



Healthy Kids **5-2-1-0** Challenge

BUILDING HEALTHIER TOMORROWS

21 Lessons for Teachers



**Eat 5 or more fruits
and vegetables a day**



**Trim screen time to
2 hours a day**



**Move more: Be active
for at least 1 hour a day**



**Drink lots of H₂O
every day**

Lesson

1

ONE LAP, TWO LAPS, THREE LAPS, MORE!

OBJECTIVE: Students will collect and organize data, then represent the data using graphs.

Students will estimate the number of laps they can walk around the school yard or track, individually and as a class. Students will create a line or bar graph tracking the number of laps completed each day, each week, and then for the complete 21 days of the 5-2-1-O Challenge. Actual results will be compared to the initial estimates.

Students will engage in moderate to vigorous physical activity most days of the week.

CONTENT AREAS: Math, Physical Education

MATERIALS: Large prepared graph chart for the class
Individual graph charts for students' math notebooks
(Templates available on next pages)

DESCRIPTION: During recess or class time, invite the entire class to walk around the school yard or track. Upon returning to class, lead the class in discussing how it felt to walk this first lap. Did it feel easy? Challenging?

Next, ask the class to agree to walk laps for the duration of the 21-day 5-2-1-O Challenge. They will estimate how many laps they each feel they could commit to, and then estimate the number of laps that the class would walk in 21 days.

At the beginning of recess each day, walk laps with the entire class around the playground or track. After recess, allot five minutes in class to record the results on the individual and class graphs.

Laps may be timed, and this time recorded in the 5-2-1-O Tracker as activity for that day.

VARIATIONS: The class can invite another class to compete with them for the most laps walked during the 5-2-1-O Challenge.

The class may wish to challenge themselves to continue walking laps at recess for the entire year.

The distance of each lap could be measured in feet, yards, meters, or footsteps. Estimates and calculations could be made of the total distance travelled. Calculations could be made converting for instance, yards to miles.

ESTIMATED TIME: 10 to 20 minutes for initial presentation
10 to 15 minutes during recess
5 minutes to record results in class

ASSESSMENT: Each student's level of participation completing the laps
Individual graphs of laps completed
Success in demonstrating the ability to estimate
A rubric may be created to measure each goal of the lesson

NM Core Curriculum Standards:
CCSS.Math.Content.3.MD.B.3
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

ONE LAP, TWO LAPS, THREE LAPS, MORE! Use these charts to track how many laps you walk each day at school. Color in the boxes show how many laps you walked each day. Do the color bars go up or down over the week?

Example: Betty Bobcat walked 1 lap on Monday, 2 laps on Tuesday, 3 laps on Wednesday, 3 laps on Thursday and 4 laps on Friday.

4					
3					
2					
1					
Laps	Monday	Tuesday	Wednesday	Thursday	Friday

Now track your laps!

Week 1

4					
3					
2					
1					
Laps	Monday	Tuesday	Wednesday	Thursday	Friday

Week 2

4					
3					
2					
1					
Laps	Monday	Tuesday	Wednesday	Thursday	Friday

Week 3

4					
3					
2					
1					
Laps	Monday	Tuesday	Wednesday	Thursday	Friday

Lesson 2

WHAT IS A SERVING OF FRUIT OR VEGETABLES?

OBJECTIVES: Students will demonstrate an understanding of measurement. Students will compare size and volume of various fruits and vegetables and associate each with the concept of one serving.

CONTENT AREAS: Health, Mathematics, Visual Arts

MATERIALS: Various sizes of plates, bowls and cups

Dry beans

An assortment of fruits and vegetables

Drawing paper and colored pencils

Chart paper

DESCRIPTION: As a whole class, or in small groups, students will create a KWL chart. Lead the initial discussion with the question, “What is a serving of fruit or vegetables?” On chart paper, students will record

what they KNOW, and then what they WANT to know. At the end of the investigation, students will record what they have LEARNED.

One serving is:

A medium-sized fruit (apple, banana, pear, etc.)

1/2 cup of fruit or cooked veggies (the size of a tennis ball)

1 cup of raw veggies (about the size of a softball)

The students will review a chart describing serving sizes.

In small groups, the students will then measure out a cup of dry beans. They will pour the beans into the various dishes and compare the sight of the volume in relationship to the various sizes of dishes. Invite the students to hold a half cup of beans in their hands. This exercise will give the students a visual experience of what a cup or half cup of food may look like.

If fresh or cooked fruit or vegetables are available, invite the students to serve themselves one or two servings from the selection. This activity can be done as a snack break.

Students can help cut up the fruits and vegetables.

Students may create pictures showing various servings of fruits and vegetables.

This lesson can be broken up into segments spread over a few days.

VARIATIONS: Students can each look into their own lunch box and determine how many serving of fruits and vegetables they have for lunch that day.

ESTIMATED TIME: KWL Chart, 10 minutes

Investigation, 10 minutes

Snack servings, 10 minutes

Illustrations, 15 minutes

ASSESSMENTS: Completion of KWL Chart

Illustrations

Application of understanding of servings

NM Core Curriculum Standards:

CCSS ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Lesson

3

JUMP UP ANSWERS

OBJECTIVES: Students will demonstrate understanding of content area by responding to multiple choice questions with predetermined movements.

Students will demonstrate the application of critical cues in selected motor skills in responding to multiple choice questions.

CONTENT AREAS: Physical Education, Health, any content area

MATERIALS: Teacher- or student-created multiple choice questions with three possible answers for each question. Questions may be taken from the Healthy Kids 5-2-1-0 Challenge tracker tips or another content area. An overhead projector or whiteboard may be used.

DESCRIPTION: Class will decide what movement will be done in response to each possible answer.

For example:

- Answer A will be legs apart and arms touching overhead;
- Answer B will be a touching toes;
- Answer C will be feet together and arms outstretched.

Students will stand beside their desks and review how to safely move within their own space by their desk. Students will practice jumping up and landing in the three defined positions. Ask the question and then read out the three possible answers. Questions and answers may also be projected on an overhead projector or a whiteboard. Students will jump up three times, and then land in the prescribed position for each possible answer. Questions may be created from all content areas; language, math, science, etc.

SAMPLE QUESTIONS: How many minutes should you exercise each day?

- A. 30 minutes
- B. 45 minutes
- C. 60 minutes

What percentage of your body is made up of water?

- A. 50% - 60%
- B. 70% - 80%
- C. 80% - 90%

NM Core Curriculum Standards:
This one's just for fun!

ESTIMATED TIME: 5 to 10 minutes

VARIATIONS: Students can create questions for this game as a homework assignment.

For vocabulary, a list may be created describing a wide variety of ways that the students can move in response to questions.

ASSESSMENT: Observe students' responses to content area questions.

Lesson

4

WE  VEGGIES!

OBJECTIVES: Students will discuss the degree of likelihood of events and correctly use terminology such as “certain,” “likely,” and “unlikely.” Students will predict and then record the responses to a poll, determining the accuracy of their predictions.

CONTENT AREAS: Health, Mathematics

MATERIALS: Chart paper for each group of students or individual charts for each student.
Clipboards

DESCRIPTION: As a whole class, or in small groups, have students brainstorm the names of as many vegetables as they can think of. From this collected knowledge, choose four to six vegetables to use for the class investigation.

Students will first rank the vegetables in order of their own preference. They will then rank them in the order they think other students will place the vegetables in.

Before collecting data, teach the students how to make and use tally marks; four sticks with a cross stick representing a bundle of five.

Students will poll their classmates, families, and other school members to determine which of the chosen vegetables is the favorite.

Data may be collected at recess, at lunch time, or as a homework assignment.

Once the results are tallied, students will compare the results with their predictions.

VARIATIONS: Students can create posters of their favorite vegetable before or after the results have been collected.

Students can create a skit depicting a group of vegetables, with each describing why it should be the number one choice.

Students may also invite other classes to do a survey in their own classroom, and then compare the results.

A similar survey may be conducted with fruits.

ESTIMATED TIME: Initial introduction, 10 to 15 minutes
Collecting and recording data, variable

ASSESSMENTS: Individual or group charts with final results.
Demonstration of the understanding of degree of likelihood, and the ability to predict, then collect and record data.

NM Core Curriculum Standards:

CCSS.Math.content.3.MD.B.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

Lesson

5

HYDRATION STATION! (Part I)

OBJECTIVES: Students will understand that the human body is mostly made up of water.

Students will understand the terms dehydration and hydration.

Students will understand the relationship of percentages and fractions: $70\% = 7/10$.

CONTENT AREAS: Health, Science, Mathematics

MATERIALS: Various shaped jars and bottles

Rulers

Black Sharpie markers

Masking tape (blue tape adds a dramatic effect)

Water source or several gallon jugs of water

Potato and some potato chips

DESCRIPTION: Have several water stations set up around the classroom. At each station, place various jars and bottles, tape and Sharpies. Demonstrate how to measure and divide a jar or bottle into 10 segments. Each small group of students will be given the task to divide each vessel from bottom to top into 10 even segments. The students will mark off the 10 segments, and then place a band of tape around the seventh segment of each vessel. The students will carefully fill each vessel up, stopping at the seventh segment.

After this exploration, on the board using a grid, demonstrate a comparison of $7/10$ and 70% . The students will use the language, “ $7/10$ of the jar is full; 70% of the jar is full.”

Explain to students that 70% of the human body is made up of water. Lead the students in a discussion about where this large amount of water is stored in our bodies (cells, organs, bones, respiration, elimination, blood, etc.).

Have the students compare the weight of a potato to a handful of potato chips. Guide them to the conclusion that the potato is full of water, and that the potato chips are dehydrated.

Discuss with the students the terms dehydration and hydration.

VARIATIONS: Use manipulatives to demonstrate fractions including 70% .

ESTIMATED TIME: Exploration and discussion, 30 minutes

ASSESSMENTS: Participation and discussion

NM Core Curriculum Standards:

CCSS.Math.content.3.MD.B.4

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Lesson

6

STONE SOUP

OBJECTIVES: To demonstrate and experience healthy food choices.

CONTENT AREAS: Health, Language Arts, Theater

MATERIALS: One or more versions of the classic story, “Stone Soup”
A big, clean river rock
A big pot and a large wooden spoon
Various vegetables
A crockpot
Water or broth
Bowls and spoons or mugs
A note to send home to parents requesting an ingredient (and volunteer time, if you need it)

DESCRIPTION: Read the story [Stone Soup](#) to the class. Discuss the events of the story. What motivated the people to finally go into their meager stores and share their vegetables with the stranger?

On the same day, or the next day, set a large, empty pot in the center of the circle. Place all of the vegetables and other soup ingredients on a table nearby.

The students will sit in a circle around the pot. One student will act the role of the stranger, while the other students will take turns being villagers in response to the narrator’s directions. At this time, the vegetables remain whole or in their cans. This is a pantomime of the story.

Once the story has been acted out and all of the ingredients have been placed in the pot, everything can be brought to the preparation area to be cleaned and chopped. This is a wonderful opportunity to invite parents to volunteer.

If the story is told in the morning, the soup will cook in the crock pot and be ready for lunch, or for a late afternoon snack. Discuss why vegetables taste better in this soup.

VARIATIONS: Compare and contrast various versions of this story. Investigate whether or not there are versions of this story from the various cultures represented in the class.

Invite the students to write and illustrate their own version of this story, including many detailed illustrations of vegetables.

ESTIMATED TIME: Time varies depending on presentation choices.

ASSESSMENTS: Observation of student participation.

NM Core Curriculum Standards:

CCSS.ELA-Literacy.RL.3.2
Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Lesson 7

GAME'S ON!

OBJECTIVES: Students will demonstrate cooperative behavior.
Students will demonstrate ability to sequence the steps in a game.

CONTENT AREAS: Physical Education, Language Arts

MATERIALS: Large bins containing various game equipment, such as balls, ropes, bean bags, cones, hoops.

Clipboards with pencils and paper

DESCRIPTION: Divide the class into groups of four. Only instruct each group to go to the bins and randomly choose two to four items.

Once items have been chosen, reveal that each group will create a game using all of the items selected. The students must establish how the game is to be played, the rules and include all members of the group in the playing of the game.

The students must give their game a name, and write down how to play the game and the rules once they have been established.

Games may be demonstrated at recess time over the course of a couple of days.

VARIATIONS: When the students know that they are choosing items specifically to create a new game, it affects how they make their choices. Explore different guidelines for how to create a game.

ESTIMATED TIME: Creating a game, 15 to 20 minutes
Demonstrating games, variable times

ASSESSMENTS: Recorded rules of each game
Demonstration of the game
A rubric may be used for assessment

NM Core Curriculum Standards:

CCSS.ELA-Literacy.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Students who are participating in the 5-2-1-O Healthy Kids Challenge have completed the first week of the challenge today. You may wish to have a discussion about how they are feeling after the first week with questions such as:

- What was the most difficult challenge?
- What did they like most about the first week?
- What are they proudest of accomplishing?

Lesson 8

TREASURE MAP

OBJECTIVES: Students will solve math problems to provide them with information to locate a “buried” treasure.

CONTENT AREAS: Physical Education, Math

MATERIALS: Math worksheets

An incomplete map leading to a buried treasure

Buried treasure (small toys, pencils, stickers or other rewards contained in a box or basket)

DESCRIPTION: By solving a series of math problems, students will be able to fill in the blanks on a treasure map that directs them to the buried treasure.

Create a series of math problems that students solve in groups or individually. The correct answers to the problems will provide students with the number of steps they should take in a particular direction to get to the buried treasure.

The answers to the math problems can be copied onto the map so that students learn, for example, that they should take 10 steps down the hallway, 15 steps to the left, and 32 steps to the right. This will lead them to the location of the buried treasure.

You may wish to choose more than one location for treasure, so students do not end up following others to the treasure site.

VARIATIONS: Instead of math problems, words must be spelled that lead the students to particular locations in the school.

ESTIMATED TIME: 15 to 20 minutes

ASSESSMENTS: Ability to solve math problems

Ability to transfer information correctly from one sheet to another

Ability to correctly follow directions provided by map

NM Core Curriculum Standards:

CCSS.Math.Content.3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.Math.Content.3.NBT.A.3

Multiply one digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80 , 5×60) using strategies based on place value and properties of operations.

Lesson 9

BODY LANGUAGE

OBJECTIVES: To work productively with a partner or in a small group to improve selected motor skills such as bending, twisting and stretching.

To show the concepts of personal space and general space, working alone, with a partner, and in a group.

To employ non-locomotor movements (axial) and various shapes, in a pattern which incorporates the various body directions such as; low, middle, and high space, and diagonal lines.

CONTENT AREAS: Physical Education, Language Arts

MATERIALS: Lists of spelling words or
Lists of fruits and vegetables

DESCRIPTION: You or a student will state the number of letters in the word to be spelled. That number of students will come to the front of the class. Say the word, and have the students use their bodies to make each letter in it. Groups of students can take turns spelling a word, while the rest of the class acts as audience. Students can alternate between lower case and capital letters.

VARIATIONS: Word lists may be controlled to include only three-, four- or five-letter words. Students can then work in teams and each create one body letter.

Teams of students can then ask the other teams to read the word that they have spelled with their bodies.

ESTIMATED TIME: Time varies, depending on how this game is used in class. It can be a weekly spelling review, or simply a fun break activity, using only a couple of words.

ASSESSMENTS: Creativity and accuracy in creating the letters and spelling each word
General coordination, flexibility, self-control
Observe if spelling scores increase.

More tips and activities are available at
www.healthykidsnm.org

NM Core Curriculum Standards:

CCSS.ELA-Literacy.RF.3.3
Know and apply grade-level
phonics and word analysis skills in
decoding words.

Lesson 10

HYDRATION STATION! (Part II)

OBJECTIVES: To demonstrate that drinking water is important for the body's well-being
To understand the terms dehydration and hydration
To understand that the human body is mostly made up of water
To demonstrate the relationship of percentages and fractions: $70\% = 7/10$

CONTENT AREAS: Health, Science, Mathematics, Language Arts

MATERIALS: Large clear jug of water divided into 10 segments
Black Sharpie marker
Water
Dry and fresh fruits and vegetables (prunes/plums, raisins/ grapes, potato/potato chips (dehydrated pea or carrots/ fresh peas or carrots)
Photocopies of an outline of human body divided horizontally into tenths
Color pencils

DESCRIPTION: Fill up the jug with water, stopping when the jug is 70% full. Remind the students of their earlier exploration.

Show students examples of fresh and dried or dehydrated fruits and vegetables. If possible, invite students to taste the differences, and feel the change in textures and weights.

Tell the students that every living thing on earth is made up of more than 50% water. Remind the students that our bodies are made up of 70% water. Direct the students to break into small groups and color in $7/10$ of the human body template. While they discuss the importance of drinking water, invite them to also turn their drawing into a poster encouraging others to drink lots of water. Place the templates around the school to inspire other students to drink more water.

Conclude lesson with a discussion about how critical it is to our health to stay hydrated. We need to drink 5 to 8 eight glasses of water every day. Impress upon the students that the only way our bodies can replenish lost water is by drinking water. It is a very dramatic statement to say that we can last for more than a month without food, but that we can only last three to five days without water. Refer back to the fruits and vegetables. Without replenishing water, life simply withers up.

VARIATIONS: String apple slices up in the classroom and observe the drying process.
Bring a dehydrator into the class and dry various fruits and vegetables.

ESTIMATED TIME: Discussion and creating posters, 30 -40 minutes

ASSESSMENTS: Completed templates.

NM Core Curriculum Standards:

CCSS.Math.content.3.MD.B.4
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Lesson 11

Hop! Hop! Hopscotch!

OBJECTIVES: Demonstrate general coordination, flexibility, and self-control
Demonstrate ability to follow rules of a game
Demonstrate the ability to create a pattern

CONTENT AREAS: Physical Education, Visual Arts, Language Arts

MATERIALS: Paper and colored pencils
Sidewalk chalk

DESCRIPTION: Draw on the board or show a picture of a traditional hopscotch grid. Students will identify the game and describe what they know about hopscotch. Review the rules of hopscotch with the students (See next page in Children's Tracker tips).

Invite students to write a story about how hopscotch was invented. They will illustrate their story with their own hopscotch design.

During recess, invite the students to draw their own hopscotch designs using the sidewalk chalk. The students will take turns playing on the various hopscotch designs. Use this opportunity to take some digital photos of the children at play for the classroom bulletin board.

VARIATIONS: This lesson may also include a math component by asking students to measure the dimensions of each square.

The students may be challenged to use different geometric shapes in their designs.

ESTIMATED TIME: Initial presentation, 10 to 15 minutes
Illustrated story, 30 to 40 minutes
Hopscotch during recess

ASSESSMENTS: Story and hopscotch designs
Observe hopscotch games, rule play, ability to follow directions
Observe general coordination, flexibility, self-control
Ability to measure dimensions of squares (if used as a math exercise)

NM Core Curriculum Standards:
CCSS.ELA-Literacy.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson 12

FREEZE!

OBJECTIVES: The students will participate in a variety of movements that will increase respiration, heart rate — and vocabulary.

CONTENT AREAS: Physical Education, Health, Language Arts

MATERIALS: List of possible activities/actions that may be done beside a desk
List of vocabulary words relating to the 5-2-1-O Challenge or vocabulary words from any content area

DESCRIPTION: Review and practice with the students various movements such as jumping jacks, touching toes, running in place, squats, high knee lifts, twisting and the silly dance. Students will review all safety rules, and be careful to stay out of the way of other students.

Call out a movement. The students will do the described movement for 30 seconds or so until you call out a vocabulary word. Everyone freezes. Call on a student to give the definition of the word. Everyone freezes until the correct definition is given. Repeat as often as time permits.

This is a very invigorating workout that works well with vocabulary words from all content areas. It is an excellent way to review the goals of the 5-2-1-O Challenge.

VARIATIONS: If the class has access to a larger space, the movements can become larger and include speeds (fast, slow) or levels (high, low).

ESTIMATED TIME: 5 to 10 minutes

ASSESSMENTS: Observation of students' ability to follow directions.
Does vocabulary comprehension increase?

NM Core Curriculum Standards:

CCSS.ELA-Literacy.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Lesson 13

IS IT TRUE?!

OBJECTIVES: Students will demonstrate knowledge of scientific method.

CONTENT AREAS: Science

MATERIALS: An unusual or unpopular fruit or vegetable

DESCRIPTION: The investigation is based on the statement that it takes seven to ten tastes of a new fruit or vegetable before the taster begins to like it. Is it true?

The Scientific Method

- Step 1: State the Question
- Step 2: Collect Information
- Step 3: Form a Hypothesis
- Step 4: Test the Hypothesis
- Step 5: Record and Study Data
- Step 6: Draw a Conclusion

Present the students with an unusual or unpopular fruit or vegetable. (You may wish to take a poll of the class for the vegetable that they like the least prior to this lesson plan.)

Students will follow the scientific method and record their observations for seven to ten bites. At the end of the tastings, students will determine if this statement is true or not.

VARIATIONS: This experiment may be done numerous times with various fruits and vegetables. The investigation can go deeper as the students question why their tastes seem to change. Students can make observations comparing tasting the vegetable while blindfolded or seeing it. Is there a difference in taste when they cannot see what they are eating?

ESTIMATED TIME: Initial presentation, 10 to 15 minutes.
Tasting and observations, 5 to 10 minutes .
Final observations and discussion, 20 to 30 minutes.

ASSESSMENTS: Experience and observations written up following the scientific method.
Participation in class discussion.

NM Core Curriculum Standards:
CCSS.ELA-Literacy.W.3.7
Conduct short research projects that build knowledge about a topic.

For more tips and activities, go to www.healthykidsnm.org

Lesson 14

LET'S DANCE!

OBJECTIVES: The students will demonstrate the concepts of working alone, with a partner, and in a group.
The students will learn and develop the essential skills and technical demands unique to dance and music.
The students will explore and identify connections between dance and physical and health education.

CONTENT AREAS: Physical Education, Music, Dance

MATERIALS: CD player
Selection of classroom and student music
Selection of rhythm instruments; drums, maracas, egg shakers, etc.

DESCRIPTION: Before introducing this activity, determine whether this will be a daily or weekly event. Lead a class discussion about the relationship between physical fitness and dance. This will increase awareness in the students regarding what actually constitutes physical fitness.

Choose a DJ to be responsible for choosing and playing the dance music each time. This will provide students with the opportunity to practice tolerance of other people's choices. The classroom goal will be to remain open-minded and to experience moving to a wide variety of music. (Choose the music three out of five times a week in order to set the tone and expose the students to a world view of musical possibilities.)

The class might do five minutes of dance each day before lunch, or before going home.

Support the students in making a connection between emotional health and physical health as they dance. Dance with them to encourage them.

VARIATIONS: Invite the students to create a dance with a partner, or in a small group.
Invite half the class to dance, while the other half plays percussion instruments.

ESTIMATED TIME: 5 to 10 minutes of daily or weekly dancing

ASSESSMENTS: Observe students' ability to be respectful of other's choices. Observe general coordination, flexibility, self-control.

NM Core Curriculum Standards:

None. This one's for fun!

Students participating in the 5-2-1-O Healthy Kids Challenge have completed the second week of the challenge today. You may wish to have a discussion about how they are feeling after the second week with questions such as:

How was Week 2 different from Week 1?
What did they feel proud of this week?

Lesson

15

HYDRATION STATION! (Part III)

OBJECTIVES: To identify and demonstrate that drinking water is a healthy behavior that impacts personal health.

To demonstrate elements of design.

CONTENT AREAS: Health, Visual Arts

MATERIALS: One empty 32-ounce juice or water bottle for each student
Decoupage glue and sealant such as ModPodge
Paint brushes
Colored tissue paper
Various collage materials

DESCRIPTION: Set up the classroom for an art lesson.

Invite the students to decorate their own water bottle to be used in class. Encourage them to think of images to place on their bottle that represent healthy, active living. Ask them to consider which colors make them think of healthy living. You may wish to include images of athletes or people participating in activities.

Bottles can be kept at a hydration station in class, and students can track their water consumption in their **5-2-1-0** tracker.

VARIATIONS: Encourage students to personalize their own bottles at home.

ESTIMATED TIME: 40 to 60 minutes.

ASSESSMENT: Ability to stay on task
Completion of project

NM Core Curriculum Standards:
CCSS.Math.Content.3.MD.A2
Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.

A Native American curriculum containing traditional poems and songs can be found under the Schools tab at www.healthykidsnm.org

Lesson 16

THE ORIGIN OF FRUIT

OBJECTIVES: To identify and understand entertainment activities that do not include computers or TV.

CONTENT AREAS: Language Arts

MATERIALS: Pictures of fruit taken from magazines or other sources
Glue sticks
Sheets of writing paper

DESCRIPTION: Read the story, *How Strawberries Came To Be* to students. (This story is part of the Healthy Kids NM Native American curriculum.)

Ask students to pick a picture of a fruit from the assortment available.

Have them write a story about how that fruit “came to be.” Encourage students to consider how the fruit looks may have been part of its “creation” story. They may wish to attach the picture of the fruit to their stories. Stories may be read aloud to the rest of the class.

HOW STRAWBERRIES CAME TO BE

Strawberries are shaped like hearts. According to the Cherokee people, there is a reason for that.

A long, long time ago, there was First Woman and First Man. They lived happily together, but one day, they hurt each other’s feelings. They said mean words. So the beautiful First Woman walked away from their home. The First Man was very sorry that he had been angry, and he followed her, but she walked very fast. First Woman was lost in her own thoughts, and she did not hear her husband calling her.

The Creator felt sorry for them. They had argued but loved each other very much. So colorful berries were created, like raspberries, blackberries, and blueberries. But First Woman kept walking.

Finally, she saw the big red strawberries glowing in the pretty green leaves. She stopped to pick and try them.

This is how her husband found her. He told her how much he loved her, and she smiled back.

She shared the strawberries with him. And that is why strawberries are shaped like hearts. They remind us to be kind and caring to those we love!

ESTIMATED TIME: 15 to 25 minutes

ASSESSMENTS: Ability to understand and complete assignment
Ability to complete ideas of story

NM Core Curriculum Standards:
CCSS.ELA-Literacy.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson 17

PIGGYBACK SONGS

OBJECTIVES: To increase student awareness of health issues and healthy behavior choices.

CONTENT AREAS: Language Arts, Health

MATERIALS: Examples of two or more traditional children's songs:

Mary Had a Little Lamb
The Farmer in the Dell
Twinkle, Twinkle, Little Star
Happy Birthday to You

DESCRIPTION: Choose two or more traditional children's songs that the students may already know. Review the melody of the song with the children until they are confident in their knowledge of the tune.

The students will then break into small groups and write the lyrics to their own song about any aspect of the **5-2-1-0** curriculum, piggybacking their words onto the tune of their chosen song.

An example, sung to the tune of *Twinkle, Twinkle, Little Star* (from the 5-2-1-0 curriculum found at www.nmhealthykids.org)

Carrots, peas, and broccoli,
vegetables are good for me.
For my snack and in my lunch,
veggie sticks are great to munch.
Carrots, peas, and broccoli,
vegetables are good for me.

The resulting song creations may be published in a class book. Performances of each song may be sung before the class or by the entire class, and may be shared with the younger classes in the school.

VARIATIONS: Piggyback songs are a great way to study any content area.

The students could create dance steps or actions to go with their songs.

ESTIMATED TIME: Initial presentation and discussion, 10 to 15 minutes

Creating piggy-back song, 15 to 30 minutes

Performing the song, as needed

ASSESSMENTS: The completed **5-2-1-0** songs

NM Core Curriculum Standards:
CCSS.ELA-Literacy.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 18

BRAIN WORKOUT

OBJECTIVES: Students will learn how to research and write a paper on the physical activity traditions of different cultures.

CONTENT AREAS: Health, Social Studies

MATERIALS:

DESCRIPTION: Have your students pick a culture they think they would like to learn more about. They can do research at the library or on the Web to find out what kinds of physical activities people of that culture do to stay active. For example, yoga is a common practice in India; karate and tai chi are favorites in Japan; and baseball is considered “All American.” Students can use the questions included below to help get started.

Some possible websites include:

<http://web-japan.org/kidsweb/explore/schools/q8.html>

1. What culture did you decide to investigate?
2. How does this culture stay physically active?
3. What is the most popular activity?
4. Explain how this activity is done. For example, is it a sport? Does it have teams? Can one person do it?
5. Have you ever seen people doing this activity? Have you ever done this activity yourself?
6. What does this activity tell you about the culture? Is this activity competitive? Does it promote health and balance?
8. What do you think are the most popular sports or activities in the United States?
9. What can we learn about our own culture’s values based upon what sports and activities get the most media attention?
10. What else did you learn about the culture you researched that most interested you?

VARIATIONS: Research could also look into health or dietary practices of other countries.

ESTIMATED TIME: 30 to 45 minutes

ASSESSMENTS: Ability to collect and relay information accurately

NM Core Curriculum Standards:

CCSS.ELA-Literacy.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Lesson 19

HAPPY HEARTS, HAPPY BODIES!

OBJECTIVES: The students will identify positive and negative health behaviors.

CONTENT AREAS: Health, Physical Education

MATERIALS: List of healthy and unhealthy behaviors
Index cards to create a reference file for game
Healthy Heart Chart of activities

DESCRIPTION: Lead a discussion about the heart. Our heart is about the size of our fist and is located on the left hand side of our chest. Its function is to deliver blood throughout our body.

Create a Healthy Heart Chart with the class. List activities and behaviors that support a healthy heart, (walking, eating vegetables and fruits, swimming, etc.) and also list the ones that weaken the heart (inactivity, smoking, unhealthy diet, etc.).

Demonstrate how to run in place. If the activity is good for the heart, the students will run in place for 10 seconds. If the activity is unhealthy for the heart, the students will freeze in a squatting position or flop over like a rag doll for 10 seconds.

Examples of activities: Swimming – RUN
Playing computer games without taking a break – SQUAT
Walking your dog – RUN
Eating too much pizza – SQUAT
Drink 5 to 8 glasses of water each day - RUN

VARIATIONS: Students could add more activities to the index card file as a homework assignment.

ESTIMATED TIME: Initial discussion, 10 -15 minutes
Brain break activity, 5 minutes

ASSESSMENTS: Observation of students' movements and ability to follow direction. Observe general coordination, flexibility, self-control.

NM Core Curriculum Standards:

CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Lesson

SPORTS CHARADES

OBJECTIVES: Experience and recognize different types of sports and other physical activities, as well as their healthful benefits. Describe how participation in physical activity improves health.

CONTENT AREAS: Physical Education, Language Arts

MATERIALS: Index cards

Reference list of various sports (search for an ABC list of sports on the Internet, if you wish)

DESCRIPTION: Prepare the cards ahead of time or have students write the names of sports and other physical activities on them. Create at least 30 cards for variety.

Have students form teams of two or three, then take turns choosing cards. One team will silently act out the motions of the sport, while the other team attempts to guess what sport is being demonstrated.

This is a fun brain break activity between lessons or before going to lunch, or at the end of the day.

The index cards may be added to and saved for future games.

VARIATIONS: Games can be limited to categories, such as sports, or only sports played with a ball, etc. Charades can be adapted to many content areas.

ESTIMATED TIME: 5 to 10 minutes

ASSESSMENTS: Observe students' participation, and increased knowledge of games and vocabulary. Observe general coordination, flexibility, ability to follow direction

NM Core Curriculum Standards:

CCSS.ELA-Literacy.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson 21

SEE ME WALK

OBJECTIVES: Demonstrate the concepts of personal space and general space, maintaining a graceful posture.

SEE ME WALK

"See me walk
so straight and tall
I won't let my basket fall,
eyes ahead
and don't look down
keep that basket
off the ground."
(Romper Room)

Through the years
I've come to learn
the things life teach
just unturn
the way I am
is the way I go
so you may think
that I don't know
but, I have learned
through all those tears
to stand tall
and have no fear
see, I can feel
a bright sunlight
shine on me
even at night

"See me walk
so straight and tall"

Adryan Rotica
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CONTENT AREAS: Physical Education, Language Arts, Social Studies

MATERIALS: Bean bags

DESCRIPTION: The teacher will read the poem by Adryan Rotica to the class. Students can break into small groups to reread, and then discuss what the poem means. As a whole class, students can also investigate images of people from various cultures who carry things on their heads in baskets.

The first verse of this poem may be chanted or sung (see the Romper Room version on YouTube.) The children can practice walking in a slow and stately manner around the perimeter of the classroom while balancing a beanbag on the top of their head.

As a follow up, the teacher can lead a discussion about posture, and the possible side effects to our posture when we slouch for hours in front of a TV or computer screen.

This activity would be an excellent screen time break. The student could practice walking around the room while balancing a book, or an empty bread basket, or a bag of frozen vegetables on their head

VARIATIONS: Have students try to balance peacock feathers on the tips of their fingers.

ESTIMATED TIME: 5 to 10 minutes as a brain break

ASSESSMENTS: Opportunity to observe students' sense of balance and motor skills. Observe students movement in their physical environment.

NM Core Curriculum Standards:

CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Students participating in the 5-2-1-O Healthy Kids Challenge have completed the third and last week of the challenge today. If you'd like to recognize their efforts, send their completed 21-day trackers to the address on the tracker. Children will receive certificates or medals, based on their efforts.

It's an everyday thing!



Eat **5** or more fruits and vegetables a day



Trim screen time to **2** hours a day; read, share stories, or work on a hobby instead.



Be active for at least **1** hour a day



Drink lots of H₂**0** every day



www.healthykidsnm.org