3 Day Final Rotation

2009-2010 HEALTH LESSON PLANS

May 2010

ROTATION WEEK # 7

GRADE 4 HOMEROOM Johnson / Mun / Wysong

DAY 1
MAIN IDEA: Personal Safety Lesson
LESSON:

Make sure Parent Letter & Family Resource bag is in an envelope w/ child's name on it. Don't send w/ child if they did not view the DVD

DAY 2
MAIN IDEA: Computer Day-
LESSON:

Skin out Objective for day
Get Small spoons from Dietary
① www.Dole.com - this site has many games, recipes, videos - Rufus Banana, Yo I Can - Fiber - pass out word sheet, Discuss why fiber (review lesson on Digestion) Sing 2x - Sing to teacher @ end of class
② www.Kidshealth.org ③ www.KidsHealth.com - Health - Talk about Some of the Foods - Scroll down to Skeleton - Click on 1st Skeleton entry - Talks about . Hand-out paper

DAY 3
MAIN IDEA: Search "bones" - Read Funny bones - Draw/Write that Bone
LESSON: U.S. we did in 3rd grade - click on answers ④

Last Day of Health

- Exit Slips
- Hand-out Health Websites for Kids
- Choose a video to watch that you enjoyed in 3rd or 4th Grade. (class favorite)

Discuss what topics will be learned in 5th Grade.

DAY 4
MAIN IDEA:
LESSON:

Hand-out - Bike Safety 2 sided paper

DAY 5
MAIN IDEA:
LESSON: Hand-out
My Pyramid 2 sided paper

Johnson Choice 3rd Grade Connecticut Bones
Mun Choice - Lubba Dubba
Wysong Choice - Lubba Dubba

Day 3 last lesson of Health

Email to your teachers 2 days before P. Safety Lesson

From: Joan Sheldon <sheldonj@hawthorn73.org>
Subject: **personal safety presentation**
Date: May 14, 2010 10:41:40 AM CDT
To: aspen-staff@hawthorn73.org

TO teachers who on Monday have the classes of: Johnson, Garrison, Earhart, Anderson, Timony, and Neville.

During health class on Monday the children in the above classes will be having a mandated personal safety lesson. If a child is pulled out during that specific health class, could they please be at this presentation?

Each child will be going home with an envelope with their name on it. Inside is a letter to the parents and family resource papers with more information for the parents.

Thank you for your help with this sensitive subject.

Joan Sheldon
Aspen School Health Teacher
500 N. Aspen Dr.
Vernon Hills, IL 60048
sheldonj@hawthorn73.org
847-990-4369
"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."

Fiber

Fiber, so very good for you
Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Every meal, every day
You gotta think about the Fiber way
Fruits, veggies and whole grains too
Full of Fiber and good for you

Apples, pears and prunes
Have Fiber by the mile
Eat 'em as a snack
They're gonna make you smile
Fiber, so very good for you

Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Every meal, every day
You gotta think about the Fiber way
Fruits, veggies and whole grains too
Full of Fiber and good for you

Veggies with Fiber
Like broccoli are great
Put some sweet potatoes
And spinach on your plate

Fiber, so very good for you
Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

It's a whole lot of things that work together
To keep your body runnin' like a clean machine!

Keeps you healthy - Fiber
Keeps you movin' - Fiber
Every meal - Fiber
Eat a lot of foods with F-I-B-E-R!
Fiber, so very good for you

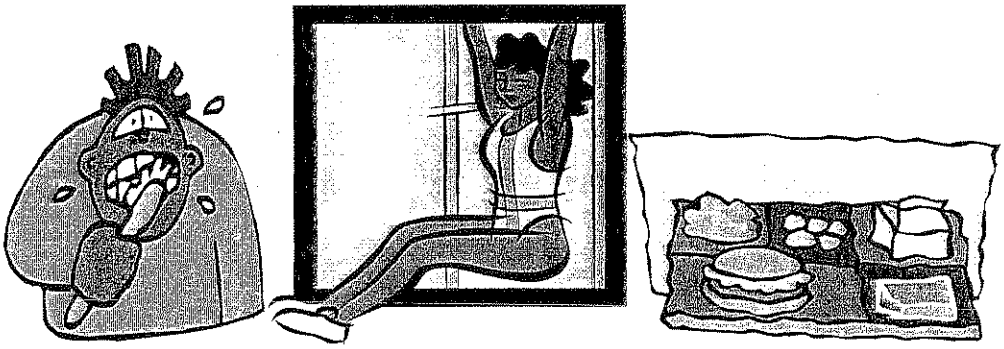
Fiber, it helps the food get through
Fiber, it keeps you runnin' smooth
Everybody needs a lot of Fiber

Fiber

Words and Music by Phil Schroeder and Mel McMurrin

Music Produced and Recorded at Green Street Music, San Francisco, California

Name_____Homeroom____

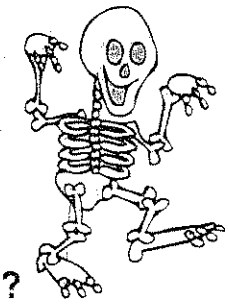


HEALTH CLASS EXIT SLIP 2009-2010 SCHOOL YEAR

What health subject did you enjoy the most??

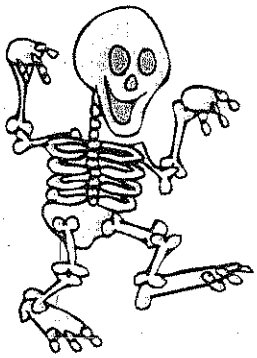
What health lesson did you not like or
what health lesson made you uncomfortable?

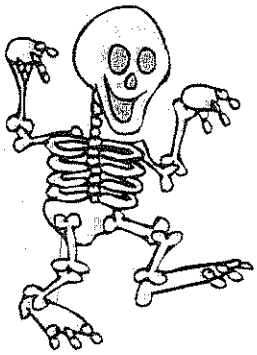
Tell me three or more ideas that you will remember from this year that will help make you a healthy person.

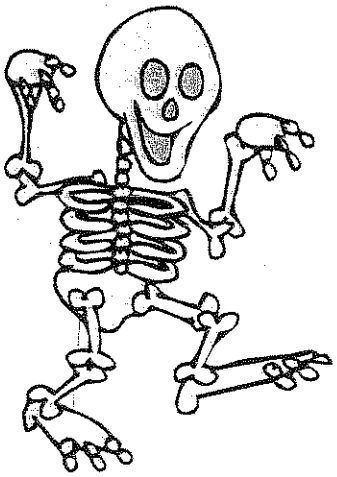


What can Mrs. Sheldon do to improve her health lessons?

ANYTHING ELSE YOU WOULD LIKE TO SHARE WITH ME ABOUT HEALTH CLASS THIS YEAR?????







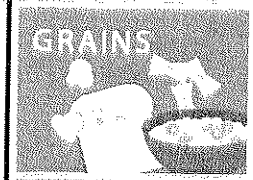
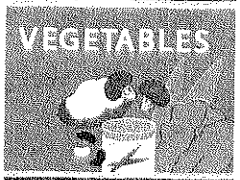
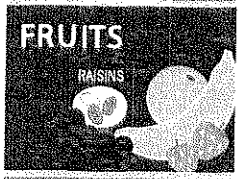
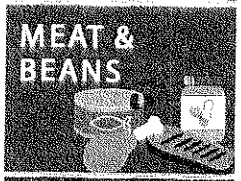
MyPyramid Worksheet

MyPyramid.gov
STEPS TO A HEALTHIER YOU

Check how you did today and set a goal to aim for tomorrow.

Name _____

Date _____

Write in your choices for today	Food Group	Tips	Goal – Use the calorie level charts on the back to help	List each food choice in its food group	Estimate your total
Breakfast		Make at least half your grains whole grains	1 oz. equivalent is about 1 slice of bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal.		ounce equivalents
Snack		Try to have vegetables from several subgroups each day	Subgroups: dark green; orange; starchy; dry beans and peas; other veggies.		cups
Lunch		Make most choices fruit, not just juice			cups
Snack		Choose fat-free or low-fat most often	1½ oz. cheese = 1 cup milk.		cups
Dinner		Choose lean meat and poultry. Vary your choices – more fish, beans, peas, nuts, and seeds.	1 oz. equivalent is 1 oz. of meat, poultry, or fish, 1 egg, 1 T. peanut butter, ½ oz. nuts, or ¼ cup dry beans.		ounce equivalents
Snack		Build more physical activity into your daily routine at home, work, and school.	At least **30 minutes** of moderate to vigorous activity a day, 10 minutes or more at a time.		minutes
	DISCRETIONARY CALORIES	Some foods don't fit into any group. These "extras" may be mainly fat or sugar – limit your intake of these items.			ounce equivalents

How did you do today? ☐ **Great** ☐ **So-so** ☐ **Not so great**

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

Food Intake Patterns

The suggested amounts of food to consume from the basic food groups, subgroups, and oils to meet recommended nutrient intakes at 12 different calorie levels. Nutrient and energy contributions from each group are calculated according to the nutrient-dense forms of foods in each group. The table also shows the discretionary calorie allowance that can be accommodated within each calorie level, in addition to the suggested amounts of nutrient-dense forms of foods in each group.

MyPyramid assigns individuals to a calorie level based on their sex, age, and activity level. The chart below identifies the calorie levels for males and females by age and activity level.

MALES				FEMALES			
Activity level	Sedentary	Mod. active	Active	Activity level	Sedentary	Mod. active	Active
AGE				AGE			
2	1000	1000	1000	2	1000	1000	1000
3	1000	1400	1400	3	1000	1200	1400
4	1200	1400	1600	4	1200	1400	1400
5	1200	1400	1600	5	1200	1400	1600
6	1400	1600	1800	6	1200	1400	1600
7	1400	1600	1800	7	1200	1600	1800
8-10	1400	1600	2000	8-10	1400	1600	1800
11	1800	2000	2200	11	1600	1800	2000
12	1800	2200	2400	12	1600	2000	2200
13	2000	2200	2600	13	1600	2000	2200
14	2000	2400	2800	14	1800	2000	2400
15	2200	2600	3000	15	1800	2000	2400
16-18	2400	2800	3200	16-18	1800	2000	2400
19-20	2600	2800	3000	19-20	2000	2200	2400
21-25	2400	2800	3000	21-25	2000	2200	2400
26-30	2400	2600	3000	26-30	1800	2000	2400
31-35	2400	2600	3000	31-35	1800	2000	2200
36-40	2400	2600	2800	36-40	1800	2000	2200
41-45	2200	2600	2800	41-45	1800	2000	2200
46-50	2200	2400	2800	46-50	1800	2000	2200
51-55	2200	2400	2800	51-55	1600	1800	2200
56-60	2200	2400	2600	56-60	1600	1800	2200
61-65	2000	2400	2600	61-65	1600	1800	2000
66-70	2000	2200	2600	66-70	1600	1800	2000
71-75	2000	2200	2600	71-75	1600	1800	2000
76+	2000	2200	2400	76+	1600	1800	2000

*Calorie levels are based on the Estimated Energy Requirements (EER) and activity levels from the Institute of Medicine Dietary Reference Intakes Macronutrients Report, 2002. SEDENTARY = less than 30 minutes a day of moderate physical activity in addition to daily activities.

MOD. ACTIVE = at least 30 minutes up to 60 minutes a day of moderate physical activity in addition to daily activities.

ACTIVE = 60 or more minutes a day of moderate physical activity in addition to daily activities.

Daily Amount of Food From Each Group

Calorie Level	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	3,000	3,200
Fruits	1 C.	1 C.	1.5 C.	1.5 C.	1.5 C.	2 C.	2 C.	2 C.	2 C.	2.5 C.	2.5 C.	2.5 C.
Vegetables	1 C.	1.5 C.	1.5 C.	2 C.	2.5 C.	2.5 C.	3 C.	3 C.	3.5 C.	3.5 C.	4 C.	4 C.
Grains	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	6 oz-eq	6 oz-eq	7 oz-eq	8 oz-eq	9 oz-eq	10 oz-eq	10 oz-eq	10 oz-eq
Meat and Beans	2 oz-eq	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	5.5 oz-eq	6 oz-eq	6.5 oz-eq	6.5 oz-eq	7 oz-eq	7 oz-eq	7 oz-eq
Milk	2 C.	2 C.	2 C.	3 C.	3 C.	3 C.	3 C.	3 C.	3 C.	3 C.	3 C.	3 C.
Oils	3 tsp	4 tsp	4 tsp	5 tsp	5 tsp	6 tsp	6 tsp	7 tsp	8 tsp	8 tsp	10 tsp	11 tsp
Discretionary Calorie Allowance	165	171	171	132	195	267	290	362	410	426	512	648

Calorie Levels are set across a wide range to accommodate the needs of different individuals. The attached table "Estimated Daily Calorie Needs" can be used to help assign individuals to the food intake pattern at a particular calorie level.

Discretionary Calorie Allowance is the remaining amount of calories in a food intake pattern after accounting for the calories needed for all food groups—using forms of foods that are fat-free or low-fat and with no added sugars.

Vegetable Group includes all fresh, frozen, canned, and dried vegetables and vegetable juices. In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens can be considered as 1 cup from the vegetable group.

Grains Group includes all foods made from wheat, rice, oats, cornmeal, barley, such as bread, pasta, oatmeal, breakfast cereals, tortillas, and grits. In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or 1/2 cup of cooked rice, pasta, or cooked cereal can be considered as 1 ounce equivalent from the grains group. At least half of all grains consumed should be whole grains.

Meat & Beans Group in general, 1 ounce of lean meat, poultry, or fish, 1 egg, 1 Tbsp. peanut butter, 1/4 cup cooked dry beans, or 1/2 ounce of nuts or seeds can be considered as 1 ounce equivalent from the meat and beans group.

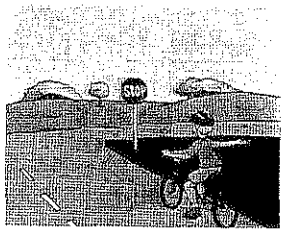
Fruit Group includes all fresh, frozen, canned, and dried fruits and fruit juices. In general, 1 cup of fruit or 100% fruit juice, or 1/2 cup of dried fruit can be considered as 1 cup from the fruit group.

Milk Group includes all fluid milk products and foods made from milk that retain their calcium content, such as yogurt and cheese. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not part of the group. Most milk group choices should be fat-free or low-fat. In general, 1 cup of milk or yogurt, 1 1/2 ounces of natural cheese, or 2 ounces of processed cheese can be considered as 1 cup from the milk group.

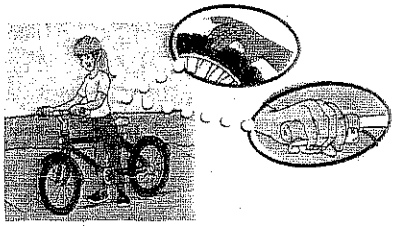
Oils include fats from many different plants and from fish that are liquid at room temperature, such as canola, corn, olive, soybean, and sunflower oil. Some foods are naturally high in oils, like nuts, olives, some fish, and avocados. Foods that are mainly oil include mayonnaise, certain salad dressings, and soft margarine.

Be a Safe Bike Driver

Riding your bicycle can be great fun. But do you know how to "drive" your bike?



- Ride on the right side of the road or trail.
- Always stop at the end of a driveway — look left, right, then left again before starting.
- Obey traffic laws—signs and signals, including stoplights.
- Ride straight—no surprises.
- Look back before turning left or if you have to move left to avoid something.
- Don't ride at night until your parents say you are old enough and THEN use lots of lights.
- Ride single file if there are cars behind you.
- Use hand signals to let drivers know what you are going to do.
- Be careful of people walking — use your voice or a bell to let them know you are coming.
- Look out for cars backing up — is a driver in the car? Are the taillights on?

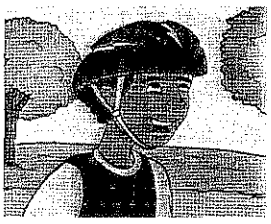


Check Your Bike For Safety

Have your bike checked at least once a year at a bike shop. Check it yourself before biking with the ABC Quick Check:

- AIR — pinch the tires, they should be hard.
- BRAKES — make sure they work and aren't rubbing the tire.
- CRANK/CHAIN — if there are problems with your gears or if the chain is loose, take it to a bike shop.
- QUICK — check "quick release levers" and other bolts to make sure they are tight.

Wear Your Helmet the Right Way



First, put on your helmet so it is level and snug — if it slides around, you need thicker pads.

- EYES — you should see the very edge of your helmet when you look up past your eyebrow.
- EARS — the strap should meet right under your ear lobes to form a Y.
- MOUTH — the strap should be loose enough so you can breathe and insert a finger between the buckle and your skin, but tight enough that if you drop your jaw, you can feel the helmet pull down the top of your head.

League of Illinois Bicyclists

Intended for older elementary and pre-teen children.

By League of Illinois Bicyclists. Graphics: Bicycle Coalition of Maine
Funded by the Illinois Safe Routes to School Program, through the Illinois Department of Transportation

SAFE ROUTES TO SCHOOL ILLINOIS

Dear Parents,

Now is the time to teach your child safe bike *driving!* Bicycling is a great way for your family to have fun and exercise together. It's a sport to enjoy for one's entire lifetime. Bicycling can make a child more independent -- and you will feel more confident granting this independence when you know your child has learned to drive a bike safely.

- First, **set a good example** by riding on the right when on the street and by following all traffic laws -- which apply to bikes just as they do to cars. And, don't forget *your* helmet!

- Make sure your child has a bike that is in good working condition and that fits properly – a bicycle is not something you should buy for the child to "grow into." Teach your child the **ABC Quick Check** – that's "**A**ir (full tires), **B**rakes (working, and not rubbing), **C**hain and **C**rank -- and (tightened) **Quick** release levers." A bike shop can help.

- Kids are not just small adults. They have a narrower field of vision, less ability to judge speed or distance, and may be impatient and impulsive. It's important to teach them the skills needed to **avoid the most common causes of crashes** -- and learning these skills takes practice.

Crash Cause	Way to Avoid
Coming out of a driveway and failing to yield to traffic	*Teach child to look LEFT, RIGHT, and LEFT again. Enter the roadway when nothing is coming.*
Failing to stop at stop sign	*Practice stopping; ride with your child and explain searching for traffic. BE A GOOD ROLE MODEL.*
Sudden left swerve -- into traffic	*Practice riding straight and "scanning" to the rear -- looking back to see if there is traffic.*
Riding on the wrong side of the street	*Ride on the RIGHT- it's safer and it's the law.*
Riding at night or in bad weather	*Children shouldn't ride at night. Anyone riding at night needs light colored clothes and lots of lights!*

Generally, younger children should start off riding on sidewalks. Teach your new cyclist to:

- Stop at **road crossings**. Look Left – Right – Left. Wait for cars. Then, take his or her turn alertly, paying attention to what the motorists are doing.
- Be aware that cars might turn into a driveway – the driver may not look for bikes on sidewalks.
- Watch for clues that a car may soon be **backing out of a driveway**: engine noise, taillights on, exhaust smoke, driver in car, garage opening, cars hidden behind bushes or other cars. Many car drivers only look back – not side-to-side – until they are at the street.
- Speak up ("Bike passing" or "Excuse me") or sound a bell or horn **before passing someone**.

As kids mature and bike faster, sidewalk biking conflicts with cars worsen. Faster-moving bicyclists on sidewalks are harder for motorists to see than cyclists on the right side of the road. Studies have shown that sidewalk cyclists riding against traffic are much more likely to collide with cars than on-road riders going in the same direction as traffic. Very few bikes get hit from behind – most adult car-bike crashes occur at intersections. As cyclists get faster, biking on many streets becomes safer than sidewalk riding.

When your child is ready, **practice road riding together** to teach skills such as: bicycling defensively, scanning around for traffic, looking back (and listening) for cars behind, proper lane positioning when turning (or going straight), hand signaling, and knowing where it is safe to ride for your child's skill level.

League of Illinois Bicyclists

For more details, go to www.bikelib.org, under "Safety Education"

By League of Illinois Bicyclists. Graphics: Bicycle Coalition of Maine
Funded by the Illinois Safe Routes to School Program, through the Illinois Department of Transportation

SAFE ROUTES TO SCHOOL ILLINOIS

HEALTH WEBSITES FOR KIDS
MRS. SHELDON'S HEALTH CLASSES 2010

Throughout the year in health classes, we visit or talk about many health sites that are on the web that the children can view to answer any of their health questions, concerns, or just curiosity. This summer, I am encouraging the children to look at some of the websites below.

Thank you for allowing me to enrich, educate, and inspire your children with the knowledge of good health. I hope my teaching, my legacy of "Good health" at Hawthorn School, has left each child with the knowledge to be able to lead a healthful life, making good health choices and lifestyle choices. Teaching your children has been an awesome and very rewarding experience. I also hope that in some small way I have changed your grocery lists with our study of nutrition and reading labels.

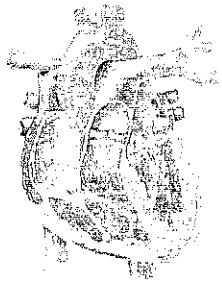
Next year I will be teaching health at MSS. I will miss my Aspen family. If your child ever wants to contact me about what they are learning in health, my email address is below.

Have a wonderful summer!!!

Joan Sheldon
Hawthorn School Health Teacher sheldonj@hawthorn73.org
"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."

Websites with health information for children:

www.kidshealth.org (#1 site for information on health for kids)
www.dole.com (click on superkids)
www.mypyramid.gov (food guide pyramid)
www.kidskonnect.com (great website on the human body)
www.cdc.gov/family/kidexpress
www.kids.gov
www.brainpop.com
www.bam.gov
www.americanheart.org
www.kidnetic.com



The Human Body

The human body is made up of a head, neck, torso, two arms and two legs. The average height of an adult human is about 5 to 6 feet tall. The human body is made to stand erect, walk on two feet, use the arms to carry and lift, and has opposable thumbs (able to grasp).

The adult body is made up of:

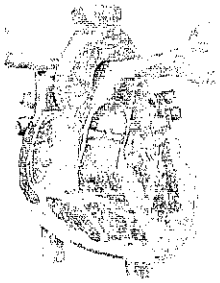
100 trillion cells
206 bones
600 muscles
22 internal organs

There are many systems in the human body:

Circulatory System (heart, blood, vessels)
Respiratory System (nose, trachea, lungs)
Immune System (many types of protein, cells, organs, tissues)
Skeletal System (bones)
Excretory System (lungs, large intestine, kidneys)
Urinary System (bladder, kidneys)
Muscular System (muscles)
Endocrine System (glands)
Digestive System (mouth, esophogus, stomach, intestines)
Nervous System (brain, spinal cord, nerves)
Reproductive System (male and female reproductive organs)
Integumentary System (skin)

For more facts go to: www.kidskonnect.com

Click on Subjects and choose Health. Now you can choose any system of the human body to explore more interesting facts about.



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