

Food Safety

One way to make sure we benefit from eating healthy food is to follow food safety guidelines when preparing our food. There are several things we can do to make sure our food is safe and healthy to eat. Following food safety tips will help prevent food-borne illnesses.

- Begin by washing your hands with hot, soapy water before you touch food. Wash the fruits and vegetables before cutting or preparing them. Then, wash the cutting board with a disinfectant after you use it. Wash your hands, too, after handling food. This prevents the spread of harmful bacteria.
- Keep hot foods hot and cold foods cold. Perishable food should be kept cold. If food warms up over 40°, bacteria starts to grow. Once food has been cooked, it should be kept hot, over 140°, so bacteria can't grow. If cooked food will not be eaten within an hour or two, it should be refrigerated. If you are not sure food is still safe to eat, throw it out.
- Raw meat, poultry, and eggs have bacteria. This is why we cook meat and eggs and do not eat them raw. Keep raw meats away from other foods and wash counters thoroughly after preparing meat.
- Cover your mouth and nose when you sneeze. Be careful to turn your head away from the food you are preparing or eating. Wash your hands after sneezing or blowing your nose. This prevents germs from getting on food that people will eat.



Directions: Do some research to help answer these questions.

1. What are bacteria? _____

2. Are all bacteria bad? _____
Why or why not? _____

3. What does *perishable* mean? _____

4. Name two perishable foods. _____

Sleep Is Good for Us

Whether we like it or not, sleep is an important part of a healthy lifestyle. Getting the proper amount of sleep affects how we feel and how we act. It helps to have a regular routine when going to sleep, and it is best to have a quiet room. Studies show that 10 or 11 hours is an appropriate amount for students 7–12 years old.



Why do we need a good night's sleep?

- While we sleep, our brain processes information, remembering what we have learned and experienced.
- With the right amount of sleep, we are able to pay attention and make better decisions.
- With the proper amount of sleep, we are more aware, which helps us stay safe and avoid accidents.
- People who do not get enough sleep take longer to finish tasks and make more mistakes.
- Tired people tend to be cranky people. Sleep helps us get along well with others.
- Sleep helps our bodies heal and fight infections. People who do not get enough sleep tend to get sick more often.

Take the quiz below to see how much you now know about sleep. Write **T** for true or **F** for false on the line next to each statement.

- _____ 1. Sleep is essential to our health and growth.
- _____ 2. The amount of sleep we get each night affects our energy the next day.
- _____ 3. Our brains and bodies need sleep.
- _____ 4. Sleep does not affect our memory and ability to do well in school.
- _____ 5. Sleep helps us solve problems and get new ideas.
- _____ 6. When we get enough sleep, we may have trouble listening, making good choices, or getting along with others.
- _____ 7. Preteens should get between 10 and 11 hours of sleep each night.
- _____ 8. It doesn't matter if you have a routine you follow each night.
- _____ 9. It's okay to have the TV or computer on when you're trying to sleep.
- _____ 10. It's a good idea to keep the bedroom dark, quiet, and cool.

A Perfect Night's Sleep

Do you have healthy sleep habits? **YES** _____ **NO** _____

11. What is one thing you might add or change in your own nighttime routine to help you sleep better?

12. What is one thing you might do in your bedroom to promote a healthier sleep environment?

Protect Your Lungs!

When people refer to *wellness*, they are talking about a way of life. Several factors play a role in being well, or healthy. One, of course, is not being sick. Wellness also means not having risk factors for disease. You can reduce your risk by practicing healthy habits.

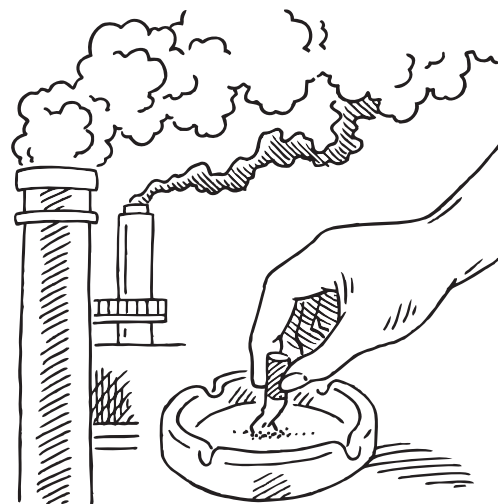
Let's look at one example of wellness. Let us focus on your heart, lungs, and blood vessels, which supply your body with oxygen. When you are well, these organs can do their jobs, especially when you are active. Eating healthy foods is one way to keep our heart and blood vessels healthy, but what about our lungs? One way to keep our lungs healthy is by not being around too many air pollutants.

1. What are pollutants? _____

2. Name two air pollutants. _____

We can't always control the air we breathe, but we can control some things related to our breathing. One smart, healthy choice we can make is to not smoke or use tobacco. Smoking is one of the most harmful things we can do to our bodies. But it is something we can choose not to do to remain healthy and live a longer, fuller life.

Smoking leads to more colds and coughs. The chemicals in cigarettes can lead to other diseases, too, including cancer. People who smoke have a harder time keeping up with others in physical activities, such as sports. Your lungs have a harder time moving oxygen through your body. This can make people who smoke more tired and grouchy.



3. List three reasons why smoking is not good for *your* health.

- _____
- _____
- _____

4. What is second-hand smoke? _____

5. How can you avoid it? _____

Challenge: Work in groups to create posters or skits showing the benefits of living “tobacco-free.” Be positive. What are the activities you can do, or do better, if you do not smoke? List reasons that you can give when someone tries to get you to smoke (e.g., “No thanks, I need to be able to run fast and for a long time to play basketball.”)

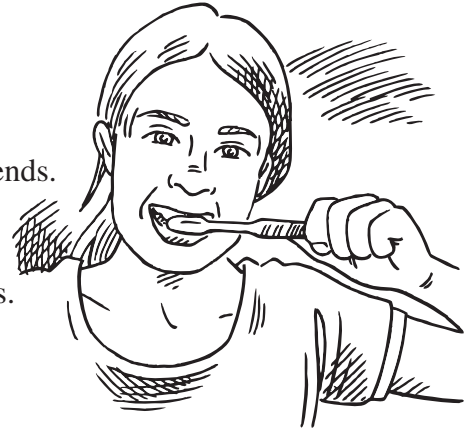
Pathway to Health

There are things we can do to stay healthy. We know we should eat healthy meals and exercise every day, but germs are everywhere! Test your knowledge of disease prevention by matching each healthy behavior to a way it helps promote good health. Think about how each behavior helps us avoid germs or helps our bodies in specific ways.

Directions: Write the letter for each explanation on the line in front of the statement.

Health Statements

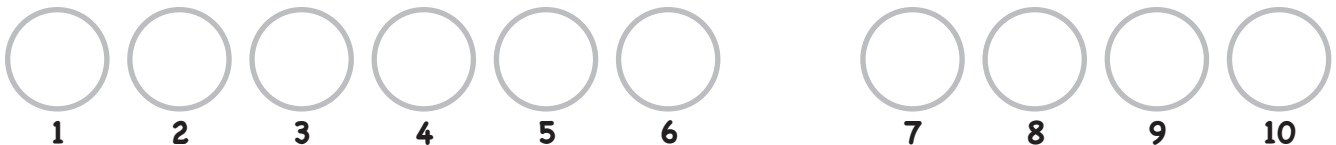
- _____ 1. Sneeze or cough into your sleeve.
- _____ 2. Brush your teeth after meals.
- _____ 3. Do not share drinks or eating utensils with friends.
- _____ 4. Drink plenty of water.
- _____ 5. Follow established safety rules and procedures.
- _____ 6. Throw away used tissues.
- _____ 7. Get enough sleep.
- _____ 8. Practice good personal hygiene.
- _____ 9. Ask a nurse or other trusted grownup if you have questions about health.
- _____ 10. Wash your hands often.



Health Explanations

N—to make informed decisions about personal health, illnesses, and disease prevention
A—to prevent the spread of germs between friends
E—to keep teeth and gums healthy, and free of bacteria that causes disease
T—to prevent injuries and keep you safe
H—to protect other people from exposure to germs and bacteria
L—to help body organs and systems function properly
H—to protect other people from exposure to germs and bacteria
I—taking care of your body (e.g., bathing, washing hair, brushing teeth) helps maintain health
W—to keep your body rested, to build a strong immune system, and to fight disease
S—to prevent skin diseases and the spread of germs

Use the answers above to solve the puzzle. Place the letter for each answer (1–10) in the circle above its number. What does it say?



Challenge: Write a quiz question for a classmate to help him or her check his or her knowledge about disease prevention. Use the back of this page. Combine questions to create a class quiz.

Stranger Danger

You may have had occasion to be by yourself or with friends without a grown up around. In any situation, even with trusted adults, it's important to be aware of your surroundings to stay safe.

Directions: Discuss the following questions in small groups. Take notes. Think about things you have heard or learned in school, at home, or in the community. Then, share your thoughts.

1. What might alert you that a person or situation is not safe? _____

2. What can you do if you sense you are in a potentially dangerous situation? _____

3. What things should you tell an adult before you go out alone? _____

4. What guidelines do you have when you are home alone? _____

5. What guidelines do you have for staying safe when using a computer? _____

Challenge: Think of situations in which you might practice these safety tips.

1. Role play with your partner or a small group.
2. Present your skit to the rest of the group if time allows.

Sample dialogue:

Hey Mom, may I go to Ian's house?

Who will be there?

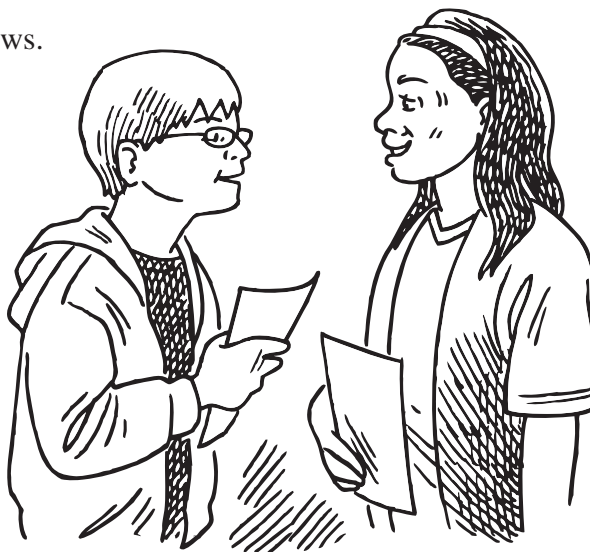
Jason is going to meet me at the corner and we're going to walk over together. Ian's mom will get home from work at 4:30.

When will you be home?

I'll be home by 6:00.

All right, call me if anything changes.

Okay. Bye, Mom!







Extension: What is the **NO-GO-TELL** strategy? Do some research to find out and write an explanation on a blank journal page.

Name _____

Healthy Lifestyles

There are many choices we can make to stay healthy. Talk with classmates to learn about different things people do to practice wellness.

Find classmates who have done each of the things listed on the chart. Have that person write their name and other information in the correct square. Try to have a different person write in each square.

 _____ has made the choice to not smoke.	_____ ate a healthy breakfast. He or she had _____.	_____ knows how to use the NO-GO-TELL strategy to stay safe.
_____ can name at least one food safety tip.	_____ had fruits and vegetables on half of his or her plate yesterday.	_____ has tried an alternate dairy or meat food. It was _____.
 _____'s favorite nut or seed is _____.	_____ knows how many grain servings to have each day. 	_____ has tried a different kind of cheese other than cheddar or jack. It was _____.
_____'s favorite cooked vegetable is _____.	_____ likes fruit salad made with _____ and _____.	 _____ got 10 hours of sleep last night.

Staying Fit

Each day, we have a list of things we want to do and things we need to do. We go to school, do homework, do chores around the house, get together with friends, and spend time with our families. It's not always easy to find time for exercise. What are some ways people stay fit? Playing sports is a good way to get regular exercise. You and your friends may belong to a sports team. But not everyone plays a team or individual sport.

Here are some ways to work fitness into your everyday life:

- Stretch when you have a few minutes between assignments in class.
- Challenge yourself to work a little faster, reach a bit higher, or bend a little farther when doing chores at home.
- Ask a family member to park a little farther away from the store so you can walk together through the parking lot.
- Offer to take a younger sibling on a walk or bike ride around the neighborhood. You can get some exercise and help out family members at the same time. Better yet, see if you can get one of your parents to go with you. They need exercise, too!
- Ask your friend to walk with you or do something else that's active while you talk during lunch or breaks at school.



List three more ways to add a little more exercise to your day.

- _____
- _____
- _____

Challenge: Think about exercise-related activities that could be incorporated into the school day. It can be something as simple as lifting a book overhead 20 times or bending and stretching between classes. Encourage each other to be creative and think of realistic things.

Option 1: Work with a group to create a presentation for other classes to encourage people to add a little more exercise to their day and stay fit while at school. Each person in the group can make a drawing on a piece of plain white paper or a small poster. Put several of these together for the presentation or use presentation software on a computer.

Option 2: Make a set of *Exercise Reminders* posters that can be displayed around school to encourage fitness.



Interval Training

A large part of being fit is our ability to be active. When we are healthy, our heart and lungs carry oxygen efficiently to all parts of our bodies. This, along with eating healthy foods, gives us energy to do the things we need and want to do.

People exercise to maintain physical fitness. There are many different ways to exercise. Often people **warm up** before they exercise. This means they do some types of movements at a less intense level than the actual activity. For example, before playing soccer, you might jog around the field once or twice or toss or kick the ball around a bit.

We can improve our fitness by doing different kinds of exercises. Sometimes people combine more than one activity into one exercise session. This is called **interval training**. It means you trade times of intense activity with lighter activity. For example, you might kick the ball around the track once, then run around the track once, and then kick the ball the third time.



Class Activity

1. Try a short interval activity. Alternate marching in place, a lighter exercise, and jogging in place, a more intense exercise. Switch activities every one or two minutes for a total of six minutes.
2. Brainstorm four more interval activities that can be done in the classroom. Do one each day for a week.

Interval Activity 1: March in place and then jog in place. Repeat.

Interval Activity 2: _____

Interval Activity 3: _____

Interval Activity 4: _____

Interval Activity 5: _____

Name _____

You Are a Fitness Machine!

The concept of fitness, or “getting in shape,” may bring to mind an image of a gym. Many gyms have fitness machines to help people do a variety of exercises. Fitness machines use mechanical energy supplied by the person using the machine. People use these machines to build endurance and muscle. For example, many people use treadmills to walk or run for extended periods of time. Since the treadmill is stationary and inside, it doesn’t matter what the road conditions or the weather is like!



Think about fitness machines you have used or seen in pictures or in a gym. They involve lifting, pushing, pulling, walking, running, or riding. What activities do you do each day that use similar movements? Write your ideas on the chart.

Lift	
Push	
Pull	
Walk	
Run	
Ride	

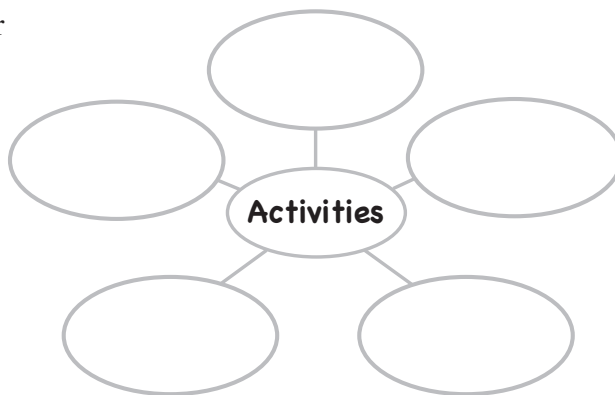
Challenge: Think of a way your body is like a machine. Explain.

Name _____

Fitness Survey

One way to get ideas for exercise and fitness activities is to find out what other students like to do. Do they walk everyday? Dance? Play on a team? Ride a bike or skateboard?

1. On a separate piece of paper, draw a web with your own activities.
2. Form small groups and brainstorm things you have done this week to stay active.
3. Combine the information to make a group “Fitness Survey” chart like the one below. Use tally marks to represent each person in each group.
4. Post all the groups’ findings in a common area and review the data.
5. Note which activities were common, and which ones were more unusual.
6. Is there an activity the whole class can do? _____



Fitness Survey				
Activity	Group 1	Group 2	Group 3	Group 4

Extension: Create a new class chart or grid to show the exercises done the following week. Keep listing new activities and add tally marks, stickers, or other markers each time the activity is done. Remember to include things like walking or riding your bike to school and P.E. or recess.

Compare the activities for the two weeks and discuss your results.

Case for Fitness

Many elementary and middle schools have a physical education program. Students have P.E. one or more days a week. One elementary school has a unique fitness program. One day a week, fifth-graders play the role of “youth trainers.” First, they take a fitness test. They learn about the test so they understand it before helping other students work their way through it. The youth trainers record peers’ scores in fitness tasks to improve endurance and muscle strength. They take notes when other students participate in aerobic exercises.

The youth trainers lead activities to help their classmates improve in specific fitness areas. The other students play the role of “clients.” The trainers work with teachers to set up fitness stations. At each station, one or more trainers explain to the clients (students) the fitness focus at that station. Trainers guide their clients through the activities at each station. Students rotate through the roles so that everyone has the opportunity to be a client with a fitness trainer and to train others.



At the end of the term, all students take the fitness test again. Students compare their fitness scores and reflect on the success of the training. Trainers and clients may make suggestions for improvement for the next term. The school also has a running club. The club meets two mornings a week before school. Students run around a marked track. Parents or other family members may also run. Members of the club receive a running stick every time they complete a lap. One hundred sticks equals 10 miles. When a student has completed 10 miles, he or she receives a “foot” token. Tokens are also awarded for marathons (26 miles) and super marathons (100 miles).

Now that you’ve read about how one school emphasizes fitness, think about your school.

1. What is one thing your school does to emphasize fitness? _____

2. What might you or your class do to encourage people to make fitness part of their lives? _____

Challenge

1. Divide into four or five groups. Each group will devise a fitness station and learn more about the proper way to do each task or action required. For instance, when stretching, you should move slowly and try not to bounce. If doing a runner’s lunge, your knee should not move forward past your ankle.
2. Set up the stations with personal “recording sheets” for each participant. Have each person record his or her “starting ability” and then keep his or her sheet for recording new information each time.
3. Set a goal to practice one task or skill daily for a week and record the information. At the end of the week, see if the daily practice has led to improvement.
4. Add new stations as time allows. Consider having students take turns being “trainers,” too.

Page 60—What Is Cholesterol?

1. **Good (HDL) Cholesterol:** carries cholesterol back to the liver; exercise helps your body use this type; can help us digest our food
Bad (LDL) Cholesterol: carries cholesterol into the body; it can stick to blood vessels, this can cause heart disease or a stroke in the brain
2. Answers will vary, but should discuss exercise and healthy diet choices.

Challenge: Answers will vary.

Page 61—Sodium in Foods

Check for reasonable answers.

Page 62—Add More Fruits and Vegetables!

Check for reasonable recipes.

Page 63—My Plate—Revised!

Check for reasonable answers.

Page 64—Food Tips for Tip-Top Health

Check for reasonable answers.

Page 65—Food Safety

Check for reasonable answers.

1. Bacteria are microorganisms that are too small for the human eye to see. Some bacteria, or germs, can cause illness.
2. Some bacteria actually help us digest our foods and strengthen our immune systems. When talking about food safety, we are referring to the bacteria we try to protect ourselves from by handling raw and cooked foods correctly.
3. Perishable foods are those that will go bad if not stored properly. They can grow (bad) bacteria if left at room temperature and not put in the refrigerator or cooked in a timely manner.
4. Meat, poultry, eggs, and milk are some common perishable foods.

Page 66—Sleep Is Good for Us

- | | | |
|------|------|-------|
| 1. T | 5. T | 9. F |
| 2. T | 6. F | 10. T |
| 3. T | 7. T | |
| 4. F | 8. F | |

11–12. Check for reasonable answers.

Page 67—Protect Your Lungs!

Check for reasonable answers.

1. Pollutants are things that make the air dirty and unhealthy.
2. smoke, air pollution from cars; possible air pollutants include carbon monoxide, lead, ozone, nitrates or soil particles, and sulfur oxides
3. leads to cancer; more colds and coughs; harder to do sports
4. Smoke from people smoking nearby
5. Answers will vary.

Page 68—Pathway to Health

- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| H | E | A | L | T | H | W | I | N | S |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |

Page 69—Stranger Danger

Answers will vary. Use the answers to discuss different safety measures.

Page 70—Healthy Lifestyles

Answers will vary.

Page 71—Staying Fit

Accept reasonable answers.

Page 72—Interval Training

Suggestions might include: side stepping/jumping jacks; marching/jogging; walking/skipping

Page 73—You are a Fitness Machine!

Accept reasonable answers.

Page 74—Fitness Survey

Accept reasonable answers.

Page 75—Case for Fitness

Accept reasonable answers.

Page 76—Sports

Accept reasonable answers.

Page 77—Think Like an Athlete

Accept reasonable answers.

Page 78—Careers in the Health Industry

Answers will vary.

Page 79—Healthy Habits Review

Check student projects for accuracy.