STRONG & HEALTHY kids

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Greetings Educators!

Thank you for participating in *The Oklahoman's* newest Educational Program "Strong & Healthy Kids"! We are very excited about learning and working with you this school year, as we focus on the three core areas of "Strong and Healthy Kids": Eat Better, Move More, and Be Tobacco-Free.

In order to better evaluate the effectiveness of "Strong and Healthy Kids", we have put together a short pre-survey to identify educators' and their students' exercise, eating and tobacco-use habits. We ask that you and your students take the pre-survey as soon as possible before beginning the "Strong and Healthy Kids" lessons, so we can better assess your progress throughout the program. In order for you and your students to receive the Strong and Healthy Kid Certificates signed by Governor Brad Henry, you and your students must take this survey. The survey takes approximately five minutes to fill out and can be taken on the same computer multiple times, so students may take it during a computer lab or classroom free time. No password or username is required.

To take the survey, please go to:

Teachers: http://www.surveymonkey.com/s.aspx?sm=ax2ZX9JIyJoSJ80bCpaSXw_3d_3d

Students: http://www.surveymonkey.com/s.aspx?sm=IjvXWniVmXegERDQmBU5Pw_3d_3d

These surveys may also be accessed through *The Oklahoman's* Newspaper in Education website at:

http://static.newsok.biz/sites/nie/educational_programs/shok.html

If you have any questions or problems accessing the survey, please call (405) 475-4046 or e-mail educationalservices@oklahoman.com. Thank you for participating in *The Oklahoman's* "Strong & Healthy Kids Program." We value your input!

Cardiovascular Physical Activity

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 3 & 4
Grade 4: (PASS) Standard 3 & 4
Grade 5: (PASS) Standard 3 & 4

Objectives:
Discuss the benefits of aerobic/cardiovascular activity including blood pressure.
Explore how much aerobic exercise is needed each week.
Discuss various aerobic exercises.
Learn how to measure pulse.

Materials:
Exercise IQ worksheet
Refer to page 68 & 77 in *Guide to a Strong & Healthy Oklahoma*

Activities:

1. Today we are going to talk about one very important component and type of exercise: Aerobic exercise. Sometimes it is also called cardiovascular exercise or "cardio" for short. Aerobic exercise is an exercise that uses a lot of oxygen for a long period of time. During aerobic exercise, you breathe in the same amount of air your body uses. Your heart beats at a fast but steady pace. Examples of this type of exercise are walking fast, jogging, swimming, jumping rope or biking for at least 20 minutes at a time. These exercises lower your body fat and help build cardiorespiratory endurance. It is important to do aerobic exercise three to four times every week for at least 20-30 minutes at a time. There are several benefits you get from aerobic exercise:
   - Reduces the risk of heart disease by *lowering blood pressure*. Blood pressure keeps your blood moving through your body. It forces blood upward from the lower part of your body and back to your heart. High blood pressure puts more wear and tear on your arteries. Arteries are blood vessels that carry blood away from the heart. *Regular aerobic exercise lowers blood pressure.* It keeps fats from sticking to artery walls and allows blood to move more easily through the arteries. Being stressed out or overweight raises your blood pressure and this can damage the arteries and the heart. High blood pressure can lead to a stroke or heart attack.
   - Aerobic exercise also increases your endurance by increasing the efficiency of the heart and lungs. It reduces body fat and helps you maintain a healthy weight or lose weight.
   - Aerobic exercise helps relieve stress and tension. It gives you more energy, improves self-confidence and counteracts depression.
   - Aerobic exercise also helps you sleep better, and it strengthens your immune system. It also provides an opportunity to share an activity with family and friends.

2. To determine if you are doing aerobic exercise, there are some important things to keep in mind. Your heart is a muscle just like your arms or legs have muscles. The heart beats in order to pump oxygen. The heart beat rate adapts to changes in the body's need for oxygen, such as during exercise or sleep. In order to keep your heart strong, you need aerobic activity. When you practice aerobic exercise frequently, your heart gets stronger and stays healthy.

You can know if you are doing aerobic exercise if it makes your heart pump faster and you feel a little out of breath. Remember that aerobic exercise is an exercise in which your heart beats at a fast but steady pace for at least 20 minutes continuously. To know if your heart is beating faster, you can take your pulse. *(Hand out pulse worksheet and go over carefully.)* To test an activity, take your pulse before and after the activity. Let's try it.

Let's take our pulse first. When I say, "go," start counting, and stop counting when I say "stop." Usually you would count how many times your heart beats during one minute, but we'll do it for a shorter time today. *(Say, "go," then wait 15 seconds, then say "stop.")* Ok, write the number of beats you counted during that time. Now, because I counted for a period of 15 seconds, we need to multiply that number by four to get the number of beats per minute. Please do that now.

Good job. Now, let's test an activity. Begin jogging in place now. *(Wait about one minute.)* You may stop jogging now. Let's take our pulse again. "Go." *(Wait 15 seconds.)* "Stop". Now write that number down and multiply it by four. Was your number higher that time? If we were to keep jogging for at least 20 minutes, that would be an example of aerobic exercise. You can try this with other exercises as well.

3. There are two heart rates you should know. One is your resting heart rate and the other is your target heart rate during exercise. Your resting heart rate is the number of times your heart beats per minute when you are sitting still. Your target heart rate is the number of beats per minute you need to reach to increase your endurance and strengthen your heart.

   The healthy heart beats about sixty to eighty times per minute when at rest. Your resting heart rate usually rises with age, and it's generally lower in physically fit people. Your resting heart rate is used to determine your target heart rate. Target heart rates let you measure your initial fitness level and monitor your progress in a fitness program. This approach requires measuring your pulse periodically as you exercise. Your target heart rate is from 100–150 beats per minute. It is also important to monitor your recovery heart rate five to six minutes after physical activity. The recovery heart rate is taken fifteen minutes after physical activity and multiplied by four. It is important to keep your recovery heart rate below 120 beats per minute.

   F.I.T.: If you want to continue to increase your level of fitness, you must work your body harder. As you exercise, your heart and lungs become stronger and you gain endurance. This makes it easier and easier for you to exercise. In order to continue to gain endurance, speed, and strength, you must remember F.I.T. "F" stands for *frequency*. Frequency is how often you exercise. Start with a couple of times per week, and gradually increase to more times per week. "I" stands for *intensity*. This is how hard you exercise. Not only should you increase the number of times per week you exercise, but you can also increase the level of difficulty of the exercises. "T" stands for *time*. Our bodies need to exercise about five times per week. We need a combination of the different types of exercise each week.

4. Now, since you know more about cardiovascular exercise, let's take a quiz to see how much you know about exercise in general. *(Give quiz and go over answers afterwards.)* Remember that the proper amount of aerobic exercise we need every week is three to four times for at least 20–30 minutes each time.

STRONG & HEALTHY kids

1. What are the 4 components of physical activity?

   A. fitness testing, body composition, stretching, walking

   B. cardiovascular activity, muscle strengthing & endurance, stretching, body composition

   C. blood pressure, endurance, endorphins, cardiovascular activity

2. What are the 5 types of exercise?

   A. isotonic, isotropic, isokinetic, anaerobic, aerobic

   B. light, moderate, difficult, short-term, long-term

   C. endurance, strength, flexibility, speed, aerobic

3. How many times do you need to do aerobic exercise each week?

   A. 1 time

   B. 2 times

   C. 3 – 4 times

4. How long do you have to keep your heart rate up to consider that exercise aerobic?

   A. 10 minutes

   B. 20 – 30 minutes

   C. 5 minutes

5. Exercise releases chemicals called _____ that help give us energy and make use feel good about ourselves.

   A. oxygen

   B. protein

   C. endorphins

6. Aerobic exercise can help lower _____ which helps protect us against stroke and heart attack.

   A. blood pressure

   B. heart rate

   C. endorphins

7. To check your pulse, your count the number of _____ per minute?

   A. breaths

   B. blinks

   C. heart beats

8. A healthy heart has a resting heart rate between _____.

   A. 90 – 100

   B. 60 – 80

   C. 100 – 120

Muscle Strengthening, Flexibility and Endurance

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 3 & 4
Grade 4: (PASS) Standard 3
Grade 5: (PASS) Standard 3

Objectives:
Explore the purpose of muscles and endurance
Discuss activities that can strengthen muscles
Explore the purpose of stretching
Practice stretching and identify the muscles affected

Materials:
Muscle model (each school has one)
In & Out story

Activities:

1. *Explore muscles and endurance*
   Muscles are masses of tough, elastic tissue that are positioned around our bones. When we want to move, our muscles pull our bones where we want them to go. Muscles enable us to eat, smile, and do a lot of other activities that we have to do every day. Everyone put your arm straight in front of you with your palm facing the ceiling. Now, try to touch your shoulder with your finger tips. Can you see your muscle working? This muscle is called a bicep muscle.

   There are three types of muscles within your body:
   - Skeletal: Striated voluntary muscle (conscious control), anchored by tendons to bone and is responsible for moving the skeleton.
   - Smooth: Non-striated, involuntary muscle (not under conscious control), found in the walls of organs and blood vessels.
   - Cardiac: Striated, involuntary muscle, specialized kind of muscle only found in the heart.

   There are two types of skeletal muscle:
   - Type 1: Slow twitch, oxidative. These use oxygen to generate fuel for extended and continuous activities such as running a marathon or biking for an hour.
   - Type 2: Fast twitch, glycolytic. These are anaerobic, (they do not use oxygen to produce energy), but instead they use glucose for energy. They generate short burst of strength and speed, but they fatigue more quickly than slow twitch muscle fibers. An example of an activity that uses fast twitch fibers would be sprinting in the 100 meter dash.

   Strength-building activity is very important for muscle health. Strengthening activities are weight bearing exercises that include any activity in which our body has to carry weight. These activities help us build healthy muscles, joints, and bones as well as prevent injury, decrease body fat, and increase endurance.

   Endurance is the ability of the muscles to exert force continuously over a period of time or a physically demanding and long form of exercise. Endurance is crucial in meeting our fitness goals and to get faster, stronger, and perform for a longer period of time.

2. Besides doing exercises that strengthen your muscles, there is another component of fitness that is important for healthy muscles. This component of fitness is stretching. Let's try some stretches now. Everyone sit on the floor, and we will stretch. In the next lesson, you will learn about the anatomy of muscles and where they are located so you

can do these stretches again knowing exactly which muscles you are stretching. Stretching is important for healthy muscles. It helps stretch muscles so they are long and lean. It also prevents, injury because you are less likely to pull a muscle that has been properly stretched before a workout. *Proceed to do various stretches by explaining which muscles are being stretched.*

3. Now that we have stretched, we are going to do a muscle strengthening activity. This activity is called the "In & Out" story and will work mostly your quadriceps and hamstrings. Everyone stand up. Every time you hear me say the word "out" sit down and every time you hear me say the word "in" stand back up. This exercise is similar to doing squats.

"In & Out"

The OUT family lived IN the middle of nowhere OUTSIDE Oklahoma City IN a log cabin with an OUTHOUSE. Their puppy named IN lived OUTSIDE IN the barn. The dog helped keep strangers OUT of the barn. But one day IN June, everything that happened was out of this world.

On that day IN June, Mr. OUT woke up IN the morning, went OUT to his tractor IN the barn so he could work OUT IN the field. The tractor was OUT of gas and there was no extra gas IN the gas can. Mr. OUT decided to go back IN to the house and make Mrs. OUT breakfast. IN the kitchen, brother and Mr. OUT cooked breakfast IN a hurry so Mrs. OUT would not wake up before they had put everything IN the oven. Brother OUT reached IN the icebox, pulled OUT the milk, poured it IN a bowl, and then dumped OUT the flour INTO the mix. Brother OUT had put IN all the ingredients except the eggs. Mr. OUT had looked IN the icebox for eggs, but they were OUT and no eggs remained IN the carton. The eggs were OUT IN the barn. Mr. OUT went IN the barn to pull OUT some eggs, but IN the cartons all the eggs were missing. Mr. OUT then heard something IN the fields where the goats go OUT to eat IN the morning. OUT on the other side of the barn IN the hills, Mr. OUT saw something jumping IN between his goats. Mr. OUT put puppy IN on a leash and went OUT IN the field to find OUT what was IN his field.

Brother OUT was IN such a hurry to surprise Mrs. OUT for breakfast, he put the pancakes IN the oven with OUT the eggs. The pancakes IN the oven got so big they ran OUT all over the floor IN the kitchen. Sister OUT woke up because she felt a rumble IN her tummy. She got OUT of bed and went IN the kitchen to pig OUT on breakfast. When she got IN the kitchen, she saw brother OUT covered IN pancakes. Sister OUT, IN complete surprise, busted OUT laughing. Not only IN the kitchen were things OUT of order, but also puppy IN and Mr. OUT had run INTO some craziness OUT IN the field.

Mrs. OUT woke up IN confusion because OUTSIDE she could hear puppy IN barking OUT an alarm, and INSIDE she could smell something coming OUT of the kitchen. IN a rush, Mrs. OUT ran downstairs INTO the kitchen to help OUT with what smelled something like breakfast. IN the kitchen, she found OUT the kids were stuck IN a huge pancake mess. She yelled OUT, "What IN the world did you guys make?" Sister OUT said, "They didn't put eggs IN the mix." Brother OUT shouted, "they weren't IN the icebox, so I made the pancakes WITHOUT them." Dad went INTO the barn to pull OUT some eggs, but he still is not back INSIDE.

All of the OUT family INSIDE the house heard a mysterious sound from OUTSIDE. They all ran INTO the den, OUT the front hallway, got stuck IN the front door, pushed each other OUT, and ended up IN front of the OUTHOUSE IN the front yard. OUT IN the field they could see an OUTLAW dressed IN stripes being chased out by puppy IN. The OUT family ran INTO the field to help OUT puppy IN and Mr. OUT, because they were IN some trouble. Once OUT IN the field, the OUT family joined puppy IN and started chasing the OUTLAW IN stripes. The OUTLAW fell down IN a hole and the things he was carrying fell OUT of his hands. Puppy IN then went to fetch what the OUTLAW IN stripes had stolen, but everything that had fallen OUT of his arms was broken all over the ground. It was the missing eggs! IN a hurry, the OUTLAW IN stripes tried to get away, but the OUT family put him IN the OUTHOUSE, so the police could come IN and take the OUTLAW IN stripes OUT of town. IN one word, the police summed up the story, "This OUTLAW IN stripes is an OUT-right egghead!"

Muscle Anatomy and Body Composition

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 3 & 4
Grade 4: (PASS) Standard 3
Grade 5: (PASS) Standard 3

Objectives:
Describe the three types of muscle
Describe major skeletal muscles
Discuss how different muscles are used to perform different body motions
Describe the importance of body composition

Material and Preparation:
Muscle Model (each school has one)
Fit Deck (Each school has one)
Diagram of muscular system

Activities:

1. Introduce students to the muscular system.

   Last week, we discussed the importance of muscular strength and endurance. Today, we are going to look at the muscular system and discuss major muscles in your body.

   The human body contains more than 650 individual muscles. These muscles are attached to your bones, which provide the pulling power for us to move around. Muscles help you do almost everything—from pumping blood throughout your body to lifting your backpack.

   Muscles come in a variety of shapes and sizes but they are all made of the same material: a type of elastic tissue similar to a rubber band. Muscles in our body can either be involuntary or voluntary. Muscles we control by ourselves are voluntary muscles, and the ones we cannot control are the involuntary muscles.

   Ask students to identify voluntary and involuntary muscles.

   - Our bodies contain three different kinds of muscle: cardiac, smooth and skeletal. Cardiac muscles are involuntary and found in the heart. It is considered involuntary, because you do not have to consciously tell your heart to beat; it does it for you. The cardiac muscle is the tissue that makes up the wall of the heart called the myocardium (say: my-uh-kar-dee-um). This muscle is unique, because it attaches to itself rather than a bone.
   - Smooth muscles, which are found in our internal organs, are also involuntary. These types of muscles are usually found in sheets or layers and continuously work throughout our bodies. An example of a smooth muscle is the stomach and digestive system.
   - Skeletal muscles are the voluntary muscles in our body and make up what we call the muscular system. Skeletal muscles make up about 40% of an adults body weight. Sometimes, skeletal muscles are called striated muscles. This is due to their striped like appearance.
   - Skeletal muscles are the muscles that help you stay active and participate in physical activity. Skeletal muscles generally connect to our bones, which give us power and strength.
   - Skeletal muscles are found in many different shapes and sizes; however, we are going to talk about a few of the major ones.

Muscle Anatomy and Body Composition

STRONG & HEALTHY kids

Please lift your arms straight into the air. Now, shrug your shoulders. When you make these movements, you are using your *deltoid* muscle. *Please look at the diagram and locate the deltoid muscle.* The deltoid muscle helps you move your shoulders in many different directions. Ask students to talk about activities that involve the deltoid muscle.

- Another major muscle is the *pectoralis*. These muscles are found on each side of your upper chest. This muscle is also called the pectorals or pecs for short. *Please look at the diagram and locate the pectorals.* Your pectorals often help with strength exercises such as lifting weights.
- When you perform sit-ups or do activities that involve your stomach muscles you are using your *rectus abdominus*. These muscles are located underneath your rib-cage. *Please look at the diagram and locate the rectus abdominus.* This muscle is sometimes called abs for short.
- Put your leg out straight in front of you and flex your upper thigh. When you do this, you are flexing your *quadriceps*. These muscles are found on the front of your thigh and are important for running, biking and other activities. *Please look at the diagram and locate the quadriceps.*
- When you do push-ups your body is relying on the *bicep* muscle. This is a muscle found in your upper arm. When you flex this muscle, you can see it underneath your skin. *Ask students to flex this muscle and to locate it on the diagram.*

Body Composition

- When you think about what makes up the contents of your body, what do you think of? Muscles, bones, nerves, skin and organs complete your body. In physical fitness, body composition is used to describe the percentages of fat, bone and muscle in human bodies. When you workout regularly, your percent of body fat decreases.
- We calculate body composition using the Body Mass Index (BMI) measurement. Body mass index assesses your body weight relative to height.

Activity: *(Add-on exercise game)*

Now we are going to play a game.

I need everyone to form a circle.

I will start by moving in a certain way, and then the next person will copy me and add on more movement. Please tell the class if you are using a major muscle we talked about today.

For example, if I jog in place, then this person next to me would first jog in place identifying the quad muscle. Next, they might add on something like jumping jacks.

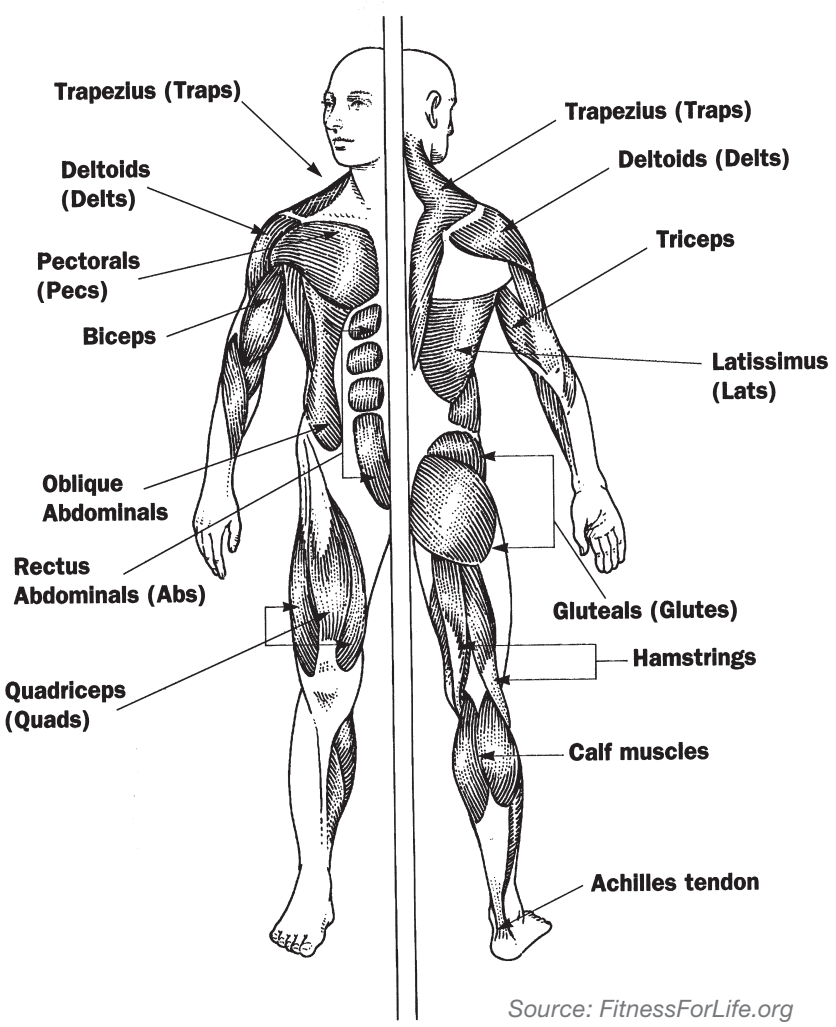
We will go until we get to the end of the circle.

Be creative. You can do things like jump up, put your arms up, swing your hips, march in place, and do squats and all kinds of other movements.

Explain which major muscle you are using.

Muscle Anatomy and Body Composition

STRONG & HEALTHY kids



Source: FitnessForLife.org

Activity Pyramid

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 3 & 4
Grade 4: (PASS) Standard 3, 4 & 7
Grade 5: (PASS) Standard 3, 4 & 7

Objectives:
Understand the importance of daily physical activity
Become aware of their current activity level
Begin tracking for their physical activity until the next class

Materials and Preparation:
Refer to pages 68, 70-74, & 137 in *Guide to a Strong & Healthy Oklahoma*
"Activity Pyramid" sheet
Blank "Activity Pyramid" worksheet

Activities:

1. Review the benefits of physical activity

How is physical activity good for us? *Allow several responses.*

Physical activity is needed everyday.

Exercise builds strong muscles, joints, and bones.

Exercise uses up the energy from the food we eat so it is not stored as fat.

Exercise decreases stress and anxiety and helps us feel good about ourselves.

Exercise builds self-confidence.

Exercise keeps us from disease and makes our hearts healthy.

Exercise keeps us looking good.

2. Review with the class cardiovascular, muscle strengthening and stretching activities

Do you remember when we talked about cardiovascular activities? Can you name some of them? *Allow several responses.*

Cardiovascular activities make our heart pump faster.
They keep our heart strong and build our endurance so we can play or exercise longer.

Do you remember when we talked about strengthening activities last week?

Can you name some of them? *Allow several responses.*

Strengthening exercises build strong muscles, joints, and bones.
These activities are any activity in which we carry weight.
Strengthening activities can decrease body fat and prevent injury.

Now, what about stretching should we remember?

Using our muscles makes them shorter. Since we use our muscles all of the time not just when we are physically active, they are always at risk for getting tight and short. Stretching is meant to keep our muscles at a normal length.

Activity Pyramid

STRONG & HEALTHY kids

Many people notice that they lose flexibility as they grow older. When we lose flexibility we actually lose some usefulness of our muscles.

If we begin by doing minor stretching as children we will keep these habits throughout our life. This will result in fewer strains and pains in adulthood.

3. *Have students write down their daily routine and see how much time they spend doing physical activities. (Five minutes)*

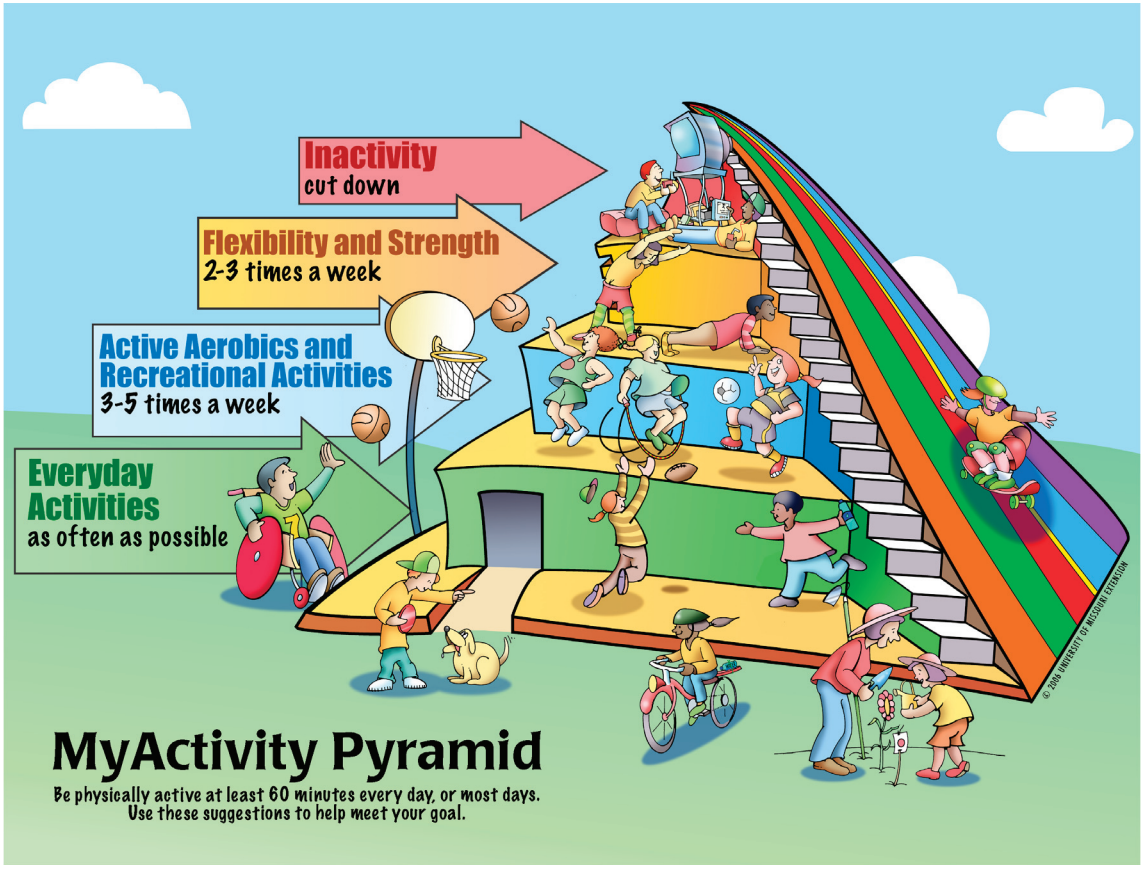
Now everyone needs a blank piece of paper.

Let's write down what we did yesterday or the day before.

Try to add up how much time you spent doing physical activities. *(Allow about two to three minutes.)*

How much time did you guys add up in physical activity?

How much time did you rack up in television, computer, or video games?



Source: University of Missouri Extension
http://extension.Missouri.edu

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4. *Hand out "Exercise Pyramid" worksheet and discuss the amount of time needed each day for physical activity. (Five minutes)*
    - Look at this pyramid. On the bottom are the things we need to be doing the most (everyday activities), and on the top are the things we need to cut down on (inactivity).
    - Every day we should aim to be active for at least sixty minutes.
    - Three to five times a week we should participate in active aerobics and recreational activities. These are activities such as basketball, soccer, swimming, etc.
    - Two to three times a week we should work on our flexibility and strength. This means practicing activities such as yoga, push-ups, pull-ups, etc.
    - We should cut down on inactivity such as watching TV, playing video or computer games, or sitting for more than thirty minutes at a time except for at school.
    - Remember that everyday we participate in activity. This ranges from cleaning your room to taking the stairs instead of the elevator.
    - Keep this pyramid in a special place as a reminder of the kinds of physical activity we can do.

5. *Have students write down their daily routine and see how much time they spend doing physical activities. (Five minutes)*
    - Now everyone needs a blank piece of paper.
    - Let's write down what we did yesterday or the day before.
    - Try to add up how much time you spent doing physical activities. (Allow about two to three minutes.)
    - How much time did you guys add up in physical activity?
    - How much time did you rack up in television, computer, or video games?
6. *Provide the students with the blank "Activities Pyramid", and instruct them on how to complete the logs. (Ten minutes)*
    - This is a blank activity pyramid. Now that we have written down what our physical activities have been the past couple of days, we are going to plan our physical activity from today until the next time we meet.
    - Go ahead and begin writing the activities you would like to do this week in the correct boxes. *(Allow five to ten minutes)*
    - When you complete and activity this week, mark it off on your list, and put the day and time in which you competed the activity.
    - Let's see who can get in the most activities!

Keep these activity logs going and keep the log we have just filled out in a safe place so we can use it later in the year.

MyActivity Log

Be physically active at least 60 minutes every day, or most days.

Week 1	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total for the week:	

Week 2	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total for the week:	

Week 3	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total for the week:	

Week 4	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total for the week:	

How To Get Involved and Get Others Involved

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 5, 6 & 7
Grade 4: (PASS) Standard 3, 5 & 7
Grade 5: (PASS) Standard 5, 6 & 7

Objectives:
Explore ways to get involved in physical activity
Explore how to get family & friends involved
Discuss school programs for physical activity and walking
Discuss community parks/resources
Discuss the importance of sportsmanship

Materials:
Refer to pages 138-142 and 87-121 in *Guide to a Strong & Healthy Oklahoma*
"My Program" worksheet

Activities:

1. *Discuss how to get involved and get others involved.*

   You now have great knowledge about physical activity and exercise. How do you think you can share this with others? *Allow for answers.*

   You are probably excited about teaching others what you know and getting involved with more physical activity. Some ways you can do this are to find activities or programs offered by your school, find activeties, programs, or recreational facilities in your community and to help answer questions from your family and friends.

2. *Discuss school programs and walking.*

   Let's talk about some programs your school offers. Can anyone think of an example? Allow for answers (may want to also ask the teachers or principal about programs before this lesson).

   Another way you can get involved and get others involved in physical activity is to walk. This sounds very simple, but it can do a lot of good, too. You may want to purchase a pedometer. Does anyone know what a pedometer is? A pedometer measures how many steps you take. A fun way to get your family involved is to see how much you can increase your steps each day. For example, if you walk 300 steps today and 450 steps tomorrow, how many steps did you add? (150) Pedometers can be purchased for only a couple of dollars.

3. Another way to get involved and get others involved is to know what your community offers. Many towns and cities have parks, ball fields, lakes, nature walks, and walking trails that are all free of charge. Let's discuss what your community has to offer.

4. It is also important to be a good sport when participating in physical activity with your friends and family. Good sportsmanship shows consideration of others while participating in physical activity. Good examples of this are

taking turns, sharing equipment, encouraging others and having respect. There are several rules to follow when practicing good sportsmanship:

- Apply the golden rule– do unto others as you would have then do unto you
- Understand the rules pertaining to the activity
- Enjoy yourself and encourage others
- Cheer in a positive manner
- Show concern and compassion for others

4. Now that you know about some programs at school and in your community and you know how to ask others to get involved with you, let's try another activity. I am going to give you a worksheet. On this worksheet, you are to make up your own physical activity program for children and their friends and families. Be creative and use your knowledge about exercise and physical activity to promote your program to others.

My Program

What is the name of your program, activity, park, or facility?_____

Is it a school or community program? _____

Who can come? _____

What activities do you offer? _____

_____

_____

What kinds of exercise can be accomplished?_____

_____

Try drawing an advertisement for your program in the box below.

Oklahoma State Parks and Physical Activity Resources

STRONG & HEALTHY kids

Physical Education PASS Objectives:
Grade 3: (PASS) Standard 7
Grade 4: (PASS) Standard 3, 4 & 7
Grade 5: (PASS) Standard 4, 5 & 7

Objectives:
Explore physical activity options within Oklahoma
Discuss Oklahoma TRAILS
Describe safety precautions when utilizing resources

Materials and Preparation:
Refer to pages 87-121 in *Guide to a Strong & Healthy Oklahoma*
State park diagram
"Oklahoma Itinerary" worksheet

Activities:

1. Introduce students to Oklahoma's State Parks and physical activity resources:

- During the last five weeks, we have discussed the importance of physical activity. You are familiar with exercising and why it is important for a healthy body and mind. Today, we are going to take a tour around the state of Oklahoma discussing physical activity resources that are available to you and your family.
- If you have visited a state park in Oklahoma, please raise your hand. Did you know that Oklahoma has 50 state parks? Each one consists of beautiful scenery and magnificent landscape. Also, many of the parks offer activities such as hiking, bicycle trails, swimming, golf and even horseback riding.
- Many of the activities we discuss today are considered to be lifetime activities. This means, you can enjoy them throughout your life. When you choose to participate in lifetime activities, you enhance your physical fitness and form great exercise habits.
- Today, we are going to talk about six state parks that offer a wide variety of activity and fun. Please pull out your map of Oklahoma. We are going to start in the Northwest corner of the state. Please locate circle number one which is Black Mesa State Park. Black Mesa State Park is located in the Oklahoma panhandle and got its name from a layer of black lava rock that coated the mesa about 30 million years ago. You can use your muscles to climb Black Mesa, Oklahoma's highest elevation at 4,973 feet above sea level. The trail is 4.2 miles long and once you reach the top, you can visit the granite monument and sign your name. There are also two hiking trails available for you to walk/jog or ride your bicycle. Don't forget to drink a lot of water!
- Next we are going to visit Roman Nose State Park. Please locate circle number two on your map. Roman Nose State Park is also located in the northwest part of the state. Roman Nose was once considered to be a winter campground for the Cheyenne tribe. Today, this state park offers many exciting activities including swimming, tennis, volleyball, hiking, canoeing, paddle boating and mountain biking. One of the most exciting activities is the mountain bike trail which covers eight miles of hills and challenging terrain. Make sure you wear your bicycle helmet!
- Now we are going to go to the southwest part of the state to visit the Great Plains State Park. Please locate circle number three on your map which is in the southwest part of the state. Great Plains State Park is a great place to strengthen your quad muscles while hiking through the Wichita Mountains Wildlife Refuge. The refuge

STRONG & HEALTHY kids

contains over fifteen miles of trails with beautiful scenery and outlooks. The state park also offers activities such as biking and swimming. Make sure you use your sunscreen!

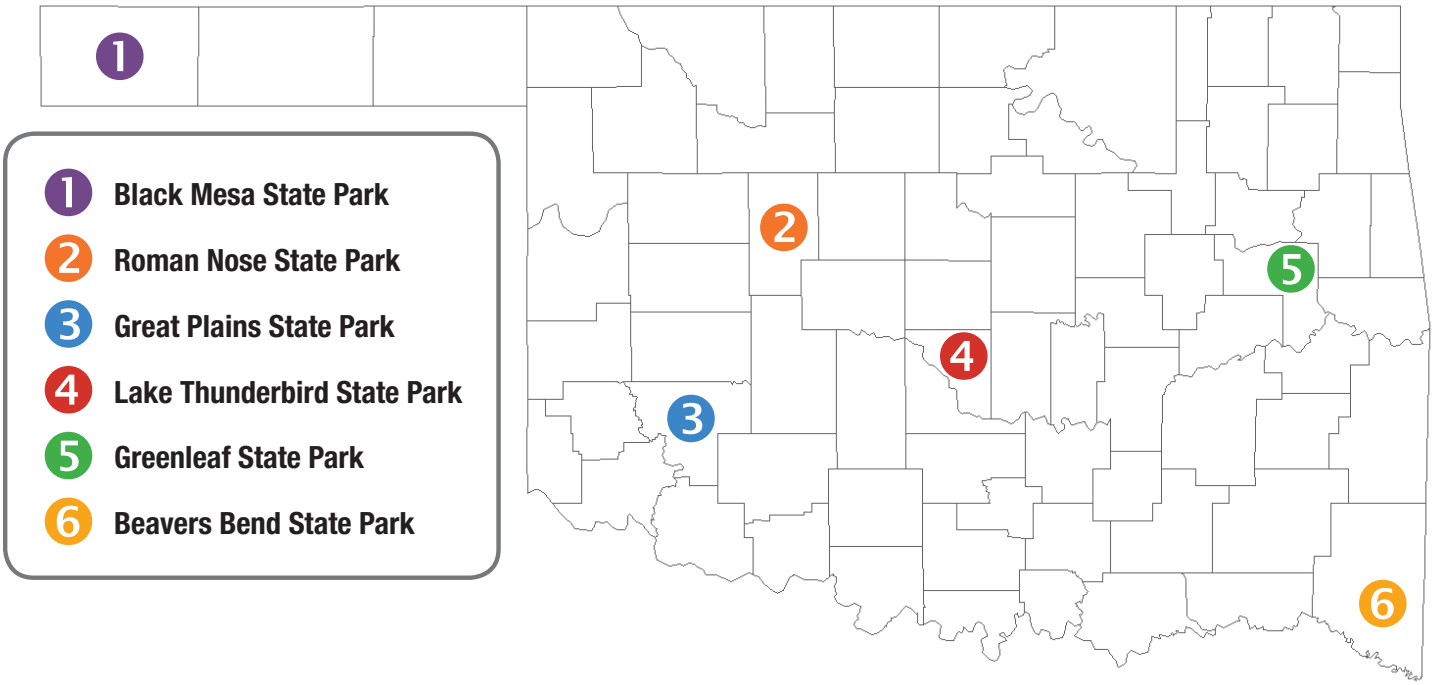
- In the central part of the state you will find Lake Thunderbird State Park. This is circle number four on your map. Lake Thunderbird State Park is located just south of Oklahoma City, the state capitol. Thunderbird offers activities that are great for a family outing such as horseback riding, hiking, mountain biking and swimming. The bike trail at Thunderbird is fourteen miles long with a great view of the beautiful scenery. Make sure you study the trail ahead of time!
- Now we are going to travel up the Turner Turnpike to Greenleaf State Park. This park is circle number five on your map. Greenleaf State Park offers a 900 acre lake with activities such as swimming, hiking, horseshoes, biking, volleyball and basketball. While you are there, plan on hiking through the eighteen mile trail filled with wildlife and adventure. This hike takes a lot of planning and preparation because of its length.
- The last stop today is in the Southeast corner of the state. Please locate circle number six which is Beavers Bend State Park. This park offers a wide variety of activities for you and you family including tennis, volleyball, water skiing, river float trips, paddleboats, canoeing, horseback riding, biking, hiking, swimming and golf. While you are here make sure you experience their thirty miles of hiking trails including the David Boren Trail. This trail is a sixteen mile route wandering along ridge tops and through creek bottoms. Make sure you drink plenty of water and eat nutritious snacks along the way.
- Now that we have traveled around to six state parks, it is important to discuss safety precautions.
- When you are utilizing bike or hiking trails, remember to be courteous and respectful to fellow trail users and the surrounding environment.
- Stay on designated trails — don't create new trails by shortcutting.
- Have a pre-planned route, carry maps and a compass, and always tell someone your plans.
- Be prepared for all kinds of weather.
- Take plenty of water.
- Carry first aid supplies and know how to use them.

2. Activity

- Ask students to fill out the "Oklahoma Itinerary" worksheet.

Oklahoma State Parks and Physical Activity Resources

STRONG & HEALTHY kids



1. Black Mesa State Park
2. Roman Nose State Park
3. Great Plains State Park
4. Lake Thunderbird State Park
5. Greenleaf State Park
6. Beavers Bend State Park

3. Discussion

- Inform students that they order an Oklahoma State Parks Guide and TRAILS guide FREE by calling 1-800-652-6552 or visiting www.travelok.com.

Directions: Plan a six day trip visiting each of the state parks we discussed today. Make sure you include what activities you plan on participating in, what type of fitness activities your participate in (ex: muscular strength, cardiovascular, muscular end flexibility) and what muscles you will use (ex: deltoid, biceps, etc.) . Remember to think about safety precautions!

Parks and Activities Available:

Black Mesa State Park	Hiking and biking; climb to the top of Black Mesa
Roman Nose State Park	Swimming, tennis, volleyball, hiking, canoeing, paddle boating, biking; mountain bike trail cover eight miles
Great Plains State Park	Biking, hiking, swimming; explore the Wichita Mountains
Lake Thunderbird State Park	Horseback riding, hiking, biking, swimming; bike through the wilderness on the eighteen mile trail
Greenleaf State Park	Swimming, hiking, volleyball, basketball; eighteen mile hiking trail
Beavers Bend State Park	Tennis, volleyball, water skiing, paddle boats, canoeing, horseback riding, biking, hiking, swimming, golf; David Boren Trail covers sixteen miles

Day One: _____ State Park

Included Activities:_____

Type of Fitness: (ex: muscular strength, cardiovascular, muscular end flexibility) _____

Muscles Worked: _____

Safety Precautions that will be taken: _____

Day Two: _____ State Park

Included Activities:_____

Type of Fitness: _____

Muscles Worked: _____

Safety Precautions that will be taken: _____

Day Three: _____ State Park

Included Activities:_____

Type of Fitness: _____

Muscles Worked: _____

Safety Precautions that will be taken: _____

Day Four: _____ State Park

Included Activities:_____

Type of Fitness: _____

Muscles Worked: _____

Safety Precautions that will be taken: _____

Day Five: _____ State Park

Included Activities:_____

Type of Fitness: _____

Muscles Worked: _____

Safety Precautions that will be taken: _____

Day Six: _____ State Park

Included Activities:_____

Type of Fitness: _____

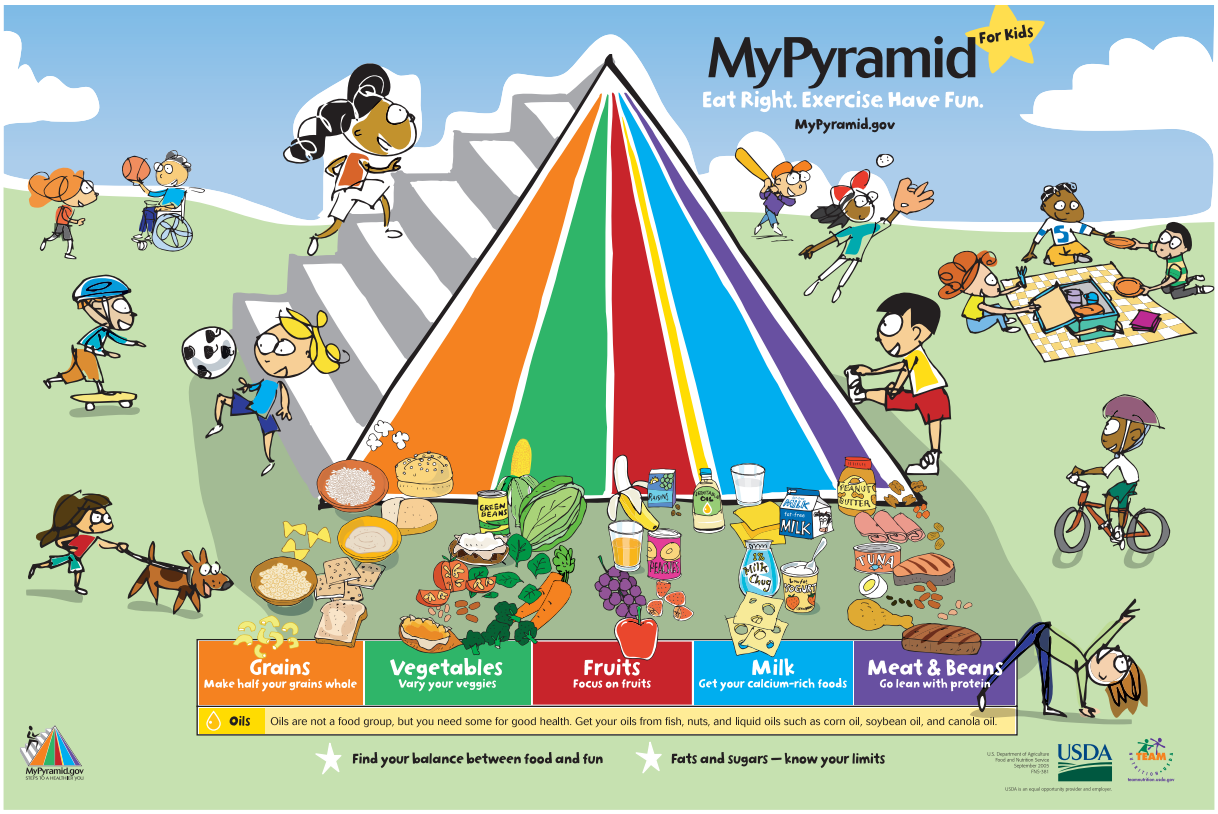
Muscles Worked: _____

Safety Precautions that will be taken: _____

MyPyramid for Kids

STRONG & HEALTHY kids

Academic Skills:
Math, Language Arts, Music



Source: USDA Team Nutrition

Have you ever wondered how much food you need to eat and how much activity you need each day to be strong and healthy? *MyPyramid for Kids* has the answers. It is based on the 2005 U.S. Dietary Guidelines for Americans. It is designed to help you make healthy food and physical activity choices that are right for you depending on your age, gender and activity level.

There are five food groups, and each has a mini-message designed to help you remember and practice healthy choices.

Grain Group: Make half your grains whole.

Whole grains are higher in fiber than other grains. Look for whole wheat or other whole grains on the ingredient label of bread bags and cereal boxes. It should be the first thing listed. Other grains you can look for are oats, rye and corn. Most grains are ground into flour, then made into grain foods like cereals, bread, and tortillas. Popcorn is a whole grain too!

Vegetable Group: Vary your veggies.

Most people do not eat enough vegetables, especially dark green and orange vegetables. Vegetables have vitamins and minerals that are important for a strong and healthy body. Dark green vegetables include broccoli, collard greens, dark green

STRONG & HEALTHY kids

leafy lettuce, kale, romaine lettuce, and spinach. Orange vegetables include butternut squash, carrots, pumpkin and sweet potatoes. Next time you visit the grocery store look for a variety of dark green and orange vegetables. How many can you find? Which would you like to try?

Fruit Group: Focus on fruit.
Variety is important when choosing fruits too. Try to eat different colors of fruit such as oranges, cantaloupes, strawberries, grapes, and blueberries. When choosing juice, be sure the label says 100% juice.

Milk Group: Get calcium-rich foods.
Milk and foods made from milk, like cheese and yogurt, are good sources of calcium. Calcium is important for people of all ages, but is especially important during child, adolescent and teen years when bones are growing quickly.

Meat & Beans Group: Go lean with protein.
Protein is needed for growth. The problem is that many Americans eat too much protein. Protein provides a lot of calories, and too many calories from any source are turned into fat. When choosing protein rich foods, look for foods that have been grilled, baked or broiled instead of breaded and fried.

Physical Activity: Children need 60 or more minutes of physical activity each day. Activity spread throughout the day counts, such as riding your bicycle, playing tag with friends, and walking home from school. What activities do you enjoy?

Activity:

Food Journaling: Look on page 129 of your *Guide to a Strong and Healthy Oklahoma*. Use the food journal below to keep track of the foods you eat each day for breakfast, lunch, dinner and snacks. Remember that some foods like hamburgers and spaghetti may have foods from more than one food group.

How did you do?

- Are you eating foods from each food group?
- What is one change you can make to have healthier food choices?

2. **Classroom Link:** *Answers will vary*
Divide students into groups. Have each group write a rap (at least eight lines long) about the importance of eating from all the food groups. Have students come up with movements that go along with their rap and then perform their rap for the class.

3. **Lunchroom Link:** *Answers will vary*
Look at the school lunch menu. Which food groups do each of the foods on the menu belong to? Remember that some foods, like hamburgers and spaghetti, fit into more than one group.

Getting the Most Nutrition from Your Food

STRONG & HEALTHY kids

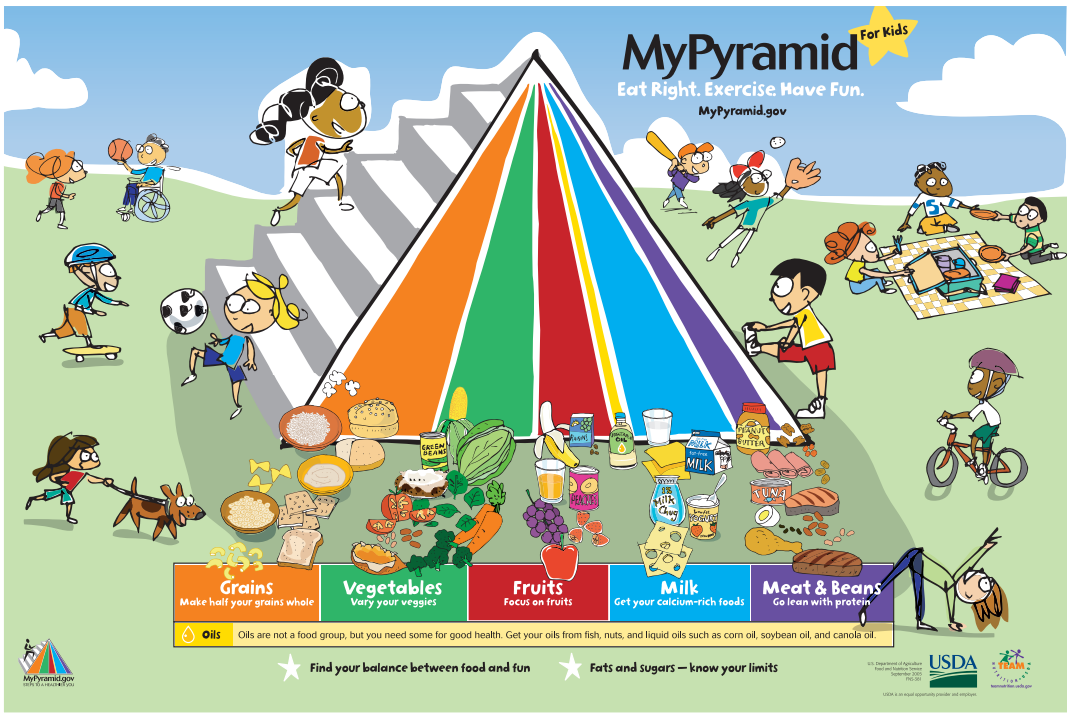
Academic Skills:
Math, Science

MyPyramid for Kids shares information about healthy food and physical activity choices. There are some foods that most people need to eat MORE often. For example, we should eat more *whole grains* such as oatmeal, brown rice and whole wheat breads, cereals, and pasta. We should also eat more *fruits* and *vegetables*, especially those that are dark green and orange. Foods from the grain, vegetable and fruit groups contain vitamins, minerals, complex carbohydrates and fiber. When you eat them with little added fat and sugar, they are called nutrient dense foods because they provide a lot of nutrients compared to the amount of calories.

There are also some types of food most people need to eat just ENOUGH of, but not too much. Children aged 2 to 8 years need 2 cups of *milk* or servings of calcium-rich foods like cheese and yogurt each day, while everyone over aged 8 years needs 3 cups or servings of calcium-rich foods. Be sure to choose fat-free or low-fat. You should also eat enough lean *meats*, *poultry*, *fish*, *eggs*, *nuts* or *beans* to get some iron and protein every day.

Here are some messages and tips that can help you make healthy, nutrient-dense choices every day.

Eat more from some food groups than others. Did you notice that some of the colored stripes are wider than others on *MyPyramid*? The different widths remind you to choose more foods from the food groups with the widest stripes. Another way to think about eating more of some food groups than others is to fill half of your plate with fruits and vegetables, one-fourth with grains, and one-fourth with lean meat, fish, poultry or beans. Include a cup of milk or other calcium-rich food.



Source: USDA Team Nutrition

Getting the Most Nutrition from Your Food

STRONG & HEALTHY kids

MyPyramid for Kids Food Group Stripes

Food Groups	Wider Area	Narrower Area
Grains	Whole-Wheat Bread	Doughnut
Explanation: Whole-wheat bread is a whole grain food with little fat. But doughnuts are fried and have lots of fat and added sugar.		
Vegetables	Baked Sweet Potato	French Fries
Explanation: Baked sweet potato is an orange vegetable full of vitamins and minerals and it doesn't need butter or sugar to taste good! The french fries are also potatoes, but they are fried and have a lot of fat.		
Fruits	Peach	Peach Pie
Explanation: Fresh peaches are in their most natual form and have a lot of vitamins and minerals. A slice of peach pie has less than one peach and has a lot of added sugar and fat.		
Milk	Lowfat Frozen Yogurt	Ice Cream
Explanation: Both lowfat frozen yogurt and ice cream are desserts made from milk. The lowfat frozen yogurt is usually made from fat-free milk while ice cream is often made with cream, which is higher in fat.		
Meat and Beans	Baked Fish	Fried Fish
Explanation: Fish has lots of protein. The amount of fat depends on the way it has been cooked. Fried fish is much higher in fat than baked fish.		

Source: USDA Team Nutrition

Choose healthier foods from each group. Some food choices within each food group are better than others. The colored stripes are wider at the bottom of the pyramid, because every food group has foods that you should eat more often than others. The foods at the wide end, or bottom, have less added fat and sugars and give you more nutrition for your calories. They are called nutrient-dense foods and should be eaten more often. Foods in the narrow end, or top, give you more calories than nutrients. They are frequently called empty-calorie foods. It doesn't mean that you should never eat them, just eat them less often and in smaller amounts. You can also balance the calories they provide with physical activity. Look at the Nutrition Facts label and ingredient lists on food packages to help guide your decisions.

Remembering these tips when making food choices can help you get all the nutrients you need without getting too many calories.

Activity: *Answers will vary*

Make a list of your favorite foods in each food group. Decide if each food is in the wide or narrow part of the food group stripe, or somewhere in between. You may want to use the Nutrition Facts label to help you decide.

- Use a green crayon, pencil or marker to circle the foods on your list of favorites that are at the widest part of the food group stripe. These foods are good choices for meals and snacks.
- Use a red crayon, pencil or marker to circle the foods on your list that are at the narrowest part of the food group stripe. Choose these foods less often and balance the calories with physical activity that you enjoy.

2. **Classroom Connection:** *Answers will vary*

Ask students to identify two favorite foods from several of the food groups, one from the wide end of the food group and one from the narrow end of the food group. Place the foods directly on a brown paper towel or inside a brown paper bag. Allow the food to sit overnight. Foods that are high in fat will leave a greasy ring on the paper. Observe and compare your findings. What do the findings tell you about the fat content of foods in the narrower end of *MyPyramid*?

3. **Lunchroom Link:** *Answers will vary*

Look at the lunchroom menus and identify which foods come from each of the food groups and if the foods fit in the top or bottom of *MyPyramid for Kids*.

Vary Your Veggies & Focus on Fruits

STRONG & HEALTHY kids

Academic Skills:
Language Arts

Fruits and vegetables are fun to eat, because they are crunchy, juicy and come in a rainbow of colors, flavors and textures. They are also low in fat and are excellent sources of vitamin A, vitamin C and fiber. Vitamin A keeps your skin healthy and aids your eyes in seeing at night, while Vitamin C helps in fighting disease and healing cuts and bruises. Fiber works to fill you up and moves food through your digestive tract so that it stays healthy.

The vegetable group is the green stripe and the fruit group is the red stripe on *MyPyramid for Kids*. Both groups include vegetables and fruits that are fresh, frozen, canned, dried or 100% juice. For example, think about how many ways you can eat (or drink) an apple or a tomato. *MyPyramid* uses cups to recommend the amount you should eat. One cup of vegetables or fruits is equal to the size of a baseball.

Fruits are naturally sweet. They are a good choice for a snack or dessert. Strive to eat 1.5 to 2 cups each day, depending on what is right for you. If you choose juice, be sure it is 100% juice; then choose a fresh, frozen or canned fruit for your other choices.

Vegetables are organized into five sub-groups based on their color and nutrient content. Below are some commonly eaten vegetables in each subgroup. Strive to eat 1.5 to 3 cups each day, depending on what is right for you. Can you think of other vegetables in each group?

Vegetable Sub-Group	Examples
Dark Green Vegetable	Broccoli, Spinach, Bok Choy, Collard Greens, Romaine Lettuce, Dark Green Leafy Lettuce
Orange Vegetables	Carrots, Pumpkin, Acorn Squash, Sweet Potatoes, Butternut Squash
Dry Beans and Peas	Lentils, Black Beans, Kidney Beans, Garbanzo beans, Black-Eyed Peas
Starchy Vegetables	Corn, Potatoes, Lima Beans, Green Peas
Other Vegetables	Beets, Onion, Celery, Eggplant, Tomatoes, Cucumbers, Tomato Juice, Vegetable Juice, Green or Red Peppers

Source: Oklahoma State University Oklahoma Cooperative Extension, Food and Fun for Everyone.

Look on pages 39 – 43 of your *Guide to a Strong & Healthy Oklahoma* book. What are some ideas for eating more fruits and vegetables that you might like to have your family try?

Activity:

Steps to a Healthier You
Most people don't eat enough fruits and vegetables. Try setting new goals to eat more. Take one step at a time. If you usually choose corn and apple juice, set a goal for trying one new fruit or vegetable this week. Next week you can try another new choice. Use the Steps to a Healthier You worksheet to help you increase the variety of fruits and vegetables you eat.

Classroom Connection: *Answers will vary*
Create an ad campaign for a dark green or orange vegetable. How would you present the information you have found about why dark green and orange veggies are a nutritious choice? Why would other students want to eat dark green and orange veggies after seeing your campaign?

Lunchroom Link: *Answers will vary*
Review the school lunch menu to find the different fruits and vegetables offered each day. Categorize the vegetables into the different sub-groups. Ask the cafeteria staff if you can develop signs for the serving line to help other students make healthy choices.

Nutrition Facts Label — READ It Before You Eat It

STRONG & HEALTHY kids

Academic Skills
Math, Health

Every day you make choices about the foods you eat. For example, you can choose to drink low-fat milk instead of a soda-pop, or you can choose to have a piece of fruit as a snack instead of a cookie or chips.

The Nutrition Facts label gives you information to help make healthy choices. The labels are found on almost all food packages. They tell about the key nutrients that affect your health. Some nutrients we need to GET LESS of, like fat, cholesterol and sodium. Others we need to be sure to GET ENOUGH of, like fiber, vitamins A and C, calcium and iron.

When reading the Nutrition Facts label start with the serving size. It is at the top of the label and is shown in the orange section. Serving size is a common measured amount such as ½ cup, 1 cup or 1 ounce, and will vary depending on the food item. The amounts of calories and nutrients listed on the label are for the serving size listed. If you eat more or less than the serving size, the amounts of nutrients will also change. For example, if you eat two servings at one time, you will get twice the amount of calories and fat.

Next is the list of nutrients. Look at the right hand side of the label and find *% Daily Value*. An easy way to use % Daily Value is to use the 5%-20% guide. 5% or less means a food is low in the nutrient, and 20% or more means the food is high in the nutrient.

The *first* section shows: GET LESS of these nutrients. Eating too much of these nutrients is linked to overweight and certain chronic diseases like heart disease and Type-2 diabetes. Open and close one hand one time and say, "Five!" to help remember to GET LESS of these nutrients.

HOW TO READ A NUTRITION FACTS LABEL

Start Here →

Nutrition Facts
Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Trans Fat 1.5g	
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

Limit these Nutrients

Get Enough of these Nutrients

Footnote

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Quick Guide to % Daily Value

5% or less is Low
20% or more is High

Source: USDA Team Nutrition

Nutrition Facts Label — READ It Before You Eat It

The *second* section shows: GET ENOUGH of these nutrients. Eating enough of these nutrients can help you have energy, build strong bones, and helps protect you from colds and infections. Open and close both hands twice and say, "Twenty!" to help remember to GET ENOUGH of these nutrients.

Look on pages 131-132 of your Strong and Healthy Oklahoma guide to learn more about reading a Nutrition Facts label.

Activity: *Answers will vary*

Many times we eat more than we think. Pour yourself of bowl of cereal. Measure the amount in the bowl and compare it to the serving size on the Nutrition Facts label. Did you pour more or less? Are you surprised?

Classroom Connection: Repeat the above activity with favorite snack foods such as chips, pretzels, soft-drinks, cookies etc. Ask students to calculate the change in nutrients based on the portion size they select. For example, if the serving size on the nutrition facts label is _ cup, and the student's portion size is 1_ cups, then the % Daily Value for each nutrient is multiplied by 1.5. Emphasize that controlling portion size can help control calorie intake for strong and healthy bodies.

Lunchroom Link: Examine the Nutrition Facts label on the milk cartons in the school cafeteria's milk box. What types are available? Compare the % Daily Value (DV) for total fat. Which has less than 5% DV? Look at the % DV for calcium. How do they compare? Which milk choice helps you GET LESS fat and GET ENOUGH calcium?

Think Your Drink

STRONG & HEALTHY kids

Purpose: Students use the nutrition facts information to compare the nutrients available in different beverages.

Pass out Think Your Drink handout to students (Print from website)
http://www.nutritionexplorations.org/educators/lessons/quick/quick-think.asp

Read each question and ask the students to use the Nutrition Facts labels to find the beverage.

Trivia Questions:

1. What does Think Your Drink mean? *(Need to think about choosing nutritious beverages)*
2. The mineral calcium builds and maintains strong bones. Which beverages build strong bones? *(fat-free milk and chocolate milk)*
3. Vitamin D is required for the body to absorb calcium. Which beverages have Vitamin D? *(fat free milk and chocolate milk)*
4. Which beverage has more sugar: chocolate or cola? *(cola)*
5. Which beverage has more sugar added, chocolate milk or fruit punch? *(fruit punch)*
6. What nutrient does cola offer? *(carbohydrate)*
7. Which beverage offers more than one vitamin? *(fat-free milk and chocolate milk)*
8. Which beverages have the most nutrients? *(fat-free and low fat milk)*
9. How many glasses of milk would it take to get 90 percent of your Daily Value of calcium? (three)
10. Protein is the basis for building all body cells. Which beverages are a good source of protein? (milk)
11. Which beverage is a good source of vitamin C? *(100% orange juice)*
12. How much milk is considered a “serving”? *(8 ounces, or 1 cup)*
13. Vitamin A is important for growth and healthy eyes. Which beverages offer 10% of the Daily Value of vitamin A? *(fat-free milk and chocolate milk)*
14. On average, body weight is 45 to 75 percent water — or ten to twelve gallons. Which beverage provides no calories but is essential for good health? *(water)*

Tips from Guide to a Strong & Healthy Oklahoma

- Provide cartons low-fat/skim milk for refreshment
- Drink more water
- Keep a bottle of water with you when you are at home, in the car, on family trips
- Limit soft drinks, fruit drinks and sports drinks

Answers to quiz on page 21 of Strong and Healthy Kids Student Supplement:

1. Calcium
2. Calcium
3. Fat-free milk and chocolate milk

Think Your Drink

4. Fruit punch & chocolate milk
5. 100% orange juice
6. 2 servings
7. Milk
8. Fat free milk & chocolate milk

Health Objectives

- Students identify a variety of beverages and learn the nutrition benefits by comparing different nutrients in beverage.
- Students learn the importance of good beverage choices to stay hydrated.
- Students understand that by selecting calcium-rich beverages students can eat the recommended number of servings for the milk group

Parent Connection:

1. At the grocery store compare Nutrition Facts on the labels of a variety of beverages. Discuss serving size of each beverage and compare amount of calcium in each serving.
2. Have your child track beverage consumption for one week, discuss each beverage consumed and ask is this a smart (healthy) choice?
3. Then, go to http://teamnutrition.usda.gov/Resources/teamupbooklet.pdf. Print page 24, and discuss each beverage.

National Resources

http://www.nichd.nih.gov/milk/milk.cfm sponsored by National Institute of Child

Health and Human Development

www.mypyramid.gov

http://www.health.gov/dietaryguidelines/

Need To Know

STRONG & HEALTHY kids

Why is tobacco education important?

- More than 3,000 kids become regular smokers each day — Roughly one-third will die prematurely from their addiction. — *Centers for Disease Control and Prevention*

- Almost 90 percent of adult smokers begin at or before the age of 18. — *Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services*

- Tobacco kills more people than AIDS, alcohol, car accidents, murders, suicides and illegal drugs combined. — *Centers for Disease Control and Prevention*

- Tobacco companies spend $15.15 billion a year, $41 million a day, to advertise and promote their products, much of it reaching kids. Tobacco companies have more than doubled the dollars they spend to promote their products since 1998. — *U.S. Federal Trade Commission*

- Dipping and chewing (smokeless tobacco) kills kids. — *Oral Health America*

- Tobacco is addictive: approximately 70 percent of smokers want to quit, but only 2.5 percent are able to quit permanently each year. — *Centers for Disease Control and Prevention*

- Tobacco is the leading preventable cause of death in the United States, killing more than 430,000 Americans every year and costing the United States $50 - 73 billion in medical expenses alone. — *Centers for Disease Control and Prevention*

- 26.5 percent (57,100) of Oklahoma high school students smoke; 23 percent of Oklahoma high school males dip or chew tobacco. — *Oklahoma Tobacco Facts Source: National Center for Tobacco-Free Kids; Oklahoma Tax Commission, 2005*

- 9,100 Oklahoma kids under age 18 become new daily smokers each year; 216,000 Oklahoma kids are exposed to secondhand smoke at home. — *Oklahoma Tobacco Facts Source: National Center for Tobacco-Free Kids; Oklahoma Tax Commission, 2005*

- The tobacco companies spend an estimated $213.5 million each year marketing there products in Oklahoma. 4.3 million packs of cigarettes are bought or smoked by Oklahoma kids each year. — *Oklahoma Tobacco Facts Source: National Center for Tobacco-Free Kids; Oklahoma Tax Commission, 2005*

Need To Know

STRONG & HEALTHY kids

- There are more than 4,000 chemicals in cigarette smoke (including formaldehyde, butane, arsenic, ammonia, acetone, carbon monoxide and cadmium).
- 200 chemicals are poisons, and forty-three chemicals cause cancer.
- It's hard to stop smoking once you start, because of a drug in cigarettes called nicotine. The body gets addicted to, or "hooked" on nicotine.
- A pack of cigarettes costs about $4. The average Oklahoma smoker smokes about 100 packs of cigarettes each year.

Tobacco causes:

Shortness of breath
Smelly hair
Coughing
Addiction
Yellow teeth
Smelly clothes
Lung cancer
Emphysema
Stroke
Heart disease
Death
Bad breath
Asthma
Wrinkles

Why do kids start smoking?

On a dare
To rebel
To seem older
To seem cool
Peer pressure
To stand out
To get attention
Relieve stress
Weight control

STRONG & HEALTHY kids

To be accepted

Experimentation

To cope

Parent smokes

Famous people do it

Don't think it will hurt them

What is peer pressure?

Write out a definition and explain it to students. Then have students write their own definitions.

What are some inexpensive alternatives to smoking?

Buy a CD

Rent a video

Ride a bike

Play a game

Go to a movie

Play a sport

Read a book

Eat a healthy snack

What percentage of Oklahoma adults smoke?

Studies show children perceive that more adults smoke than actually do. In Oklahoma, approximately 25% of adults smoke, and research shows that the majority of adults who smoke want to quit. — *Smokeless States Tobacco Control Survey Oklahoma*

Classroom Activities

The following activities are recommended and can be adapted based on the age and skill level of your students.

Smoking Takes Your Breath Away

Try this activity with your class. You will need a drinking straw and one small, hollow coffee stirrer (that looks like a miniature straw) for each student.

Warning: Do not attempt this exercise with students who have asthma, bronchitis or any condition that affects breathing.

Say to the students: The problem with smoking is that it damages your body gradually, and it is sometimes difficult to feel the damage right away. Have each person place the large diameter straw in their mouth and run in place or jump rope for a minute or two while breathing only through the straw. After the time is up, ask the kids if they feel different than normal. Remind them that this is how their breathing would feel as a young person when it is damaged by only a few years of light smoking.

While the students are still out of breath, have them try breathing through the small diameter straw while pinching their nose. Ask, “Can you feel the difference?” They may say they feel pressure in the chest and a panicky feeling. They may not be able to do this without breathing through their nose. Remind the students that this is how it feels to have emphysema, a breathing disease caused by years of smoking. Simple acts such as standing up or walking across the room would make them feel that way. Only with emphysema, you could not go back to breathing normal. Eventually, most people with emphysema have to use an oxygen tank to help them breathe each day.

Warning Labels

There are different warning labels that appear on cigarette packs and smokeless tobacco. Bring examples to class for the students to see. Ask them to write the four warnings on a sheet of paper, and then write a warning label that expresses the true danger of using tobacco.

Ad Watch

Bring popular magazines to class. Ask the students to count the number of ads for tobacco products in each magazine. Discuss the variety of messages in the ads. The messages are conveyed through words, pictures, colors, etc., and show happiness, glamour, youth and popularity. Discuss with students what is missing from the ads: dirty ashtrays, smelly clothes and hair, stained teeth and fingers, people coughing and smoke-filled rooms. Have students design their own cigarette ads that tell the real story about smoking. Have students make a collage or bulletin board of cigarette ads they find or create. Students should point out false or absurd implications made by the pictures or slogans in the ads.

Tobacco Word Search

STRONG & HEALTHY kids

BE SMART
DONT START
BLAZE
HEART DISEASE
STINKY
CIGARETTES
CANCER
ADDICTION
DEATH
SAY NO
POISONS
EMPHYSEMA
TOBACCO
SNUFF
NICOTINE
DIP

T	B	L	A	Z	E	E	L	D	C	E	L	C
A	M	E	S	Y	H	P	M	E	Z	S	P	I
W	G	V	P	O	I	S	O	N	S	A	L	G
R	D	B	C	S	T	L	A	V	D	E	N	A
H	O	N	T	A	E	O	L	D	T	S	T	R
T	N	H	G	L	N	W	I	X	M	I	R	E
A	T	K	H	Y	I	C	U	P	I	D	A	T
E	S	Q	A	H	T	B	E	F	R	T	M	T
D	T	S	C	I	O	L	F	R	K	R	S	E
S	A	S	O	C	C	A	B	O	T	A	E	S
U	R	N	S	T	I	N	K	Y	H	E	B	Z
K	T	F	F	U	N	S	E	O	E	H	L	A

Ad Watch

How does tobacco advertising encourage people to smoke?

Pretty/glamorous models	Makes you look older
Looks fun/exciting	Something friends do together
Looks smart	Looks like healthy activity

Activities:

Do the math

A pack of cigarettes costs about $4.00. If a person smokes a pack a day, how much does he or she spend on cigarettes in a year? Two years? List three things you could buy with that much money instead of cigarettes.

Tobacco-free schools

Find out if your school has a tobacco-use prevention policy. Is tobacco only prohibited during the school day, or 24/7? Ask your principal or a school board member to tell your class why your school has or doesn't have a tobacco use prevention policy.

24/7

Have your students write letters to their school boards, asking them to implement a 24/7 tobacco use prevention policy. Younger students can sign a petition asking their school boards to implement such a policy.

Morbid Truth

About 6,000 Oklahomans die from tobacco-related illnesses every year. (Behavioral Risk Factor Surveillance System. Oklahoma State Department of Health, 2003) Compare this to the number of people who live in your community and/or the number of students in your school. If your school represented the state of Oklahoma, how many students would lose their lives to tobacco-related illnesses?

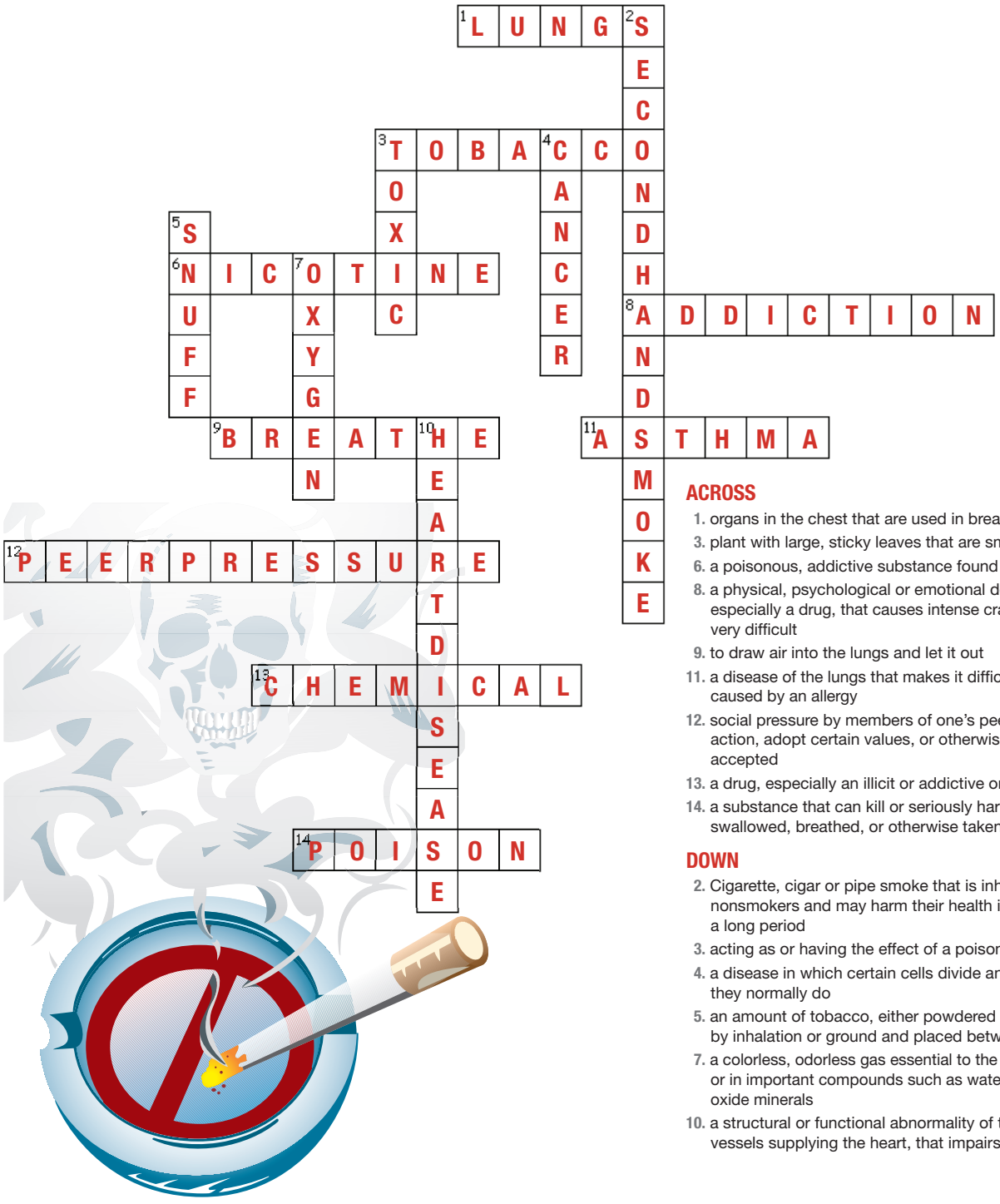
Act it out

Have students act out different ways to say "no" to tobacco. Get ideas from the kids and offer these:

- Short-but-sweet way — Simply say, "No, thanks."
- Out-of-sync way — "No thanks; that's just not me."
- Something-else-going-on way — "I'm really busy; I have to practice my piano."
- No-no-a-thousand-times-no way — "No way, uh-uh, absolutely not, no thanks!"
- Here's-my-reason way — "No thanks. I'm playing soccer. I don't want to ruin my chances of making the team. I need to be in top shape."
- Assert-yourself way — "I think using tobacco is really gross. How can you do that to yourself?"
- Reverse-peer-pressure way — "I don't want to smoke because it will give me wrinkles. You really shouldn't smoke either. It's not healthy. I'm worried about you."
- Make-a-joke way — "If I wanted to hang around smoke, I'd join the fire department."
- Suggest-something-else way — "Hey, I'd rather play a game."
- Leave-the-situation way — As soon as you feel pressure, leave. Don't wait around.

Crossword Puzzle

STRONG & HEALTHY kids



ACROSS

1. organs in the chest that are used in breathing
3. plant with large, sticky leaves that are smoked or chewed
6. a poisonous, addictive substance found in the tobacco plant
8. a physical, psychological or emotional dependence on something, especially a drug, that causes intense cravings and makes quitting very difficult
9. to draw air into the lungs and let it out
11. a disease of the lungs that makes it difficult to breathe and is often caused by an allergy
12. social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted
13. a drug, especially an illicit or addictive one
14. a substance that can kill or seriously harm living beings if it is swallowed, breathed, or otherwise taken in

DOWN

2. Cigarette, cigar or pipe smoke that is inhaled unintentionally by nonsmokers and may harm their health if inhaled regularly over a long period
3. acting as or having the effect of a poison; poisonous
4. a disease in which certain cells divide and grow much faster than they normally do
5. an amount of tobacco, either powdered and taken into the nostrils by inhalation or ground and placed between the cheek and gum
7. a colorless, odorless gas essential to the respiration of living things, or in important compounds such as water, carbohydrates, and oxide minerals
10. a structural or functional abnormality of the heart, or of the blood vessels supplying the heart, that impairs its normal functioning

Learn The Lingo

Addiction: a physical, psychological or emotional dependence on something, especially a drug, that causes intense cravings and makes quitting very difficult. In physical addiction, the body adapts to the substance being used and gradually requires increased amounts to reproduce the effects originally produced by smaller doses.

Asthma: a disease of the lungs that makes it difficult to breathe. Asthma is often caused by an allergy.

Breathe: to draw air into the lungs and let it out.

Cancer: a disease in which certain cells divide and grow much faster than they normally do. Cancer can spread to surrounding tissues and is a leading cause of death in the United States.

Chemical: a substance with a distinct molecular composition that is produced by or used in a chemical process; a drug, especially an illicit or addictive one.

Cigarette: a short, narrow tube of thin paper that contains cut tobacco for smoking.

Emphysema: an abnormal condition of the lungs marked by decreased respiratory function; associated with smoking or chronic bronchitis or old age.

Habit: an acquired behavior pattern regularly followed until it has become almost involuntary.

Heart Disease: a structural or functional abnormality of the heart, or of the blood vessels supplying the heart, that impairs its normal functioning.

Lungs: organs in the chest that are used in breathing. Lungs are found in mammals, birds, reptiles, and some other animals. They bring oxygen to the body and get rid of carbon dioxide.

Nicotine: a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.

Oxygen: a chemical element that occurs in pure form, as a colorless, odorless gas essential to the respiration of living things, or in important compounds such as water, carbohydrates, and oxide minerals.

Peer Pressure: social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.

Poison: a substance that can kill or seriously harm living beings if it is swallowed, breathed, or otherwise taken in.

Secondhand Smoke: Cigarette, cigar or pipe smoke that is inhaled unintentionally by nonsmokers and may harm their health if inhaled regularly over a long period.

Snuff: an amount of tobacco, either powdered and taken into the nostrils by inhalation or ground and placed between the cheek and gum.

Stroke: a sudden sickness in the brain caused by the breaking or blocking of a blood vessel. A stroke can cause parts of the body to become numb. It can also cause death.

Tobacco: a plant with large, sticky leaves that are smoked or chewed.

Toxic: acting as or having the effect of a poison; poisonous.

Additional Information & Resources

STRONG & HEALTHY kids

To find out more, check out these websites:

The American Cancer Society
www.cancer.org

The American Lung Association
www.lungusa.org

Campaign for Tobacco-Free Kids
www.tobaccofreekids.com

Centers for Disease Control and Prevention
Office on Smoking and Health
www.cdc.gov/tobacco/tips4youth.htm

Coalition Pathways
www.coalitionpathways.com/tobacco_use.html

National Cancer Institute's Smoking and Cancer page
www.cancer.gov/cancertopics/smoking

National Center for Disease Control and Prevention
Tobacco Information and Prevention Source (TIPS)
www.cdc.gov/tobacco/index.htm

National Spit Tobacco Education Program
www.nstep.org

Oklahoma State Department of Health Tobacco Use Prevention Service
www.health.state.ok.us/program/tobac/index.html

Oklahoma Students Working Against Tobacco
www.okswat.com

Smokefree.gov
(Info on each state's phone-based quitting programs)
www.smokefree.gov

The Young Person's Cyber Library of Information on Tobacco and Tobacco-caused Disease
www.smokinglungs.com/cyberlib.htm