NUTRITION PROGRAMS
FAMILY NUTRITION PROGRAM

University of Florida, IFAS Sumter County Extension

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**Note:** All standards listed are the new Next Generation Florida State Standards as of January 2009.
Family Nutrition Program

1. MYPYRAMID and MYPYRAMID FOR KIDS

- Getting Your Grains
- Vary Your Vegetables
- Focus on Fruits
- Get Your Calcium
- Go Lean on Protein
- Know Your Fats
- Discretionary Calories: Use Extra Calories Wisely
- Be Active Importance of Exercise
- Fresh Produce: From Farm to Table
- Reading Labels for Better Nutrition
- Meal Planning for Good Nutrition
- Saving Money on Meals
- Eating Breakfast: The Best Way to Start the Day!
- Snack Smart
- Keep Food Safe
- Feeding Infants
- Feeding Young Children
- Eating for Healthy Mom and Baby
- Disaster Food Safety

MYPYRAMID:

- Steps to a healthier you.
- One size doesn’t fit all and MyPyramid offers personalized eating plans, interactive tools to help individuals plan and assess their food choices and advice to help them:
  - Make smart choices from every food group.
  - Find the balance between food and physical activity.
  - Get the most nutrition out of their calories.
  - Stay within the daily calorie needs.
  - Website is MyPyramid.gov
Through programs will be taught by University of Florida, IFAS and a Sumter County Family Nutrition Program Assistant to children in grades 1 through 6. Students will be educated about MyPyramid for Kids, which was developed by the U.S. Department of Agriculture (USDA). Lessons were developed specifically for elementary students to integrate nutrition with science, math, health, and language arts. Physical activity is also emphasized. Students will have fun as they learn to eat well and be physically active.

Classroom teachers will be provided with materials that contain the following lessons and activity materials.

The lessons:

✓ Communicate nutrition concepts through age-appropriate, fun activities
✓ Contain handouts to be duplicated. (Duplications provided for teachers)
✓ May be taught with minimal preparation
✓ Include a link with the school lunch program
✓ Provide an activity to send home to parents.

Also included are:

✓ MyPyramid for Kids poster
✓ 50 Tips for Families flyers to send home to parents
✓ A CD ROM with an interactive computer game, My Pyramid Blast Off.
✓ A CD ROM with all the lesson materials and supplemental materials for educators, and the Fruit and Vegetable Challenge poster kit.

Lessons are divided into three different age group levels

✓ Level 1 for Grades 1 and 2
✓ Level 2 for Grades 3 and 4
✓ Level 3 for Grades 5 and 6

Lesson Plans available for review online:

✓ Lesson 1: Exploring MyPyramid for Kids
✓ Lesson 2: Eat Smart with MyPyramid for Kids
✓ Lesson 3: Vary Your Veggies and Focus on Fruits

Multiple lesson ideas, scripts and activity ideas are available online. Reproducibles Include:

✓ A Close Look at MyPyramid For Kids
✓ Lesson 1- MyPyramid Black-and-white handout
✓ Lesson 2- Eat Smart with MyPyramid for Kids
✓ Lesson 3- Dear Parents
✓ Grocery Store Treasure Hunt
✓ Lesson 3- My Fruit and Vegetable Diary


**Florida Education Standards**

**Health**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

- HE.K.C.1.1 Recognize healthy behaviors.
- HE.K.C.1.2 Recognize the physical dimension of health.
- HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
- HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

- HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.
- HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

- HE.K.P.2.1 Help others to make positive health choices.
- HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

**Standard 1:** Demonstrate enhance health.

- HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.
Math

Number and Operations (PK-2)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

MA.1.A.6.1 Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

MA.1.A.6.2 Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.

DATA ANALYSIS & PROBABILITY (PK-2)

Standard 1: The student understands and uses the tools of data analysis for managing information.

MA.2.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)

Lifetime Fitness

Standard 1: Participate regularly in physical activity.

PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.1.L.1.3 Set physical activity goals.

PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.

PE.1.L.1.5 Identify the health benefits of physical activity.

PHYSICAL EDUCATION LITERACY (3-5)

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

PROCESSES OF LIFE (PK-2)

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

SC.2.L.17.1 Describe how animals and plants respond to changing seasons.

SC.2.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

2. GLO-GERM AND FOOD SAFETY (Importance of washing your hands)

- Power Point presentation on hand sanitization
- Demonstration about germs (Students put liquid on their hands and look at hands under a black light, then wash their hands to see how well they wash their hands. After washing hands, students look at their hands under the black light. This instills the importance of washing hands for proper amount of time.)
- Demonstration on how to properly wash hands
- Re-check for germs after washing hands

Florida Education Standards
Health
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.
HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

3. THE ORGANWISE GUYS

DOLLS

✓ Organ Wise Guy: includes Organ Wise characters to teach organs
✓ Organ Wise Gal: includes Organ Wise characters to teach organs
✓ These dolls house the “organ characters” and remind children that they too have their own organs.
✓ Organ Wise Guys are counting on them to make healthy choices

CHARACTERS

✓ Hardy Heart
✓ Sir Rebrum
✓ The Kidney Brothers---Sid & Kid Kidney
✓ Luigi Liver
✓ Peri Stolic
✓ Peter Pancreas
✓ Pepto
✓ windy
✓ Calci M. Bone
✓ Madame Muscle
LESSON TITLE: **Little Organ Guy/Gal**

*Florida Education Standards and Lesson Plan:*

*Reading/Language Arts*

**Standard:** LA.2.5.2  
The student effectively applies listening and speaking strategies.

**Standard:** LA.3.1.7  
The student uses a variety of strategies to comprehend grade level text.

**Standard:** LA.3.1.6  
The student uses multiple strategies to develop grade appropriate vocabulary.

**Standard:** LA.3.1.7  
The student uses a variety of strategies to comprehend grade level text.

*Health*

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

- **HE.K.C.1.1** Recognize healthy behaviors.
- **HE.K.C.1.2** Recognize the physical dimension of health.
- **HE.K.C.1.3** Recognize ways to prevent common communicable diseases.
- **HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

- **HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

- **HE.1.P.2.1** Encourage others to make positive health choices.

- **HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

- **HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

- **HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

- **HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.
HE.3.C.1.Pa.f  Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2:  Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1  Help others to make positive health choices.

HE.K.P.2.Pa.a  Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1:  Demonstrate enhance health.

HE.3.B.1.1  Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2  Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3  Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4  Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a  Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b  Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c  Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2:  Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1  Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2  Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4  Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a  Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d  Recognize a way to ask for assistance to enhance personal health.
Science

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

BOOKS

“How To Be Smart From the Inside Out!”

- Hardy Heart, Leader of the OrganWise Club, introduces himself and the OrganWise Guys.
- Hardy Heart explains the importance of eating a low-fat, high-fiber diet, drinking lots of water and getting regular exercise. He lays down the Club Rules to become a Member in the OrganWise Club:

   CLUB RULES
   - Eat a LOW-FAT diet
   - Eat a HIGH-FIBER diet
   - Drink lots of WATER
   - Get regular EXERCISE

LESSON TITLE: How to be Smart from the Inside Out!
(Part of the National Accelerated Reader Program)
Florida Education Standards: (Includes book and Lesson Plan information.)

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.
**Health**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

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<thead>
<tr>
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<tbody>
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<td>Recognize healthy behaviors.</td>
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<td>HE.K.C.1.2</td>
<td>Recognize the physical dimension of health.</td>
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<tr>
<td>HE.K.C.1.3</td>
<td>Recognize ways to prevent common communicable diseases.</td>
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<tr>
<td>HE.K.C.1.5</td>
<td>Recognize there are body parts inside and outside of the body.</td>
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<tr>
<td>HE.1.C.1.In.a</td>
<td>Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.</td>
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<td>HE.K.C.1.In.e</td>
<td>Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.</td>
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<td>HE.1.P.2.1</td>
<td>Encourage others to make positive health choices.</td>
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<tr>
<td>HE.1.P.2.Pa.a</td>
<td>Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.</td>
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<td>HE.3.C.1.6</td>
<td>Recognize that body parts and organs work together to form human body systems.</td>
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<td>HE.3.C.1.Pa.a</td>
<td>Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.</td>
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<td>Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.</td>
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<td>HE.3.C.1.Pa.f</td>
<td>Recognize that there are parts inside of the body, such as the heart and stomach.</td>
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**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

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<th>Code</th>
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<tr>
<td>HE.K.P.2.1</td>
<td>Help others to make positive health choices.</td>
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<tr>
<td>HE.K.P.2.Pa.a</td>
<td>Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.</td>
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Standard 1: Demonstrate enhance health.

**HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.

**HE.3.B.1.2** Describe how the media influences the selection of health information, products, and services.

**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

**HE.3.B.1.Pa.b** Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

**HE.3.B.1.Pa.c** Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.

**HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.

**HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

**HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

**HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.

*Physical Education*

**Lifetime Fitness**

**Standard 1:** Participate regularly in physical activity.

**PE.1.L.1.1** Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**PE.1.L.1.2** Demonstrate involvement in physical activities both during and after the school day.

**PE.1.L.1.3** Set physical activity goals.

**PE.1.L.1.4** Recognize that there are opportunities for physical activity outside of school.

**PE.1.L.1.5** Identify the health benefits of physical activity.
Science

Standard 1: Every human action requires energy that comes from food.
SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

Social Studies

Standard1: Utilize historical inquiry skills and analytical processes.
SS.6.W.1.1 Use timelines to identify chronological order of historical events.
SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

“The Healthy Heart Challenge”

- Hardy Heart tells you about the alarming information about cardiovascular disease and stroke that Sir Rebrum discovers while surfing the Internet.
- Hardy Heart challenges the other OrganWise club members to teach the kids all about cardiovascular disease and stroke and what they can do to prevent it! He reminds them that his favorite saying is “Knowledge is Power”.

The OrganWise Guys teach:
✓ About “good” and “bad’ cholesterol.
✓ What the word “cardio” means.
✓ What the word “vascular” means.
✓ How a heart attack happens.
✓ How a stroke happens.
✓ What three things can you do to keep your arteries and veins from getting clogged?
Choose foods with less fat.
Get plenty of physical activity (exercise).
Never smoke cigarettes.

**LESSON TITLE:** *The Healthy Heart Challenge*

**Florida Education Standards:** (Includes Book and Lesson Plan)

**Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.

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*Health*

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**HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

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**HE.1.P.2.1** Encourage others to make positive health choices.

**HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

**HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

**HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.
HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

**HE.K.P.2.1** Help others to make positive health choices.

**HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

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**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

**HE.3.B.1.Pa.b** Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

**HE.3.B.1.Pa.c** Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


**Standard 2:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.

**HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.

**HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

**HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

**HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.
Physical Education

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

Social Studies

Standard 2: Understand physical and cultural characteristics of places.

SS.5.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

“Basic Training for Better Health”

- Hardy Heart, Leader of the OrganWise Guys announces that Washington, D.C. has found out about The OrganWise Guys and has started a nationwide program with him as the leader!
- His mission is to teach new recruits about making changes for a healthier tomorrow. He is just getting ready to form the first platoon of “THE ORGANWISE GUYS.”
- Hardy Heart introduces some of his new recruits. He has his work cut out for himself!
  - The recruits have a lot to learn before they can become official members of THE ORGANWISE GUYS PLATOON.
  - Hardy Heart invites you to go through Basic Training too.
Hardy Heart introduces each organ to you.

Hardy Heart informs all recruits what the Platoon Rules are:

1. Regular EXERCISE
2. Eat a LOW-FAT Diet
3. Eat a HIGH-FIBER Diet
4. Drink Plenty of WATER

- Hardy Heart teaches you to know the enemy: Sickness and Disease
- Hardy Heart takes a close look at:
  - Cold bugs & germs
  - T-Cells, White Blood Cells
  - Free Radicals
  - Anti-Oxidants
  - Vitamins A, C, & E
- Hardy Heart teaches the importance of reading “Nutrition Facts Labels”.
  - Hardy Heart knows the label can be confusing with numbers all over the place, but he encourages you to focus in on one item at a time.
    - Total Fat
    - Dietary Fiber

LESSON TITLE: *Basic Training for Better Health*

*Part of the National Accelerated Reader Program*

Florida Education Standards: (Includes Book and Lesson Plan)

**Reading/Language Arts**

**Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Health**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.
HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.
HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.
HE.3.B.1.4 Identify a variety of technologies to gather health information.
HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Physical Education
LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science-Energy PK-2

Standard 1: Every human action requires energy that comes from food.

SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

“Pepto’s Place”
Where Every Serving Size is OrganWise!

- Hardy Heart tells about Pepto’s new career, opening his own business, a restaurant where Every Serving Size is OrganWise!
- Pepto gets the idea after Sir Rebrum shares what he learns on the Internet about being overweight, being sedentary and about chronic disease and obesity. Sir Rebrum also explains that many other serious diseases can stem from being overweight, such as diabetes, blood pressure and heart disease.
  - Sir Rebrum gathers even more information and gives a lecture about what the CDC is. He explains that it is short for the Centers for Disease Control and Prevention.
  - Sir Rebrum explains the energy equation for healthy weight and brings the sad news that over the past several decades, people have become unbalanced… they are eating more calories than they are using.
  - Sir Rebrum asks the club members to come up with a list of the reasons kids were less active today than they had been in years past.

THE LIST
✓ Too much television
✓ Playing too many videos games
✓ No parks
✓ Sitting at the computer
✓ Homework
✓ Being driven to places instead of walking
✓ No sidewalks
Don’t feel safe playing outside
No bike trails
Lying around talking on the phone

Pepto is inspired by all this research to open a restaurant that encourages healthy (OrganWise) portions.
Pepto gets menu ideas from several of the OrganWise Guys
Sir Rebrum and Hardy Heart are concerned about clogged arteries and came up with an alternative to the high-fat, high-calorie, low-fiber fried potato and suggest baked potatoes instead.
Peri Stolic, the intestine was concerned about fiber and wants plenty of fruits, vegetables and whole grains on the menu.
Calci M. Bone knows the importance of calcium intake for bone health and to prevent osteoporosis (she explains what that really big word means) She, of course, wants to make sure there are plenty of calcium rich foods on the menu.
The Kidney Brothers are happy to announce exactly how many calories are in water. They are convinced that water should be the beverage of choice and insists that plenty of water is available for their customers.
Madame Muscle is concerned about healthy proteins and insists that only lean meat is offered on the menu!
Windy flies in with a quick request. She wants a NO SMOKING policy!
Opening day is a big success. It seems eating healthy is popular after all!

LESSON TITLE: Pepto’s Place Where Every Portion Size is OrganWise
Florida Education Standards: (Includes Book and Lesson Plan)

Reading/Language Arts
Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.
Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.
HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.
HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/non-standard and metric/customary).

MA.5.G.5.1 Identify and plot ordered pairs on the first quadrant of the coordinate plane.

MA.5.G.5.2 Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.

MA.5.G.5.3 Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.

Physical Education

LIFETIME FITNESS

Standard1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.
Science

Standard 1: Every human action requires energy that comes from food.

SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 2: Matter can undergo a variety of changes and can be changed physically or chemically.

SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

Social Studies

Standard 1: Utilize historical inquiry skills and analytical processes.

SS.6.W.1.1 Use timelines to identify chronological order of historical events.
SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

Standard 2: Understand physical and cultural characteristics of places.

SS.5.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

“Balancing the Energy Equation One Step at a Time!”

- Hardy Heart teaches about a subject that is near and dear to his heart…..getting kids MOVING!
- Hardy Heart shares that “Recent Study Indicates that Overweight and Obesity are increasing.
- Hardy Heart says that since Sir Rebrum has been surfing the Internet, he keeps referring to terms like “overweight”, “sedentary”, “chronic disease” and “obesity”.
- Sir Rebrum discusses his research and explained what the CDC is. He explains that it was short for “The Centers for Disease control and Prevention. Sir Rebrum informs you that “It’s all about balancing the food you eat with the physical activity you do…. He says MOVING is what burns up energy that you take in by eating food.
- Sir Rebrum gives you the healthy weight equation….He says to MOVE MORE. EAT LESS.
• Sir Rebrum asks the other OrganWise guys to come up with a list of reasons why they thought kids were less active today than they had been in years past.
  o The List
    ✓ Too much television
    ✓ Playing too many video games
    ✓ No parks
    ✓ Sitting at the computer
    ✓ Homework
    ✓ Driven to places instead of walking
    ✓ No sidewalks
    ✓ Don’t feel safe playing outside
    ✓ No bike trails
    ✓ Lying around talking on the phone

• Sir Rebrum informs you that a lifestyle of an unbalanced energy equation can lead to more than just a weight problem. He says that being overweight is linked to other serious problems like heart disease, stroke, and diabetes.
• Calci M. Bone and Madame Muscle realize how importance it is to get moving and took on the project to help kids increase their physical activity. After taking a long look at the list they made, they decided to divide the list into two categories.
  1. Things that kids have a personal choice about and
  2. Things that needed changing in the environment (Sir Rebrum taught them that big word!)
• Madame Muscle gets on the computer and discovers a site called America on the Move. The site talks about something called a pedometer. She wants to make sure the kids know about it.
• Sir Rebrum suggests they do their very own “pilot” study to see if using the pedometers helped to get them moving.
• Each week they challenged each other and the study was a big success. They all did quite well. They all increased their steps!

LESSON TITLE: Balancing the Energy Equation One Step at a Time!
Florida Education Standards: (Includes Book and Lesson Plan)

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.
Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

*Health*

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

- **HE.K.C.1.1** Recognize healthy behaviors.
- **HE.K.C.1.2** Recognize the physical dimension of health.
- **HE.K.C.1.3** Recognize ways to prevent common communicable diseases.
- **HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

- **HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

- **HE.1.P.2.1** Encourage others to make positive health choices.

- **HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

- **HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

- **HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

- **HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

- **HE.3.C.1.Pa.f** Recognize that there are parts inside of the body, such as the heart and stomach.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

- **HE.K.P.2.1** Help others to make positive health choices.

- **HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

**Standard 1:** Demonstrate enhance health.

- **HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

Standard 3: The student develops an understanding of base-ten numerations system and place-value concepts.

MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

MA.2.A.1.2 Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/non-standard and metric/customary).

MA.5.G.5.1 Identify and plot ordered pairs on the first quadrant of the coordinate plane.

MA.5.G.5.2 Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.
MA.5.G.5.3 Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.

**Standard 3:** The student compares, contrasts, and converts within systems of measurement (both standard/non-standard and metric/customary).

**MA.5.G.5.1** Identify and plot ordered pairs on the first quadrant of the coordinate plane.

**MA.5.G.5.2** Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.

**MA.5.G.5.3** Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.

**Physical Education**

**LIFETIME FITNESS**

**Standard 1:** Participate regularly in physical activity.

**PE.4.L.1.1** Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**PE.4.L.1.2** Demonstrate involvement in physical activities both during and after the school day.

**PE.4.L.1.3** Implement at least one lifestyle behavior to increase physical activity.

**PE.4.L.1.4** Use technology and/or information literacy to identify opportunities for participation in physical activities.

**PE.4.L.1.5** Make observations about one's personal level of physical activity.

**Science**

**Standard 2:** Matter can undergo a variety of changes and can be changed physically or chemically.

**SC.2.P.9.1** Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

**Social Studies**

**Standard 1:** Utilize historical inquiry skills and analytical processes.

**SS.6.W.1.1** Use timelines to identify chronological order of historical events.

**SS.6.W.1.2** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**SS.6.W.1.4** Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.
VIDEOS: The Organ Wise Guys teach some very important information but in a fun way.

“Gimme Five”

- The OrganWise Guys answer important questions such as:
  - What do you need 5-a-day of?
  - Why do you need to eat five fruits and vegetables a day?
  - What do the Kidney Brothers need you to do to make them function properly?
  - What are some of the fruits and vegetables Calci and Hardy and their friends found?
  - What is Hardy nervous about doing?
  - What should you always do when something is bothering you?
  - What does Hardy drink to help calm his nerves?
- The OrganWise Guys lead the group in fun exercise to upbeat music.

LESSON TITLE: “Gimme Five” Video

Florida Education Standards: (Includes Video and Lesson Plan)

**Reading/Language Arts**

**Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Health**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

**HE.K.C.1.1** Recognize healthy behaviors.

**HE.K.C.1.2** Recognize the physical dimension of health.

**HE.K.C.1.3** Recognize ways to prevent common communicable diseases.

**HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
HE.K.C.1.In.e  Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1  Encourage others to make positive health choices.

HE.1.P.2.Pa.a  Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6  Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a  Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b  Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f  Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2:  Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1  Help others to make positive health choices.

HE.K.P.2.Pa.a  Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1:  Demonstrate enhance health.

HE.3.B.1.1  Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2  Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3  Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4  Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a  Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b  Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c  Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.
HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Physical Education
LIFETIME FITNESS
Standard 1: Participate regularly in physical activity.
PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science
Standard 1: Every human action requires energy that comes from food.
SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
“Calci’s Big Race”

The OrganWise Guys answer important questions such as:
✓ What is Calci training for?
✓ What do bones need to grow and to stay strong?
✓ What is included in Calci’s and Hardy’s healthy meal prepared by the Kidney Brothers?
✓ What foods have calcium in them?
✓ What activities did the kids say they liked to do?
✓ What encourages Calci to finish the race when she gets tired at the end?
✓ The OrganWise Guys lead the group in fun exercise to upbeat music.

LESSON TITLE: “Calci’s Big Race” Video

Florida Education Standards: (Includes Video and Lesson Plan)

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
HE.K.C.1.In.e  Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1   Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6   Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1   Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1   Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2   Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3   Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4   Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.
HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Physical Education

LIFETIME FITNESS
Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one’s personal level of physical activity.

Science

Standard 1: Every human action requires energy that comes from food.
SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

Social Studies

**Standard 1:** Utilize historical inquiry skills and analytical processes.

- **SS.6.W.1.1** Use timelines to identify chronological order of historical events.
- **SS.6.W.1.2** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- **SS.6.W.1.4** Describe the methods of historical inquiry and how history relates to the other social sciences.
- **SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.

“Breakfast Skippin’ Blues”

- The OrganWise Guys answer important questions such as:
  - What was wrong with Sir Rebrum, Madame Muscle, and Pepto that made them stop the rehearsal?
  - What did the OrganWise Guys forget to do this morning that caused these problems?
  - What happens if you do not eat breakfast?
  - What is the moral of the story?
  - What is the most important meal of the day?
  - What were some healthy breakfast foods that you saw in the video?
  - The OrganWise Guys lead the group in fun exercise to upbeat music.

LESSON TITLE: “Breakfast Skippin' Blues” Video

Florida Education Standards: (Includes Video and Lesson Plan)

**Reading/Language Arts**

- **Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.

- **Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

- **Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.
Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

**Health**

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

- **HE.K.C.1.1** Recognize healthy behaviors.
- **HE.K.C.1.2** Recognize the physical dimension of health.
- **HE.K.C.1.3** Recognize ways to prevent common communicable diseases.
- **HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

- **HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.
- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
- **HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

- **HE.1.P.2.1** Encourage others to make positive health choices.

- **HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

- **HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

- **HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.
- **HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.
- **HE.3.C.1.Pa.f** Recognize that there are parts inside of the body, such as the heart and stomach.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

- **HE.K.P.2.1** Help others to make positive health choices.

- **HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.
Standard 1: Demonstrate enhance health.

**HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.

**HE.3.B.1.2** Describe how the media influences the selection of health information, products, and services.

**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

**HE.3.B.1.Pa.b** Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

**HE.3.B.1.Pa.c** Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.

**HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.

**HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

**HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

**HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.

Physical Education

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

**PE.4.L.1.1** Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**PE.4.L.1.2** Demonstrate involvement in physical activities both during and after the school day.

**PE.4.L.1.3** Implement at least one lifestyle behavior to increase physical activity.

**PE.4.L.1.4** Use technology and/or information literacy to identify opportunities for participation in physical activities.

**PE.4.L.1.5** Make observations about one's personal level of physical activity.
Science

Standard 1: Every human action requires energy that comes from food.
   SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
   A. All living things share certain characteristics.
   B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
   C. Life can be organized in a functional and structural hierarchy.
   D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
   SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

“Fiber Fandango”

- The OrganWise Guys answer important questions such as:
  ✓ What organ is Peri Stolic?
  ✓ What does the large intestine do?
  ✓ Fruits and vegetables are high in what?
  ✓ What examples of high-fiber fruits and vegetables did you see in the video?
  ✓ The OrganWise Guys lead the group in fun exercise to upbeat music.

LESSON TITLE: “Fiber Fandango” Video

Florida Education Standards: (Includes Video and Lesson Plan)

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.
Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

**HE.K.C.1.1** Recognize healthy behaviors.

**HE.K.C.1.2** Recognize the physical dimension of health.

**HE.K.C.1.3** Recognize ways to prevent common communicable diseases.

**HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.1.P.2.1** Encourage others to make positive health choices.

**HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

**HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

**HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

**HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

**HE.3.C.1.Pa.f** Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

**HE.K.P.2.1** Help others to make positive health choices.

**HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.
Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

Standard 2: The student understands number systems.

MA.3.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Physical Education

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

Standard 1: Every human action requires energy that comes from food.
SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

- “Extreme Couch Potato”
  - The OrganWise Guys teach some very important information but in a fun way.
  - The OrganWise Guys answer important questions such as:
    ✓ What is Hardy doing too much of at the beginning of the video?
    ✓ Is it a good idea to eat in front of the television? Why or why not?
    ✓ What kind of things can your muscles help you do?
    ✓ True or False: The heart is a muscle?
    ✓ The OrganWise Guys lead the group in fun exercise to upbeat music.

LESSON TITLE: “Extreme Couch Potato” Video

Florida Education Standards: (Includes Video and Lesson Plan)

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.
Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6  The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

**HE.K.P.2.1** Help others to make positive health choices.

**HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

**HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.

**HE.3.B.1.2** Describe how the media influences the selection of health information, products, and services.

**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

**HE.3.B.1.Pa.b** Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

**HE.3.B.1.Pa.c** Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.

**HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.

**HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

**HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

**HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.

Physical Education

LIFETIME FITNESS

Standard1: Participate regularly in physical activity.

**PE.4.L.1.1** Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**PE.4.L.1.2** Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

Standard 1: Every human action requires energy that comes from food.
SC.2.P.10.1 People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

“Pepto’s Party Portions”

- The OrganWise Guys answer important questions such as:
  ✓ What were the food choices at Pepto’s party?
  ✓ What does Pepto do at his birthday party the year before that makes him sick?
  ✓ What does Pepto learn from his mistake last year?
  ✓ What does Pepto forget to do?
  ✓ When should you eat cake and ice cream at a birthday party?
  ✓ What are some of the healthy food choices at lunch?
  ✓ What can you do to prevent yourself from overeating and to control your portions?
  ✓ How long does it take the brain to realize the stomach is full?
  ✓ What can you do to help balance what you eat?
  ✓ The OrganWise Guys lead the group in fun exercise to upbeat music.
LESSON TITLE: “Pepto’s Party Portions” Video

Florida Education Standards: (Includes Video and Follow Up Activity)

Reading/Language Arts
LISTENING, VIEWING, AND SPEAKING (PK-2)

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

LISTENING, VIEWING, AND SPEAKING (3-5)

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Health
HEALTH LITERACY (PK-2)
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.
HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

NUMBER SENSE, CONCEPTS AND OPERATIONS (PK-2)
Standard 2: The student understands number systems.

MA.2.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.
MA.2.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)
Lifetime Fitness
Standard 1: Participate regularly in physical activity.

PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3 Set physical activity goals.
PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5 Identify the health benefits of physical activity.

PHYSICAL EDUCATION LITERACY (3-5)

LIFETIME FITNESS
Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.
**Science**

**ENERGY (PK-2)**

*Standard 1: Every human action requires energy that comes from food.*

**SC.2.P.10.1** People use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

“Farmer’s Market Fresh”

- The OrganWise Guys answer important questions such as:
  - Where do the OrganWise Guys want to go on their field trip?
  - What do they not have enough of for their trip?
  - What do they decide to do to raise money for their trip?
  - What is in fresh fruits and vegetables that are so good for you?
  - What are some of the fruits and vegetables the children are planting and the OrganWise Guys are trying to sell?
  - What vitamin can you get from the sunlight?
  - What does Windy, the Lungs love?
  - How much money did the OrganWise Guys make at their farmer’s market?
  - Can the OrganWise Guys go on their field trip?
  - The OrganWise Guys lead the group in fun exercise to upbeat music.

**LESSON TITLE: “Farmer’s Market Fresh” Video**

**Florida Education Standards: (Includes Video and Lesson Plan)**

**Reading/Language Arts**

**Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.

**Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.
Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.
Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

Standard 2: The student understands number systems.

MA.3.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Standard 3: The student develops an understanding of base-ten numerations system and place-value concepts.

MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

MA.2.A.1.2 Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.
Physical Education

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

Social Studies

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

“H2Ohhhhh!”

- The OrganWise Guys answer important questions such as:
  ✓ What is a buddy check?
  ✓ Who can be a buddy?
  ✓ How many glasses of water should you drink every day?
  ✓ What percent of your brain is composed of water?
  ✓ What should you do after exercising?
  ✓ The OrganWise Guys lead the group in fun exercise to upbeat music.
LESSON TITLE: “H2Ohhhhh” Video  
Florida Education Standards: (Includes Video and Lesson Plan)

Reading/Language Arts
Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Health
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.
HE.3.C.1.Pa.f  Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1  Help others to make positive health choices.

HE.K.P.2.Pa.a  Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1  Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2  Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3  Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4  Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a  Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b  Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c  Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1  Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2  Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4  Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a  Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d  Recognize a way to ask for assistance to enhance personal health.
Math

Standard 2: The student understands number systems.

MA.3.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Physical Education

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.

B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.

C. Life can be organized in a functional and structural hierarchy.

D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

KITS

- “Hardy Heart Kit”
  - Key nutritional/health concepts:
  - Personal responsibility for making healthy food choices
  - Identifying healthy foods
  - Importance of physical activity for heart health
  - Reducing sedentary behavior (Turning off the television)
  - Kit contains:
  - A Hardy Heart educational tool
✓ Four soft covered books
✓ OrganWise Guys puzzle

- “Calci M. Bone Kit”
  - Key nutritional/health concepts:
  - Identifying calcium-rich foods
  - Importance of calcium-rich foods
  - Importance of physical activity for bone health
  - Importance of dental health for long-term nutritional health
  - Kit contains:
    - A Calci M. Bone educational tool
    - Four soft cover books
    - “Calci’s Bone Bank game
    - These kits are designed to be used on a regular basis with a new book being read to the students each week. The goal is to get the students actively involved and enthused to take care of their “OrganWise Guys”

SUNSHINE STATE STANDARDS FOR THE ORGAN WISE MATERIALS:

Companion Activity Book for Basic Training Hardback Book Florida Education Standards:

Reading/Language Arts

Writing (PK-2)

Standard 1: Creative-The student develops and demonstrates creative writing.
  LA.2.4.1.1 The student will write narratives based on real or imagined events that includes a main idea, characters, a sequence of events and descriptive details
  LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

LISTENING, VIEWING, AND SPEAKING (PK-2)

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.
Language (PK-2)

Standard: LA.2.5.2  The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6  The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Writing (3-5)

Standard1: Creative-The student develops and demonstrates creative writing.

LA.4.4.1.1  The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience

LA.4.4.1.2  The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

LISTENING, VIEWING, AND SPEAKING (3-5)

Standard: LA.2.5.2  The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6  The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7  The student uses a variety of strategies to comprehend grade level text.

Health

Health Literacy (PK-2)

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1  Recognize healthy behaviors.
HE.K.C.1.2  Recognize the physical dimension of health.
HE.K.C.1.3  Recognize ways to prevent common communicable diseases.
HE.K.C.1.5  Recognize there are body parts inside and outside of the body.
**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.1.P.2.1** Encourage others to make positive health choices.

**HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

**HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

**HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

**HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

**HE.3.C.1.Pa.f** Recognize that there are parts inside of the body, such as the heart and stomach.

**Standard 2:** Demonstrate the ability to advocate for individual, peer, school, family, and community health.

**HE.K.P.2.1** Help others to make positive health choices.

**HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

**Standard 1:** Demonstrate enhance health.

**HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.

**HE.3.B.1.2** Describe how the media influences the selection of health information, products, and services.

**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.
Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

 Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

 Recognize a selected technology that provides health information.

**Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- **HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.
- **HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.
- **HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

- **HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

- **HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.

**Math**

**Number and Operations (PK-2)**

**Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.**

- **MA.1.A.6.1** Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

- **MA.1.A.6.2** Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.

**DATA ANALYSIS & PROBABILITY (PK-2)**

**Standard 1: The student understands and uses the tools of data analysis for managing information.**

- **MA.2.S.7.1** Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.
Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)

Lifetime Fitness
Standard 1: Participate regularly in physical activity.
PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3 Set physical activity goals.
PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5 Identify the health benefits of physical activity.

PHYSICAL EDUCATION LITERACY (3-5)

LIFETIME FITNESS
Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

PROCESSES OF LIFE (PK-2)

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
SC.2.L.17.1 Describe how animals and plants respond to changing seasons.
SC.2.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

Companion Activity Book for The Healthy Heart Challenge Hardback Book
Florida Education Standards:

Reading/Language Arts

WRITING (PK-2)
Standard 1: Creative-The student develops and demonstrates creative writing.
LA.2.4.1.1 The student will write narratives based on real or imagined events that includes a main idea, characters, a sequence of events and descriptive details.
LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

**WRITING (3-5)**

**Standard 1: Creative** - The student develops and demonstrates creative writing.

**LA.4.4.1.1** The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

**LA.4.4.1.2** The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

**Health**

**HEALTH LITERACY (PK-2)**

**Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.**

**HE.K.C.1.1** Recognize healthy behaviors.

**HE.K.C.1.2** Recognize the physical dimension of health.

**HE.K.C.1.3** Recognize ways to prevent common communicable diseases.

**HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.1.P.2.1** Encourage others to make positive health choices.

**HE.1.P.2.Pa.a** Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

**HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.

**HE.3.C.1.Pa.a** Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

**HE.3.C.1.Pa.b** Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.
Recognize that there are parts inside of the body, such as the heart and stomach.

**Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**HE.K.P.2.1** Help others to make positive health choices.

**HE.K.P.2.Pa.a** Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

**Standard 1: Demonstrate enhance health.**

**HE.3.B.1.1** Locate resources from home, school, and community that provide valid health information.

**HE.3.B.1.2** Describe how the media influences the selection of health information, products, and services.

**HE.3.B.1.3** Describe criteria for selecting health information, resources, products, and services.

**HE.3.B.1.4** Identify a variety of technologies to gather health information.

**HE.3.B.1.Pa.a** Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

**HE.3.B.1.Pa.b** Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

**HE.3.B.1.Pa.c** Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


**Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**HE.3.B.2.1** Identify effective verbal and nonverbal communication skills to enhance health.

**HE.3.B.2.2** Demonstrate refusal skills that avoid or reduce health risks.

**HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.

**HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

**HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.
**Physical Education**

**PHYSICAL EDUCATION LITERACY (PK-2)**

**Lifetime Fitness**

**Standard 1: Participate regularly in physical activity.**

PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.1.L.1.3 Set physical activity goals.

PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.

PE.1.L.1.5 Identify the health benefits of physical activity.

**PHYSICAL EDUCATION LITERACY (3-5)**

**LIFETIME FITNESS**

**Standard 1: Participate regularly in physical activity.**

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

**Science**

**PROCESSES THAT SHAPE THE EARTH (PK-2)**

**Standard 2: All life, including human civilization, is dependent on Earth’s water and natural resources.**

SC.2.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**PROCESSES OF LIFE (3-5)**

**Standard 14: Organization and Development of Living Organisms**

A. All living things share certain characteristics.

B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.

C. Life can be organized in a functional and structural hierarchy.

D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.
SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

Social Studies

PEOPLE, RACES, & ENVIRONMENT [GEOGRAPHY] (3-5)
Standard 2: Understand physical and cultural characteristics of places.

SS.5.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

Companion Activity Book for How to be Smart from the Inside Out Hardback Book
Florida Education Standards:

Health

HEALTH LITERACY (PK-2)
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.
HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.
Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)

Lifetime Fitness

Standard 1: Participate regularly in physical activity.

- **PE.1.L.1.1** Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
- **PE.1.L.1.2** Demonstrate involvement in physical activities both during and after the school day.
- **PE.1.L.1.3** Set physical activity goals.
- **PE.1.L.1.4** Recognize that there are opportunities for physical activity outside of school.
- **PE.1.L.1.5** Identify the health benefits of physical activity.

Science

PROCESSES OF LIFE (PK-2)

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

- **SC.2.L.17.1** Describe how animals and plants respond to changing seasons.
- **SC.2.L.17.2** Recognize that plants use energy from the Sun, air, and water to make their own food.

Companion Activity Book for Pepto’s Place Where Every Serving Size is OrganWise!

Hardback Book Florida Education Standards:

Reading/Language Arts

WRITING (PK-2)

Standard 1: Creative - The student develops and demonstrates creative writing.

- **LA.2.4.1.1** The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details.
- **LA.2.4.1.2** The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

WRITING (3-5)

Standard 1: Creative - The student develops and demonstrates creative writing.

- **LA.4.4.1.1** The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.
- **LA.4.4.1.2** The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.
HEALTH LITERACY (PK-2)

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.
Standard 1: Demonstrate enhance health.

HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Math

Number and Operations (PK-2)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

MA.1.A.6.1 Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

MA.1.A.6.2 Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.
DATA ANALYSIS & PROBABILITY (PK-2)
Standard 1: The student understands and uses the tools of data analysis for managing information.

MA.2.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

NUMBER SENSE, CONCEPTS, & OPERATIONS (3-5)
Standard 1: Understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

MA.1.A.2.1 Compare and order whole numbers at least to 100.
MA.1.A.2.2 Represent two digit numbers in terms of tens and ones.
MA.1.A.2.3 Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.

Standard 3: The student develops an understanding of base-ten numerations system and place-value concepts.

MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.
MA.2.A.1.2 Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.
MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

DATA ANALYSIS & PROBABILITY (3-5)
Standard 1: The student understands and uses the tools of data analysis for managing information.

MA.5.A.4.1 Use the properties of equality to solve numerical and real world situations.
MA.5.A.4.2 Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.

Science

PROCESSES OF LIFE (3-5)
Standard 14: Organization and Development of Living Organisms
A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
Social Studies
ECONOMICS (PK-2)
Standard 1: Beginning Economics
SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.
SS.1.E.1.2 Define opportunity costs as giving up one thing for another.
SS.1.E.1.5 Recognize the importance of saving money for future purchases.
SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

PEOPLE, RACES, & ENVIRONMENT [GEOGRAPHY] (3-5)
Standard 2: Understand physical and cultural characteristics of places.
SS.5.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

4. FRUITS & VEGGIES MORE MATTERS

A.) Importance of eating more fruits and vegetables.
GOAL: Encourage students to eat a variety of fruits and vegetables.

OBJECTIVES
Knowledge Objectives
- After completing the lesson, students will be able to list:
- A variety of fruits and vegetables that are available in Florida.
- Understand why fruits and vegetables are important for good health.
- Suggestions for ways to include more fruits and vegetables in family meals and snacks.

Behavioral Objectives
- After completing the lesson, students will be able to:
- Tell which fruits and vegetables he/she has tried in the past.
- Choose a new fruit and vegetable he/she will try in the future.

Key Points
Review the major points of the “Focus on Fruits and Vegetables” client handout (English/Spanish) by going over the following points with the student:
- We need to eat fruits and vegetables each day for good health.
Why is it important to eat fruits and vegetables? Eating fruits and vegetables provides health benefits — people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits and vegetables provide nutrients vital for the health and maintenance of your body (for example, Vitamin A keeps eyes and skin healthy and helps to protect against infections; Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy). Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for stroke and perhaps other cardiovascular diseases; may protect against certain cancers, such as mouth, stomach, and colon-rectum cancer.

Fruits and vegetables are good sources of fiber. Fiber helps our bodies function properly and fills us up. The water in fruits and vegetables add volume to our favorite dishes, so we can eat the same amount of food with fewer calories.

We can use fruits and vegetables in our daily food choices instead of choosing higher calorie foods such as sweets and desserts.

There are many different fruits and vegetables available in Florida.

Include fruits and vegetables in your family meals and snacks that you haven’t tried before to help your family appreciate the many tastes and textures of fruits and vegetables available in the food market.

Learning Activity for Parent and Child

- Offer the students the “Fruit and Vegetable Children’s Activity Sheet.”
- This can be done as a group activity with the students or sent home with a letter to the parents.
- Explain to the parent that he/she can work with his/her child to complete the activity sheet by putting a circle around the fruits or vegetables that the child has tried.
- Then have the parent ask the child what new fruits and vegetables he/she would like to try and write the name of the fruits and vegetables on the blank lines on the activity sheet.

B.) FOOD GROUPIE PUPPETS

The Food Groupie Early Education Nutrition Program brings the basics about healthy eating habits to children with the help of its star characters:

- Orange, Broccoli, Bread, Milk and Peanut Food Groupies.
  - Theses plush, fun-loving characters are cousins. Each cousin represents one of the five food groups and has his own distinctive personality. These delightful characters make learning nutrition a fun and positive experience for children.
  - Children are naturally drawn to these plush food groupie cousins, and are quick to consider them their role models.
  - These lessons, teach children about a variety of foods and are also helpful in the children’s social, sensory and emotional development.
Videotapes, storybook, audiocassette, creative learning sheets and parent letters all featuring the Food Groupie Cousins, enhance the learning experience.

This program provides a variety of learning situations which can be modified or supplemented that can be tailored fit individual instructional needs. This program includes:

**Videotapes**
- Three, five minute puppet shows called:
  - “The Food Groupie Adventures” featuring the Food Groupies and the Farmer Green family of characters

**Food Groupie Plush Characters** –
- Five 12” tall plush characters that represent the puppets shown in the videotapes.

**Storybook** –
- “What’s a Food Groupie?” A story about a young boy and girl who meet the Food Groupies in a grocery store.

**Audiocassette** –
- A narration of the storybook including the Food Groupie character voices and the Food Groupie song.

**Hanging Mobile** –
- Shows all of the Food Groupies and reminds children to eat all kinds of food everyday.

**Poster** -
- A color photo of the Food Groupie puppets and the words to their song.

**Stickers**-
- Each sticker sheet displays the Food Groupie characters, food guide pyramid, the five senses circle and pictures of where foods come from.

**Parent Letters** –
- Presents the objectives of the program and encourages parental support, in both English and Spanish.

**Creative Learning Sheets** –
- Enhance the child’s learning experience by encouraging them to get involved in these activities.
Florida Education Standards
Health

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 Recognize healthy behaviors.
HE.K.C.1.2 Recognize the physical dimension of health.
HE.K.C.1.3 Recognize ways to prevent common communicable diseases.
HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

HE.1.C.1.In.a Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.K.C.1.In.e Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

HE.1.P.2.1 Encourage others to make positive health choices.

HE.1.P.2.Pa.a Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1 Help others to make positive health choices.

HE.K.P.2.Pa.a Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1: Demonstrate enhance health.
HE.3.B.1.1 Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2 Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3 Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4 Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1 Identify effective verbal and nonverbal communication skills to enhance health.

HE.3.B.2.2 Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

HE.3.B.2.Pa.a Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

HE.3.B.2.Pa.d Recognize a way to ask for assistance to enhance personal health.

Reading/Language Arts

Standard: LA.2.5.2 The student effectively applies listening and speaking strategies.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.

Standard: LA.3.1.6 The student uses multiple strategies to develop grade appropriate vocabulary.

Standard: LA.3.1.7 The student uses a variety of strategies to comprehend grade level text.
Math

Number and Operations (PK-2)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

MA.1.A.6.1 Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

MA.1.A.6.2 Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.

DATA ANALYSIS & PROBABILITY (PK-2)

Standard 1: The student understands and uses the tools of data analysis for managing information.

MA.2.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)

Lifetime Fitness

Standard 1: Participate regularly in physical activity.

PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.

PE.1.L.1.3 Set physical activity goals.

PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.

PE.1.L.1.5 Identify the health benefits of physical activity.

PHYSICAL EDUCATION LITERACY (3-5)

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a Daily basis.

PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.

PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.

PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

PROCESSES OF LIFE (PK-2)

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

SC.2.L.17.1 Describe how animals and plants respond to changing seasons.

SC.2.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

5. IMPORTANCE OF DAIRY PRODUCTS

Goals

- Teach children about the importance of dairy foods in a well balanced diet.
- Encourage children to switch to low fat or fat-free dairy products.

Objectives

- Students will be able to identify foods in the Milk group.
- Students will develop an awareness of the importance of using low fat or fat-free dairy products. Students will be able to identify foods in the Milk group.
- Students will record a 24-hour food recall for dairy products.
- Students will list dairy foods that are low in fat or fat-free.

- What Dairy Foods Did I Eat Yesterday?” handout
- Empty or unused dairy food containers
- What kind of milk do you drink at home?
✓ Milk caps or empty milk cartons children brought in from home
✓ “Milk Cap Bar Chart” worksheet
✓ “Drink Milk Everyday” worksheet

Sunshine State Standards
Grades K-2

Activity 1-Introduction to Dairy

- **Health Education HE.1.P.2.1**
  - Encourage others to make positive health choices.
- **Health Education HE.7.C.2.3**
  - Examine how the school and community may influence the health behaviors of children.
- **Mathematics MA.1.A.2.1**
  - Compare and order whole numbers at least to 100.
- **Mathematics MA.1.A.2.2**
  - Represent two digit numbers in terms of tens and ones
- **Mathematics MA.1.A.2.3**
  - Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.
- **Science SC.7.L.17.1**
  - Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

Activity 2-What Kind of Milk Do You Drink at Home?

- **Health Education HE.1.P.2.1**
  - Encourage others to make positive health choices.
- **Health Education HE.8.C.1.1**
  - Analyze the relationship between healthy behaviors and personal health.
- **Mathematics MA.K.G.5.1**
  - Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.
- **Mathematics MA.3.A.4.1**
  - Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.
- **Mathematics MA.3.S.7.1**
  - Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.
Activity 3-Daily Dairy Servings

- **Health Education HE.K.C.2.1**
  - Name healthy behaviors that family members should practice.
- **Health Education HE.8.C.1.1**
  - Analyze the relationship between healthy behaviors and personal health.
- **Mathematics MA.1.A.2.1**
  - Compare and order whole numbers at least to 100.
- **Mathematics MA.1.A.2.2**
  - Represent two digit numbers in terms of tens and ones
- **Mathematics MA.1.A.2.3**
  - Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.
- **Mathematics MA.3.S.7.1**
  - Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

Activity 4-Culminating Activity

- **Health Education HE.7.C.2.3**
  - Examine how the school and community may influence the health behaviors of children.
- **Health Education HE.2.C.2.2**
  - Describe how friends' health practices influence health behaviors of others.
- **Science SC.7.L.17.1**
  - Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

Grades 3-5

Activity 1-Introduction to Dairy

- **Health Education HE.2.C.2.3**
  - Describe how the school and community influence health behaviors of children.
- **Health Education HE.6.C.2.10**
  - Explain the influence of personal values and beliefs on individual health practices and behaviors.
- **Language Arts LA.2.1.7.8**
  - The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
Activity 2-Daily Dairy Servings

- **Health Education HE.K.B.3.3**
  - Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- **Mathematics MA.1.A.1.1**
  - Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend.
- **Mathematics MA.1.A.1.2**
  - Identify, describe, and apply addition and subtraction as inverse operations.
- **Mathematics MA.1.A.1.3**
  - Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.
- **Mathematics MA.1.A.1.4**
  - Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.
- **Mathematics MA.1.A.6.1**
  - Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.
- **Mathematics MA.1.A.6.2**
  - Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.
- **Mathematics MA.6.A.3.1**
  - Write and evaluate mathematical expressions that correspond to given situations.
- **Mathematics MA.6.A.3.2**
  - Write, solve, and graph one- and two-step linear equations and inequalities.
- **Mathematics MA.6.A.3.4**
  - Solve problems given a formula.
- **Mathematics MA.2.G.5.1**
  - Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.
- **Mathematics MA.2.G.5.2**
  - Identify time to the nearest hour and half hour.
- **Mathematics MA.2.G.5.3**
  - Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency.
- **Mathematics MA.2.G.5.4**
  - Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (ml) and liters (L).
Activity 3 - Milk Comparison and Taste Test

- **Health Education HE.4.C.2.1**
  - Explain the importance of family on health practices and behaviors.

- **Health Education HE.K.B.3.3**
  - Recognize the consequences of not following rules/practices when making healthy and safe decisions.

- **Mathematics MA.1.A.6.1**
  - Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

- **Mathematics MA.1.A.6.2**
  - Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams

- **Mathematics MA.7.S.6.1**
  - Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

- **Mathematics MA.7.S.6.2**
  - Construct and analyze histograms, stem-and-leaf plots, and circle graphs.

Activity 4 - Measuring Calcium

- **Health Education HE.K.C.2.2**
  - Identify members of the school and community that support personal health practices and behaviors.

- **Mathematics MA.2.G.5.1**
  - Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.

- **Mathematics MA.2.G.5.2**
  - Identify time to the nearest hour and half hour.

- **Mathematics MA.2.G.5.3**
  - Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency.

- **Mathematics MA.2.G.5.4**
  - Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (ml) and liters (L).

Grades 6-12

Label Reading Activity one: Group Activity

“Taste Test “Grades 6-8

- **Health Education HE.3.B.3.4**
  - Discuss the potential short-term personal impact of each option when making a health-related decision.
Label Reading Activity 2: Group Activity –
“Get in Line with Fat”
Grades 6-8

- **Health Education HE.3.B.3.4**
  - Discuss the potential short-term personal impact of each option when making a health-related decision.

- **Mathematics MA.6.A.5.1** (Grades 6-8)
  - Use equivalent forms of fractions, decimals, and percents to solve problems.

- **Mathematics MA.6.A.5.2**
  - Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.

- **Mathematics MA.6.A.5.3**
  - Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.

- **Mathematics MA.8.A.6.4**
  - Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

- **Mathematics MA.6.S.6.1**
  - Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.

Label Reading Activity 3: “What’s on the Label?”
Grades 6-12

- **Health Education HE.3.B.3.4** (Grades 6-8)
  - Discuss the potential short-term personal impact of each option when making a health-related decision.

- **Mathematics MA.6.A.5.1** (Grades 6-8)
  - Use equivalent forms of fractions, decimals, and percents to solve problems.

- **Mathematics MA.6.A.5.2**
  - Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.

- **Mathematics MA.6.A.5.3**
  - Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.

- **Mathematics MA.8.A.6.4** (Grades 6-8)
  - Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

- **Mathematics MA.6.S.6.1** (Grades 6-8)
  - Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.
- **Health Education HE.912.B.3.1 (Grades 9-12)**
  - Determine the value of applying a thoughtful decision-making process in health-related situations.
- **Health Education HE.912.B.4.3 (Grades 9-12)**
  - Implement strategies and monitor progress in achieving a personal health goal.
- **Mathematics MA.912.A.1.1 (Grades 9-12)**
  - Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).
- **Mathematics MA.912.S.3.1 (Grades 9-12)**
  - Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include:
    - bar graphs
    - line graphs
    - stem and leaf plots
    - circle graphs
    - histograms
    - box and whiskers plots
    - scatter plots
    - cumulative frequency (ogive) graphs

**Portion Size Activity – “How Much Do You Want?”**
Grades 6-12

- **Health Education HE.3.B.3.4 (Grades 6-8)**
  - Discuss the potential short-term personal impact of each option when making a health-related decision.
- **Mathematics MA.6.A.5.1 (Grades 6-8)**
  - Use equivalent forms of fractions, decimals, and percents to solve problems.
- **Mathematics MA.6.A.5.2**
  - Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.
- **Mathematics MA.6.A.5.3**
  - Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results.
- **Mathematics MA.4.A.6.1 (Grades 6-8)**
  - Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.
- **Mathematics MA.6.S.6.1 (Grades 6-8)**
  - Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.
• **Mathematics MA.4.A.6.6 (Grades 6-8)**
  o Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.

• **Health Education HE.912.B.3.1 (Grades 9-12)**
  o Determine the value of applying a thoughtful decision-making process in health-related situations.

• **Health Education HE.912.B.4.3 (Grades 9-12)**
  o Implement strategies and monitor progress in achieving a personal health goal.

• **Mathematics MA.912.A.1.1 (Grades 9-12)**
  o Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).

• **Mathematics MA.912.S.3.1 (Grades 9-12)**
  o Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include:
    • bar graphs
    • line graphs
    • stem and leaf plots
    • circle graphs
    • histograms
    • box and whiskers plots
    • scatter plots
    • cumulative frequency (ogive) graphs

• **Mathematics MA.8.A.6.4 (Grades 9-12)**
  o Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

• **Mathematics MA.2.G.5.4 (Grades 9-12)**
  o Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (ml) and liters (L).

**Discussion – “Low-Fat versus Regular Fat Dairy Products”**

**Grades 9-12**

• **Health Education HE.912.B.3.1 (Grades 9-12)**
  o Determine the value of applying a thoughtful decision-making process in health-related situations.

• **Health Education HE.6.B.4.3**
  o Determine strategies and skills needed to attain a personal health goal.
• **Mathematics MA.912.A.1.1 (Grades 9-12)**
  o Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers).

• **Mathematics MA.3.S.7.1**
  o Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

### 6. LEARN TO EAT SMART, PLAY HARD, WITH POWER PANTHER


**Power Panther** is powerful, friendly, fun, helpful, and popular. Power Panther along with his less than perfect nephew, Slurp, embodies this campaign. Power Panther understands and lives by the Eat Smart, Play Hard messages while Slurp learns to follow his Uncle’s advice on nutrition and physical activity. Power Panther is an educator and a role model.

**Power Panther’s Characteristics:**
- He loves physical activity and is good at it.
- He has a self-assured walk.
- He enjoys jokes and wisecracks.
- He motivates children, including his nephew, Slurp, to make healthy food choices and to be physically active. He is entertaining and fun.
- He gives “high5s” and “thumbs up” signs to encourage kids who have made wise food and physical activity choices. He gives the “thumbs down” when admonishing.
- He is enthusiastic, friendly, and nurturing.
- He models healthy eating and physical activity.

**Power Panther Makes Nutrition Education Come Alive!**

Eat Smart, Play Hard, is about making America’s children healthier. It’s about practical suggestions that will help you motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard.

Target audience: Families – parents/caregivers and 8-10 year old teens

• **Examples of events:**
  o Community events
  o Farmer’s markets
  o Food Stamp Program nutrition education events, etc.

• **Materials Needed:**
  o Music player
Power Panther “moves” may also be integrated into your program. The following moves are included in scripts to reinforce campaign messages.

**Healthy eating:**
- Holds a piece of fruit up in one hand and makes a thumbs-up gesture with the other
- Distributes healthy snacks (optional)

**Physical activity:**
- Dances or moves to music
- Tosses a ball
- Does calisthenics
- Strength/power – makes a muscle or hold fists and lifts arms overhead
- Other moves:
  - Waves hello
  - Shakes hands with helper and audience

- Nods in agreement
- Gestures to audience e.g. thumbs-up

**Multiple scripts are available:**

- **Introducing Power Panther**
- Introducing…. Slurp, Power Panther’s nephew
- **Eat Smart. Play Hard With MyPyramid – 15 minutes**
  - This script for community events introduces parents, kids and community groups to Power Panther and provides an overview of MyPyramid for Kids’ key messages. It conveys these messages and introduces Eat Smart. Play Hard. In a kid-friendly, interactive and, engaging format and only requires about 15 minutes to complete.

- **Power Panther Takes Eat Smart. Play Hard. To Schools.**
  - In a lively, interactive session, school-age children are introduced to Power Panther who encourages them to embrace healthy eating and physical activity behaviors. Power Panther also conveys the importance of eating breakfast.

- **Learn to Eat Smart. Play Hard With Power Panther**
  - The audience is introduced to the Eat Smart. Play Hard. Campaign and its spokes character, Power Panther. This script can be tailored for use with children and their caregivers in a variety of settings. The interactive format should generate an exciting and engaging learning experience for participants.
Many activities, games and comics with question and answer activities are downloadable online.

Also available online:
- Suggested program activities
- Tips for Power Panther Actors
- Tips for Power Panther’s Helper
- Instructions for Putting on the Costume
- Ideas & Instructions for Making Power Panther Come Alive
- How to Borrow the Power Panther Costume
- Forms for Borrowing the Power Panther Costume
- Songs including music, scripts & lyrics

FNS has developed a Power Panther costume and makes the costumes available to program cooperators and partners on loan. Agencies that operate FNS programs are encouraged to use the costume with Eat Smart. Play Hard. Materials to motivate kids and parents to improve their eating and physical activity behaviors. To make this easier, FNS has included ways to use the costume to make nutrition education come alive. Resources to help you in planning are available online.

The Power Panther costume is designed to fit a person 5’6 to 5’9 but could be worn by someone slightly shorter or taller; Power Panther is a male in his early twenties.

If you would like to use the costume, please tell the Family Nutrition Program Assistant (352-793-2728). It takes around 6 weeks to receive after ordering. There is no charge and we can keep for 2 days. (Large groups do have priority)

*Florida Education Standards*

*Health*

**Standard 1:** Comprehend concepts related to health promotion and disease prevention to enhance health.

**HE.K.C.1.1** Recognize healthy behaviors.

**HE.K.C.1.2** Recognize the physical dimension of health.

**HE.K.C.1.3** Recognize ways to prevent common communicable diseases.

**HE.K.C.1.5** Recognize there are body parts inside and outside of the body.

**HE.1.C.1.In.a** Recognize healthy behaviors, such as eating breakfast, getting exercise, washing hands, and using sunscreen.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.K.C.1.In.e** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.

**HE.1.P.2.1** Encourage others to make positive health choices.
HE.1.P.2.Pa.a  Demonstrate a positive health choice for others in the classroom, such as eating healthy foods and using a tissue.

HE.3.C.1.6  Recognize that body parts and organs work together to form human body systems.

HE.3.C.1.Pa.a  Recognize a selected healthy behavior that affects personal health, such as washing hands before eating.

HE.3.C.1.Pa.b  Recognize behaviors that represent the physical dimension of health, such as eating healthy foods and exercising.

HE.3.C.1.Pa.f  Recognize that there are parts inside of the body, such as the heart and stomach.

Standard 2:  Demonstrate the ability to advocate for individual, peer, school, family, and community health.

HE.K.P.2.1  Help others to make positive health choices.

HE.K.P.2.Pa.a  Demonstrate a guided healthy behavior for another person, such as playing outside, using tissues, or washing hands.

Standard 1:  Demonstrate enhance health.

HE.3.B.1.1  Locate resources from home, school, and community that provide valid health information.

HE.3.B.1.2  Describe how the media influences the selection of health information, products, and services.

HE.3.B.1.3  Describe criteria for selecting health information, resources, products, and services.

HE.3.B.1.4  Identify a variety of technologies to gather health information.

HE.3.B.1.Pa.a  Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

HE.3.B.1.Pa.b  Recognize a media message that influences the selection of a health product, such as cereal boxes and medicine advertisements.

HE.3.B.1.Pa.c  Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.


Standard 2:  Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.3.B.2.1  Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2 Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.4 Explain ways to ask for assistance to enhance personal health.

- **HE.3.B.2.Pa.a** Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.
- **HE.3.B.2.Pa.d** Recognize a way to ask for assistance to enhance personal health.

**Reading/Language Arts**
- **Standard: LA.2.5.2** The student effectively applies listening and speaking strategies.
- **Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.
- **Standard: LA.3.1.6** The student uses multiple strategies to develop grade appropriate vocabulary.
- **Standard: LA.3.1.7** The student uses a variety of strategies to comprehend grade level text.

**Math**

**Number and Operations (PK-2)**

- **Standard 3:** The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

  - **MA.1.A.6.1** Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.
  - **MA.1.A.6.2** Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.

**DATA ANALYSIS & PROBABILITY (PK-2)**

- **Standard 1:** The student understands and uses the tools of data analysis for managing information.

  - **MA.2.S.7.1** Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.
Physical Education

PHYSICAL EDUCATION LITERACY (PK-2)

Lifetime Fitness

Standard 1: Participate regularly in physical activity.

PE.1.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3 Set physical activity goals.
PE.1.L.1.4 Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5 Identify the health benefits of physical activity.

PHYSICAL EDUCATION LITERACY (3-5)

LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

PE.4.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2 Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3 Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4 Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5 Make observations about one's personal level of physical activity.

Science

PROCESSES OF LIFE (PK-2)

Standard 2: Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

SC.2.L.17.1 Describe how animals and plants respond to changing seasons.
SC.2.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.

Standard 14: Organization and Development of Living Organisms

A. All living things share certain characteristics.
B. The scientific theory of cells, also called cell theory, is a fundamental organizing principle of life on Earth.
C. Life can be organized in a functional and structural hierarchy.
D. Life is maintained by various physiological functions essential for growth, reproduction, and homeostasis.

SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.
This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, call 1-866-762-2237, or visit www.dcf.state.fl.us/ess.