Get Healthy!
Get Happy!

MASTER TEACHER
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LESSON TITLE
Get Healthy! Get Happy!

GRADE LEVELS
Elementary

TIME ALLOTMENT
5 lessons

OVERVIEW
In this lesson unit, students will be able to define and discuss what makes for a healthy lifestyle. Students will create a food journal to log food choices over the course of the five day lesson series. They will review journals and evaluate whether their personal choices are helpful or hurtful to their overall health. Each student will participate in designing an exercise plan for other classmates to try. Finally, students will write a culminating class paragraph or essay detailing what they have learned and how they can make healthy choices even as a young child.

SUBJECT MATTER
English/Language Arts; Health/Science; Math; Technology; Social Studies

LEARNING OBJECTIVES
Students will be able to:
- define healthy lifestyle choices;
- identify cultural connections associated with obesity;
- create a picture, sight word, or sentence journal;
- locate their state on a map of the USA;
- research an obesity map using a map key;
- choose healthily;
- analyze unhealthy choices;
- construct a written sample K-1st (with teacher), 2-4 (independently);
- develop an exercise plan for peers to try;
- extend understanding of the unit through field trip opportunities.
STANDARDS

(Metro Nashville Public School standards): An extensive list of standards can be found on the following site online, http://www.mnps.org/Page72647.aspx. Many standards covered in these lessons are listed below, though this is not an extensive list. These are based on the 3rd-4th grade standards lists but are similar to 2nd grade listings. These cover reading, language arts, math, science, social studies and technology including:

- Consistently use established rules for conversation;
- Give oral presentations about experiences or interests;
- Listen attentively to speaker for specific information;
- Recognize groups of sentences make paragraphs and paragraphs;
- Make stories;
- Use grammatical standards correctly;
- Participate in work teams and effective group discussions;
- Comprehend main ideas and details;
- Organize researched information and analyze findings;
- Develop fluency and comprehension;
- Analyze, chart and graph information;
- Use vocabulary/terms related to mathematical concepts;
- Use technology to facilitate problem solving;
- Explore technology development;
- Determine cause and effect;
- Understand cultural dynamics;
- Interpret a chart or map.

MEDIA COMPONENTS

Day 1: Happy Healthy Monsters!

You will use the video from http://pbskids.org/sesame/#/videos in the learning activity portion of the lesson. The video is just over 4 minutes in length.

Days 2 & 3: Eat Up!

You will use video segment from http://www.wnpt.org/productions/chc/ in the introduction of this lesson. *K-2nd grades will work today as a whole group lesson rather than in groups.

www.mypyramid.gov

Day 4: Get Moving!

Use the video http://pbskids.org/sid/videoplayer.html at the end of the introduction activity for this lesson. You will scroll to the “Muscle Investigation” video. It is 1 minute and 33 seconds.

Day 5: Yea! We Did It!

There is no media component in today’s lesson.
MATERIALS

Day 1: Happy Healthy Monsters

per class: KWL chart; basket; computer/projector to play video component; list of healthy and unhealthy foods and drinks or actual samples; food journal sample

per cooperative groups of students (3-4 groups/student)

per student: 1 journal; 1 pencil; crayons

Days 2 & 3: Eat Up!

per group: food samples either listed on a chart or actual samples, posters or chart paper, teacher meal sample, notecards, markers, word list: calorie, pound, food deserts, canned, fresh.

per student: journal

Day 4: Get Moving!

Per student: student journals, dry erase board, markers, posters, stickers (something simple like colored circles or stars), athletic attire including pants and tennis shoes so each child is able to participate

Day 5: Yea! We Did It!

You will only need a writing sample for today’s lesson. If you have already taught students how to write words with descriptive pictures, simple sentences or essays, this can be easily reviewed. If not, you may want to prepare a sample of the writing you expect to see and display on the board for students prior to them beginning this process.
PREP FOR TEACHERS

Day 1: Happy Healthy Monsters

Be sure to provide K-1st grade students with the journals that have the picture section at the top and the lined writing section at the bottom so they may express themselves through both pictures and words. Be sure to turn your projector on and bookmark the video link prior to the start of class. Set up your food and drink samples in an area of the classroom that will be clearly visible to students. Write vocabulary words on note cards prior to the start of the lesson and place in the basket or container you will be using later in the lesson. Also, make sure your KWL chart is already written out on chart paper unless you will be using your dry erase board with markers. It may be easier to use the board. Be sure to also have a sample food journal entry available either on transparency or Elmo to show students later in the lesson.

Days 2 & 3: Eat Up!

You will use the word list today just as yesterday. So, write words on note cards prior to starting the lesson. Be prepared to write your meal you have created on your poster or the dry erase board for students to have as a guide. Be sure to review the complete website www.mypyramid.gov before planning to use for this lesson. You will not need specific directions to follow in this prep section because those will be detailed in the Learning Activities portion of the lesson. Just be sure to go through the entire lesson on your own prior to doing it with students. Also, you can allow students to continue in their groups of 3-4 like yesterday or individually depending on how many computers are available to them. Be sure to check with your media specialist or computer lab instructor to make sure each student has access to a computer if you want them to work individually. The lesson itself will be written as if they are working in groups. Today it will be important to assign group member roles in order to keep students focused on the tasks assigned in the 2 part lesson. Roles can include but are not limited to the following: recorder (each member), speaker, time keeper, materials manager.

Day 4: Get Moving!

Be sure to preview the video prior to class so you will know how to cue it for the end of the introduction activity. Ask that students wear pants and tennis shoes to class just as they would for PE classes so they can be sure to participate in the physical activity routine created by each group. Prepare a sample activity routine to show students so they have a better idea of what they are being asked to do. For example, you might write 10 sit ups, jog in place for one minute, 10 toe touches, hop scotch, making the bed, washing dishes etc. on your poster or the board. Students can then create their own based on the example.

Day 5: Yea! We Did It!

Write a sample essay or paragraph for students if this is necessary for your class. Otherwise, all they will need today is pencils/pens and their food/activity journals.
INTRODUCTORY ACTIVITY:
SETTING THE STAGE

Day 1: Happy Healthy Monsters

Brainstorm what comes to mind when you think of being healthy versus unhealthy, using a KWL chart. Write in the K column for ‘know’ telling what students already know about this subject. The teacher will share ideas pertinent to the study if not already mentioned by the students. Next, begin to fill in what you want to know in the W column for ‘want to know’ on this subject. The teacher will then provide vocabulary card samples in a container or basket. Moving around the room, allow students to take turns pulling out a note card and telling how it may be associated with obesity according to what they already think they know on the subject. The teacher will give the correct definition for words if the students’ guesses are inaccurate.

A sample word list is provided here. Note that your older students may be ready for more difficult vocabulary words as associated with this unit. Word list: breakfast, lunch, snacks, dinner, healthy, unhealthy, vegetables, fruit, exercise, recess, PE, neighborhood, grocery store, calories, video games, nutrition, food desert, culture

Days 2 & 3: Eat up!

Today, you will listen to the video segment from http://www.wnpt.org/productions/chc/ as a way to lead into talking about where food deserts are in the community and to look where obesity hits most in this country. Click on “General Wellness Map” on the left side of the page. Discuss what the key means indicating where the healthiest states are. This is a good time to discuss culture and neighborhoods. Now click the tab at the top called “Obesity.” Click on the section to the left entitled “Food Deserts.” Take a look at the food desert areas in Nashville, TN and discuss how this affects obesity. Discuss what the colors mean. Help students locate the state of Tennessee on the map. Count how many “unhealthy” states they see. Predict why they might be considered unhealthy places on this map.

Day 4: Get Moving!

1. Discuss the pros and cons of using video gaming systems (like Play Station or WII) and other forms of technologically based games as a way to spend “free time.”

2. Discuss the pros and cons of games that stress only physical activity for “free time” as opposed to technologically savvy games. Be sure to list ideas from each discussion on the board.

3. Talk about our muscles and how we use them to make our bodies healthy and strong. Discuss what can happen to our bodies if our muscles are not healthy and strong.

4. Cue the video segment from http://pbskids.org/sid/videoplayer.html “Muscle Investigations” to wrap up ideas from this portion of the lesson. This will guide the next segment of the lesson today.

Day 5: Yea! We Did It!

Begin in 3-4 person groups. Students will tell whether they have continued making the same choices they usually make with eating and activity decisions. They will discuss one goal they will try to follow through with at the conclusion of this unit. They will commit to try activities from www.pbskids.org or www.mypyramid.gov in order to remain motivated to take the path to good healthy living.
LEARNING ACTIVITIES

Day 1: Happy Healthy Monsters

1. Cue and Play the video segment from [http://pbskids.org/sesame/#/videos](http://pbskids.org/sesame/#/videos). Click onto video number 9 counting by 3’s across the page of listed videos. Talk about the importance of starting the day with healthy food choices at breakfast. This will guide the next part of the lesson.

2. Hand out writing journals (composition notebook format or spiral notebook format) to each student. They will begin the lesson by listing a few of the words for the unit and a simplified definition or picture of each one that will be used in this study based on the introductory activity discussion.

3. Remind the students of the video segment they just watched. Explain the importance of making good food choices at breakfast, lunch and dinner day to day in order to maintain a healthy weight.

4. Now, students will have an opportunity to become aware of what it means to make a “healthy” food choice by discussing examples provided by the teacher.

5. The teacher will display food and drink choices (example: McDonald’s French fry container/baked Laye’s chips bag, banana/chocolate candy bar, bottled water/fruit juice, etc.)

6. Students will move to the carpet (younger ones) or into groups of 3-4 (older grades or advanced learning groups) and tell what the difference in the paired foods or drinks is. There can be more than one finding. Each student will record his/her ideas in the food journals. Once groups have had an opportunity to discuss their findings, the teacher will share ideas including calories and how they determine how foods/drinks affect the body.

7. Ask students/groups to then share ideas on how PE types of exercise or a lack thereof can also contribute to obesity and maintaining a healthy weight.

8. Finally, the teacher will lead students in a discussion of how games and toys today are different from years ago contributing to less physical activity in a person’s free time versus outdoor games that were once all children could choose.

Days 2 & 3: Eat Up!

(Remember this is a 2 day research-based lesson. Time yourself accordingly.)

1. Begin with a whole class discussion of the vocabulary words as related to this lesson. Focus on ‘food deserts’ and the video segment used in the introduction. Talk with students about how important it is to make healthy eating choices. Discuss what can be done if you notice yourself living in a food desert. (example: rinsing off canned foods when fresh ones aren’t available, using a water filter on the faucet if bottled is not available, rinsing canned fruits before eating if fresh aren’t available, etc.)

2. Allow students to share their homework writings or drawings.

3. At this point in the lesson, provide students with more food examples...
CULMINATING ACTIVITY/ASSESSMENT

Day 1: Happy Healthy Monsters

1. End the lesson today by explaining the next days’ ongoing assignments. Show each student how to set up the food journal. *Be sure to have a previously prepared note to send home for parents explaining how they should help students write or draw pictures showing what they are eating at home this week.

2. Each student will create a section in the food journal to record what they have eaten at home for breakfast, lunch, dinner, and snack time over the next four days. While at school, students will record what they have for lunch and what they purchase for snack at lunch.

3. Be sure to check each journal to see whether students have set up journals according to your guidelines. Assess their participation based on whether word lists or drawings have also been included according to your direction.

4. For homework, students will record their at-home food choices. For younger grades, you may opt out of the homework and have them do this each morning as a whole class “morning work” type of activity for the day.

Days 2 & 3: Eat up!

Direct each group to hang posters up in the classroom. Group members will discuss one common thing they see in all of the meals that have been created by the class overall. Is there a heavy emphasis in one area of the food pyramid? Are there areas of the food pyramid that are missing? If so, why do we think this is? Can some of these proposed meals be improved? If so, how? Remind students that when they are logging their food choices tonight to be sure to include exercise choices as they did the night prior to today. If there has been little physical activity, encourage students to be creative in preparation for tomorrow’s discussion.
CROSS-CURRICULAR EXTENSIONS

Day 1: Happy Healthy Monsters

Set up a field trip to visit Traveler’s Rest (K-4) or the Adventure Science Center (3rd-4th). Traveler’s Rest provides a way for students to play with toys developed during Colonial times. They can compare and contrast to toys designed now. The Science Center provides students with a chance to redefine fun by participating in all hands-on science activities as a way to not only learn scientific concepts but also to see physical activity in a new light.

*Because of the introductory nature, lesson one will be the longest in this unit of study.

Days 2 & 3: Eat up!

1. Under the multimedia audio and video section of www.mypyramid.gov, look up the video on Local Farmer’s Markets and their importance. View this with the students by simply clicking on the link. It will play automatically. Visit the Farmer’s Market in your community or a Whole Foods store. Grocery stores with a full produce section can also be visited in connection with this lesson.

2. Check with the cafeteria manager at your school. Set up a time to prepare a healthy snack right there in your school’s cafeteria. Choose something like a yogurt snack where students can add a variety of fresh fruit choices to the yogurt mixture. Use measurement tools to create an instant math connection.

Day 4: Get Moving!

1. Group ideas can be typed up by the teacher or later by the groups themselves and shared with the PE department at the school. Ask if some of the students’ routines can be incorporated into the PE lessons later in the school year. This is another way to make students feel their ideas are connected to real world occurrences and needs.

2. You could also write a class book using pictures, words or sentences to tell what kind of exercises your class does. Share on the morning announcements TV broadcast or with another class as a way to publish their ideas.

Day 5: Yea! We Did It!

1. Students may continue using www.mypyramid.gov to create or simply track healthy lifestyle and eating choices. They simply go to the “food tracking worksheet” section and use as they want to keep up with choices specific to their individual body types. Students may also be encouraged to contact local school officials or city council members by email or letter to express feelings about the need for policies that encourage healthy lifestyle choices. Be sure to provide mailing addresses or email address if you choose this extension activity.

2. K-1st students can listen/read books aloud in a modeled, shared or choral reading lesson using books that have healthy lifestyle themes.