Southern states
    81 percent teens in Western states

    (Survey by American Lung Association conducted by Opinion Research Corporation in July 1986.)

11. Nicotine gives a person wrinkles and cold hands.

    TRUE—Nicotine constricts the blood vessels which bring oxygen and warmth to all parts of the body. Without the proper amount of oxygen, skin ages faster. People who smoke or chew have impaired circulation which is particularly noticeable in the hands and feet. Stopping the use of nicotine will increase circulation and improve these areas. Many surgeons will not perform cosmetic surgery, heart surgery or many other kinds of operations unless the person stops using nicotine. (American Lung Association, "Facts About Nicotine Addition and Cigarettes," June 1988.)

12. If you smoke low-tar cigarettes, you don't really need to worry about health problems.

FALSE—There is no such thing as a safe cigarette. Low-tar cigarettes often produce higher levels of chemicals such as carbon monoxide than to high-yield cigarettes. What's more, to get the amount of nicotine they're used to, some smokers inhale deeper and more frequently. (American Lung Association, "Are You Kidding Yourself About Smoking?" from the Freedom From Smoking program.)

NICOTINE IS AN ADDICTIVE DRUG, BUT IT IS POSSIBLE TO KICK THE HABIT! MILLIONS OF PEOPLE HAVE QUIT AND YOU HAVE THE POWER TO BE SUCCESSFUL TOO!

Nicotine: Harder to Kick . . . Than Heroin

By Sandra Blakeslee

Despite overwhelming evidence that tobacco is destroying their health and shortening their lives, 53 million Americans continue to smoke. Increasingly aware that their addiction is also harmful to their children and co-workers, they continue to puff away on 570 billion cigarettes a year.

Many smokers are highly intelligent people with impressive levels of control over institutions, budgets, employees and political affairs. Yet, after repeated attempts to give up smoking, they find that they cannot control this one, seemingly uncomplicated, aspect of their behavior. Are smokers more weak-willed than nonsmokers or former smokers? Or do millions of people continue to smoke for reasons more powerful than previously imagined? What, for example, could possess a heart attack victim to light up a cigarette the moment he/she is wheeled out of the coronary care unit?

Interdisciplinary research in pharmacology, psychology, physiology and neurobiology is just beginning to shed light on the incredible hold that tobacco has on people. Scientists have found, for instance, that nicotine is as addictive as heroin, cocaine or amphetamines, and for most people more addictive than alcohol. Its hooks go deep, involving complex physiological and psychological mechanisms that drive and maintain smoking behavior and that even produce some "good" effects, such as improved performance on intellectual, computational and stressful tasks.

The bad effects are legion. Tobacco use is the number one preventable cause of illness and death in the United States. The medical bill for individuals with fatal illnesses related to smoking has been estimated at $60 million a day, according to a 1985 study by the congressional Office of Technology Assessment.

Since the first Surgeon General's report on smoking in 1964, about 37 million Americans have quit.

—Sandra Blakeslee is a freelance writer living in Los Angeles.

Who is More Likely to Use Tobacco as a Teenager?

Prevalence of Tobacco Use

- 90 percent of all smokers start by age 19.
- 60 percent of all smokers start by age 14.
- The younger one starts to smoke, the more likely one will:
  1. Remain a smoker
  2. Smoke more heavily
  3. Die prematurely
- 3,000 teenagers light up for the first time everyday in the U.S.
- Over 3,000 Montanans begin using tobacco every year.
- The average age Montana youth start to smoke is 13.
- The average age Montana youth start to use smokeless "spit" tobacco is 10.
- Smokeless tobacco rates in Montana are **two and one-half times the national average.**
- Tobacco-related illness/disease is the single most avoidable cause of death.

Who is More Likely to Use Tobacco?

- Adolescent smokers are more likely to hold part-time jobs while in schools, come from single parent families, and are less likely to go to college. The more education a person receives, the less likely that person is to use tobacco.
- Children of tobacco users are more likely to use tobacco themselves.

Why Do Adolescents Use Tobacco?

1. Peer pressure and social acceptance.
2. A desire to appear mature.
3. A desire to assert independence.
4. A desire to mimic parents or role models.
5. Advertising and promotion by the tobacco industry.
6. Dependency on nicotine (nicotine is an addictive substance which may be harder to quit using than heroin).

Why People Smoke

Emotional Reasons

Relates to needs that are not being met.

- Increase self-esteem or self-confidence.
- Escape emotional upset.
- Reduce anxiety or tension.
- Avoid pressure of making a decision.
- Assert independence.

Physical Reasons

Relates to the physical effects that result from using. Attempting to:

- Feel relaxed.
- Block pain.
- Intensify sensations.

Social Reasons

Relates to the need to interact with other people. Attempting to:

- Gain recognition or admiration of friends.
- Overcome shyness.
- Escape loneliness, family problems, etc.
- Aid communication.

Intellectual Reasons

Relates to effects of cigarettes on thought processes. Attempting to:

- Better “understand self.”
- Avoid mental fatigue.
- Satisfy curiosity.

Combination

Relates to several purposes listed above being served. For example, smoking may serve social need for acceptance, physical need for relaxation, and emotional need for self-esteem.

Signs of Anorexia Nervosa or Bulimia Nervosa

- Preoccupation with food, weight (counting calories, excessive dieting)
- Claims of "feeling fat" when weight is normal or low
- Guilt and shame about eating
- Frequent weighing
- Evidence of binge-eating
- Hoarding of food
- Use of laxatives, diuretics, purgatives, emetics, excessive exercise
- Secretive vomiting: leaving for the bathroom immediately after a meal
- Extreme concern about appearance
- Dichotomous thinking (thinking in extremes: "If I'm not thin, I'll be grossly obese")
- Moodiness, irritability, and depression
- Low self-esteem
- Need for perfection
- Social withdrawal and intolerance of others
- Oversensitivity to criticism

Specific Signs of Anorexia Nervosa

- Significant weight loss in the absence of related illness
- Significant reduction in eating, coupled with a denial of hunger
- Signs of starvation: thinning of hair, hair loss, appearance of fine raised white hair (lanugo) on the body, bloated feeling, yellowish appearance of the palms or soles of feet, dry, pasty skin
- Amenorrhea (loss of menstrual periods) in women
- Unusual eating habits; preference for foods of a certain texture or color; compulsively arranging food; unusual mixtures of food

Specific Signs of Bulimia Nervosa

- Evidence of binge-eating: actual observation; verbal reports; large amounts of food missing
- Frequent weight fluctuations
- Evidence of purging (vomiting, laxative/diuretic abuse, emetics, frequent fasting, excessive exercise)
- Swelling of parotid glands under the jaw (caused by frequent vomiting)
- Frequent, unusual dental problems

Name_____ Date_____

Dangerous Disorders

Read the following stories. Using the information discussed in class, identify the eating disorders and symptoms or characteristics in paragraphs A and B. Answer the questions at the bottom of the page on a sheet of notebook paper.

A. Something has changed about Autumn. She used to be a happy 12 year old with a lot of energy and a sparkle in her eyes. She loved to laugh and talk to anyone who would listen to her. She was a runner and hoped to be a model when she got older.

Lately, her friends have been noticing something different about her. She isn't the same person they once knew. She seems obsessed with her weight and won't talk about anything else. Her teeth look different too, almost as though they are decaying. When her friends ask her if she is sick, Autumn appears annoyed by the question, and she responds with a sharp, "No!"

Her parents both work, so Autumn goes home to an empty house. She heads for the refrigerator as soon as she gets home and seems driven to eat everything in sight. Stopping only when her stomach is unable to hold any more, she heads for the bathroom. She kneels in front of the toilet, pulls back her hair, and forces herself to vomit.

Autumn is beginning to notice that she is unable to hold any food down at all. Whenever she eats, her stomach automatically rejects that food, and she is forced to run to the bathroom to rid her body of it.

B. People often stop and stare as Chris walks by, sometimes saying, "I have never seen a teenager so thin and yellow!" Chris doesn't believe what they say, and sees a different image reflected in the mirror. "When am I going to lose this weight? Will I always be this fat?"

Food has become an enemy; something to be avoided at all costs. Sleep doesn't seem to bring any rest from this constant worry about weight, and Chris' nights are filled with interrupted sleep and bad dreams.

1. What eating disorder does Autumn appear to have? What makes you think this?

2. What eating disorder does Chris appear to have? What makes you think this?

3. Our society places a lot of significance on being thin. We often look to extremely thin models and movie stars for an image of what we should look like. Write a paragraph convincing yourself about the importance of being healthy and physically fit rather than overly concerned about your weight.

Name_____

Commercial Tricks Are for Everyone!

Watch television for one hour any evening (prime time), Monday through Friday, between 7 and 9 p.m.

1. How many commercials did you see? _____

2. How many food commercials did you see? _____

3. What kinds of foods were advertised most (snacks, desserts, breakfast food, main dish, fruits and vegetables, and so on)?

   _____
   _____

Pick one food commercial and answer the following questions:

1. Name of product _____

2. What advertising technique did the commercial use to influence you (information, status, peer approval, good taste, hero endorsement, sexual attraction, join the gang, entertainment, intelligence, independence, dangling comparative, give away, testimonial, and impossible results)?

   _____
   _____

3. What techniques were used to keep your attention (lively music, cartoons, kids having fun, and so on)?

   _____
   _____

4. Did the commercial convince you that this product is nutritious?
   ___ Yes ___ No

   Why? _____
   _____
   _____

Advertising/Media Techniques

Attraction Technique: Features attractive people who imply that by eating the food product, one can be as glamorous or good looking as they. Examples might be a gorgeous executive or a rugged athlete.

Having Fun Technique: Features people enjoying themselves in activities, such as skiing, playing tennis or golf, riding bicycles, bowling, or fishing. These advertisements say that you will have fun if you eat this food.

Comparison Technique: These advertisers say that their food choice is higher in nutrients like protein, vitamins, or minerals, for example, than the competition. They imply that you will be healthier if you eat what they are selling.

Status Appeal Technique: Features exclusive settings where you find only celebrities or the very wealthy. Such advertisements suggest that if you eat the food promoted, you will be like the rich and famous.

Join the Crowd Technique: Peer pressure is used by showing a large group having a good time. It hints that you will be included in their fun if you join them in eating a particular food product.

Symbol Technique: A symbol or a sign is used to suggest success, happiness, or some other concept. For example, a greyhound or a racehorse might exhibit speed in association with a logo. A tall tower might be used to suggest success.

Testimonial Technique: Consumers make statements on the effectiveness and success of the product. It implies that if you use this product you will have the same success as the person giving the testimonial.

Hero Endorsement Technique: These advertisers imply that using this product will make you like the person who endorsed the product. Usually a famous athlete or a television or movie star is featured.

Grade
10

LEVEL:
SECONDARY

HOW MUCH ENERGY DO I NEED?

OBJECTIVES:

To compute the number of calories required for basal metabolism and determine the number of calories needed to maintain body weight based upon individual physical activity level.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Calculators, "Methods of Calculating Calories" handout (see Grade 10 Handout Masters).

INFORMATION:

Your basal metabolic rate (BMR) is the basis for your caloric needs. The higher the BMR, the more calories you burn at rest. Your MR is a combination of your BMR and calories expended in normal daily activities. The MR is usually higher in males, the young, the large, the lean and muscular, the excited, and is higher in cold and hot weather, and during exercise.

A moderately active college-age woman needs about 2,000 calories per day, while a moderately active man of the same age needs about 2,800 calories. A female athlete in training might burn 2,600 to 4,500 calories; a male athlete in training may expend 3,500 to 6,000. If weight remains at the optimum, the caloric content of the diet is correct. If weight varies from optimal, the caloric content of the diet may need to be altered.

CLASS ARRANGEMENT:

Large groups.

SKILLS NEEDED:

Multiplication and division.

Instructional Strategies:

Have students calculate their energy requirements using Method A.

Use alternative method of discovering the same using Method B.

Evaluation/Modification:

Explain why the calorie requirements for a 15 year old differ.

Grade
10

LEVEL:
SECONDARY

HOW ACTIVE AM I?

OBJECTIVE:

To compute the total number of calories expended in the last 24 hours.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Calorie Expenditure Recall (CER)" handout (see Grade 10 Handout Masters).

INFORMATION:

Variations of the record of extra class fitness activity can be used at all grade levels to help students assess their typical exercise activity patterns and to make needed changes. Complexity and sophistication of the appropriate self-assessment instrument vary with the maturity level of the students. Older students will have more interest in caloric expenditure and weight management, while younger students will enjoy just tracking their activity over time. Records could be completed and analyzed continuously or every two to four weeks as part of an ongoing fitness unit.

CLASS ARRANGEMENT:

Large group.

SKILL NEEDED:

Basic computing skills.

INSTRUCTIONAL STRATEGIES:

Students will fill out the “CER” using in-school and out-of-school sport/fitness participation during the last 24 hours, sleeping, and other activities.

Grade
10

LEVEL:
SECONDARY

FITNESS RULES

OBJECTIVES:

To understand and apply correct biomechanical and physiological principles (fitness rules) related to exercise and training.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The Overload Principle. The overload principle is the most important principle for all conditioning programs. It relates to the principle of use in that energy systems must be stressed beyond their normal levels of activity if they are to improve. The three major components of the overload principle are intensity, duration, and frequency of exercise. All three may be adjusted in order to impose an overload.

The Principle of Specificity. The principle of specificity indicating you must train a specific energy system is often known as "metabolic specificity," while training a specific muscle group is known as "neuromuscular specificity."

The Principle of Recuperation. As noted above, exercise places a stress on the body during active exercise and for a short time afterwards. During your recovery period over the following day or so, your body systems will adapt to this stress and become stronger and more efficient. Thus, a period of rest or recuperation is essential if you wish to benefit from your exercise program. For most individuals a day or two is adequate.

The Principle of Progression. Associated with the overload principle as applied to a physical conditioning program is the principle of progression, often referred to as progressive overload or progressive resistance. In weight training this principle is often know as progressive resistance exercise (PRE).

All too often individuals will initiate exercise programs with great enthusiasm but with little planning, e.g., a New Year's resolution. Unfortunately, for one reason or another, these programs usually result in a high rate of dropouts after a relatively short period of time. For example, an individual may recall that three years ago he/she was able to run two miles nonstop, so he/she tries this on his/her first couple of exercise sessions, develops severe muscle soreness, and terminates the program.

The Principle of Reversibility. The principle of reversibility is another way of stating the principle of disuse. If one of your energy systems is not utilized, it deteriorates to a level congruent with your level of activity. For example, research has shown that bedridden individuals experience tremendous decreases in the oxygen energy system in relatively short periods of time as do highly conditioned endurance athletes who go through a period of detraining. Thus, in order to maintain a desired level of fitness, you need to continue to provide an exercise overload. Unfortunately, we cannot "bank" fitness.

Class Arrangement:

Large group.

Skill Needed:

Heart rate monitoring.

Instructional Strategies:

Introduce students to the practical application of the overload principle:

1. Have students take a starting or initial heart rate and record the results on the class cardiovascular tally sheet.

2. Introduce the concept of "Target Heart Rate." For adolescents aged 12 to 14 years old, working heart rate should be at or slightly above 150 beats per minute (b.p.m.) throughout any exercise developing cardiovascular endurance. Direct students to run or jog at three-quarter speed throughout the course (described below). Attempt to avoid walking to ensure heart rate stays at a fairly high level.

3. Have students go for a one and one-half mile jog, then take and record both working (or finish) heart rate and recovery heart rate (after one minute rest).

4. Discuss whether these heart rate levels were consistent with the findings of the previous lab. Example:

    a. starting (initial) heart rate—lowest
    b. working (finish) heart rate—highest
    c. recovery heart rate—returning to starting rate

Evaluation/Modification:

The principle of specificity means one must do specific exercises to improve components of physical fitness in specific body parts. For items A through D, indicate which components of physical fitness and body system are targeted.

	Fitness Component		Body System Affected
A.	_____	A.	_____
B.	_____	B.	_____
C.	_____	C.	_____
D.	_____	D.	_____

Grade
10

LEVEL:
SECONDARY

HEART ATTACK

OBJECTIVES:

To learn the general causes of heart attacks and the effects LDL and HDL cholesterol levels have on the heart.

LIFE SKILL:

To promote proper physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium or outdoor basketball court.

EQUIPMENT/MATERIALS:

Basketball, basketball hoop, masking tape (to draw the outline of the circle), index cards with conditions on them.

INFORMATION:

There are two types of cholesterol in the body: HDL ("good" cholesterol) and LDL ("bad" cholesterol). High levels of LDL cholesterol in the blood cause them to deposit on the walls of the arteries in the heart. This is a major cause of heart attacks. To reduce the chance of a heart attack, LDL cholesterol levels can be reduced by exercise and a low-fat diet.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

The class will be divided into two groups for a relay race. There will be two piles of index cards about 100 ft. in front of each group. The teacher will stand in front of the piles of cards and when each student runs to a pile, the teacher will say "LDL" or "HDL." That student will need to find an index card with something on it that relates to the type of cholesterol called out by the teacher. For example, one card might say "exercise" and this would relate to HDL cholesterol. Another card might say "high fat diet" and this would relate to LDL cholesterol. The group who gets finished first wins.

To associate the relationship of cholesterol to heart attacks, the teacher should make a small circle out of masking tape on the floor. During the next activity, the circle is the “heart,” and the class is the two types of cholesterol. The students will line up on the free-throw line with two basketballs. Every student will start the game as an HDL cholesterol. Each person will have two chances to make cholesterol and must go inside the heart (circle). However, if the person behind them with the other basketball makes the basket before them, someone may come out of the heart and become an HDL cholesterol. When the heart (circle) fills up with students, it has a heart attack. When this happens, the game is over and a discussion should be held concerning what caused the heart attack (LDL cholesterol plugging the arteries).

Evaluation/Modification:

The heart attack game can be done over and over again to see if the class can keep from having a heart attack. To evaluate the students, ask them to write down some of the things that could cause higher levels of LDL cholesterol in the body and ways to lower it.

Grade
10

LEVEL:
SECONDARY

GAIN WITHOUT PAIN

OBJECTIVES:

To identify the common types of jogging injuries and strategies to prevent them.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Blisters. In all cases, clean socks and properly fitted shoes will help in the prevention of blisters. Preventative taping may sometimes be necessary. Blisters normally heal rapidly if no infection occurs, and the discomfort which they produce is usually temporary.

Abdominal Pains. When they occur, side aches can sometimes be relieved by side-to-side, waist-bending, stretching motions. A regular program of sit-up exercises may help in prevention.

Abdominal pains result from fatigue of the abdominal musculature. The pain which is produced is generalized but usually appears to be centered in the approximate area of the umbilicus.

Abdominal pains can often be relieved by a training schedule which allows short rest periods following each exercise interval. During these rest periods the pains will subside, and jogging can be continued. A regular exercise program which includes sit-ups can help prevent these pains. Advanced and physically fit joggers are rarely bothered by this problem.

Shin Splints. Shin splints are the result of a slight tearing of connective tissue associated with the attachment of certain muscles to the anterior surfaces of the bones of the lower leg (the shin bones). This tearing produces a very painful condition and is a rather common ailment of competitive runners. Joggers are only rarely affected by shin splints. The causes are not known, but inadequate warm-up, irregular running surfaces, and improperly fitted shoes may all be involved.

Tendon Problems. The inflammation of tendons (tendinitis) of the feet and of the bursa associated with these (bursitis) is a relatively rare but painful ailment of runners and joggers. Such inflammation may result in rather severe pain on the bottom or along the sides of the heel or instep. If the tendon of Achilles or the bursa behind it are involved, the pain will be localized at a point at the rear of the heel. Joggers who suffer from these tendon or bursa problems are occasionally helped by the use of a plastic heel cup. Some people use sponge padding in their shoes (the sponge can be borrowed from the high jump or pole vault pits). Some medical doctors attempt treatments involving local injections of cortisone with varying degrees of success.

Class Arrangement:

Large group.

Instructional Strategies:

1. Have students participate in one individual and one team activity and discuss the types of injuries associated with them.

2. Have students discuss various training principles associated with prevention or reduction of injuries identified in the “Information” segment of this lesson.

3. Have students demonstrate the correct technique of jogging and discuss the relationship between common jogging injuries and correct technique.

4. Have students demonstrate the understanding of injury prevention associated with physical activity in extreme conditions by proper nutrient intake (including water), clothing selection, and modification of regular programs.

Grade
10

LEVEL:
SECONDARY

WEIGHT LIFTING FOR POWER

OBJECTIVE:

To learn through weight training the difference between muscular strength and muscular power.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

School weight room/weight training facility.

EQUIPMENT/MATERIALS:

Universal weight lifting machine and/or free weights.

INFORMATION:

Weight lifting is an aerobic activity which has little or no impact on the cardiovascular system. Aerobic exercise should be incorporated into the weight training program and should be a part of any health and fitness program. With a steady increase of muscle mass (size, from lifting for power) increased bone size will also result. Maintaining a good weight training program will have an impact on injuries most likely to occur later in life by changes in bone density.

SKILLS NEEDED:

Basic knowledge of human movement, beginning-level weight training knowledge base, teamwork and weight room safety.

INSTRUCTIONAL STRATEGIES:

With the entire class in the weight room, two students can be selected to model the proper weight training techniques and safety needed to use the universal weight lifting machine.

Stations will include:

- bench press
- upright row
- triceps curl
- leg extension
- shrugs
- pull-ups
- military press
- lateral pull down
- biceps curl
- leg curl
- dips
- calf raisers

At each station students should be instructed on the proper use of the equipment, and maintaining a high level of safety.

The class should engage in warm-up activities at this time.

1. Individual weight training log sheets should be distributed at this time, and each student will do one set of 10 repetitions at each station while recording the amount of weight and how many repetitions were actually done.

2. The class will then be instructed on the proper usage of the free weight system.

    a. Extra care should be taken to reinforce why teamwork is essential when lifting the free weights.

    b. Individual weight training programs will be implemented at a later date with the help and guidance of the teacher. The focus of each individual's program will be in meeting their needs to make the weight lifting experience a good one that will influence how they live.

Evaluation/Modification:

For students with physical handicaps, the program can be fitted to their individual needs. Some students may want to lift on the universal machine only, while others will enjoy the challenge of the free weights. Either one will be acceptable.

Grade
10

LEVEL:
SECONDARY

AQUATIC AEROBIC ACTIVITIES

OBJECTIVES:

To develop and utilize land aerobic skills in water that will encourage cardiovascular endurance, flexibility, and personal fitness behaviors.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Shallow end of the swimming pool (3 to 5 feet).

EQUIPMENT/MATERIALS:

Two empty one-gallon milk jugs per student, cassette or compact disc player and motivating music (optional).

INFORMATION:

Aquatic aerobic activities give people of all fitness levels and body types an opportunity to participate. The activities allow both a high and low impact workout with very little impact on the body's joints. The large muscle groups are utilized in the isotonic exercises with some resistance due to the flow of water around the body. Flexibility exercises are performed with less difficulty.

CLASS ARRANGEMENT:

Entire class in shallow end of pool.

SKILLS NEEDED:

Running, jumping, twisting, basic coordination, and balance skills.

Instructional Strategies:

(Instructor may wish to have students practice these skills on land prior to getting in the water.)

Begin with the students at one edge of the pool in lines of five. Warm up for five to ten minutes by power walking and running in the water (the width of the pool). Students spread out at least an arm's distance from the people around them. Accompanied by music, these skills can be put into a routine for the students to follow: high and low front and back kicks, side-to-side and crossover scissor kicks, jumping jacks (with milk jugs), running, twisting, arm resistance exercises with partially filled jugs, “frog” jumps, tuck jumps, lunges, etc. It is important for the instructor to move around the pool to watch for problems and to change the front of the class frequently.

Students should cool down with power walking two to three widths of the pool, and go to the edge of the pool to stretch with leg lifts, knee tucks, side bends with arms extended, calf raises, and deep squats. Heart rate should be taken at least twice during the activity.

Evaluation/Modification:

This lesson can be modified for low or high-impact activities. Games like water polo, water basketball, and “Land Olympics in the Water” can be played for fun for years while improving cardiovascular endurance and flexibility.

Grade
10

LEVEL:
SECONDARY

FLY FISHING FOR MENTAL HEALTH

OBJECTIVES:

To learn the basics of fly tying and casting, and how it relates to mental health.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Fly tying materials

- 4 vices (or as many as are available)
- hooks (package of 100)
- clear fingernail polish
- feathers
- thread (many colors)

Casting materials

As many fly poles as are available—poles should be complete with line and something on the end of the fishing line other than hooks for this activity.

Other

- books, pamphlets, or information booklets on fly fishing or fly tying
- sample of basic flies for display
- "A River Runs Through It" video

INFORMATION:

Fly fishing is a sport that requires strategy and is a lot of fun. It promotes mental health and it normally takes place in a peaceful, outdoor setting. Fly fishing can also provide cardiovascular benefits when paired with hiking, camping, or just walking.

Class Arrangement:

Begin in one large group, then break up into two separate, equal groups for stations. Have a parent or helper who knows something about the topic help with the lesson. One group will work on fly casting with the teacher, the other will work on fly tying with the helper. The instructors should switch places halfway through the lesson.

Skills Needed:

Fine motor skills.

Instructional Strategies:

1. Students should watch various scenes from the movie "A River Runs Through It." Include the scenes where the boys are learning to cast from their dad, where the brothers are trying to outsmart each other on which flies to use, and where Paul catches the big rainbow trout and gets dragged down the river.

2. Separate students into two groups—one can go to the fly casting station and one to the fly tying station.

   Instructions for Fly Tying Center. Have students observe the instructor making a simple fly such as a "Wooly Bugger." Have students take turns at the vices, creating their own fly. Instruct students through the basic steps, but allow for creativity. The students waiting may look at different available flies and their names. There also could be some fly tying/ fishing books available for them to look at.

   Instructions for Fly Casting Center. Demonstrate correct casting technique for the students. Let students practice casting motion first without a pole. Explain to the students how to use the pole; the instructor should walk through the class instructing students. Finally, allow students to aim at large circle targets on the floor. Concentrate on students' accuracy of the cast.

3. If possible, take the students on a field trip. Rent or borrow as much fishing equipment as possible. Take the students on a hike to a river or creek, and catch some fish! (Make sure all the legalities are taken care of concerning fishing licenses, etc.) Give each student a chance to demonstrate their efforts.

4. Discuss with students how activities, such as fly fishing, benefit us. Discuss how they felt on the field trip, and how it made them feel if they caught a fish.

Evaluation/Modification:

Evaluate the students on participation and effort. Include a check list evaluating the students' strengths and weaknesses in the sport. Do a follow-up evaluation after more practice to measure improvement.

Grade
10

LEVEL:
SECONDARY

FLEXIBILITY IMPROVEMENT

OBJECTIVE:

To increase trunk flexibility through a stretching program.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Mats or classroom with carpet, yardsticks, boom box and contemporary music, cloth measuring tapes, "Flexibility Improvement Assessment" (see Grade 10 Handout Masters).

INFORMATION:

Students are assessed for flexibility at the beginning of the school year. The instructor should guide students through quality stretch routines three times per week. Students are assessed prior to the Christmas break and in late May to gauge improvement.

CLASS ARRANGEMENT:

Students work in groups as they rotate from station to station. Contemporary music can be played while students are performing flexibility tasks.

INSTRUCTIONAL STRATEGIES:

1. Students observe instructor correctly measuring the performance of a student volunteer doing each flexibility task at each station.

2. Students are divided into groups and rotate from one station to another.

3. Student logs his/her own data. Data cards are then given to instructor for filing when completed.

RESOURCE:

Nebraska Department of Education (1993). A Comprehensive Health Education Curriculum Guide.

Grade
10

LEVEL:
SECONDARY

HIV/AIDS JIGSAW

OBJECTIVE:

To work cooperatively as a small group.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom/library.

EQUIPMENT/MATERIALS:

Materials from library (textbooks, pamphlets, journals, magazines) to answer questions listed in lesson plan. Place resources in each corner of the room. (There should be enough materials for at least five students in each corner.)

INFORMATION:

Jigsawing is a cooperative learning technique used to encourage individual responsibility to the group's common goal. There are four questions regarding HIV/AIDS that are most important in understanding the disease. Jigsawing can be used for any subject area.

CLASS ARRANGEMENT:

Small groups of four students to start; large space to share materials in each of four corners of a room.

SKILLS NEEDED:

Reading, writing, and communication skills.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into groups of four students. Explain this group will be their original group even though they will split up later.

2. Discuss the importance of understanding the basics of the disease HIV infection. The basics are:

a. What is HIV infection? What is AIDS?

b. How is HIV transmitted?

c. How is HIV not transmitted?

d. How can HIV transmission be prevented?

3. Have each person in the group of four choose one of the questions to research. Their responsibility is to report back to this original group after researching their question. Have all question "a's" go to one corner of the room where information would be found; all the "a's" work together cooperatively to gather information to answer the question. All the "b's," "c's," and "d's" would do the same.

4. After a designated amount of time, the original group of four reassembles. They then proceed in reporting their findings of questions "a" to "d."

5. For validity of information, the teacher must address each question as a follow-up at the end of class.

Evaluation/Modification:

The students can use the library instead of staying in the classroom if the holdings permit.

The students could be given this assignment as a group assignment to be worked on individually during study hall, etc., and to be ready to share with small groups on a certain date.

Grade **10**

LEVEL: *SECONDARY*

WHAT'S IN A WORD?

OBJECTIVES:

To become familiar with terminology; to be able to communicate with classmates.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Masking tape, index cards (one for each student) used to display terminology (in this activity, sexuality terms).

INFORMATION:

There is no better way to review or introduce terminology in any health area than to involve the students in actively talking to each other and asking questions. This activity transforms a reluctant class into an interactive, communicative class.

CLASS ARRANGEMENT:

Class on feet, mingling.

SKILLS NEEDED:

Reading skills, communication skills.

INSTRUCTIONAL STRATEGIES:

1. Have index cards ready with tape (rolled on back) when students enter the room. Explain that for personal health, not only is a knowledge of terminology important but an ability to communicate that knowledge is very important. Explain to the class that you will be placing a word or term that will be used (or has been used) in class, on their back. Even though they can see others' words, they are not to tell anyone else what the card says! Be certain everyone has a term on their back.

2. Explain that in order to find out what their term is, they must ask another classmate a question that can be answered by "yes" or "no." They may only ask two questions to each classmate, then they must move on to ask another classmate. When they feel that they have gathered enough information about their term, they may guess, "Is my term _____?" If they are correct, they may transfer the card to their front but still continue to mingle in order to help others. If they aren't correct, they must continue to ask questions.

3. Continue the mingling until everyone has guessed their term. When students are returned to their seats, have them take off the cards. Collect the cards for future use.

4. Ask the students:

   a. How did you feel asking others questions relating to sexuality?

   b. Did it get easier as time went along?

   c. Did you find yourself asking classmates of the same sex? Did it matter?

   d. How important is talking about sexuality with others?

Evaluation/Modification:

This is a good classroom cooperative activity to be used before or after a section on sexuality. It can be used for any area of health to encourage the students to talk about the subject area and ask questions.

Laminate the cards for long-term use.

This activity can be done in groups where one person draws a card, and the others ask questions until someone guesses the term.

Resource:

Carter, P., Bozeman, MT: Montana State University.

Grade
10

LEVEL:
SECONDARY

OUT OF THIS PLACE NOW

OBJECTIVE:

To recognize circumstances that may lead to unwanted sexual situations.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Case Studies" handout for each student (see Grade 10 Handout Master), large sheets of newsprint (one for each group of five students).

INFORMATION:

Throughout life people find themselves in situations that may not be comfortable, e.g., starting to go to a new school, going to a party where you do not know other people. Sometimes these situations are safe and, at other times, may be unsafe. This activity can take two class periods if each group is given two case studies.

CLASS ARRANGEMENT:

Cooperative learning style in groups of five students.

INSTRUCTIONAL STRATEGIES:

Reader—reads case study to group.
Facilitator—leads group discussion, allowing for everyone's input.
Recorder—writes what the group is brainstorming or developing on newsprint using markers.
Reporter—using newsprint for reference, tells the class the outcome of their group work.
Timekeeper—keeps the group on task and provides them with updates of remaining time to complete the task.

1. Have the class brainstorm situations where they have felt uncomfortable or unsafe. Discuss the following:

   a. How do you know if a situation is unsafe as opposed to feeling it's uncomfortable?

   b. How do you avoid getting into these situations?

   c. How do you remove yourself from these situations?

2. Divide the class into groups of five students. Have each group select a reader, a recorder, a facilitator, a timekeeper, and a reporter (explain each role using the blackboard or overhead).

3. Tell students they will be assigned one case study and should decide what choices the character has in the situation. Then, for each choice, they will brainstorm possible consequences or outcomes. Ask the recorder to write group responses on newsprint. Allow 15 minutes per group.

4. Reconvene the class and have each reporter explain their group's situation and list of choices and consequences. Discuss the need to be aware of potential problems at the places they go and in the things they do.

RESOURCE:

Santa Cruz, CA: ETR Associates.

Grade
10

LEVEL:
SECONDARY

MY LIFE AS I'D LIKE IT TO BE

OBJECTIVE:

To identify one's life goals throughout the decades.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part ofa healthy lifestyle.

TEACHING FACILITY:

Classroom or outdoor shaded area.

EQUIPMENT/MATERIALS:

Blackboard and chalk, "The Station" handout (see Grade 10 Handout Masters).

INFORMATION:

Thinking about the future and the kind of life one would like to have is an important task. It is healthy to have dreams and goals (however vague at first) to keep perspective on the choices made each day. As they say: "If you don't know where you're going, you'll probably never get there . . ." Even if you do have a pretty good idea, it can be hard work and life can take some unexpected turns. It is true that young people who have a fairly clear vision of themselves in the future and what they would like their life to include, tend to make better choices, feel more in control, and are more likely to make their dreams come true!

CLASS ARRANGEMENT:

Individual and large group discussion.

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Randomly ask students by name: "How do you see yourself at 20, at 40, and 70, etc.?" Students find this difficult as they live for the present and find that society does not plan ahead much as a whole. Be prepared for somewhat silly responses.

2. Discuss the value of thinking about the future. Write “My Life As I’d Like It To Be” on the blackboard. Under that heading, list decades “20s,” “30s,” etc., up to the “80s.” The students are to write descriptive words or phrases which would describe how they would like to see themselves for each of the decades provided. Entries might include graduation, an apartment or home of their own, travel, marriage, children, career, leisure activities, major responsibilities, community involvement, adventures, grandchildren, etc. Give the students 10 to 15 minutes to complete this task.

3. Have several volunteers share their life plans with the class.

4. Discuss the following:

   a. Place a “1” next to the most important thing to accomplish in your entire life. Place a “2” next to the goal second in importance. Place a “3” next to the goal third in importance.

   b. Would any of the goals ranked one to three not be accomplished if you were to die 10 years from now? Can the goals be reorganized so that those more important to you can be achieved earlier in your life?

   c. Were there some decades where you were not sure of what your goals would be or how you would like to see yourself?

   d. Did you have goals or aspirations of yourself and your life but weren’t sure where to put them in the future? Where did you put them? Do you think you will get to them?

   e. How does this exercise relate to expectations people have of you (parents, relatives, friends, etc.)? How does it relate to expectations you have for yourself?

   f. In what ways could these dreams, goals, etc., be hindered by your behaviors or actions? How important are individual choices?

5. Place the headings, “LIVE IN THE PAST,” “LIVE IN THE PRESENT,” “LIVE FOR THE FUTURE” on the board. Ask the class which statement they most closely associate with. Discuss examples of each statement from their experiences and your own.

6. Put “The Station” up on the overhead or pass copies out to students. Read or have the class volunteer to read. Discuss ramifications and meanings of the thought.

Evaluation/Modification:

Create a bulletin board using baby pictures attached to the student’s finished work sheet. Title the board “Where I Came From and Where I’m Going.”

Resource:

“The Station” by Robert Hastings.

Grade
10

LEVEL:
SECONDARY

AFFECTIONATELY YOURS

OBJECTIVE:

To enhance and expand the ability to show love and affection in a variety of ways other than having sexual intercourse.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or outdoor area.

EQUIPMENT/MATERIALS:

"Affectionately Yours" handout for each participant (see Grade 10 Handout Masters), newsprint (one piece per five students), markers, masking tape.

INFORMATION:

According to the 1993 Montana Youth Risk Behavior Survey, 37 percent of Montana youth aged 15 or less, and 55 percent of those aged 17 or less had engaged in sexual intercourse. (This is similar to the national rates.) The year 2000 objective is to reduce these rates to 15 percent of youth 15 or less and 40 percent for those 17 or less.

CLASS ARRANGEMENT:

Individual and small group activity (groups of five students).

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Give each student the "Affectionately Yours" handout (or place unfinished statements on an overhead and have them use their notebook). Explain that they will be exploring how people show/demonstrate love and affection for someone else. Have them take five minutes to complete both sentences.

2. Discuss the following:

   a. Different kinds of love/relationships (parents, siblings, friends, boyfriend/girlfriend, etc.).

   b. How do people demonstrate their caring for one another?

   c. One way young people demonstrate their caring is to have sexual intercourse. In addition to the risks of pregnancy and STDs (including HIV), the young person is not emotionally ready for that kind of relationship. To reduce the risk of experiencing any of these risks, abstinence is the best choice. How can a young person who is in a caring relationship demonstrate love and affection without having sexual intercourse?

3. Divide students into groups of five. Using newsprint and markers, have the group brainstorm as many ways as they can think of to "make love without doing it." Provide 15 minutes for the group brainstorming session.

4. Have each group elect a speaker, and have the speaker hang their group's newsprint on the wall and share their ideas.

5. After each group has had an opportunity to present and display their work, talk about the value of the activity. Discuss the following:

   a. Did you get some ideas of how to show love and affection from your peers? What were some favorites?

   b. How could a couple handle a conflict in which one person is willing and feels comfortable with "outercourse" and the other person feels that sexual intercourse would make their relationship complete?

   c. What would an individual, who has had an intimate sexual experience with a person feel like after the couple has broken up? If the sexual experience was an uncomfortable, guilt-ridden one, what are the individual's options? What are the couple's options?

Evaluation/Modification:

This activity can be followed with more scenarios demonstrating the importance of communication. Also, scenarios practicing refusal skills are helpful.

Resource:

1993 Montana Youth Risk Behavior Survey (YRBS), September 1993. Helena, MT: Montana Office of Public Instruction.

Grade
10

LEVEL:
SECONDARY

IT TRAVELS

OBJECTIVE:

To identify patterns and modes of HIV transmission.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Colored index cards (one packet of pink, white, green, peach or whatever is available), two yellow index cards for the teacher (the teacher has signed both), newsprint, markers.

Preparation: After determining the total number of students in class, you will need 50 percent pink cards, 25 percent white cards, 15 percent green cards, and 10 percent peach cards. For example, if you had 28 students, you need to make 14 pink cards, seven white cards, four green cards, and three peach cards. On the white cards write, "No matter what anyone says, do NOT give this card away or take a card from someone else."

INFORMATION:

The differences between HIV and AIDS are levels of infection--HIV can lead to AIDS.

CLASS ARRANGEMENT:

Large group interaction/demonstration.

SKILLS NEEDED:

Key points:

- HIV is not transmitted through casual contact.
- HIV is mainly transmitted through sexual intercourse or needle sharing with an HIV-infected person.

INSTRUCTIONAL STRATEGIES:

1. Introduce the activity to demonstrate that the virus (HIV) is an equal opportunity disease—it is not WHO we are, but WHAT we DO that places us at risk for HIV. Because teens have an attitude of invincibility, it can be difficult convincing them that their behaviors can place them at risk of contracting HIV.

2. Randomly shuffle the colored index cards (do not include the yellow teacher cards). Pass out the cards, and have the students write their first name on their card.

3. Explain to the class that the class will now mingle, introducing themselves to another person, exchanging cards, and sharing one piece of information that the other person does not know about them. The student signs the card that they receive before moving on. Model this process by exchanging your two yellow cards and your signature with two other students.

4. Students should mingle casually for four to five minutes.

5. Reconvene the whole group. Announce for the purpose of the activity that you are HIV positive and that those people with whom you exchanged your yellow cards are exposed to the virus. Explain the color codes for index cards (put on the blackboard or use an overhead projector):
   - People with pink cards had unprotected sex with their contacts
   - People with peach cards used latex condoms treated with nonoxynol-9
   - People with green cards shared needles with their contacts
   - People with white cards abstained from any risky behaviors

6. Because you, as the teacher, are HIV positive, ask the two students with the yellow cards (that came directly from you) to stand up. They each then share who else they had contact with by reading the names on their cards. Instruct students to stand when they hear their name called.

7. Each student standing up has a card color. If the card is white, they may sit down, representing abstinence and no risk of contracting the virus. If they have a peach card, they may sit down because they reduced their risk of infection by using a latex condom treated with nonoxynol-9. If they have a pink or green card, they must remain standing. These two colors represent the major routes of transmission of HIV--unprotected sexual intercourse and needle sharing with an HIV-infected person. Have these students remain standing.

8. Illustrate the pattern of transmission by writing the names of the two students holding the yellow cards on the left side of the blackboard and listing their contacts to the right.

9. Ask the students who are sitting to stand if they had any risky contact with anyone standing (in other words if they have cards of anyone listed on the butcher paper). Track each person standing on the board to demonstrate how this virus travels in a population. Have everyone sit down.

10. Discuss the following:
    a. Ask students how it felt waiting for their name to be called once they learned that the teacher “infected” two students.
    b. Ask students with the white cards to stand. Announce that they represent abstinence. These people eliminated their risk of HIV. Ask the whole class how it felt to approach students with the white cards. What refusal skills were used? Ask students with the white cards how it felt to refuse contact. Ask students with the white cards to sit down.
    c. Emphasize that the “contacts” in this activity only symbolized transmission of the virus and that the virus is not transmitted through casual contact. The main point to review/discuss is that all of us are at risk of HIV infection depending on what we do. Needle sharing and unprotected sexual intercourse puts a person at greatest risk. A person with HIV can spread the infection to others unknowingly—they may look and feel fine; knowing your partner is NOT enough to assure risk reduction. The safest behavior for teens is abstinence from drug use and sexual intercourse.

Evaluation/Modification:

Gauge the distributors of each role (card color) according to the incidence of risk behavior in the school or to a specific emphasis dictated by school policy (for example, if abstinence is a curriculum policy to be stressed, make 50 percent-60 percent cards white).

Resource:

1993 Nebraska Comprehensive Health Education Curriculum Guide.

Grade
10

LEVEL:
SECONDARY

TICKETS TO HAPPINESS

OBJECTIVE:

To identify personal values which motivate behavior.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Overhead transparency of the following values: marriage, money, religion, education, friends, children, travel, success, family, good health, exercise, job; "tickets" (3" x 5" index cards) created before class, 24 envelopes (one for each student in the class), chalkboard, chalk.

**For a class of 24 students, create 20 tickets (240 total tickets) for each value above. Write on each card the name of value, e.g., job. Randomly shuffle the cards, and place 10 tickets in each of 24 envelopes. Ticket combinations should vary.

INFORMATION:

Helping students identify personal values and how they impact the future is an important challenge. Being aware of personal values is an important start to understanding the impact of values on personal life choices and future plans.

CLASS ARRANGEMENT:

Individual/group interaction.

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Draw a lifeline on the chalkboard. Place birth at one end, death at the other. Ask the students:
   a. What does your future hold?
   b. What would make your future a happy one?

   List input from students on the blackboard.

2. Distribute the ticket envelopes and give the following instructions: “You hold in your hands the key to your future. In each of your envelopes is a set of 10 'tickets to happiness' which represent what you will find in your future. Each ticket has one of these words written on it (show list on overhead). If, for example, one of your tickets has 'money' written on it, it means that you will have some money in your future. Each person’s set of tickets is different.”

3. Activity details. “You may decide that the combination of tickets you have will not make your future a happy one. You will be given the opportunity to trade your tickets with other students. You may trade any, all, or none of your tickets as you wish. You do not have to finish with exactly 10 tickets. The objective is to put together a set of tickets that you think best describes your future happiness.” Ask students to open their envelopes and to privately compare the set of tickets to the list of options on the overhead. Have students write a paragraph titled,”BEFORE,” about what their envelope contains and what they want in life. Allow five minutes for this writing segment.

4. Signal the students to leave their desks and begin trading. Allow five minutes or more if needed.

5. At the end of the allotted time, the students return to their desks and take inventory of their obtained tickets. At this time, they also write a paragraph titled, “AFTER” which discusses what they intended to change and if it happened, what will their future include? Allow five minutes for this writing segment.

6. Discuss as a class:
   a. The trading experience. Listen to individual student experiences at this time.
   b. What tickets did you spend most of your time looking for or trading for? Why?
   c. What tickets did you attempt to trade away? Why?
   d. Did you give any tickets away you would have preferred to keep? What was your reasoning for this?
   e. Did anyone choose not to trade any tickets? If so, why?
   f. Did you have a difficult time choosing which tickets you valued most? If so, how did you choose?
   g. Finish by discussing that “trading behavior” often reflects values. Individual behavioral choices often are a reflection of personal values. People want different things out of life, and people’s wants and desires change throughout their lifetime.

Evaluation/Modification:

Laminate tickets for future use. Differences in student maturity may affect the depth of follow-up discussions.

Resource:

Doyle, E. I. (1994, March/April). Recognizing the Value of Health Behavior Connection: “What I Do and Why I Do it.” Journal of Health Education, 25(2), pp. 116-117.

Grade
10

LEVEL:
SECONDARY

TOBACCO ADVERTISING

OBJECTIVE:

To learn about “look-alike” products that entice young people into thinking that smoking and chewing tobacco are cool.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazine advertisements about smoking and chewing tobacco, "Look-alike Products" handout, "Tobacco Advertising Discussion" handout (see Grade 10 Handout Masters).

INFORMATION:

This exercise involves youth to actively seek out “look-alike” products and increasing their understanding of the impact of tobacco advertising on youth.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

Briefly discuss tobacco addiction and discuss how tobacco companies successfully advertise their products by promoting them to youth as being cool, e.g., Marlboro Man and Joe Camel. Discuss “look-alike” products. Discuss the "Look-alike Products" handout and review the "Tobacco Advertising Discussion" handout. Give students an assignment to visit a grocery store and make a list of where “look-alike” products are located and what products are nearby. Have students bring two to three magazine ads depicting smoking to class for discussion.

RESOURCES:

Utah County Department of Health.

Grade
10

LEVEL:
SECONDARY

TOBACCO: WIN, LOSE OR DRAW

OBJECTIVE:

To identify the harmful effects of smoking, smokeless tobacco and environmental tobacco smoke (ETS).

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Flip chart, markers, timer and index cards with category information from "Tobacco: Win, Lose or Draw" (see Grade 10 Handout Masters).

INFORMATION:

This activity is interactive and is based on the television show, “Win, Lose or Draw.”

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Begin the class with a discussion of the hazards of tobacco. Next, have students play the game (you will need to make several category cards in advance of the activity). Each card will have a category heading with a list of five terms that are associated with the category term. When preparing cards, consider the topics discussed in class. This activity would provide an excellent opportunity for a review. This activity should be used after students have developed an understanding of the harmful effects of tobacco use.

1. Divide the class into teams. Have teams select one person to draw. Distribute a category card to the student selected to draw from the team that will go first.

2. Explain that the student will have 90 seconds to draw pictures that will lead his team to the correct answer. The students will attempt to complete all five drawings and receive correct responses from his/her team before the 90 seconds expire.

3. The student's drawing must not use words, symbols, numbers or letters. If these clues are used, the student must move to the next term.

4. Reward 10 points for each correct answer.

5. The drawing team has an opportunity to earn 10 bonus points by correctly identifying the category listed on the card. If the drawing team responds incorrectly, the opposing team has an opportunity to "steal" the bonus points by giving a correct answer. The opposing team will then take their turn at drawing. This procedure is followed until all cards are used or playing time runs out. Make sure a new student draws during each team's turn.

Evaluation/Modification:

Students could make up additional cards to be used for another class.

Resource:

Utah County Department of Health.

Grade
10

LEVEL:
SECONDARY

HOW TEENAGERS VIEW NUTRITION

OBJECTIVE:

To understand the nutritional needs of adolescents.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"How Teenagers View Nutrition" handout,(see Grade 10 Handout Masters), "A Pattern for Daily Food Choices" handout, "Dietary Guidelines for Americans" handout (see Appendix A).

INFORMATION:

Students need to be aware of the nutritional needs for their stages of the life cycle.

CLASS ARRANGEMENT:

Small groups.

SKILLS NEEDED:

An understanding of "Dietary Guidelines for Americans" and "A Pattern of Daily Food Choices."

INSTRUCTIONAL STRATEGIES:

1. Divide the class into small groups and distribute the handout, "How Teenagers View Nutrition." Assign each group to read one case study from the handout. Distribute the handouts, "Dietary Guidelines for Americans" and "A Pattern of Daily Food Choices" for students to use as references.

2. Ask students to evaluate the strengths and weaknesses of the case study assigned to them. Students should respond to the following questions:

   - What conclusions can you draw about the attitude of the person in your case study toward nutrition? Give evidence to support your answer.

- How are eating habits reflective of a person's behavior?
- Why do people have an obligation to themselves to eat nutritionally balanced diets?

3. After the groups have evaluated the case studies, ask a spokesperson from each group to share their findings with the class.

Evaluation/Modification:

Have students write a personal narrative about a family member's attitude toward nutrition, eating habits, and reasons for eating a nutritionally balanced diet.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

WHAT'S IN THE BAG?

OBJECTIVE:

To choose ways to moderate sodium in the diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

For each group of students:

- salt and a salt shaker
- medium-size bowls
- measuring spoons
- food labels from items like canned tuna, canned soup, baking powder, bouillon cubes, salad dressing, sauerkraut, hot dogs and catsup
- "What's In the Bag?" handout (see Grade 10 Handout Masters)

INFORMATION:

Sodium, an essential nutrient, helps the body maintain normal blood volume and blood pressure, and helps nerves and muscles to function. In food, sodium is used in preservatives and flavor enhancers; table salt contains sodium and chloride. Foods and beverages containing salt provide most of the sodium in our diets as much is added during processing and manufacturing, and some is added while cooking or at the table. Most Americans eat more salt and sodium than they need.

High blood pressure is more common in populations with diets high in salt. Other factors also affect blood pressure—heredity, obesity, and excessive drinking of alcoholic beverages. High blood pressure increases the risk of heart attacks, strokes, and kidney disease.

Eating less sodium and salt may reduce the risk of high blood pressure among some people. Food labels can help people identify high-sodium foods as many snack foods, processed foods, and fast foods are high in sodium.

People can moderate the salt and sodium in their diet by using the salt shaker sparingly, by using salted and high-sodium foods sparingly, by enjoying the flavors of unsalted foods, by flavoring foods with herbs, spices, and lemon juice, and by using food labels to choose foods lower in sodium.

Class Arrangement:

Small groups/individuals.

Instructional Strategies:

1. Introduce the lesson by having students think about the salt they add to foods. Divide the class into small groups. Propose the following scenario.

   Imagine you made a bowl of popcorn. How much salt do you usually shake on top? (Accept any answer.) Have students in each group see how much salt they actually add to popcorn by shaking salt into the bowl and then measuring the amount of salt.

   Ask the students if they salt foods before they taste the foods. People often salt food before tasting even after salt has been added during the cooking process.

   Many foods we eat are high in salt because it is added during processing. Have the class give some examples of processed foods (meats, cereals, breads, prepared dinners, chips, crackers).

2. Explain that salt is made of sodium.

   What is the scientific name for the common ingredient we call salt? (Sodium chloride)

   About one/third of the sodium most people consume comes from salt that is added to food in cooking or at the table. The rest is naturally present in foods or added in processing.

3. We all need sodium to stay healthy but most people eat more than necessary. Using salt and sodium only in moderation is one of the Dietary Guidelines for Americans.

4. Review the functions of sodium in the body and the recommendations for sodium intake. The latest recommendation of the National Research Council indicates that 500 milligrams of sodium daily is the minimum needed for good health. An upper limit of 2,400 milligrams per day is suggested. (Measure one-fourth teaspoon of salt and point out that it has all the sodium most people need for a day.)

5. Have students use food labels to identify sodium in foods.

6. Distribute the handout, "What's In the Bag?" Have the students analyze the bag lunch for sodium, then apply their knowledge of sodium content by changing the lunch to lower the sodium. Have students share their new bag lunch with the class.

Evaluation/Modification:

Have students analyze fast food menus for those foods high in sodium.

Resource:

U.S. Department of Agriculture (1992, December). Dietary Guidelines and Your Health.

Grade
10

LEVEL:
SECONDARY

FOODS FROM AROUND THE WORLD

OBJECTIVE:

To develop an appreciation for foods from different cultural groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Foods From Around the World" handout and "Traditional Foods for Holidays and Festivals" handout (See Grade 10 Handout Masters), encyclopedias, world map or globe.

INFORMATION:

Students need to develop an appreciation for foods from different cultural groups and realize how this can influence their current food habits. As people immigrate to the United States and as Americans visit other countries, they are influenced by new and different foods and food traditions. Special occasions and festivals are ways to pass customs and cultures on to children. Food is often associated with these occasions and traditions.

CLASS ARRANGEMENT:

Individuals/small groups.

INSTRUCTIONAL STRATEGIES:

1. Distribute copies of the handout, "Foods from Around the World," to the students. Assign or ask students to select one of the foods on the list. Allow time to research the origin of their food.

2. Have each student or small group present their findings and point out to the class the country of origin on the world map or globe.

3. Distribute the handout, "Traditional Foods for Holidays and Festivals." Ask different students to present the information about the different holidays and festivals to the class. Discuss any other holidays that students celebrate at their homes.

4. Divide the class into small groups. Instruct each group to plan a meal based on a holiday chosen from the handout, "Traditional Foods for Holidays and Festivals."

5. After completion, ask each group to describe their meal to the class.

Evaluation/Modification:

The class could choose one of the holiday menus to use as a meal in the classroom. A guest presenter from another country could come to discuss his/her culture and foods eaten.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

MAKE YOUR MUNCHIES COUNT

OBJECTIVE:

To choose healthy snack foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food labels from various snack foods, "Make Your Munchies Count" handout (see Grade 10 Handout Masters), "Dietary Guidelines for Americans" and "A Pattern for Daily Food Choices" (see Appendix A).

INFORMATION:

When students make choices about what they eat, they are responsible for the effects those choices have upon their health or their bodies. The "Dietary Guidelines for Americans" provides an overall set of guidelines that should be used when trying to consume a healthy diet. The following summarizes the key points:

- Eat a variety of foods in order to get the nutrients needed to maintain good health.
- Choose low-fat foods. Foods high in saturated fats and cholesterol are linked to an increased risk for cardiovascular disease.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugars in moderation. The more often these foods are eaten, the greater the risk for tooth decay.
- Use salt in moderation. Excessive amounts of salt may contribute to high blood pressure.
- Read labels on food packages because prepared snack foods are often high in sugar, salt, and fat.

- Choose snack foods carefully because snack foods, as well as regular mealtime foods, affect the health of the body.

Class Arrangement:

Individuals.

Skills Needed:

Students should be familiar with the "Dietary Guidelines for Americans" and "A Pattern for Daily Food Choices"; reading food labels.

Instructional Strategies:

1. Review the "Dietary Guidelines for Americans" with the class. Explain that in making snack food choices they need to follow the same guidelines as for regular meals.

2. Instruct students to choose the healthier of two snack food items as you read the “either/or” list given below. Discuss the choices.

    - doughnut or English muffin
    - apple or chocolate bar
    - tortilla or cheese puffs
    - jelly beans or honey dew melon
    - pecan pie or apricots
    - whole milk or low-fat milk
    - toast with peanut butter or corn chips
    - half a bagel or french-fried potatoes
    - fresh orange or orange-flavored gelatin
    - snack cake with cream filling or cereal (low-sugar) with milk
    - caramel popcorn or strawberries

3. Distribute the handout, "Make Your Munchies Count." Have students complete the handout.

4. Upon completion have students share their responses and see if the choices given would be adequate in meeting the recommended servings from the Food Guide Pyramid for one day.

Evaluation/Modification:

Distribute a label from a snack food to each student. Ask two students to stand and describe their snack food including the nutritional information. Allow the class to decide which snack food is healthier and to justify their decision.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

YOU WON'T MISS THE SUGAR

OBJECTIVE:

To learn strategies to reduce the amount of sugar in the diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Sugar, clear containers, measuring spoons, 12-ounce can of soda (not diet), food labels from canned foods, cereal boxes, cake mixes, beverage mixes, and any other food containing sugar, "You Won't Miss the Sugar" handout (see Grade 10 Handout Masters).

INFORMATION:

The average American consumes approximately 60 to 80 pounds of sugar a year which is about 1/4 pound a day. One reason for this high-sugar intake may be the amount of hidden sugars found in convenience food items. High-sugar foods have often been linked to health problems such as tooth decay and obesity.

One way to increase awareness of the many different sources of sugar in the diet is to read ingredient labels on the product being bought or consumed.

It is recommended that people increase their complex carbohydrate intake to consist of 40 to 45 percent of the total calories, and to limit their sugar intake to no more than 10 percent of their total calories. For a 2,000-calorie diet, this would be approximately 200 calories or 50 grams of sugar per day.

CLASS ARRANGEMENT:

Individual/small groups.

SKILL NEEDED:

Students should be familiar with reading the information on a food label.

Instructional Strategies:

1. Demonstrate to students how much sugar they consume each day compared to the recommended amount.

   - Measure 1/4 pound of sugar and put it in a clear container. This is the average amount consumed each day.

   - Measure 12 teaspoons of sugar into another container. This is the amount commonly found in a 12-ounce soda. This represents the recommended limit of approximately 50 grams for one day.

2. A good way to increase your awareness of the hidden sources of sugar in your diet is to read ingredient and nutrition information on food labels. The following are other terms for sugar:

   - brown sugar
   - confectioners' sugar
   - dextrose
   - granulated sugar
   - high-fructose corn sweeteners
   - honey
   - maple sugar
   - molasses
   - natural sweetener
   - raw sugar
   - syrup

3. Divide the class into small groups. Provide a label for each group. Have the students analyze and list the different kinds of sugar included on the label, the order in which it is listed on the label, and the number of grams of sugar per serving. The latter will allow students to determine if this food could be consumed within the recommended limits (50 grams) for one day.

4. Have students brainstorm ideas to reduce sugar in their diets. Distribute the handout, "You Won't Miss The Sugar," and compare the students' strategies with those listed on the handout.

Evaluation/Modification:

Have students keep a record of their sugar intake for one day to see if they can stay within the recommended limits.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

FEAR OF FAT

OBJECTIVE:

To understand the problems, damaging effects, and treatment of eating disorders.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Eating Disorders" handout, "I Think She Has An Eating Disorder! Now What Do I Do??" handout (see Grade 10 Handout Masters).

INFORMATION:

Eating disorders, primarily anorexia nervosa and bulimia nervosa, are diseases that are characterized by a preoccupation with weight loss and thinness. These disorders can have damaging effects on the physical and mental health of the persons who suffer from them.

CLASS ARRANGEMENT:

Individuals.

INSTRUCTIONAL STRATEGIES:

1. Distribute the handout, "Eating Disorders"; assign students to read and study it individually.

2. Discuss the following questions:

   - What is the major cause of these eating disorders? (A preoccupation with weight loss and thinness.)

   - When did these disorders begin to appear? (Although there are early records that appear to report similar eating problems, these disorders were not recognized as medical disorders until recently.)

   - Are men and women both affected by these disorders? (Out of every 20 young people with this disorder, 19 are female; however, the number of males is increasing.)

- What is the difference between anorexia nervosa and bulimia nervosa? (Refer to handout.)

- Do some young people have a combination of the two eating disorders? (Yes.)

- How dangerous can the eating disorders be to the individual? (They cause physical and mental problems and could lead to death.)

- What are the symptoms of anorexia nervosa and bulimia nervosa? (Refer to handout.)

- What are the damaging effects of anorexia nervosa and bulimia nervosa? (Refer to handout.)

- What is the treatment for anorexia nervosa and bulimia nervosa? (Refer to handout.)

3. Ask students what they would do if they thought a friend might have an eating disorder. Distribute the handout, "I Think She Has An Eating Disorder! Now What Do I Do??" Compare students' answers with those recommended on the handout.

Evaluation/Modification:

Assign students to find articles on musicians, actors, or athletes who have had eating disorders such as anorexia nervosa or bulimia nervosa. Have them assess the celebrities' successes, the publicity the media gave their careers, and their problems with the eating disorders. Discuss the reasons that eating disorders were part of their lives.

Resources:

Teacher's Resource Kit (1989). Toronto, Ontario: The National Eating Disorder Information Centre.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

THE TRUTH OF THE MATTER

OBJECTIVE:

To develop skills to distinguish between reliable and unreliable sources of nutrition information.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"The Truth of the Matter" handout (see Grade 10 Handout Masters), nutrition information books, nutrition journals, nutrition articles, newspaper articles.

INFORMATION:

As a result of using questionable nutrition information, Americans spend billions of unnecessary dollars, sometimes reduce the quality of their lives, and may even lose their lives.

CLASS ARRANGEMENT:

Individual/small groups.

INSTRUCTIONAL STRATEGIES:

1. Explain the following to students:

- A variety of resources are available to provide reliable nutrition information.
- Information is an important resource for understanding nutrition.
- Sometimes it is difficult to determine which resources are reliable and which are not.

2. Discuss the following criteria for determining the reliability of nutrition information:

   - Did the author receive nutrition training from a recognized university?
   - What type of experience has the author had, and is the author presently working with a reliable nutrition agency or institution?
   - Do professional medical societies or professional nutritionists (registered dietitians) endorse the book?
   - Did the author list footnotes listing nutrition or medical books and journals?
   - Is the book included on the list of a professional group such as the state or local cancer, heart, or dietetic association?
   - Is the information consistent with basic concepts of nutrition and health, or does it claim to cure medical conditions or exaggerate virtues of individual foods?

3. Divide the students into small groups. Give each group one of the following to evaluate: a nutrition information book, a nutrition journal, a newspaper article, or a magazine article on nutrition.

4. Distribute the handout, "The Truth of the Matter." Instruct each student to complete the handout as the group evaluates the book or article.

5. Each group should share the results of their evaluation.

Evaluation/Modification:

Each student can analyze a source of nutrition information.

Resource:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

NUTRITIONAL ERGOGENIC AIDS IN SPORTS

OBJECTIVE:

To gain knowledge in the safe, legal, and ethical use of ergogenic aids in sports.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Ergogenic Aid Examples" handout.

INFORMATION:

Definition of ergogenic aid: Substances theoretically designed to enhance athletic performance above and beyond the effects of training. Ergogenic aids may enhance the production, efficiency, or control of energy, or they may delay fatigue. There are many types of ergogenic aids in use by athletes today. The factors to consider when evaluating ergogenic aids are as follows:

- safe
- legal
- effective
- ethical
- application
- cost

CLASS ARRANGEMENT:

Individual.

SKILLS NEEDED:

Research and writing skills.

Instructional Strategies:

1. Describe what ergogenic aids are and how they might help an athlete.

2. Ask students to think of possible ergogenic aids. Conduct a class discussion.

3. Distribute and review handout, "Ergogenic Aid Examples."

Evaluation/Modification:

Have students select an ergogenic aid of interest for a research paper. One to two pages should be of minimum length. (Optional: Go over your handout for specific guidelines for the research paper.)

The students should address the risk/benefit situation related to their topic. An example would be that bicarbonate loading may decrease lactic acid buildup, but there is risk of diarrhea. The students should address each factor of consideration when evaluating his or her ergogenic aid, i.e., safe, legal, effective, ethical, application, and cost.

Resources:

Nutritional Ergogenics: Help or Hype (1992, October). Journal of the American Dietetic Association, 92(10), p. 1213-1214.

Steinmuller, P. (1991, January). Nutritional Ergogenic Aids in Sports. Nutri-News, Mosby-Year Book.

National Dairy Council (1994). Food Power: A Coach's Guide to Improving Performance.

Missouri Department of Health Nutrition Education and Training Program (1993). Sports Nutrition.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
10

LEVEL:
SECONDARY

THE MEDIA MYTH

OBJECTIVE:

To understand the media influence on choices regarding one's health.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, scissors, glue, poster board.

INFORMATION:

Much of today's advertising is geared to the younger population because of their spending practices. As a group, adolescents spend more money on products than any other group. Furthermore, adolescents are much more swayed by effective advertising because of their naivety and their quest for an identity. Beer and cigarette commercials are obviously affecting their choices, but almost any ad in a magazine can and does affect an adolescent's behavior. For instance, ads that portray slender models to sell a product influence girls who are looking for role models and may feel this is the way a "woman" should look. To get to this unreachable point, many girls will starve themselves (anorexia) or vomit (bulimia) to look thin. Moreover, sexually implicit ads condone and show adolescents how "adults" should behave. Boys are also influenced by male role models who are macho, dominant, sometimes abusive, and who resolve conflict through violence. Advertising uses these powerful messages in most areas because it is a proven means to sell a product.

CLASS ARRANGEMENT:

Classroom with large tables.

Instructional Strategies:

1. Discuss how media affects us not only in buying practices but in how we perceive ourselves and how we should be.

2. Have students pick a subject to study, e.g., bulimia, anorexia, self-esteem, sex, drug use including alcohol and tobacco, nutritional habits, etc.

3. Using their topic, students should sort through the magazines and cut out ads that show what the ad is influencing, not exactly what it proposes to sell.

4. Using the cut out ads, students can make a collage based on the topic.

5. When finished, have each person talk about their collage and why they chose a particular topic.

Evaluation/Modification:

This exercise can be expanded school-wide by having different classes focus their projects extensively in a particular area. Hang the projects throughout the hallways for other students to view. It is important to have a brief explanation with each project, talking about the influences of advertising. This project could easily be done at home if space is not available in the classroom. You might want to put some restrictions on the assignment regarding the types of ads. Some advertising in magazines can be very risque, and these might violate school district policies.

Resources:

Winick, C. (1973). Sex in Advertising. In R. J. Glessing and W. P. White (Eds.), Mass Media: The Invisible Environment. Chicago, IL: Science Research Associates.

Grade
10

LEVEL:
SECONDARY

DEALING WITH STRESS

OBJECTIVE:

To teach students ways to deal with the stress in their lives.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Everyone experiences stress in their lives. Some stress is a necessary component for living. For example, exercise is a physical stress placed on the musculature and the cardiovascular segments of the body. The body adapts to this stress by getting stronger. The same can be said about how we deal with emotional stress. If we did not have stress in our lives, then we would not know how to adapt to and control stress when it does arrive. A stressful event can become dangerous to us emotionally and physically. The more we handle stress effectively, the less stress will affect us. It is important to note that it is not the stressful event that is harmful, but how we perceive and handle it that is important. When we are feeling stressed, we can take positive steps. Depending on an individual, each activity may or may not be effective. Trial and error is needed until one finds which activity is most effective and the best course of action.

Exercise is the best activity emotionally, mentally, and physically. Talk with someone about what is bothering you. Know your limits—if a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is, for now, until you can change it. Take care of yourself—get plenty of rest and eat well. Make time for fun.* It's okay to cry. Listen to music. Try cooperation instead of competition—you don't always have to be right. Avoid self-medication (drugs, alcohol, or prescription medicine only mask the symptoms; they do not alleviate the stress!).

* A cautionary note: Most 15 to 16 year olds think they have virtually no stress and all they want to do is have fun. Try to distinguish for them the difference between having fun as a stress reduction technique and not as an excuse for irresponsible behavior.

Class Arrangement:

Classroom or outdoors--weather permitting (laying down in the grass with the sun shining down is stress-relieving).

Instructional Strategies:

1. Class discussion on events that are stressful for students (parental divorce, a death in the family, relationship break-up, peer pressure, etc.).

2. Discuss above-mentioned stress reduction techniques with the class.

3. Have students spend several weeks on this assignment. When they are feeling stressed or upset, they are to try one of the methods listed.

4. Students should write about their experiences and talk about what worked and what didn't.

Evaluation/Modification:

This assignment can be administered schoolwide by having students design posters on ways to alleviate stress and then hang them in the school hallways.

Resource:

Check with your school counselor for any literature on stress.

Grade
10

LEVEL:
SECONDARY

COOPERATION VS. COMPETITION

OBJECTIVE:

To understand the positive aspects of cooperation versus the negative effects of competition in relationships with other people.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with desks and chairs pushed to the edge of the room.

INFORMATION:

Successful relationships are like successful athletic teams; those who work together to reach a common goal win more often than lose. Those teams with members who have their own agendas like being the highest scorer or being the center of attention are teams that are going to have a more difficult time in winning. Relationships are predicated by the same dynamics. Two people who are striving for the same goal (having a good, lasting relationship) will have more meaningful relationships than those who go into a relationship for selfish reasons.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Lap Sit. Have the class stand in a circle with students facing the same direction, two to three inches apart. At your direction have them all sit down at once (each person will sit down on the lap of the person behind them). It is usually best to count to three and have them all sit down on three.

2. Group Stand. Have class pair up and sit on the floor back to back with each other.* Have them interlock arms at the elbows. At the count of three have the pairs come to a standing position without letting go of each other (the secret is to lean against each other's back and to stand up). After everyone is successful at standing, have the class do it in groups of three, then four, then five, then the whole class. They will have to figure out which is the best way for the entire class to interlock arms and to stand up all at once as an entire group.

   * This activity may be somewhat uncomfortable for a girl who is wearing a dress. It is best to announce the day before to not wear dresses to class.

3. Human knot. Divide class into groups of eight to 12 people. Have them stand in a circle (same procedure as in the "lap sit" exercise). In this exercise the students may need to move closer to the center of the circle. Have them raise their inner hand (the one towards the center of the circle). Then, have them grab someone else's hand that is not directly in front or back of them. After everyone has grabbed a hand, have them hold their other hand up in the air and do the same thing. The object is to untie the "knot" without releasing their grips from each other. Caution them about forcing a limb to go a way it is not anatomically meant to go. The solution is to come out into one or two joined circles (the teacher may provide "knot first aid" by removing a grip temporarily to make an impossible situation possible--usually once is enough).

4. After the activities are completed, the students should sit down and discuss the group dynamics. Were there group leaders? What is the difference between group leaders and followers? What if everyone were leaders--or followers? Did everyone participate? What happened when everyone did not participate? Did anyone compete and, if they did, was it effective for the group? What does this have to do with relationships?

EVALUATION/MODIFICATION:

This is a good activity to do outside, not only to teach cooperation but as a stress reduction method. Time may allow for doing only two activities per class period. If this is the case, always do the human knot on a separate day after the "lap sit" and "group stand" exercises.

Grade
10

LEVEL:
SECONDARY

VALUE CLARIFICATION

OBJECTIVE:

To understand the process necessary to clarify and prioritize values.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard.

INFORMATION:

Everyone has different value orientations. Values come from religious teachings passed down from preceding generations, from peer groups, and from societal norms. Many times, adolescents are trying to clarify their values, and are confused by contradictory orientations between peers and parents. Although many teenagers may not admit it, most have the same values as their parents.

INSTRUCTIONAL STRATEGIES:

Read the following scenario to the class: A ship in the middle of the Pacific Ocean sinks, and it has only one life raft. The life raft has supplies and room for only six people; there are nine people on the sinking boat. Only six can be on the raft—one more person and the life raft will also sink and everyone dies. Who do you think should be on the life raft? The people to choose from are a prostitute who is pregnant, a priest, a multimillionaire, your cousin, a 10-year-old boy with cancer, an elderly physician, a star athlete (have the students imagine who their favorite athlete is), a fisherman, and a mother with six children (the children are at home with their father).

The students should discuss their choices. Try to get a class consensus (that probably will not happen). Have them put the people in order of importance and why. Why did they choose who they did? What values were involved in the choices? Were some values considered more important than other values? Why are there differences? What if the cousin were a stepbrother or stepsister or biological brother or sister? What if the 10 year old was a child prodigy?

Evaluation/Modification:

You may use other characters in the story, and you can have the students themselves be one of the possible choices. Would they sacrifice themselves for someone else? What if the millionaire offered them a million dollars to choose him/her? (Does gender make a difference in choices?) Some students may not participate because they can't choose one person over the other because all life is sacred. This is also a good discussion area.

Grade
10

LEVEL:
SECONDARY

I AM MY FAMILY

OBJECTIVE:

To realize how families affect one's self-esteem.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with desks and chairs moved away from center of room.

EQUIPMENT/MATERIALS:

Poster board or newsprint, markers.

INFORMATION:

People are influenced by their family's dynamics through more than one generation. An understanding of these dynamics can help a person overcome dysfunctional patterns that exist in their lives which are carried on to their future families. Drawing a three-generation genogram and discussing the intergenerational patterns helps a person see the "whole picture" in the transmission of functional and dysfunctional patterns of communication. In many cases, dysfunctional patterns of communication creates or exacerbates types of mental illnesses.

Directions for drawing a genogram are as follows:

a. Males are represented by a square, females by a circle.

b. Males are placed on the left of the relationship, females on the right.

c. Ages (first names should be optional) are put in each figure.

CLASS ARRANGEMENT:

Class should be positioned so they can all see the genogram.

Instructional Strategies:

1. Have students draw a three-generation genogram of their family. They should be given approximately one week to gather the information they need.

2. Bring the genogram to class and describe their family.

3. Discuss patterns of communication or any other patterns the student has found. Discuss how these patterns have affected the student. Each student should be given at least 10 to 15 minutes each.

Evaluation/Modification:

Because of time constraints, it would be best to ask for a couple of volunteers to present their genogram in class. Caution the class to take this assignment seriously and that no “wisecracks” or negative comments be made during the presentation. The instructor should try to frame everything in a positive light. If the teacher feels uncomfortable about the information a student is giving, consult with the school counselor.

Grade
10

LEVEL:
SECONDARY

FEELINGS LOG

OBJECTIVES:

To become aware of feelings experienced throughout an average day; to be able to recognize the event or circumstance that triggered feelings.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, binder to store paper, "Some Feelings" handout (see Grade 10 Handout Masters).

INFORMATION:

Feelings dictate how we communicate and interact with other people, as well as how we think of ourselves. If we have difficulty in expressing how we care about a significant other, this may interfere with our relationships. If we are angry about something, then we may take this anger out on someone else. Understanding where our feelings come from and what causes our feelings is the first step in being able to manage difficult emotions. Once we can manage difficult emotions, then our stress levels decrease which makes our physical self healthier.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Have students write in their personal journal about feelings they experience during a two-week period.

2. Divide a day into six to eight parts. During each section's time period, the students should pause and reflect on what they are feeling. Have students write a description of how they are feeling in their journal.

3. Have students briefly describe the event that triggered the emotion.

4. At the end of each week, have them sum up how their emotions were triggered, what general patterns existed, how their physical condition affected their emotional condition, and if they felt they had any control over their feelings.

Evaluation/Modification:

This exercise can be done in journal form or in brief statements. If you choose to grade this exercise, it would be better to glance at the journal to see if it is completed. Reading the journals is not only time consuming, but students may feel threatened by the teacher knowing their true feelings. If you do read the journals, explain this to the class beforehand, and if some entries seem serious, tell them you will consult with the school counselor.

Resources:

Feelings List.

Grade
10

LEVEL:
SECONDARY

HOW TO HANDLE PEER PRESSURE

OBJECTIVE:

To understand how to deal with peer pressure by teaching younger students about peer pressure.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Materials required depend on the type of presentation; an oral presentation requires no materials but a presentation with visual aids may require an overhead projector, poster board, marking pens, tape, scissors, paints, or any other material to make visual aids, and transportation to a middle school or junior high, if necessary.

INFORMATION:

An adolescent's peer group is a very important factor in the development of the adolescent. This influence can be positive or negative depending on the social skills and self-esteem of the person. Many times young people entering high school get overwhelmed by the onslaught of values, cultures, and images that exist at the high school level. When certain protective measures are discussed by people a little older than middle schoolers (2 to 5 years older), they are more likely to heed the advice of their older counterparts than their teachers' advice.

CLASS ARRANGEMENT:

Arrange for small group discussions.

Instructional Strategies:

1. Discuss how peer pressure influences a person's behavior.

2. As a class, brainstorm the ways to combat negative peer pressure and to accentuate positive peer pressure.

3. After ideas have been put on the chalkboard, separate the class into small groups.

4. Each group is to design a presentation for an eighth-grade class on how to deal with the unique pressures associated with high school.

5. Set up times with eighth-grade teachers for students to come and give presentations.

6. Students should conduct their presentations to their assigned eighth-grade classes.

Evaluation/Modification:

You may want to have dress rehearsals in your class before the actual presentations so you can evaluate the appropriateness of the material. If time allows, a discussion with your class on what they learned would strengthen the teaching objective.

One idea would be to video tape role plays in class, then present the video tape to the younger classes. This could save time, and the tape could be used many times. However, the one-on-one interaction with the younger classes for discussion and answering of questions would be more effective for both groups.

An ideal teaching time would be four class periods. If this is not feasible, then the small group discussion could be done after school hours.

Grade
10

LEVEL:
SECONDARY

SELECTION OF HOUSING

OBJECTIVE:

To gain information about the decision process of selecting housing in relation to the life cycle.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Board games of Monopoly and Life.

INFORMATION:

As students gain independence through driving, they also gain awareness of, and interest in, living or housing options. They often have an unrealistic perception of the full cost of housing. As homeowners know, it is not just the cost of the rent or the house payment.

This activity will assist students in considering the full cost of housing and options available. Information on the life cycle in relation to housing could be presented and could include founding family stage, expanding family stage, and contracting family stage. The board games may be played to trigger student interest in the topic and illustrate the differences between decisions in housing options.

CLASS ARRANGEMENT:

Large group to small groups.

INSTRUCTIONAL STRATEGIES:

1. Students will be asked to brainstorm the options available in housing today. Small groups should be formed, and each group will draft a report on an option. The report should include the range of costs, a listing of total expenses for occupation of the option, and barriers and benefits of the option. Included in their report could be information on which particular stage of the family might best be suited to which type of housing.

2. A panel discussion of realtors may be utilized to provide local information on the range and price of options available in your community. Options include single family dwelling, condominium, rental apartment, rental duplex, mobile home, etc.

3. Each small group will do a group presentation on their option.

4. In conjunction with a consumer economics class or accounting class, students could be asked to develop a budget to address which form of housing they desire and the level of income they need to occupy the housing option.

EVALUATION/MODIFICATION:

1. Students could play the game of Monopoly to gain insights into the differences in life, e.g., Park Place versus Marvin Gardens.

2. As a warm-up activity, students could work in small groups or write a paragraph describing the housing needs of the following family stages:

   single stage
   founding family stage
   expanding family stage
   contracting family stage

3. Scenarios or case studies could be developed by the class. Discussion might focus on which housing option may best fit their needs.

RESOURCE:

For additional exercises see the Colorado Core Curriculum, Life Management developed by the Colorado Community College and Occupational Education System and Colorado State University.

Grade
10

LEVEL:
SECONDARY

WHO USES SEAT BELTS?

OBJECTIVE:

To gain awareness of how automobile drivers and children interact regarding the use of child restraint seats and seat belts.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom, observation assignment to be completed outside of class.

INFORMATION:

As students become drivers themselves, awareness of seat belt usage is critical. Studies continue to support the need for using seat belts and child restraint seats as does state law, but compliance is low. Usage is also affected by the dynamics of parent child interactions, siblings, and adult interactions. The examples adults provide and the follow-through or the lack of follow-through affect the child's attitude toward compliance. This activity will involve discussion, as well as observation to enhance student awareness of some issues of seat belt usage.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Review the seat belt laws for the state. Perhaps local law enforcement officers could be guest speakers and provide local statistics related to seat belt usage and accidents.

2. Brainstorm reasons or answers for the following questions. (This process could be done in small groups or as a class.)

    a. Why don't adults use seat belts themselves?
    b. Why don't adults buckle their infants, ages 0 to 2, into a restraint seat?
    c. Why don't adults buckle in or see that their children ages 2-18 are buckled in?
    d. Is there a difference between men and women in compliance?
    e. What factors are affecting compliance?

3. Ask students to complete an observation at a grocery store parking lot. Watch for 30 minutes, and keep a log of the following questions:

   a. Did the driver (male or female) wear a seat belt?
   b. Were the children using safety restraints (car seats or seat belts depending on age and weight of the child)?
   c. Did the children release themselves or wait for assistance?
   d. What is the approximate age of the child (infant, young child, school-age child, teen)?
   e. If the children were reluctant, what type of action did the driver take?
   f. Summarize your data. What, if any, generalizations can be made? Where and how should we be educating for seat belt use?

Evaluation/Modification:

Activity adapted from: Rust, J. C., & Rust, J. O. (1994). Study Guide to Accompany Child Development. Fort Worth, TX: Harcourt Press.

Resources:

- Contact the Division of Traffic Education, at the Office of Public Instruction in Helena for resources.

- Contact the National Child Safety Council, Jackson, MI 49204-1368.

Grade
10

LEVEL:
SECONDARY

SPECIAL NEEDS STUDENTS

OBJECTIVES:

To gain awareness of the range of special needs present in the high school and the opportunities for interaction.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Posters and handouts regarding disabilities.

INFORMATION:

Having completed their freshman year, perhaps tenth-grade students now have more time and energy to gain more familiarity with the disabled students in their high school. Many students come from smaller elementary and middle schools where there are few special needs children. Students can benefit from information about the disabled students who may be a part of their classes, as well as from information in general regarding the range of disabilities present in the high school. Discussion about the inclusion model can occur.

Students are also at a time of career exploration and can benefit from hearing about careers and the training necessary to work with the special needs population.

INSTRUCTIONAL STRATEGIES:

1. If there are special needs students in your class, ask if they feel comfortable in sharing information regarding their special needs. Students may also be encouraged to share barriers or prejudices they have experienced due to their condition. The goal is to help students develop awareness and sensitivity to the needs of the disabled. Be aware some students may not wish to share this level of personal information and need to be offered the option to pass.

2. Writing assignments may focus on specific conditions or diseases in order to foster greater understanding. Likewise, assignments may focus on identifying barriers that disabled persons often experience and offer suggestions to improving/eliminating the barriers.

3. The director of special education can be a guest speaker and share information regarding the range of disabilities present in the school. He/she could also be asked to share information with students regarding the inclusion model and how students could assist in reaching the goals of the special needs program.

Evaluation/Modification:

A panel discussion on careers with the disabled could occur. Speakers could include special education teachers, rehabilitation counselors, physical therapists, and occupational therapists.

Resources:

Contact national organizations and request materials for use in your classroom; examples might include the Juvenile Diabetes Foundation, American Foundation for the Blind, National Hemophilia Foundation, or Office of Special Education Programs.

Grade
10

LEVEL:
SECONDARY

CAREER AWARENESS

OBJECTIVES:

To gain information and awareness regarding career development and the role of parent involvement in building careers.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Career development is a process that begins early in life through socialization activities in the home and school, and with participation in group activities such as 4-H, scouting, sports, etc. It is in high school, however, that many youth begin part-time jobs and have an interest in the selection of a career. The role of parents in the formation of attitudes toward work and the role of jobs/work in life is critical during this time. Discussion regarding careers often leads to discussions of postsecondary education opportunities.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm careers that students are interested in pursuing, and have students list their perceptions of the training required for the career. In addition, have students list the benefits and limitations of particular careers. Select four to five careers most interesting to students, and recruit speakers to present a panel discussion on these careers. Analysis can occur by having students prepare a paper or through verbal discussion in class regarding the student's perception of the career prior to the panel discussion and after the panel discussion.

2. Have students interview their parent(s) regarding their career interests and path of development. First, have students write a series of questions to pose during the interview. Suggestions include:

    a. What career were you interested in during high school? How did you find out more about the career?
    b. What training(s) did you pursue past high school (post secondary education)?
    c. What guidance did you receive from your high school counselor?
    d. What guidance did you receive from your parents? Others in the community?
    e. Do you wish you had done anything differently? If so, what and how?

Evaluation/Modification:

The guidance counselor and other faculty may be of assistance in helping implement this lesson plan and suggesting other activities.

The guidance counselor could present a workshop for parents regarding the role of parent involvement in career development and education.

Resources:

Zunker, V. G., (1994). Career Counseling: Applied Concepts of Life Planning. Pacific Grove, CA: Brooks/Cole.

NOTE: The High School handout (see Grade 10 Handout Masters) information from the American School Counselor Association on “Building Your Child’s Future Together.”

Grade
10

LEVEL:
SECONDARY

INFANT CRYING

OBJECTIVE:

To describe how the crying of an infant affects a person's life.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle; to promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Adolescents often have an unrealistic expectation of infants. For example, adolescents may believe that infants sleep peacefully in the arms of their mother or father and resemble baby commercials on television (clean, peaceful, and quiet). Some infants are indeed quiet, but the majority cry, and crying is expected and normal for infants.

Adolescents who engage in sexual intercourse are placing themselves at risk for becoming a teenage parent. At the conclusion of the lesson, students will have gained insight into how infant crying affects their well-being as an adolescent. Discuss the implications of teenage pregnancy on all aspects of the life of a teen. Contact the health department for guest speakers, and ask that local statistics be included in their presentation regarding numbers of teen pregnancies.

INSTRUCTIONAL STRATEGIES:

1. Record 10-15 minutes of the sound of an infant crying. Adjust the tape accordingly so the crying perseveres continuously.

2. Instruct students that you want them to listen to you and write down the material you are reading. As you begin to dictate the material, turn on the tape recording of the sound of the infant crying. As you read aloud, note the reaction of the students. Do not tell the students why you are playing the tape of the crying baby. Dictate for at least five minutes.

3. After the dictation, ask students to discuss the effects of the crying in the background on their ability to concentrate. Possible questions for discussion in small groups or class might include:

a. Compare your dictation. How did you do listening to the teacher as well as the infant?
b. What if you had an important event such as a phone call, business meeting, job interview, or were studying for an exam. How might your event be affected?
c. How did you feel when the crying was occurring? What if you were home all day with an infant by yourself? How would you predict your tolerance level may vary throughout the day?

Evaluation/Modification:

Conduct a panel discussion of mothers/couples with infants aged 0 to 6 months old. Ask the panel to discuss the transition to parenthood, including the joys and stressors. Discuss how parenthood was different than expected and how lives or roles changed. Ask the panel if they have any advice to give to the class. Students can complete a writing assignment summarizing their impressions or perceptions of pregnancy and parenthood and note any changes in their perceptions of parenthood after listening to the panel.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
10

LEVEL:
SECONDARY

IMMIGRATION: PAST AND PRESENT

OBJECTIVES:

To gain awareness of the role of immigration in the past and present, and the effects of multiculturalism today.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The history of immigration is central to understanding how we, as a nation, continue to evolve. The promotion of multiculturalism is suddenly of greater interest in curriculum development. At the same time, the nation is struggling to cope with widespread prejudice and violence against certain ethnic, racial, and cultural groups. Some people state we have a lack of understanding of one another; some scholars believe we need to more fully understand where we have come from to understand where we are headed as a society.

INSTRUCTIONAL STRATEGIES:

1. The history of immigration can be obtained from social studies or history texts. Reading of additional books, such as Meet Kirsten, a story recounting the immigration of a Swedish girl in 1840, and Runaway to Freedom, a story of forced immigration darkly parallels the Kirsten tale, is recommended. Also recommended is William Kurlek's book, They Sought a New World (1985).

2. Students can be asked to interview older family members who may have been immigrants or were raised by parents who were immigrants. Focus the interview on why they came to American, how they were treated, and what their expectations were of the new start in America. Students can summarize their findings in a paper or share their findings in panel discussion.

3. Discuss the immigrants of today. Compare the experiences of the two groups--immigrants of the past and of the present. What is the role of prejudice against the immigrants in the past and today? How do community groups and institutions, such as churches, service clubs, and sports teams, relate to the topic?

4. In addition to class discussion as a whole or in small groups, students can write papers summarizing their insights on such topics as:

   - changes in immigration today
   - challenges for immigrants today
   - immigration: past, present, and future
   - immigration policy: where are we headed

Evaluation/Modification:

The means by which the society as a whole, and individual communities confront and provide solutions for the issues of immigration, will affect individuals, families, and institutions. Family relations, community organizations, and school boards will be affected by the policies of immigration. How the community and its members cope with changes and needs will affect functioning at many levels.

Resource:

Decisions, Decisions: Immigration. Software program available from Tom Snyder Productions (800) 342-0236.

Grade
10

LEVEL:
SECONDARY

CPR FOR REAL

OBJECTIVE:

To explore the differences between reality and fantasy in responding to an emergency involving CPR.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or simulations in other rooms or parts of the high school campus.

INFORMATION:

The television program "Rescue 911" is very popular, especially with teens. It is common for teens to believe that they are invincible to risks that are present. Often times you will hear them say, "It won't happen to me." Watching a television program and responding to a real life situation are two different occurrences. The lessons presented here are to assist students in becoming aware of "real" versus "pretend or fantasy" when an emergency occurs.

INSTRUCTIONAL STRATEGIES:

1. Learning the skill of CPR is an excellent idea for all family members, especially in Montana with its geographic remoteness and isolation. Poll the class to determine who has undergone CPR training, perhaps through 4-H or scouts. Ask the class if any of them have used CPR in an emergency situation.

2. An option is to coordinate with other school personnel and offer CPR training through classes or after school as an elective.

3. Have students write scenarios with a dilemma where CPR may or may not have to be administered. Instruct the students to be as realistic as possible in the writing of their scenario.

4. After reviewing and perhaps editing the scenarios, select five to seven scenarios for class simulation. Ask for volunteers to stage the event, and have the other class members observe. When the scenario is completed, ask the class to vote "yes" or "no" on whether to begin CPR. A variation could be to break into small groups and discuss which way to vote.

5. End the unit with a review of the seriousness and speed necessary for first aid or a medical emergency, and discuss the range of responses, risks, and benefits of each.

Evaluation/Modification:

1. Instructors from the American Red Cross could be speakers to the class.

2. A panel discussion of people who have been assisted through CPR or first aid could be formed.

3. A panel of people who administered CPR or first aid could be formed.

Grade
10

LEVEL:
SECONDARY

BICYCLE RACING

OBJECTIVE:

To demonstrate group riding techniques and to understand the demands of racing.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area, closed roadway or parking lot (smooth riding surface with no vehicles).

EQUIPMENT/MATERIALS:

Bicycles, helmets, tools (allen wrenches, screwdrivers, socket and wrench metric and standard, 5/16, 1/2 and smaller box end wrenches and adjustable jaw wrench), drinking water for participants.

INFORMATION:

Cycling has benefits you may not be aware of! One-half hour of cycling at a fairly vigorous rate will burn up to 300 calories. If you were to cycle every day at a less vigorous rate you would be able to lose 15 to 20 pounds a year without a change in your eating habits. Cycling is an aerobic exercise which means burning fat not muscle tissue. Cycling increases circulation in the legs as well as your the body, preventing varicose veins. Better circulation means less fatigue and muscle tone with fewer aches.

Cycling, like running, is a very active competitive sport. Many runners who have developed knee problems have turned to cycling which prevents trauma to the knee. The major benefit of cycling is to increase cardiovascular fitness. It enables the heart to become more efficient by increasing the stroke volume of the heart. This allows more oxygenated blood to be pumped out to the tissues of the body with less energy expenditure on your heart.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding.

Teaching Strategies:

1. Determine proper fit for bicycles and helmets.

2. Begin practice riding with students side-by-side in groups of three to five on the perimeter of the work area.

3. Move into single file, resume two abreast, pull ahead, drop back while communicating with the other riders.

4. Practice identifying road hazards, pointing down, yelling, and responding. Be alert with much head movement; cover brakes and be ready.

5. Have knowledgeable assistant demonstrate proper racing position and techniques: staying down on the bars in a low-wind-resistance posture, keeping elbows in, feet turning fast, ankle motion ample and easy, knees moving straight, and breathing deeply and regularly. Drive the pedals around the full circle without motion anywhere else.

6. Participants should drink water to prevent dehydration.

Evaluation/Modification:

Observe a racing team training. Set up time trials. Practice observing starts and finishes. Class could volunteer to assist in a bicycle race as timers or marshals.

Resources:

Effective Cycling Manual, John Forester, Fifth printing, 1992, The MIT Press.
ISBN 0-262-06088-4 (hard)
ISBN 0-262-56026-7 (paper)

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Contact local bicycle shops for local racing clubs.

Grade

10

Handout Masters

How Active Am I? Handout Master

CALORIE EXPENDITURE RECALL

Activity 3 - The student will compute the number of calories required for basal metabolism and, based upon individual physical activity level, determine the number of calories needed to maintain body weight.

Example: CALORIE EXPENDITURE

Forms of Activity	Estimated K calories/kg/hr at ages 12-18		hours/day		calories/kg		(1 lb = 2.2kg)		Calories Expended
Sleeping	1.1	x	_____	=	_____	x	_____	=	_____
Sitting Quietly (reading, writing, eating, sewing, watching TV, studying, school classes, driving, movies, listening to music)	2.0	x	_____	=	_____	x	_____	=	_____
Light Exercise (dressing, typing, playing piano, cooking, washing, light housework, light manual labor)	2.6	x	_____	=	_____	x	_____	=	_____
Moderate Exercise (bicycling, walking, active housework, gym, baby sitting, - if child is active)	4.2	x	_____	=	_____	x	_____	=	_____
Active Exercise (dancing, skating, jogging, playing ping-pong, horse-back riding)	5.9	x	_____	=	_____	x	_____	=	_____
Very Active Exercise (running, swimming, tennis, basketball, wrestling)	10.3	x	_____	=	_____	x	_____	=	_____

TOTAL CALORIES EXPENDED: _____

Tobacco: Win, Lose or Draw

Category Card:

"Withdrawal Symptoms"

Draw clues that will lead your teammates to say the following five terms:

COUGHING
HEADACHE
DRY MOUTH
HUNGRY
NERVOUS

Category Card:

"Secondhand Smoke"

Draw clues that will lead your teammates to say the following five terms:

AIR
DANGER
CHILDREN
INHALE
CHEMICALS

Category Card:

"Smokeless Tobacco"

Draw clues that will lead your teammates to say the following five terms:

SPIT
SNUFF
BASEBALL PLAYERS
MOUTH
CANCER

Category Card:

"Nicotine"

Draw clues that will lead your teammates to say the following five terms:

DRUG
TOBACCO
POISON
"BUZZ"
ADDICTION

Look-Alike Products

Compare "Big League" or other bubble gum in soft foil wrapping with "Red Man" or other chewing tobacco.

- Discuss the size and shape are the same.
- Package closing is the same.
- Texture (softness of pack) is the same.

Compare a package of "Candy Cigarettes" with a pack of "cigarettes." Example: Pell Mell candy cigarettes with Pall Mall cigarettes.

- Discuss coloring of package.
- Discuss shape and size of package.

Compare a round can of "beef jerky," or "rolled bubble gum" with a round can of "snuff."

- Discuss coloring of the can.
- Discuss size and shape.

Ideas for Discussion:

1. If kids get used to having "Look-Alike" products around in their purse or locker, it is much easier to purchase tobacco when they are older.

2. If we don't purchase "Look-Alike" products, we will be much less tempted to purchase tobacco when we are older.

Tobacco Advertising Discussion Sheet

Advertisements bombard us constantly and they shape our ideas about many things. Tobacco companies advertise with the assumption that their products can make you cool, macho, sexy, popular, pretty, and masculine. The purpose of this discussion is to increase the student's awareness and understanding of the false messages conveyed to us through advertising.

Following are some ideas students should consider while reviewing the ads:

1. What is being portrayed in the ad?
2. What are the facial expressions?
3. Where is the product? How is it being used?
4. What is in the background? How does this affect the message of the ad?
5. What is the false message being advertised?
6. Are the subliminal messages?
7. What does the large type say and imply?
8. What types of people are there in the ad?
9. Who is using the product, and in what way?
10. Who or what type of people is the message intended for and why?
11. What colors are used and how does this add or subtract to the effectiveness of the ad?
12. What type of attention grabber is being used?
13. What symbols are associated with the brand of the product?
14. How does this symbol help sell the product?

Some Feelings

afraid aggravated amazed ambivalent angry	defeated defensive delighted depressed detached	furious glad glum grateful happy	lukewarm mad mean miserable mixed up	sad sentimental sexy shaky shocked
annoyed anxious apathetic ashamed bashful	devastated disappointed disgusted disturbed ecstatic	harassed helpless high hopeful horrible	mortified neglected nervous numb optimistic	shy sorry strong subdued surprised
bewildered bitchy bitter bored brave darn	edgy elated embarrassed empty enthusiastic envious	hostile humiliated hurried hurt hysterical impatient	paranoid passionate peaceful pessimistic playful pleased	suspicious tender tense terrified tired trapped
cantankerous carefree cheerful cocky cold comfortable	excited exhausted fearful fed up fidgety flattered	impressed inhibited insecure interested intimidated irritable	possessive pressured protective puzzled refreshed regretful	ugly uneasy vulnerable warm weak wonderful
concerned confident confused content crazy	foolish forlorn free friendly frustrated	jealous joyful lazy lonely loving	relieved resentful restless ridiculous romantic	worried

METHODS OF CALCULATING CALORIES

METHOD A

1. Weight in lbs = _____ lbs

2. Weight in kilograms = _____ kg

3. Number of calories needed for: _____ calories
   Moderately active = 40
   Extremely active = 50

_____kg x (40) or (50) = _____
calories needed daily

Example: 15-yr.-old girl 120 lbs. (moderately active)
15-yr.-old boy 130 lbs. (moderately active)

Girl		Boy	
1.	120 lbs.	1.	130 lbs.
2.	120 ≠ 2.2 = 55 kg	2.	120 ≠ 2.2 = 59 kg
3.	55 x 40 = 2200 calories	3.	59 x 50 = 2950 calories

METHOD B

Calories per pound per day

Ages in Years	BOYS	GIRLS
10-12	32	29
12-14	24	23
14-18	23	21
18-22	19	19

_____ x _____ = _____
WEIGHT | CALORIES PER LB. (from #1) | CALORIES PER DAY

Example:

15-year-old girl (ideal 120)
GIRL: 21 cal/lb/day
120 x 21 = 2520 cal/day

15-year-old boy (ideal 130)
BOY: 23 cal/lb/day
130 x 23 = 2990 cal/day

Activity and Calorie Expenditure Sheet

Cal	Food	*Rest Recline	*Walk (3 mph)	*Cycle (19.4 mph)	*Swim or Run
90	milk, skim, 8 oz. glass	**69	**18	**11	**8
160	milk, whole, 8 oz. glass	123	40	23	15
102	carbonated, 8 oz. glass	78	20	13	9
150	beer, 12 oz. bottle	116	29	18	13
85	wine, table 3/12 oz. glass	65	21	12	8
68	orange, medium	52	13	8	6
38	peach, medium	29	8	5	3
153	sherbet, 1/2 cup	117	31	19	14
400	strawberry shortcake	308	77	49	36
20	carrot, raw	15	4	3	2
42	peas, green, 1/2 cup	32	8	5	4
70	corn, kernels, 1/2 cup		18	10	6
167	avocado	128	42	24	15
110	bread & butter, 1 slice	85	22	14	10
100	mayonnaise, 1 tbsp.	77	20	13	9
151	doughnut	116	29	18	13
111	cheese, cheddar, 1 oz.	85	28	16	10
350	hamburger	269	67	43	31
314	pork chop, loin	242	60	38	28
106	crab meat, 1/2 cup	81	21	13	10
232	chicken, fried, 1/2 breast	178	58	33	21
77	egg, boiled	59	15	9	7

*Activity experienced to burn off calories.
**Number of minutes of activity necessary to burn off calories of consumed food.

FLEXIBILITY IMPROVEMENT ASSESSMENT

Student: _____
Period: _____

HOW DID I DO?

Flexibility Task	Date/Distance	Date/Distance	Date/Distance
Chin to right knee			
Chin to left knee			
Head up			
Sit and reach			
Flamingo right leg			
Flamingo left leg			

Chin to right thigh
Chin to left thigh

Student sits on floor with legs wide apart. Reach forward with both hands and slide hands down left leg to ankle. Knee must remain extended. Distance is measured from chin to left knee using yard-stick. Repeat procedure for right leg.

Head up

Student lays face down on padded surface. Hands are clasped behind their neck. Slowly the student raises their chin and chest off the floor. Distance is measured from chin to floor. NOTE: Student may have their feet anchored to floor by a classmate.

Sit and reach

Student sits on floor with back flat against wall. Feet are placed flat against box under overhang. Arms are raised up to horizontal level keeping back flat against wall. Yardstick zero end is placed at finger tips, then student reaches forward as far as possible with distance measured on yardstick.

Flamingo right leg
Flamingo left leg

Student stands on one leg, grabs right ankle with right hand. Student holds onto chair back or wall with left hand to maintain balance. Student pulls ankle up and behind body, and distance is measured from back of head to heel with yardstick or cloth measuring tape. Repeat procedure for left leg. Maintain balance. Feet flat.

Case Studies

A. Your uncle has picked you up after the basketball game. As soon as you get into the car, you know he has been drinking. He starts to drive away and barely misses hitting another car parked by the street. What do you do?

B. You are leaving a party with your friends. The person whose car you came in has been drinking and seems drunk but gets out the car keys and slides into the driver's seat. You have no other ride home. What do you do?

C. You arrive at a party and are surprised to find out that everyone is drinking. You also notice people whispering and then going into the back yard in groups of three or four. Your friends are there, but you don't like what is going on. What do you do?

D. You go to a party where you know beer will be served, but you've done that before and have been all right. This time, though, a new group of people are there who have a reputation for starting trouble. One of them gives you a hard look as you come into the house. What do you do?

E. You've never used drugs and have promised yourself and your parents that you wouldn't do that. You're with your friends after school, and one of them brings out some pot. You know some of them have used it before. What do you do?

F. You're at a small party at your best friend's house with a girl you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. She is coming on to you, but you're not ready to go that far. What do you do?

G. You're at a small party at your best friend's house with a guy you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. He is coming on to you, but you're not ready to go that far. What do you do?

H. You're on a date with an older guy. He's driving the car and ends up at a dark, quiet spot. He starts coming on to you. What do you do?

I. You're on a date with a very popular girl from your school. She's driving the car and ends up at a dark, quiet spot. She starts coming on to you. What do you do?

J. You've worn your newest outfit to the party. It's cut a little low in front, and the skirt is short and tight. You know you look great. A very handsome guy you don't know comes over to talk. He stands very close and tells you how sexy you look. One of his friends comes over with a girlfriend, and they invite you to leave the party and go for a ride. What do you do?

K. Despite your parents' warnings and your own good intentions, you drank some wine coolers at a party and now you don't feel well. Your parents will be mad, but you have your dad's car. What do you do?

L. You went to a party in another town where people have been drinking. Some loudmouth at the party starts to make rude remarks to you. Your friends, who have been drinking, want you to fight with him. What do you do?

M. You're at a party with your girlfriend. She really looks beautiful tonight. Her dress shows off her great figure, and all the guys really envy you. One of the biggest, toughest guys in school asks her to dance and hangs around her afterward. You see him make a pass at her, and she looks hurt and scared. What do you do?

An Adaptation of

THE STATION

by Robert J. Hastings

Tucked away in our subconscious is an idyllic vision. We see ourselves on a long trip that spans the continent. We are travelling by train. Out the windows we drink in the passing scene of cars on nearby highways, of children waving at a crossing, of cattle grazing on a distant hillside, of smoke pouring from a power plant, of rows upon rows of corn and wheat, of flatlands and valleys, of mountains and rolling hillsides, of city skylines and village halls.

But uppermost in our minds is the final destination. On a certain day at a certain hour, we will pull into the station. Bands will be playing and flags waving. Once we get there so many wonderful dreams will come true, and the pieces of our lives will fit together like a completed jigsaw puzzle. How restlessly we pace the aisles, damning the minutes for loitering--waiting, waiting, waiting for the station.

"When we reach the station, that will be it," we cry. "When I'm 18," "When I graduate from college," "When I buy a new 450SL Mercedes Benz," "When I have paid off the mortgage," "When I get a promotion," "When I reach retirement I shall live happily ever after."

Sooner or later we must realize there is no station, no one place to arrive at once and for all. The true joy of life is the trip. The station is only a dream. It constantly outdistances us.

"Relish the moment" is a good motto. It isn't the burdens of fear that drive men mad, it is the regrets over yesterday and the fears of tomorrow. Regret and fear are twin thieves who rob us of today.

So stop pacing the aisles and counting the miles. Instead, climb more mountains, eat more ice cream, ski more moguls, study more chemistry, go barefoot more often, swim more rivers, watch more sunsets, play with the kids more, enjoy your parents, laugh more, cry less. Life must be lived as we go along. Learn from the past, live in the present, plan for the future. The station will come soon enough.

AFFECTIONATELY YOURS

Personal Response Sheets

If I fell in love, I could show that person I really loved them by . . .

Something that would make me believe that a person really loved me. Would be that they . . .

How Teenagers View Nutrition

Case Study #1

When Joe was a child, his parents were strict vegetarians. They served many vegetables and soy protein products to him which he did not like very much. He used to complain to them that he wanted to eat the foods his friends ate, like hamburgers and pepperoni pizza. Finally, when he was about ten years old, they decided to change the family's diet and give him freedom to choose what he wanted to eat at meals. Due to the things his parents used to say about nutrition, Joe still thinks nutrition means being forced to eat a food he does not like just because somebody says it is good for you. He refuses to eat most vegetables, hates anything with soy protein in it, and avoids any food which is advertised as nutritious, such as vitamin-enriched cereals.

Case Study #2

Lupe eats many fried foods. Every day, she has two doughnuts for breakfast, potato chips for a snack at midmorning, french fries with a hamburger or fried chicken nuggets for lunch, and an evening meal which often consists of fried fish, meat, or poultry, and deep fried vegetables. Lupe is active in several sports activities at school and is at her "ideal weight," according to the weight charts for teenagers. Her doctor suggested she stop eating fried foods, but she does not think her eating habits are so bad. She feels healthy, so she has decided to continue eating the kinds of foods she likes best--fried foods.

Case Study #3

Chi Yin is the best tennis player in his region of the state. He plays on the high school tennis team and wins most amateur tournaments he enters. Being a good player requires much practice time, and with school and his part-time job, he usually cannot get home for regular meals. In fact, food does not matter to him much, and he frequently eats the same things for lunch and supper every day. He usually orders something quick at a fast-food restaurant at noon and after practice on his way to his evening job. His parents are concerned about his eating habits, but Chi does not think nutrition is very important, just as long as he is not hungry when he is practicing.

Case Study #4

Diana has been wanting to lose 30 pounds for a long time now, so she is eager to try any new weight loss diet she hears about. Her mother usually joins her in the diet and they shop for the foods and prepare them together. They often get tired of the diet after a couple of weeks. The last diet that they went on was one that Diana's best friend had read about in a magazine. It consisted of one week of eating only fruit, a second week of eating only lean meat, followed by three days of fasting. They gave up the diet after only three days. Diana and her mother do not know much about nutrition, so they are not very good at making decisions about whether a diet is healthy for them. The next weight loss they plan to try is called the Eat Thin, Be Thin diet. Three of Diana's friends are on the diet, and they all say they have lost several pounds in the first week of the diet.

Name_____ Date_____

Make Your Munchies Count

Some people are super snackers; they snack all day long. Put yourself in one super snacker's place for a day. Nibbling throughout the day can supply 100 percent of the RDAs, if you plan ahead. How close can you come to meeting your body's nutritional needs without eating any regular meals? Read the situations below and write down your snack choices.

1. You overslept again! Do you grab an orange as you race out the door or a chocolate almond candy bar from the vending machine at school?

2. It is 10 a.m. and you are in a slump. You feel that you need a pickup between classes. As you walk by the vending machine, do you stop to purchase a package of sunflower seeds or a bag of potato chips?

3. You are experimenting with snacks in the food lab just before lunch. Do you sample the home-baked bran cereal muffins to the chocolate chip cookies your class has made?

4. You must squeeze in a quick 10-minute lunch in order to make it to the club meeting on time. You can grab a corn dog, a tuna salad sandwich, raisin-carrot salad, French fries, milk, or a soft drink. Which choices do you make?

5. At mid-afternoon break, you run by the cafeteria in time to purchase a snack. Only bananas, fruit cocktail, chocolate pudding, cheese and rye wafers, and brownies are left. Which do you choose?

6. You are finally home. You need a snack to tide you over. A raid of the refrigerator reveals a piece of chocolate pie, a cold drink, a container of yogurt, fresh broccoli, carrots, cauliflower, cottage cheese dip, and a hard-cooked egg. Which do you choose?

7. You need munchies while watching the Friday night movie. There is a bowl of fresh apples, ice cream, pretzels, and corn chips in the kitchen. Which do you choose?

8. You are craving a snack before bedtime. The refrigerator reveals leftover chicken, cheesecake, bread, apple juice, and lemonade. What do you choose?

You Won't Miss the Sugar

Suggestions for Reducing Sugar in the Diet:

- Select pure fruit juices rather than soft drinks or imitation fruit drinks.
- Select fresh fruits for snacks. The sugar content of dried fruits is much higher than that of fresh fruits.
- Read ingredient labels to identify the types of sugars in the product.
- Select sugar-free cereals.
- Try using sweet spices such as allspice, cardamom, cinnamon, cloves, coriander, ginger, and nutmeg to replace some of the sugar.
- Reduce the sugar in foods prepared at home. Start by reducing the sugar gradually until you have decreased it by one-third or more.
- Use home-prepared items instead of commercially prepared ones.
- Learn to use less sugar on cereals.
- Use less sugar in coffee and tea or learn to drink them without sugar.

Nutty Apple Bread

1 cup whole wheat flour
1 cup white flour
1 tsp. cinnamon
2 tsp. baking powder
1/4 tsp. salt
6 tbsp. margarine
1/2 cup sugar
2 eggs beaten
1 cup, large tart apple, coarsely shredded
1/2 cup chopped nuts
1/4 cup skim milk
1/2 cup raisins

Preheat the oven to 375 F.
Combine the flours, baking powder, and salt in a small bowl.
Set aside.
In a large bowl, cream the margarine and the sugar.
Add the beaten eggs and continue to beat until fluffy.
Stir in the apple and 1/4 cup of the nuts.
Add half the flour mixture, stirring well.
Stir in the milk and the remaining flour mixture.
Add the raisins.
Pour into a greased, 9"x5"x3" loaf pan or two 7"x3"x2" pans.
Sprinkle remaining nuts on the top. Bake 35 to 40 minutes or until a toothpick inserted in the center comes out clean.
Cool on a rack and remove from the pan(s).
NOTE: Chopped dates, prunes, or other dried fruit may be substituted for the raisins.

Nutritional analysis of one slice = 30 g carbohydrates; 6 g fat; 3 g protein; 163 calories.

I Think She Has an Eating Disorder! Now What Do I Do?

- Know the warning signs of anorexia nervosa and bulimia nervosa.

- Discuss your concerns with the individual before deciding she does have an eating disorder *(i.e., make sure she just hasn't had a bout of the flu).*

- Discuss your concerns with a resource person available to you such as a doctor, counselling center, guidance department, nurse. Only approach the woman if you feel there is actual evidence of an eating disorder.

- In discussing your concerns with the individual, be compassionate and open and try to do it in an informal manner rather than a structured interview so that she doesn't feel you are talking to her as a "professional," but as a concerned person to whom she can turn.

- In your discussion, convey your concerns about her health and functioning--don't focus on weight loss or body size. Let her know the ways in which you may be able to help her *(by getting literature, the name of a therapist).*

- **Have patience**—expect to be rejected by the woman at first. It's frightening to admit you have a problem that is out of control and the thought of giving up the behavior is even more frightening. Make sure you leave her with the impression that you do think the situation is serious and that you'd like to speak to her again about it.

- Throughout the whole process of detection, referral and recovery, keep the focus on feeling healthy (physically, emotionally, psychologically, relationship-wise) and not on weight.

- Don't make promises you can't keep *(e.g., if there is a policy stating you must report this kind of problem to a particular person or department, or parent, then don't promise you won't report it).*

- Be aware of community resources and what to do in an emergency.

- Know your limits. Do not get over-involved in terms of trying to offer "therapeutic" advice. These are very complicated, dangerous, and often difficult-to-treat disorders that generally require a whole team approach to treatment. You do not want to become a substitute for professional care.

Name_____ Date_____

The Truth of the Matter

Complete the following questions using a magazine or a newspaper article on nutrition, a nutrition-related book, or nutrition or medical journals.

1. What is the author's name?

2. From what university or institution did the author receive training?

3. In what subject was his or her training?

4. With whom is the author associated at the present time?

5. List the professionals who have endorsed the article or book.

6. List any names of nutrition experts from whom the author received advice or assistance.

7. Give examples of the footnotes listing reliable nutrition or medical books.

8. Is the book on the acceptable list of a professional group such as the American Heart Association or the American Cancer Society?

9. Does the article make claims to cure medical conditions or is the information consistent with the basic concepts of nutrition and health?

10. Write a brief synopsis of an article or a portion of a book.

11. Nutrition articles are included in many newspapers and household magazines. Often there is very little information given about the author of these articles. How can you determine if this information is reliable?

Ergogenic Aid Examples

Definition of Ergogenic Aid: Agent of treatment theoretically designed to improve performance above and beyond the effects of training. Ergogenic aids may enhance the production, efficiency or control of energy or they may delay fatigue.

Bicarbonate Loading:

Muscles that contract vigorously during athletic performance produce lactate. Lactate build-up leads to early fatigue. Ingesting large doses (30 milligrams per kilogram body weight) of sodium bicarbonate (a base) 1 to 2 hours before exercise to counter this lactic acid accumulation generally improves strenuous performance lasting 2 to 10 minutes. Side effects are nausea and diarrhea, often at unpredictable times.

Carbohydrate Loading:

This is a diet very high in complex carbohydrates, about 65-70 percent of total calories, for four or five days prior to an event lasting more than two hours. The latest research indicates that there are no significant benefits from carbohydrate loading. Too little carbohydrates in the diet could negatively affect performance, but adding carbohydrates above a certain level has no detectable effect on performance.

Caffeine:

Drinking 3-4 cups of coffee (4 to 5 milligrams of caffeine per kilogram body weight) or using caffeine suppositories about 1 hour before an endurance competition (lasting more than 2 hours) enhances performance in some, but not all athletes. It is thought that it increases use of fatty acids for muscle fuel, has psychological effects, or enhances glycolysis in muscle. Some athletes experience changes in heart rhythm, nausea, or lightheadedness that can actually impair performance. It is a banned drug in the Olympics and is illegal when a body level exceeds the equivalent of 5-6 cups of coffee.

Protein Packing:

Overloading or eating too much protein food which is unhealthy because many of these foods may also contain high amounts of fats, particularly cholesterol. Overloading on protein can put the kidneys under stress due to large amounts of nitrogen that need to be excreted.

Vitamins:

A few research studies show minor improvement in performance with particular vitamin supplementation; however, an equal number of studies show no benefit. Some athletes believe that if small amounts of vitamins are good, more will be better! In moderate doses, the water soluble vitamins, vitamin C and the B vitamins, are not dangerous. This is because excessive intakes are not stored in the body. An excessive intake above basic need is eliminated in the urine. Fat soluble vitamins, A, D, E, K, can reach toxic levels in the body because intakes above body needs are stored in fat tissue and can build up to high levels. In addition, high-dosage vitamin and mineral supplements can interfere with the normal metabolism of other nutrients and with the therapeutic effects of certain drugs.

Vitamin supplements do not supply more energy. Some vitamins help the body use energy. They work in conjunction with enzymes to convert carbohydrate, fat, protein, and alcohol into energy. Vitamin B_{15} is thought to increase oxygen uptake. No scientific evidence has been found to support his.

Other Ergogenic Aids:

The following is a list of additional ergogenic aids:

- Quick energy myth substances, i.e., honey, sugar, soft drinks, do not improve speed or strength because it takes the body one to four hours to digest food.

- Amphetamines are used in sports to mask the feeling of fatigue. Side effects can be dizziness, confusion, and an inhibition of awareness of heat stress.

- Bee pollen is thought by some to help facilitate recovery during exercise, but several well-controlled studies concluded that it does not enhance physiological responses to exercise or recovery.

High School

Development Traits

- ☐ Develops a sense of self-identity.
- ☐ Begins a more prominent and realistic work/career search.
- ☐ Develops a concern about social issues.
- ☐ Matures sexually with physical and emotional changes.
- ☐ Increases independence.

Career Needs

- ☐ Understand how individual personality, abilities, and interests relate to career goals.
- ☐ Understand how education relates to college majors, further training, and/or entry into the job market.
- ☐ Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements.
- ☐ Be able to use a wide variety of career information resources.
- ☐ Show responsible decision making.

Parent Involvement

- ☐ Help your child make independent decisions.
- ☐ Encourage exploration of all kinds of postsecondary education opportunities.
- ☐ Involve yourself in your child's future planning.
- ☐ Give certain economic responsibilities.
- ☐ Encourage job awareness.
- ☐ Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

Source: "Building your child's future together." American School Counselor Association.

Grade
11

LEVEL:
SECONDARY

JOIN YOUR MUSCLE JOINTS

OBJECTIVES:

To understand the function of the skeletal system and be able to identify types of muscular movement.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Ball and Socket Joint. When you throw a baseball, you can swing your arm in a large circle because of the ball and socket joint in your shoulder.

Hinge Joint. When you kick your leg from the knee, you use a hinge joint. A hinge joint is like a hinge that joins a door to a doorway.

Pivot Joint. When you nod your head, one pivot joint moves. This joint connects your head to your neck.

Gliding Joint. When you bend over to pick up an object, the gliding joints in your vertebrae are used. There are small discs or pads of cartilage that lie between these bones.

Muscles work as teams to provide movement. They are arranged in opposing pairs or antagonistic groups. Three common types of movement are: flexion-extension, adduction-abduction, and rotation. In the following examples, the muscles work in opposing pairs to cause movement.

a. Flexion is defined as the decreasing of the angle between two parts of the body.

b. Extension is the increasing of the angle between two parts of the body.

c. Abduction is when part of the body moves away from the midline of the body.

d. Adduction is when part of the body moves toward the midline.

e. Rotation is part of the body moving on its longitudinal axis.

Class Arrangement:

Large group.

Skill Needed:

Basic anatomy (skeletal and muscular systems).

Instructional Strategies:

Have students perform the following exercises. After each exercise, determine the type of movement used.

1. Push-ups — Arm: _____
2. Sit-ups — Trunk: _____
3. Neck circles — Neck: _____
4. Seated toe touch — Trunk: _____
5. Stride jumps — Shoulder or leg: _____
6. Chin-ups — Arm: _____

Have the students perform the following exercises and name the corresponding major bones moved and the type of joint used in each exercise.

Exercise	Major Bones	Type of Joint
(example) bench press	(example) humerus radius ulna	(example) shoulder (ball and socket) elbow (hinge)
sit-ups		
dips		
leg press		
lateral pull-downs		
arm curls		
quadriceps extension		
hamstring curls		

Grade
11

LEVEL:
SECONDARY

HEART TO HEART

OBJECTIVES:

To understand the primary and secondary risk factors associated with coronary heart disease (CHD).

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"RISKO Matrix" handout (see Grade 11 Handout Masters).

INFORMATION:

Coronary heart disease is related to personal lifestyle health habits known as risk factors. These risk factors cannot be labeled as causes, but are instead characteristics that increase the probability of one's having CHD. The primary risk factors are cigarette smoking, hypertension, and elevated serum cholesterol. These three factors seem to have the greatest impact on the development of CHD. However, the secondary risk factors listed are also of great concern in the development of CHD. Each of these risk factors is related to CHD in an additive fashion: the greater the number of risk factors present, the greater the likelihood of developing CHD. Each of these factors is, at least in part, a function of individual lifestyles and behavior patterns. This observation holds out hope that it may be possible to prevent premature CHD through modification of the risk factors. With the exception of age, sex, race, and heredity, each of the other risk factors can be altered through lifestyle modification.

CLASS ARRANGEMENT:

Individual.

SKILLS NEEDED:

Knowledge of total cholesterol and blood pressure.

Instructional Strategies:

1. Discuss the risk factors with students.

2. Have students self-assess their CHD risk by completing the "RISKO Matrix" handout.

3. Provide students with the following information to assist them during the self-assessment process.

   Age. Older persons generally incur more heart attacks than younger persons.

   Weight. Being overweight causes the heart muscle to work harder than normal.

   Heredity. Determine if parents, grandparents, brothers, and sisters have had a heart attack and/or smoke.

   Tobacco Smoking. If you inhale deeply and smoke a cigarette way down, add one to your classification. Do NOT subtract because you think you do not inhale or smoke only a half inch on a cigarette.

   Exercise. Lower your score one point if you exercise regularly and frequently.

   Cholesterol or Saturated Fat Intake Level. A cholesterol blood level is best. If you can't get one from your doctor, then estimate honestly the percentage of solid fats you eat. These are usually of animal origin—lard, cream, butter, beef, and lamb fat.

   Blood Pressure.Try to obtain a reading from the school nurse.

   Gender. Generally, males are more at risk for heart attacks than are females.

Evaluation/Modification:

List the factors that you might be able to change to reduce your chances of suffering a heart attack.

Grade
11

LEVEL:
SECONDARY

STRESS, EXERCISE AND YOU

OBJECTIVES:

To demonstrate an understanding of stress and the physiological and/or psychological factors that influence the relationship between physical and emotional well-being.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

"Your Ability to Relax" and "Stress, Exercise and You" handouts (see Grade 11 Handout Masters).

INFORMATION:

Physical activity is one of the simplest ways to control stress. Physical activity allows a person to reduce muscular tension. Exercise can help a person cope with stress and prevent stress from becoming a chronic problem.

Physical exercise that requires continuous and rhythmic muscular activity, such as aerobic exercise, also stimulates alpha-wave activity in the brain. These are the same wave patterns commonly seen during periods of meditation and relaxation. Furthermore, during vigorous aerobic exercise lasting 30 minutes or longer, the pituitary gland in the brain releases morphine-like substances called endorphins. These have been known to act as painkillers and seem to induce the soothing, calming affect often associated with aerobic exercise.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Basic skills of various sports/activities.

Instructional Strategies:

1. Students will identify and demonstrate methods of taking a pulse rate and recognize the effect stress has on the heart and on other body functions.

2. Students will write out as many physical and emotional responses to stress as they can. Pin these responses to a large figure of a person that can be fastened to a wall or drawn on a chalkboard. The purpose is to show the varied responses people experience when affected by stress.

3. Students will be divided into groups and asked to examine healthful and unhealthful ways of coping with a given stressful situation.

4. Using the "Stress, Exercise and You" handout, students should select one activity of high “stress diversion” value and use as a stress-reducing strategy.

Evaluation/Modification:

Students will complete the "Your Ability to Relax" handout.

Grade
11

LEVEL:
SECONDARY

WHO IS THE HEALTHIEST?

OBJECTIVE:

To explore the meaning of the word “healthy” in society.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

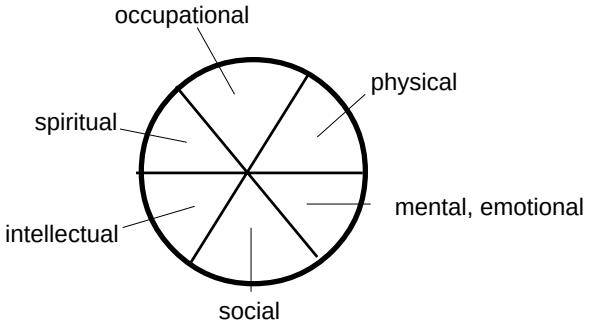
Classroom.

EQUIPMENT/MATERIALS:

Examples of fitness, nutrition, or health magazines (especially front covers), "Who Is the Healthiest?" handout for each student (see Grade 11 Handout Masters), blackboard, chalk.

INFORMATION:

Hetler’s Wellness Model:



CLASS ARRANGEMENT:

- class brainstorming/discussion,
- small group problem solving.

INSTRUCTIONAL STRATEGIES:

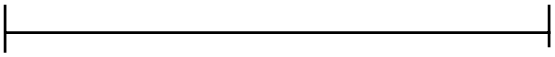
1. Show examples of ways the word “healthy” is utilized and exploited in the media. Ask, “What does the word ‘healthy’ really mean?” As students answer, write all responses on the blackboard. Keep asking the question to evoke responses.

2. Explain to the students some of the background of health, especially the interpretation by most people that health was only used to describe the physical condition. (If you looked healthy, you were deemed healthy!) In 1940 the World Health Organization (WHO) was the first to define health as an interaction of three components: physical, social, and mental/emotional dimensions. Since this first definition there have been many models describing the dimensions of health.

3. Give each student a copy of the handout. Each student is to rank the individuals described in the handout in order of who is the healthiest (1-healthiest; 7-least healthy). There cannot be a "tie." Allow five to eight minutes to complete the handout.

4. Divide students into groups of four. Have each group discuss the individuals in the handout and come up with a consensus ranking as a group. Have each group appoint a speaker. Allow 10 minutes to complete these tasks.

5. Have each speaker report his/her group ranking and rationale. Allow time for discussion after each group. Keep rankings on the blackboard (see below) so that each group can see how others ranked the individuals.



most healthy least healthy

6. Ask the class, "How does society look upon people who. . . ."

   a. are overweight? are underweight?
   b. are active? are sedentary?
   c. use alcohol? abstain from alcohol?
   d. are parents? are not parents?
   e. smoke? do not smoke?
   f. live together? are married? are divorced? are faithful? are unfaithful?
   g. practice birth control? have many children? abstain from sexual activity?
   h. express themselves outwardly? hold in their feelings?
   i. are HIV-positive? get tested for HIV? never get tested for HIV or any STD?
   j. use drugs (examples: marijuana, cocaine)?
   k. eat compulsively? who starve themselves?
   l. stay with the same job for a long time? change jobs frequently?

7. Reconvene into original small groups. Have each group create the optimal "healthy" individual. Share outcomes from each group.

RESOURCE:

Haines, M. DeKalb, IL: Northern Illinois University.

Grade
11

LEVEL:
SECONDARY

AIDS CAN HAPPEN TO YOU

OBJECTIVE:

To identify ways that students can show compassion for persons living with HIV or AIDS and their families.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"AIDS Can Happen to You" handout (see Grade 11 Handout Masters).

INFORMATION:

HIV infection occurs in three stages. These stages are (1) infected but showing no ill health (asymptomatic HIV infection), (2) infected and showing some symptoms of ill health (symptomatic HIV infection), and (3) infected and meeting a medical definition of HIV-related complications and related opportunistic infections (AIDS). At every stage of HIV infection, a person is capable of transmitting the virus. The average time from initial infection to death from an opportunistic infection related to AIDS has been eight to ten years.

CLASS ARRANGEMENT:

Discussion and individual writing.

SKILLS NEEDED:

Knowledge of the difference between HIV and AIDS, knowledge of the levels of infection, writing skills.

INSTRUCTIONAL STRATEGIES:

1. Give a copy of the handout to each student to read. After students read the handout, discuss the following:

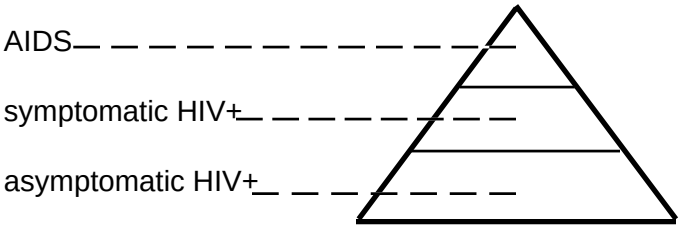
a. Why wasn't Jim concerned that he might become infected with HIV and develop AIDS?

b. Do you believe Jim's lack of concern about becoming infected with HIV as a teenager is common among teenagers you know?

c. How did being HIV positive affect Jim's life?

d. Why do you think Jim's mother wrote this letter for you and others to read?

2. Explain that many persons are HIV positive and will develop AIDS. Draw the pyramid (levels of infection) on the board. A pyramid is appropriate because it also shows that there are more persons who are asymptomatically HIV infected than symptomatically HIV infected and, in turn, then have a full AIDS diagnosis.



Until a cure is found, persons with AIDS (PWAs) and their families live with the knowledge that AIDS is progressive and that eventually the PWA will die. These persons and their families need support and compassion. What are some ways to show compassion? (Know the myths and the facts about HIV infection, be open and honest, share feelings with a PWA, and be supportive with time and energy.)

3. Have the students pretend they knew Jim. Have the students write a letter to Jim's mother expressing sympathy.

Evaluation/Modification:

This activity can be an interdisciplinary assignment with an English or sociology class.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
11

LEVEL:
SECONDARY

WHO SPEAKS UP?

OBJECTIVES:

To realize that the prevention of STDs requires both personal and public decision making; to understand that inaction contributes to the spread of disease; to evaluate alternative strategies for stemming the spread of STDs.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Situation sheets for teachers (see Grade 11 Handout Masters), "Who Speaks Up for Safer Sex?" handout (see Grade 11 Handout Masters).

INFORMATION:

A strong element of shame and guilt surrounds the issue of sexually transmitted disease. Judgments may interfere with confronting these diseases as community health problems and negative feelings discourage communication between partners that is essential for reducing the transmission. This lesson explores the idea that not only the couple that fails to prevent STD is at fault for transmission of the disease, but that parents, teachers, and public officials who fail to educate young people in ways that would enable them to overcome the barriers to effective disease prevention are also at fault. Silence, both public and private, is dangerous. Everyone must speak up.

CLASS ARRANGEMENT:

Small groups.

SKILLS NEEDED:

Comprehension.

INSTRUCTIONAL STRATEGIES:

1. Discuss the question, “If a person gets a sexually transmitted disease, who is responsible?” Explain that this lesson will help students think about all the different people who have a role in reducing the spread of STD in this nation.

2. Explain that you will read a situation regarding responsibility for the control of STD and you will give possible alternatives. One corner of the room will represent each alternative. Each participant will move to the corner representing the alternative they think is best. Once in the corner, they should discuss their choice with others who made the same choice. Individuals from each corner may share their reasons for their choice with the entire class.

3. After the three situations have been discussed, ask participants to return to their seats. Discuss the following:

    a. Which of the situations was the most difficult (being a parent, a partner, or a legislator)? Why?

    b. Should the state have the right to intervene in the lives of individual citizens? If so, under what circumstances?

    c. What do you believe is the most effective way to get people to act so that they do not contract or pass on a STD?

4. Distribute the handout, "Who Speaks Up?" and read it or ask volunteers to read the story. Ask participants to individually rank the characters as directed.

5. Divide the participants into groups of five. Ask the participants to try to reach a group consensus by discussing with each other the reasons for their selections. After 10 minutes bring the groups together for a final discussion.

    a. Did any group reach a consensus on the person they felt most positive about? most negative about? What were the reasons for your choices?

    b. Are the behaviors of these people realistic?

    c. Which of these people is most like you?

    d. Would your ranking be different if Pat were a male and the relationship a homosexual one?

Evaluation/Modification:

Teacher tip: Be sure to identify clearly the corner representing each option.

Follow-up activity: Rewrite the scenario so that every person is taking responsibility for discouraging the spread of STD.

Resource:

1993 Nebraska Comprehensive Health Education Curriculum Guide.

Grade
11

LEVEL:
SECONDARY

SO WHAT'S AN ABSTINENCE ANYWAY?

OBJECTIVES:

To raise awareness of what is needed to make abstinence work; to approach abstinence from a decision-making model.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

- Clear, hard, plastic ball or heart that can be opened (located in craft stores),
- slips of brightly colored paper (3/4" wide and 3" long),
- newsprint and markers,
- chart or list presenting contraceptive methods, typical failure rates and lowest expected failure rates (use medically accurate data for failure rates—see Appendix B for information from the U.S. Public Health Service on the effectiveness of condoms).

INFORMATION:

The rate of pregnancy, HIV infection and other sexually transmitted diseases continues to increase each year. The only 100 percent means of preventing disease or pregnancy is to abstain from sexual intercourse.

The meaning of sexual abstinence is varied. The following points should be made during the lesson:

- Abstinence is a conscious decision to avoid certain activities or behaviors.
- What kinds of things do people commonly abstain from (sweets, alcohol, sex, drugs)?
- Why do people abstain (to make a point, to protect their health, to celebrate religious holidays, to avoid negative consequences)?
- Different people may have different definitions of sexual abstinence. For some it may mean no sexual contact. For others, it might mean no penetration or only "lower-risk" behaviors.

INSTRUCTIONAL STRATEGIES:

Ask students, "What is the best method to use to make sure you don't get pregnant, cause a pregnancy or get an STD?" Students will probably answer "abstinence." See if you can get someone in the group to say that abstinence is 100 percent effective, or ask the group about its level of effectiveness.

Discuss "typical" and "perfect" contraceptive user rates. Tell students abstinence is effective only if it is used perfectly every time. Explain that all methods have failure rates, mostly based on "human error." People sometimes forget to take pills, or don't use a spermicide with a condom, or use a condom incorrectly, causing it to spill or break. Vows of abstinence can also "break" if not used correctly.

Tell the students that to learn how to use any contraceptive, they must know what it is and how it works. Many people have seen a condom or a pack of pills. Ask students:

- Has anyone seen an “abstinence”?
- What does it look like?
- How does it work?

Say to the students, “I happen to have an abstinence here,” or “It’s hard to talk about something that you can’t see, so I brought one.” (If your “abstinence” is heart-shaped, remind the group that abstinence doesn’t have to mean lack of love, intimacy, romance, or sensuality.) Say to the group, “As you can see, the "abstinence" is empty. An empty “abstinence” is like any empty promise--it doesn’t work very well.”

Students should individually brainstorm what makes sexual abstinence work and write their ideas on the slips of colored paper to put into the “abstinence.” Try to elicit some of the following concepts:

- being able to talk to each other
- commitment
- partner cooperation
- assertiveness
- a positive vision for the future
- self-esteem
- alternatives
- awareness of personal values
- self-control
- ability to identify sexual situations
- information
- knowledge of consequences
- belief that you are not invulnerable

Write these items on the board. Talk about each item and how it contributes to effectiveness.

Place the items in the “abstinence.” After all are included, remove one item such as “assertiveness.” Ask what would happen if you had all the other items except that one. Do the same with other items pulled from the “abstinence.”

Discuss other factors that might cause abstinence to fail, such as alcohol and drug use, peer pressure, threat or force. Explain that deciding to use an “abstinence” is similar to deciding to use any contraceptive or safer sex method. Questions to consider include:

- Do you feel comfortable using this?
- Does your partner or future partner agree?
- What are the possible side effects?
- Will you use it every time in a potential sexual situation?

Offer ways to make abstinence work, such as the following:

- Don’t leave your “abstinence” at home or in your health class or in your church or synagogue. Keep it with you at all times. Pills won’t prevent a pregnancy if you forget to take them every day; condoms won’t protect you if they never make it out of their container. Abstinence won’t work if you don’t use it.
- Take out your “abstinence” every once in a while and think about it to reaffirm your commitment. Review your reasons for choosing abstinence. How well is it working? What are the strong points? the weak points?
- Decide when and under what circumstance you will cease to abstain (e.g., when you reach a certain age, when you are in a long-term committed relationship or marriage, if you are with the right person).

Evaluation/Modification:

This activity can also be used to teach parents to talk with their teenagers about postponing sexual involvement.

A similar activity can be used to talk about other abstract ideas, such as self-esteem or love. Have students write all the things someone needs to have good self-esteem or a good relationship and discuss how missing items might affect the concept.

Resource:

Basche, F., Terrell, A., Family Life Educator, Winter 1994-95, 32-34.

Grade
11

LEVEL:
SECONDARY

UNDERSTANDING TOBACCO ECONOMICS

OBJECTIVE:

To understand the economic costs of tobacco use in our country.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Tobacco: Paying the Bill" and "Smoking and Economics" handouts (see Grade 11 Handout Masters).

INFORMATION:

Most people are not fully aware of the magnitude of the economic costs of tobacco. This exercise will help students realize the societal costs of tobacco use.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

The students should be given the following short writing assignment: write down all the ways they can think of that tobacco can cost money. Remind students that purchasing cigarettes is only part of the cost. When they have finished writing, call on volunteers to read their ideas. Distribute the "Tobacco: Paying the Bill" handout to students to complete. Conduct a discussion of the costs of smoking to society.

Ask the students the following questions: **What is the leading cause of cancer in the United States?** (Answer: tobacco use.) **Why are insurance and hospital costs higher due to tobacco?** (Students' answers should reflect that tobacco-related illnesses translate into more hospital stays and thereby affect insurance rates. Remind students that everyone must pay for this burden.) **Why does tobacco use cause a loss in worker wages?** (Answer: Illness related to tobacco use leads to loss of work days.) **Why does tobacco use cause a loss of worker**

productivity? (Answer: Time spent on this habit includes smoking on-the-job.)

Conclude your discussion by pointing out to students that although the financial costs of tobacco are high, loss of life and health costs in our society are the greatest losses. Have the students revise the writing they did before the discussion to include the new categories they have learned concerning the financial costs of tobacco use.

Distribute the handout "Smoking and Economics" to the students and discuss.

RESOURCES:

Discover: Skills for Life, Educational Assessment Company.

Tobacco Free Montana, 825 Helena Avenue, Helena, MT 59601, 442-6556 in Helena or 1-800-LUNG-USA.

Grade
11

LEVEL:
SECONDARY

EATING PATTERNS: PAST-PRESENT-FUTURE

OBJECTIVES:

To analyze eating habits and develop a plan of action to make changes for a healthier lifestyle.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Eating Patterns: Past-Present-Future," "Lifestyle Habits/Can It Be Changed?/What Could be Done?," and "A Pattern for Daily Food Choices" handouts (see Grade 11 Handout Masters).

INFORMATION:

Exploration, inventions of machinery, commerce, and the exchange of ideas have developed because of our need and desire for appetizing foods. By studying the eating patterns of the past and present, students will have an opportunity to see how eating habits have changed over time. They will then be ready to make future predictions.

Students can apply this exercise as they consider their current eating and exercise habits to decide what plan of action would benefit their health in the future.

CLASS ARRANGEMENT:

Small groups/individuals.

SKILL NEEDED:

Students should be familiar with the pattern of daily food choices based on the Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Present the two different meal patterns: one is for a 1942 farm family and the other is for a 1992 wage earner's family. Tell students to study the two meal patterns and then assign small groups of students to complete the handout, "Eating Patterns: Past-Present-Future."

Meal Pattern for a 1942 Farm Family

6:00 a.m. - Breakfast
- Oatmeal
- Butter, sugar & milk
- Sausage (2)
- Fried eggs (2)
- Biscuits & butter
- Grape jelly
- Milk

Noon - Lunch
- Fried chicken (2-3 pieces)
- Gravy
- Mashed potatoes
- Macaroni & cheese
- Green beans
- Onions & cucumbers
- Hot rolls & butter
- Peach cobbler

4:00 p.m. - Snack (taken to field)
- Bologna sandwiches (2) with lettuce & tomato slices
- Iced tea

8:00 p.m. - Supper
- Fried pork chops
- Gravy
- Mashed potatoes
- Buttered English peas
- Cornbread & butter
- Egg custard
- Milk

Meal Pattern for a 1992 Wage Earner

7:00 a.m. - Breakfast
- Ready-to-eat cereal
- Milk

10:00 a.m. - Coffee Break
- Doughnut
- Coffee

Noon - Lunch
- Hamburger
- Potato chips
- Cola

6:00 p.m. - Dinner
- Broiled steak
- Baked potato with butter & sour cream
- Salad with dressing
- Iced tea
- Bread

2. Upon completion of the work sheet, have students share their prediction for meal patterns 50 years from now (when they will be in their 60s and 70s).

Evaluation/Modification:

Distribute the handout, "Lifestyle Habits/Can It Be Changed?/What Can Be Done?" for students to develop their own plan of action. This activity could be completed in class or as homework.

Resources:

Texas Education Agency, Education for Self-Responsibility IV: Nutrition Education.

The American Heart Association. (1989). Food, Fitness, and Fun.

Grade
11

LEVEL:
SECONDARY

FAT ATTACK

OBJECTIVE:

To make wise low-fat food choices as part of self-responsibility for health and wellness.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Fat Attack" handout, "Chicken Supreme" handout (see Grade 11 Handout Masters).

INFORMATION:

Fat transports vitamins and acts as an energy source. It is not necessary to consume a high-fat diet because the body receives energy from three energy-yielding nutrients, carbohydrates, fats, and protein. Fat contains nine calories per gram, carbohydrates contain four calories per gram, and protein contains four calories per gram. Excess amounts of these three nutrients not used for body functions are stored as fat.

Most Americans consume too much fat. A diet high in fat can lead to obesity and certain types of cancer. High-fat diets can lead to elevated blood cholesterol levels. People with abnormally high blood cholesterol levels are in a high-risk group for advanced atherosclerosis, which can lead to heart attacks and strokes.

Atherosclerosis is a hardening of the arteries characterized by a thickening of the artery walls from a buildup of plaque. Plaques are mounds of lipid matter that accumulate on the inner walls of the arteries. Lipid is a term used to describe fats, oils, and fat-related substances. The amount of fat consumed in one day should be below 30 percent of the total calories taken into the diet.

Some ways to reduce fat in the diet include:

- reducing fried foods,
- reading labels for fat content and choosing lower fat foods,
- trimming visible fat from meats,
- reducing the intake of high fat desserts,
- using vegetable protein sources such as dried beans and peas,
- choosing low-fat or fat-free menu items and snack foods.

Class Arrangement:

Individual/small groups.

Skills Needed:

Basic math skills.

Instructional Strategies:

1. Distribute and review the handout, "Fat Attack," with the students. After completion, review the answers with the class.

2. Distribute and review the handout, "Chicken Supreme," with the students, allowing time for completion. Discuss how each type of chicken can fit into an overall plan of healthy eating.

Evaluation/Modification:

Have students evaluate food labels for fat content, and determine if fat can fit into an overall plan of healthy eating.

Resource:

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade 11

LEVEL: *SECONDARY*

VEGETARIAN STYLE

OBJECTIVE:

To understand how a vegetarian can achieve a nutritionally adequate diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Vegetarian Style" handout, "A Pattern for Daily Food Choices" handout (see Grade 11 Handout Masters).

INFORMATION:

Vegetarians eat differing diets depending of the type of vegetarian they are. A vegetarian diet consists of only plant foods such as fruits, vegetables, legumes, nuts, seeds, and grains. All animal products are omitted. A lacto-ovo-vegetarian diet includes plant foods, dairy products, and eggs. A lactovegetarian diet uses plant food with dairy products.

People choose to become vegetarians for a variety of reasons. The following information about protein may help explain the information given on the handout, "Vegetarian Style."

The structural units of protein are called amino acids. Amino acids can be found in every cell of the body. Essential amino acids are those that must be provided by the diet. The body cannot produce essential amino acids sufficiently to meet the body's needs. Complete proteins come only from animal sources such as meat, milk, cheese, eggs, poultry, and fish. They are complete because they supply all of the essential amino acids.

Plant food products are considered incomplete proteins. Incomplete proteins do not contain all of the essential amino acids needed by the body. Plant foods include cereals from various grains, vegetables, fruits, legumes (dried beans and peas), and nuts. Incomplete protein foods eaten in combination provide a complete protein.

Class Arrangement:

Individuals/small groups.

Skill Needed:

Students should be familiar with the pattern for daily food choices from the Food Guide Pyramid.

Instructional Strategies:

1. Discuss the reasons why people choose to become vegetarians.

    - Economic - Animal foods cost more than foods used in a vegetarian diet.
    - Ecological - Animals eat two to ten pounds of grain for each pound of meat produced. Some people choose to eat less meat so that there will be more grain left for food.
    - Philosophical - Many vegetarians do not believe in killing animals. Religious beliefs may discourage or prohibit eating foods that come from animals.
    - Health - Vegetarian diets contain less fat and cholesterol and more fiber. Vegetarians are more likely to be at desired weights and have lower rates of certain kinds of cancer and fewer deaths from heart diseases.

2. Distribute the handout, "Vegetarian Style" and the handout, "A Patten for Daily Food Choices," and have students complete the questions on the work sheet. Discuss answers with class.

Evaluation/Modification:

Have students plan and eat a vegetarian meal at home.

Resource:

Texas Education Agency, (1992). Education for Self-Responsibility: Nutrition Education.

Grade 11

LEVEL: *SECONDARY*

FUELS FOR FITNESS

OBJECTIVE:

To understand how carbohydrates, protein, and fats each play an important role as the body's fuel.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"What You Need to Know About a Training Diet" handout, "Burning Fuel During Exercise" handout (see Grade 11 Handout Masters).

INFORMATION:

Energy (as measured by calories) is supplied primarily by carbohydrates and fat. Only a small amount of protein is used for body fuel.

CARBOHYDRATE (4 calories/gram): Athletes get most of their energy for exercise from carbohydrates. Foods, such as breads, cereals, pastas, fruit, vegetables, and beans, are excellent sources of carbohydrates. Carbohydrates are broken down into glucose during digestion. Any glucose that is not used immediately for energy is either converted to glycogen and stored in the muscles and liver or converted to body fat.

When athletes need energy, they draw on stored glycogen. In fact, muscle glycogen is the major source of fuel during the first half hour of any activity. After 90 to 120 minutes of continuous exercise, the glycogen stores drop to low levels. At this point the muscles start taking up energy from blood glucose. Blood glucose becomes important as fuel during prolonged endurance exercise after muscle glycogen stores have become low.

FAT (9 calories/gram): Fat is also an energy source for athletes. Fat is stored just under the skin and in the muscles of an athlete. But it takes 20 to 30 minutes from the time an athlete starts exercising until fat begins to supply a significant amount of energy. When more fat is burned, less of the stored glycogen is used. Since the glycogen stores are limited and fat stores are abundant, fat is a valuable energy source for athletes involved in endurance events. However, fat cannot be converted to energy as rapidly as carbohydrates; it also requires more oxygen to burn.

Therefore, fat is not a significant energy source for short-term, high-intensity exercise when oxygen is less available. However, fat is a primary energy source for low-intensity, long-duration endurance exercise.

PROTEIN (4 calories/gram): It is possible to use protein for energy although that is one of its least important functions in the body. Only when a person is on a low-carbohydrate diet, starving, or experiencing extreme malnutrition does the body use protein as a direct source of fuel.

Class Arrangement:

Small group/individual.

Skills Needed:

Familiarity with "A Pattern for Daily Food Choices," comprehensive reading skills.

Instructional Strategies:

1. Review the recommendations for the carbohydrate, protein, and fat relationship in the diet. (Carbohydrate = 50-55 percent of total calories; Fat = 30 percent of total calories; and, Protein = 15-20 percent of total calories). Relate this to "A Pattern for Daily Food Choices."

2. Distribute and review "What You Need to Know About a Training Diet" handout.

3. Distribute the "Burning Fuel During Exercise" handout for the students to read. Have students complete questions one and two at the bottom of the handout on a separate piece of paper. Review and discuss their answers.

Evaluation/Modification:

Have the students break up into small groups and plan a training diet for one of the athletes in questions one or two, and/or have each student create a personal training diet relative to his or her own athletic participation.

Resources:

National Dairy Council, (1991). Food Power: A Coach's Guide to Improving Performance (2nd Ed.).

Missouri Department of Health Nutrition Education & Training Program. (1992). Sports Nutrition.

Grade
11

LEVEL:
SECONDARY

ARE YOU READY FOR MARRIAGE?

OBJECTIVES:

To understand what marriage entails, and to obtain skills for deciding the appropriate time to get married.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, pencil or pen.

INFORMATION:

Studies show that the younger a couple is when first married, the higher the chance of divorce. Younger couples frequently get married for the wrong reasons (because of pregnancy, independence from parents, or because of romantic ideas). The institution of marriage is suffering because of a lack of commitment in the relationship and idealistic expectations for the relationship.

Prenuptial agreements are becoming more commonplace than ever before. Writing a marriage contract can help the couple talk about issues that they otherwise would not talk about until they are in conflict over the issues. Moreover, if the couple cannot agree on some important matters, this should demonstrate to the couple that marriage may not be in their best interest. The contract takes out the emotional aspects and deals with the practical aspects of marriage. A large percentage of the time, it is the practical aspects that create conflict and too often end marriages.

CLASS ARRANGEMENT:

Classroom.

Instructional Strategies:

1. Have a class discussion on the merits and the drawbacks of getting married.

2. Discuss what is important to the class for a successful marriage.

3. Pair the class up in mixed-sex couples (if there is not an equal number, boyfriends or girlfriends outside the class can be their partner).

4. Have students develop a marriage contract based on the following headings:

    a. Personal Goals and Expectations: Career, school, short-term and long-term goals, place of residence, and lifestyle.

    b. Financial Matters: Separate versus joint assets, living expenses, managing income (who does the bills, separate versus joint checking).

    c. Household Arrangements: Who does the household tasks or how will they be allocated?

    d. Sexual Expectations: Emphasize this is sex after marriage, and follow your district guidelines in regards to sex education. This topic is an important part of a marital relationship but discussion of sexual relationships should be a limited part of this activity.

    e. Children: How many, when, child care and parenting responsibilities, adoption, and discipline.

    f. Relationships With Others: Relatives, with whom and when will you spend holidays, and spending time with own friends.

    g. Duration of Contract, Renegotiation, and Review: How long does the contract last? Is there a need for periodic review? What happens when conflicts cannot be resolved?

    h. Terminating the Contract: What are grounds for terminating the contract? In case the marriage ends, what will be the settlement? Who takes the children in case of divorce?

Evaluation/Modification:

Emphasize it is the process of defining a contract, not the expectation of its legal enforcement, which is important. This activity is meant to help the students clarify their own thinking about how involved a marital relationship is.

Resources:

Melville, K., (1988). Marriage and Family Today. New York, NY: Random House.

Grade 11

LEVEL: *SECONDARY*

IS THE GLASS HALF EMPTY OR HALF FULL?

OBJECTIVE:

To comprehend the difference between being temporarily unhappy and psychologically depressed.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

People who experience vast amounts of stress are those who believe that stress is caused by external events rather than their reactions to those external events. A saying by Epictetus states: "Men are disturbed not by the things that happen, but by their opinion of the things that happen."

We all react to stress in different ways depending on numerous factors. One way we deal with stress is to blame ourselves for events beyond our control. Many times adolescents who become depressed feel they have no control over their lives which is a fallacy (except to the depressed adolescent). Giving adolescents feelings of control can help them become happier and better able to cope with brief episodes of feeling depressed.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Conduct a class discussion on what makes a person happy versus unhappy. How much of this is internal or external?

2. Have the class write an essay on an important decision they need to make in their near future.

3. Have them discuss both sides of the decision, “What is the worst thing that could happen to me if I decided this?" When making decisions, people usually create a situation that is not as serious as they perceive. By thinking of the most serious result of their decisions allows for a decrease in their fears. In other words, their rational thinking overrides their emotions.

4. Have students bring their decisions to class for the next period, and ask for volunteers to discuss these decisions.

5. Questions to include: Is the consequence of your decision life or death? How much control do you have over your decision? If it is not a life and death decision, why worry about it? Is it better to do nothing and worry about it or to move on and be comfortable with your decisions?

Evaluation/Modification:

Other activities that could be used: Discuss current events and have the class talk about the positive aspects of these events. The students can also write in a journal for a period of time discussing only positive happenings in their lives. This gives the students a chance to see how much control they have over their happiness.

Without telling the students, change your methods and be positive about everything that goes on in the classroom--grading, discussions, and/or discipline. At the end of the one- or two-week period, discuss with the students how they have felt in the class. Was the optimism contagious? Did they feel better in class? Did they feel a little better about themselves? Did you feel better? (If you are one of those special teachers that are always upbeat and positive, then you can do the opposite and be cranky and negative for one or two weeks and have the same discussion.)

Grade
11

LEVEL:
SECONDARY

PARENTHOOD IS REAL

OBJECTIVE:

To gain awareness of the permanency, demands and joys of parenthood.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Two raw eggs and/or 10-pound bag of flour.

INFORMATION:

The world of the adolescent seems very focused on school work, sports activities, music and dance lessons, participation in clubs such as 4-H or Scouts, and just being with friends. Responsibilities to their family's home, business, ranch, or farm may also be included. Many students, however, do not truly understand the reality of time and responsibilities needed to parent a young infant. This activity, which helps students gain awareness of the full-time nature of being a parent, is a classic from home economics classrooms. Upon completion of the activity, students will, indeed, have changed their viewpoint, understanding, and appreciation of the skills required in parenting.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Students are instructed to purchase a raw egg or a 10-pound bag of flour to pretend it is their baby for a period of time. It is important the period of time includes a weekend. Be sure to have <u>both</u> boys and girls participate in the assignment.

2. Students are to keep their baby with them at all times. If they are participating in an activity and unable to care for their baby (i.e., playing in a soccer game, going to a dance, or going to a movie) they must arrange for a caregiver or babysitter for their infant.

3. During the week, students are to keep a journal about their feelings of being a parent and about parenthood in general. At the conclusion of the week, students are to write a paper summarizing their thoughts. Areas to be included might be:

    a. How was parenting easier or more difficult than you expected? How was parenting different than you expected?
    b. Was there a particular experience that made you proud or satisfied in your parenting role and behavior?
    c. Was there a particular experience that made you unhappy or dissatisfied in your parenting role and behavior?
    d. What one piece of advice would you offer to teenage parents?

4. Students could bring their papers to class and be prepared for discussion either in small groups or as a full class.

Evaluation/Modification:

Safety units could be undertaken simultaneously with this activity, e.g., child safety car seat, child-proofing your home, poison control, etc.

Curriculum planning could occur across classes. For example, in history class parent/child relations during the Civil War or Colonial times could be introduced and compared to the present. In math class, calculations could occur on the costs of child care or baby formula for six months. In social studies classes, parents from different ethnic backgrounds could participate in a panel discussion to highlight how parenting occurs in different cultures. Thus, students would be addressing the demands/joys of parenting in a variety of classes in order to gain a broader perspective.

Grade
11

LEVEL:
SECONDARY

TERATOGENS AND YOU

OBJECTIVES:

To become aware of teratogens students are currently ingesting and their impact on fetal growth and development.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Prenatal development begins at "day one" of conception and continues through nine months of pregnancy. Development is affected by a variety of factors, including teratogens. Common teratogens include diseases, drugs, and pollutants. Many diseases, including common viruses, parasites, and sexually transmitted diseases, are teratogenic; examples include rubella (German measles) and HIV.

Many common medicines are teratogenic. However, the most widespread and destructive drugs are tobacco, alcohol, marijuana, and cocaine. Several pollutants, among them lead, mercury, PCBs, and radiation, are teratogenic. Source: Berger, K. S. (1994). The Developing Person Through the Life Span, New York: Worth Publishers.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Have students keep a log of everything they eat or ingest during a 24-hour period. Be sure to stress the hidden or forgotten items such as gum, breath mints, and beverages.

2. Have students keep a log for 24 hours of all medications, both over the counter and prescription, that they ingest or place on their body. For example, some acne medications that are topically applied.

3. Have students note any health concerns, i.e., fever, cold virus, or pollutants they have come in contact with for 24 hours. Students should also include any chemicals they came in contact with during chemistry or biology labs.

4. Have students write a summary of the teratogens they came in contact with during the 24-hour assignment. During class discuss ways in which they could reduce or eliminate the teratogen if they were pregnant.

   IMPORTANT NOTE! The individual medications of each student is personal and confidential information. Grading and discussion procedures should be planned for and identified to protect each student's confidentiality.

Evaluation/Modification:

Use charts and models to demonstrate stages of development in the human fetus.

Resource:

March of Dimes instructional packet: "You, Me and Others, and Risks and Results: Making Responsible Life Choices."

Grade
11

LEVEL:
SECONDARY

BICYCLE TOURING

OBJECTIVES:

To demonstrate riding techniques for long distance riding and understand the demands and opportunities of touring by bicycle.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area, classroom.

EQUIPMENT/MATERIALS:

Bicycles, helmets, slide projector/screen.

INFORMATION:

Cycle touring can be traveling at your own pace but when your body is in condition by regular cycling you can easily accomplish distances. Trip planning is most important after conditioning. Types of cycling terrain, weather, accommodations, clothing and the type of bicycle are important considerations.

Emergency maneuvers including panic stop, rock dodge and instant turn are important to have mastered. Understanding of road hazards such as sun glare, hill crests, blind curves. Curbs, chuckholes, railroad tracks, slippery places and dogs can present hazards.

Touring is a recreational activity and there are many commercial touring companies that have information to share. But the bicycle tour you plan yourself can be one of the most rewarding experiences there is. Following your own route and itinerary comes close to the level of pure freedom.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding.

Teaching Strategies:

1. Review riding skills.

2. Invite a touring cyclist to bring their touring bike loaded for a bicycle tour. They may also have slides to share.

Evaluation/Modification:

Plan and ride a distance of 100 miles.

Resources:

PLANNING YOUR OWN BICYCLE TRIP brochure
Adventure Cycling Association
(Bikecentennial) P.O. Box 8308, Missoula, MT 59807-8308 406/721-1776

Bicycle USA
The League of American Wheelmen
190 W. Ostend Street, Suite 120, Baltimore, MD 21230

Effective Cycling Video, University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541

Effective Cycling, John Forester, Fifth printing, 1992, The MIT Press
ISBN 0-262-06088-4 (hard)
ISBN 0-262-56026-7 (paper)

Contact local bike shops for local bicycle touring clubs.

Grade

11

Handout Masters

Your Ability to Relax

	Always	Sometimes	Seldom	Never
1. Do you plan your life to include change, i.e., people, activities, places to go, etc.?				
2. Are you free from worries and moods?				
3. Do you find time to relax and/or stretch during the day?				
4. Are you free from nervousness and jittery feelings?				
5. Are you free from headaches and twitches?				
6. Are you free from such habits as scowling, clenching fists, tightening your jaws, hunching your shoulders, or pursing your lips?				
7. When you find yourself becoming tense because of sustained positions, do you relax by doing simple movements?				
8. Can you relax symptoms of tension at will when you find them?				
9. If a nap is taken during the day, do you wake up refreshed?				
10. Are you able to concentrate on one problem at a time?				
11. In sports, games, or hobbies, do you participate with such interest that you are completely absorbed in what you are doing?				
12. Do you wake up in the morning refreshed?				
13. Do you find it easy to get to sleep at night?				
14. Are you able to shut out your worries when you go to bed at night?				
15. Are you able to release tension through simple movements so you can get to sleep?				

Scoring:	Always:	3 points
	Sometimes:	2 points
	Seldom:	1 point
	Never:	0 points
Ratings:	30-45:	High ability to relax
	30-37:	Average ability to relax
	Under 30:	Low ability to relax

Who is the Healthiest?

Jane is 60 pounds overweight although she walks two miles to work every day. She doesn't drink or smoke cigarettes, but she uses marijuana once or twice a month. Her recent cholesterol readings were in the 150 range. She is living with her boyfriend and uses birth control pills. She finds her job very stressful and doesn't deal with pressure very well, yet she is considered an outstanding worker.

Paul has been married for five years, and he and his wife have recently given birth to their fourth child. Paul smokes but doesn't drink. He rarely exercises, and his weight is well under the recommended limits. He is a self-proclaimed TV fanatic, and he especially enjoys watching weekend sporting events. His wife isn't interested in such activities, so he does most of his viewing by himself.

Carol is a vegetarian (cholesterol level is extremely low) who drinks heavily, does not smoke, and exercises rarely. She recently had a spontaneous abortion. Carol has trouble controlling her anger and is basically unhappy. She's been promoted three times in the past year at work.

Steve, a paraplegic, eats a balanced diet and smokes a cigar on occasion but doesn't drink. He swims three days every week. Steve is married with two children and is having an extramarital affair. At times he can become verbally abusive to his wife and kids.

LeeAnn recently tested positive for HIV antibodies. She is slightly overweight and smokes a pack of cigarettes a day. She is in a monogamous relationship at the present time. LeeAnn recently was promoted in the investment company where she works.

Phillip is an avid racquetball player who maintains an ideal weight. He uses cocaine about once a month with friends and drinks a beer every day. Phillip is a compulsive person and, with the exception of his wife, has difficulty maintaining close friendships. He relaxes by listening to electronic music.

Joyce has been a diabetic since birth. She maintains her body weight, drinks occasionally, and doesn't smoke. She recently went through her third divorce, and she has just started her fourth new job in the past two years with a newly located computer firm.

AIDS Can Happen to You!

Jim wasn't concerned about AIDS because he thought AIDS only hit the druggies, and he didn't do drugs. Jim wasn't concerned about AIDS because he thought AIDS only hit those with several sexual partners, and he had only one. Jim wasn't concerned about AIDS because he thought AIDS only hit the poor uneducated minorities, and he was white, educated, and had a good job. Jim wasn't concerned about AIDS because he thought AIDS only hit people who were poorly nourished and had poor health habits, and he ate carefully, didn't smoke, and prided himself with regular workouts and running marathons. Jim wasn't concerned about AIDS because he thought AIDS only hit the unhealthy, and he had regular physical and dental check-ups.

But, Jim tested positive to HIV. He still wasn't going to get AIDS because he was really taking care of himself--6'2" tall, 180 pounds, and feeling great! But, Jim did get AIDS. He missed three months of work because of pneumonia, but then again felt great, and was back to work and running marathons. Jim was going to beat this disease. But no one beats AIDS, and after 18 months Jim was too ill to work.

After a year Jim was too sick to take care of himself. And, after another year he had six major diseases, was taking 26 medications by mouth, and having constant intravenous drugs and several units of blood per week.

Jim died from AIDS-related causes as a young man with a college education, a nice car and a good job, and a lot of living to do. Jim was infected with HIV as a teenager.

Jim was my only son. If AIDS can happen to Jim, AIDS can happen to you!

Sincerely,

Ruth (Jim's mother)

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

SITUATION SHEET
(FOR TEACHERS)

Situation #1:

You are the parent of a 17 year old. You have just read an article about the epidemic of chlamydia and gonorrhea among American youth who are 15 to 24 years of age. You are also concerned about HIV. Would you:

A. have a heart-to-heart talk with your child, advocating abstaining from sexual intercourse?

B. buy a book on safer sex and suggest your teen read it?

Situation #2:

You are 17, and you are in a relationship that is moving toward intercourse. Would you:

A. suggest you and your partner have an HIV test before having intercourse?

B. abstain from any risky behaviors, enjoy “outercourse” only?

C. buy condoms and insist they be used?

D. figure that there’s not much risk involved so you won’t need to practice abstinence or use a barrier?

Situation #3:

You are a state legislator in a state with a high incidence of AIDS as well as other STD. You are up for re-election, and there’s a growing public demand for state action regarding the health care crisis. Would you determine your #1 priority to be to:

A. vote to require that everyone has a blood test for HIV antibody as well as other STD tests before getting a marriage license?

B. allocate funds for statewide free distribution of condoms along with clear instructions on how to use them?

C. vote for a Family Life Education mandate that would require comprehensive, age appropriate family life education at every grade level from kindergarten to college?

D. vote that it be a felony for anyone to have intercourse if they have any type of sexually transmitted disease?

WHO SPEAKS UP FOR SAFER SEX?

Pat and Terry were in love, but they hadn't had intercourse; in fact, neither had had intercourse with anyone. They had lots of fun together and were taking it slow. Then Pat went to the shore to work for the summer. They planned to write, talk on the phone, and resume their relationship in the fall.

At the shore Pat met Willie—a really hot guy. Willie was anybody's ideal and VERY experienced. The relationship became very sexual very quickly. Willie made it very clear that sex was part of the deal, and even as Pat was saying "no," they had intercourse. Pat was swept away with the excitement of being Willie's steady, and the romance dominated the summer. But when it was over, Willie made it clear that that was the end of it . . . he had other plans back at college.

Pat returned home confused, guilty, and unable to tell Terry anything about the summer romance. A week later Willie called to say he had gonorrhea and that Pat should go to the STD clinic to be checked. Pat panicked but decided to wait a week to see if symptoms appeared. When none appeared, Pat decided there was probably no gonorrhea infection.

Meanwhile, Pat and Terry had resumed their relationship, and Pat realized that her love for Steve was real. Her summer infatuation was definitely over—not an entirely pleasant memory. When she and Terry began to move toward intercourse, Pat said they'd better use condoms. Terry absolutely refused. Condoms were for people who slept around! She tried to persuade him but couldn't change his mind. The problem was that Terry knew Pat was taking the pill in order to prevent bad menstrual cramps. Pat didn't know what reason to give for using condoms without telling Steve about the summer romance.

Pat tried to talk with her mom. Pat said she knew a girl who thought she might have an STD. Her mom said: "That's exactly what happens with all these kids having sex these days!" Pat said no more.

In health class they were due for some lessons on STD, but Mr. Bennett was not very comfortable talking about sex. Furthermore, he thought that all this teaching about "safer sex" really gives kids permission to go ahead and do it! Somehow, he used up the eight weeks of health teaching about the dangers of drugs and alcohol.

Finally, Pat gave in. She and Terry had intercourse without using any protection. In two weeks Terry reported an itching and burning in his penis.

Rank below your feeling about these five characters. Number 1 would be the person who behaved most honorably, ethically, appropriately. Rank the rest down to "5," the person whose behavior was the worst from your point of view.

____ Pat
____ Terry
____ Willie
____ Mother
____ Mr. Bennett

Tobacco: Paying the Bill

Health Bill

Lung disease	90% of total
Coronary deaths	30% of total
Cancer deaths	80% of total
Total cost due to tobacco use:	**1,000 deaths per day**

Financial Bill	Your Estimates
Higher insurance rates	$
Lost worker production	$
Lost wages	$
Hospital costs	$
Higher taxes	$
Total cost due to tobacco use:	**More than $50 billion per year**

Adapted with permission from: Discover: Skills for Life (7th), p. 14, Educational Assessment Company.

California Department of Education—Health Kids Tobacco-Free Training
Funded by California Tobacco Tax

Smoking and Economics

Cigarette smoking takes many lives prematurely each year in Montana, a problem which affects smokers—and even those who choose not to smoke. As a matter of fact, the economic toll associated with the excess morbidity, mortality, disability and loss of work productivity is staggering. The economic costs of smoking can be translated into direct health care costs for medical and dental care and into indirect costs which stem from sickness, premature death, disability and lost wages. Taken together, these numbers shed new light on the subject of cigarette smoking and question its place in modern day society.

General Statistics

- Cigarette smoking kills nearly 1,200 Montanans each year. That is nearly one out of every five deaths in the state.

- In Montana, 18 percent of adults smoke, and 23 percent of youth smoke. This totals approximately 125,000 residents filling the air with carcinogenic environmental tobacco smoke.

Economic Statistics:

- Over $32 million is spent each year in Montana by our health care system to treat smoking attributable disease and illness. This includes hospitalizations, physician fees, nursing home expenses, medications and fees of other professionals.

- An additional $13 million is wasted needlessly on the indirect morbidity costs of smoking, such as lost wages from work due to sickness or disability.

Hospitalization:	$22,133,761
Physician fees:	5,159,116
Nursing home	2,750,606
Medications	2,049,771
Other professionals	165,522
Indirect morbidity	13,557,872
TOTAL	**$45,816,648**

- Nearly 200,000 days of work productivity are lost each year in Montana due to smoking attributable sickness and/or disability.

Name:_____ Date:_____

Eating Patterns:
Past—Present—Future

Compare the meal patterns provided for 1942 and 1992 with "Appendix: A Pattern for Daily Food Choices." Write the food eaten from each food group in the columns below; then on your own paper, answer the questions at the bottom of the page.

Daily Food Choice Groups	1942 Farmer's Daily Meal Pattern	1992 Wage Earner's Daily Meal Pattern
Vegetables		
Fruits		
Bread, Cereals, Rice, and Pasta		
Milk, Yogurt, and Cheese		
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds		
Other		

1. List the food groups and number of servings missing from each day's menus. List suggested improvements for each daily meal pattern.

2. Analyze the need for differences in the size of the two meal patterns. Explain your ideas in several paragraphs.

3. Predict the difference in the amount of exercise between the two families' lifestyles. What suggestions would you make for the wage earner?

4. Predict the number of hours of sleep that the farmer received; the wage earner received.

5. Explain your predictions for meal patterns 50 years from now, considering the jobs and lifestyles, the availability of convenience and space-age foods, and the knowledge of nutrition in relation to disease prevention and the individual's wellness.

Name_____ Date_____

Vegetarian Style

Protein is the main component of every cell in the human body. Without protein, the human body would not be able to survive. Protein performs three very important functions:

- Growth and repair of new and damaged tissues
- Regulating body functions and transporting other nutrients and oxygen throughout the body
- Supplying energy when adequate amounts are not supplied by carbohydrates and fats

Vegetarians get their protein by combining foods. The amino acids that one food is missing must be supplied by another food. Examples of combinations of foods with incomplete proteins that produce the equivalent of complete proteins include the following:

- legumes and rice
- whole wheat bread and peanut butter
- leafy vegetables, legumes and cereals
- cereal and milk
- lentils and rice
- beans and corn
- macaroni and cheese

Plant foods are usually high in fiber. The fiber may affect the body's ability to digest the plant protein found in vegetables. This can make it more difficult to consume adequate protein levels. Most plant foods are not only high in fiber, but also low in calories. If a person does not consume enough calories, the body must rely on protein to provide the body's energy supply. Sufficient calories, preferably from complex carbohydrates, must be included in the diet to keep the body from using protein as an energy source.

Another problem can occur when a person does not eat animal protein. A lack of foods from animal origin may result in a deficiency of vitamin B12. Vitamin B12 is found only in foods of animal origin. Individuals who do not eat animal protein need to supplement their diets with vitamin B12.

1. List two pros and two cons to eating a vegetarian diet.

2. Create a lactovegetarian (a diet that includes dairy products as well as plant food) menu for one day using the handout, "A Pattern for Daily Food Choices," and the list of ways to combine incomplete proteins found above. Make sure that you include all the necessary servings of foods as stated in the pattern. Note that dry beans, peas, nuts, and seeds can be included in a vegetarian diet to meet protein needs as long as they are combined with other plant foods to balance them out. The meal pattern should include breakfast, lunch, dinner, and as many snacks as necessary to provide needed servings.

3. Why is it good to include meatless meals in your diet if you are trying to reduce the amount of fat you consume?

Bonus Question: Why would you think there might be more vegetarians in the United States in five years?

Burning Fuel During Exercise

Athletes burn different amounts of carbohydrate and fat depending on the intensity, duration, and frequency of exercise. Based on intensity and duration, exercise is either anaerobic or aerobic.

Anaerobic exercises are usually high-intensity, short-duration events like the 200-yard dash, 50-yard swim, and weight lifting. Football, baseball, volleyball, and some track and field events are also anaerobic—using a quick burst of energy for a short period of time. Anaerobic exercises are usually too intense for the respiratory and circulatory systems to supply the oxygen needed for working muscles. In effect, anaerobic exercises are done in the absence of oxygen. In all these sports, athletes burn primarily glycogen. The bursts of activity in these sports don't last long. However, if several short bursts of activity are strung together, it is possible that these activities can significantly reduce glycogen stores.

The body has only a limited supply of glycogen. A total of about 1500 calories or 375 grams of carbohydrate are normally stored in the muscles and liver (275 grams in muscles; 100 grams in liver). This is enough glycogen to last for about two hours during an endurance event. Running out of glycogen is often called "hitting the wall."

Aerobic exercises are low and moderate in intensity and long in duration—for example, marathon running, distance swimming, cycling, recreational jogging, and hiking. In these activities, the muscles get most of the oxygen they need. About 70 percent of the fuel comes from glycogen, while the rest comes from fat.

Some activities, like basketball, swimming, and middle-distance running are intense, but are performed for only 5-10 minutes. In these activities, glycogen is the primary fuel.

The frequency of the activity also affects the fuels burned. Hard physical training, day after day, can use up most of the glycogen in the muscles. Each muscle has only a limited store of glycogen. And when that's reduced to low levels, athletes are exhausted. Many "bad days" may really be caused by low levels of glycogen in the muscles.

Analyze each athlete's sport relative to their fuel needs (anaerobic vs. aerobic).

1. Kyle likes to run marathons. What is his exercise classification? Why? What other sports could be characterized under this classification?

2. Carrie is a sprinter. Her favorite event is the 100-meter dash. What is her exercise classification? Why? What other sports could be characterized under this classification?

RISKO Matrix

Age	10 to 20 1	21 to 30 2	31 to 40 3	41 to 50 4	51 to 60 5	61 and over 6
Heredity	No known history of heart disease 1	1 relative with cardiovascular disease over 60 2	2 relatives with cardiovascular disease under 60 3	1 relative with cardiovascular disease under 60 4	2 relatives with cardiovascular disease under 60 6	3 relatives with cardiovascular disease under 60 7
Weight	More than 5 lbs. below standard weight 0	-5 to 5 lbs. weight 1	6-20 lbs. over weight 2	21-35 lbs. over weight 3	36-50 lbs. over weight 5	51-65 lbs. over weight 7
Tobacco	Non-user 0	Cigar and/or pipe 1	10 cigarettes or less a day 2	20 cigarettes a day 4	30 cigarettes a day 6	40 cigarettes a day or more 10
Exercise	Intensive occupational & recreational exertion 1	Moderate occupational & recreational exertion 2	Sedentary work & intense recreational exertion 3	Sedentary occupation & moderate exertion 5	Sedentary work & light recreational exertion 6	Complete lack of all exercise 8
Cholesterol or Fat Percent in Diet	Cholesterol below 180 mg.; diet contains no animal fat or solid fat 1	Cholesterol 181-205 mg.; diet contains 10% animal or solid fats 2	Cholesterol 206-230 mg.; diet contains 20% animal or solid fats 3	Cholesterol 231-255 mg.; diet contains 30% animal or solid fats 4	Cholesterol 256-280 mg.; diet contains 40% animal or solid fats 5	Cholesterol 281-300 mg.; diet contains 50% animal or solid fats 7
Blood Pressure	100 upper reading 1	120 upper reading 2	140 upper reading 3	160 upper reading 4	180 upper reading 6	200 or over upper reading 8
Gender	Female under 40 1	Female 40-50 2	Female over 50 3	Male 5	Stocky male 6	Bald stocky male 7

Classification Key:

6-11	Risk well below average	25-31	Risk moderate
12-17	Risk below average	32-40	Risk at dangerous level
18-24	Risk generally average	41-62	Danger! Urgent! See your doctor now.

Stress, Exercise and You

Activity	Flexibility	Cardiovascular Fitness	Muscular Strength	Muscular Endurance	Body Composition	Stress Diversion
Archery	Low	Low	Medium	Medium	Low	Medium
Backpacking/ Hiking	Medium	Medium	Medium	High	Medium	High
Badminton	Medium	High	Low	Low	Medium	Low
Bicycling	Low	High	Low	Medium	High	High
Billiards/Pool	Low	Low	Low	Low	Low	Medium
Bowling	Low	Low	Low	Low	Low	Medium
Canoeing	Low	Medium	Low	Medium	Medium	High
Dance (Aerobic)	High	High	Low	Medium	High	High
Dance (Social)	Low	Low	Low	Low	Low	High
Football (Flag/Touch)	Low	Medium	Low	Medium	Low	Low
Golf (Walking)	Medium	Low	Low	Medium	Low	Low
Gymnastics	High	Low	High	High	Low	Medium
Handball/ Paddleball/ Racquetball	Medium	High	Low	Medium	High	Low
Horseback Riding	Low	Low	Low	Low	Low	High
Jogging	Low	High	Low	Medium	High	High
Judo/Karate	Low	High	Low	Medium	Medium	High

Activity	Flexibility	Cardiovascular Fitness	Muscular Strength	Muscular Endurance	Body Composition	Stress Diversion
Rope Jumping	Low	High	Low	Medium	Medium	High
Sailing	Medium	Low	Low	Low	Low	High
Skating (Ice/Roller)	Low	Medium	Low	Medium	Medium	High
Skiing (Cross-Country)	Low	High	Medium	Medium	High	High
Skiing (Downhill)	Low	Medium	Medium	Medium	Low	High
Soccer	Medium	High	Low	Medium	High	Low
Softball	Low	Low	Low	Low	Low	Medium
Surfing	Medium	Low	Low	Medium	Low	High
Swimming	Medium	High	Medium	Medium	High	High
Table Tennis	Low	Low	Low	Low	Low	Medium
Tennis	Medium	Medium	Low	Low	Medium	Low
Volleyball	Medium	Low	Low	Low	Low	Medium
Waterskiing	Low	Low	Medium	Medium	Low	High
Weight Training	Medium	Low	High	High	Low	High

Grade
12

LEVEL:
SECONDARY

FIT CHANGE

OBJECTIVE:

To self-assess the personal and environmental factors that facilitate or impede regular exercise participation.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Determinants of Probability to Exercise--Personal Attributes" handout, "Determinants of Probability to Exercise--Environmental Attributes" handout (see Grade 12 Handout Masters).

INFORMATION:

An important factor in maintaining an active lifestyle over a long period of time is an understanding of the personal and environmental attributes that facilitate or impede regular exercise participation. One of the ways to prepare students for resisting or recovering from a relapse is to identify these facilitating and impeding determinants. While not all of these attributes are modifiable, the knowledge of their existence and relative degree of influence can be helpful in maintaining a physically active lifestyle beyond school years.

CLASS ARRANGEMENT:

Individuals.

INSTRUCTIONAL STRATEGIES:

Discuss with the students the personal and environmental attributes of exercise participation. The personal attributes include smoking, educational status, biomedical status (weight and perceived health), activity and school athletics, and psychological traits (perceived physical competence, self-motivation, attitude towards exercise, and self-efficacy for exercise).

The environmental attributes identified include time, access to facilities, disruptions, social and family support, peer influence, physician influence, and climate suitability.

Evaluation/Modification:

The individual can use the tables in the handouts for self-assessment by assigning points in each category. The total point score is classified according to high, moderate, marginal, or low probability to exercise. The point values are simply judgments based on the best available empirical literature on determination of physical activity and exercise.

Grade
12

LEVEL:
SECONDARY

STICKING TO IT

OBJECTIVE:

To identify a plan of action reached from the six determinants of exercise participation.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom/gymnasium.

INFORMATION:

Starting an exercise program is the easy part. For many people, staying with it, or adherence, is the hard part. Exercise adherence is the ability to stay with an exercise program, not just for several months but for a lifetime. Because exercise is so important, researchers have looked at reasons why people stop exercising. The most cited reasons include lack of time, inconvenience, boredom, and discomfort. These reasons are not insurmountable obstacles and do not have to occur.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Read the following and state specifically what, if anything, your continued commitment to better health and fitness will be.

1. Make the Commitment. Developing a high level of fitness requires consistency, some dedicated effort, and a willingness to make physical activity a regular part of your life. You don't have to endure a "Spartan existence of nothing but push-ups and carrot sticks" but a certain amount of time and effort is required.

2. Keep It Enjoyable. Exercise, like medicine, doesn't have to "taste bad" in order to be beneficial. Your chances of staying with it, however, are much better if it is enjoyable as well as effective.

   What activities will you do?

3. Start Easy and Let It Build. Keep within your physical capabilities. Add to your program as your strength and stamina increase. It won't be a painful experience if you start off sensibly and gradually step up the workload in easy increments.

   How will you start?

4. Pick the Right Time. The time of day when you exercise doesn't really matter. The important thing is to pick a time that suits your temperament, lifestyle, and work schedule so that "finding time" will be less difficult. Exercising before school can be stimulating and after school it can be relaxing. Determine what time of day you usually feel most energetic and try to establish that as your regular activity time.

   When is a good time for you?

5. Be Steady and Consistent. Try to schedule your workouts on a regular basis and maintain that schedule. Research indicates that the effects of a workout is lost after 72 hours, and you start to become "deconditioned." Try to go through your program at least every other day.

   How often will you exercise?

6. Keep a Fitness Log. Using an exercise card is a good idea. Record the dates of your workouts, the exercises and the repetitions you performed, your heart rates, your body weight, and how long it took you to complete the program. This information will lend added interest and direction to your routine.

Grade
12

LEVEL:
SECONDARY

EXERCISE SELF-CONTRACT

OBJECTIVE:

To compose a contract specifically stating what tasks a person will do to maintain health-related fitness components.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Health-Related Fitness Self-Contract Plan" (see Grade 12 Handout Masters), pencil.

INFORMATION:

The instructor and the students must be versed in appropriate activities done to satisfy each of the health-related fitness components.

CLASS ARRANGEMENT:

Typical arrangement of students in a classroom situation.

SKILLS NEEDED:

Skills and desire to perform various activities that can fulfill the "Health-Related Fitness Self-Contract Plan."

INSTRUCTIONAL STRATEGIES:

Students are given contracts and are asked to compose a week of a health-related fitness routine they desire to pursue. It is possible that some days no aerobic activity takes place but flexibility exercises as well as muscular endurance/strength routines might occur. On other days, only aerobic activity (stretching is recommended before and after activity) and no muscular endurance/strength routines are done. On at least one day, there should be rest and relaxation!

Evaluation/Modification:

Students could work in groups of similar likes, lifestyles and interests to compose a month-long (week at a time) health-related fitness program. Students are encouraged to perform (train) the contract together. Also, students may work in groups to develop a semester or year-long contract showing exercise related to the various seasons of the year.

Grade
12

LEVEL:
SECONDARY

PERFECT PLANET

OBJECTIVE:

To emphasize the influence of peer pressure in making sexual decisions.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Week 1: "Perfect Planet" handout for each group of five students; Week 2: "Perfect Planet" handout for each student.

INFORMATION:

This activity is done twice—once as a group of five and one week later individually to make a comparison of group versus individual risk-taking behavior.

CLASS ARRANGEMENT:

Small group/individual.

SKILLS NEEDED:

Group cooperation/consensus.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into groups of five students. Give each group a handout.

2. Ask the students to read the scenario and select only <u>one</u> choice as a group. Allow five minutes. Ask for an answer from each group and plot the group choices on an overhead projector.

3. One week later, pass the same sheet to each student to make their choice alone and with no discussion. Collect all choices. Plot the choices on a board.

4. When students see their group choices versus their solo choices, they are confronted with the usual discrepancy. Discuss why group choices are more high risk than individual choices.

Evaluation/Modification:

The "Perfect Planet" handout may be written to be more appropriate for different cultural groups.

Resource:

Duryea, E, University of New Mexico, Albuquerque, NM.

Grade
12

LEVEL:
SECONDARY

ALCOHOL AND RISK BEHAVIORS

OBJECTIVE:

To compare the relative risk of getting into trouble from alcohol-related behaviors.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Make a set of 3" x 5" or 5" x 8" cards with one risk behavior on each card (see list of risk behaviors in Grade 12 Handout Masters), masking tape (one piece per risk behavior card).

INFORMATION:

Prepare a continuum on the board or wall before class (see example below):

Totally Safe ⟷ Totally Unsafe

This activity works well as an introduction or part of a unit on alcohol and personal risk.

CLASS ARRANGEMENT:

Individual and group problem solving.

SKILLS NEEDED:

Judgment of risk behavior and appropriate location of risk behavior on the continuum.

INSTRUCTIONAL STRATEGIES:

1. Give each student an index card with a risk behavior on it. Ask the students, "What would be the consequence of that behavior?" Discuss a sampling of the consequences after calling on volunteers to read their behavior.

2. Bring their attention to the risk continuum on the wall. Ask each individual to determine a level of risk for the behavior that they have. Have them place the card on the continuum from "totally safe" to "totally unsafe" using a piece of masking tape for the back of the card.

3. After all the cards have been placed on the continuum, start on one side on the continuum and read off the behaviors. Ask for group consensus, moving behaviors as appropriate. (Remind students that the purpose of the exercise is to identify the relative risk of each behavior, not to judge those who placed the card.)

4. Ask students to look at the behaviors and privately consider where they stand. Ask the students, "Are the risks you take consistent with your personal goals?"

Evaluation/Modification:

- This same teaching strategy can be used to evaluate behaviors related to dating and sex, transmission of HIV, etc.

- Laminate cards for future use.

Resource:

ETR Associates, Santa Cruz, CA.

Grade
12

LEVEL:
SECONDARY

EXPRESSING LOVE AND SEXUAL FEELINGS

OBJECTIVE:

To be able to describe a wide range of ways to express love and sexual feelings without having sexual intercourse.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Expressing Love and Sexual Feelings" handout (see Grade 12 Handout Masters).

INFORMATION:

Showing love in ways other than sexual intercourse is an important factor in successful romantic love relationships for most people. Acknowledge to students that an important factor in developing a very special, caring relationship as a couple is to express affection in ways other than by intercourse. Since sexuality is more than having sex, we can be “sexual” by showing people we love them in many ways. Some of these are things learned in family relationships and in friendships. In this activity the students will be asked to think about what behaviors really show them, or would show them, that another person is “in love” with them.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Ask students to list all the ways they express affection and love for their parents, siblings, grandparents and close friends. Write these on the chalkboard as they are provided. (The list may include activities like: smiling, giving gifts, doing favors, hugging and kissing, confiding in others and being honest.)

2. Ask the students:
   - Which of these make people feel cared for?
   - Which of these require that you go out of your way for the other person?

3. Explain that the same activities listed on the board are also very important ways to express love to a person they are “in love” with.

4. Distribute the "Expressing Love and Sexual Feelings" handout. Direct students to take five minutes to write individual responses to the three questions on the handout.

5. Have the students divide into small groups (maximum of five students per group) to discuss their responses to the questions. Allow 10 minutes for this discussion. Then have each group select a recorder who will report group members’ responses to the whole class.

6. Reconvene the class. Have the reporter from one group report on responses to the first question. Encourage discussion and comments from other groups. Have a second group report on responses to the second question and discuss. Continue this procedure with the last question. Summarize and reinforce the key points offered by the groups.

7. Summarize the lesson by complimenting the students on the wide range of ways, not involving sexual intercourse, they came up with to express love and sexual feelings. Comment on how having sex does not necessarily prove you love someone. Abstaining can be a test of love. Sexual abstinence, voluntarily avoiding or delaying sex, can allow time to test the endurance of love beyond the first attraction.

Evaluation/Modification:

Obtain the brochures 101 Ways to Make Love Without Doing It and 101 Ways to Say No to Sex from ETR Associates to distribute to students.

Resource:

ETR Associates, PO Box 1830, Santa Cruz, CA 95061-1830.

Grade
12

LEVEL:
SECONDARY

A PROTECTIONIST APPROACH

OBJECTIVE:

To explain how a latex condom with nonoxynol-9 correctly used can reduce the spread of STD and HIV.

LIFE SKILLS:

To promote disease prevention as part of a healthy lifestyle; to promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Red food coloring, tissue or paper towel, index card, nonoxynol-9 gel.

INFORMATION:

Abstinence is the best means for preventing the transmission of HIV and pathogens that cause STD. However, according to researchers, about half of all students engage in sexual intercourse before the age of 18. For those who engage in sexual intercourse, the role that condoms can play in the prevention of STD and HIV infection is important to understand.

Use the information from the Centers for Disease Control (see Appendix B) to be medically and scientifically accurate when discussing the effectiveness of condoms.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Explain to the students you are going to demonstrate how a condom can offer a person protection from certain kinds of pathogens. Divide an index card in half and spread a layer of nonoxynol-9 gel on the front of one half. Place one small drop of red food coloring over the petroleum jelly and another small drop on the front of the half of the index card that has no nonoxynol-9 gel. You will notice that the red food coloring will remain as a bead on both places.

2. Explain that the card represents two people. The half of the card without the nonoxynol-9 gel represents a person who takes no precautions with a partner. The half of the card with the nonoxynol-9 represents a person who has made the choice to be sexually active but wishes to show some responsibility toward preventing transmission of HIV and/or an STD pathogen. After waiting about two minutes, use a paper towel to absorb the red food coloring from each half of the index card.

3. Once the red food coloring has been absorbed in the paper towel, you will notice that the half of the index card that was not covered with nonoxynol-9 has absorbed food coloring. Instead, the food coloring was completely absorbed in the paper towel. Students can conclude that the nonoxynol-9 (condom) served as a barrier for HIV and STD pathogens.

4. Ask the students to imagine that the red food coloring was HIV. Tell the students you wish to remove the red color from the index card (body). You may take an eraser and try to wipe out the red mark. The mark will not be removed. It is inside the card. Tell students that when HIV has been absorbed into a person's bloodstream, it remains inside the bloodstream for the remainder of a person's life. There is no way to remove HIV from a person's body. Eventually, HIV infection leads to the development of opportunistic infections and eventually, AIDS.

Evaluation/Modification:

You can modify this lesson to demonstrate that condoms are not 100 percent effective by placing a slit in the half of the card coated with nonoxynol-9 so that some of the food coloring can spill through. Explain that a tear in the condom can render it ineffective because HIV and STD pathogens can pass through and infect a partner as well as allow the person wearing the condom to be at risk for HIV infection and STD.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. ™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade
12

LEVEL:
SECONDARY

UNDERSTANDING THE TOBACCO INDUSTRY

OBJECTIVE:

To understand the impact of the tobacco industry on economics and health risks.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Tobacco Industry Advertising and Promotion" handout (see Grade 12 Handout Masters), "Youth Access to Tobacco Products Control Act" (see appendix C).

INFORMATION:

Tobacco contains substances that can kill a tobacco user when the products are used as directed. The tobacco industry is very powerful and adept at manipulating health facts and promoting their products. Because they have so much money, they can buy influence in legislatures across the country and support laws that are not very restrictive against tobacco use or against the sale of tobacco to minors. A great deal of money is spent on advertising in magazines read by young people and to support cultural and sporting events.

This lesson plan activity is designed to put students to work in their own community to research the impact of the tobacco industry on their lives.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Divide the class into small groups, having each group research the role and impact of each of the following subjects:

a. Lobbyists who act on behalf of tobacco-related groups such as growers, distributors and retailers.

b. Incentives and subsidies that are available to the tobacco industry, locally, at the state level and at the federal level.

c. Laws currently governing smoking in public places or laws being considered to regulate the use of tobacco products.

d. Recent court cases on the liability of tobacco producers for illness caused by using tobacco.

Have the small groups report back to the class the information they were able to discover.

EVALUATION/MODIFICATION:

Students can organize a letter-writing campaign to legislators at the local and state levels requesting that Montana's law prohibiting the sale of tobacco to minors be strengthened. Currently, the law states that no local community can have a law stronger than the state law. Current Montana law also forbids the possession or use of tobacco by persons under the age of 18 (see Appendix C).

RESOURCES:

Tobacco Free Montana, 825 Helena Avenue, Helena, MT 59601 (442-6556) or (1-800-LUNG-USA).

American Heart Association: Heart Decisions Module Two, Follow-Up Activity #4.

Grade
12

LEVEL:
SECONDARY

LAST WILL AND TESTAMENT

OBJECTIVE:

To creatively reinforce positive behaviors.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Jacob M. Bayfield Will and Testament" handout, biographical sketches of the Bayfield children (see Grade 12 Handout Masters).

INFORMATION:

Students are asked to work in four groups to participate in a scenario about an eccentric millionaire with four children. The millionaire has recently died and in his last will and testament left his fortune to only one of his four heirs.

Each group is to serve as a team of lawyers to try to get the inheritance for their client (one of the four Bayfield heirs). Each group will be given a biographical sketch of the heirs to create a defense for the client assigned to them. The students are asked to identify influences that might pressure the client to smoke and demonstrate how their client can resist those influences. Each group is asked to defend the health habits or characteristics of their client.

CLASS ARRANGEMENT:

Large group, small groups.

Instructional Strategies:

Students should receive the handout of the "Jacob M. Bayfield Will and Testament." As the groups start to work, help them focus on influences, resistance, barriers to resistance, viable alternatives to tobacco, obstacles to a smoke-free life, general lifestyle of each client, and the clients' contributions to community welfare. Follow with an activity in which the groups define the health habits or characteristics of their clients.

Resource:

A Smoke Free Generation, Activity 1, Day 1, The Will to be Healthy, pp. 2-11, Minnesota, Inc.

Grade
12

LEVEL:
SECONDARY

AWARENESS OF SMOKING HABIT

OBJECTIVES:

To understand why students are addicted to tobacco; to understand ways to overcome the addiction.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Three Aspects of Smoking" handout, "Tobacco Sentence Completion" handout, "Why I Want To Smoke, Why I Want To Quit" handout, "American Cancer Society Tip Sheet" handout, "What A Smoking Friend Can Do To Help" handout (see Grade 12 Handout Masters).

INFORMATION:

It is important to encourage young smokers to quit smoking. Many times students don't analyze reasons for tobacco use and often think they can quit any time they want to.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Distribute the "Three Aspects of Smoking" handout and have students complete. After completion, discuss the results. Distribute the "Tobacco Sentence Completion" handout and have students complete the handout. Discuss the results.

Distribute the "Why I Want to Smoke, Why I Want to Quit" handout and have the students brainstorm reasons for smoking or for quitting.

Discuss the "American Cancer Society Tip Sheet" and "What a Smoking Friend Can Do to Help" handouts. Allow time for questions and answers.

Evaluation/Modification:

The students could keep a diary of the number of cigarettes smoked in a 24-hour period and how the student was feeling at the time.

Resources:

Tobacco Free Montana, 825 Helena Avenue, Helena, MT 59601 (442-6556) or (1-800-LUNG-USA).

The American Heart Association.

Grade
12

LEVEL:
SECONDARY

CANCER PROTECTORS

OBJECTIVES:

To identify foods that can protect us against cancer; to analyze the effects the economy and/or geographic location have on the risk of having cancer.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Cancer Protectors" handout, "Cancer and the Economy" handout (see Grade 12 Handout Masters), samples of cruciferous vegetables (see list below).

INFORMATION:

Cancer is the second leading cause of death in the United States. Cancer develops through multiple steps but the two main steps are initiation and promotion. Most people are exposed to the initiation process because cancer-causing agents are present in our environment. However, initiation does not inevitably lead to cancer.

Cruciferous vegetables are vegetables in the cabbage family with leaves that form a cross. Cabbage-family vegetables contain compounds which may work as inhibitors. Other food factors such as fiber, vitamin C and vitamin A (beta-carotene) may also provide protective factors.

Some forms of cancer seem to be hereditary and some seem to be related to obesity. Within a country, the prevalence of some cancers seem to vary with income levels and lifestyles. In the United States, Seventh Day Adventists, Mormons, and vegetarians have a lower mortality rate from cancer than the general population.

CLASS ARRANGEMENT:

Individual.

Instructional Strategies:

1. Define the term "cruciferous," and display examples of cruciferous vegetables. Allow students to examine the shape, texture, and odor of all the food samples. Examples of cruciferous vegetables include bok choy, brussel sprouts, cabbage, cauliflower, chinese cabbage, kale, kohlrabi, mustard greens, radish, rutabaga, turnip, and watercress.

2. Distribute the handout, "Cancer Protectors." Discuss the protectors and how they work to protect us from cancer.

3. Upon completion of the handout, ask students to share their answers with the class.

Evaluation/Modification:

Distribute and study the handout, "Cancer and the Economy." Discuss the dietary habits of these groups, and how they may relate to the rates of cancer in that country.

Resource:

Adapted from: Texas Education Agency. (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
12

LEVEL:
SECONDARY

THE PESTICIDE DILEMMA

OBJECTIVES:

To make informed choices regarding pesticide use; to learn how to minimize pesticides in food.

LIFE SKILL:

To promote proper nutrition as a part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Pesticide Information Sheet" handout, "Alternatives to Use of Pesticides" handout (see Grade 12 Handout Masters).

INFORMATION:

The media has recently focused on how the use of pesticides could put potentially dangerous levels of chemical residues in foods. This has caused much controversy and consumer uncertainty in the consumption of foods that may be treated with pesticides. Different sources have different opinions about whether or not pesticide residues are dangerous to people.

People concerned about the possible presence of pesticides in food products have ways to help minimize pesticides in the foods they eat. They can:

- wash fruits and vegetables before eating,
- scrub and peel vegetables,
- do not touch the inside of the banana after touching the outside banana peeling,
- eat biotechnology food (alternatives to the use of pesticides), and
- eat food co-op products (no pesticides are used).

CLASS ARRANGEMENT:

Group/individual.

Instructional Strategies:

1. Have students discuss their knowledge and/or feelings of pesticides.

2. Write two topic headings on the chalkboard, “Benefits of Pesticides” and “Risks of Pesticides.” Place the students’ comments under the appropriate column heading. For example, the statement, “Pesticides help to minimize pests to increase crop yield,” would go under the “Benefits” column. One of the biggest concerns that would be under “Risks” is that pesticides may cause cancer.

3. Distribute the "Pesticide Information Sheet" and "Alternatives to Use of Pesticides" to students for review.

Evaluation/Modification:

Ask students to think of ways food is prepared in their homes now and to think of changes they may want to make at home to minimize pesticide residues.

Resources:

California State Department of Education, (1984). Choose Well, Be Well: High School.

For more information on pesticides see:

Archibold, S. & Winter, C. (1990). Pesticides in food: Assessing the risks. In Winter, C., Seiber, J., & Nuckton, C. (Eds.), Chemicals in the Human Food Chain. New York: Van Nostrand Reinhold.

Grade
12

LEVEL:
SECONDARY

FAD DIETS

OBJECTIVES:

To evaluate fad diets and distinguish between nutrition facts and fallacies.

LIFE SKILL:

To promote proper nutrition as a part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, "Find the Fad" handout, "Finding the Diet That Will Work for You" handout, (see Grade 12 Handout Masters) and "A Pattern for Daily Food Choices" handout (see Appendix A).

INFORMATION:

There are many concerns about fad diets including:

- Fad diets often appeal to the person who wants to take off weight fast.
- Fad diets are only popular for a short time and usually promise almost immediate weight loss.
- Fad diets are not effective over a long period of time and usually produce weight loss which is generally loss of water rather than loss of body fat.
- Fad diets are scientifically inaccurate, nutritionally unsound, overly restrictive, and usually take away the pleasure of eating.
- A person may lose weight quickly with fad diets but the diets do not teach new eating habits.
- Many fad diets can be hazardous to the health of the individual.
- Television, radio, magazines, and newspapers often advertise fad diets.

The healthy way to lose weight includes visiting the doctor, setting realistic goals, choosing food wisely, having a healthy attitude about weight control, being evaluated regularly, and exercising.

Growth and activity determine calorie needs; therefore, growing, active teenagers may need more calories. They should eat a nutritionally balanced diet emphasizing complex carbohydrates and limiting foods high in fat and sugar.

One pound of body weight is approximately equal to 3,500 calories (kcals). Five hundred kcals less per day in a person's diet will cause one pound of weight loss in one week. (7 days x 500 kcals = 3,500 kcals = 1 lb. of weight loss) Note: No more than a 500 kcal reduction per day is recommended. The remaining calories need to come from low-fat, high-complex carbohydrate food sources, and limited sweets.

Exercise can be used to help lose any additional pounds. Exercise four to five times per week to lose weight and three to four times a week to maintain weight. No more than one to two pounds per week of weight loss is recommended.

Classroom Arrangement:

Individual.

Skill Needed:

Familiarity with "A Pattern for Daily Food Choices" when planning a diet.

Instructional Strategies:

1. Distribute and review the handout, "Find the Fad." Have the students find fad diets in magazines and evaluate them according to the questions on the handout.

2. Distribute the "Finding the Diet That Will Work for You" handout. This is a guideline that can be used by the students to find a "diet" that is right for him/her.

Evaluation/Modification:

1. Ask the students to design their own diets.

2. Have the students exchange the completed diets with other students, and have them use the two handouts to evaluate each other's diet.

Resources:

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

California State Department of Education, (1984). Choose Well, Be Well: High School.

Grade
12

LEVEL:
SECONDARY

WHAT IS HUNGER?

OBJECTIVES:

To create an awareness of hunger and how it affects the ability of people in other countries to meet their nutritional needs.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Masking tape, construction paper, round or flat sourdough or sheepherders' bread, globe or world map, "What is Hunger" handout, "The World Food Supply" handout (see Grade 12 Handout Masters).

INFORMATION:

Hunger is a physiological and psychological state that results when immediate food needs are not met. Undernutrition occurs when people do not get enough calories to maintain normal body weight and normal activity. The quantity and quality of food are restricted. Chronic undernutrition results in growth retardation, lack of vigor, and increased susceptibility to infection and disease.

Malnutrition occurs when people get enough calories but insufficient amounts of needed nutrients, such as vitamins, minerals, and proteins, or some of the essential amino acids in proteins. Malnutrition may result in specific diet-related diseases.

Major nutritional problems of the world include:

- General undernutrition caused by lack of food.
- Protein-calorie malnutrition caused by both inadequate quantity and quality of food, especially for children.
- Anemia, which results from inadequate intakes of iron, protein, and certain vitamins.
- Blindness and eye conditions from lack of vitamin A.
- Skin conditions due to riboflavin deficiency.

The problem of providing sufficient food for all people is one that cannot be dealt with in isolation. It is a result of a complex of socioeconomic conditions.

CLASS ARRANGEMENT:

Group/individual.

INSTRUCTIONAL STRATEGIES:

1. Before class, mark off a large circle on the classroom floor with masking tape. The circle should be large enough so that all the students can be arranged within it. Divide the circle into sections that represent the world land distribution:

- Africa—22%
- Asia—35%
- Europe—5%
- South America—15%
- North America—16%
- Australia, Antarctica—7%

Label or cut a large outline of each continent from different colored construction paper. Place the outline in the respective sections of the circle. Have available enough bread to divide among the students. Cut name cards out of colored paper matching that of the continents. Make enough cards so that the students will be divided in proportion to the population in each continent:

- Africa—11%
- Asia—60%
- Europe—14%
- South America—9%
- North America—6%

2. As students enter the classroom, randomly hand out the colored name cards. Ask them to find the section on the floor that matches their colored card and to stand in that section.

3. After all the students are in place, tell them they represent the population of that country. Ask one representative from each section (continent) to come forward. Cut the loaf of bread into pieces that are comparable to the per capita consumption of animal protein for each continent:
   - Africa—10%
   - Asia—5%
   - Europe—25%
   - South America—15%
   - North America—45%

   Give the representatives from each continent their proportion. Ask them to go back to their group and divide the bread among themselves.

4. Ask the students the following questions:
   - What do you see as you look around the circle?
   - Are the groups evenly divided?
   - Which group has more to eat?
   - What sections of the world do they represent?

5. On a map or globe identify the location of these countries.

6. Discuss the definition of the word hunger and the major nutritional problems that can occur as a result. Distribute the handout, "What Is Hunger?" Have students complete the questions on the handout.

7. Distribute the handout, "The World Food Supply." Have students brainstorm and list issues affecting the world food supply that are associated with these six factors.

Evaluation/Modification:

Have students study hunger in their own community and discover what resources are available.

Resources:

California State Department of Education, (1984). Choose Well, Be Well.

Texas Education Agency, (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade
12

LEVEL:
SECONDARY

RELATIONSHIP ENHANCEMENT

OBJECTIVE:

To understand how perceptions and feelings affect relationships.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Optional.

INFORMATION:

A person's perception, outlook on life, physical health, and emotional state affect how a person communicates with others. This, in turn, affects how people perceive and communicate with each other. Those individuals who have knowledge of how their actions influence others will have better skills to change their own behaviors instead of trying to change others' behaviors.

CLASS ARRANGEMENT:

In a circle.

INSTRUCTIONAL STRATEGIES:

1. Choose two volunteers to role play the situation.

2. Instruct volunteers to communicate as dogmatically (rigidly, stubbornly) as possible.

3. Discuss how each person's communication affected the conversation. Then, discuss ways each person could have handled the situation differently so that it would have elicited better results.

   Scenario:
   Roommate A, after borrowing Roommate B's car, returned it with an empty gas tank. Roommate B drove the car to work but ran out of gas on the way.

   Roommate B: You feel very angry and used. You were late for work, and you cannot understand why Roommate A was being so thoughtless. You intend to make your feelings known to your roommate and demand an apology.

Roommate A: Your mistake was unintentional. You thought there was actually more gas in the tank. You can't understand Roommate B's tendency to eat your groceries and leave you with an empty refrigerator.

Suggested time limit: 10-15 minutes

Possible discussion questions: Think of an important relationship you have had in which you and your partner disagreed on an important value or principle. What effect did that have on your relationship? What factors speed a relationship through its building stages? What factors in a relationship move it to deterioration? How does it feel when you lose an important relationship based on an argument? How does this affect the way you handle other relationships?

Evaluation/Modification:

Any scenario which would seem more relevant to the students may be used. Discussion of different types of relationships can also be used to understand how we communicate differently with different people depending on the context (family, romantic, same sex, and opposite sex).

Resource:

Verderber, R. F. and Verderber, K. S. (1983), Instructor's Manual for Inter-act: Using Interpersonal Communication Skills. Belmont, CA: Wadsworth Press.

Grade
12

LEVEL:
SECONDARY

THE HELPING RELATIONSHIP

OBJECTIVES:

To be able to find credible help when faced with personal problems; to understand the different types of mental health professions.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom, a field trip to a local mental health facility (optional).

INFORMATION:

The helping profession comes in many different forms. The main types of professionals are psychotherapist, marriage and family therapist, psychologist, psychiatrist, social worker, mental health worker, and pastoral counselor. The difference lies mainly in theoretical background (the way to do therapy) and professional licensing requirements. The basic difference is that anyone can call themselves a psychotherapist whether they have training or not.

It is important that a person should only go to a licensed therapist for counseling. Only a person who has a Ph.D. in psychology can be called a psychologist. A psychiatrist is a medical doctor versed in the biological origins of mental illnesses. Social workers can do therapy, but many of them help in finding resources for the individual (housing, financial aid, day care, etc.). Mental health workers are usually the least educated (bachelor's degree level) and work in institutions. Marriage and family therapists work with relationships between family members; however, they do conduct therapy with individuals. Pastoral counselors conduct therapy in churches using a spiritual (religious) approach to therapy.

INSTRUCTIONAL STRATEGIES:

1. Discuss different types of therapy.

2. Discuss reasons why a person would go to a therapist (personal problems, marital problems, family problems, feelings of not having control of life, spiritual or emotional growth). Have students brainstorm on why a person would go to therapy.

3. Have students discuss places where they could seek counseling outside the school.

4. Discuss what a person would want in a therapist (empathy, sense of humor, man or woman, old or young, etc.).

Evaluation/Modification:

Another alternative would be to bring in professionals from the community to discuss what they do. Having a family therapist, psychologist, psychiatrist, and pastoral counselor come in at the same time would be very educational. Most therapists would enjoy coming in to discuss what they do.

A discussion of the importance of mental health through the life span is an important topic that should be discussed. Good mental health is strongly associated with good physical health, and vice versa.

Grade
12

LEVEL:
SECONDARY

HISTORY ON A PARK BENCH

OBJECTIVES:

To gain an appreciation and understanding of history by listening to others reminisce, and by entering into conversation with them.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Much that we take for granted about households and businesses today were very different not long ago. Indoor plumbing, electricity, transportation, and office machines have changed dramatically in the last 100 years. The senior citizens of today have many stories to share about changes in activities in the home and work place. By hearing how the home, school, and work place used to be, students will gain insights into how and why their lives are different today.

INSTRUCTIONAL STRATEGIES:

1. Preview the assignment by brainstorming household equipment or office equipment that used to be common as compared to today. Discuss how conducting business or doing household activities was different in the past compared to the present.

2. Assign students to spend time with someone two or three generations older than themselves (grandparents or great grandparents). Have students write questions to ask the senior. Questions need to spark discussion on home, school, and work place experiences in the past.

3. In coordination with the local senior citizens center, schedule a field trip during class time or at lunch time so students can meet individually with seniors. Another idea is to go to a park or downtown area where elderly persons may be seated on benches in order to speak with and interview seniors.

Evaluation/Modification:

Students may also elect to interview their own family members. By hearing the reminiscences of their own family members, students may gain deeper appreciation and understanding of the home and community they live in today.

Resource:

Weitzman, D., (1975). My Backyard History Book. Boston: Little, Brown and Company.

Grade
12

LEVEL:
SECONDARY

GRADUATION DAY

OBJECTIVE:

To explore the significance of high school commencement and graduation today, and in the past.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Commencement or graduation is both an ending and a beginning for an adolescent and her/his parents. Certain aspects of the ceremony have changed little through the generations, yet expectations for the graduating senior continue to evolve as our society changes. Students as well as parents may benefit from an opportunity to discuss their feelings about the upcoming graduation and share their expectations of changes after graduation.

SKILLS NEEDED:

1. Review activities or parts of the graduation ceremony. Ask students to predict what parts of the ceremony they think have remained the same through the years and what parts may be different.

2. Working in small groups discuss how students feel about their high school days ending. Discuss their future plans and what they hope to do after graduation. Discuss how relationships with siblings and parents may change after graduation. Identify community resources to assist students with the transition to "young adulthood."

3. Have students develop a series of interview questions to ask parents about their graduation day and their transition to young adulthood. Students can write a paper summarizing their parents' responses and, perhaps more importantly, summarizing how the students feel about what their parents said.

4. Have students share highlights of their papers in small groups or as a class. Students who wish to pass on the assignment (due to the potentially sensitive nature of the content) should be given optional assignments to complete.

Evaluation/Modification:

Ask parents to bring artifacts from their graduation to class. Artifacts may include photographs, programs, jewelry, or corsages. The artifacts could be placed on a display table or bulletin board to help spark interest in the topic as well as to show students similarities and differences in the ceremony today and in the past.

In coordination with the high school guidance counselor and local community mental health professionals, a panel discussion or meeting could be held with parents related to this topic. Parents may benefit from the opportunity to hear about and discuss the transition out of high school and into young adulthood and how roles and expectations of the youth as well as the parent(s) change.

Grade
12

LEVEL:
SECONDARY

BICYCLE COMMUTING

OBJECTIVES:

To learn the techniques of bicycle commuting and to understand the personal and environmental benefits of bike commuting.

LIFE SKILLS:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area, local roadways to destination point, classroom.

EQUIPMENT/MATERIALS:

Bicycles, helmets, maps, TV/VCR.

INFORMATION:

Encouraging increased bicycling and walking can provide significant societal benefits in terms of improved health and well-being, the preservation of the environment, and not consuming scarce fuel resources. A major problem is that many people do not think enough about bicycling and walking as alternative transportation as well as a means of obtaining exercise and recreation. Relating the numerous personal and societal benefits to the selection of walking or bicycling as a transportation mode could be productive.

The bicycle is a legal vehicle and has the rights and responsibilities of other vehicles; bicyclists must ride as far to the right as practicable.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding.

TEACHING STRATEGIES:

1. Review riding skills.

2. Invite a bicycle commuter to bring their bicycle that is equipped for commuting (lights, fenders, rack and/or panniers loaded for commuting).

3. Proceed with a route/trip design by picking a location and planning the route. A discussion of choices in route selection is encouraged, and a starting time for the ride is important in considering the traffic that would be sharing the road.

4. View the video “Shifting Gears.” Use the “Effective Cycling” video as a review of road riding skills.

5. Divide into smaller groups. Provide each group with an adult leader and proceed with the ride. (About 15-20 minutes is long enough.) Note the time taken and the degree of difficulty. Discuss the distance traveled and the time expended.

Evaluation/Modification:

Challenge class members to commute to school or to another location (job/friends/restaurant) each day for one week. Have members share their commuting experiences.

Resources:

Case Study No. 12 - Incorporating Consideration of Bicyclists and Pedestrians into Education Programs, Publication No. FHWA-PD-92-036 (National Bicycling And Walking Study).

Shifting Gears (The Joy of Bicycle Commuting) Video, Cascade Bicycle Club, P.O. Box 31299, Seattle, WA 98103 **OR**
University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Effective Cycling Video, University of Montana Western Film Library, 710 S. Atlantic, Dillon, MT 59725, 406/683-7541.

Effective Cycling John Forester, Fifth printing, 1992 The MIT Press.
ISBN 0-262-06088-4 (hard)
ISBN 0-262-56026-7 (paper)

Grade

12

Handout Masters

Facts and Fallacies About Fitness

Multiple Choice Test

____ 1. A major problem that confronts uniformed people who want to become physically fit is:

A. Access to facilities
B. Cost of programs
C. Quackery
D. Availability of products

____ 2. The best way of combating the hucksters is:

A. Laws
B. Taxation
C. Fitness programs
D. Education

____ 3. A tipoff to quackery is:

A. That fitness will be easy and fast
B. Fitness will cost you money
C. That spot reducing is impossible
D. That weight reduction will take a long time

____ 4. Ripoffs usually occur with:

A. Exercise devices
B. Special diets
C. Exercise programs
D. All of the above

____ 5. Exercise gimmicks usually include:

A. The concepts of ideal body weight
B. Quick, easy fix
C. Long haul concept
D. Changing bad habits

____ 6. An example of quack products would be:

A. Exercise bike
B. Barbells and weights
C. Vibrating belts
D. Rowing machines

____ 7. Which of the following is true about diuretics?

A. Will not upset the chemical balance of the body
B. Will not cause damage to the kidneys
C. Are good solution to the weight loss dilemma
D. Will not promote real weight loss

____ 8. Which of the following would be a good buy?

A. Body wraps
B. Bust developer
C. Electric stimulator
D. Exercise bike

____ 9. When thinking about a membership in a fitness club, you should consider:

A. Cost and personal needs
B. Appearance of the facilities
C. Friendliness of instructors
D. It is a status club

Student: _____

Period: _____

Health-Related Fitness Self-Contract Plan

Day	Cardiovascular Activity (Aerobic)	Flexibility Routine	Muscular Endurance/ Strength
Example:	roller blade 1 hour	1. ankle rotations and press downs 2. lunge to sides 3. lunge to front 4. arm pull across 5. deep sits with support	3 sets of 10, pushups 3 sets of 10 4 count sit ups
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

NOTE: In a week you must have at least one rest day. Also, a minimum of three days of aerobic activity, a minimum of three days of stretching, and a minimum of three days of isolated muscular endurance/strength routines.

Perfect Planet

You live on planet Earth. There are good things and bad things on planet Earth. Imagine that there is a tunnel leading from planet Earth to another planet. This planet has lots of food, no schools, and plenty of money for everyone to buy whatever they like. This planet is a kind of paradise. People can have sex as often as they like, with whomever they like, without any fear of pregnancy, disease, or negative consequences!

People from Earth regularly walk through the tunnel to the paradise planet. There, they have nothing but fun all day long. At the end of each day, however, everyone must go back through the tunnel to planet Earth.

Every once in a while, the tunnel closes, and the paradise planet is flooded. This flooding kills everyone in the tunnel and on the paradise planet at that time. Nobody ever knows when the flood will come--it just happens every so often. The people that decided to go to the paradise planet the day of the flooding all drown.

Imagine that you have the chance to go to the paradise planet as many times a week as you want. How many times a week would you go?

- If every day, write down a “W.”
- If every other day, write down an “X.”
- If every three or four days, write down a “Y.”
- If just once a week, write down a “Z.”
- If you would never go, write down a “O.”

_____ Your answer

Risk Behaviors

drinking one beer
drinking one wine cooler
drinking every day
drinking only on weekends

having a drink at a family dinner or celebration
going to a kegger
drinking at home alone
drinking while driving

drinking while riding in a car
riding with a driver who has been drinking
driving a car after having a beer
driving a car after drinking a six-pack of beer

having friends who drink
drinking if you have family members who are chemically dependent
having sex with a boyfriend/girlfriend when drinking
making out at a party after drinking

going into a bedroom at a party when you haven't been drinking
starting to drink at age 12
starting to drink at age 15
starting to drink at age 18

starting to drink at age 22
drinking on school grounds
drinking in the park with friends
drinking in the park with older teens or adults you don't know well

drinking at lunch time
flirting with a stranger when you've been drinking
being alone with your boyfriend/girlfriend when you've been drinking
drinking at your cousin's wedding

Jacob M. Bayfield Will and Testament

I, Jacob M. Bayfield, being of sound mind but unhealthy body, do hereby declare that my entire estate be left to but one of my four children. This one child will be my sole heir and benefactor. All property and holdings will be left unto this person. A person's life is often best remembered by the deeds he has done and the lifestyle in which he has lived. While my business has prospered, and I have gained power beyond most, I have not set health and fitness as a personal goal. As a young boy, I started smoking. At that time, we had no knowledge of the harm smoking could cause. Rather than listen to medical experts and my own family, I continued to smoke for the rest of my life. Now I am sure that this habit will lead to my premature demise. Therefore, I here and now establish the Jacob M. Bayfield Foundation to determine which of my four children is the healthiest and least likely to become a smoker, being able to resist the influences to smoke which I could not. My entire estate will then be given to that child so that my wealth will be used for good health.

Signed, Jacob M. Bayfield

Expressing Love and Sexual Feelings

For each question, write your response in the space provided.

1. If you were in love, how would you want the other person to express his/her love to you?

2. What actions or behaviors would make you feel that this person really cared for you?

3. How would you express your love and sexual feelings for the other person without having sexual intercourse?

Tobacco Industry Advertising and Promotion

Tobacco is one of the most heavily marketed products in the United States. In 1990 alone, the tobacco industry spent $2.99 billion to advertise and promote its products nationally. That's about $10.9 million each day or over $7,650 per minute.

It is easy to understand why the industry needs to spend so much on advertising and promotion. After all, tobacco is the only product which, when used as directed, kills a high proportion of its customers. Those who die and those who quit must constantly be replaced.

Each year the tobacco companies report their spending on advertising and promotion to the federal Trade Commission by category (such as magazines, coupons, retail value-added offers and public entertainment) and the figures reveal a changing trend.

Advertising:

Tobacco advertising, banned from television and radio since 1971, is allowed only in print and outdoors—and has been decreasing steadily.

Promotion:

Increasingly, the tobacco industry is putting its marketing dollars into promotion, which includes coupons, promotional allowances for retailers and distributors, promotional merchandise, and sponsored events. In 1970, promotional materials accounted for only **12 percent** of the tobacco industry's budget, while in 1990, it accounted for **71 percent** of its $3.99 billion budget.

Promotions often advertise tobacco, turning users into walking billboards. Promotion also gains television and radio coverage through sponsoring sporting events like rodeos in Montana and by sponsoring other community events such as entertainment at fairs. In Billings, for example, Philip Morris (makers of Marlboro cigarettes) donated over $75,000 to MontanaFair in order to sponsor all the night shows during the fair. Banners with Marlboro were there for all who attended to see. In addition, Marlboro was advertised in the Billings newspapers and information about Marlboro sponsorship was placed in a brochure advertising the Billings fair. Philip Morris also had a promotional booth at the fair and hired young attractive men and women to promote their products by offering special offers and giveaways. They received a lot of free publicity for their donation and received a lot of public support because the fair is an important community event. What this type of sponsorship does is to promote name recognition of Marlboro, by having young people push their tobacco make it appear cool to use tobacco, encourage young people to smoke, encourage the trial and/or purchase of a product through free samples and coupons, gaining public support and, by having attractive young people promote their products, make it appear very cool to use tobacco.

Statistics: Health Promotion Resource Center, Stanford University School of Medicine.

Youth Access to Tobacco Products Control Act

16-11-301. Short title. This part may be cited as the "Youth Access to Tobacco Products Control Act".

(1) "Distribute" means:

(a) to give, deliver, sample, or sell; or

(b) to offer to give, deliver, sample, or sell

(c) to cause or hire another person to give, deliver, sample, or sell.

(2) "Health warning" means a tobacco product label required by federal law and intended to alert users of the product to the health risks associated with tobacco use. The term includes warning labels required under the Federal Cigarette Labeling and Advertising Act and the Comprehensive Smokeless Tobacco Health Education Act of 1986.

(3) "License" means a retail tobacco product sales license.

(4) "Person" means a natural person, company, corporation, firm, partnership, organization, or other legal entity.

(5) "Tobacco product" means a substance intended for human consumption that contains tobacco. The term includes cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

History: En.Sec.3,Ch.569,L.1993

42..31.325 LICENSE. (1) All persons that sell tobacco products at retail must obtain a license from the department of revenue. This includes sales over the counter, by vending machine or any other means of selling the tobacco product.

(2) In the case where the retailer contracts with a vending machine for the sale of tobacco products in the establishment, the retailer must obtain a retail license to sell tobacco products.

(3) The license covers one fiscal year, July 1 to June 30.

(4) The license cannot be transferred.

(5) The department will issue the applicable license(s) as required under 16-11-120, MCA, or 16-11-303, MCA, together on one form. (History: Sec. 16-11-312, MCA; IMP, Secs. 16-11-303 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-304. Signs. A retail seller of tobacco products shall conspicuously display, at each place on the premises at which tobacco products are sold, a sign that is to be provided without charge by the department of revenue that states: "Montana law prohibits the sale of tobacco products to persons under 18 years of age."

History:En.Sec.4,Ch.569,L.1993

16-11-305. Sale or distribution of tobacco products to persons under 18 years of age prohibited. (1) A person may not sell or distribute a tobacco product to an individual under 18 years of age, whether over the counter, by vending machine, or otherwise.

(2) If there is a reasonable doubt as to the individual's age, the seller shall require presentation of a driver's license or other generally accepted indetification that includes a picture of the individual.

42.31.335 SIGNS (1) The retailer must display a sign at each place on the premises that tobacco products are sold; each sign must include the language shown in ARM 42.31.330 (2). This includes all cash registers, vending machines or other places where the consumer pays for the tobacco product.

(2) The department will furnish the signs. However, if the retailer wishes to furnish the sign(s), the sign must contain the language shown in ARM 42.31.330 (2). (History:Sec.16-11-312, MCA; IMP, Secs. 16-11-304, 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.320 TOBACCO PRODUCTS DEFINED REGARDING SALES TO MINORS (1) For the purposes of enforcing tobacco sales to and use by minors, tobacco means a substance intended for human consumption that contains tobacco. The term includes, but is not limited to, cigarettes, cigars, snuff,

smoking tobacco, and smokeless tobacco. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-302, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-306. Sales from tobacco vending machines. Tobacco products may be sold through a vending machine only in:

(1) factories, businesses, offices, and other places not open to the general public;

(2) places to which individuals under 18 years of age are not permitted access;

(3) places where alcoholic beverages are sold and consumed on the premises; and

(4) places where the vending machine is under the direct supervision of the owner or an employee of the establishment. The sale of tobacco products from a vending machine under direct supervision of the owner or an employee of the establishment is considered a sale of tobacco products by that person for purposes of 16-11-305.

History:En.Sec.6,Ch.569,L.1993

42.31.331 SALES FROM VENDING MACHINES (1) Sales of tobacco products from vending machines are only permitted in:

(a) places not open to the general public, such as factories, businesses, and private offices;

(b) places where persons under the age of 18 are not permitted access;

(c) places where alcoholic beverages are sold and consumed on the premises; or

(d) places open to the general public where the vending machine is under direct supervision of the owner or employee of the establishment.

(2) For places open to teh genereal public the vending machine must be located in a place where the owner or an employee of the establishment can see it to ensure individuals under the age of 18 do not use the machine. For example, all tobacco vending machines in a hotel or motel must be located in the lobby where the desk clerk can see who is making the purchase from the machine. Licensees are responsible to insure there is a system of supervision in place to prevent violations. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-305 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

42.31.330 DECALS ON VENDING MACHINES (1) Decals issued as part of the annual vendor license must be affixed to the front of all vending machines within 30 days from the date of receipt.

(2) The following message must be printed on each decal: "MONTANA LAW PROHIBITS THE SALE OF TOBACCO PRODUCTS TO PERSONS UNDER 18 YEARS OF AGE." (History:Sec. 16-11-312, MCA; IMP, Secs. 16-11-304 and 16-11-306, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-307. Distribution of tobacco products in other than sealed packages prohibited. A person may not distribute a tobacco product for commercial purposes in other than a sealed package that is provided by the manufacturer and that contains the health warning required by federal law.

History: En.Sec.7,Ch.569,L.1993

42.31.340 PACKAGING OF TOBACCO PRODUCTS (1) All tobacco products must be sold or distributed in the manufacturers' sealed package and must contain the health warning required by federal law. The only exception is in the case of bulk product that is intended to be repackaged and sold in smaller, variable units at retail. The retailer must package these smaller units and label the package with the health warning required by federal law.

(2) The sale of single cigarettes is prohibited. (History: Sec. 16-11-312, MCA; IMP, 16-11-307, MCA; NEW, 1993 MAR p. 2427, Eff. 10/15/93.)

16-11-308. Penalties, (1) Failure to obtain a license as required by 16-11-303 or to post signs as provided in 16-11-301 is punishable by a civil penalty $100.

(2) A person who violates 16-11-305 (1) may be punished by a civil penalty of $100. A subsequent violation within 1 year is punishable by a civil penalty of $200. A third violation is punishable by a civil penalty of $300 if two violations occurred within the 2-year period prior to that violation.

(3) A person who violates 16-11-307 is guilty of a misdemeanor and upon conviction is liable for a civil penalty of not more than $100 for the first violation. A subsequent violation is punisable by a civil penalty of not more than $200. A third or subsequent violation is punishable by a civil penalty of not more than $500.

(4) A license holder is not subject to a civil penalty under subsection (2) for a violation by his employee or agent if the sale was without the knowledge of the license holder and the license holder shows that the license holder had in place a system to prevent violations of 16-11-305(1)

(5) The county attorney of the county in which a civil penalty is imposed under subsection (2) shall inform the department of revenue of the imposition of the penalty.

History: En.Sec.8,Ch.569,L.1993

42.31.345 PENALTIES (1) The penalties mandated under 16-11-308, MCA, will be enforced and collected by the county attorney in the county where the violation occurred. (History: Sec. 16-11-312, MCA; IMP, Sec. 16-11-308, MCA; NEW, 1993 MAE p. 2427, Eff. 10/15/93.)

16-11-309 and 16-11-310 reserved.

16-11-311. Local regulations. A local government may by ordinance adopt regulations on the subjects of 16-11-301 through 16-11-308 that are no more stringent than 16-11-301 through 16-11-308.

History: En.Sec.10,Ch.569,L.1993

42.31.350 USE OF TOBACCO PRODUCTS IN PUBLIC SCHOOL BUILDINGS (1) The use of tobacco products in public school buildings referred to in 20-5-411, MCA, applies only to elementary and secondary schools. (History:Sec.16-11-312,MCA;IMP,Sec.20-5-411,MCA;NEW,1993 MAR p.2427, Eff. 10/15/93.)

Biographical Sketch

Nick Bayfield

Nick is the eldest of the Bayfield children and was very upset by his father's death. Nick is the owner and president of the local baseball team and in three short years has turned the team from losers into world champs. Nick is a natural leader. He happily shakes hands and gives autographs to the people who seek him out. Most people in the community think of Nick as a local hero of sorts and some have even suggested that he run for Congress.

To his business partners, however, Nick is considered a "smoke-filled back room wheeler dealer." Several times he has used his influence to take over smaller businesses, showing little compassion for those whose lives and fortunes he has destroyed. It is rumored that he is under criminal investigation by the federal government for bribery and smuggling. Nick has been able to keep the investigation out of the news--along with the fact that he has had his driver's license revoked for drunken driving.

Nick's skills in negotiating business deals and his international connections have been recognized worldwide. He has been a chief negotiator in major peace treaties all over the world. Nick has not only helped to end localized wars, but has also helped to fund rebuilding by providing aid to the victims of war-torn nations. These efforts have won him a Nobel Peace Prize nomination.

Nick has had trouble keeping his weight down. He works out at the health club three days a week and his major interest there is weight-lifting and body building exercises. He loves to swim and takes brisk walks. The family has a baseball-shaped swimming pool in the backyard which Jacob had built for them before his death. Nick makes good use of the pool.

Last week, a group of community leaders visited Nick to inquire abut the unhealthful foods available at his ball park and the advertising of alcoholic and tobacco products. They claimed the hotdogs were full of sugar, the popcorn was covered in salt, the Polish sausages were nothing but fat, the ice cream was full of empty calories, and that tobacco and alcohol were not good for impressionable youth. The group suggested some healthy alternatives that could be served in place of the unhealthy food items and other products that could be advertised. Nick refused to listen to their arguments and had the group removed from his office.

Because of Nick's high visibility and his star status in the community, a new tobacco company has approached him to become their spokesperson and endorse their new low tar cigarettes. Nick agreed, provided he doesn't have to inhale in the ads. However, during a photo session of the commercial he became anxious after the take had to be reshot. The director whom Nick finds extremely attractive (and vice versa) suggested that the "real" Nick will come out if he just inhales and relaxes just as she does.

Biographical Sketch

Abby Bayfield

Abby is the second oldest of the Bayfield children. She is the owner and operator of Bayfield Health Clubs, Inc. Abby started her business with one private health club that was frequented by athletes, weight lifters and transformed it into a community facility. The health club now offers a wide variety of activities from aerobics and intramural basketball teams and general fitness awareness classes. Because of her keen interest in community welfare, Abby has recently funded service projects for disadvantaged adolescents.

The success of the Bayfield Health Clubs is a reflection of Abby's views of the importance of physical fitness. She participates in many sports, particularly swimming, which she does faithfully every day. She also coaches and has organized a citywide girls' basketball league.

Abby is also the manager, financial officer and chief administrator of the health clubs and the community help programs which she actively supports. In addition, she sits on a number of social action committees and boards of directors. After three hours of sleep, Abby goes nonstop in her never-ending series of meetings. She often takes on more responsibility than time permits and becomes overstressed when she cannot carry out the responsibilities to her satisfaction.

Because of Abby's busy schedule, she is always eating on the run, usually skipping breakfast, grabbing a quick burger and fries for lunch and then again for dinner. After a long day of work and meetings, it is typical of Abby to go home, grab a bowl of dip, a bag of chips, and a bottle of beer and turn on the "tube" until the wee hours of the morning. These four or five hours of TV watching are Abby's way of unwinding from her hectic day.

Although Abby is very confident handling the pressures that go along with the business world, she is insecure about her social life. She has few close friends, is often alone, and has rarely gone out with the same guy more than once. As Abby would say, "I'm a great team manager, but I'm no good at playing the field." Recently, she has been dating her state senator, a heavy smoker. She accompanies him to cocktail parties and political gatherings. Abby is often uncomfortable at these parties because she doesn't think she fits in. This has made Abby even more self-conscious, though at the last party she noticed that the two people she was talking to were smoking while she was pigging out on caviar and cheese chunks. Abby thought it was unfortunate that these attractive people reeked of smoke and had dragon breath.

Over the past five years, Abby has had six major car collisions. Luckily, she has not been injured; although others have been. Before his death, Jacob expressed his concern over Abby's fast-paced lifestyle and driving habits.

Biographical Sketch

Ross Bayfield

Ross is the second youngest of the Bayfield children. He owns and manages seven movie theaters and several apartment buildings. Though a confirmed family man, he shows little understanding or compassion for his low-income renters. Last winter he tried to cut off the heat and electricity of late-paying renters. He has been cited several times for violating city health codes.

Ross and his wife have found children. Because of the death of one of his small children, Ross is the major contributor to the children's wing of the county hospital, of which he is president of the board. He has recently overruled a board decision designating the hospital as a smoke-free space.

The loss of his infant child moved Ross to devote every waking hour to the invention of a new type of incubator that has already saved thousands of babies' lives, but was too late to save his own daughter. Each night after a stressful day of decision making, he leaves the family compound, working alone until dawn to improve the incubator to save even more lives.

When his youngest child was a baby, Ross, a former state swimming and diving champion, had a serious diving accident which left him paralyzed from the waist down. He felt insecure and inferior because of his confinement to a wheelchair. Because of this, he looked for ways to seem more sophisticated and powerful. He often told people that he pictured himself as the "macho Marlboro man on wheels." Since the accident, he has become overprotective of his children. Because he is afraid that they too might have an accident, he does not allow them to get involved in many athletic sports. Ross' wife, however, does try to get the children out and active, against their father's wishes.

Despite his disability, Ross is an enthusiastic pilot. He owns a specially equipped Leer jet that he uses to transport dying infants from all over the world to his infant-care facilities. He also flies medical teams to remote villages around the world to train local doctors in infant care and the lifesaving use of the incubators.

Ross is a great fan of the movies, especially those about fighter pilots. As he soars high above the clouds, he likes to picture himself as a top gun fighter pilot, off on a daring adventure, cigarette dangling from his lips, courage in his heart, and romance in his eyes.

Lately, Ross has been spending a great deal of time at the state capitol lobbying for a bill which would allow smoking in movie theaters. This sudden interest coincides with his recent investment in a large tobacco company.

Biographical Sketch

Mollie Bayfield

Mollie is the youngest of the Bayfield children. Her father spoiled her as a child and Mollie has had a hard time growing up. When she was in junior high school, Mollie hung around with kids her parents strongly disapproved of. At the age of 14, she ran away, started smoking and lived on the wild side of the streets. She continued this way of life for two years until she met an astrologer, Madame Crystal, who advised her to return home and begin a healthy lifestyle. Ever since, Mollie has been devoted to astrology and regularly consults Madame Crystal. Many of her personal and business decisions are based on the positions of the stars and planets.

Proud of his daughter's recovery, five years ago Mollie's father gave her a restaurant for her birthday, which she turned into a huge success. Upon the advice of an astrologer, she later purchased four more restaurants. "Bayfield's Brunchola" has become a chain of popular, trendy cafes where young professionals and athletes go for gourmet health food.

Mollie's expertise and creativity with gourmet health foods has been written up on several magazines. Although the overall business is a success, the employees often abuse Mollie's generous nature by borrowing money from her and taking advantage of her friendship.

Mollie is an avid runner. She runs 20 miles a day and has won four marathons, one race away from a national record. She actually might have won her fifth marathon, but the local TV station obtained pictures of her getting in a car halfway through the race and claimed she really didn't run the whole way. Mollie denies this. She encourages her friends and family as well as her restaurant patrons to exercise. For the last five years, she has sponsored statewide 10 kilometer races, with hundreds of thousands of dollars worth of proceeds going to the Humane Society.

The foods that Mollie eats are very healthy, but not enough for someone so active. Mollie is extremely weight conscious and very thin. Her doctor is concerned about possible anorexic behavior and says she needs to gain at least 20 pounds. Mollie's father was very worried about her weight. Mollie thinks she is slim, but healthy, even though she has fainted twice this month.

Mollie's compassion for others is demonstrated by her creation of "Meals on Heels"—a program to bring leftover restaurant food to poor, elderly people who are unable to cook for themselves. She has organized high school track teams throughout the city to deliver the meals. The hungry people she helps affectionately call her "St. Mollie" and the runners look to her as an important role model.

When Mollie's father died, she was devastated. The night before her father's sudden death he had asked her to come over for dinner. Although she really had no special plans, she made up an excuse so she could squeeze in an extra run. She never saw her father alive again. Upon hearing the news of her father's death, she was overcome with guilt. She sank into a deep depression, often unable to get up in the mornings, or to make even the simplest decision. She stopped running and became nervous and jittery. Mollie consulted her astrologer who said, "The answer to your problems lie in the patterns of past smoke rings."

Tobacco Sentence Completion

1. For me, smoking is:

2. If I saw another student using tobacco at school, I would:

3. Some people start using tobacco because:

4. Cigarettes are:

5. To me, tobacco means:

6. The best reason for smoking is:

7. One thing I don't believe about tobacco is:

8. If I made the laws about tobacco use, I would:

9. I was surprised to learn that smokeless tobacco:

10. People who smoke:

American Cancer Society

Tip Sheet

The following are the different ways smokers have actually used in restraining themselves to live without cigarettes. Any one or several of these methods in combination might be helpful to you. Check the ones you like and from these develop your own restraining program.

1. Before you quit smoking, try wrapping your cigarettes with a sheet of paper like a Christmas present. Every time you want a cigarette, unwrap the pack and write down what you re doing; how you feel and how important this cigarette is to you. Do this for two weeks and you'll have cut down as well as have developed new insights into your smoking.

2. If cigarettes give you an energy, try gum, modest exercise, a brisk walk or a new hobby. Avoid eating new foods that are high in calories.

3. If cigarettes help you relax, try eating, drinking new beverages, or social activities within reasonable bounds.

4. When you crave cigarettes, you must quit suddenly. Try smoking an excess of cigarettes for a day or two before you quit so that the taste of cigarettes is spoiled. Or, an opportune time to quit is when you are ill with a cold or influenza, and have lost your taste for cigarettes.

5. On a 3" x 5" card, make a list of what you like and dislike about smoking. Add to it and read it daily.

6. Make up a short list of luxuries you have wanted or items you would like to purchase for yourself or a loved one. Next to each item write down the cost. Now convert the cost to "packs of cigarettes." If you save money each day from packs of cigarettes, you will be able to purchase these items. Use a special "piggy" bank for saving your money or start a "Christmas Club" account at your bank.

7. Never smoke after you get a craving for a cigarette until **three** minutes have passed since you got the urge. During that three minutes, change your thinking or activity. Telephone an ex-smoker, your buddy, or someone you can talk to until the craving subsides.

8. Plan a memorable date for stopping. You might choose your vacation, New Year's Day, your birthday, a holiday, the birthday of your child, your anniversary. But, don't make the date so distant that you lose momentum.

9. If you smoke under stress at work, pick a date for stopping when you will be away from your work, or at least under the least amount of stress.

10. Decide whether you are going to stop suddenly or gradually. If it is to be gradual, work out a tapering system so that you have intermediate goals on your way to an "I.Q." day.

11. Don't store up on cigarettes. Never buy by the carton. Wait until one pack is finished before you buy another.

12. Never carry cigarettes with you at home or work. Keep your cigarettes as far from you as possible. Leave them with someone or lock them up.

13. Until you quit, make yourself a "smoking corner" that is far from anything interesting. If you like to smoke with others, always smoke alone. If you like to smoke alone, always smoke with others, preferably if they are non-smokers. Never smoke while watching television.

14. Never carry matches or a lighter with you.

15. Put away your ashtrays or fill them with objects so they cannot be used for ashes. Plant flowers in them or fill with walnuts. The latter will give you something to do with your hands.

16. Change your brand of cigarette weekly so you are always smoking a brand of lower tar and nicotine content than the week before.

What a Smoking Friends Can Do to Help

1. There are so many things that friends enjoy doing together such as eating together, drinking together, and best of all, SMOKING TOGETHER.

2. Your friend and family member has made a decision to quit smoking. It is one of the biggest and most fearful decisions they will ever make. THEY NEED YOUR HELP THE MOST OF ALL. It's bad enough having been nagged by society to quit. When they finally take the big step, they don't need friends encouraging them **back** to smoking; they need your help.

3. Their physical, emotional, and spiritual health may be at stake if they continue to smoke. Please do all you can to set them up for SUCCESS.

4. The first few weeks after a smoker quits smoking are when they are so vulnerable to having "just one cigarette" for old time's sake. Smoking has been a form of companionship, and they may feel a little guilty for net being able to smoke with you. WOULD YOU PLEASE HELP THEM FIND ANOTHER FORM OF COMPANIONSHIP THAT YOU CAN STILL ENJOY TOGETHER?

5. During the first few days of nicotine withdrawal, another smoker's smoke can small DELICIOUS...this is all that it takes to tempt the ex-smoker back to smoking. It won't kill **you** to step outside to smoke, but it might kill **them** if they go back to smoking when their health is at stake. PLEASE DON'T SMOKE IN THEIR HOME OR CAR UNTIL THEY ARE SECURE WITHOUT THEIR CIGARETTES. YOU DO THIS, AND THEY WON'T BUG YOU ABOUT YOUR SMOKING.

6. If you are traveling in a car together, you can plan to take "smoking stops" along the way. The smell of a cigarette in a small enclosed area like a car can be too tempting. PLEASE REMEMBER THAT ALL IT TAKES FOR US EX-SMOKERS TO GET STARTED ALL OVER AGAIN IS "ONE LITTLE PUFF."

7. If the smoker is having "grumpy days," please refrain from comments like, "Why don't you start smoking and be your nice ole self again?" because they might take you up on it because your friendship means a lot to them. But—you're fighting dirty; you might need to ask yourself **why** you resent their success. After all, they've pulled "the cigarette plug," and they may talk more and express their feelings more easily. IF YOU ARE A TRUE FRIEND, YOU WILL ALLOW THEM THESE IMPERFECTIONS, **AS THEY ALLOW YOURS.**

8. Change is frightening to all of us—whether it is negative or POSITIVE. It is easier to stay in a comfortable rut where we feel safe. Actually, we aren't safe,we are only rusting away. Change can be challenging—it doesn't have to be frightening. It all depends on your attitude, **they have had to change their attitude to quit smoking.** PLEASE ALLOW THEM THIS CHANGE. HELP THEM FEEL SECURE DURING THIS CHANGE!!

9. Make a pact with your friend. **You** make it easier for them to quit smoking and **they** will promise never to become a self-righteous ex-smoker.

10. And what is the best of all—if and when you decide to quit smoking, your act of friendship and support during their crisis will always be remembered and appreciated. THEY WILL BE A SUPPORTIVE FRIEND TO YOU IF YOU DECIDE TO QUIT SMOKING.

Possible Side Effects of Withdrawing from the Addition of Nicotine

1. You may feel temporarily depressed and very lethargic. Remember, your body has been on a constant "upper" with nicotine. You are just coming "down" to the world of a non-smoker. Remember how you felt after that **first** cigarette—very high and dizzy and hyperactive? Although your body became accustomed to that feeling as you became addicted to nicotine, it is a jolt to come back down. Just keep reminding yourself that **YOU** are gaining back control of your body and nicotine no longer controls you.

2. You may think you are having more "bad days" without your cigarettes. Remember that **not smoking** a cigarette is **not** why you are having a "bad" day; we all have "bad" days because life, unfortunately, doesn't deal out all "good" days to **any** of us. On your "down" days, accomplish **little** chores and jobs; allow yourself this "down" day. Allowing ourselves this occasional rest not only refreshes the mind and body, but after accomplishing the little "pretty" chores, we are good and ready for the "up" days, and we feel good for having accomplished the little things that have been **needing** to be done.

3. When the urge for a cigarette hits, remember, it will be over within three minutes. So, take three deep breaths (slowly). This will get more oxygen to the brain, which not only relaxes you, but enables you to think more clearly and to make the decision **not to smoke**. After the three minutes are up, you'll be so glad you didn't have that cigarette.

4. While withdrawing, your mind will play tricks on you. Remember that your brain is conditioned by many years of smoking to have that cigarette with your coffee, after dinner, under stress, etc., and even though your **conscious** mind says, "I don't want a cigarette," your unconscious mind will say, "Oh, come on, just have one for old time's sake." This **first** cigarette is our most deadly enemy; once we take that **one** cigarette, nicotine is back in our body and the physical addiction starts all over again. So, take your deep breath, or quickly check your "substitute" list and conquer that temporary urge.

5. People may say you **talk** too much without your cigarette. You bet! Instead of saying what we really thought when we smoked, we just stuck that cigarette in our mouths and shut ourselves up! Now we are facing life and reality without sticking the cigarette in our mouths and, of course, we'll feel like expressing ourselves more. Remember that you may talk more, but you also are regaining good health, self-control and respect.

6. If you should have other physical side effects that aren't listed here, you should feel free to call a friend or another ex-smoker who will help you to understand the problem and to solve it.

7. Another problem that might take a few weeks or months to correct is the side effect of constipation upon withdrawing from cigarettes. This can be easily corrected by taking a teaspoon of pure bran either in a salad, yogurt, ice cream or just with a glass of water. After your body metabolism has adjusted to the world of an ex-smoker, you will probably find this problem will naturally disappear.