

Health House

Food, Fitness and Fun : 24/7!

A UNIT OF STUDY FOR GRADES K-2



The Children's Museum
of Indianapolis

ACKNOWLEDGEMENTS

Special thanks to Dr. Beverly A. Reitsma, Associate Professor, Department of Teacher Education, University of Indianapolis, for her assistance writing this unit of study.



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The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations. The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers. Field trips to the museum can be arranged by calling (317) 334-4000 or (800) 820-6214. Visit the Teachers section of The Children's Museum Web site: www.ChildrensMuseum.org



Food, Fitness, & Fun 24/7!

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ENDURING IDEA

Eat well, play every day and have fun!
You can make healthy choices.



The **choices** that children and their families make are integral parts of a healthy lifestyle. In order to make good choices, children need information about what foods build strong bones and muscles; the amount and types of activities that develop endurance and enhance concentration; and healthy habits that promote wellness. At **Health House in The Children's Museum**, children explore a range of healthy choices and are encouraged to make these choices a part of their daily lives.

Lesson One focuses on **nutrition**. In the first experience, students learn that food labels contain valuable information about the foods they eat. Healthy words, such as low-fat and whole wheat, help them make healthy choices. Later in the lesson, students try a colorful array of fruits and vegetables and learn the importance of milk and water to a healthy body.



Lesson Two is all about **active play**. Students learn that a healthy heart needs a minimum of 60 minutes of active play every day. During this lesson students take part in a variety of active play options for both indoor and outdoor fun!



Lesson Three highlights the importance of routine daily **“healthy habits.”** Activities such as washing hands and brushing teeth kill germs that lead to illness. In the final experience, students learn the importance of sleep to the growth of healthy bodies and minds.

What's Ahead



In this unit, students learn how to make healthy choices regarding the foods they eat, the type and amount of play in which they engage, and their daily health habits. The unit culminates in a health fair, *Healthy Choices — A Family A-Fair*, where the students and their families celebrate the contribution that daily healthy choices make to their families' good health.





Getting Started

Family Connections

Making **healthy choices** is of vital importance to the entire family. At the beginning of the unit, enlist families' help in applying the healthy choices learned in school to the home environment. Questions like: "What is a healthy choice?" or "How can I make better choices?" are good conversation starters. Finally, ask parents to help students complete their Healthy Choice Journals. Working together on the entries is a fun way to reinforce their child's content knowledge and support the growth of essential reading, writing and speaking skills.

What Will Students Learn?

The content for the unit, *Health House: Food, Fitness & Fun — 24/7!*, addresses Indiana's Academic Standards for Health and Physical Education. In addition, students learn and practice reading, writing, speaking and listening skills from Indiana's English/Language Arts Academic Standards.

What Will Students Be Able to Do?

Students will

- understand that strong minds and bodies are the result of healthy choices made every day
- make healthy choices based on the concepts learned at **Health House**:
 - some foods and drinks are more **nutritious** or **nutrient rich** than others
 - a healthy heart requires **active play** every day
 - **healthy habits** (e.g., adequate sleep and killing germs) prevent illness
- share their knowledge of healthy choices with their family

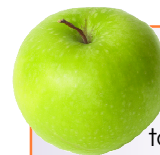




Classroom Environment

With your students, create a Healthy Choice Center in a section of the classroom. A focal point of the center is a Healthy Choice Bulletin Board, titled “Make Healthy Choices Every Day!” Divide the bulletin board (or section of wall) into three parts according to the unit’s three themes: nutrition, active play and healthy habits. In the individual sections, feature pictures, student work and pertinent information related to the given theme. In

addition to the bulletin board and The Monster Health Book, include in the Healthy Choice center other books (fiction and nonfiction), bookmarked Web sites, plastic food, active play items, models (e.g., giant tooth and toothbrush), samples (e.g., toothpaste, brushes or soaps), video or audio stories/songs and photographs of students engaging in healthy choices.



Teacher Tip

Encourage students to take the lead in the creation of the center. This fosters ownership of learning and heightens interest.



School Environment

Although this unit is designed for K-2 students, the concept of making healthy choices is appropriate for all levels. Turn the unit into a school and/or community service project. Post student work throughout the school. Greet visitors at the school entrance with a Healthy Choice Banner. The lunchroom is a perfect backdrop for nutrition information. Feature photos of students engaged in active play in the gym or at the door to the playground. Place posters outlining the steps for washing hands above classroom and restroom sinks. The culminating project, Healthy Choices — A Family (or Community) A-Fair, makes a perfect theme for a school-wide open house!



PEOPLE RESOURCES

- Meet with the school media specialist, nutritionist, nurse and physical education teacher to develop supporting instruction on nutrition, active play and healthy habits.
- Enlist the help of lunchroom and playground aides. The school cafeteria and playground are living laboratories for healthy choices.
- Assign “Health Buddies” using older students to help record and tally healthy choices. Health Buddies may help plan and implement the culminating activity, Healthy Choices — A Family A-Fair.

HEALTHY CHOICES

A healthy choice for one person may not be a healthy choice for another. Discuss with students that some individuals may be allergic to or have cultural or social issues with some foods that are normally considered healthy choices. For example, some students who may not be able to have milk or milk products must not only avoid these foods but also learn healthy choice

substitutes, which they should discuss with their doctors. Likewise, health conditions, such as asthma, may limit the amount and types of active play in which students can participate or the amount of rest needed. *Encourage students to identify their personal daily healthy choices for lifelong health and happiness.*





Field Trip to Health House

- Introduce the students to **The Children’s Museum** exhibit **Health House**. Explain to the students that there are several residents of **Health House**: Chef Angie, Coach Potato, Noodle Dude, Sleepy Bear and Teeth Rex (see page 44). Their jobs are to help the students make **healthy choices** every day related to the foods they eat, the types of games they play and the healthy habits they use. To find interactive messages from the residents of

Health House, log onto the Web site at www.ChildrensMuseum.org.

- If a class trip to **The Children’s Museum** is scheduled, tell the students that they will be visiting **Health House** as a part of the unit.
- If a class trip is not possible, encourage the students to visit the museum with their families. The first Thursday of every month from 4–8 p.m. is Target Family Night. There is no admission charge at this time.

REMEMBER: BE SURE TO MAKE RESERVATIONS EARLY

Field Trip Hours at The Children’s Museum

September through March, Tuesday through Friday, 9:30 a.m. to 5 p.m.
March through May, Monday through Friday, 9:30 a.m. to 5 p.m.



Reservations are required for groups of 20 or more people. The museum is less crowded early in the week and in September, October, January and February. For information or to schedule a visit, call (317) 334-4000 or (800) 820-6214.



Healthy Choice Journal

Introduce students to the concept that they need to make a variety of **healthy choices every day**. For example, what foods do they choose for daily snacks? How often do they run, jump, skip or ride a bike in a day? When do they wash their hands, and how long do they brush their teeth? Do they make all of this a part of their daily routine? Throughout the unit students, as a class or individually, will use the **Healthy Choice Journal** to think about and record the answers to



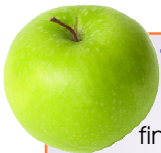
these and other questions related to nutrition, active play and healthy habits. Prepare the **Healthy Choice Journal** before beginning the unit. A Journal cover is provided on page 38 in the **Resources** section at the end of this unit of study.

INTRODUCTORY EXPERIENCE: A Day of Healthy Choices



Procedures

- Ask the students what the word “healthy” means to them. Encourage them to think of how they look and feel when they are healthy.
- Identify the **choices** that help them achieve a healthy look and feel. Record the answers on chart paper titled **Healthy Choices**.
- Take a picture walk through the book, stopping frequently to share a funny food fact, scrutinize an interesting picture or make connections to the children’s lives.
- Introduce the book *The Monster Health Book, A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller. Ask the students to look and listen for other choices they might make to stay healthy.
- List additional ways to stay healthy on the chart. Post the chart in the Healthy Choice Center and encourage students to continue looking for more healthy choices.
- Conclude by asking students, “Why is it important to make healthy choices every day?”



Teacher Tip

Initially, students may find it easier to describe how they look and feel when they are sick. Help them translate these descriptions into healthy looks and feelings.



Healthy Choice Journal

On the first page in their journals, have the students draw or write about a healthy choice they learned.

LESSON 1: Daily Fuel Up!

A healthy body and mind depends on good nutrition. Making good choices related to diet is not always an easy task. **Health House** is an interactive learning experience designed to help students and their families make these decisions. Visit www.ChildrensMuseum.org and click on the Health House Web site to listen to Chef Angie as she explores healthy choices related to the foods we eat and drink!



Objectives

Students will

- discuss and understand important concepts related to good **nutrition**
- use a variety of resources, such as books, magazines, the Internet and family, to learn about healthy food choices
- evaluate the food and drink choices they make
- set goals for making healthy food choices



Indiana's Academic Standards

Kindergarten

Health: K.1.1, K.1.2, K.2.1, K.6.1, K.7.1, K.8.1, K.8.2
 English/Language Arts: K.2.2, K.2.3, K.4.3, K.5.1, K.7.2

Grade 1

Health: 1.1.1, 1.2.1, 1.5.1, 1.6.1, 1.6.2, 1.7.1, 1.8.1
 English/Language Arts: 1.2.5, 1.2.7, 1.5.5, 1.7.1, 1.7.2, 1.7.10

Grade 2

Health: 2.1.1, 2.1.2, 2.5.1, 2.6.1, 2.7.1, 2.8.1, 2.8.2
 English/Language Arts: 2.2.4, 2.2.6, 2.5.6, 2.7.1, 2.7.11

You Will Need



Time

Three to four class periods. Note: Activities may extend beyond initial experiences. For example, students may continue to add to the Fruits and Vegetables bulletin board throughout the unit.

Materials

Experience 1

The Monster Health Book; selection of food containers with food labels featuring healthy words; simplified demonstration food label (see page 39); and **Healthy Choice Journal**, construction paper, markers or crayons



Experience 2

Eating the Alphabet: Fruits & Vegetables from A to Z; Fruits/Vegetables bulletin board; plate; variety of fruits and vegetables for tasting;

Healthy Choice Journal

drawing paper, pencils or crayons; magazines, scissors and paste



Experience 3

Pictures and/or samples of healthy drink choices including water, milk and 100 percent fruit juice; six 8-oz. glasses; water; measuring cups; **Healthy Choice Journal**; chart or drawing paper and markers, colored pencils or crayons



Healthy Words

- health
- nutrition
- healthy choices
- (nutrient, nutrient rich)
- fruit
- vegetables
- milk
- water

Focus Questions

- Why is it important for me to make healthy food choices every day?
- How can food labels help me make healthy choices?
- Why is a “colorful plate” a healthy choice?
- What drinks help me have more energy and feel better?

Setting the Stage

Begin the Healthy Choice Center. Spark the students’ curiosity with sample food containers of healthy food choices. Highlight or circle the food labels on each. In the nutrition portion of the Healthy Choice bulletin board, prepare the outline of a giant plate (approximately 30 to 36 inches in diameter) and use construction paper to divide the plate into five sections: red, green, yellow, blue and purple. You may also include healthy words on the bulletin board.



Teacher Tip

Encourage students to contribute to the Healthy Choice center throughout the unit. Provide time each day for students to share and explain their choices.

Experience 1

How Healthy Are Your Choices? — Healthy Words

Students learn how “healthy” words can help them make good choices in what they eat and drink. Healthy words can be found on package and food labels.



Procedures

- Gather students in the Healthy Choice Center.
- Read the following riddle from Chef Angie: **“What is black and white and red/read all over?”** (No, not a newspaper but a food label!)

You can also have the residents of Health House talk to the children directly. Visit our website at www.ChildrensMuseum.org to share these riddles and questions throughout the unit.

- Reintroduce *The Monster Health Book* read pages 18–26.
- Explain that food **labels** contain words that help us make **healthy choices** about the foods we eat. Some words are like green lights. They say, “Go!”

- Look for the following “go” words on the foods you eat. They are healthy choices.
 - Kindergarten: milk, fruit, wheat, vitamin
 - Grade 1: low-fat milk, 100 percent fruit juice, whole wheat, nutrition, vitamin
 - Grade 2: nutrition facts, whole grain, low-fat milk, 100% fruit juice, organic, vitamins, protein.
- Explain that words such as sugar, fat and salt are like red lights. They say “Stop, look (at the label) and think.” Eating too many foods high in these ingredients may contribute to tooth decay and weight gain.
- Identify several green or “go” food choices and several red or “stop, look and think” choices. Don’t forget to include sugary drinks, such as soda and sweetened juices, in the red category.



- Have students complete a “stop and go” chart. Draw a line (hot dog style) down the center of the paper. Color a green light at the top of one side and a red light on the other. Under the appropriate symbols, have students draw and/or write healthy and not-so-healthy food choices.
- Remind students: Chef Angie advises ...



Nutrition Facts

Serving Size: 1 oz. (30 g)
 Servings Per Container: 9

Amount Per Serving

Calories: 110 Calories from fat: 10

Total Fat 1 g	2%
Saturated Fat 0 g	0%
Trans Fat 0 g	
Cholesterol 0 mg	0%
Sodium 270 g	10%
Total Carbohydrate 22 g	7%
Dietary Fiber 1 g	6%
Sugars 1 g	
Protein 2 g	2%

Food Fact:

Sugar has many names and therefore is sometimes hard to detect. Other names for sugar are dextrose, sucrose, lactose, maltose, fructose, corn syrup and invert sugar.

To help you remember healthy words, make up simple poems or rhymes, such as ... Whole grains build brains!



Foods that contain large quantities of sugar, fat and salt, such as candy, French fries, ketchup and chips, are often students' first food or snack choice. Stress the importance of eating these foods in moderation.

Extending Activities

- Encourage students to be "healthy word" detectives and look for healthy words on their next trip to the grocery store.
- Collect food containers with healthy words for the dramatic play area or unit center.
- Give the students red and green dot stickers. Have them place red dots on foods high in sugar, fat or salt and green dots on healthy food choices.
- Go on a sugar hunt! Older students may enjoy discovering the many products that contain sugar. Don't forget to look for sugar by its many names.



Healthy Choice Journal

Challenge students to find healthy words in their food pantry at home. They can use pictures and words to record healthy choices in their journals.



"Bad" Foods?

Most health professionals would agree that there are no bad foods. All foods should be able to fit into a healthy diet. Please keep this in mind when talking about "go" foods and "stop, look and think" foods.



Teacher Tip

Remind students to include their whole family in Healthy Choice Journal activities.

Experience 2

Fruits and Vegetables — Color Your Plate!

Students explore healthy choices related to the foods they eat. The importance of a variety of **fruits** and **vegetables** to a healthy diet is the focus of the experience.



Procedures

- Ask students to share healthy words from the previous experience.
- Explain to students that Chef Angie has another healthy choice riddle for them: **“How do you eat a rainbow?”**
- Introduce and read the book, *Eating the Alphabet: Fruits & Vegetables from A to Z*. The answer to the riddle is inside.
- Repeat the riddle. The answer is: “Fill your plate with color. Eat a colorful array of **fruits** and **vegetables** every day!”
- Explain to the students that fruits and vegetables provide the body with **nutrients**. Nutrients help their bodies grow and repair themselves. They provide students with the energy that keeps their bodies working.
- Have the students draw and color or cut out pictures of fruits/vegetables. Encourage them to find new fruits and vegetables, not just the ones they eat all of the time.
- Glue or tape these drawings and pictures to “color” the Healthy Choice bulletin board plate. (See page 9, Setting the Stage.) In this case, it is OK if foods spill over the edge of the plate! The purpose is to encourage students to eat a variety of fruits and vegetables.
- Have students write about their choices
 - Kindergarten: Name choices through scribbles, letters, letter strings, or, if appropriate, conventional text.
 - Grade 1: Include describing words with names.
 - Grade 2: Include short descriptions explaining why students like their choices.
- Feature different fruits and vegetables at snack or lunch times. Encourage students to try one new color each day!

- Conclude with Chef Angie. She says ...

Tickle your taste buds with new flavors! Why eat the same thing day after day? Try yummy new foods and let your taste buds play!



Teacher Tip

Challenge students to eat at least one new fruit or vegetable each day. The prize? Good health!



Eating fruits and vegetables from the different colors of the rainbow is one way to stay healthy. Fruits and vegetables contain vitamins and fiber, but they also contain phytochemicals, which help fight disease and some cancers. Red-colored fruits and vegetables contain lycopene and anthocyanins that are good for your heart and reduce the risk of several types of cancer. Fruits and veggies that are orange or yellow in color have lots of carotenoids and Vitamins A, B and C which keep your eyes and heart healthy. Dark green veggies are an excellent source of folate, which helps prevent birth defects and protects your heart. Anthocyanins, powerful antioxidants which help protect your cells against damage, are also found in dark blue and purple fruits and veggies. And to round off the color spectrum, white fruits and veggies contain anthoxanthins, which may lower cholesterol and blood pressure.



Extending Activities

- Write fruit and vegetable poems based on the format in *The Important Book* by Marcia Brown.
- Create food mobiles featuring different fruits and vegetables.
- E-mail friends or family members who live in other parts of the United States. Ask them to send a recipe of their favorite healthy snack.
- Create fruit and vegetable people for a class book patterned after the picture book *On Market Street*.
- Create a Healthy Choice Photo Gallery featuring students and their families eating healthy foods.
- Link to our Web site at www.ChildrensMuseum.org to find great recipes for healthy snacks.

Munchie Crunchie Dip*
 1 small bottle of cucumber salad dressing
 2 cups low-fat yogurt
 1/2 package Hidden Valley® The Original Ranch® Dips Mix
 Raw veggies (like carrots, celery, pea pods, green beans)

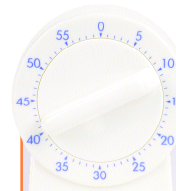
Combine the salad dressings with the yogurt. A delicious way to get kids to dip and eat veggies!

*This recipe came from our friend in pediatric nutrition and dietetics, Karyl Richard, RD, PhD, Indiana University School of Health and Rehabilitation Sciences, and Mary Tridle, early childhood educator and visionary.



Healthy Choice Journal

Have students draw and/or write their family's favorite vegetables/fruits. Encourage them to write their family member's names next to their favorites.



Teacher Tip

Food preparation offers students a myriad of authentic reasons to read, write, measure and problem solve. The following cookbooks feature simple recipes that are nutritious and good to eat: *Blue Moon Soup: A Family Cookbook* by Gary Goss and *Pretend Soup and Other Real Recipes* by Mollie Katzen and Ann Henderson.



Experience 3

Water — A Basic Ingredient

Students explore **healthy choices** related to the liquids they drink. The importance of **water** and **milk** as essential nutrients for a healthy body is the focus of the experience.



- Demonstrate this concept with the following activity. Taking turns, have students measure 8 oz. of water. Pour the water into the glasses until all six are full.

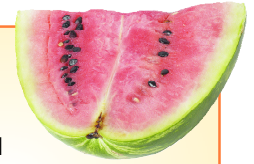
Teacher Tip

Put a variety of measuring cups and containers in the Healthy Choice Center. Have students practice measuring different quantities. Rice is a simple and less messy substitute for water.

- Discuss that drinking plain tap water is the best way to keep their bodies' **water** level on full. Other **Healthy Choice** drinks include **low-fat milk** and 100 percent **fruit** juices. Be sure to point out these words on the labels.



- Discuss the importance of getting calcium from milk. Calcium is the key ingredient to building strong bones.
- Have students collect a variety of sample drink containers and/or labels for the Healthy Choice Center. Remind them to read drink labels carefully. Sweetened fruit and soda drinks contain sugar, a "stop and think" word. To emphasize this concept, students may complete the sugar demonstration in the Extending activities section.



Foods such as soup, leafy vegetables and fruits also provide water. Next time students are running dry, tell them to try a juicy watermelon! It is almost all water!

- Tell students to take Chef Angie's advice.



While not often thought of as a food or nutrient, water is, in fact, the essential **nutrient**. In addition to its role in helping the body grow and repair itself, water makes it possible for the body to process the other nutrients. Water is the liquid part of blood that carries wastes from the body and helps regulate body temperature. Without water the body cannot function. **As a matter of fact, all living things need water, even plants and animals.**

Procedures

- Review healthy food choices from the Healthy Choice bulletin board.
- Introduce a new riddle from Chef Angie. "**What makes up more than one-half of your body?**" (water)
- Explain to the students that their bodies are constantly losing water! To find out one way, have students hold their hand in front of their mouths and breathe out. Feel the moisture!
- Tell students that to keep their bodies "full" it is important to drink five to six 8-oz. glasses of liquid a day, preferably water.



Healthy Choice Journal

- Keep track of the types of drinks students consume in one day. Tally how many healthy choices students make!
- Additional activity for Grade 2: Have students calculate how much money they can save if they drink water from the tap. Be sure to calculate the bonus of fluoride in the tap water and its role in the development of healthy teeth!

Extending Activities

- Conduct the following as a demonstration for your class. Identify the different amounts of sugar in drinks. Label equal size containers with the names of different drinks such as water, low-fat milk, 100 percent fruit juice, sweetened fruit drink and soda. Using the information on the labels, measure the amount of sugar in an 8-oz. serving with a gram scale. Place the sugar in the corresponding container. Compare the amounts of sugar.
- Estimate how many ounces of water are in one slurp at the water fountain. Predict how many slurps a person would need to fill an 8-oz. glass?
- Read *From Grass to Milk* to discover how cows convert grass into milk.
- Make fruit and yogurt smoothies.



ASSESSMENT: Healthy Menu Choices

Create a Healthy Choice Menu using information from the Healthy Choice Center and the students' journals. Have students select foods that are diverse in color, high in nutrients and low in sugar, fats and salt. Be sure to have them include a drink section as well and explain why they selected those foods. This could be done in a variety of ways, using photos, cut outs, real food or models to demonstrate learning.



SCORING CRITERIA

The assignment will be scored based on the student's ability to:

- Identify healthy foods.
- Choose a variety of foods from the different experiences.
- Explain the reasons for choices to other students, teacher and family.

Scoring Rubric

This rubric provides a framework for assessing a student's ability to incorporate the previously described elements into their display.

Exceptional: The student makes healthy food choices from all three experiences and clearly explains the reasons for choices.

Essential: The student makes healthy food choices from one or two of the experiences and provides some reasons for choices.

Partial: The student mixes both healthy and unhealthy choices; the reasons for food choices may be limited.



Museum Links

The Kitchen Area in the **Health House** exhibit provides the perfect setting for your students to try their hands at healthy food choices.

Students can pretend to serve each other foods for dinner, practice reading labels in the pantry and learn about the importance of calcium from milk and milk products in the refrigerator. The **Health House** Web site also complements this unit with activities and games focusing on nutrition as well as providing links to other health focused Web sites. Visit www.ChildrensMuseum.org to hear more information from Chef Angie.

LESSON 2: Active Play Every Day!

Active play, along with nutrition, is a vital part of a healthy lifestyle.

Health House at The Children’s Museum provides students and families with fun ideas to make active play a part of their daily lives.

Don’t be a “couch potato”! Jump into the world of active play!



Objectives

Students will

- understand the importance of active play to the development of healthy bodies and minds
- recognize what active play looks and feels like
- chart their active play choices
- participate in a variety of outdoor and indoor active play

You Will Need



Time

Two class sessions for Experiences 1 and 2. Incorporate play activities into PE and recess and give brain breaks throughout the unit.

Materials

Experience 1

The Monster Health Book; chart paper; active play squares (see pages 40 and 41); Active Play Bulletin Board; camera; **Healthy Choice Journal** and writing and drawing tools.

Experience 2

List of healthy play choices from Experience 1; marker; **Healthy Choice Journal**; books on physical fitness, games, sports and dance (see page 36, Resources section); and active play equipment (jump rope, noodles, scarves and music to move to).



Healthy Words

- active play
- muscles
- dance
- skate
- heart
- skip
- jog
- walk
- jump
- yoga



Indiana’s Academic Standards

Kindergarten

Health: K.1.1, K.1.2, K.2.1, K.6.1, K.6.2, K.7.1, K.8.2

Physical Education: K.1.1, K.1.2, K.3.1, K.4.1, K.7.1

English/Language Arts: K.2.2, K.2.3, K.4.3, K.5.1, K.7.2

Grade 1

Health: 1.1.1, 1.2.1, 1.5.1, 1.6.1, 1.6.2, 1.6.4, 1.7.2, 1.8.1, 1.8.2

Physical Education: 1.1.1, 1.1.2, 1.3.1, 1.4.1, 1.4.6, 1.7.4

English/Language Arts: 1.2.5, 1.2.7, 1.5.5, 1.7.1, 1.7.2, 1.7.10

Grade 2

Health: 2.1.1, 2.1.2, 2.2.1, 2.5.1, 2.6.1, 2.7.1, 2.8.1, 2.8.2

Physical Education: 2.1.1, 2.1.2, 2.4.1, 2.4.2, 2.7.1, 2.7.3

English/Language Arts: 2.2.4, 2.2.6, 2.2.7, 2.5.6, 2.7.1, 2.7.11



Setting the Stage

Integrate active play activities into the daily class schedule. Frequent “brain breaks” in the classroom will reinforce the understanding that active play does not require large blocks of time or huge spaces. Before the start of Lesson 2, take a camera outside onto the playground and into the gym. Take photos of students engaged in different outdoor and indoor play options. Place the pictures, photo side down, on the Active Play section of the Healthy Choice bulletin board. Include books (fiction/nonfiction) and Web sites on physical fitness, games, sports and dance in the center. Active play objects like scarves, noodles and hula hoops may also be incorporated into the center too.

Focus Questions

- What is active play? What does it look and feel like?
- Why is active play important? How do I find time for active play everyday?
- What active play choices do I have outdoors?
- What active play choices do I have indoors?



Experience 1

How Active Are You?

Students learn what is and is not active play and how it contributes to a healthy body and mind. Making active play a routine part of every day is a key concept of the experience.

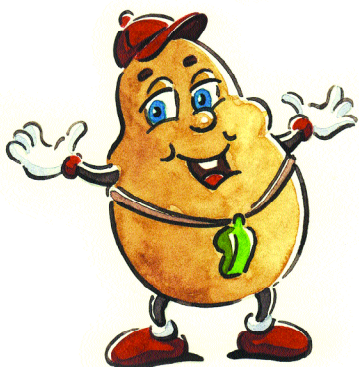
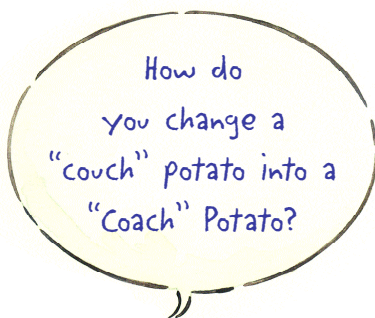


- Make a class list of active play choices and add them to the Healthy Choice bulletin board.
- Then use the active play squares to create bar graphs depicting the students' active play choices. (See pages 40 and 41.) Students may color and cut them out to create graphs appropriate for the following grade levels.

Procedures

- Ask the students, **"How do you change a "couch" potato into a "Coach" Potato?"** Before the students answer, direct their attention to the Active Play section of the bulletin board.
- Turn over one of the photographs of the students engaged in active play that were taken earlier. (See "Setting the Stage," page 17.) Continue turning the pictures over until the students guess the answer to the riddle is **active play**.
- Read pages 30-33 in *The Monster Health Book*. Discuss ways to be active. Introduce the term "active play" at this time.

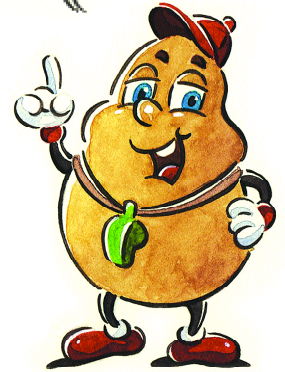
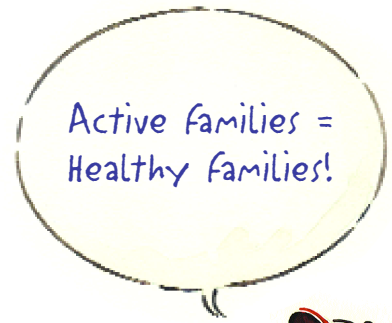
- Kindergarten: Create a class graph. Have each student contribute one active play square that represents their active play choice.
- Grade 1: Create personal bar graphs. Have students chart one day's active play activities. Use one play square for each play event.
- Grade 2: Create personal bar graphs. Have students chart one day's active play activities. Use one play square for each 10 or 15 minutes of play.
- Conclude with Coach Potato, **"Active families = Healthy families!"**





Teacher Tip

Students may answer the riddle with words like play, exercise or games. Accept these answers. The concept of “active play” will be introduced in *The Monster Health Book* selection. Explain that people need 60 minutes of **active play** EVERY DAY to stay healthy. Don’t forget to include recess and after-school activities. Ask students how long they think this is. Give them an example of something they are familiar with totalling 60 minutes.



Extending Activities

- Read the book, *Diary of a Wombat*, by Jackie French. This book chronicles the eating, exercise and sleeping patterns of a wombat. Challenge students to research other animals, such as a sloth or hummingbird, noted for their unusual patterns of sleep, diet or exercise.
- Each day record on a calendar the number of minutes (or hours) that the student spends in active play. Have Health buddies help the students figure the total time they played.



Safety Tips

During exercise:

- drink lots of water, especially if it is hot
- start out with short periods of exercise
- breathe deeply (no fair holding your breath)
- stretch gently
- and if it hurts, stop!

Healthy Choice Journal

Have students write words or draw pictures that describe how they feel when they participate in active play.

Experience 2

Get Moving! Active Play Indoors and Outdoors

Active play strengthens the heart, one of the most important and hardest working muscles in the body. In addition to cardiovascular (heart/lung) health, active play increases muscle endurance, strength and flexibility. Parts A and B of this experience provide students with a variety of active play options that promote physical fitness.



Procedures

- Noodle Dude wants to know, “What is the hardest working muscle in your body?” (No contest! It is your heart. It beats over 100,000 times and pumps 8,000 gallons of blood in a day.)
- One sign of active play is an increased heart rate. Have students put their hands on their chests and feel their heartbeats for a few seconds. Play an upbeat selection of music and dance in place until the end of the song. Have students feel their heartbeats a second time. What is the difference now?
- Explain that other signs of active play are breathing faster, a red face, increased body temperature and perspiration (commonly known as sweat!).
- Review the active play choices on the Healthy Choice Bulletin Board from Experience 1.
- Put a ✓ next to ways to be active **outdoors**. Put an X next to ways to be active **indoors**. Don’t be surprised if some activities have both marks.
- Explain to the students that active play can happen in a variety of places and for short periods of time. Brainstorm unusual ways and times to participate in active play. For example, run in place waiting for the bus; set the table to music; hop all the way to the car. Find out who can think of the most far-out example!

Vary active play activities to include the following fitness areas: cardiovascular (heart and lungs), strength/endurance and flexibility.

Healthy Choice Journal

Using examples from the brainstorming, have students write and draw one new way to increase their active play.

Extending Activities

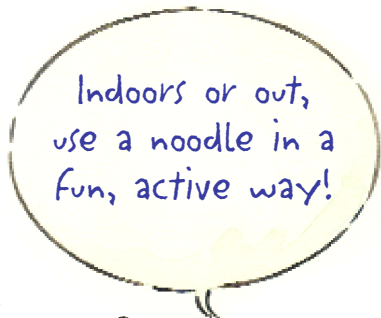
- Invite the school nurse to class to explain how the heart works. Let students listen to their heartbeats with a stethoscope and feel one another’s pulses.
- Use a pedometer at school and measure how many steps you take in a day. Have the students guess how many steps have been taken at the end of each day.



- Explain to students that throughout the unit the class will be participating in a variety of active play activities, both indoors and outdoors.

Part A: Active Play Choices Indoors

Noodle Dude encourages students to engage in active play every day. Even small spaces can accommodate active play. Try the following active play ideas on days when students are not able to go outside.



Any Day

- Visit The Children's Museum

Explore five floors of fun!

Rainy Recess

- Noodle Obstacle Course

(cardiovascular, flexibility and coordination)

Using different lengths of noodles, create an obstacle course in the gym. Students may go over, under and around noodles. They can hop, run backwards or crabwalk the course. Be creative!

Note: Mini-courses can be set up in the classroom.

Noodles are foam cylinders that were originally used to keep people afloat in a swimming pool. They are cheap, soft and easy tools to use to stay active indoors.

Brain Breaks

- Simon Says (cardiovascular, flexibility and coordination)
A quick game of Simon Says raises the heart rate and blows the cobwebs out of the brain! Take turns being the leader.

- Yoga (Strength, flexibility and breathing)
Join *Yoga Bear* and dangle like a triangle, wag your tail like a dog or arch your back like a cat. (*Yoga Bear: Yoga for Youngsters* by Karen Pierce)



Teacher Tip

Another source of student-friendly yoga is *Babar's Yoga for Elephants* by Laurent De Brunhoff.

Snowed In

- Dance (cardiovascular, strength/endurance, flexibility and coordination)

Turn on the music and dance! Pick songs with different speeds and rhythms. For an extra bit of fun, include scarves with your dance. Twirl through the room like a snowflake!



Part B: Active Play Choices Outdoors

Noodle Dude reminds students that every season offers a wealth of active play choices outdoors! Here are just a few.



Summer

- **Skating, rollerblading, skateboarding and bike riding** (cardiovascular, strength/ endurance, flexibility and coordination)

Roll into summer. Just because you are on wheels does not mean that you are inactive. These wheels will help you stay physically fit.



Fall

- **Jogging, running and fast walking**

(cardiovascular, strength/ endurance and flexibility) These activities require more than a comfortable pair of shoes. With your family find interesting places to jog, run and walk, such as the park or playground. Also, don't forget a fast walk to the bus stop or school is good for the mind and body!



Spring

- **Jumping rope** (cardiovascular, strength/ endurance and coordination)
- Jump into spring with *Anna Banana: 101 Jump-Rope Rhymes* (Joanna Cole). There are rhymes for individuals or groups, rhymes that are simple and rhymes that may even predict your future! On rainy days, try puddle jumping.



Teacher Tip

Remind students to wear a helmet whenever they are on wheels!



Winter

- **Ice skating, sledding and skiing** (cardiovascular, strength/ endurance, flexibility and coordination)
- Slide into winter. If the weather does not cooperate, try a fast game of freeze tag!



ASSESSMENT: Create an Active Play Poster

Students create a poster that identifies their favorite active play choices, indoors and out. Divide the poster into two sections. Label one section “Active Play Indoors” and the other “Active Play Outdoors.” Have students draw/write their choices in the appropriate sections.



Museum Links

The Family Room and Front Yard in the **Health House** exhibit provides the perfect environment for your students to try their feet at indoor active play choices. Students can play with Alicia and Russell in a game of “Get up off of that couch!” They can also try many other indoor and outdoor games such as, jumping rope, hopscotch, and noodle tag. The **Health House** Web Site also has ideas for staying active. Be sure to link to www.ChildrensMuseum.org to hear from Noodle Dude.

SCORING CRITERIA

The assignment will be scored based on the student’s ability to:

- identify activities that represent active play
- choose both indoor and outdoor active play opportunities
- draw examples of active play.

Scoring Rubric

This rubric provides a framework for assessing a student’s ability to create a poster that identifies a variety of indoor and outdoor active play options accompanied by a picture depicting active play.

Exceptional: The student’s poster identifies a variety of active play choices for both settings. The drawings and choices work together to communicate the message of active play.

Essential: The student’s poster identifies some active play choices for both settings. The drawings show active play.

Partial: The student’s poster identifies a limited number of active play choices that may or may not include both settings. Active play may not be obvious in the drawing, but when asked, the student describes active play events.

LESSON 3: Healthy Habits Around the Clock

Good nutrition and lots of active play build strong bodies. However, germs can make even a healthy body sick. **Health House** at **The Children’s Museum** provides students with “healthy habits” designed to defeat germs and build healthy minds and bodies.



You Will Need



Time

Three to four class periods.

Materials

Experience 1

Wash, Scrub, Brush by Mick Manning and Brita Ganstrom; other books about keeping clean; chart paper and markers.



Experience 2

Staying Clean by Robin Nelson (or *Wash, Scrub, Brush*) and Hand Washing Cards (see page 42).

Experience 3

The Monster Health Book by Edward Miller; clock with moveable hands.



Healthy Words

- brush
- cavity
- clean
- floss
- germs
- sleep
- soap
- wash

Objectives

Students will

- practice healthy habits, such as brushing teeth, washing hands and getting enough sleep
- understand that germs can make a person sick and how germs are spread
- share healthy habits with peers and family

Indiana’s Academic Standards

Kindergarten

Health: K.1.1, K.1.2, K.1.3, K.1.5, K.2.1, K.3.1, K.6.1, K.6.2, K.7.1, K.8.1, K.8.2
English/Language Arts: K.2.2, K.2.3, K.4.3, K.5.1, K.7.2

Grade 1

Health: 1.1.1, 1.1.3, 1.1.5, 1.2.1, 1.3.1, 1.5.1, 1.6.1, 1.6.2, 1.7.1, 1.7.2, 1.8.1, 1.8.2
English/Language Arts: 1.2.5, 1.2.7, 1.5.5, 1.7.1, 1.7.2, 1.7.10

Grade 2

Health: 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.5.1, 2.6.1, 2.7.1, 2.7.2, 2.8.1, 2.8.2
English/Language Arts: 2.2.4, 2.2.6, 2.5.6, 2.7.1, 2.7.11



- HEALTHY HABITS -

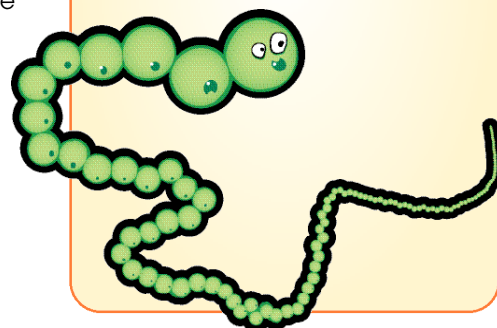


Setting the Stage

Provide students with a variety of print and non-print materials related to keeping clean, fighting germs and getting enough sleep. Include “healthy habit” tools (toothbrushes, models of teeth, soap, nail brushes, etc.). Complement information on daily health habits with pictures of long-range health strategies, such as regular visits to the dentist and doctor. With students complete the third and final section of the Healthy Choice bulletin board.

Focus Questions

- What are “healthy habits” and how do they contribute to a healthy body?
- What are germs? How do we kill germs and prevent them from spreading?
- Why is sleep important? How many hours of sleep should we get?



Experience 1

How Can You Stay Healthy?

Students learn the role that cleanliness plays in killing germs and promoting good health. Best of all, it is fun and easy!



Soap up to send germs down the drain.



Procedures

- Show the front and back covers of the book, *Wash, Scrub, Brush* by Mick Manning and Brita Ganstrom. Ask students to predict what the book is about.

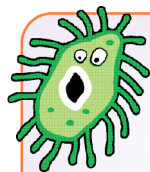
- Read the story. Invite students to join in the chant “wash, scrub, brush.”
- Ask students to define or explain what a germ is. After the students’ responses, show them the glossary at the back of the book *Wash, Scrub, Brush*. Read the author’s definition of germs.

- Adjust the number of examples and writing mode to students’ level of reading.
 - Kindergarten: Draw simple figures to illustrate concepts.
 - Grade 1: Use a combination of words and figures to communicate concepts.
 - Grade 2: Use text to communicate most concepts.
- Post the chart on the Healthy Habits section of the Healthy Choice bulletin board.
- Conclude with this refrain from Teeth Rex, “**Soap up to send germs down the drain.**” P.S. Teeth Rex reminds you, “**Toothpaste is soap for your teeth!**”

World’s Greatest Grime Fighter —



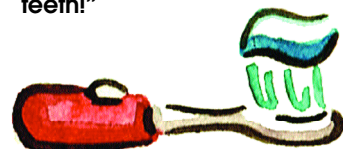
Super Soap

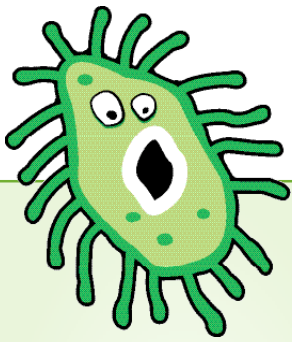


Teacher Tip

Reread the sections of the book where the word “germ” is used. This provides a context for the word and reinforces its meaning.

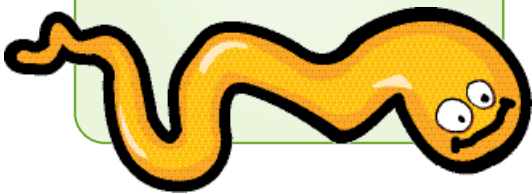
- Create a comparison chart. Put a line down the center of chart paper.
 - On the left side, list the ways that humans get *clean*.
 - On the right side, list the animal equivalents.





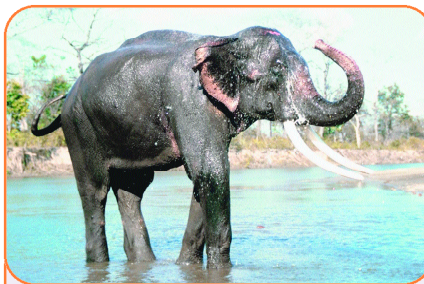
Germs

Tell students that germs are microorganisms that can spread via bodily contact. Many germs on our body are good for us, like those found in our intestine that help us to digest food or those found in our saliva that help us break down food. However, there are also many germs that are harmful to us. Don't underestimate the power of these little creatures. You may not be able to see them with the naked eye, but they are strong enough to make you very sick.



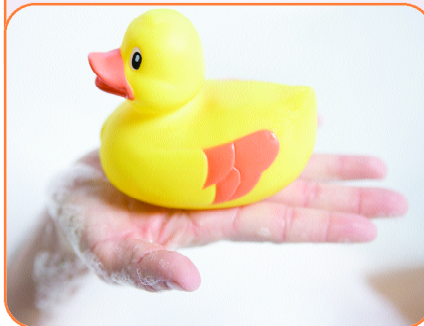
Healthy Choice Journal

In words and/or pictures, have students write about a time they got really, really dirty. Remind them to include how they cleaned up!



Teacher Tip

Does an Elephant Take a Bath? by Fred Ehrlich is another book that compares the ways animals and humans keep clean.



Extending Activities

- Have students brainstorm with a friend a list of questions about germs. Ask them to research the answers to share them the class.
- Invite a health professional to come to the class and talk about ways to avoid spreading germs.
- Read the book *Germs are not for Sharing* and have the students make a list of how they share germs and what they can do to prevent that.
- Make a bubble solution with water and dish detergent. (Use three parts water to one part soap.) Go outside and blow

Experience 2

Washing Hands and Brushing Teeth

Students learn not only the importance of routinely brushing their teeth and washing their hands but also the correct way to do both. In addition to daily healthy habits, children learn that regular preventative check-ups at the dentist and doctor offices are part of a healthy lifestyle.



Procedures

- Reread *Wash, Scrub, Brush*. Repeated readings support emergent readers' vocabulary growth.
- Use the Hand Washing Cards (see page 42) to sequence the steps for washing hands correctly.
- Review the sequence adding hand gestures and pretend washing to reinforce each step and/or turn it into a simple song.
- Post the steps next to the sink or put in the Healthy Choice Center.
- Encourage the students to follow the hand-washing steps when washing their hands before eating and after using the bathroom. Remind students to sing the ABC song at least two times while washing their hands. Germs are tough! Give the Grime fighter time to work!

- Brainstorm with students when they should wash their hands. Be sure to focus on washing your hands when you are sick, before you eat and after you go to the bathroom.

Teacher Tip

Hand gestures and rhythm support comprehension and fluency.



- Share with students that teeth, like hands, can get germs as well. It is just as important to keep your teeth clean so they don't develop cavities. Tell them that healthy teeth don't just mean a pretty smile but also mean a healthy you! Remind students that just like washing their hands, they should give toothpaste the time to work. They should brush their teeth for two minutes. Time for the students how long that is and have them pretend to brush their teeth for that length of time.



Teacher Tip

Parents should supervise tooth brushing until children can write in cursive, or until about age 8. Have students check with their grown-ups at home to see if they are brushing correctly.

- To best show the students how to brush their teeth, invite a dental hygienist to school to explain how he/she helps keep teeth strong and free of cavities. Ask him/her to emphasize that regular checkups take the "scary" out of dental visits.

- Explain that in addition to daily healthy habits, like washing hands and brushing teeth, regular check-ups with the doctor and dentist support a healthy body and prevent illness.



Museum Link

The Children's Museum offers a guided experience called **Wash Your Hands Please!** for students. They learn the proper technique for washing their hands and actually see how well they did by using a black light to detect the "germs." Visit the museum Web site at www.ChildrensMuseum.org or call (317) 334-4000 or (800) 820-6214 for details about the program and information for scheduling a visit.

Healthy Choice Journal

Have students record when they washed their hands with pictures and/or words. At the end of the day have them total the number of times.

Extending Activities

- Take a *Keeping Clean Safari*. Have students act out the different ways that animals keep clean.
- Practice the correct way to brush teeth using a model toothbrush and teeth in the Healthy Choice Center. Singing the Happy Birthday song three times is a good way to make sure that students brush long enough.



Experience 3

Sweet Dreams Build Brains and Bodies

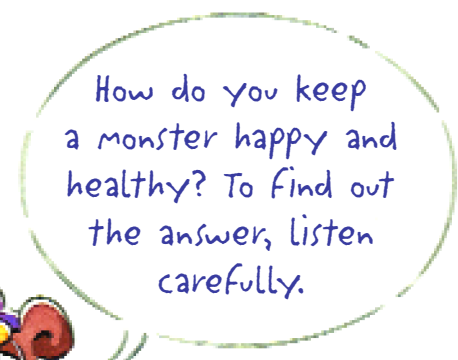
Healthy choices do not end at bedtime. In this experience students learn the benefits of getting enough sleep and its importance to a healthy lifestyle.



Because the body repairs itself and grows during periods of sleep, it is particularly important for young children to get adequate amounts of sleep. Including naps, students between the ages of 4 and 8 need 10 to 12 hours of sleep daily.

Procedures

- Sleepy Bear asks, “**How do you keep a monster happy and healthy? To find out the answer, listen carefully.**”
- Read pages 34 and 35 in *The Monster Health Book*. The answer to the riddle is monsters (and children too!) need 10 to 12 hours of sleep each day to stay happy and healthy.
- Using a clock with moveable hands, show the students how long (how many turns of the clock) represent 10 to 12 hours.
- Start at 8 p.m. Turn the clock hands 10 times. What time is it now? Try a variety of bedtimes.
- Explain to the students that if they do not go to bed early enough, they may not be rested in the morning and ready to learn and play! So remind your students that if they want to grow up to be big, strong and healthy, they need to get their sleep.



Every child needs
a good night's rest to
grow strong, stay well
and do her best.



A child's body actually does most of its growing during sleep. So when someone says it looks like you grew overnight, it could be true. Sleep is the time when the body repairs itself and grows.

Tell students that Sleepy Bear recommends, **"Every child needs a good night's rest to grow strong, stay well and do her best."**



Healthy Choice Journal

Have students draw or write about a favorite "routine" that helps them fall asleep. Examples might include a special song or a kiss, a story, soft music or a favorite stuffed toy.



Extending Activities

- Celebrate bedtime! Have students wear their pajamas to school. Ask them to bring along a favorite bedtime story or toy for show and tell.
- Survey students, teachers, parents and community members to find out their favorite bedtime stories. Post the list of recommended stories in the library or on the school Web site.
- Help students research the number of hours that different animals sleep. Put them in order, starting with the animal that needs the most amount of sleep.
- Ask students to write a story about a favorite dream. If they cannot remember one, dream one up!

ASSESSMENT: Healthy Habits Picture Book



Procedures

- Using one sheet of colored construction paper for the cover and one sheet of white paper for the text/illustrations, make a Healthy Habits Picture Book.
- Fold both sheets of paper in half and place the white paper inside the colored paper. Then staple the pages together along the spine of the book.
- Have the students complete the cover including the title, name of author and an illustration.
- On page 1 have students draw and write about a healthy habit appropriate for the morning. Complete pages 2, 3 and 4 with examples of healthy habits appropriate for the day and night.
- Share with classmates the reasons why these habits contribute to a healthy lifestyle.

Museum Links

The Bedroom and Bathroom in the **Health House** exhibit provides a great place for students to focus on sleep and staying clean. They can see where germs live with the flick of a switch and practice brushing Teeth Rex's teeth in the bathroom. In the Bedroom, students can read Sleepy Bear a bedtime story. See how the clock in the **Health House** helps keep everyone in a healthy routine. The **Health House** Web Site also has games and activities focusing on this area. Be sure to link to www.ChildrensMuseum.org to hear from Sleepy Bear and Teeth Rex.

SCORING CRITERIA

The assignment will be scored based on the student's ability to

- identify and describe healthy habits
- identify and describe healthy habits that are appropriate for the time of day
- share the reasons for their choices with classmates

Scoring Rubric

This rubric provides a framework for assessing a student's ability to identify healthy habits used on a daily basis and explain the reasons for their choices.

Exceptional: Through the drawing, text and oral explanation, the student demonstrates a good understanding of what healthy habits are and their role in a healthy lifestyle. The student selects three different choices appropriate to the time of day.

Essential: Through the drawing, text and oral explanation, the student demonstrates an understanding of what healthy habits are, but the student's understanding of their role in a healthy lifestyle may be limited. Some activities may not be appropriate for the time of day.

Partial: Through the drawing, text and oral explanation, the student demonstrates some understanding of what healthy habits are and their role in a healthy lifestyle. Activities may repeat or show little connection to the time of day.

CULMINATING ACTIVITY: Healthy Choices — A Family A-Fair

The students and their families celebrate Healthy Choices and recognize the importance of making Healthy Choices each and every day!

Procedures

Day 1

- Gather in the Healthy Choice Center. Explain to students that the class will celebrate and share the information they learned with their families by planning and implementing a Healthy Choice Family A-Fair. Use the letter on page 45 to invite families to attend.
- Using the Healthy Choice Bulletin Board and the many pictures, books and samples of student work, review the three major themes of the unit: nutrition, active play and healthy habits.
- Highlight the many Healthy Choices the students have made throughout the unit.
- Then have the students make a Healthy Choice Calendar. The students will present these calendars to their families at the conclusion of the Healthy Choice Family A-Fair.
 - Draw a line dividing a large (approx. 12- by 16-inch) sheet of white construction paper in half. The short edges of the paper are the top and bottom of the calendar.
 - On the top half of the calendar, write the title, Make Healthy Choices Every Day! Under the title write the names of the Healthy Choice themes: Nutrition, Active Play and Healthy Habits.



- On the bottom half of the paper attach a blank calendar. (See template, page 43.) Students can write the date in the upper corner of each square for four consecutive weeks following the fair and the month in the month line at the top.

Day 2

- Identify activities from each of the themes to use at the Healthy Choices — A Family A-Fair. Examples of activities might include:
 - Nutrition**
 - Make a character out of the various fruits and vegetables. See who can build the most colorful, silliest or scariest character. Of course, the prize is eating your creation!
 - Hold a taste-testing booth.

Teacher Tip

The book *How Are You Peeling: Foods With Moods* by Saxton Freymann and Joost Elffers provides examples of characters made out of vegetables.

- Set up a pretend restaurant with pretend foods or real foods for the students to serve their parents a healthy meal.

Active Play

- Create “noodle” relay races.
- Create an obstacle course.
- Have your students teach their parents some yoga poses.
- Just turn on some music and encourage dancing.

Healthy Habits

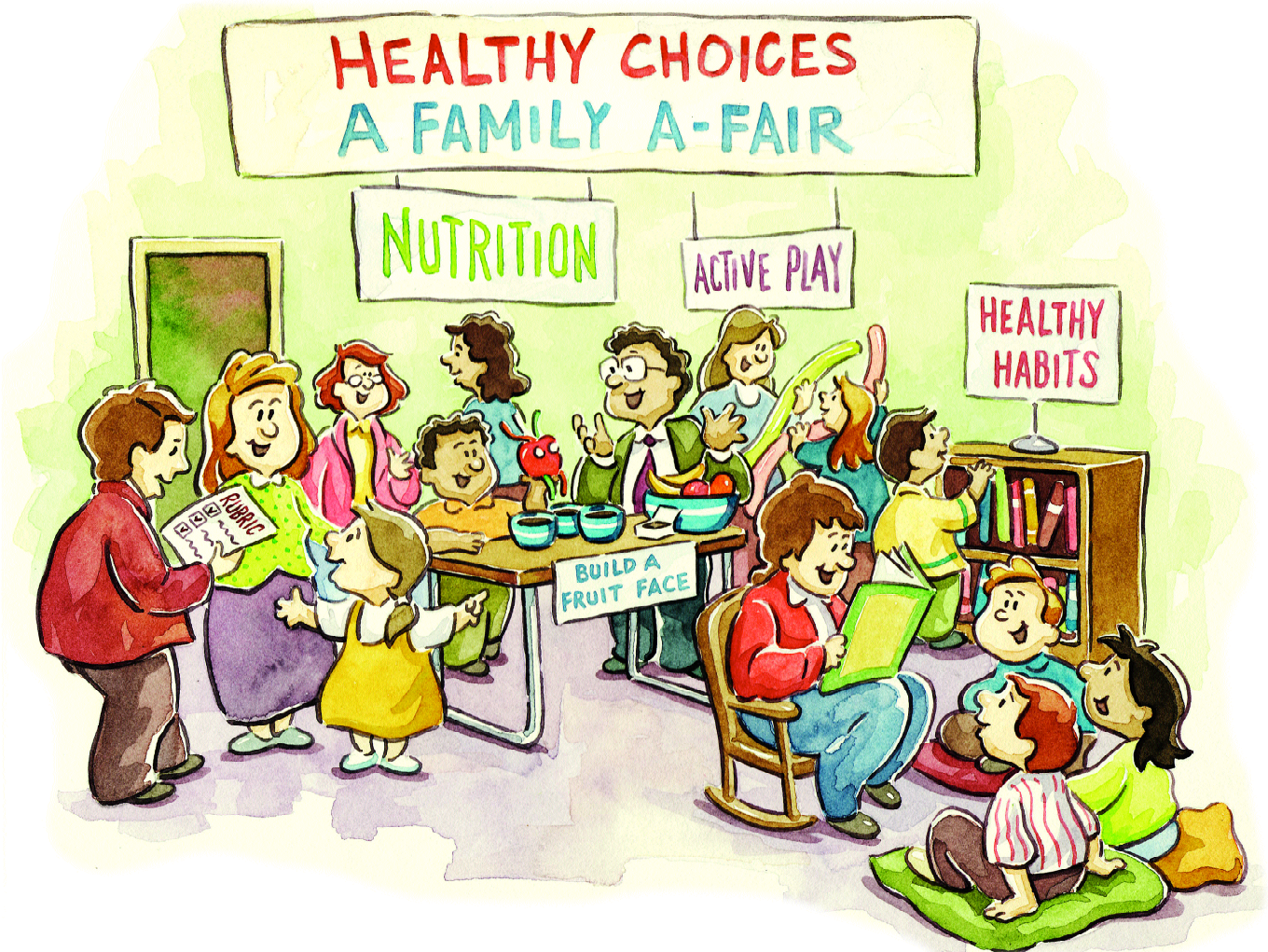
- Gather in the library corner and tell or read favorite bedtime stories. Encourage families to share personal experiences related to the stories.
- Have the students demonstrate for their parents the proper way to wash their hands.
- Prepare for the chosen activities.

Day 3: Fair Day!

- Have the students show off the activities that they chose for the fair to their parents. Allow them to be the experts and lead their parents around the room.
- Each student should finish their Healthy Choice Calendar by drawing activities on the top portion. They can then give these to their family at the conclusion of the fair. Students will explain to their families that the calendar is a place where they can record the number (and types) of healthy choices they make each day.

Teacher Tip

Invite Health Buddies (older students) to help in both the planning and implementation of the fair. The rewards are reciprocal — the older students learn about Healthy Choices as they help!

ASSESSMENT: Healthy Choices — A Family A-Fair**SCORING CRITERIA**

The assignment will be scored based on the student's ability to

- explain the healthy choice activities
- explain why the healthy choices are important to the family's health

Scoring Rubric

This rubric provides a framework for assessing a student's ability to explain the Healthy Choices and why they are important to the family's health.

Exceptional: The student not only fully explains the Healthy Choice activities and the reasons why they are important but also extends explanations to include additional information learned in the unit.

Essential: The student explains the Healthy Choice activities and provides information about why they are important.

Partial: The student provides some information about the Healthy Choice activities and why they are important.

Teacher Tip

At the beginning of the fair, give family members the rubric on page 46. Encourage parents to ask their child to explain each of the Healthy Choice activities and why they are important to their family's health. At the end of the fair, they may choose to circle the description that best describes their child's understanding.

Active play – moving quickly; examples include running, skipping, dancing and hopping: *Active play makes the heart beat faster.*

Brush – tool made of stiff hairs or bristles fastened to a handle used for cleaning teeth and nails and grooming hair: *A toothbrush is a special brush for your teeth.*

Cavity – a hole in a tooth caused by decay: *Sugar may cause a cavity.*

Clean – free of dirt; not dirty: *Soap and water make my hands clean.*

Dance – to move in time with music; jump or skip: *I love to dance to music.*

Floss – to clean between the teeth with a threadlike string: *Floss between your teeth every time you brush your teeth.*

Fruit – the part of a plant that has seeds; examples include apples, strawberries and bananas. *Eat different colors of fruits for a healthy body.*

Germs – tiny living creatures that cause sickness: *Germ*s are too small to see without a microscope.

Health – being well; free from disease: *Drinking water leads to good health.*

Healthy Choice – a choice that leads to good health: *Getting enough sleep is a healthy choice.*

Heart – part of the body that pumps blood: *Active play strengthens the heart.*

Jog – to run at a slow, steady pace: *I will jog to the bus stop.*

Jump – to leap or spring from the ground: *I like to jump rope at the playground.*

Milk – a white liquid produced by female mammals; cow's milk is the most common milk drunk in the USA: *I put milk on my cereal.*

Muscles – the part of the body (tissue) that helps the body move: *I use my leg muscles when I ride my bike.*

Nutrient, Nutrition, Nutritious – food; valuable as food: *Fruits and vegetables have essential nutrients.*

Skate – to slide or glide over ice or a hard surface: *I roller skate on the sidewalk.*

Skip – to move forward by jumping and hopping from one foot to the other: *I like to skip to music.*

Sleep – to rest the body and mind: *Your body grows when you sleep.*

Soap – a substance used to clean or wash: *Soap kills germs.*

Vegetables – plants or part of a plant grown for food; examples include green beans, beets and broccoli: *Vegetables are nutritious snacks.*

Walk – to move on foot at a slow pace: *Walk, don't run, during a fire drill.*

Wash – to make clean, usually with soap and water: *Wash your hands before you eat.*

Water – a clear liquid without odor or taste; a major part of all living matter: *Every day drink water from your sink.*

Yoga – a form of exercise that uses the mind and body; develops muscle strength and flexibility and improves stamina and concentration: *Yoga is fun for the whole family.*

General Health Books

Nonfiction

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- Miller, Edward. *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* New York: Holiday House, 2006.

Nutrition

Nonfiction

- Gibbons, Gail. *The Milk Makers*. New York: Aladdin Books, 1987.
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- Katzen, Mollie, and Ann Henderson. *Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up*. Berkeley, CA: Tricycle Press, 1994.
- Goss, Gary. *Blue Moon Soup: A Family Cookbook*. Boston: Little, Brown, 1999.
- Mitchell, Melanie. *Eating Well*. Minneapolis, MN: Lerner Publications, 2006.
- Needham, Kate. *Why Do People Eat?* Tulsa, OK: EDC Publishing, 1993.
- Rockwell, Lizzy. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*. New York: HarperCollins Publishers, 1999.
- Silverstein, Alvin, Virginia B. Silverstein, and Laura Silverstein Nunn. *Eat Your Vegetables! Drink Your Milk!* New York: Franklin Watts, 2000.
- Taus-Bolstad, Stacy. *From Grass to Milk*. Minneapolis, MN: Lerner Publications, 2004.

Fiction

- Blackstone, Stella. *Making Minestrone*. New York: Barefoot Books, 2000.
- Ehlert, Lois. *Eating the Alphabet: Fruits & Vegetables From A to Z*. San Diego, CA: Harcourt, 2006.
- Ehlert, Lois. *Growing Vegetable Soup*. San Diego, CA: Harcourt, 2004.
- Ehlert, Lois. *Planting a Rainbow*. San Diego, CA: Harcourt, 2003.
- Freymann, Saxton and Elfers, Joost. *How Are You Peeling: Foods With Moods*. New York: Arthur A. Levine Book, 1999.
- Sharmat, Mitchell. *Gregory, the Terrible Eater*. New York: Macmillan, 1985.
- Lobel, Anita. *On Market Street*. New York: Greenwillow Books, 1981.

Books for Parents

- Satter, Ellyn. *Child of Mine: Feeding With Love and Good Sense*. Palo Alto, CA: Publishers Group West, 2000
- Satter, Ellyn. *Secrets of Feeding a Healthy Family*. Madison, WI: Kelcy Press, 1999
- Satter, Ellyn. *Your Child's Weight: Helping Without Harming*. Madison, WI: Kelcy Press, 2005.

Active Play

Nonfiction

- Brunhoff, Laurent de. *Babar's Yoga for Elephants*. New York: Harry N. Abrams, 2002.
- Cole, Joanna. *Anna Banana: 101 Jump-Rope Rhymes*. New York: Morrow Junior Books, 1989.
- Frost, Simon. *Fitness for Young People*. New York: Sterling Publishing, 2003.
- Pierce, Karen. *Yoga Bear: Yoga for Youngsters*. Chanhassen, MN: NorthWord Press, 2004.

Fiction

- Nygard, Bonnie, and Susan Koonce. *When Cody Became a Mouse Potato*. Dubuque, IA: Kendall/Hunt, 2002.
- Marzollo, Jean. *Pretend You're a Cat*. New York: Puffin, 1997.

Around the Clock

Nonfiction

- Manning, Mick and Granström, Brita. *Wash, Scrub, Brush!* Morton Grove, IL: Albert Whitman, 2001.
- McGinty, Alice B. *Staying Healthy: Dental Care*. New York: PowerKids Press, 1997.
- Nelson, Robin. *Staying Clean*. Minneapolis, MN: Lerner Publications Co., 2006.
- Romanek, Trudee. *Mysterious You: Zzz...The Most Interesting Book You'll Ever Read About Sleep*. Toronto: Kids Can Press, 2002.
- Rowan, Kate. *I Know Why I Brush My Teeth*. Cambridge, MA: Candlewick Press, 1999.
- Swanson, Diane. *The Dentist & You*. Toronto: Annick Press, 2002.
- Verdick, Elizabeth. *Germs are Not for Sharing*. Minneapolis, MN: Free Spirit Publishing, 2006.

Fiction

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- French, Jackie. *Diary of a Wombat*. New York: Clarion Books, 2003.
- McClaine, Jamie. *Have you Ever Seen a Moose Taking a Bath?* Indianapolis, IN: JAFS, 2002.

Professional Books

- Bany-Winters, Lisa. *Funny Bones: Comedy Games and Activities for Kids*. Chicago: Chicago Review Press, 2002.
- Clements, Rhonda L., and Sharon L. Schneider. *Movement-Based Learning: Academic Concepts and Physical Activity for Ages 3 Through 8*. Reston, VA: National Association for Sport and Physical Education, 2006.
- Drolet, Judy, and Marcie Wycoff-Horn, eds. *Health Education Teaching Strategies for Elementary and Middle Grades*. Reston, VA: American Alliance for Health, Physical Education, Recreation & Dance, 2006.
- Meeks, Linda, Philip Heit, and Randy Page. *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. Boston: McGraw-Hill, 2007.
- O'Brien-Palmer, Michelle. *Healthy Me: Fun Ways to Develop Good Health and Safety Habits: Activities for Children 5 to 8*. Chicago: Chicago Review Press, 1999.
- Randazzo, Deborah, and Kris Corless. *Activity for Everyone: Children of All Abilities in a Regular Physical Activity Program*, 2nd ed. Reston, VA: American Alliance for Health, Physical Education, Recreation & Dance, 2005.

Journals

- *Strategies: A Journal for Physical and Sport Educators*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance (www.aahperd.org).
- *Journal of Physical Education, Recreation and Dance*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance (www.aahperd.org).

Web sites

General Health

KidsHealth — Kids

<http://www.kidshealth.org/kid/>

National Center for

Health Education

<http://www.nche.org/>

National Institutes for Health

<http://www.nih.gov/>

Bright Futures at Georgetown University

<http://www.brightfutures.org/>

Nutrition

My Pyramid — USDA

<http://www.mypyramid.gov/>

National Dairy Council

Tools for Schools

<http://www.nationaldairyCouncil.org/nationaldairyCouncil/tools/>

Nutrition Explorations

<http://www.nutritionexplorations.org>

What Color Is Your Food?

<http://www.ag.ndsu.edu/pubs/yf/foods/fn595w.htm>

Fruits & Veggies More Matters

<http://www.fruitsandveggiesmorematters.org>

Ellyn Satter Associates

<http://www.EllynSatter.com>

American Dietetic Association

<http://www.eatright.org>

Active Play

National Association for Sport and Physical Education

<http://www.aahperd.org/naspe>

American Alliance for Health, Physical Education, Recreation and Dance

<http://www.aahperd.org>

National Institute for Fitness and Sport

<http://www.nifs.org>

Hygiene and Sleep

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Mayo Clinic — Hand Washing

<http://www.mayoclinic.com/health/hand-washing/HQ00407>

American Dental Association

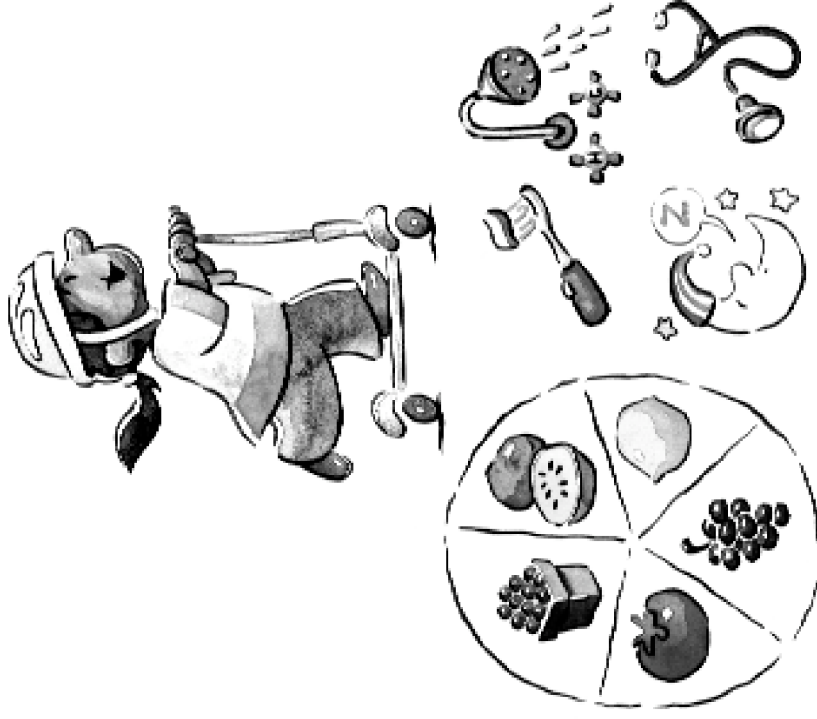
<http://www.ada.org>

Nova Scotia Dental Association

<http://www.healthyteeth.org>

National Sleep Foundation

<http://www.sleepforkids.org>



HEALTHY CHOICE JOURNAL

Name: _____

Nutrition Facts

Serving Size: 1 oz. (30 g)

Servings Per Container: 9

Amount Per Serving

Calories: 110 Calories from fat: 10

Total Fat 1 g 2%

Saturated Fat 0 g 0%

Trans Fat 0 g

Cholesterol 0 mg 0%

Sodium 270 g 10%

Total Carbohydrate 22 g 7%

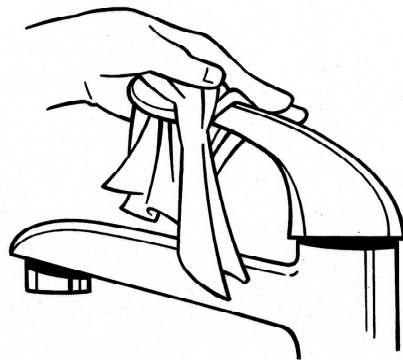
Dietary Fiber 1 g 6%

Sugars 1 g

Protein 2 g 2%





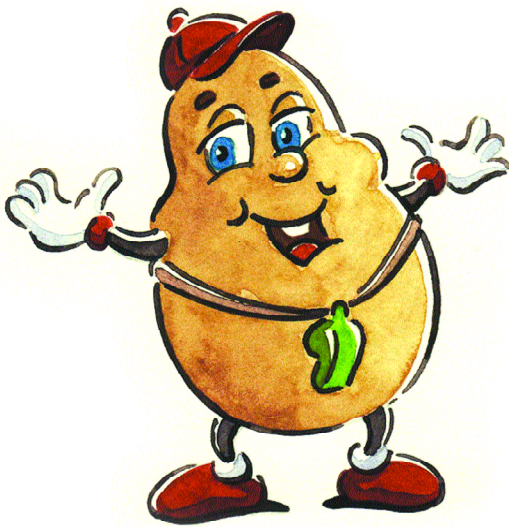




NOODLE DUDE



TEETH REX



COACH POTATO



SLEEPY BEAR

Sample Invitation to the Family

Dear _____ ,

You are invited to Healthy Choices — A Family A-Fair. It is a family fair celebrating what our class has learned about healthy choices and how those choices build healthy minds and bodies.

At the fair we will eat nutritious snacks, participate in active play and practice healthy habits. Best of all we will share information about why it is important for our families to make Healthy Choices every day!

Healthy Choices — A Family A-Fair is ...

Date: _____

Time: _____

Place: _____

The whole family is invited! Healthy Choices are a Family A-Fair!

Sincerely,

Family A-Fair Healthy Choice Rubric

Dear Family:

As you participate in activities, ask your child to explain the Healthy Choice (HC) and why it is important to the family’s health. Put checks on the squares that best describe your child’s understanding.

When you are finished, select and record your own family’s goals for good health!

	Exceptional	Essential	Partial
Healthy Choice Activities	Fully explains HC activities. Includes additional info learned in the unit.	Clearly explains Healthy Choice activities	Provides info about HC activities. All or some explanations may be short or show gaps in understanding.
Importance to Family	Identifies a variety of reasons why HC is important to family; makes specific connections to own family’s lifestyle.	Identifies reasons why HC is important to family.	Identifies reasons why HC is important to family. Reasons may be general and similar to one another.
	Nutrition	Active Play	Healthy Choices
Family Goals for ...			

INDIANA'S ACADEMIC STANDARDS

Kindergarten**Health**

- K.1.1 Name healthy behaviors.
- K.1.2 Identify that physical health is one dimension of health and wellness.
- K.1.3 Tell ways to prevent the spread of germs.
- K.1.5 Tell why it is important to be checked by a doctor or a dentist.
- K.2.1 Identify how the family influences personal health practices.
- K.3.1 Name a person who can help promote health and wellness.
- K.6.1 Name personal health and wellness goals.
- K.6.2 Name who can help to achieve a personal health goal.
- K.7.1 Identify healthy behaviors to improve personal health and wellness.
- K.8.1 Repeat rules that promote personal health.
- K.8.2 Tell how peers can make positive choices.

Physical Education

- K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level.
- K.1.2 Perform stability (balance) skills alone and/or with a partner.
- K.3.1 Participate in moderate to vigorous physical activity during and after school.
- K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle).
- K.7.1 Exhibit self-confidence and enjoyment when participating in movement experiences.

English/Language Arts

- K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.
- K.2.3 Connect the information and events in texts to life experiences.
- K.4.3 Write using pictures, letters, and words.
- K.5.1 Draw pictures and write words for a specific reason.
- K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Grade 1**Health**

- 1.1.1 Tell how healthy behaviors impact personal health issues
- 1.1.3 Explain personal health behaviors to prevent communicable diseases.
- 1.1.5 Explain why it is important to regular health check-ups.
- 1.2.1 Describe how the family influences personal health behaviors.
- 1.3.1 Choose a professional who can help promote health and wellness.
- 1.5.1 Describe a health-related decision.
- 1.6.1 Name actions to take toward achieving a short-term health goal.
- 1.6.2 Identify who can help to achieve a personal health goal.
- 1.7.1 Describe healthy practices to maintain personal health and wellness.
- 1.7.2 Describe behaviors that reduce health risks
- 1.8.1 Identify ways to promote health and wellness.
- 1.8.2 Assist peers to make positive choices.

Physical Education

- 1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
- 1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.
- 1.3.1 Participate in lifetime activities during physical education and recess.
- 1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate.
- 1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.
- 1.7.4 Identify personal feelings when participating in physical activities.

English/Language Arts

- 1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.
- 1.2.7 Relate knowledge to what is read.
- 1.5.5 Write for different purposes and to a specific audience or person.
- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.
- 1.7.10 Use visual aids, such as pictures and objects, to present oral information.

Grade 2

Health

- 2.1.1 Identify that healthy behaviors affect personal health.
- 2.1.2 Recognize that there are multiple dimensions of health.
- 2.1.3 Describe ways to prevent communicable diseases.
- 2.1.4 Describe why it is important to seek health care.
- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.5.1 Identify situations when a health-related decision is needed.
- 2.6.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 2.7.2 Demonstrate behaviors that avoid or reduce health risks.
- 2.8.1 Make requests to promote personal health.
- 2.8.2 Encourage peers to make positive health choices.

Physical Education

- 2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.
- 2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.
- 2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.

2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.

- 2.7.1 Express feelings about participation in physical activity.
- 2.7.3 Engage in and enjoy independent and interactive (with others) physical activity.

English/Language Arts

- 2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.
- 2.2.6 Recognize cause-and-effect relationships in a text.
- 2.2.7 Interpret information from diagrams, charts, and graphs.
- 2.5.6 Write for different purposes and to a specific audience or person.
- 2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).
- 2.7.11 Report on a topic with facts and details, drawing from several sources of information.

NATIONAL ACADEMIC STANDARDS

Health**Grades K-1**

Standard 1:

- Comprehend Health Facts
- Study and learn health facts.
- Ask questions about health facts.
- Answer questions about health facts.
- Use health facts to do life skills.

Standard 2:

- Access Health Information, Products, and Services
- Tell what you need for good health.
- Find what you need for good health.
- Check out what you need for good health.
- Take action when something is not right.

Standard 3:

- Make Health Behavior Contracts
- Tell the life skill/health goal you will do.
- Give a plan for what you will do.
- Keep track of what you do.

Standard 4:

- Analyze Influences on Health
- Name ways you learn about health.
- Tell which ones help health. Tell which ones harm health.
- Choose what helps health.
- Do not choose what harms health.

Standard 6:

- Set Health Goals
- Check out health goals.
- Name each health goal you work on.
- Name each health goal you must work on.
- Set a health goal and make a health plan.

Standard 7:

- Be a Health Advocate
- Choose a safe, healthful action.
- Tell others about it.
- Do the safe, healthful action.
- Help others do the safe, healthful action.

Grades 2-3

Standard 1:

- Comprehend Health Facts
- Study and learn health facts.
- Ask questions if you do not understand health facts.
- Answer questions to show you understand health facts.
- Use health facts to practice life skills.

Standard 2:

- Access Health Information, Products, and Services
- Name what you need for good health.
- Find what you need for good health.
- Check out what you need for good health.
- Take action when something is not right.

Standard 3:

- Make Health Behavior Contracts
- Write the life skills/health goals you want to practice.
- Give a plan for what you will do.
- Keep track of what you do.
- Tell how your plan worked.

Standard 4:

- Analyze Influences on Health
- Name people and things that teach you to do things.
- Tell which ones help health. Tell which ones harm health.
- Choose what helps health.
- Avoid what harms health.

Standard 6:

- Set Health Goals
- Continue each health goal you do.
- Discuss each health goal you must work on.
- Set a health goal and make a health plan.

Standard 7:

- Be a Health Advocate
- Choose a safe, healthful action.
- Tell others about it.
- Do the safe, Healthful action.
- Help others do the safe, healthful action.

Physical Education**Grades K-2**

Standard 1:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates clear contrast between slow and fast movement when skipping (hopping, galloping, sliding, etc.)
- Discovers how to balance on different body parts, at different levels, becoming like a statue while making symmetrical and nonsymmetrical shapes.

Standard2:

- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- States that best effort is shown by trying new or hard tasks.
- States the short-term effects of physical activity on the heart and lungs.

Standard3:

- Participates regularly in physical activity.
- Engages in moderate to vigorous physical activity on an intermittent basis.
- Engages in a variety of locomotor activities during leisure time.
- Participates in chasing and fleeing activities outside of school.
- Participates in a variety of activities that involve manipulation of objects in and outside of PE class.
- Participates regularly in a variety of nonstructured and minimally organized physical activities outside of PE class.

Standard4:

- Achieves and maintains a health-enhancing level of physical fitness.
- Engages in a series of locomotor activities without tiring easily.
- Participates in a variety of games that increase breathing and heart rate.

Standard6:

- Values physical activity for health, enjoyment, challenge,

self-expression, and/or social interaction.

- Willingly tries new movements and skills.
- Identifies several activities that are enjoyable.

Standards for the English Language Arts, International Reading Association and National Council for Teachers of English

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and the cultures of the US and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes