

What Choices Can We Make to Stay Healthy?



Focus: Students learn how regular movement and other practices can help them stay healthy.

Specific Curriculum Outcomes

Students will be expected to:

- 31.0 respond to the ideas and actions of others and acknowledge their ideas and contributions [GCO 2]
- 49.0 examine the implications of actions and decisions that support a healthy lifestyle [GCO 1/3]

Performance Indicators

Students who achieve these outcomes will be able to:

- describe how they can incorporate healthy lifestyle choices into their daily lives

NOTES:

Attitude Outcome Statements

Encourage students to:

- be sensitive to the needs of other people, other living things, and the local environment [GCO4]

Cross-Curricular Connections

English Language Arts

Students will be expected to:

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences [GCO 1]
- interact with sensitivity and respect, considering the situation, audience, and purpose [GCO 3]
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes [GCO 9]

Getting Organized

Components	Materials	Before You Begin	Vocabulary
• Science Card 12 • BLM <i>My Favourite Way to Move</i>	• glitter • bar soap and water • liquid soap and water • plain water • dry paper towels • hand sanitizer • stopwatches • large graph paper • coloured sticky notes • students' Science Journals • students' Science Folders • variety of board games and card games • craft supplies such as poster board, markers, glue, scissors • dice • paper fasteners • modelling clay • small toys	• Arrange for an athlete with a disability to visit the class.	• germs • hygiene

Science Background

- Human growth and development can be affected by lifestyle. For example, insufficient food or not enough food of the right type can result in problems related to vitamin deficiencies, or even stunted growth. On the other hand, excessive food intake can result in obesity and connected health problems. A lifestyle that supports good health includes:
 - good hygiene
 - regular exercise
 - getting sufficient rest
 - drinking water and eating healthy food

Canadian Physical Activity Guidelines recommend at least 60 minutes per day of moderate- to vigorous-intensity physical activity each day. This recommendation is further broken down to suggest vigorous activities 3 days per week and bone- and muscle-strengthening activities at least 3 days per week. Moderate activities include bike riding and playground activities. Vigorous activities, such as running and swimming, cause children to feel “out of breath.” More information can be found on the ParticipACTION website.

Possible Misconceptions

- In connection with the focus on germs, students may develop or already have the misconception that all micro-organisms are harmful. Ensure students understand that this not true and in fact many micro-organisms are essential to human health. For example, beneficial bacteria in the gut help us break down food and can even help us fight harmful micro-organisms. Many healthy foods such as yogurt and kimchi contain helpful micro-organisms. Recent studies are finding that a robust diversity of micro-organisms in a person’s gut is linked to better health in multiple ways.

ACTIVATE

Good Morning Glitter!

Tell students you will be giving them a “glitter handshake.” Sprinkle a small amount of glitter on your hands. Shake hands with two or three students. Then allow students five minutes to shake hands with different classmates and touch various classroom items. After the five minutes has elapsed, have students examine their hands and classroom items. Count how many students have glitter on their hands and list the classroom items that now have glitter on them.

Ask students if they know what germs are. Tell students that germs are tiny living things that are too small to see. Not all such tiny living things are harmful—some of them are helpful!—but the ones we call “germs” are the ones that cause disease. If germs get into our bodies they can make us sick. Ask:

- **How is the glitter like germs?**
- **How is it different?**
- **How can you remove the glitter from your hands and from objects?**
- **How could we have stopped the glitter from spreading in the first place?**



Draw out the idea that washing hands is a good way to remove the glitter-germs and prevent their spread. Record questions about germs on the I Wonder Wall.

CONNECT

Get that Glitter!

This activity comes out of the Good Morning Glitter! activity. Tell students that they will be investigating the best way to remove glitter-germs from their hands. Ask:

- **How can we remove the glitter-germs from our hands?**

Allow time for brainstorming, and come up with at least five different ways the glitter-germs could be removed. For example, glitter-removal techniques could include the following:

- bar soap and water
- liquid soap and water
- plain water
- dry paper towels
- hand sanitizer

Ask students:

- **Which do you think will be the most effective method?**
- **Which do you think will be the least effective method?**

Record students' predictions. Next, set up stations according to the methods the class came up with. Divide the class into groups, assigning each group a different station. Provide a stopwatch or other timing device at each station. Before beginning, check that each student has about the same amount of glitter-germs on their hands. Add glitter as necessary to ensure an approximately equal distribution of glitter-germs. Ask:

- **For this investigation, why is it important that we all have about the same amount of glitter on our hands?**



Send students to their stations. Have each student try to remove their glitter using the method at their station. Another student should use the stopwatch to determine how long it takes. Students should record their results in their Science Journals.

After the investigation, collect and record results on a class chart. Compare the results with students' predictions. Ask:

- **Does this investigation tell us anything about removing real germs from our hands?**
- **How is removing real germs different from removing glitter-germs? How is it the same?**

Draw out the idea that when it comes to removing germs and preventing their spread, part of the goal is to kill the germs. This idea was not modelled in the investigation. Hand sanitizer works by killing germs. Soap kills and helps wash away germs. (Note that studies have shown that antibacterial hand soap is no more effective than regular soap at killing bacteria.) Make students aware that proper hand washing is the best way to prevent the spread of colds and flus.

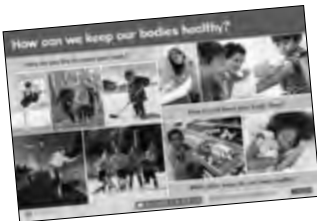
Record any questions that arise on the I Wonder Wall.



Healthy Lifestyle Brainstorming

Show students Science Card 12. Ask:

- **What activities do you see being done?**
- **How do these activities help keep you healthy?**
- **What kinds of sports do you like to play? What other ways do you like to move your body?**





- What other things do you do to keep healthy?
- What are some choices that might not be as healthy?

Discuss with students how different choices about activity, diet, and sleep can affect our health. As you talk, make a T-chart and record ideas about choices that are healthy and unhealthy. Record any questions that arise on the I Wonder Wall.

Participation Stations

Organize a series of games or activities in stations around the gym for students to try. Activities should be geared towards different goals. Examples could include:

- yoga moves for stretching muscles
- lifting and carrying objects for building muscle
- beam activities for developing balance
- throwing and catching activities for co-ordination
- skipping or jumping jacks for heart and lungs

Share the plan ahead of time with the students, and have them suggest ideas for additional or modified activities. Modify the plan based on this discussion. On the day, give students an “exercise passport” with a space for each activity. Stamp students’ passports or give them a sticker once they have completed each activity.

Class Activity Tracker

Set up a class activity bar graph to track the different ways students are active each day. Set up a large graph using one or more large pieces of graph paper. Write various activities on the y-axis, e.g., walking home from school, playing in the playground, dancing, playing soccer, tobogganing. Have students help you generate ideas for the activities. Ask students to predict which activity category they think will be most popular. Each day for a week, ask students which activity they did after school. Add a coloured sticky note to correspond to each row as appropriate. At the end of the week, revisit the predictions and discuss the results as a class.

CONSOLIDATE

Hey, Coach!

Tell students that they are going to become coaches. Have them make a week-long healthy living plan in their Science Journals with details about what to do on each day. Students should provide a plan for each day including what to eat, what exercises to do, and how much to sleep.

My Favourite Way to Move

Copy and distribute BLM *My Favourite Way to Move*. Have students use words and drawings to fill in the BLM, describing their favourite exercise and explaining why it is a healthy part of their lifestyle. Students can store their completed BLMs in their Science Folders.





Healthy Living Game

Set out a selection of board and card games for students to look at and play if time permits. Then provide a selection of craft supplies (be sure to include dice and/or paper fasteners to make spinners as well as small toys or modelling clay for game pieces) and tell students they will be making their own Healthy Living game. Students should plan their games first in their Science Journals. Tell students that their board games should:

- educate players about healthy and unhealthy choices
- reward healthy choices
- discourage unhealthy choices

After students are happy with their plan, they can make their game. When the games are finished, have students play one another's games and offer comments and suggestions for improvement using the "two stars and a wish" system. If time permits, students can modify their games based on this feedback.

EXPLORE MORE

Athletes in Training

Challenge students to choose a sport they are interested in, and then find out how athletes in that sport train to improve their skills, strength, and stamina in their sport while staying healthy.

Overcoming Challenges

Invite an athlete with a disability to speak to the class about how people with physical challenges can continue to be active, and to participate and excel in sports and other physical activities. Alternatively, students can investigate devices that have been invented to help animals with disabilities to remain mobile.

WRAPPING UP THE UNIT



Revisit the questions posted on the I Wonder Wall and have students discuss answers in small groups or with a partner. If there are questions which cannot be answered at the time, these can remain on the I Wonder Wall for students to research independently. Discuss what the students have learned about how animals (including humans) grow and change.

My Favourite Way to Move

Name: _____

My favourite exercise is _____

I like it because _____

It is good for me because _____

Here is a picture of me doing my favourite exercise: