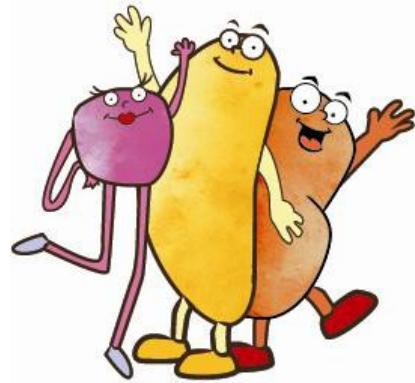


## Health Feels Great Activities

### Introduction (5 minutes)

1. Show the *Health Feels Great* video.
2. Key discussion questions:
  - What is the main idea of this video?**
  - Who are the main characters?**



### Survey (15 minutes)

Explain what it means to take a survey. Draw the comparison to when the class is surveyed to see which children brought their lunch, which children want a regular tray, or which children want a choice tray. Begin the lesson with a quick survey. Ask the following questions, have the students raise their hand for a “yes” response, and tally the responses so that the students can see the results.

1. Ask the students the following questions:
  - Who ate breakfast this morning?**
  - Who went to bed at their bedtime?**
  - Who exercised after school yesterday? This might be bike riding, walking home from school, playing in the yard with siblings, etc.**
  - Who feels tired today?**
  - Who is hungry right now?**
  - Who brushed their teeth this morning?**
2. Discuss with children the results of the class survey. **Did most of the students eat breakfast? Did most go to bed on time? Did most get some physical activity after school? How do healthy choices make you feel?**
3. Summary Questions:
  - In the video, what two healthy habits have made Russet feel great?**
  - What healthy habit made Yukon get stronger?**

### Shared Reading (15 minutes)

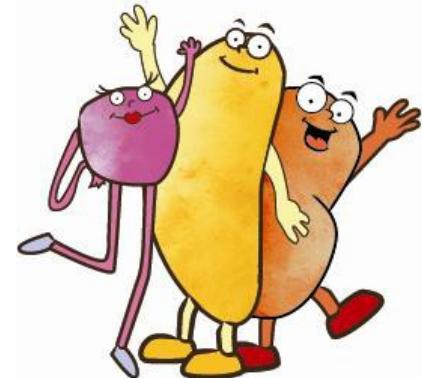
1. Hold up the book, *Healthy Habits*, by Rebecca Weber. Explain to the children that the book for today’s lesson is a non-fiction book and that the purpose of this text is to give information. Ask the students, “**What do you notice about the cover?**” (e.g., **What is the character on the front cover doing? What time of day do you think it**

**(is? What do you notice about the photograph? How is she feeling? Why do you think that she's feeling that way?)**

2. Share a few pictures of the book with the children and have them predict what the main idea of the book is and the purpose for reading it with the class.
3. Show the class the table of contents and illustrate how to use it to locate information.
4. Read the book to the class and pause to discuss new vocabulary as appropriate.
5. Review the key points of the text and ways to stay healthy: choose fresh healthful foods, clean your body, brush your teeth, engage in physical activity, drink water, pick healthy snacks, and get plenty of sleep. See how many points the children can name and list these on the board.
6. Summary Questions:  
**-Did the potatoes in the video do any of the healthy activities in this book? Which ones?**  
**-How did SP feel about herself when she made a healthy choice? Describe the benefits that SP received from making healthy choices.**

### **Points to Ponder (5 minutes)**

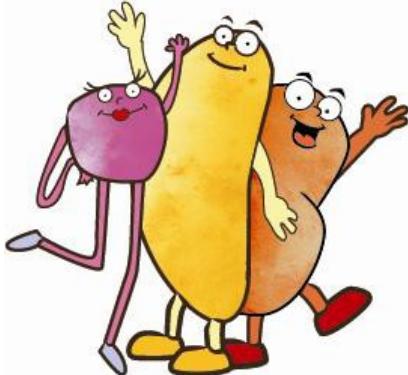
1. We recharge a mobile phone so that energy is there when we need the phone. Bodies also store energy to have and use when needed. Eating right, drinking plenty of fresh water, getting enough sleep, and staying active are some ways we re-charge our bodies. What would happen if our bodies didn't store energy?
2. There must be a balance between food, exercise and sleep.
3. Human bodies recharge through sleep and rest. Recharging your body is as necessary as recharging a Gameboy or a DS.
4. Different activities require different levels or amounts of energy. Which requires more energy, watching T.V. or throwing a ball?
5. Illustrate balance by having students balance on one foot.
6. Energy is the ability to do work. A light bulb gets its energy from electricity, your car gets its energy from gasoline, and plants get energy from sunlight. Where do we get our energy? Our energy comes from the food we eat! Food gives our bodies nutrients which keeps them strong.



## **Activities We Like (30 minutes)**

1. Give each student a “Post-it” and have them write an activity they enjoy on it. Have students post the notes randomly on the board or wall after they have recorded their activity.
2. Ask children what they notice about the activities. **Are any of them the same? How can we organize this information so that it is easier to read?** Sort the activities into two groups: those that need a lot of physical energy and those that don’t.
3. Have students make observations or inferences based on the two categories. Do they enjoy activities which are physical or not? Have students explain why physical activity is important.
4. Summary Questions:  
**-After making healthy choices, did SP have more energy or less energy?  
-What were some other positive results that SP got from making healthy choices?**

## **“Teacher Says:” Simon Says with a small twist (5 minutes)**



1. Instruct the students to stand by their desks as they play this game. They will need their backpacks for this activity. Make certain that there is ample room for some physical movement or take the class outside where there is more room.
2. Use the “Activity Cards” included. Read each of the activities to the students and have them act them out until you say, “Stop.”
3. Discuss how the activities differed. **Which activities made their heart beat faster? Which activities made them breathe harder?** Each activity required a different amount of energy.

Some used very little energy. Others required a lot of energy. **Which activities required a lot of energy? Which required very little?**

4. Explain to the class that they will sort the Activity Cards into two categories, those which use a lot of energy and those which use much less energy.
5. Summary Questions:  
**-Were any of the activities you just did new to you? Explain how trying something new made you feel. Did the potatoes try anything new in the videos? How did it make them feel?**

## **Kindergarten Activities**

### **Option One:**

TEKS: Oral & Written Conventions: 16(A)

1. Review the need for making healthy choices in food, exercising each day, and getting enough sleep.
2. Have each child choose a goal from the healthy habits (key points in *Healthy Habits* by Rebecca Weber) which the class listed on the board.
3. Have each child draw a picture of their goal and share it with the class.

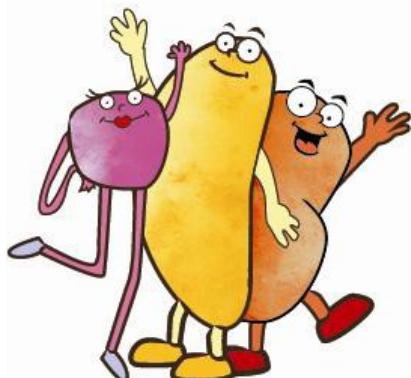
Materials: Paper for each student to make a goal poster, colors

### **Option Two:**

TEKS: Writing: 15(A)

Have children make a picture book of "My Healthy Habits" which may include: getting to bed early, exercising every day, making good food choices, brushing teeth, etc.

Materials: paper stapled together to form a book for each child



## **Second Grade Activities**

### **Option One:**

TEKS: Math: 9(A,B)

1. Review the results of the survey in the above activity.
2. On a large sheet of paper, have students make a bar graph to depict these results.

Materials: large sheet of paper for each student

### **Option Two:**

TEKS: N/A

1. Make a copy of the Activity Cards for each student.

2. Give each student a large sheet of paper (11" x 18") and instruct them to draw a Venn diagram on it.
3. Have students label one side of the diagram "Little Energy Needed" and the other side, "More Energy Needed." Have students cut out the Activity Cards and glue them in the circle that describes how much energy the activity requires.
4. In the center of the Venn diagram, have them write what is similar about both activities. (Possible observations: they require muscles, they use bones, they use the brain, you use energy to perform them, etc.)

Materials: a page of "Activity Cards" (one per student), glue or a glue stick, a large sheet of paper for a Venn diagram.

### **Bibliography**

<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

<http://choosemyplate.gov>

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