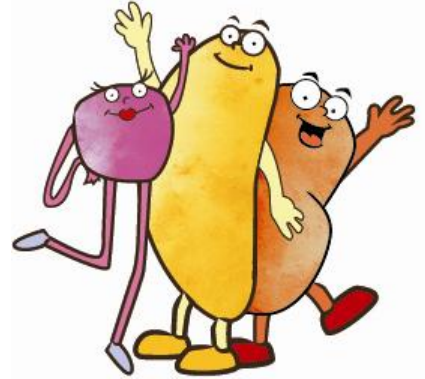


## Health Feels Great Activities



### Introduction (5 minutes)

1. Show the *Health Feels Great* video.
2. Key discussion questions:
  - **¿Cuál es la idea principal de este video?**
  - **¿Quiénes son los personajes principales?**

### 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:
  - ¿Quién desayunó esta mañana?**
  - ¿Quién se fue a la cama a su hora?**
  - ¿Quién hizo ejercicio ayer al salir de la escuela? Puede ser andar en bicicleta, caminar a casa de regreso de la escuela, jugar en el patio con los hermanitos menores, etc.**
  - ¿Quién se siente cansado hoy?**
  - ¿Quién tiene hambre ahorita?**
  - ¿Quién se cepilló los dientes esta mañana?**
2. Discuss with children the results of the class survey. **¿La mayoría de los niños desayunaron? ¿La mayoría se acostó a la hora debida? ¿La mayoría hizo algún ejercicio físico saliendo de la escuela? ¿Cómo se sienten cuando eligen la opción saludable?**
3. Summary Questions:
  - ¿Cuál fue la costumbre saludable que hizo Yukon se sintiera más fuerte?**

### 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, "**¿Qué notan en la portada?**" (e.g., **¿Qué**

**hace el personaje de la portada? ¿Qué hora del día crees que es? ¿Qué notan en la fotografía? ¿Qué siente ella? ¿Por qué crees que ella se siente así?)**

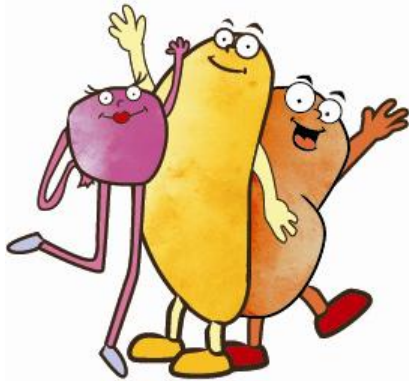
2. Share a few pictures of the book with the children and have them predict what the main idea of the book is and the purpose for reading it with the class.
3. Show the class the table of contents and illustrate how to use it to locate information.
4. Read the book to the class and pause to discuss new 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:
  - ¿Hicieron las papas del video alguna de las actividades saludables que aparecen en este libro? ¿Cuáles?**
  - ¿Cómo se sintió SP consigo misma cuando eligió la opción saludable? Describa los beneficios que recibió SP por haber tomado las opciones saludables.**

### **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. **¿Muchas de ellas son la misma? ¿Cómo organizar la información para que sea más fácil de leer?** 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:
  - Después de optar por una elección saludable, ¿tenía SP más o menos energía?**
  - ¿Cuáles fueron otros de los resultados positivos que obtuvo SP de tomar elecciones saludables?**



### “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. **¿Cuál de ellas hizo que sus corazones latieran más aprisa? ¿Cuáles los hicieron respirar más hondo?** Each activity required a different amount of energy. Some used very little energy. Others required a lot of energy. **¿Qué actividades requirieron de mucha energía? ¿Cuáles requirieron de muy poca energía?**
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:
  - Fueron nuevas para ti algunas de las actividades que recién realizamos? Explique cómo te sentiste haciendo un nuevo ejercicio. ¿Hicieron algo nuevo las papas del video? ¿Cómo se sintieron al hacerlo?**

## 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.

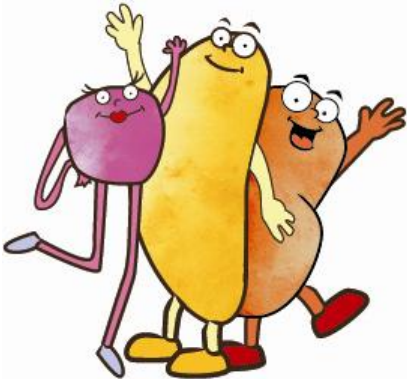
Materials: Paper for each student to make a goal poster, colors

### **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/>

[http://www.energyeducation.tx.gov/energy/section\\_1/topics/potential\\_and\\_kinetic\\_energy/index.htm](http://www.energyeducation.tx.gov/energy/section_1/topics/potential_and_kinetic_energy/index.htm)