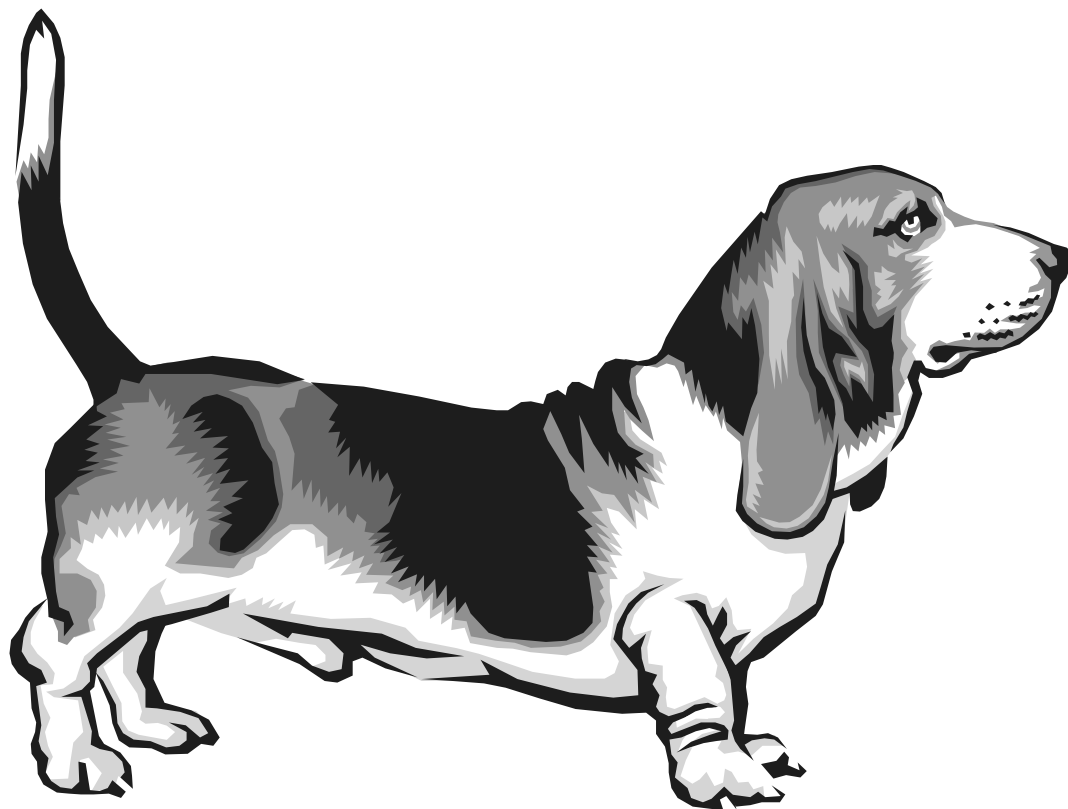


Hound Dog



Problem Scenario

Third grade students at Wellington Elementary are having all kinds of problems. They came in last at the sports day competition. They often fall asleep during class. They argue, fuss, and fight. Their test scores are the lowest in the school. That's why we've hired you as a Wellness Expert. Your job is to:

- Learn how personal health behaviors influence individual well-being (diet and nutritional value of different foods, physical fitness, relaxation/sleep, and personal health care)
- Create a plan to improve the performance of students at Wellington Elementary.

Action Plan

1. Find out what students already know about health.
2. Introduce the SSS and vocabulary for the new unit.
3. Teach about nutrition and the food pyramid.
4. Teach about nutritional values of foods.
5. Invite speakers to talk about physical fitness, relaxation and sleep, and personal health care.
6. Review
7. Summative Assessment 1 – Students show what they know.
8. Summative Assessment 2 – Students use what they know to make and use a personal plan.
9. Review
10. KWL Posttest

Sample Skit Scenarios

<p>Nutrition Scenario: First student holds up a sign that says “Breakfast.” Second student pretends to sit down at a table and eat a bowl of cereal. First student holds up a sign that says “Lunch.” Second student pretends to sit down at a table and eat a bowl of cereal. First student holds a sign that says “Dinner.” Second student pretends to sit down at a table and eat a bowl of cereal. The student tries to look tired (yawns) and unhealthy.</p> <p>Skit summary: It is unhealthy to eat the same food all the time. A variety of foods provides vitamins and nutrients necessary for good health.</p> <p>Props needed: Box of cereal, cereal bowl, spoon, small table and chair, meal signs (see associated file).</p>	<p>Physical Fitness Scenario: First student sits in a chair and plays a handheld video game. Second student enters bouncing or tossing a ball and asks the first student if he/she wants to go outside and play ball. First student says no and continues the video game while munching a few chips.</p> <p>Skit summary: Exercise is important to the body. Daily exercise helps students stay alert.</p> <p>Props needed: chair, handheld video game, bag of chips, bouncy ball</p>
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Sample Skit Scenarios

<p>Relaxation/Sleep Scenario: Display a clock that says 8:00 p.m. The first student is lying down in front of a TV. Second student, acting as the mom, enters and tells first student it is time to go to bed. Reminds first student that he/she is having a test tomorrow and needs a good night sleep. Mom exits. Third student enters and moves clock hands to 10:00 p.m. First student is still watching TV. Third student re-enters and moves the clock hands to 8:00 a.m. First student sits down at a desk and pretends to be working on an assignment. While trying to work, he/she yawns and is real slow to write things down.</p> <p>Scenario summary: Getting the right amount of sleep each night helps students perform better at school.</p> <p>Props needed: Clock with movable hands, cardboard box that resembles a TV, student desk, notebook paper, pencil</p>	<p>Personal health care Scenario: First student pretends to sneeze and puts his/her hands up to his/her mouth. Second student enters and asks if he/she is ready to go eat lunch. First student says yes and joins hands with the second student. They walk to a table, sit down, and pretend to be eating. Some of the foods are finger foods.</p> <p>Scenario summary: It is important to wash hands before eating. Washing hands before eating helps prevent sickness.</p> <p>Props needed: small table, two chairs, 2 paper plates, apple slices or some other finger food</p>
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Speaker Guide – Physical Fitness Day 5

Points to cover:

Physical fitness is important for good health.

- Physical activity builds stamina and endurance. If you are inactive for long periods of time your energy will decrease.
- Physical activity keeps the muscles and bones in the body strong.
- Physical activity increases flexibility and coordination.
- Physical activity helps a person maintain a healthy body weight.
- Physical activity can reduce stress.

Suggested health behaviors (actions) for fitness:

- Participate in physical activity at least five times a week, 60 minutes a session.
- Participate in a variety of activities.
- Try to use different muscles and work different parts of your body.
- Start slowly and gradually increase the number of times you engage in activity or the length of time you participate.
- Make a fitness plan and record your efforts.
- Wear protective gear if needed.
- Know safety rules before participating.

Steps to making a fitness plan:

- Make a list of activities you like to do.
- Look at your weekly schedule and block off times to do the activities you enjoy.
- Decide upon a goal. For example, the first week your goal might be to participate in physical activity three times a week instead of your normal two times.
- Record your physical activity efforts on a calendar.
- At the end of the week self-evaluate and make a new plan.
- Celebrate your success!

Speaker Guide - Relaxation/Sleep Day 6

Points to cover:

- Everything that is alive needs sleep to survive.
- Your body needs sleep to recover from daily activities.
- Your brain needs sleep to function well.
- Children between the ages of 5-12 need 8-10 hours of sleep each night.
- Lack of sleep can affect performance in school.
- Relaxation techniques such as breathing, yoga, or meditation can reduce effects of stress.

Suggested health behaviors for relaxation/sleep:

- Have a nightly routine and go to bed around the same time every night.
- Do not drink or eat foods with caffeine in the evening before bedtime.
- Take a warm bath before bedtime to help you relax.
- Read a book at bedtime to help you relax.
- Avoid scary movies or TV shows before bedtime.
- Avoid overeating before bedtime.
- Physical activity can relieve stress. Just make sure you do it a few hours before bedtime. Sometimes exercise can cause you to feel too energetic to sleep.

Speaker Guide – Personal Health Care Day 7

Points to cover:

- Cleanliness/personal hygiene help prevent sickness and disease.
- Cleanliness/personal hygiene affects relationships with others.
- Cleanliness and good personal hygiene promote a positive self-image.

Suggested personal health care behaviors:

- Frequent hand washing (i.e., before and after eating, after going to the bathroom, when sick, after a sneeze, etc.) May demonstrate and emphasize the need to wash with warm water and soap for at least 20 seconds. Suggestions: Tell students to sing Happy Birthday. This takes about 20 seconds.
- Regular baths with warm soapy water
- Regularly wash hair
- Clean and trim fingernails regularly
- Brush or comb hair
- Wear deodorant if needed
- Brush teeth regularly and have regular checkups
- Cover your mouth when you cough or sneeze
- Cover open skin with a Band-Aid

Health Hound Handout 1

Name _____ Date _____



1. My goal for our health unit is:

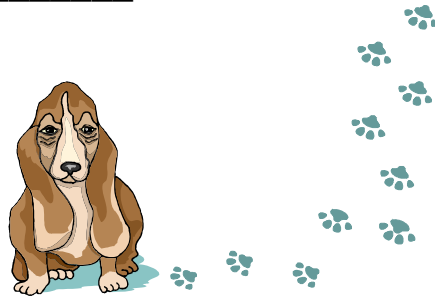
2. Steps I can take to help me reach my goal are:

3. One way I can get help in reaching my goal is:

Action Plan Chart

Name _____

Date _____



Directions:

1. List steps you can take to reach your goal. Place a 😊 on the chart each day you do the actions.

Action Steps	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

2. Tell how using this action plan helped your well-being:

Health Hound Handout 1 Key

1. (HE.B.1.2.4, HE.C.1.2.4) - Accept all reasonable responses.
Possible responses might include:
 - I want to make an A.
 - I want to learn about healthy foods.
 - I want to learn about staying clean.
 - I want to exercise more.
2. (HE.B.1.2.4, HE.C.1.2.4) Accept all reasonable responses. Possible responses might include:
 - I will listen and pay attention to my teacher.
 - I will read books and ask questions about healthy foods.
 - I will listen to my teacher and try to wash my hands more.
 - I will make an exercise plan and do exercises everyday.
3. (HE.B.1.2.4, HE.C.2.2.6) Accept all reasonable responses. Possible responses might include:
 - I will ask my mom to review the vocabulary words with me.
 - I will ask Ms. Smith (the media specialist) to help me find books about healthy foods.
 - I will ask the school nurse how long I should wash my hands.
 - I will ask the P.E. coach to help me think of some great exercises.

Action Plan Chart –

Part 1: Students place ☺ on the chart each day they do the actions.
(HE.B.1.2.4)

Part 2: Accept all reasonable responses. Possible responses might include: It helped me remember to work on my goal; I exercised more; I read a lot of books; I remembered to wash my hands more often. (HE.A.1.2.2)

Note to Parents

Dear Parent,

Our class is beginning a new unit called Wellness Wonders. The unit will last approximately three weeks. We will explore good health behaviors and learn health strategies. Below is a unit overview and the Sunshine State Standards addressed in the unit:

Big Idea:

The choices a person makes influence his/her personal health.

Essential Question:

In what ways do the choices I make influence my personal health?

Enduring Understanding:

The student will make constructive, knowledgeable choices to create a plan for improving or maintaining personal health.

Sunshine State Standards:

HE.A.1.2.2 – The student knows how personal health behaviors influence individual well-being.

HE.A.1.2.10 – The student knows the nutritional values of different foods.

HE.A.2.2.3 – The student knows how the media influence the selection of health information, products, and services.

HE.B.1.2.4 – The student uses strategies for improving or maintaining personal health.

HE.C.1.2.4 – The student knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness plan)

HE.C.2.2.1 – The student knows various methods for communicating health information and ideas (e.g., through oral or written reports)

HE.C.2.2.6 – The student knows how to enlist family, school, and community helpers to aid in achieving health goals.

LA.B.2.2.6.3.1 - The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.

LA.B.2.2.6.3.6 – The student attempts to use appropriate expository transitions to relate ideas.

LA.C.1.2.4.3.1 The student listens attentively to the speaker (including, but not limited to making eye contact and facing the speaker).

LA.D.2.2.5.3.1 The student distinguishes fact from opinions in newspapers, magazines, and other media.

MA.E.3.2.1.3.1 The student designs appropriate questions for a survey.

MA.E.3.2.1.3.2 The student creates a pictograph or bar graph to present data from a given survey. (Only address pictographs)

MA.E.3.2.1.3.3 The student explains the results from the data of a given survey.

Goal three standards:

Information Managers, Critical and Creative Thinkers, and Numeric Problem Solvers

Since one of our standards involves enlisting the help of others, there will be times throughout the unit that your student might ask for help. Please keep this in mind and respond accordingly. Also, if you are a health care professional or have a certain expertise related to nutrition, physical fitness, personal health care, general health, or relaxation and sleep, please notify me as to how you might be able to contribute to our study.

Attached is a vocabulary list for the unit. Daily practice at home with these words and meanings is encouraged. Other home activities to support this unit might include:

1. Visiting the following Websites for kids (with parent supervision) and reading health information:
Nutrition Explorations <http://www.nutritionexplorations.com/index0.asp>
Bam! Body and Mind <http://www.bam.gov/index.htm>
Dole 5 A Day <http://www.dole5aday.com/>
Food Finder <http://www.olen.com/food/>
The Food Guide Pyramid <http://www.nal.usda.gov:8001/py/pmap.htm>
Kids Food Cyber Club http://www.kidfood.org/kf_cyber.html
Kids Health <http://www.kidshealth.org/index.html>
2. Practice designing a survey question, surveying family members, and displaying the survey results in a pictograph. The pictograph should include a title, a picture symbol and a key to the value of the picture symbol, and represent the survey data accurately.
3. Read library books related to health and nutrition.
4. Plan family meals based on what students are learning about nutrition and the food pyramid.
5. Keep a daily journal of health practices such as recording foods eaten each day, number of hours of sleep, exercise activities, etc.

Vocabulary List

Diet – one's daily food and drink

Nutrition – the study of the foods people need for proper growth and development

Nutritional value – the value of a food or drink in promoting growth and development

Exercise – action or movement of the body

Cleanliness – the act of keeping clean

Hygiene – a practice that helps one stay clean and healthy

Physical fitness – health of the body

Behaviors – actions

Strategy – a plan or way of achieving a goal

Goal – a point or end that one is trying to reach

Well-being – a state of being happy, healthy, and well

Nutrients – things in food that help the body grow and stay healthy

Carbohydrate – a nutrient that gives the body energy

Vitamins – substances in foods that help the body grow and stay healthy

Protein – a substance that helps build and maintain body tissues and muscles

Calcium – a nutrient that helps build strong bones and teeth

Survey – a questioning technique used to gather data

Pictograph – a graph that uses picture symbols to represent data

Fact – A statement that is true and can be proven. It is a certainty. A fact does not change from person to person or from place to place.

Opinion – A statement of how one thinks, feels, or believes

Media - The means of communication with wide reach (such as radio, television, newspapers, and magazines)

Transitions – Words that help writers connect ideas

Expository writing – Writing to explain or provide information