

Connections
Healthful Living
Grade 4
Objective

1.02: Predict physical and emotional reactions to stressful situations.

1.03: Compare and contrast positive and negative strategies for handling stress.

1.05: Conclude that people have different body shapes, sizes, and other personal characteristics that make them unique.

Competency Goal 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

3.03: Predict situations that might lead to violence.

Activity #1: The teacher will ask students to identify what the main problem and stressful situations in the story. Ask them why wolves eat pigs. What body characteristic does each have that makes them eat the other? Why did the wolf eat the two pigs? Was it because of stress? If it was because of stress what are some different ways he and the pigs could have handled the situation? Create a discussion and writing exercise. The writing exercise is just a written summary of what was discussed in class.

Internet: <http://www.thermometriccorp.com/saffoodtem.html>

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2.04: Summarize methods for preventing the spread of germs that cause communicable diseases.

Activity #2: This lesson will teach students about ways in which germs are transmitted, methods of preventing the spread of germs, the importance of immunization, and how the body provides protection from disease. It will explain actions an individual can take when not feeling well and identify causes of diseases other than germs such as allergies and heart disease. The student will benefit from this activity because it will help them understand the importance of good personal health habits in preventing illness. They will also learn the causes of illness, and our bodies' defense mechanisms in preventing illness.

Activity A:

Materials Needed:

Small Playground Ball

Vaseline

Glitter

Pass around a ball that is coated with Vaseline and glitter. Tell your students that the gunk on the ball represents germs that they pick up when they touch things like balls or other playground equipment. Afterwards they will definitely want to wash their hands!

Activity B

Materials Needed:

None

Have your students check all the bathrooms in the school to see if they have all the equipment (soap and hand towels) needed to wash their hands. Students could also check their bathrooms at home.

Have them make a list of the materials that are missing and give to custodian. This could be a weekly activity where every Monday a different student checks the bathroom for necessary materials.

<http://www.dshs.state.tx.us/kids/lessonplans/activities.htm>

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4.04: Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.

4.05: Summarize the concept and the benefits of eating in moderation.

4.06: Distinguish between healthy and unhealthy eating patterns.

Activity #3: Students will recognize everyday foods in the target language. They will relate the foods in the wolf's sandwich to the food pyramid in order to make healthy food choices. They will learn to order food and compare and contrast food choices in the target language. They will identify what was healthy in the wolf's diet and what wasn't. Did he eat the food in moderation? Did he eat anything healthy/unhealthy, if so, what? Have them create their own food pyramid and categorize the wolf's diet in the story within the food pyramid. What section did he eat too much of or not enough of?

Internet: <http://www.learnnc.org/lessons/print/ginabenson510200577286>

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4.02: Analyze how microorganisms can cause food borne illnesses and demonstrate safe food preparation, handling, cooking, and storing that promotes cleanliness and avoids cross contamination.

Activity #4: There is a created work sheet testing the knowledge of the students in relation to food bacteria's because of spoiling. They wolf says he ate the two pigs because they would spoil and go bad outside in the ground like that? Is he right? This worksheet discusses how long it takes food to spoil? This is also an opportunity to incorporate science into the lesson. Create an experiment that allows the students to watch how long it takes specific foods to spoil over time. Keep in mind to always keep the foods contained in a safe non-infectious environment. Specifically discuss how meats spoil, but other foods can be covered as well.

Helpful websites for the worksheet questions:

- Meat Safety at <http://azdhs.gov/phs/oeH/fses/sfstt dt1.htm>
- Egg Safety at <http://azdhs.gov/phs/oeH/fses/sfstt dt3.htm>
- Milk, Cream, and Cheese Safety at <http://azdhs.gov/phs/oeH/fses/sfstt dt5.htm>
- Vegetable Safety at <http://azdhs.gov/phs/oeH/fses/sfstt dt10.htm>
- Fruit Safety at <http://azdhs.gov/phs/oeH/fses/sfstt dt11.htm>

Internet: http://www.education-world.com/a_lesson/TM/WS_nutrition_TM3

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Activity #5: Ask the students what kinds of choices they have to make about what they eat and how many times a day they must do this. Ask them if they know what kinds of foods to choose to keep their body healthy? See the USDA website to download a Food Pyramid poster (<http://www.fns.usda.gov/tn/Resources/mypyramidforkidsposter.html>). Tell the students the object of a food pyramid is to show the guidelines of what foods are healthy. Have the students compare using a Venn-diagram healthy foods that were eaten in the story and unhealthy foods that were eaten. Ask questions such as: Which one is a better example of how we should eat? Why?
What is the story pyramid lacking that is essential to a good diet?

Internet: <http://www.learnnc.org/lessons/print/BjLarson2112003311>

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Activity #6: In this lesson the students will work in cooperative groups to discuss food items they consume for breakfast. Using maps, they will locate countries and investigate elements of foreign culture, particularly food. They will associate these foods with the places they are from. They will create a dialogue for each place and the appropriate foods that are originated from that specific area.

Internet: <http://learnnc.org/lessons/print/EconEdLink11202002812>

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4.08: Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.

Activity #7: Got Broccoli? This Science NetLinks lesson encapsulates what students have learned about nutrients, their different forms, and their importance for particular tasks in the body. It works in conjunction with Why We Need Food and Good Food, Good Health, which are Science NetLinks lessons on the digestive system and how vitamins and minerals help the body function, respectively. In this lesson, students are asked to look critically at the advertising claims of foods they eat, recognizing those that ascribe unrealistic, emotional, or psychological benefits to foods, rather than nutritional benefits. As a class come up with some sort of a list or chart as to what advertisers are promoting. Ask the students to come up with ideas on how they would advertise healthy foods and prevent the advertisement of unhealthy foods. They will then combine into groups to create their own advertisement on healthy foods through whatever props necessary. Then they will present this and the other students will act as their consumers.

Internet: <http://www.sciencenetlinks.com/lessons.cfm?DocID=58>
<http://www.learnnc.org/lessons/ScienceNet11202002726>

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Activity #8: This lesson is titled Healthy Eating from the website, www.learnnc.com. The students will collect and learn about fellow classmates eating habits and graph them. In this lesson, students collect data about the food knowledge of class members. They will create bar graphs, pose and answer questions about the data by looking at the graphs, and find the range and mode.

Internet: <http://illuminations.nctm.org/LessonDetail.aspx?ID=L353>

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