

**Sixth Grade - Eighth Grade**

**Competencies:**

- 1. Comprehend concepts related to health promotion and disease prevention. (C, PH, CH, H)**
  
- 3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)**
  
- 6. Demonstrate the ability to use goal setting and decision making skills to enhance health (PH, N, H, F, D)**

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
<p>Health</p> <p>Language Arts: Reading, Writing, Speaking, Listening</p> <p>Science: Life Science</p>	<p>6 1a. 6b. 7a.</p> <p>7 1c. 3c. 7a.</p> <p>8 1d. 1e. 3d.</p>	<p>Teacher will begin class by discussing birth defects.</p> <p>PowerPoint is available at website address detailing how folic acid can have a positive effect on pregnant women.</p> <p><a href="http://www2.state.tn.us/health/MCH/FolicAcid/script.htm">www2.state.tn.us/health/MCH/FolicAcid/script.htm</a>. (Website) provides an excellent script for the opening discussion on birth defects.</p> <p>Students will participate in a game of charades that will help to identify foods that contain folic acid.</p> <p><a href="http://www2.state.tn.us/health/MCH/FolicAcid/lessonplan.htm">www2.state.tn.us/health/MCH/FolicAcid/lessonplan.htm</a>. (website) that provides instructions for the game and suggestions for items to have students to create.</p> <p>Students will write a paper or give an oral speech detailing the importance of folic acid in the diet of an expectant mother.</p>	<p>Teacher Observation Graded based on rubric. See appendix.</p> <p>Charades Game</p> <p>Written Report Graded based on rubric. See appendix.</p>

		<p><b>Enrichment/Acceleration:</b> Students will research long term effects of having too little folic acid during pregnancy. Students may interview a parent of a child with a birth defect linked to a lack of folic acid during pregnancy of possibly conduct a case study if appropriate permission is obtained.</p> <p><b>Remediation:</b> Students will use a teacher approved website or materials from the library to determine the causes and effects of too little folic acid during pregnancy.</p>	
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1. **Comprehend concepts related to health promotion and disease prevention. (M, PH, D)**
2. **Demonstrate the ability to obtain valid health information. (CH, PH, C)**
3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)**
6. **Demonstrate the ability to advocate personal, family, and community health. (C, PH, F, H, S)**
7. **Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Reading, Writing, Speaking, Listening  Science: Life Science  Geography	6 1a. 1b. 2b. 7c.  7 1c. 3a. 7a.  8 1d. 2b. 6a. 6e.	<p>Teacher will discuss with student birth defects and some of their causes.</p> <p>Teacher will discuss "A Mystery in Texas" found at: <a href="http://www.cdc.gov/ncbddd/folicacid/excite/default.htm">www.cdc.gov/ncbddd/folicacid/excite/default.htm</a></p> <p>Students will plot on the map the occurrences of the birth defects in the mystery in TX and will identify possible risk factors for these birth defects.</p> <p>Students will research to identify actions that may cause birth defects and what expectant mothers can do to prevent birth defects.</p> <p>A summary quiz is available at <a href="http://www.cdc.gov/ncbddd/folicacid/excite/default_quiz.htm">www.cdc.gov/ncbddd/folicacid/excite/default_quiz.htm</a></p> <p>Students will create a poster or brochure informing expectant mothers of the benefits of including folic acid in their diet or through a multivitamin during their pregnancy.</p>	<p>Teacher Observation</p> <p>Map</p> <p>Teacher Observation. Graded based on rubric. See appendix.</p> <p>Quiz on PowerPoint</p> <p>Poster/Brochure Graded by rubric. See appendix.</p>

		<p><b>Enrichment/Acceleration:</b> Students will research the long term effects of having too little folic acid during pregnancy. Students may interview a parent of a child with a birth defect linked to the lack of folic acid during pregnancy or possible conduct a case study if appropriate permission is obtained.</p> <p><b>Remediation:</b> Students will use a teacher approved website or materials from the library to determine the causes and effects of too little folic acid during pregnancy.</p>	
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Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Science Art Language Arts	6 6b.  7 3c. 6c.  8 1d. 3d. 6a. 6e.	<p>Students will discuss the role that calcium has in the body.</p> <p>Students will research to determine diseases that are a result due to a calcium deficiency.</p> <p>Teacher will do presentation with flour to demonstrate the amount of calcium in the body. See attachment for flour activity. <a href="http://www.strongbones.org/lessonplans.html">http://www.strongbones.org/lessonplans.html</a>.</p> <p>Students will compose a report on the importance of consuming adequate amounts of calcium or a disease that is caused from a calcium deficiency.</p> <p>Enrichment Activity: Word Search and Crossword Puzzles from <a href="http://www.got-milk.com/trivia/word/images/moderate3.gif">http://www.got-milk.com/trivia/word/images/moderate3.gif</a></p>	<p>Teacher Observation Graded based on rubric. See appendix.</p> <p>Flour presentation</p> <p>Report on Calcium. Graded by rubric. See attachment.</p> <p>Puzzles</p>

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Integrated Instruction	Grade/ Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts Computer Art	6 1a. 3a. 6b.  7 3c. 6a.  8 3d. 6a. 6f.	<p>Teacher will do an activity with toilet paper and paper clips to get students thinking about amounts. See attachment.</p> <p>Teacher will discuss how we see things in different ways because of different needs.</p> <p>Students will engage in serving size activity and then compare their snack portions. Student volunteer will read the nutritional label and students will compare their serving size with the nutritional label. Teacher will stress how the serving size on the label is normally smaller than their actual serving size.</p> <p>Teacher will discuss what happens to the calories and nutrients when their caloric intake is greater than what is needed. Teacher will stress that amount makes a difference.</p>	Teacher Observation graded based on rubric. See appendix.

		<p>Students will create a poster or write a report to stress the importance of being aware of serving sizes to decrease the total number of calories consumed.</p> <p>Enrichment Activity: Students will compare in a written report how low fat snacks can add up to a lot of calories just as regular snacks.</p>	<p>Poster or written report. Graded by rubric. See appendix.</p> <p>Written report Graded by rubric. See appendix.</p>
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## Activity 1: Some or the Whole Thing?

*By measuring their snack, preteens see that they may eat more than they think! Use a large bag of dry snacks (pretzel bag, for example) to make this activity more successful; they'll probably take more from a bigger bag.*

**Involve preteens in the measuring demonstration** with the bag of snacks, several bowls, and measuring equipment.

- ❖ **Get several volunteer preteens to fill a bowl with the amount they usually serve themselves.** Then have them measure the amount. Try to give everyone a chance.
- ❖ **Have them compare their "servings."** **POINT OUT** that everyone had a different idea of a serving.
- ❖ **Have someone volunteer to check the serving size on the package.**

**ASK:**

- How does that label serving compare to yours? **Talk about** the serving size, the number of servings in the whole bag, the number of calories in a serving, and the number of calories in the whole bag.
- How many of you have read a food label? What did you look at? **POINT OUT:** Even if people read the label, they usually don't pay attention to the serving size that's written at the top.

**Challenge their thinking:**

- ❖ How much of this snack do you usually eat?
- ❖ What happens to the calories and other nutrients when you eat that much? What if you eat the whole bag?
- ❖ Why pay attention to serving size? **POINT OUT:** When you eat more than the serving size on the label, it changes the amount of calories and nutrients in what you eat.
- ❖ How does this activity connect with what we just learned with our toilet paper squares? **POINT OUT:** Amount makes a difference.
- ❖ How can you stick to one serving if you eat this or any other snack?
- ❖ Why do you think amount makes a difference? **POINT OUT:** If you eat more food (calories) than you need, the extra calories get stored as body fat. If you don't eat enough, you might not get enough energy to move and grow or enough nutrients to grow and stay healthy.

**If time permits, repeat the activity with a lowfat snack.** Let them see that a large amount of a lowfat snack can still add up to a lot of calories!

## Activity 2: Snacks—How Much in a Package?

*Small, medium, or large? Preteens compare calories and fat in different-sized packages of common snack foods.*

**Distribute a set of Nutrition Facts Cards to the preteens. Also, put out several compact packages of candy, pretzels, and chips to talk about.**

❖ **ASK:**

- Would you eat the whole snack at one time if you had picked these snacks, or would you save some?
  - How many servings does each package have? (Guess without looking at the label.)
  - Where does the label tell you how many servings in a package?
- ❖ Have them check each label to find out how many servings the package has and how many calories and how much fat one serving of each snack has.

**Challenge their thinking:**

- ❖ Now that you've checked the label, what do you think about eating the whole thing at one time? **POINT OUT:** Although small packages look like one serving, they may be more.
- ❖ How can you decide whether or not to eat the whole thing? **Encourage them:** Look at how many servings a package has before deciding to eat the whole thing.
- ❖ What can you say to a friend if he or she asks for your advice about eating the whole package or deciding to eat just part of it?
- ❖ How can you stick to one serving?

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- 6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (C, PH, H, D, N, CH)**
  
- 7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
<p>Health Science Art Language Arts</p>	<p>6 1a. 6b. 7c.</p> <p>7 3c.</p> <p>8 3d. 6d.</p>	<p>Teacher will discuss with students the recommended consumption of salt each day and what role it plays in the body.</p> <p>Students will determine the amount of salt in various foods. Teacher will display approximately five different snack food packages. The teacher will then ask for volunteers to read each label to determine the sodium content.</p> <p>Teacher will explain that 1500 mg of sodium equals one teaspoon of salt. The volunteers will convert the sodium content to teaspoons of salt. The students will measure out that much salt and display it by snack package.</p> <p>Students will create a poster to express the importance of being aware of their salt intake and the amount of salt in foods that are consumed each day.</p>	<p>Teacher Observation Graded based on rubric. See appendix.</p> <p>Poster Graded by rubric. See appendix.</p>

		<p>Students will research to determine diseases that are directly related to a high salt diet. Students will write a report detailing their research and the consequences of consuming too much salt.</p>	<p>Written Report Graded by Rubric. See appendix.</p>
		<p>This exercise could also be used to express the amount of sugar in snacks. On nutritional labels, five grams of sugar is equal to one teaspoon of sugar.</p>	

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**6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (PH, N, H, F, D)**

Integrated Instruction	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Math Computer	6 6b.  7 3c. 6a.  8 3d. 6a. 6f.	<p>The student will access the following websites:</p> <p><a href="http://www.nhlbi.nih.gov/health/public/heart/other/sp_fat.htm">http://www.nhlbi.nih.gov/health/public/heart/other/sp_fat.htm</a></p> <p>The student will compose an essay from research found on how to cut down on fat and not on taste. The student will analyze when he/she consumes most of the fat in his/her diet. The student will include healthy ways of preparing foods.</p> <p>The student will access the following website:</p> <p><a href="http://kidshealth.org/teen/food_fitness/nutrition/fat_calories.html">http://kidshealth.org/teen/food_fitness/nutrition/fat_calories.html</a></p>	Rubric for written product
		The student will create additional information in his/her essay on the amount of fat needed in a teen's daily caloric allowance and why fat is important.	

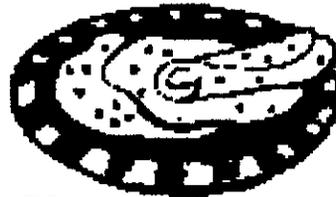
		<p>The students will present essays in class. After all essays are presented, the class will have a discussion session on important facts presented in the essays.</p>	<p>Class discussion after presentation of essay. Discussion rubric</p>
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## Proteja la salud de su corazón y el de su familia sirviendo alimentos bajos en grasa y grasa saturada.

Las comidas latinas, tales como los frijoles (habichuelas), los vegetales, las frutas, el arroz y las tortillas de maíz, son parte de una alimentación saludable. Prepárelas de manera saludable para su corazón y el de su familia. Ayude a su familia a comer menos grasa y grasa saturada.

### Compre alimentos bajos en grasa.

- ▶ Leche descremada o con 1% de grasa.
- ▶ Quesos, crema agria, aderezos para ensalada y mayonesa bajos en grasa o sin grasa.
- ▶ Pescado y pollo o pavo sin pellejo.  
Cortes de carne bajos en grasa en vez de carnes con alto contenido de grasa.
- ▶ Frutas, vegetales y granos como frijoles, arroz, tortillas de maíz y pastas.

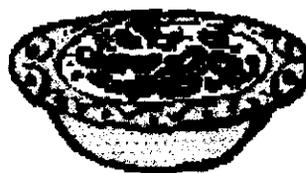


## Protect your family's heart health by serving foods low in fat and saturated fat.

Latino foods such as beans, vegetables, fruits, rice, and corn tortillas are all part of a healthy diet. Prepare them in a heart-healthy way for you and your family. Help your family to eat less fat and saturated fat.

### Buy lower fat foods.

- ▶ Skim or 1% milk.
- ▶ Low fat or fat free cheeses, sour cream, salad dressing, and mayonnaise.
- ▶ Fish and chicken or turkey without the skin. Lean cuts of meat instead of fatty meats.
- ▶ Fruits, vegetables, and grains like beans, rice, corn tortillas, and pasta.



## Cocine con menos grasa.

- ▶ Hornee, ase o hierva en vez de freír.
- ▶ Use un sartén, que no pegue, humedecido con aceite en aerosol.
- ▶ Use sólo poca cantidad de aceite vegetal o margarina, en vez de manteca o mantequilla.
- ▶ Cocine los frijoles y el arroz sin manteca, tocino ni otras carnes con alto contenido de grasa. Déle sabor a los frijoles con chile verde, cebolla, ajo, orégano o cilantro.



## Elimine la grasa.

- ▶ Antes de cocinar la carne de res y de cerdo, córteles la grasa.
- ▶ Antes de comer pollo y pavo, quíteles el pellejo.
- ▶ Escurra la grasa que sueltan las carnes al cocinarlas.
- ▶ Enfríe las sopas y los caldos, y quite la capa de grasa antes de recalentar.



## Cook with less fat.

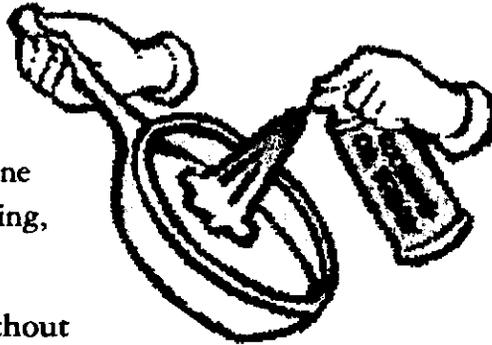
▶ Bake, broil, or boil instead of frying.

▶ Use a nonstick pan with cooking oil spray.

▶ Use only a little bit of vegetable oil or margarine instead of lard, shortening, or butter.

▶ Cook beans and rice without lard, bacon, or other fatty meats.

Season the beans with green pepper, onion, garlic, oregano, or cilantro.



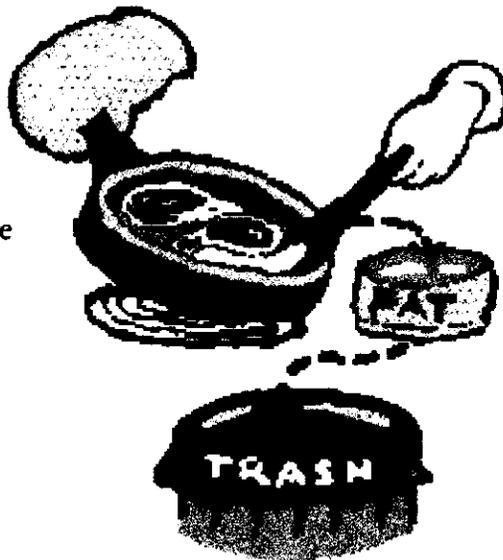
## Throw the fat away.

▶ Cut the fat off beef and pork before you cook.

▶ Remove the skin from the chicken and turkey before you eat.

▶ Drain the fat from meats after you cook.

▶ Cool soups and gravies and skim the fat off with a spoon before you reheat them.





**Usted puede hacer cambios poco a poco.**

**Marque los consejos que pondrá en práctica para comer menos grasa.**

- Comer frutas en vez de postres altos en grasa como flan, helado de leche, pan dulce o bizcochos.
- Tomar leche descremada o con 1% de grasa.
- Comprar quesos bajos en grasa o sin grasa.
- Hornear, asar o guisar el pollo en vez de freírlo.
- Quitar el pellejo al pollo.





**You can make changes  
little by little.**

**Check how you will try to eat  
less fat.**

- Eat fruit instead of fatty desserts such as flan, ice cream, or cakes.
- Drink skim or 1% milk.
- Buy cheeses marked "low fat" or "fat free."
- Bake, broil, or boil chicken instead of frying it.
- Remove the skin from chicken.



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- 2. Demonstrate the ability to obtain valid health information. (CH, PH, C)**
  
- 3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)**
  
- 4. Analyze the influence of culture, media, technology, and other factors on health. (H, CH, C, PH, M)**
  
- 6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (Ph, N, H, F, D)**
  
- 7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Language Arts: Writing, Speaking, Viewing	6 1a. 1b. 1c. 2b. 3a. 3c. 4c. 6b. 7c.	Teacher will place the following writing prompt on the board. "What do you think that healthy eating looks like?" Students will respond in their journal.  Teacher and student will discuss the importance of eating healthy.	Teacher Observation graded based on rubric. See appendix.
	7 1c. 2a. 2b. 3c. 4a.	Students will list at least five commercials or advertisements that promote an unhealthy lifestyle.	List of five commercials (Written product rubric) See Appendix.

	6a. 7a. 8 1d.	Teacher will have students list at least five commercials or advertisements that promote a healthy lifestyle.	List of five commercials using written product rubric. See appendix
		Acceleration/Enrichment: In groups, students will create a short skit designed to convince classmates why it is important to partake in a healthy lifestyle. OR	Group work or presentation rubric.
		Students will create a bumper sticker promoting a healthy lifestyle designed to increase the awareness of a better quality of life.	Bumper Sticker graded based on rubric.

## Sixth Grade - Eighth Grade

### Competencies:

2. Demonstrate the ability to obtain valid health information. (CH, PH, C)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PH, B, M, DA)
4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, DA, F, M, H, S, D)
7. Demonstrate the ability to advocate personal, family, and community health (C, CH, F, S, D)

Integrated Instruction	Grade/Competency /Objective	Suggested Training Strategies	Suggested Assessment	
Science Language Arts Health Math Technology	6 3a.	Students will discuss their personal health habits and their responsibility in achieving a better quality of life. Students will use the following website to determine the amount of calories that are needed to maintain their current body weight. <a href="http://www.MyPyramid.gov">www.MyPyramid.gov</a> .	Teacher Observation Graded based on rubric. See appendix.	
	6b.			
	7c.			
	7 3c.	8 2b.	Students will determine their body mass index (BMI) by using an online calculator to evaluate whether they currently possess a healthy amount of body fat.	Teacher Observation
	4c.			
	5a.			
	6a.	Students will brainstorm ways in which they can maintain a healthy weight/BMI. Students will compare the information gained from the web site to the handout from the USDA and become familiar with the servings for each category.	Excel Spreadsheet	
	6b.			
	6c.			
	6e.			
	6f.	Students will compare fat and caloric content of various food items at eight to ten popular fast food restaurants. Students will use Microsoft Excel to display findings in a spreadsheet to compare the items.	Excel Spreadsheet	

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3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PA, N, M, DA)**
6. **Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, DA, F, M, H, S, D)**
7. **Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts Science	6 3a. 7c.	Students will brainstorm toppings that they put on baked potatoes as they are becoming more aware of fat in different foods.	Teacher Observation
	7 3c. 6a. 7a.	Teacher will discuss what fat provides: flavor and food energy (calories) and allows the body to use some vitamins. Teacher will also discuss bad characteristics of fat: fat provides few nutrients, over one's lifetime can lead to health problems, and can result in weight gain.	
	8 3d. 6a.	Teacher will discuss the 5-20 guide that is 20% Daily Value or more for a nutrient is a lot and 5% daily value or less for a nutrient is a little.  Teacher will use the paper clip/shortening activity to reinforce their understanding of grams of fat in foods. See attachment.	

		<p>Students will write a paper on how healthy choices can be made concerning fats in foods without giving up foods you like. A poster representing healthy choices over fat choices can also be done.</p>	<p>Written Paper/ Poster Graded by rubric. See appendix.</p>
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### Do You Know...?

**W**ith today's snack and fast-food choices, most preteens eat too many high-fat foods, perhaps more than they think. At the same time, foods with

less fat, especially fruits and vegetables, often come up short. Choose foods often that are low in saturated fat and cholesterol.

**Why make food choices for less fat?** After all, fat is a nutrient that provides both flavor and food energy (calories), and it helps the body use some vitamins. Yet...

- ❖ Many very high-fat foods provide few other nutrients. Very high-fat foods may crowd out other foods from the Food Guide Pyramid that supply nutrients preteens need as their bodies grow and develop.
- ❖ Over time, a lifelong eating pattern that's high in saturated fat, total fat, and cholesterol can lead to health problems, such as heart disease.
- ❖ In the short run, eating too much fat and too many high-calorie foods can result in being overweight.

### **Which foods have more fat; which have less?**

**Pay attention to types and amounts of fats...**

- ❖ Many foods in the Pyramid tip, such as salad dressing, butter and margarine, gravy, and some candies, are high in fat.
- ❖ Many desserts and snacks (cookies, cake, thick shakes, fast-food "pies," nachos with cheese sauce) are made with high-fat ingredients.
- ❖ Frying adds fat to vegetables (French fries, potato chips, onion rings) and to chicken and fish, as well as to some grain products (doughnuts, funnel cakes).
- ❖ Use the food label to choose foods lower in saturated fat.
- ❖ Fruits, most vegetables, lowfat and fat-free foods made from milk, lean meat and poultry, fish, and many grain foods are low in fat. They fill you up more, too, without adding a lot of calories.
- ❖ Cooking in a microwave oven, a steamer, or on a grill doesn't add fat.
- ❖ Lowfat or fat-free foods, such as fat-free cookies, aren't necessarily low in calories. To find out, you will need to check the calories per serving on the Nutrition Facts label.

**How can you choose foods to cut back on fat?** Use the "5-20" guide as you check Nutrition Facts on food labels to find foods with less fat and to compare the fat content in food choices. To get less of a particular nutrient in your eating pattern (such as total fat, saturated fat, cholesterol, and sodium), try to choose foods with a lower % Daily Value (DV). As a guide, foods with:

- ❖ 20% DV or more for a nutrient—that's a lot
- ❖ 5% DV or less for a nutrient—that's a little

**How much is enough?** That depends on a person's energy needs. The DV on a food label is 65 grams for total fat; for saturated fat, it's 20 grams. That's based on a 2,000-calorie daily diet. For each individual, the % DVs for these fats may be higher or lower depending on your energy needs. Try to keep the amount of fat in your overall food choices to 100% DV or less per day.

**How can you make choices about fats in foods without giving up foods you like?** Counting fat grams or adding up % DVs isn't appropriate for most people. You don't have to cut out all high-fat foods. Instead, make changes one step at a time to eat less fat overall. Try these easy steps:

- ❖ Reduce the amount of food you eat. Eat smaller amounts of food favorites that have more fat.
- ❖ Choose moderate amounts of total fat and lower amounts of saturated fat.
- ❖ Substitute. Choose a similar food with less fat or no fat, such as fat-free salad dressing. Use Nutrition Facts on food labels to compare. Choose fats that come from plants instead of fats that come from animals.
- ❖ Find lower fat favorites. Check the food groups on the *Feed Me!* poster for foods with less fat, such as baked potato, skinless chicken, pretzels.
- ❖ Use lower fat ingredients: fat-free salad dressing, lean ham, frozen yogurt (in a shake).

yourCHOICE Tastes Great, Less Fat!

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**Topic 5 Activities**

Getting Started: **What's on Your Spud!**

*Focus interest on exploring fat in preteens' food choices by talking about the toppers they put on baked potatoes.*

**Start by putting a whole, plain baked potato on the table. (ASK:)**

- ❖ Do you eat baked potatoes?
- ❖ What do you usually put on top? As preteens name a topper, put a *Nutrition Facts Card* for the topper by the potato, for example:
  - butter or margarine
  - sour cream
  - bacon
  - gravy
  - cheddar cheese shreds
  - salsa
  - vegetarian chili
- ❖ **(ASK:)** Except for salsa and chili, what do the other potato toppers have in common? *(They are full of flavor and high in both calories and fat. Most are high in saturated fat.)*

**Challenge their thinking.** Keep the discussion open-ended so preteens talk freely, and everyone gets a chance to share his or her thoughts.

- ❖ Suppose you want a topping for your baked potato that tastes great and has less fat. How will you make your decision?
- ❖ How can you cut down on fat? *(Use high-fat toppings less often or in smaller amounts.)*
- ❖ Why does less fat matter to you?
- ❖ Will it be important to anyone in your family?
- ❖ How about your friends? Why?
- ❖ Where can you find the amounts of the different fats in foods?

## Activity 1: What Do Food Labels Say About Fat?

Using the *Read It Before You Eat It!* poster, quickly review what preteens already know about food labels—including fat facts—from Topic 4.

Have them pair up and pick any food from a set of the *Nutrition Facts Cards*. Encourage them to tell each other at least three facts the Nutrition Facts label tells them about their favorite foods. For example:

- ❖ serving size
- ❖ servings in the container
- ❖ calories in one serving
- ❖ total and saturated fat in one serving

### Label Lingo for the Nutrients to “Get LESS”

- **Total Fat** – all the fat, including saturated fat in foods
- **Saturated Fat** – fat that is solid (not oil) at room temperature; mostly in fatty foods from animals
- **Cholesterol** – a fat-like substance but not a fat itself

Continue focusing on the fat content of food.

- ❖ **Discuss:**
  - How much is 1 gram? Give a paper clip to each person. A paper clip weighs about 1 gram.
  - Does that feel like a lot?
  - For the food you picked, how many fat grams does one serving have? How many paper clips is that?
- ❖ **Have preteens pick the food with the most fat per serving, then make a paper clip chain to show how much fat that food has.** (ASK:
  - How many grams are shown for saturated fat?
  - Why is it important to pay attention to the amount of fat in food?
  - Does it matter if the fat is from a plant or animal? (POINT OUT: Fat from animal sources tends to be more saturated.

## Activity 2: "Scoop" Fat Facts

*This hands-on activity helps preteens see the amount of fat in their everyday food choices, and it's fun for preteens to do!*

**Start with a quick demonstration. Have them measure the fat in one serving of the food from a Nutrition Facts label.**

- ❖ **POINT OUT:** 1 teaspoon of fat weighs 4 fat grams, the same as four paper clips. **ASK:** If you measure one serving of this food, how many teaspoons of fat will it have?

1 paper clip = 1 fat gram

4 fat grams in 1 serving of any food = 1 teaspoon fat (shortening)

12 fat grams in 1 serving of any food = 3 teaspoons fat (shortening)

**Have preteens scoop and measure fat in different foods**, perhaps their food favorites and/or potato toppers mentioned earlier. Here's how:

- ❖ Use the Nutrition Facts on the poster or *Nutrition Facts Cards* to find the fat grams in one serving.
- ❖ Measure shortening into a plastic bag to see how much fat it has.
- ❖ **Identify the food:** Write the food name, serving size, and number of fat grams on the bag. Put the *Nutrition Facts Card* next to it.
- ❖ **Talk about the fat in all their foods.** For example:
  - Are you surprised by how much fat any of these foods has? Why?
  - How do they compare for total fat and types of fats? For calories and other nutrients?
  - What happens to fat and calories when the amount you eat gets bigger?
  - When you add fat to food—such as more gravy, salad dressing, or butter or margarine—what happens to calories? (*Calories go up*)
  - Why pay attention to the amounts and types of fats in food? Why will that information be important for someone in your family?

## Activity 3: Check It Out: High or Low in Fat?

Now that they've "scooped and measured," preteens apply the "5-20" guide to food labeling as a practical, easy way to identify fat in their food favorites. Refer to Topic 4 for more about the "5-20" guide.

**Have preteens sort Nutrition Facts Cards into three piles:** foods they think have a little fat, foods they think have a lot of fat, and foods that fit somewhere in between.

**Have them use the "5-20" guide to talk about the foods** in each pile.

- ❖ Use the *Read It Before You Eat It!* poster to review the "5-20" guide to food labeling: for one serving, 5% Daily Value or less is low for fat, and 20% Daily Value or more is high for fat.
- ❖ Encourage them to practice using the "5-20" guide to see if they put all the *Nutrition Facts Cards* in the right pile. **POINT OUT:** You can find this same information about fat on food labels for foods you buy in stores or from vending machines.
- ❖ (Optional) For more practice, have preteens find their food favorites from the *Nutrition Facts Cards* and determine types of fats and whether each fat is a high amount, low amount, or in between amount.

**Have them explore how they can choose foods using the label.** **ASK:**

- ❖ Which foods are the best choices for you? Why or why not? How can you use the "5-20" guide to pick snacks for the types and amounts of fats?
- ❖ How can you use the food label to pick foods from each food group? Encourage them to use the *Feed Me!* poster and the *Nutrition Facts Cards*.
- ❖ How can you show your family how to use the "5-20" guide to pick foods with less fat? Why?
- ❖ Why is it smart to eat mostly foods lower in saturated fat? **POINT OUT:** Many people eat more saturated fat than they need. Eating too much fat isn't good for you. To help stay healthy, choose lower fat foods often.
- ❖ Are foods with a little fat always low in calories? Use *Nutrition Facts Cards* for cookies and fat-free cookies, and compare. **POINT OUT:** "Low fat" and "fat free" don't necessarily mean "low calorie;" you need to read food labels to find out.

## Do You Know...?

### **How can you use Nutrition Facts on food labels to eat healthfully?**

Nutrition Facts on food labels tell the food energy (or calories) and nutrients in one serving of the food inside the package. You can use Nutrition Facts for different reasons, including:

- ❖ To know the nutrient content in one serving.
- ❖ To know what happens to calorie and nutrient amounts when you eat larger or smaller amounts of foods.
- ❖ To find foods with less or more of certain nutrients. That's helpful in two ways: (1) if you want to cut back on some nutrients, such as total fat, saturated fat, cholesterol, sodium; (2) if you want to consume more of the nutrients that often come up short, such as fiber, vitamins A and C, calcium, iron.
- ❖ To compare calories (food energy) and nutrients in similar foods, such as two kinds of chips or cheeses.
- ❖ To help you make choices within the food groups.

### **What nutrition information can you find on a label?**

- ❖ **Serving size** and **number of servings** in the package.
- ❖ **Calories** in one serving.
- ❖ **Nutrients** that need your attention.
- ❖ The % DV on the Nutrition Facts label is a number that allows you to know whether there's a lot or a little of a nutrient in a serving of food.
- ❖ **Footnote** on the bottom, which shows how much or how little of some key nutrients you need each day. You may need more or less depending on your energy needs.\*

\* Show footnote on *Read It* Poster.

**How big is a serving of food?** The serving size on food labels varies for different foods. It may be more or less than what you usually eat. You'll find the serving size at the top of the Nutrition Facts label. The food label also tells how many servings the package contains.

**What do Nutrition Facts tell you about food energy?** Calories are a measure of how much energy you get from food. Nutrition Facts tell how many calories you get from one serving. They also tell how many of those calories come from fat. If you eat two servings, you also get twice the calories. Pay attention to this information if you need to cut back on calories, perhaps to maintain a healthy weight.

**What nutrients need your special attention?** All nutrients are important to health. Some need special attention:

- ❖ **Nutrients to get less of:** fat, especially saturated fat, cholesterol, and sodium. Eating too much of these nutrients can lead to becoming overweight and getting certain diseases, such as heart disease.
- ❖ **Nutrients to get enough of:** fiber, vitamins A and C, calcium, and iron. Eating enough of these nutrients can improve your health and help reduce the chances of getting some diseases and conditions, such as osteoporosis (brittle bone disease) from limited calcium and tiredness or anemia from limited iron.

**How can you use Nutrition Facts to get less of some nutrients and get enough of others?**

Look at the % DVs, and use the "5-20" guide for comparing nutrients in similar foods and for judging a food's nutrient contribution to what you eat for a day.

- ❖ **5% DV or less is low:** For nutrients you want to get less of (such as saturated fat, cholesterol, and total fat), try to choose foods with a low % DV.
- ❖ **20% DV or more is high:** For nutrients you want to consume more of (such as calcium or fiber), try to choose foods with a high % DV.

## Activity 1: What's on a Label?

Preteens explore a Nutrition Facts label on the *Read It Before You Eat It!* poster to see how much it tells them about the food inside the package.

Have preteens pair up to see how many things they can find out about the food (macaroni and cheese) on the *Read It Before You Eat It!* poster just by looking at its Nutrition Facts. **POINT OUT:** The Nutrition Facts on the poster models what they'll see on almost any food package. For fun, let them guess what food it might be. (For example, the calcium amount suggests it might fit partly in the Milk Group.)

As a group, talk about what they found.

❖ Talk until their list includes the following:

- serving size
- servings in the package
- calories in a serving
- nutrient amounts in a serving
- how much you need of some nutrients

❖ **ASK:**

- What's HIGH and what's LOW in this food? How do you know?
- Is it a good meal choice?
- Where does this food fit in the food groups on the *Feed Me!* poster?
- What other foods can also be this high in calcium?

**Brainstorm to come up with ways they can use this information.** Use their ideas to probe discussion and reinforce messages later in the session.

## Activity 3: Nutrients— The “5-20” Guide

Move down the Nutrition Facts panel again. This time go to the nutrients, as preteens learn an easy way—the “5-20” guide—to spot nutrients to get less of and nutrients to get enough of.

Have preteens use the *Read It Before You Eat It!* poster to discover and discuss:

- ❖ What else do you see on the food label? (*nutrients*) **POINT OUT:** These nutrients need your special attention. Foods have other nutrients, too.
- ❖ Why do you think you need to pay attention to these nutrients? (*to stay healthy, to prevent getting too many of some nutrients and not enough of others*)
- ❖ Which nutrients do you need to get less of? (*total fat, saturated fat, cholesterol, sodium*) **POINT OUT:** Eating too much of these nutrients boosts your chances for some health problems as you get older, such as heart disease. Now is a good time for you to start eating less of these nutrients to help protect your health.
- ❖ Which nutrients do you need to get enough of? (*fiber, vitamins A and C, calcium, iron*) **POINT OUT:** Eating enough of these nutrients can improve your health and help reduce your chances for some health problems as you get older. Now is a good time for you to start eating enough of these nutrients to help protect your health.
- ❖ Which nutrients in macaroni and cheese are HIGH, and which ones are LOW?
- ❖ How do you know if a food is high or low in a nutrient? Probe until the discussion leads to the % Daily Values. **POINT OUT:** The “5-20” guide makes it easy to see if a food has a little or a lot of a nutrient.
  - LOW is when a nutrient for one serving has 5% Daily Value or less.
  - HIGH is when a nutrient for one serving has 20% Daily Value or more.
  - Daily Value is a number that allows you to know whether there’s a lot or a little of a nutrient in a serving of food.
- ❖ How can you use the “5-20” guide to pick snacks, drinks, or other foods? (*For nutrients you need to get less of, eat foods with plenty of LOWS. For nutrients you need to get enough of, eat plenty of HIGHS.*)

Have preteens pair up. Have them each pick at least two foods they like from the *Read It Before You Eat It!* poster, then tell each other about them using the “5-20” guide.

## Sixth Grade - Eighth Grade

### Competencies:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (PH, N, H, F, D)
7. Demonstrate the ability to advocate personal, family, and community health. (C, PH, F, H, S)

Integrated Instruction	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Science Language Arts Health	6 6b. 7c.  7 3c. 6a. 6b. 7a.  8 6a. 6b. 6c. 6f.	<p>Teacher will discuss the new Food Guide Pyramid that includes a rainbow of stripes representing the five food groups. Teacher will emphasize the importance of portion sizes and the amount needed based on age, gender and lifestyle (active or inactive). Students will complete the attachments (Favorite Food List and Food Diary) to encourage awareness of eating habits and encourage a more active lifestyle. Students will identify healthy and unhealthy choices.</p> <p>Students will demonstrate their ability to choose healthier food choices and encourage their family to make healthier choices.</p> <p>Enrichment/Acceleration: Students will bring various entrees and side dishes to class for a potluck. Students will use knowledge of the new standards to prepare healthy foods and serve the correct portions based on individual needs.</p>	<p>Favorite Food List</p> <p>Seven Day Food Journal</p> <p>Parental Involvement</p>

		<p>on individual needs.</p> <p><b>Remediation:</b> Students will use construction paper to create a food pyramid based on the new standards. Students will use magazine cutouts of food to depict which foods belong in each category.</p> <p><b>*Note:</b> If time allows, teacher may extend the discussion of healthy food choices to include other dimensions of wellness such as those listed below.</p>	
<p>Health Science Language Arts</p>	<p>6 1d. 7 7a. 7b. 8 6a. 6e.</p>	<p>Teacher will discuss with students the dimensions of wellness through small group discussion. Students will analyze relationships that exist between health and wellness (social, physical, intellectual, emotional, and spiritual).</p>	<p>Teacher observation Graded based on rubric. See appendix.</p>
<p>Health</p>	<p>6 5a. 7 1a. 3a. 6a. 6b. 8 6c. 6e.</p>	<p>Students will define self esteem. Students will complete an exercise with beans (see attachment). Upon completion of the bean activity, students will complete a Barksdale Self Esteem Evaluation No.69 at <a href="http://www.barksdale.org/Evaluation/eval69.html">http://www.barksdale.org/Evaluation/eval69.html</a></p>	<p>Teacher Observation  Barksdale Self Esteem Evaluation Results</p>

### Weekly Food Diary

	Breakfast	Lunch	Dinner/Supper	Snacks	Exercise & Minutes
Day 1					
Day 2					
Day 3					
Day 4					

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	<b>Breakfast</b>	<b>Lunch</b>	<b>Dinner/Supper</b>	<b>Snacks</b>	<b>Exercise &amp; Minutes</b>
<b>Day 5</b>					
<b>Day 6</b>					
<b>Day 7</b>					

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### My Favorite Food List

	Foods I Like and Consume Often
Grains	
Vegetables	
Milk	
Meat & Beans	
Fruit	
Oils	
Other (Discretionary Calories)	

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## Sixth Grade - Eighth Grade

### Competencies:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)
4. Analyze the influence of culture, media, technology, and other factors on health. (H, CH, C, PH, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health (Ph, N, H, F, D)

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Language Arts: Reading, Writing, Listening, Viewing, Speaking  Science: Life	6 1b. 1c. 6b.  7 3c. 4b. 6a.  8 3d. 6a. 6c. 6e. 6f.	<p>Teacher will discuss the habits of healthy individuals, such as learning how to read labels. Teacher will ask students to consider how correctly and frequently reading labels is conducive to making healthy food choices.</p> <p><a href="http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/shop_1st.htm">http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/shop_1st.htm</a> (handout available for nutritional label)</p> <p>Teacher will display or distribute a nutritional facts label in order to generate a greater understanding of serving sizes and servings per container. Based on products brought for lunch or snack, students will compare and contrast nutritional products and unhealthy products. Students will use the labels to determine the number of servings usually consumed during one meal (based on individual eating habits).</p>	Teacher Observation Graded based on rubric for participation.

		<p><b>Enrichment/Acceleration:</b>  In small groups, students will create a new food. Students will design a nutritional label for this product. Students will use the labels from the lesson as a guide. Students will include information such as the serving size, number of servings per container, number of calories per serving, fat and calcium content, and number of carbohydrates per serving.</p>	
		<p><b>Remediation:</b>  Students will complete an online nutritional quiz.</p> <p><b>Exercise found at:</b>  <a href="http://www.dairycouncilofca.org/activities/quiz/acti_calc.asp">http://www.dairycouncilofca.org/activities/quiz/acti_calc.asp</a>  This exercise includes the number of servings they consumed per meal, such as from one 8 ounce serving of chocolate milk, 1 cup of broccoli, etc.</p>	<p><b>Quiz</b></p>



		<p>Students will write a report or create a poster detailing how physical activity improves their lifestyle.</p> <p>Students will create a campaign to entice other students and family members to participate in physical activity.</p>	<p>Written Report/Poster/ Campaign Graded by rubric.</p>
		<p>Students will research diseases to determine how physical activity can reduce the risk factors of some diseases. Students will choose a disease and write a report detailing how physical activity reduces the risks of cardio vascular disease, high cholesterol, diabetes, etc.</p>	<p>Teacher Observation/ Written Report Graded by rubric. See appendix.</p>

Name: \_\_\_\_\_

## ACTIVITY 1

### Problem Ownership

For each of the following problems, decide whether the problem is yours, the other person's, or external.

Mine    Other's    External

- |     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | Your best friend says he or she is bored with school.  |
| ___ | ___ | ___ | A friend has borrowed your favorite shirt and keeps forgetting to return it.   |
| ___ | ___ | ___ | Scientists are predicting a major earthquake in California in the next 50 years.                                       |
| ___ | ___ | ___ | A friend comes over to visit while you're trying to finish tomorrow's homework assignment.                             |
| ___ | ___ | ___ | You didn't understand today's math lesson, and there's going to be a quiz tomorrow.                                    |
| ___ | ___ | ___ | Your friend's dog escapes his leash and runs away while you're walking him.  |
| ___ | ___ | ___ | The air conditioner in your house doesn't work, and tomorrow's temperature is predicted to be higher than 100 degrees. |
| ___ | ___ | ___ | Your best friend has just been dumped by his/her girlfriend/boyfriend.   |
| ___ | ___ | ___ | Your brother is always getting mad and throwing things when he doesn't get his way.                                    |
| ___ | ___ | ___ | Your best friend accidentally broke his mother's favorite vase.  |
| ___ | ___ | ___ | You forgot to water the neighbor's plants while he was out of town, even though you'd agreed to do so.                 |

Name: \_\_\_\_\_

## ACTIVITY 2

### Problem Interference

List three real-life problems: one should be yours, one should be someone else's, and one should be an external problem. Describe how individuals who didn't "own" the problem became involved, or "interfered," and what the result was. If you can't think of real-life situations, you may create examples.

My problem: \_\_\_\_\_

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Interference: \_\_\_\_\_

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Other's problem: \_\_\_\_\_

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Interference: \_\_\_\_\_

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External problem: \_\_\_\_\_

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Interference: \_\_\_\_\_

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## Sixth - Eighth Grade

### Competencies:

1. **Comprehend concepts related to health promotion and disease prevention. ((C, PH, CH, H)**
  
3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Ch, PH, F, D)**
  
5. **Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
  
6. **Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, DA, F, M, H, S, D)**
  
7. **Demonstrate the ability to advocate personal, family, and community health (C, CH, F, S, D)**

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Science: Life  Language Arts: Reading, Viewing, Listening	6 1d.  7 7a 7b.  8 6a. 6e.	<p>Teacher and students will investigate the concept of wellness through small group discussion. Using a collaborative activity, students will analyze the relationship between the following dimensions of health and wellness: social, physical, intellectual, emotional, and spiritual.</p> <p>Extension Activity: In small groups, students will explore one assigned dimension of wellness. Students will create a self-selected product to present information to the class.</p>	Teacher Observation and/or Presentation Rubric

Health	<p>6 5a.</p> <p>7 1a. 3a. 6a. 6b.</p> <p>8 6c. 6e.</p>	<p>Students will define self esteem orally. Students will complete an exercise with beans (see attachment). After completion of the bean activity, students will then complete a Barksdale Self Esteem Evaluation No. 69 at <a href="http://www.barksdale.org/Evaluation/eval69.html">http://www.barksdale.org/Evaluation/eval69.html</a>.</p> <p><b>Enrichment/Acceleration:</b> Students will reflect upon the dimension of health/wellness that is most important. Students will predict how a major change in this area would adversely affect their lives. Students will consider the relationship between having a positive self-esteem and the potential to cope with adversity.</p> <p><b>Remediation:</b> Students will interview the school counselor or nurse to discover the importance of having a positive self-esteem and balance in respect to the dimensions of health and wellness. Students will inquire about healthy ways to cope with adversity and maintain a healthy sense of self-efficacy.</p>	<p>Teacher Observation</p> <p>Barksdale Self Esteem Evaluation Results</p>
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## Sixth Grade – Eighth Grade

### Competencies:

1. **Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA C)**
  
3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PA, N, M, DA)**
  
6. **Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, DA, F, M, H, S, D)**
  
7. **Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Physical Education Language Arts Science	6 1a. 7c.	Students will brainstorm “top moves” which are ways for students to move more.	Journaling
	7 1c. 3c. 6a. 7a.	Teacher will discuss the benefits of an active lifestyle: Helps to make the most of your appearance, helps you to relax, reduces stress, and allows you to spend time with family.	Teacher Observation Graded by rubric. See appendix.
	8 1b. 3c. 6c. 6f.	Students will determine road blocks that prevent them from participating in regular physical activity.	
		Students will design a “Top Moves” schedule where they will record any physical activity.	Schedule

## Do You Know...?

**Why encourage preteens to keep moving?** Active living promotes physical, social, and emotional health now and in the future. Regular physical activity can help them...

- ❖ Have fun with their friends and family
- ❖ Improve relations with their family
- ❖ Cope with stress
- ❖ Get over the "blues"
- ❖ Sleep better
- ❖ Make the most of their appearance
- ❖ Improve their weight
- ❖ Build strength and endurance
- ❖ Move with more ease and flexibility
- ❖ Feel good about themselves
- ❖ Promote overall health
- ❖ Develop skills in sports

Here's another reason. Most preteens care about their looks. They may worry that eating too much will make them fat. Doing "without" is no fun! The good news is: If they keep moving, they won't need to be as concerned about how much they eat. Anyway, being active matches other priorities. It's fun, good for them, and helps them look good.

**How much physical activity is enough?** Getting most preteens to sit less and move more is the most appropriate goal. The *Dietary Guidelines for Americans* recommend being physically active at least 60 minutes a day, most days of the week. Walking and riding a bike are easy ways to be active. Preteens can gain even more health benefits with increased amounts of time, as well as more intense activities such as running or one-on-one basketball. They can be active for 60 minutes at a time, or spread it out during everyday activities or in individual or team sports.

**Do preteens need to join organized sports to get enough exercise?** No. Anyone can be physically active without being an athlete. Organized sports, self-directed activities (such as Frisbee, yard games, skating, and biking, even doing your chores at home), and everyday activities can all have plenty of health benefits. In fact, preteens are more likely to stay active as they grow up if they don't rely just on organized sports to keep moving. Organized sports can be harder to schedule as people get older.

### **How can you encourage preteens to move more?**

Many preteens do not get enough physical activity. Starting at age 13 or so, activity levels often spiral down. Help them come up with ways to stay active as they get older. See the next page for some suggestions for overcoming inactivity.

**What can someone suggest?**

- ❖ "Consider this: Sitting around too much can give you flabby muscles and may result in weight gain."
- ❖ "All you need are everyday things: for example, grassy field, sidewalk, running track, basketball court...and bricks, milk jugs, cans. We have them all here!"
- ❖ "Make it part of your daily routine: for example, walk as you talk on the phone, use stairs, walk with a friend, do something while you watch TV, walk to the store."
- ❖ "Give it a chance. Try it for a while. Make an effort to enjoy it. Find an activity you like to do."
- ❖ "We'll try some things that might be fun for you."
- ❖ "Find a friend in our group to be your exercise buddy."
- ❖ "You aren't alone. Others may be thinking more about what they're doing than looking at you."
- ❖ "Many everyday activities won't make you sweat, mess up your hair, or break a nail. Even if they did, what's more important: how you look for just a little while or your health for life?"

**Why not move more?**

- ❖ "It's easier to sit around."
- ❖ "There's no equipment or place to do it."
- ❖ "There's no time."
- ❖ "I don't like to exercise."
- ❖ "I don't know what to do."
- ❖ "Friends and family aren't physically active."
- ❖ "I'm embarrassed."
- ❖ "I can't stay looking good."

**How can preteens put action in their lives and have fun, too?**

Preteens don't need to be athletes or join a sports team to be active. Encourage them to spend less time sitting in front of the TV and playing computer games and to spend more time in active daily activities, such as walking, using stairs, and cutting grass. Developing habits for everyday activity is easier to sustain for a lifetime than going out for sports.

**How do you know if your body is getting a good workout?**

Use the "talk-sing test:"

- ❖ **If you can talk while doing a physical activity**, you're probably moving at a pace that's right for you.
- ❖ **If you're too breathless to talk**, slow down.
- ❖ **If you can sing**, you may not be working hard enough—so get moving!

## Ten Easy Ways to Get Physical

### **1 TAKE YOUR FEET.**

Forget about asking your folks for a ride or taking the bus. Put your feet to the ground and start walking. Your feet will thank you, your heart will thank you, and Mother Nature will thank you for cutting down on pollution.

### **2 TRY IN-LINE SKATING.**

Fun, fast, and easy to learn, skateboarding and in-line skating are great ways to spend a day outside with friends. Remember: wear the gear (helmet plus knee, wrist, and elbow pads).

### **3 TAKE THE STAIRS.**

Forget the elevator. Take the stairs every chance you can. You'll get a workout without even thinking.

### **4 WALK THE DOG.**

Whether you volunteer or get paid, dog walking is a fun, furry way to be physically active.

### **5 EARN EXTRA CASH.**

That's right, make money while helping your body. Try mowing lawns, weeding gardens, shoveling snow, cleaning garages, and washing the family car or your bike.

### **6 BE A GOOD NEIGHBOR!**

Help older people by walking their dog or volunteering to do household jobs.

### **7 TURN UP THE MUSIC.**

Shake, rattle, and roll to your favorite tunes. It doesn't matter if you move to rap, hip hop, or salsa music, or do the twist—as long as you move as you groove.

### **8 GO OUT AND PLAY.**

Rake a mountain of leaves; jump in it. Make a snowman. Fly a kite. Have a Hula-Hoop contest. Jump rope; try double Dutch with two ropes for more fun!

### **9 JOIN A CLASS.**

Make your moves with aerobics, kickboxing, karate, yoga, tae kwon do, or dancing.

### **10 BABY-SIT.**

Sounds silly, but if you've never kept up with a toddler, you're in for a surprise. They move, and they move fast. Keeping your eye on a tot can challenge even the quickest.

yourCHOICE Get Up and Move!

Topic 2 Activities

Getting Started: Untie the Knot!

Start with an icebreaker. By "untying a human knot," they'll explore how to overcome obstacles, including roadblocks to physical activity.

Have preteens stand in a circle, cross their arms, and hold hands with the person on each side.

- Challenge them to unravel "the knot" without breaking the circle. They'll need to turn, twist, and step over hands without letting go. If a hand slips, they must reconnect the circle just as it was. Encourage preteens to use problem-solving skills, as they decide how to move to work out a solution. Encourage them, but avoid offering hints unless time becomes limited. Be sure they succeed.

When they've succeeded, challenge their thinking. Keep the discussion open-ended to help preteens talk freely. Give everyone a chance to share his or her thoughts.

- When did you last move your body more than 30 minutes? How often do you do it? What is a roadblock? (Something that keeps you from doing something or that separates you from a goal.) What roadblock were you just trying to overcome? (Being tangled up when we needed to form a circle.) POINT OUT: Even if you thought it was impossible to untie the knot, you tried until you did it - and you reached your goal.

Continue the discussion, applying the icebreaker to active living. ASK:

- What keeps you from moving more? Brainstorm a list of roadblocks. Give everyone a chance to name some personal roadblocks, such as being active every day. If you got \$500 to get rid of those roadblocks, how would you do it? What's the difference between a roadblock and an excuse? Were any roadblocks to moving just excuses? POINT OUT: Some people make excuses for things they don't want to do. Moving more may seem harder than it really is.

Get Up and Move! Topic 2

- ❖ **POINT OUT:** If you would take \$500 to move more, then you really don't have reasons (no roadblocks) to sit a lot. You just have hurdles to get over. Some hurdles are higher or more challenging than others.
- ❖ What do you think? Is "I don't like it" or "I'm not good at it" a roadblock or an excuse? **POINT OUT:** You may feel this way if you've had a bad experience. That doesn't mean you'd feel the same way about other fun ways to move more. There's probably something you'd enjoy and be good at.

## Activity 1: "Top 10" for Active Living

*A simple brainstorming activity helps preteens come up with reasons why and ways to overcome roadblocks to active living.*

**Have preteens brainstorm for their "Top 10" reasons to move more and sit less.** Encourage them to have fun with their list. Explore how moving more fits with their own values. **(POINT OUT:)** To overcome hurdles for moving more, you may need to change your routine, or try activities you haven't done before.

**Brainstorm and write ideas for "Top 10" reasons to move more...**

- ❖ Have fun with my friends
- ❖ Get along better with my family
- ❖ Deal with stress
- ❖ Get over the "blues"
- ❖ Feel more relaxed
- ❖ Look better
- ❖ Get stronger
- ❖ Have more energy
- ❖ Be more flexible
- ❖ Enjoy my snacks
- ❖ Relieve boredom
- ❖ Feel better about myself

**Sixth Grade - Eighth Grade**

**Competencies:**

1. **Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)**
3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)**
4. **Analyze the influence of culture, media, technology and other factors on health. (C, CH, PH)**
5. **Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
6. **Demonstrate the ability to use goal setting and decision making skills to enhance health (Ph, N, H, F, D)**
7. **Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction (with strands)	Grade/ Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Language Arts: Speaking, Listening, Viewing  Social Studies: Geography	6 1a. 1d. 3a. 3b. 5b. 6a. 7a. 7c.  7 1a. 1f. 3a. 3b. 4a. 5c.	Teacher will discuss with students the importance of making smart choices in regards to alcohol, tobacco, and drugs.  Students will analyze consequences of using alcohol, tobacco and drugs and describe positive alternatives to using alcohol, tobacco, and drugs.  Teacher will invite a guest speaker from an organization such as Mothers Against Drunk Driving, narcotics agent, or parole officer, etc. to highlight the negative ramifications of engaging in illegal and/or risky behaviors.	Teacher Observation Rubric to grade. See appendix.

	8 1f. 3e. 4c. 5b. 6b. 6e. 7b. 7c.	Students will conduct research to determine long term consequences of using alcohol, tobacco, and drugs.	
		<p><b>Enrichment/Acceleration:</b> (Choose one of the following activities) Students will chart approximate deaths related by category for alcohol, tobacco, and drugs for different age groups. Information available by state or national level at <a href="http://www.cdc.org">www.cdc.org</a>.</p>	Bar Chart or Graph graded by rubric. See Appendix.
		Students will describe ways they can overcome peer pressure to resist using alcohol, tobacco, and drugs through self selected product.	Presentation graded by rubric. See appendix.
		<p><b>Remediation:</b> Students will prepare a script for a commercial to help deter students from using alcohol, tobacco, and drugs.</p>	Written product rubric. See appendix.

### Sixth Grade - Eighth Grade

**Competencies:**

1. Comprehend concepts related to health promotion and disease prevention. (C, PH, CH, H)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (CH, PH, F, D)
4. Analyze the influence of culture, media, technology and other factors on health. (C, CH, PH).
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health (Ph, N, H, F, D)

Integrated Instruction (with strands)	Grade/ Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Science: Life  Social Studies: Geography  Language Arts: Reading, Writing, Listening	6 3a.  7 1c. 3a.  8 1d. 4c. 5b. 6e.	Teacher will open discussion of AIDS by asking students to critically contemplate the following essential questions: 1) What is an epidemic? 2) Why has AIDS become an epidemic in the United States and third world countries? 3) Are behaviors known to cause AIDS worth the risk?  Teacher will divide students into (think-pair-share) groups in order to brainstorm the causes of the AIDS epidemic. A representative of each group will list the group's findings on the board. Upon completion of a thoughtful discussion of the findings, each group will participate in the Risk Card Game (See attached).	Teacher Observation Students grade based on participation rubric, see appendix.

		<p>After completing the game, the groups will create an advertisement campaign that may include posters, flyers, public service announcements or articles for the school newspaper that will help to persuade young people to take precautions against infection.</p> <p><b>Enrichment/Acceleration:</b> Students will contact the local health department to request statistics related to the number of people under thirty with AIDS in the local area. Students will determine whether AIDS could become an epidemic locally based on statistical information.</p> <p><b>Remediation:</b> Students will discuss the causes of AIDS and major complications of AIDS in small groups.</p>	<p><b>Advertisement Campaign</b> graded based on rubric, see appendix.</p>
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## Materials

- 3" x 5" cards
  - box
1. On one card, print an actual or plausible risk factor associated with the transmission of HIV. On the next card, print an unlikely or implausible risk factor. Continue until you have as many cards as you wish. Put the cards in the box.
  2. Have each student pick a card from the box, read it aloud, and place it in one of two piles or mount it on a bulletin board using these two headings:  
**Risk Factor and Not a Risk Factor**

**Examples of risk factors:** sharing needles with anyone; mixing of blood between persons (as in some rituals of scraping the skin to mingle blood); sexual intercourse; medical situations involving blood when no barrier precautions have been taken; being born to a mother who has HIV/AIDS; tattoo shops (if needles are reused); acupuncture (if needles are reused)

**Examples of activities that are not likely to be risk factors:** cat bites; sharing food with a person infected with HIV/AIDS; eating food handled, prepared, or served by someone infected with HIV/AIDS; being coughed on; mosquito bites; bites from lice, flies, and other insects; swimming pools; toilet seats; wet towels; sweat; saliva or tears (Saliva and tears have the virus present, but it appears to break down and there have been no known cases.); urine; crowded elevators; hugging; shaking hands; laundromats; clothing; telephones; drinking glasses; eating utensils; giving blood; receiving a blood transfusion (Current screening procedures make blood transfusions almost risk-free.)

## Questions

1. Have any of these issues regarding the transmission of HIV/AIDS appeared in the news?
2. How do misconceptions about the contagiousness of AIDS or any other disease get started? Is fear about contagion in general necessarily negative? What problems could be caused by misunderstanding the contagion factor of AIDS?

### Try This

Work with a language arts or social studies teacher in your school to stage a debate about AIDS and education. Some possible topics include: Should communities provide free needles and condoms to high-risk populations? Should doctors and dentists be required to be tested for HIV/AIDS? Could there ever be a reason at your school to have students screened for the virus? Do condoms make sex safe, or safer?

### Try This

The Centers for Disease Control (CDC) has published a list of recommended precautions to be used by health-care professionals with their patients. Invite a health-care professional who understands and uses the precautions on the job to demonstrate and discuss them in your classroom. Ask the health-care provider what he or she feels is the greatest risk when dealing with any patient. Is he frightened about catching the virus? Has she ever treated someone with the virus? Stress that the precautions work both ways -- protecting both patient and health-care professional alike.

### Try This

Create an advertising campaign aimed at persuading young people to protect themselves against infection by HIV. Divide the class into groups and have each group aim its advertising at one of these target audiences: grades kindergarten through 3rd, 4th through 8th, and 9th through 12th. Plan radio and television spots, as well as print materials, including posters, articles in the school newspapers, and public service announcements. Work with a language arts teacher on the finer points of persuasion.

### Try This

There currently are several HIV vaccines being tested. The most common vaccines available today consist of doses of the pathogen so mild they cannot cause the disease itself, but strong enough to bring on an immune reaction in the body. Study some of the diseases for which vaccines have been developed: smallpox; yellow fever; rabies; influenza; polio; malaria; measles; mumps; rubella; diphtheria; and tetanus.

## Sixth Grade - Eighth Grade

### Competencies:

1. **Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)**
2. **Demonstrate the ability to obtain valid health information and health promoting products and services. (C, CH, PH, N)**
3. **Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA).**
4. **Analyze the influence of culture, media, technology and other factors on health. (C, CH, PH)**
5. **Demonstrate the ability to use interpersonal communication skills to enhance health (F, H, M).**
6. **Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, D, F, M, H, S, DA)**
7. **Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)**

Integrated Instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Language Arts: Listening, Speaking, Writing	6 3b.  7 1f. 3a. 3b. 4d. 6a.	Students will participate in Alcohol Facts game where groups of three to four students will work together to draw the alcohol fact for the other teams to be able to guess the fact that was drawn. Refer to attachment for alcohol facts and examples.  Teacher will have students brainstorm ways the media influences them in their health behavior. Students will create a collage that represents their thoughts of healthy characteristics they should employ.	Teacher Observation Graded by rubric. See appendix.  Collage will be graded.

<p>Health Science Mathematics Drivers Education</p>	<p>7 1f. 4a. 4d.</p>	<p>Teacher will discuss with students the impact that drinking and driving has on individuals. Once the information on alcohol has been covered, students will participate in the Drink Wheel activity, at <a href="http://www.intox.com/wheeldrink.asp">www.intox.com/wheeldrink.asp</a></p>	<p>Teacher Observation Graded by rubric. See appendix.</p>
		<p>Students will be able to determine the amount of alcohol that would normally affect a person of their size, and the limits that the law sets regardless of age.</p> <p>Attachment included for impact of alcohol and driving.</p>	

## **WHO DRINKS? WHO BECOMES AN ALCOHOLIC?**

- Many adults don't drink alcohol at all.
- Of the adults who drink alcohol, three out of every ten drink regularly and one out of ten will become an alcoholic.
- The more a teenager drinks over time, the *more likely it is that he or she will become an alcoholic.*
- Even if you are not an alcoholic, heavy drinking can hurt your family, your life at school, and your friendships.
- Teenagers who come from families in which a family member is an alcoholic are twice as likely to become alcoholics themselves.

## **WHAT ARE THE SIGNS THAT A TEENAGER COULD BE DEPENDENT ON ALCOHOL?**

- Drinking every day.
- Drinking regularly to relieve shyness, anger, fear.
- Drinking in the morning.
- Drinking alone regularly.
- Needing a drink at a certain time every day.
- Having a loss of memory during or after drinking.
- Becoming more moody or irritable after drinking.

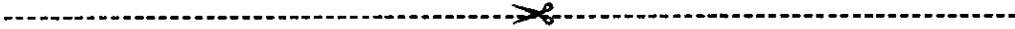
Even if only one of these signs applies to you, you could be in danger of becoming alcohol dependent.

## **IF A PREGNANT WOMAN DRINKS ALCOHOL, HER BABY MAY BE BORN WITH BIRTH DEFECTS OR NERVE DAMAGE.**

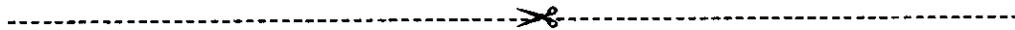
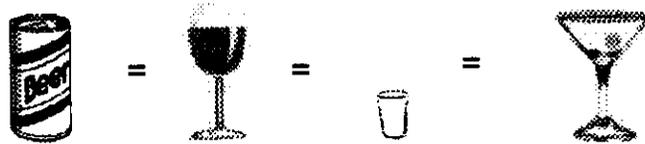
- Doctors advise pregnant women not to drink.
- Even women who are planning to become pregnant should not drink. By the time women find out they are pregnant, they may already be 6-8 weeks or more pregnant.

# ALCOHOL FACTS GAME - SHEET 1

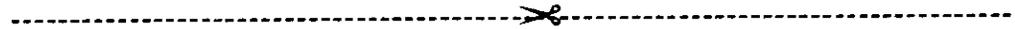
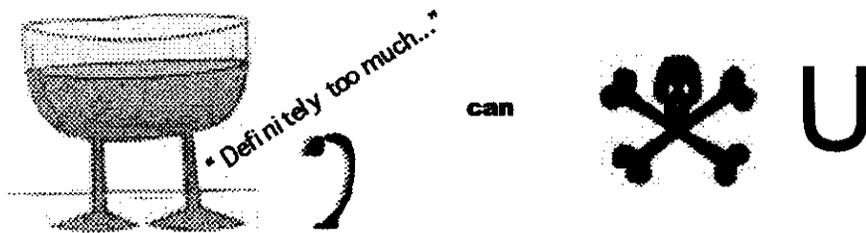
Duplicate or print out *Alcohol Facts Game* sheets and cut into strips for Activity 6. Each team is given the same fact to draw for each round of the game.



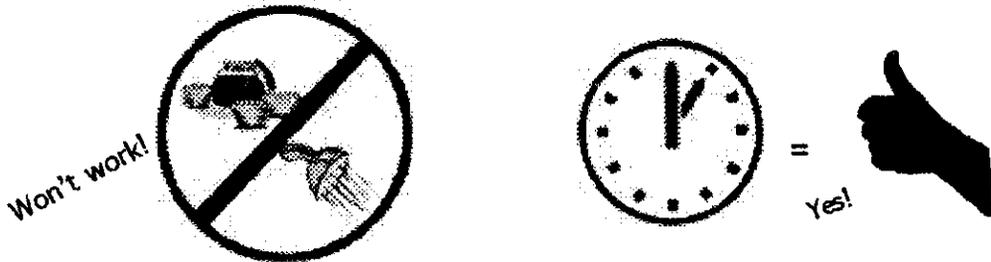
1. A can of beer = a glass of wine = a shot of liquor = a mixed drink.



2. Too much alcohol can poison you.



3. Coffee and cold showers do not get you sober. Time sobers you.

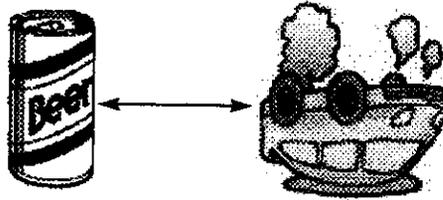


4. When alcohol wears off, uncomfortable feelings are still there.

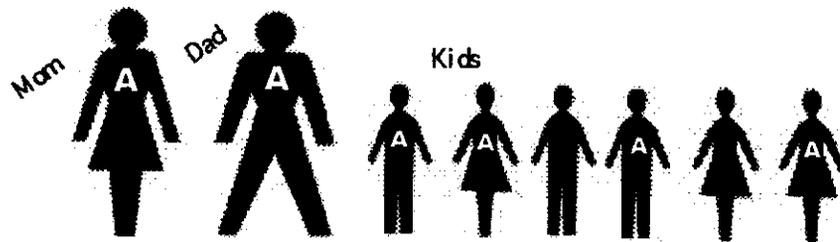


# ALCOHOL FACTS GAME - SHEET 2

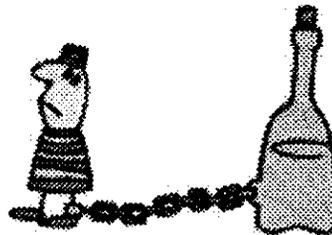
5. Drinking and driving don't mix.



6. If a parent is an alcoholic, the child is at higher risk of becoming one, too.



7. Alcohol can be addictive.



8. Alcohol can affect your judgment.



# ALCOHOL FACTS GAME - SHEET 3

9. Alcohol is as dangerous as marijuana.



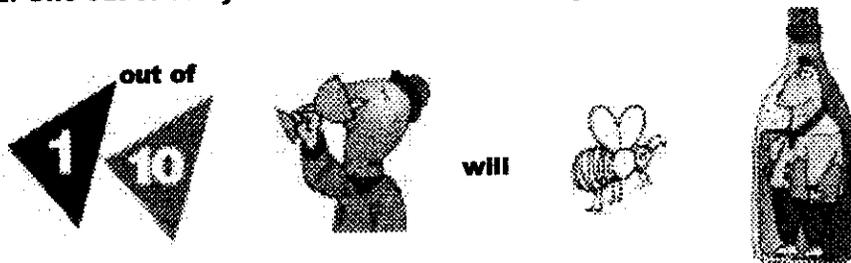
10. Alcohol can make you pass out.



11. If a pregnant woman drinks,  
her unborn baby is drinking, too.



12. One out of every ten drinkers in this country will become an alcoholic.



## Sixth Grade - Eighth Grade

### Competencies:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)
2. Demonstrate the ability to obtain valid health information. (CH, PH, C)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)
4. Analyze the influence of culture, media, technology and other factors on health. (C, CH, PH)
7. Demonstrate the ability to advocate personal, family, and community health. (C, CH, F, S, D)

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health	6 1a.	Students will compile a list of healthcare professions. Teacher will write students responses on the board. Students will discuss the possibilities of these professions being career opportunities for them. Teacher will have guest speakers visit classroom to discuss different careers options.	Teacher Observation See Rubric for observation in appendix.
	1b.		
Language	1c.		
Arts:	2b.		
Reading,	4a.		
Writing,	4b.		
Listening,	7c.		
Viewing, Speaking	7 2a.	Students will evaluate the pros and cons of each profession by way of research. In researching the selection, students will determine the primary goal of the profession and the amount of education required for the profession and personality qualities necessary for this profession.	Teacher Observation
	3d.		
Social	7a.		
Studies: Economics	8 2a.		

		<p>Upon completion of all research, students will present the highlights of their findings through a self-selected product.</p> <p>Enrichment/Acceleration: In small groups, students will select one career of interest. Students will create a (teacher approved) survey for ten individuals currently working in this field. Students will obtain necessary consent forms and will administer the survey locally. Students will analyze results and will present the information by way of a self-selected product.</p> <p>Remediation: Students will use the internet to research the top ten careers in healthcare. Students will determine the average salary, the amount of education and training required, and statistics on employee turnover within the field.</p>	<p>Presentation Graded by presentation rubric. See appendix.</p>
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Rubric for Report

Students incorporated a detailed account of the primary goals of this career in the report.	_____ /25 points
Students identified the personal qualities that are necessary for this career in the report.	_____ /25 points
Students included the education required for this career in the report.	_____ /25 points
Format (Intro, conclusion, etc.) /grammatically correct	_____ 25 points
Total Points	_____ /100 points

## Sixth Grade - Eighth Grade

### Competencies:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)
4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, DA, F, M, H, S, D)

Integrated Instruction (with strands)	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Reading, Writing, Listening	6 3a. 5a. 5b. 5c. 6a. 7 1a. 3a. 5b. 5c. 6a. 6b. 6c. 6d. 8 3c. 4c.	Students will discuss decision making and the importance of making good choices. <a href="http://www.generationFREE.com">www.generationFREE.com</a>  Students will complete Easy - Difficult Worksheet that will analyze recent decisions. Teacher will pinpoint when assistance was necessary in making those decisions.  Teacher will explain to the students the "Six Steps in Making the Best Decisions". See attachment.	Teacher Observation Graded based on rubric. See appendix.  Easy-Difficult Worksheet  Teacher Observation Graded based on rubric. See appendix.

	8 5a. 5b. 5c. 6b.	Students will analyze how decisions are made daily in relationships, career choices, and sports. Upon completion of discussion, students will determine the difference between needs and wants.	Teacher Observation Graded based on rubric. See appendix.
		Enrichment/Acceleration: Students will complete Decision Scenarios to reinforce their understanding of making good decisions. See attachment.	Decision Scenario Worksheet
		Remediation: Students will write a report or present a skit on the most important decision they feel they have made.	Presentation Graded based on rubric. See appendix.



		<p>one character that will attempt to dissuade the main character from engaging in risky behaviors. Students will identify the choice, the pros and cons of both sides, and determine the most appropriate decision based on the situation.</p> <p>Remediation: Students will research one STD. Students will identify methods of transmission, preventative measures, age group most likely at risk, and whether the disease or infection is curable. Students will present the information using technology such as Power Point.</p>	
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		<p><b>Remediation:</b> Students will participate in an activity (Pretzels) enabling students to exchange compliments and criticisms thereby encouraging positive conflict management. See attachment. <a href="http://www.educationworld.com/a_lesson/lesson/lesson009.shtml">http://www.educationworld.com/a_lesson/lesson/lesson009.shtml</a></p>	<p><b>Teacher Observation</b> Graded based on rubric. See appendix.</p>
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## Sixth Grade - Eighth Grade

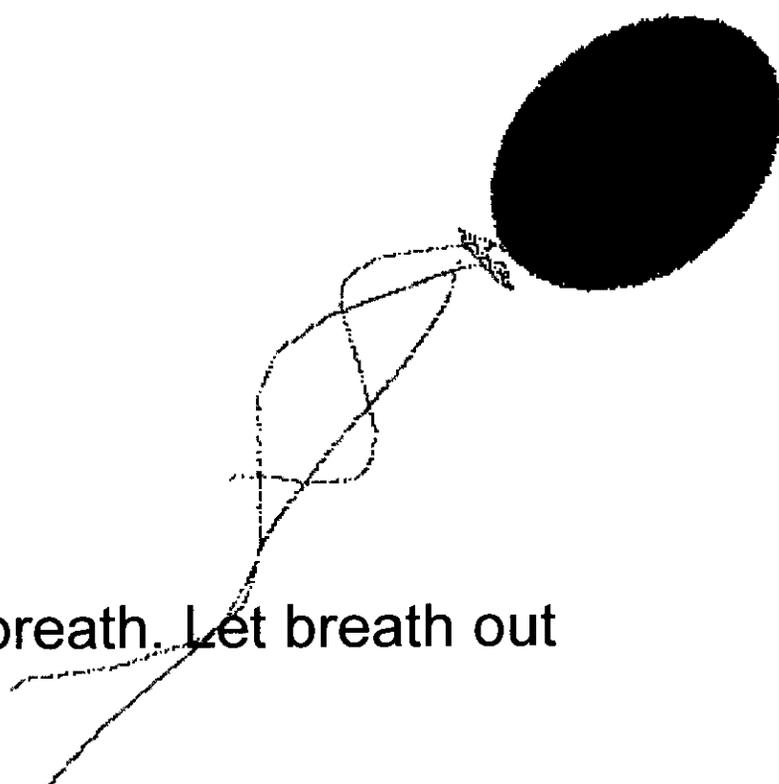
### Competencies:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)
5. Demonstrate the ability to use interpersonal communication skills to enhance health (F, H, M)
6. Demonstrate the ability to use goal setting and decision making skills to enhance health. (N, PH, D, F, M, H, S, DA)

Integrated Instruction (with strands)	Grade/Competency Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health  Science: Life  Language Arts: Listening, Speaking	6 5a. 5b. 5c.  7 5a. 5b. 6c.  8 5a. 5b. 5c.	Teacher will discuss with students effective communication skills and strategies that can be used to manage anger. Upon completion, teacher will begin the balloon activity (see attachment) where students will demonstrate their levels of tension by blowing air in balloons.  <a href="http://dave.esc4.net/lessons/search/detail.aspx?pageIndex=0&amp;lessonId=286">http://dave.esc4.net/lessons/search/detail.aspx?pageIndex=0&amp;lessonId=286</a>	Teacher Observation
English Health Computer Classes	7 5a. 5a.  8 1a. 1b. 5a. 5b.	Students will define stress, while determining the results of stress, and discover positive techniques used for coping with and reducing stress.  Teacher will write "STRESS" vertically on the board. Students will suggest ways to relieve stress that begins with the letters in the word. Students will share their definitions of stress with the class.  Enrichment/Acceleration: Students will interview a local doctor about the correlation between excess stress and illness.  Remediation: In pairs, students will use class notes and the internet to identify the definition, causes, and effects of stress.	Teacher Observation  Presentations based on rubric

<p>Art Health Language Arts</p>	<p>6 6a. 7c.</p> <p>7 4c. 5a. 5b. 6b. 7d.</p> <p>8 3c. 4b. 4c.</p>	<p>Students will explore the concepts of self esteem and contemplate the role that self esteem has in a healthy life.</p> <p>After discussing strengths, weaknesses, goals and personalities, the teacher will have the students complete a personal inventory that will enable them to recognize better self understanding.</p> <p>Upon completion of inventory, students will create a collage, drawing or essay that they feel illustrates who they are.</p> <p>Students will share their work with the class.</p>	<p>Teacher Observation</p> <p>Personal Inventories</p> <p>Collages, artwork, or essays</p> <p>Essay would be graded based on rubric</p>
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# Dealing With Anger



- Count to 10.
- Take a deep breath. Let breath out slowly.
- Stand firm in your belief.
- Seek help from a trusted adult.
- Leave the situation

## Sixth Grade - Eighth Grade

### Competencies:

1. Comprehend concepts related to health promotion and disease prevention (M, PH, D, H, DA, C)
2. Demonstrate the ability to obtain valid health information (CH, PH, C)
3. Demonstrate the ability to practice health enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)
7. Demonstrate the ability to advocate personal, family, and community health (C, CH, F, S, D).

Health  Science: Life  Language Arts: Reading, Viewing, Listening, Speaking	7 1f.  8 3b. 3e. 7d.	Teacher will discuss with students the tips that are provided from the CDC website on "Teens and Tobacco Facts Not Fiction". Students will create a bar or pie graph that depicts various percentages of smoking among age groups.	Visual product rubric. See appendix
	7 1f.  8 3b.	Students will determine the contents of cigarettes and effects of nicotine.  <a href="http://www.cdc.gov/tobacco/tips_4_youth/stand.htm">www.cdc.gov/tobacco/tips_4_youth/stand.htm</a>	Teacher Observation
	7 1f. 2a.  8 3b. 3e. 7d.	Teacher will discuss the effects that smoking has on athletes -- <a href="http://www.cdc.gov/tobacco/educational/materials/yuthfax1.htm">www.cdc.gov/tobacco/educational/materials/yuthfax1.htm</a> Students will write a paper on the effects that nicotine has on athletes.	Written Report Graded based on rubric. See appendix.

		<p><b>Enrichment/Acceleration:</b> Students will sprint two hundred meters. Students will consider how smoking, like sprinting, makes breathing difficult. Students will create an interactive analogy between smoking and respiratory difficulties.</p> <p><b>Remediation:</b> Students will pretend they caught a five-year-old brother or sister smoking. Students will use the knowledge gained in class to convince the sibling that smoking is hazardous to one's health.</p>	
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