

Strong & Healthy Kids Oklahoma



Newspapers for this educational program provided by:



2010 Teacher's Guide

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Strong & Healthy Kids Oklahoma



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HELP WIN YOUR SCHOOL A WII SPORTS PACKAGE!

Surveys have been created for you – the student – and your teacher to take before and after you go through the Strong & Healthy Oklahoma Kids program. Eight schools whose participating students and teachers respond to the brief online surveys will be randomly selected to win a Wii Sports Package! Each package will include a Wii console, two controllers and a sports game collection – but remember you have to complete the pre- and post-program surveys and return the food journals mentioned below to be eligible to win one of these eight prize packages!

Each online survey takes about five minutes to fill out and can be taken on the same computer multiple times. No password or username is required. Ask your teacher to visit <http://nie.newsok.com> to access the surveys.

Your teacher can also print a short Food and Activity Journal for you from the Teacher's Guide. Please fill out your personal journal once just before you start learning about being Strong & Healthy, and again at the end when you fill out the last online survey. The State Department of Health thanks you for doing your part by answering the surveys and filling out the before and after food journals to help them understand how to continue to make Oklahomans like you stronger and healthier!

Educators, more information about the surveys and journal are available in the downloadable Teacher's Guide.

Greetings Educators!

Thank you for participating in *The Oklahoman's* Newspapers In Education program Strong & Healthy Oklahoma Kids 2010!

In addition to the resources you will find throughout this Teacher's Guide, there are PASS correlations and additional external resources listed at the end.

Strong & Healthy Kids Oklahoma

In order to better evaluate the effectiveness of Strong & Healthy Oklahoma Kids, we have put together a short pre-program survey for students, and have put together short post-program surveys for both your students and you, the educators. We ask that you have your students take the pre-survey as soon as possible before beginning this curriculum, so we can better assess their progress throughout the program. 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 pre-program student survey, please go to <http://www.surveymonkey.com/s/V92P5P8>.
OR link to the survey from the Newspapers In Education website at <http://nie.newsok.com>.*

*To take the post-program student survey, please go to <http://www.surveymonkey.com/s/V9T6G6C>.
OR link to the survey from the Newspapers In Education website at <http://nie.newsok.com>.*

*To take the post-program educator survey, please go to <http://www.surveymonkey.com/s/YNB72NZ>.
OR link to the survey from the Newspapers In Education website at <http://nie.newsok.com>.*

We also ask that you have your students fill out the food and activity journal on the next page. Please have each student fill out one journal *before* beginning this curriculum with your class, and one journal again *after* you complete this curriculum with your class. This journal will allow us to evaluate the nutrition and physical activity habits of the students and assess any changes in them related to the reception of the Strong & Healthy Oklahoma Kids curriculum. An example of a complete entry has been provided.

Please collect the journals at the end of the program and return to:

- **By hand:** Guard tower at 9000 N Broadway, Oklahoma City, OK 73114 in an envelope marked to the attention of Newspapers In Education.
- **By mail:** The Oklahoman, Attn: Newspapers In Education, P.O. Box 25125, Oklahoma City, OK 73125.
- **By fax:** (405) 475-3779.

If you have any questions or problems accessing the surveys or about completing or returning the food logs, please call (405) 475-4137 or e-mail wkleinman@oklahoman.com.

EIGHT RESPONDENTS WILL BE SELECTED TO RECEIVE A **WII SPORTS PACKAGE FOR THEIR SCHOOL!**

EACH PACKAGE WILL INCLUDE A WII CONSOLE, TWO CONTROLLERS, AND A SPORTS GAME COLLECTION. THE WINNERS WILL BE RANDOMLY SELECTED – BUT YOU HAVE TO COMPLETE THE PRE- AND POST-PROGRAM SURVEYS AND THE STUDENT FOOD JOURNALS TO BE ELIGIBLE! DO NOT MISS THIS OPPORTUNITY TO WIN A WII SPORTS PACKAGE TO HELP GET THE STUDENTS IN YOUR SCHOOL ENGAGED IN MOVING MORE AND BEING ACTIVE. REMEMBER – WE WILL GIVE AWAY EIGHT OF THESE PRIZE PACKAGES!

Strong & Healthy Kids Oklahoma

Strong & Healthy Oklahoma Kids 2010 Food and Activity Journal

School Name: _____

Teacher Name: _____

Grade Level: _____

Week Of: _____

Instructions: Please fill this out every week while you and your fellow classmates participate in the Strong & Healthy Oklahoma Kids curriculum at school. Remember to emphasize the number of foods and not serving sizes.

Please refer to the following guide if you have questions:

- A fruit = Whole fruit or 1 cup of 100% fruit juice
- A vegetable = Raw or cooked (potato, corn, green beans, carrots, okra etc). If it's not sweet, it's a vegetable.
- Activity minutes = Total minutes of daily physical activity

	Fruits	Vegetables	Activity Minutes
Example	3	2	60 minutes playing soccer
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Aerobic exercise is a very important type of exercise and a necessary component for a healthy lifestyle. 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. Aerobic exercise burns calories, lowers your body fat and helps build cardiorespiratory endurance. 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 should also increase the level of difficulty of the exercises. "T" stands for **Time**. 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.
- Increases your endurance by increasing the efficiency of the heart and lungs.
- Reduces body fat and helps you maintain a healthy weight or lose weight.
- Relieves stress and tension, gives you more energy, improves self-confidence and counteracts depression.
- Helps you sleep better and strengthens your immune system.

Do you know if you are doing aerobic exercise? Some things to consider:

- Is your heart pumping faster?
- Are you 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. Take your pulse to find out if your heart is beating faster.

Activity ▶

1. Count your number of heartbeats for 15 seconds, and write that number down. Now multiply that number by four to get the total number of beats per minute. Now that you know the total beats per minute while at rest, begin jogging in place for one minute. Now take your pulse again for 15 seconds. Write that number down and multiply it by four. Was your number higher the second time?

Look for additional Move More activities in Strong & Healthy Oklahoma Kids Lessons 1 and 2 in *The Oklahoman*.

Teachers, on the following pages you will find information to help you teach your students about the Move More objective of the Strong & Healthy Kids curriculum.

Student Supplement, Page 3, Activity 1: 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. 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.


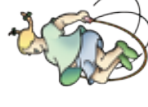


On the following page is a worksheet you can help your students use to track their physical activity.

HANDOUT

My Physical Activity Log

Name: _____

Write down the activities you do in the next 24 hours in the first column. Write down how many minutes you did each activity in the second column. Look at the MyActivity Pyramid and mark if the activity is everyday, aerobic/recreational, flexibility/strength or inactive.

What activity did you do?	For how many minutes?	Where does your activity fit on the MyActivity Pyramid?			
		Everyday activity 	Aerobics and recreational 	Flexibility and strength 	Inactivity 
TOTAL minutes:					

How to Get Involved & Get Others Involved



MoveMore

It is up to you to teach your friends, teachers and parents what you have learned about ways to be physically active. To help with ideas, look for activities or programs offered by your school. Research activities, programs or recreational facilities in your community to find out what your community offers. Many towns and cities have parks, ball fields, lakes, nature walks and walking trails that are all free of charge. Just walking can do a lot of good and is easy to do, too.

Being physically active is important, but so is being a good sport when participating in physical activity with friends and family. Good sportsmanship shows consideration of others. There are several rules to follow when practicing good sportsmanship:

- Apply the golden rule — do unto others as you would have them 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.



Activity ▶

1. Now that you know about some programs at your school and in your community, and you know how to ask others to get involved, make up your own physical activity program for your friends and family. Be creative and use your knowledge about exercise and physical activity to promote your program to others. Think about the following questions when creating your program:

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 to entice others to participate.

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.



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.

There are 3 types of muscles within your body:

1. *Skeletal*: Striated voluntary muscle (conscious control), anchored by tendons to bone and therefore responsible for moving the skeleton.
2. *Smooth*: Non-striated, involuntary muscle (not under conscious control), found in the walls of organs and blood vessels.
3. *Cardiac*: Striated, involuntary muscle; specialized kind of muscle only found in the heart.

There are 2 types of skeletal muscle:

1. *Type 1*: Slow twitch, oxidative. They use oxygen to generate fuel for extended and continuous activities such as running a marathon or biking for an hour.
2. *Type 2*: Fast twitch, glycolytic. They are anaerobic (they do not use oxygen to produce energy) but instead they use glucose for energy. They generate short bursts of strength and speed, but they fatigue more quickly than slow twitch muscle fibers. Sprinting in the 100 meter dash would be an example of the use of this type of muscle.

Muscle strengthening 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, become faster and stronger, and performing over a longer period of time.

Activity ▶

1. 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.

Muscle Anatomy and Body Composition



Move More

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.

Our bodies contain three different kinds of muscle: *cardiac*, *smooth* and *skeletal*. Cardiac muscles are involuntary and are 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. 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 adult's 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.



Activity ▶

1. Identify some of the voluntary and involuntary muscles in your body.

Student Supplement, Page 6, Activity 1: 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 does not attach itself to 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 adult's 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.

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In-Paper Resource, Lesson 1, Activities 1 & 2: Answers will vary.

In-Paper Resource, Lesson 1, Activity 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.

In-Paper Resource, Lesson 1, Activity 4: 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.

In-Paper Resource, Lesson 1, Activity 5: 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 burn calories which help lower your body fat and help build cardiorespiratory endurance.

In-Paper Resource, Lesson 2, Activity 1: 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.*

In-Paper Resource, Lesson 2, Activity 2: 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.

In-Paper Resource, Lesson 2, Activity 3: 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.

Additional Information: 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. 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.

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Information to Know:

- 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.

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 participate in aerobic exercise frequently, your heart gets stronger and stays healthy.

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.

Now, since you know more about cardiovascular exercise, let's take a quiz to see how much you know about exercise in general. *(Give the quiz on the next page and go over answers afterwards.)*

Answers are: 1. B 2. A 3. C 4. B 5. C 6. A 7. C 8. B

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1. What are the 4 components of physical activity?
 - A. fitness testing, body composition, stretching, walking
 - B. cardiovascular activity, muscle strengthening & 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, you 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

Strong & Healthy Kids Oklahoma

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.

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

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.*

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.

The story is on the next page. You may choose to provide a copy to each of your students.

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"In & Out"

The OUT family lived IN the middle of nowhere OUTSIDE Oklahoma City IN a log cabin with an outhouse. Their puppy 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!"

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.

Eat Better

MyPyramid for Kids

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.

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 leafy lettuce, kale, romaine lettuce and spinach. Orange vegetables include butternut squash, carrots, pumpkin and sweet potatoes.

Fruit Group: Focus on fruit.

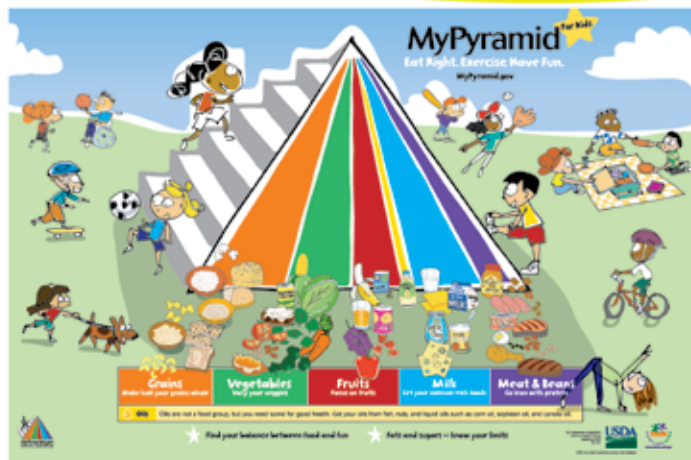
Variety is important when choosing fruits, too. Try to eat different colors of fruit such as oranges, cantaloupes, strawberries, grapes and blueberries. When choosing juice, be sure the label says 100% juice.

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. Most Americans eat enough from this group, but we need to pick leaner cuts and eat a wider variety of these foods. 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.



Source: USDA Team Nutrition

Activity ▶

1. 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.

Look for additional Eat Better activities in Strong & Healthy Oklahoma Kids Lessons 3 and 4 in *The Oklahoman*.

Teachers, on the following pages you will find information to help you teach your students about the Eat Better objective of the Strong & Healthy Kids curriculum.

Student Supplement, Page 7, Activity 1: Answers will vary.

On the following page is a worksheet you can help your students use to track their nutritional intake.

Nutrition Tracker

your name _____

date _____

Did you eat from all Five Food Groups today? Did you eat the number of servings you need from each food group? Use this form to answer these questions and compare your diet to the MyPyramid.

- 1 List everything you eat and drink during the day.
- 2 Add up each column.
- 3 Compare your totals for the day to the servings you need from each food group.
- 4 Share your Nutrition Tracker with your parents.
Even better, have them use the Nutrition Tracker, too.



FOODS (include the amount you ate)							
		grain group	vegetable group	fruit group	milk group	meat group	"others" category
morning							
lunch time							
dinner time							
after dinner							
TOTAL SERVINGS:							
Servings you need if you are 7 to 10 years old:		5	4	3	3	2	
Servings you need if you are 11 to 13 years old:		6	5	3	3	2	

Getting the Most Nutrition from Your Food

Eat Better

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. You should also eat enough lean *meats*, *poultry*, *fish*, *eggs*, *nuts* or *beans* to get some iron and protein every day.

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.

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.

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 ▶

1. 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.

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. Doughnuts are fried and have lots of fat and added sugar.		
Vegetables	Baked Sweet Potato	French Fries
Explanation: A 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 natural form and have a lot of vitamins and minerals. A slice of peach pie has a lot of 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

EatBetter

Vary Your Veggies & Focus on Fruits

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.

Activity ▶

1. 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.



Look on pages 38–43 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?

Nutrition Facts Label - READ It Before You Eat It

EatBetter

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, and 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 **green** section. Serving size is a common measured amount such as 1/2 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 **yellow** section: GET LESS of these nutrients. Eating too much of these nutrients is linked to being overweight and certain chronic diseases like heart disease and type 2 diabetes. Open and close one hand one time and say “5”! to help remember to GET LESS of these nutrients.

The **blue** section: GET ENOUGH of these nutrients. Eating enough of these nutrients can help you have energy, build strong bones and help protect you from colds and infections. Open and close both hands twice and say “20”! to help remember to GET ENOUGH of these nutrients.

Activity ▶

1. 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?



Look on pages 138-140 of your *Guide to a Strong and Healthy Oklahoma* to learn more about reading a Nutrition Facts label.

HOW TO READ A NUTRITION FACTS LABEL

Start Here

Limit these Nutrients

Get Enough of these Nutrients

Footnote

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%	
* 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

Student Supplement, Page 10, Activity 1: 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 1/2 cup, and the student's portion size is 1 1/2 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.

What did you have for dinner yesterday? You probably thought first of a food that is in the Meat and Beans Group — such as chicken, hamburger or fish. These foods contain the nutrient *protein*. Many protein foods come from animals, but some plant foods are sources of protein, too. They include beans, lentils and nuts and seeds. Protein is an important building block for bones, muscles, cartilage, skin and blood. Whether from animal or plant sources, you should eat protein-rich foods every day.

MyPyramid for Kids recommends 5 ounces of protein rich-food each day. A 2 to 3 ounces serving of meat, fish or poultry is about the size of a deck of cards. A serving of beans or lentils is 1/2 cup, or about the same size as a small computer mouse. One-ounce of nuts or seeds is about the size of a 9-volt battery. Eggs are also a food source of protein. Protein-rich foods are also found in the milk group. Skim or low-fat milk, yogurt and cheese are good choices for snacks.

One of the challenges in choosing protein-rich foods is choosing foods that are lower in fat. Families frequently eat meals away from home. When eating out try to choose protein-rich foods that have been baked, broiled or grilled. For example, you might choose a grilled chicken sandwich instead of chicken nuggets. Or, choose a single burger instead of double patty burger. You can also ask the restaurant to see their nutrition information before making your choice.

Activities ▶

- Below is a list of popular meat and bean foods and the amount of fat they contain. Some of your favorites may be higher in fat than what you think. How can you make lower-fat, protein-rich food choices when eating out?

Popular Fast Foods

Food	Total Fat (grams)
Hamburger	9
Quarter-Pound Hamburger	18
Fried Fish Filet Sandwich	18
Crispy Fried Chicken	23
Chicken Nuggets (10 Pieces)	24
Beef Soft Taco Without Cheese	8
Beef Taco, Regular Style, Without Cheese	7
Bean Burrito, No Cheese	8
Taco Salad With Ground Beef, No Cheese	39

Source: USDA Team Nutrition

- Review the lunch menu for one week or month. Find all the protein-rich foods. Which choices are broiled, baked or grilled? Which are from plant foods?

Student Supplement, Page 11, Activity 1: Foods that are not fried will be lower in fat. Therefore, anything that is baked, grilled, steamed or broiled would indicate a lower fat protein option and are good things to look for on a menu when dining out.

Student Supplement, Page 11, Activity 2: Some vegetable protein examples include beans, soy products, peanut butter, nuts and veggie burgers. It is important to pay attention to how menu items are prepared (fried items will be high in fat).

Strong & Healthy Kids

Oklahoma

In-Paper Resource, Lesson 3, Activity 1: Here are the key points students can latch onto. Grain Group: Make half your grains whole. Vegetable Group: Vary your veggies. Fruit Group: Focus on fruit. Milk Group: Get calcium-rich foods. Meat & Beans Group: Go lean with protein.

Remind students that they should eat more from some food groups than others. Tell them: 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.

Students should also remember to 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 us more nutrition for our calories. They are called nutrient-dense foods and should be eaten more often. Foods in the narrow end, or top, give us 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.

In-Paper Resource, Lesson 3, Activity 2: Answers will vary.

In-Paper Resource, Lesson 3, Activities 3 & 4: 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 $\frac{1}{2}$ cup, and the student's portion size is $1\frac{1}{2}$ 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.

In-Paper Resource, Lesson 4, Activity 1:

- 1) The mineral calcium builds and maintains strong bones. Which beverages build strong bones? (*fat-free milk and chocolate milk*)
- 2) Vitamin D is required for the body to absorb calcium. Which beverages have Vitamin D? (*fat free milk and chocolate milk*)
- 3) 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*)
- 4) Which beverage has more sugar added, chocolate milk or fruit punch? (*fruit punch*) Which beverage has more sugar: chocolate or cola? (*cola*)

Bonus Questions:

- 1) What nutrient does cola offer? (*carbohydrate*)
- 2) How many glasses of milk would it take to get 90 percent of your Daily Value of calcium? (*three*)
- 3) 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*)
- 4) Which beverage is a good source of vitamin C? (*100% orange juice*)
- 5) How many servings of milk to kids need per day? (*2 servings*) How much milk is considered a “serving?” (*8 ounces, or 1 cup*)
- 6) Protein is the basis for building all body cells. Which beverages are a good source of protein? (*milk*)
- 7) Which beverage offers more than one vitamin? (*fat-free milk and chocolate milk*) Which beverages have the most nutrients? (*fat free and low fat milk*)

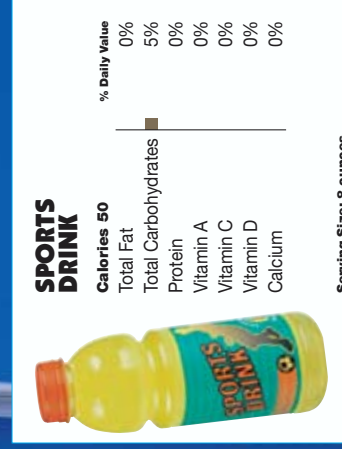
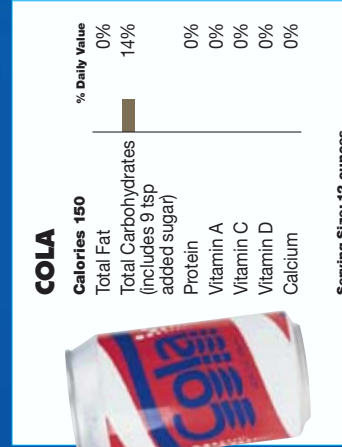
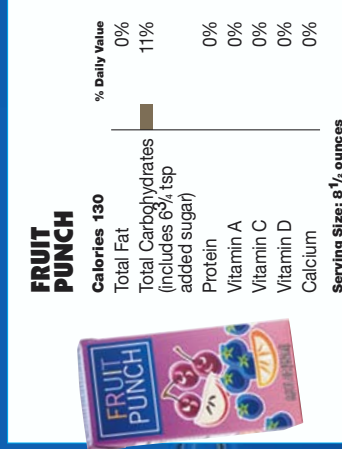
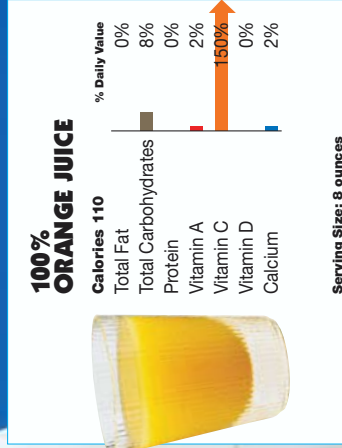
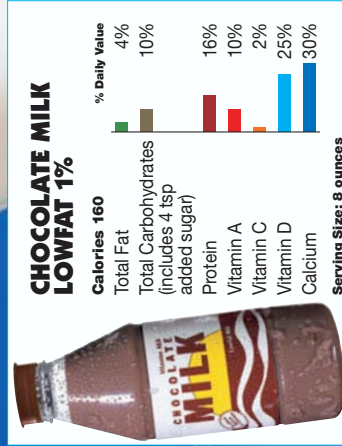
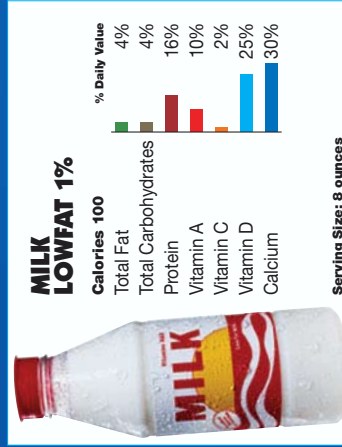
Additional Information:

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

THINK YOUR DRINK!

When it comes to NUTRITION, not all drinks are created equal!



Studies show that more than 3,000 kids become regular smokers each day, and roughly one-third will die prematurely from their addiction. These are staggering numbers, considering it is the leading preventable cause of death in the United States. Tobacco kills more than 430,000 Americans every year and costs the United States \$50–\$73 billion in medical expenses.

There are more than 4,000 chemicals in cigarette smoke (including formaldehyde, butane, arsenic, ammonia, acetone, carbon monoxide and cadmium). 200 of those chemicals are poisons, and 43 chemicals cause cancer. The reason it's hard to stop smoking is because of a drug in cigarettes called *nicotine*.

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



- ⊗ Tobacco is addictive: approximately 70 percent of smokers want to quit, but only 2.5 percent are able to quit permanently each year.
- ⊗ Almost 90 percent of adult smokers begin at or before the age of 18.
- ⊗ Tobacco kills more people than AIDS, alcohol, car accidents, murders, suicides and illegal drugs combined.
- ⊗ Youth tobacco use can create a "gateway" to other substance abuse.
- ⊗ 26.5 percent (57,100) of Oklahoma high school students smoke; 23 percent of Oklahoma high school males dip or chew tobacco.
- ⊗ 9,100 Oklahoma kids under age 18 become new daily smokers each year; 216,000 Oklahoma kids are exposed to secondhand smoke at home.
- ⊗ The tobacco companies spend an estimated \$213.5 million each year marketing their products in Oklahoma. 4.3 million packs of cigarettes are bought or smoked by Oklahoma kids each year.
- ⊗ Tobacco is a waste of money. A pack of cigarettes costs about \$4. The average Oklahoma smoker smokes about 100 packs of cigarettes each year.

Activity ▶

1. Write the four warnings on the back of a cigarette package on a sheet of paper, and then write a warning label that expresses the true danger of using tobacco.

Look for additional Be Tobacco Free activities in Strong & Healthy Oklahoma Kids Lessons 5 and 6 in *The Oklahoman*.

Teachers, on the following pages you will find information to help you teach your students about the Be Tobacco Free objective of the Strong & Healthy Kids curriculum.

Student Supplement, Page 12, Activity 1: The four warning labels placed on cigarettes are:

- SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.
- SURGEON GENERAL'S WARNING: Quitting Smoking Now Greatly Reduces Serious Risks to Your Health.
- SURGEON GENERAL'S WARNING: Smoking By Pregnant Women May Result in Fetal Injury, Premature Birth, And Low Birth Weight.
- SURGEON GENERAL'S WARNING: Cigarette Smoke Contains Carbon Monoxide.

This activity will help the students understand the warning labels in a way they can understand. Write these warnings on the board, and then have the students write their own warning labels. Stress to the students to write labels that express the true dangers of using tobacco. The students should be able to describe the negative health impacts of tobacco usage based on what they have learned from the curriculum so far. Exact answers will vary.

Be Tobacco Free

Ad Watch

Tobacco companies spend approximately \$15.15 billion a year, or \$41 million a day, to advertise and promote their products — more than double the dollars they spent to promote their products since 1998. In Oklahoma alone they spend an estimated \$213.5 million each year.

Activity ▶

1. Bring popular magazines to class. 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 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.

- How does tobacco advertising encourage people to smoke?
- 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



Earn money for your classroom while educating students on the hazards of smoking.

Sign up today to receive your free teacher's curriculum and storyboard contest materials.

Go to www.bcbsook.com/dontstart.html or call toll-free (866) 876-4376.

Who? Teachers of students in kindergarten through 5th grade. **What?** Students draw storyboards for the opportunity to win prizes. **When?** Sign up today to receive materials and contest details. Completed entries must be postmarked no later than March 26. **Win?** Two grand prize winners win a \$100 gift card and see their storyboard come to life as a commercial. First, second and third place winners will receive \$75, \$50 and \$25, respectively. Teachers of winning students also will receive gift cards.

Student Supplement, Page 13, Activity 1: This activity helps bring awareness to the role the media plays in tobacco use. The messages of the advertisements in popular magazines related to tobacco usage are generally positive; they fail to point out the negative implications of tobacco usage. For example, the students will have a hard time finding an ad that shows dirty ashtrays, stained teeth and fingers, or smoke-filled rooms. Emphasize here that the media glorifies tobacco usage in order to attract and retain their customers. Have the students design ads that depict the real image of tobacco usage. Students' ad designs will vary.

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 triggered 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.



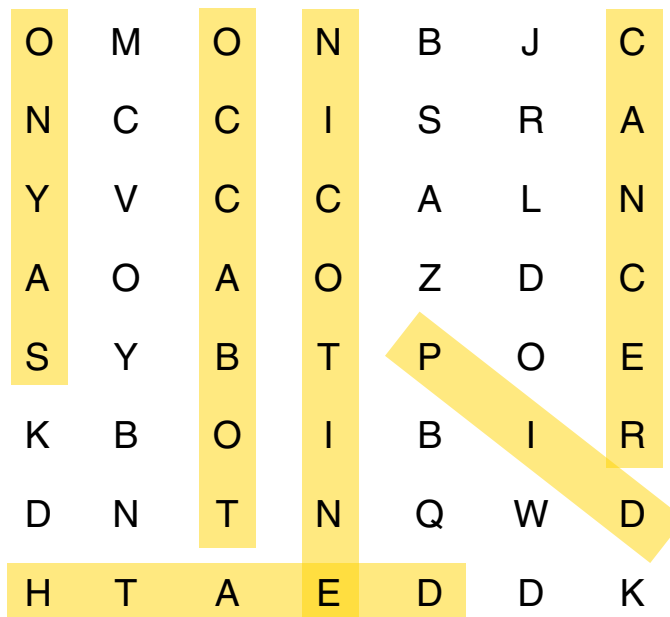
In-Paper Resource, Lesson 5, Activity 1: Try this activity with your class. You will need a drinking straw and one small, hollow coffee stirrer (that looks like a miniature straw) for each student. **Warning: Do not attempt this exercise with students who have asthma, bronchitis or any condition that 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.

Strong & Healthy Kids Oklahoma

In-Paper Resource, Lesson 5, Activity 2:



In-Paper Resource, Lesson 6, Activity 1: Smoking a \$4 pack of cigarettes a day would result in \$1,460 spent on cigarettes in one year, and \$2,920 spent on cigarettes over two years. Student answers will vary regarding how else they might choose to spend those amounts of money.

In-Paper Resource, Lesson 6, Activity 2: This activity will also allow you to practice basic math with your students and help them grasp the toll of deaths due to tobacco-related illnesses. Begin with the fact that 6,000 Oklahomans died from tobacco-related illnesses when the state population was approximately 3.5 million, or about 1 out of every 583 people (let them or help them figure out the $\frac{1}{583}$ figure). Thus, if there are 1,200 students in your school, and the same proportion were to die from tobacco-related illnesses, then two people in the school would die from this cause. Now expand this concept to your community. For example, the population of Norman is about 110,500. If 1 out of every 583 people in Norman die of a tobacco-related illness, that would account for 190 people each year.

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.

Strong & Healthy Kids

Oklahoma

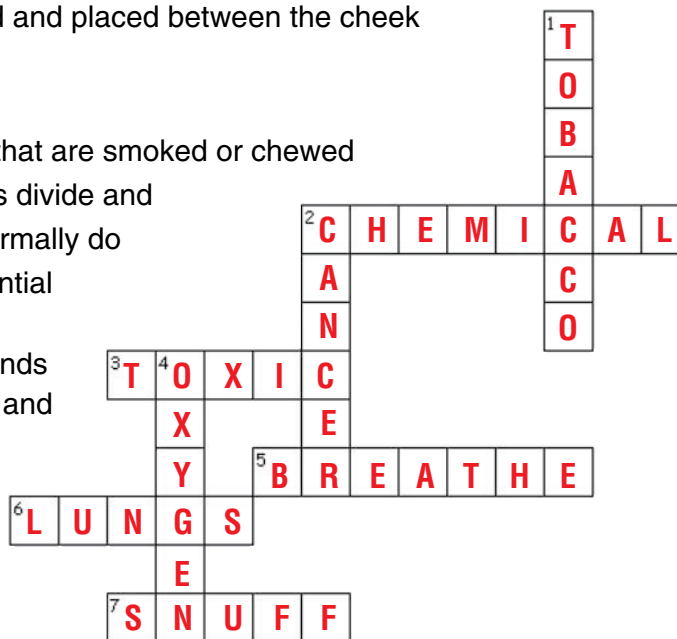
In-Paper Resource, Lesson 6, Activity 1:

ACROSS

2. a drug, especially an illicit or addictive one
3. acting as or having the effect of a poison; poisonous
5. to draw air into the lungs and let it out
6. organs in the chest that are used in breathing
7. an amount of tobacco, either powdered and taken into the nostrils by inhalation or ground and placed between the cheek and gum

DOWN

1. plant with large, sticky leaves that are smoked or chewed
2. a disease in which certain cells divide and grow much faster than they normally do
4. a colorless, odorless gas essential to the respiration of living things, or in important compounds such as water, carbohydrates, and oxide minerals



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Additional Information:

Bonus Activity: 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.

Bonus Activity: 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.

Bonus Activity: 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.

Discuss: 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 their 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*
- 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.

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- 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.
- 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*)

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	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.

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PASS Correlations Satisfied by the Strong & Healthy Oklahoma Kids Curriculum

Health/Safety Education

Grade 1: Standard 3

Grade 2: Standard 3

Grade 3: Standards 3, 4, 5, 6 & 7

Grade 4: Standards 3, 4, 5 & 7

Grade 5: Standards 1, 3, 4, 5, 6 & 7

Grade 6: Standards 1, 3 & 6

Grade 7: Standards 1, 3 & 6

Grade 8: Standards 1, 3 & 6

Motor Skill and Lifetime Activity Development

All Grades: Standards 1, 2, 3, 4, 5, 6, & 7

Mathematics

Grade 3: Standard 2

Literature

Grade 3: Standard 4

Additional Resources

Interactive youth games:

www.kidnetic.com and www.nflrush.com.

Nutrition-based games:

www.nutritionexplorations.org/kids/nutrition-main.asp

www.nourishinteractive.com/kids/kidsarea.html and www.mypyramid.gov/kids/kids_game.html

National resources:

www.nichd.nih.gov/milk/milk.cfm

www.mypyramid.gov

www.health.gov/dietaryguidelines/

Tobacco resources:

www.cancer.org

www.lungusa.org

www.tobaccofreekids.com

www.cdc.gov/tobacco/tips4youth.htm

www.coalitionpathways.com/tobacco_use.html

www.cancer.gov/cancertopics/smoking

www.cdc.gov/tobacco/index.htm

www.nstep.org, www.health.state.ok.us/program/tobac/index.html

www.okswat.com

www.smokefree.gov

www.smokinglungs.com/cyberlib.htm

Change your life one step at a time...

Eat Less | Move More | Be Tobacco Free

Strong and Healthy book Available for Free

English and Spanish versions available

This guide offers helpful information and resources to improve your health and well-being.

Pick one up at your local county health department.

